

## GUIDELINES

The building mentors for each school shall be selected by the building principal. This is a voluntary assignment from among those building staff who wish to assist probationary teachers with their development as teachers throughout the probationary period. Considerations for assignment as a building mentor include:

- Tenured teachers who have a willingness to offer assistance of a general nature related to building procedures and policy.
- A willingness to commit to assisting a probationary teacher for the first three years of employment.
- The building mentor should have similar teaching experience where possible.
- The building mentor should have a commitment to ongoing professional development including participation in professional organizations, attendance at appropriate inservice opportunities, regular reading of professional journals.
- The building mentor should have a willingness to make one classroom visit per marking period during the mentor planning period. The mentor can be compensated at the contractual sub rate per period (as when substituting during the personal planning period).

*"Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being."*

- SRI Gallup

*"A teacher affects eternity; he/she can never tell where the influence stops."*

-Henry Brooks Adams

Monroe Public Schools  
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## WHO SHOULD BE A MENTOR

### Someone who.....

- Is a tenured teacher
- Is knowledgeable of the district's curriculum and its alignment with the state core curriculum
- Is skillful in the use of best practices for delivery of instruction
- Is skillful in student behavior management
- Is skillful in communicating with parents
- Is available before and after school hours and willing to spend time with the probationary teacher in peer discussion



*"A mentor is a helping hand..."*

## EXAMPLES OF EXPECTED ASSISTANCE TO NEW TEACHERS

### Develop a rapport:

- Set time to meet and share any questions or concerns
- Share materials and resources plus guide in planning lessons
- Insure confidentiality
- Share time management ideas (ie. grading, room set-up, etc)
- Provide positive feedback as well as suggestions
- Use questioning techniques to promote reflective teaching

### Introduce the staff:

- Administrators
- Media Specialist
- Counselors
- Social Worker
- Custodians
- Special Subject Teachers
- Secretaries
- Special Education Teachers
- Liaison Officers
- Union Representatives
- Teacher Assistants

### Building procedures & routines:

- Open house procedures
- Report cards and conferences
- IEPC meetings
- Behavior management
- Xeroxing requests
- Checking out materials
- Staff lounge and restrooms
- Parent / Teacher Organization
- Emergency Procedures
- Required meetings

### District-wide procedures:

- Using the automated sub system
- Field trip forms
- Location of curriculum guides
- Review teacher contract
- Benefits, leaves of absence
- Clinical Supervision
- Performance evaluation
- Inservice requirements for probationary teachers (15 days in the first 3 years of teaching. One day equals 6 hours)

### Review of orientation materials:

- Review materials the probationary teacher received at orientation.

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