

MENTORSHIP PROGRAM

FRANKLIN ROAD CHRISTIAN SCHOOL

BIBLICAL PRECEDENT

Throughout the Bible several examples of mentoring were used. God provided Aaron for Moses; Elijah for Elisha; Paul for Barnabas; Naomi for Ruth; Mordecai for Esther; Barnabas for John Mark. Jesus Christ the Master Teacher mentored a small group of men who changed the world. Mentoring is necessary in order to grow as a new teacher.

GENERAL SUMMARY

Mentoring is a model of staff development that involves the pairing of a respected, experienced teacher with an inexperienced teacher (protégé). This offers an individualized approach to professional development, and for the inexperienced teacher (protégé), the one-on-one professional relationship that provides support, feedback, and training. A time investment from both teachers is required, and both parties must view the collegial relationship with enthusiasm and cooperation. Mentoring can help both teachers, especially the teacher being mentored who benefits greatly from this individualized approach to staff development.

STEPS OF MENTORSHIP:

- Step 1 - Administrator identifies the teachers who can profit from mentoring.
- Step 2 - Protégé is paired with an experienced, mentor teacher
- Step 3 - Protégé and mentor teacher identify areas of improvement.
- Step 4 - Protégé and mentor teacher develop an action plan.
- Step 5 - Mentor teacher guides protégé.
- Step 6 - Mentor teacher and protégé assess the action plan and reflect on ways to improve.
- Step 7 - Protégé and mentor teacher enjoy success and look forward to addressing or revisiting areas of need.

PROTÉGÉ DESCRIPTION

GENERAL SUMMARY

The protégé teacher is one who is in need of support, encouragement, rapport, empathy, constructive feedback, and suggestions for improvement. All first year teachers would meet the requirements for the mentorship program. However, this would also be used for marginal or any teachers who are not performing well in Comprehensive Assessments. All protégé teachers will be paired with experienced, mentor teachers. The goal of this program is to give specialized staff development as a key component of school improvement.

DUTIES AND RESPONSIBILITIES

- The protégé must be willing to sign the Protégé Commitment Letter.
- The protégé must fill out a Needs Assessment Form.
- The protégé must develop a Mentorship Action Plan.
- The protégé must meet with the Mentor teacher frequently.
- The protégé must be willing to accept knowledge and information from the Mentor Teacher.
- The protégé must be willing to observe the Mentor Teacher.
- The protégé must familiarize themselves with school policy and procedure.
- The protégé must continue in on-going professional development outside of the Mentorship program.
- The protégé must complete and submit required documentation of mentoring activities to the school.

HOURS OF WORK

- Normal school operating hours
- May be required to work in excess of the normal workday to ensure the Mentorship Action Plan is completed on time.
- All mentorship activities should take place on school property.

PROTÉGÉ COMMITMENT LETTER

Date: _____

I, _____, am willing to accept and commit to working with my assigned mentor in the Franklin Road Christian School Staff Development Program during this school year.

My responsibilities as protégé teacher include, but are not limited to, the following:

1. Maintain frequent contact with my Mentor teacher.
2. Submit forms to my mentor as instructed by the Mentorship Program.
3. Complete a Self-Assessment, Mentorship Action Plan, and Future Growth Plan.
4. Participate in professional development activities.
5. Collaborate with Mentor teacher and Franklin Road Christian School staff to implement the best practices in teaching and learning.
6. Complete the Comprehensive Assessment Staff Development Program.

I will fulfill the responsibilities stated above and expend the necessary effort and energy towards becoming an effective, reflective educator.

Protégé Signature

Administrator Signature

Mentor Signature

School

PROTÉGÉ NEEDS ASSESSMENT FORM

This document is intended to gather information about beginning teachers' experience and needs to use in designing appropriate protégé activities.

School: _____

Name: _____

Years of Experience: _____

I am new to this school but not the teaching profession: Y or N

What do you feel most confident about as you begin your teaching career at Franklin Road?

What do you anticipate will be your greatest need during the first few months of the school year?

What do you feel you can gain from having a mentor during your first year of teaching at Franklin Road?

PROTÉGÉ NEEDS ASSESSMENT FORM

What has been confusing to you during the opening days of the school year? How can the school better help you in adjusting to your teaching role?

Please circle which of the following would be most helpful to you:

Y / N One-on-one mentoring

Y / N Informal sessions before school and after school

Y / N Periodic workshops on classroom management, working with parents, and “hands-on learning experiences”

Y / N Opportunities to learn from colleagues

Y / N Department meetings

Y / N Study groups at the school on topics of common interest

Y / N Access to research like articles, studies, and websites

Y / N Other (please explain)

Please circle the following professional development topics that would help you:

Learning Environment

Alternative Assessments

Instructional Strategies

Student Test-Taking Strategies

Teacher Evaluation

Technology Integration

Differentiated Learning

Other: _____

MENTOR DESCRIPTION

GENERAL SUMMARY

Mentor teacher provides support, encouragement, rapport, empathy, constructive feedback, and suggestions for improvement to new teachers. Serving as teacher, friend, guide, coach, role model, and instructional leader. Teacher mentors are expected to exhibit professionalism, a positive attitude, the ability to plan and organize, a love of children and teaching, excellence in teaching, good communication skills, and good conferencing skills.

DUTIES AND RESPONSIBILITIES

- The mentor must be willing to sign the Mentor Commitment Letter.
- The mentor must fill out a Mentor Needs Assessment Form.
- The mentor must help the protégé develop a Mentorship Action Plan.
- The mentor must meet with the protégé teacher frequently.
- The mentor must maintain confidentiality.
- The mentor must share knowledge, skills, and information with the new teacher.
- The mentor must observe the new teacher.
- The mentor must familiarize the protégé with school policy and procedure.
- The mentor must participate in on-going professional development.
- The mentor must complete and submit required documentation of mentoring activities to the school.

HOURS OF WORK

- Normal school operating hours
- May be required to work in excess of the normal workday to ensure the Mentorship Action Plan is completed on time.
- All mentorship activities should take place on school property.

QUALIFICATIONS

- A minimum of five years of successful teaching experience
- A Standard or Master Professional Teaching Certificate
- A demonstrated evidence of excellence and leadership in teaching

COMPENSATION

Mentors who submit required documentation of mentoring activities will receive a stipend of \$250 per year.

MENTOR COMMITMENT LETTER

Date: _____

I, _____, agree to serve as a mentor during this school year. In order to accelerate the growth and development of my assigned protégé, I agree to do the following:

Work collaboratively with the school administrator to develop and implement a mentoring action plan.

Successfully complete all staff development programs at Franklin Road.

Meet with the protégé as needed for their development as a teacher.

Ensure the protégé completes the Self-Assessment within the first 30 days of school.

Complete the Mentor Needs Assessment Form.

Assist the protégé with developing professional goals (Future Growth Plan).

Document all protégé support on the Mentor Checklist.

I have reviewed the mentor job description from Franklin Road Christian School. I understand that receiving my yearly stipend is dependent upon my fulfillment of the entire mentor responsibilities outline in the job description in addition to those outlined in this commitment letter.

Protégé Signature

Administrator Signature

Mentor Signature

School

MENTOR NEEDS ASSESSMENT FORM

This document is intended to gather information for the lead mentor and administrator about the needs of the individuals involved in the mentoring program in order to provide needed assistance and training.

School: _____

Name: _____

Please respond to each item below with the letter that most nearly indicates your level of need for assistance and resources in the area addressed by the item.

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- _____ 1. Learning more of what is expected of me as a mentor.
- _____ 2. Learning more about the induction process for new teachers.
- _____ 3. Learning more about the needs of protégé teachers.
- _____ 4. "Modeling" best practices when instructing my students.
- _____ 5. Learning more about the evaluation and professional growth of protégé teaching.
- _____ 6. Conducting observations and collecting adequate, accurate observation data and sharing the information with the protégé.
- _____ 7. Coaching the protégé to become a more reflective, skilled instructional problem solver and decision maker.
- _____ 8. Helping the protégé acquire effective planning, teaching, and assessment strategies for collective and individual student learning.
- _____ 9. Assisting the protégé in developing a professional development plan for future growth.
- _____ 10. Providing nonjudgmental listening and emotional support for the protégé.

MENTOR NEEDS ASSESSMENT FORM

Please Continue:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

- _____ 11. Balancing my own work and responsibilities with mentoring the protégé.
- _____ 12. Learning more about Franklin Road policy and procedures that would be helpful to the protégé.
- _____ 13. Orienting the protégé to the expectations of teaching professionals.
- _____ 14. Acquiring the necessary resources and materials for the protégé.
- _____ 15. Learning more about what is expected of me as a mentor teacher.
- _____ 16. Learning more about collaborative strategies and effective teamwork.