



"Great things come from small beginnings!"

Mentor Roles and Responsibilities

Mentor of 1st year teachers

- Attend Initial Formal Mentor Training in the summer
- Participate in *1.5 contact hours per week* to collaborate, reflect, and share with the protégé
- Share with, and respond to at least quarterly, a *Dialogue Journal* with the protégé, in which the protégé records reflections and progress
- Conduct 3 *formative observations of the protégé*, with pre- and post- conferencing and written formative feedback
- Participate in 1 to 2 *observations of mentor* by the protégé *and/or a "shared observation"* by the mentor and protégé of another experienced teacher with pre- and post- conferencing
- Attend *monthly "Community of Mentoring Practices Trainings"* – topics include, not limited to in 1st year of training: Building a Trusting Relationship, Categories of Support/Communication, Formative Observations, Adult Learning Theory, Reflective Practices, Authentic Assessment, Strategic Planning. Continuing years of training includes: revisiting Formative Observations, Mentor support and collaboration
- Develop with the protégé, an *Individual Induction Plan* based on the Illinois Professional Teaching Standards and relevant Content Area Standards
- Attend one-to-two *celebratory* events per semester with the protégé
- Participate in on-going access to *on-line* support, mentoring, and resources through our own QPS Mentoring Site within the INTC (Illinois New Teachers Collaborative) website.
- Support protégés by attending, as often as possible, monthly protégé trainings

Mentor of 2nd year teachers

- Complete at least one year experience of one-on-one mentoring to 1st year protégés
- Participate in *1.5 contact hours per week* to collaborate, reflect, and share with a protégé(s) individually or as a group
- Share with, and respond to at least quarterly, a *Dialogue Journal* with the protégé, in which the protégé records reflections and progress
- Conduct 3 *formative observations of each protégé*, with pre- and post- conferencing and written formative feedback
- Participate in 1 to 2 *observations of the mentor* by the protégé *and/or a "shared observation"* by the mentor and protégé of another experienced teacher with pre- and post- conferencing
- Attend *monthly "Community of Mentoring Practices Trainings"* – revisit Formative Observation, Mentor support and collaboration
- Support the protégé in the development of a *Professional Development Goal* based on the Illinois Professional Teaching Standards and relevant Content Area Standards
- Attend one-to-two *celebratory* events per semester with protégé(s)
- Participate in on-going access to *on-line* support, mentoring, and resources through our own QPS Mentoring Site within the INTC (Illinois New Teachers Collaborative) website