

**Mentor Core Team
Documentation**

Date: _____

Activity: _____

Participants:

Key Points/Notes:

Next Steps:

Mentor Record of Activities

This form is a template for possible mentor activities. Its purpose is to assure development of a quality growth relationship between the mentor and the novice teacher, but also the development of the Mentor Team in the school. In most schools, both levels of mentoring are needed.

In completing the form, it is not necessary that each item be dated and initialed, or even addressed, since each mentor-novice relationship will be different. The differences are due to many factors, but, most importantly, it is the novice’s characteristics and needs that will determine which activities are necessary. This format will give a journal-type record of what actually occurred between the mentor and novice during the year. Please prepare an individualized form for each teacher with whom you work as a mentor/coach.

This form also includes reminders about Mentor Core Team activities. It is important to date the total team meetings, sub-team meetings, and any team sponsored activities or events. Again, just document those activities that actually occurred.

Note: Blank spaces are provided for additional one-on-one or team activities that occurred as was needed.

Please identify:

Mentor Name:

Novice Name:

Mentor Team Leader:

School:

Number of Novice Teachers:

Indicate the number of those teachers who are new to school/assignment:

Potential Activities:

(Extra lines are for you to insert your own plans/ideas)

1.	Before School Opens		
	- Contact your protégé (by phone or in person)		
	- Send an informal note to your protégé		
	- Review year-long list with protégé		
	- Send an informal note to your principal (re: contacts)		
	- Devise a plan to link protégé to system-wide meetings		
	-Mentor Core Team Activity and/or Meeting		

	-Mentor Core Team Activity and/or Meeting		
2.	Opening of School		
	- Welcome protégé with a personal phone call		
	- Take protégé on a tour of the building protégé on a tour of the school “zone”		
	- Show protégé where to find materials, supplies, etc.		
	- Introduce to other staff		
	- Have coffee or lunch away from the building		
	- Attend social gatherings or meet in some social setting		
	- “Drop in” to touch base		
	- Share a funny or interesting event that happened today		
	- Write an occasional note supporting activities or events		
	- Schedule conferences with your protégé. Talk about:		
	-Keeping gradebook, attendance & related records		
	-Maintaining discipline		
	-Planning & guiding classroom instruction		
	-Obtaining supplies		
	-Identifying school policies and procedures - Discuss optional inservice hours with your protégé -Share system-wide publications (newsletters, etc.) - Develop Mentor-Protégé Action Plan -Mentor Core Team Activity and/or Meeting		
	-Discussing homework, makeup policies		
	-Schedule time to periodically reflect on the “Tennessee Standards for Teaching” questions.		

	- Discuss prepare parent conferences & contacts		
3.	First Semester		
	Schedule additional conferences... Talk about: <ul style="list-style-type: none"> -How protégé is progressing with “grading” -Classroom management/discipline -Student motivation & feedback -Ask protégé what they would like to discuss 		
	-Share resources for professional development <ul style="list-style-type: none"> -Teacher Center activities -Supervisor-initiated activities -Local university opportunities -Professional books to read 		
	-Continue to share events and happenings of the day		
	- Make time to periodically reflect on the “Tennessee Standards for Teaching” questions.		
	-“Drop in” to touch base		
	- Check inservice publications for training opportunities		
	- Talk about arranging for substitutes		
	- Discuss school traditions and district policies regarding holiday events and activities		
	- Review current needs for curriculum materials and resources		
	- Observe each other teaching		
	- Send short informal notes of reinforcement and		

	support		
	- Spend time reflecting on successes that have occurred to date (for both of you)		
	- Communicate with your principal about your activities		
	-Mentor Core Team Activity and/or Meeting		
4.	Opening of Second Semester		
	- Schedule additional conferences Talk about: -School/classroom procedures for ending and beginning the semester -Report cards and grading/student assessment -Curriculum resources		
	- Talk about promoting positive relationships among students and teachers		
	- Share resources for professional development opportunities: -Teacher center activities -Local School study groups and training opportunities -Local university opportunities -Professional books to read		
	- Review Mentor-Protégé Action Plan		
	- Reflect on successes to date		
	- Discuss areas of concern with protégé		
	- Have protégé self-evaluate growth experiences and discuss “next steps”		
	-Schedule time to periodically reflect on the “Tennessee Standards for Teaching” questions.		
	- Identify modifications		
	- Plan activities for the second semester		
	- Review and discuss system staff roles, departments, and support services		
	- Continue informal communications		
	- Plan a real (visible) celebration for the completion of the first term (semester)		
	- Communicate with your principal about your activities		
	-Mentor Core Team Activity and/or Meeting		
	**Formative Evaluations for Novices and Mentors		
5.	Second Semester		
	** Be sure to orient & assist any new hires		
	- Schedule more conferences		

	-Talk about protégé's concerns		
	-Make time to periodically reflect on the "Tennessee Standards for Teaching" questions		
	-Discuss professional organizations		
	-Share literature, research readings, and professional journals		
	-Talk about the use of community resources, e.g., guest speakers, field trips, etc.		
	-Review the Mentor-Protégé Action Plan		
	-Arrange with your principal (if possible) for your protégé to observe other teachers teaching		
	-Discuss ways to observe teachers		
	-Be specific in identifying needs and giving feedback		
	-Discuss how the protégé is using multiple strategies in presenting a lesson		
	-Continue activities on the action plan		
	-CELEBRATE!		
	Communicate with your principal about your activities		
	-Mentor Core Team Activity and/or Meeting		
6.	Closing of School		
	-Begin to move the mentor-protégé relationship away from previously established schedules and patterns		
	-Continue to focus on protégé autonomy, self-confidence, and self-direction		
	-Hold your final conference. Review procedures for ending and beginning the school year.		
	-Review and revise mentor-protégé activities. -Identify goals for next year.		
	-Review, Reflect, CELEBRATE!		
	Communicate with your principal about your activities.		
	-Mentor Core Team Activity and/or Meeting		
	**Summative Evaluations for Novices and Mentors		
	**Plans for Next Year		

Gain Information about Mentoring and Team Activities. Use the Summative Evaluation Forms or develop Reflection Questions.

Questions could include:

1. Briefly describe your ideas about what roles mentors assume in working with new teachers.
2. As a mentor, how did you assist the new teacher in developing classroom management?
3. As a mentor, what two or three strategies do you believe are the most critical in helping new teachers in planning for instruction?
4. In what ways do you think “mentoring” and “evaluating” are different?
5. What approaches would you use as a mentor to conference with a new teacher?
6. As a mentor, what benefit did you experience from being involved with and supported by your school’s Mentor Core Team?

Complete the Documentation:

Date _____

Signed _____, Mentor

Signed _____, Principal

Print Name _____

Print Name _____

Signed _____, Protégé

Signed _____

Mentor Core Team Leader

Print Name _____

Print Name _____

Please complete this form by _____ and submit to _____

Mentor Core Team

Documentation

Each Mentor Core Team (MCT) member has specific responsibilities for collaborating with building administrators and colleagues in designing and implementing a quality induction program. Documenting each member's participation will enable the team to record and assess progress toward their goals and will provide data for school improvement planning.

Mentor Core Team Responsibilities:

- Collaborate with administrators in developing an induction action plan. Each plan should delineate goals, planned activities, responsibilities, and timelines specific to the school context. This process should be integrated into the ongoing school improvement planning process.
- Mentor a novice teacher. A novice is defined as a pre-service or beginning in-service teacher or a teacher new to a school setting (e.g., urban).
- Attend Mentor Core Team meetings on a regular basis. It is critical for all Mentor Core Team members to plan and implement the induction program and to keep it aligned with school-wide planning.
- Provide leadership within the school for mentoring. This could include assisting colleagues in their mentoring roles; distributing, collecting, and analyzing surveys; troubleshooting; coordinating school-wide induction activities; providing timely professional development opportunities; and/or linking mentoring practices with school improvement planning.
- Complete Mentor Record of Activities form. This form, provided by the TN State Dept. of Education, documents individual mentor-novice activities. It is due in Nashville no later than June 6, 2003.
- Complete Mentor Core Team Documentation Form for each activity or planning session. When compiled with summaries of meetings and activities, this provides documentation for school improvement planning. Feel free to use the form on the following page or design your own.

Mentor Core Team Activities could include, but should not be limited to:

- MCT organizational meetings or planning sessions meetings (e.g., goal setting, calendar building, self-assessment, progress check)
- MCT orientation to faculty (e.g., pre-service, novice, transfers)
- MCT sponsored new teacher networking (including electronic networking)
- MCT new teacher functions (e.g., meals, "showers," scavenger hunts, informal sessions)
- MCT sponsored seminars or study groups (e.g., book studies, technology seminars, co-teaching experiences)
- MCT celebrations (beginning, middle, or end of school)