

Mentor/Mentee 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 the mentee—New Teacher and allow them to have an opportunity to meet with their mentor and 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

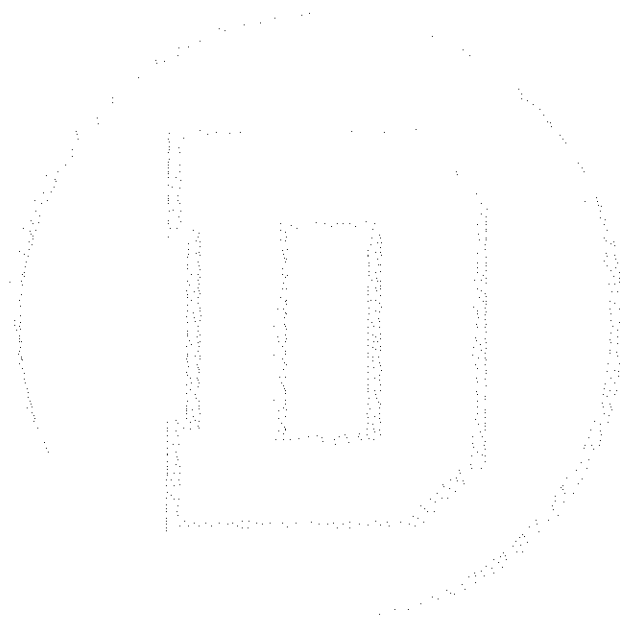
- Assist the new teacher in preparing for the 1st day of school.
- Assist new teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help new teacher 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 new teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within a school.
- Help new teachers understand the implications of student diversity for teaching and learning.
- 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. Pointing out that you used your mentor's help and sharing outcomes is very important in the mentor relationship. 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. ---Adapted from: *Teacher Evaluation: To Enhance Professional Practice (ASCD) by Danielson & McGreal, 2000*

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.

****Please turn your monthly checklists into the principal.**



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
- Show location of materials (stapler, construction paper, etc.)
- Share checkout procedures for books, materials, etc.
- Tour teacher workroom: supplies, copy machine procedures, etc.
- Debrief staff/team meetings
- Review assigned duties & responsibilities for each duty
- Share teacher dress code (Friday spirit day, etc.)
- Discuss/share grade level/content area daily class schedules
- Share lesson plan expectations & example of weekly plan
- Share first day/week activities—provide guidance on organizing the first day & first week
- Review testing dates, administration procedures, etc.
- Discuss/share opening announcement procedures & expectations
- Explain procedures (attendance, tardies, lunch count)
- Discuss arrival/dismissal procedures
- Discuss playground rules
- Discuss student dress code & procedures when a refraction occurs
- 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 below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of 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 & share ideas regarding assignment submission by students.
- Go over student make-up work policies.
- Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks/expectations.
- Discuss any beginning of the year assessments that need to be administered.
- Discuss concerns about students who might be struggling & identify possible interventions
- Clarify and discuss any points at faculty, team, grade/department level meetings
- Share grading guidelines
- Review grade book & record keeping system
- Discuss communicating with parents, tips for upcoming Parent/Teacher conferences
- Discuss Special Education and/or RTI referral process
- Review parent communications, open house, etc.
- Set up a scheduled time to meet as mentor/mentee in October.
- List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of September.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

October

- Share & bring each other up-to-date on 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 & 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.

- Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
- Start identifying students needing accommodations for state or district testing (if applicable).
- Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events
- Review grade reporting system & how grade reports will be distributed to parents
- Continue discussion on parent/teacher conferences & tips in how to conduct
- Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- Set up a scheduled time to meet as mentor/mentee in November.
- List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of October.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

November

- Share & bring each other up-to-date on what has been happening in your classroom
- Review monthly district/building activities
- Discuss & share how parent teacher conferences went
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive
- Discuss concerns/successes of students
- Share e-mail & parent communications
- Discuss procedure for snow day/delayed starts
- Identify students needing accommodations for state and district testing (if applicable)
- Appraise instructional pacing
- Review holiday units & 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.

Please give an estimate of how often you met during the month of November.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

December

- Document accommodations for state and district testing (90 days prior to testing)
- Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break
- Discuss upcoming observations and formal observations, walk-through, etc.
- Discuss the importance of rejuvenation activities during Winter Break
- ***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.

Please give an estimate of how often you met during the month of December.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

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.
- Contacting parents of struggling students
- Examine second semester classes/schedule.
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- Discuss how to prepare students for upcoming testing

Please give an estimate of how often you met during the month of January.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

February

- Review monthly district/building activities
- Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students
- Discuss learning resources to suggest to parents when ask how they can help support their student's learning
- Review confidentiality policy of information
- Discuss upcoming observations and formal observations, walk-throughs, 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: _____

Please give an estimate of how often you met during the month of February.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

March

- Review testing schedule, testing procedures & 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.
- Look for upcoming workshops, classes, professional development opportunities

- 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: _____

Please give an estimate of how often you met during the month of 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: _____

Please give an estimate of how often you met during the month of May.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

May

- Discuss procedures for closing up the end of the school year—room preparation
- Ordering procedures for next school year
- 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: _____

- Celebrate a successful school year!
- List below any other items discussed:

Please give an estimate of how often you met during the month of May.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

This document was borrowed from the following website:

<http://www.tirp.org/mentors/index.php#1>

It was edited by Lisha Elroy to meet the needs of Duncan Public Schools.

August 16, 2013