

Mentor/Protege' Year Two Quarterly Checklist

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the protege'. The goal of the mentoring program is to provide support for new first and second year 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 quarterly 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.

Protege' 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/protege' 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-October/ First Quarter

- Meet and get acquainted
- Review and revise Professional Plan from year one, adding or changing PD opportunities and staff development
- Attend teacher orientation meetings and sign-up for professional organizations
- Check/discuss materials in classroom and/or needed materials
- Review building policies, procedures, handbook
- Review grading policies and Lumen
- Review assigned duties and responsibilities (lunch duty, hall duty, bus duty, etc.)
- Discuss Open House procedures and share agenda/presentation ideas
- Discuss parent communication logs, progress reports and report cards
- Share lesson plan expectations and example of weekly plan/long range planning
- Share first day/week activities—provide guidance on organizing the first day/first week
- Discuss/share opening announcement procedures and expectations
- Review miscellaneous procedures (attendance, tardies, lunch count, office referrals, checking voicemail, etc.)
- Review arrival/dismissal procedures, discipline and playground rules
- Review Parent/Teacher conference, RTI process and Special Ed referral process
- Review procedures for fire drills and escape route
- Review FYI issues regarding school culture and customs
- Set up a scheduled time to meet as mentor/protege' each month
- Discuss curriculum, universal testing, and Missouri Learning Standards
- Set date to observe mentor's classroom _____ Date completed _____
- Set date for mentor to observe protege' _____ Date completed _____
- Date set for checking in and discussing observations _____
- Review Teacher Evaluation System

List below any other items discussed in your meetings:

Comments:

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

Mentor Signature _____ Date _____

Protege' Signature _____ Date _____

October-December/Second Quarter

- 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
- Finalize Professional Plan and copy for the principal
- Discuss how to keep the students engaged and productive during the busy holiday time
- Discuss concerns/successes of students as well as looking at student data
- Discuss procedure for snow day/delayed starts
- Appraise instructional pacing
- Schedule second classroom observations for mentor and mentee
- Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)
- Mentor Observation on protege' Date completed: _____
- Protege' 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/protege' in December
- Discuss upcoming professional opportunities or reading assignments
- Meet with principal to discuss how things are going
- **Sign and Submit the first two quarters of the mentor/protege' log to principal by Dec. 15th**

List below any other items discussed in your meetings:

Comments:

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

Mentor Signature _____ Date _____

Protege' Signature _____ Date _____

January-March/Third Quarter

- Review and discuss first semester experience, meeting the first week back
- Discuss and/or assist in developing personal goal or professional development plan for

- second semester, discussing a new or different best teaching practice to try
- Document accommodations for state and district testing (90 days prior to testing)
- Review report cards/progress reports to send home
- Review and discuss possible students to refer to the retention team
- 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
- Schedule third mentor observation _____ Date completed _____
- Schedule third protege' observation _____ Date completed _____
- Schedule reflection time with mentor/protege'

List below any other items discussed:

Comments:

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

Mentor Signature _____ **Date** _____

Protege' Signature _____ **Date** _____

March-May/Fourth Quarter

- Review testing schedule, testing procedures and suggestions for conducive testing environment
- Review accommodations for designated state and district testing students prior to testing

dates

- Discuss procedures for end of year events, ordering, field trips, etc
- Schedule fourth observation of protege's classroom teaching _____
- Observation Date completed: _____
- Schedule meeting to provide feedback of what you observed _____
- Schedule fourth observation of mentor's classroom teaching _____
- Observation Date completed: _____
- Schedule feedback and reflection of observations _____
- Date completed: _____
- 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
- **Time log and Monthly Mentor sheets need to be submitted by May 5th.**
- Celebrate a successful school year!

List below any other items discussed:

Comments:

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

Mentor Signature _____ **Date** _____

Protege' Signature _____ **Date** _____