

Mentor/Protege Monthly Checklist

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for new teachers and allow them to have an opportunity to meet with their mentor, discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. The monthly checklist will provide a beginning dialogue on specific topics for your meetings.

Mentor Expectations

- Arrange for and log contact hours with the mentee teacher each semester. The contact hours can be in observations, conferences, meetings in the hall between classes, etc.
- Assist the teacher in preparing for the 1st day of school.
- Assist teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help teacher learn to meet the procedural demands of the school.
- Provide moral and emotional support and function as a sounding board for new ideas.
- Provide access to other classrooms so teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within a school.
- Engage first-year teachers in self-assessment and reflection on their own practice.
- Provide support and professional feedback as novice teachers experiment with new ideas and strategies.

Mentee Expectations

- Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
- Receive feedback in a positive attitude. Your mentor will provide honest feedback to you and accept it as an opportunity to strengthen and improve your potential as a teacher.
- Let your mentor know that you have followed advice and/or suggestions, even if you have modified the suggestions. Appreciate the mentor's knowledge and expertise.
- Honor each others' time; be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to support you.

The mentor/mentee beginning of the school year exchange more than likely has already occurred, so for the month of August, check off the boxes that you have already done and/or discussed and complete any areas on the August list.

August

- Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- Take a tour of the building/area, get alarm code, get necessary building keys
- Show location of materials (stapler, construction paper, etc.)
- Check/discuss materials in classroom and/or needed materials
- Share checkout procedures for books, materials, etc., get Lumen and computer logins
- Tour teacher workroom: supplies, copy machine procedures, etc.
- Discuss staff/team meetings, go through handbook and answer any questions
- Review assigned duties and responsibilities (lunch duty, hall duty, bus duty, etc.)
- Share teacher dress code (Friday spirit day, etc.)
- Discuss My Learning Plan and set up an account / sign up for BTAP
- Discuss Open House procedures and share agenda/presentation ideas
- Discuss parent communication logs
- Share lesson plan expectations and example of weekly plan
- Share first day/week activities—provide guidance on organizing the first day/first week
- Discuss/share opening announcement procedures and expectations
- Explain miscellaneous procedures (attendance, tardies, lunch count, office referrals, checking voicemail, etc.)
- Discuss arrival/dismissal procedures and playground rules
- Discuss student dress code and procedures when a refraction occurs
- Share building forms (nurse, hall pass, office, etc.)
- Review procedures for fire drills and escape route
- Discuss FYI issues regarding school culture and customs
- Set up a scheduled time to meet as mentor/mentee each month

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during August: _____

Please list how many times you met during August: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

September

- Share how teaching is going
- Discuss and/or assist in developing personal goal or professional development plan for first semester (if applicable)
- Review homework policy and share ideas regarding assignment submission by students
- Go over student make-up work policies
- Discuss upcoming or completed observations by administrative staff and/or field coach
- Discuss understanding of how to write weekly lesson plans that focus on student learning and benchmarks/expectations
- Discuss any beginning of the year assessments that need to be administered
- Discuss concerns about students who might be struggling and identify possible interventions
- Share grading guidelines, deficiency notices, quarterly grades
- Review grade book and record keeping system
- Discuss communicating with parents, tips for upcoming Parent/Teacher conferences
- Discuss Special Education and/or Rtl referral process
- Discuss expectations/procedures for assemblies and pep rallies
- Discuss class sponsor responsibilities
- Set up a scheduled time to meet as mentor/mentee in October

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during September: _____

Please list how many times you met during September: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

October

- Share and bring each other up-to-date what has been happening in your classroom
- Review monthly district/building activities
- Discuss formal observation(s) or upcoming observations
- Examine/discuss classroom management/discipline plan and maintaining class control
- Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)
- Mentor Observation on Mentee Date completed: _____
- Mentee Observation on Mentor Date completed: _____
- Provide feedback to each other what you observed in the classroom
- Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events
- Review grade reporting system and how grade reports will be distributed to parents
- Continue discussion on parent/teacher conferences and tips in how to conduct
- Discuss any potential difficult conferences and suggest support personnel that might attend the conference
- Set up a scheduled time to meet as mentor/mentee in November

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during October: _____

Please list how many times you met during October: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

November

- Share and bring each other up-to-date what has been happening in your classroom
- Review monthly district/building activities
- Discuss and share how parent teacher conferences went
- Discuss Christmas parade and ways to get involved
- Discuss how busy both professionally and personally it is between Thanksgiving and Winter Break and how to keep the students engaged and productive
- Discuss concerns/successes of students
- Share e-mail and parent communications
- Discuss procedure for snow day/delayed starts
- Appraise instructional pacing
- Review holiday units and activities
- Share “tricks of the trade” to get through the upcoming weeks
- Observe each others’ classroom teaching sometime between October through December (one observation each during this time frame)
- Mentor Observation on Mentee Date completed: _____
- Mentee Observation on Mentor Date completed: _____
- Provide feedback to each other what you observed in the classroom
- Set up a scheduled time to meet as mentor/mentee in December

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during November: _____

Please list how many times you met during November: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

December

- Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break
- Look for upcoming workshops, classes, professional development opportunities
- *****Complete Observation:** Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)
- Mentor Observation on Mentee Date completed: _____
- Mentee Observation on Mentor Date completed: _____
- Provide feedback to each other what you observed in the classroom
- Submit signed Mentor Monthly Logs (August-December) to building principal
- Set up a scheduled time to meet as mentor/mentee in January

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during December: _____

Please list how many times you met during December: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

****Turn in your Monthly Mentor Forms to the building principal by December 15th**

January

- Review and discuss first semester experience
- Discuss and/or assist in developing personal goal or professional development plan for second semester
- Document accommodations for state and district testing (90 days prior to testing)
- Review report cards/progress reports to send home
- Discuss contacting parents of struggling students
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss home communications and ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- Discuss how to prepare students for upcoming testing
- Discuss Homecoming events
- Set up a scheduled time to meet as mentor/mentee in February

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during January: _____

Please list how many times you met during January: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

February

- Review monthly district/building activities
- Discuss upcoming testing (state or district testing, etc.) requirements, procedures, and documentation of accommodations for designated students
- Review confidentiality policy of information
- Observe mentee’s classroom teaching--between February through May
- Date completed: _____
- Provide feedback what you observed
- Have mentee observe another teacher’s classroom—between February through May
- Have them provide feedback what they observed. Date completed: _____
- Discuss Prom events
- Set up a scheduled time to meet as mentor/mentee in March

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during February: _____

Please list how many times you met during February: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

March

- Review testing schedule, testing procedures and suggestions for conducive testing environment
- Review accommodations for designated state and district testing students prior to testing dates
- Become aware of professional organizations in your discipline or area of interest
- Observe mentee's classroom teaching--between February through May
- Date completed: _____
- Provide feedback of what you observed
- Have mentee observe another teacher's classroom—between February through May.
- Have them provide feedback what they observed. Date completed: _____
- Set up a scheduled time to meet as mentor/mentee in April

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during March: _____

Please list how many times you met during March: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

April

- Discuss procedures for end of year events, ordering, field trips, etc.
- Review information from meetings for clarification, etc.
- Observe mentee's classroom teaching--between February through May
- Date completed: _____
- Provide feedback what you observed
- Have mentee observe another teacher's classroom—between February through May
- Have them provide feedback what they observed. Date completed: _____
- Discuss graduation events and procedures (HS and Kindergarten)
- Discuss class registrations procedures
- Set up a scheduled time to meet as mentor/mentee in May

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during April: _____

Please list how many times you met during April: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

May

- Discuss procedures for closing up the end of the school year—room preparation, what documents/items need turned into office
- Ordering procedures for next school year
- Observe mentee’s classroom teaching--between February through May
- Date completed: _____
- Provide feedback what you observed
- Have mentee observe another teacher’s classroom—between February through May
- Have them provide feedback what they observed. Date completed: _____
- Time log and Monthly Mentor sheets need to be submitted by date indicated
- Celebrate a successful school year!

List any other items discussed in your meetings:

Please give an estimate of how many hours you met during May: _____

Please list how many times you met during May: _____

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

****Turn in your Monthly Mentor forms to the building principal by May 5th**