

UT Permian Basin STEM Academy Mentor Program – Mentor Agreement

Please Print Legibly:

Mentor's Name: _____

Mentor's Assignment: _____

Mentee's Name: _____ Mentee's Assignment: _____

Campus: _____ District: UT Permian Basin STEM Academy

Thank you for your interest and willingness to serve as a Mentor for the STEM Mentoring Program. In this role you are responsible for the following:

Fall

1. Attend the district mentor and mentee meeting.
2. Respect the confidentiality of the mentoring relationship.
3. Facilitate conversation sessions with your mentee at your campus including setting of goals on a regular basis and documented on Mentor Contact Log.
4. Hold regular and goal-oriented meetings with your mentee focused on specific classroom challenges.
5. Conduct 1st classroom observation arranged by your mentee and you.
(This includes a pre-conference, observation of the mentee, and feedback/reflection of the lesson.)
6. Arrange for your mentee to observe you and/or other fellow teachers as needed.
7. Reflect on observations and goals with your mentee. Set goals for the second semester.
8. Complete and submit documentation on time.

Spring

1. Attend the district mentor/mentee meeting.
2. Respect the confidentiality of the mentoring relationship.
3. Hold regular and goal-oriented meetings with your mentee focused on specific classroom challenges.
4. Conduct 2nd classroom observation arranged by your Mentee and you. (This includes a pre-conference, observation of the mentee, and feedback/reflection of the lesson.)
5. Arrange for your mentee to observe your class. (This includes a pre-conference, observation by the mentee, and reflection of the lesson.)
6. Arrange for your mentee to observe other teachers as needed.
7. Facilitate structured conversation sessions with your mentee at your campus including "Reflections as a Teacher" and review of goals.
8. Complete and submit documentation on time.

Mentor's Signature: _____ Date: _____

MENTEE NEEDS ASSESSMENT

Date: _____

Mentee Name: _____

Campus: _____

Mentor: _____

INSTRUCTIONS: Indicate your degree of need for assistance in each of the following areas by circling the response that best indicates your need of level.

1. Managing the classroom

Low need Some need Moderate need High need Very high need

2. Finding out what is expected of me by the school district, the principal, other teachers, parents, and others.

Low need Some need Moderate need High need Very high need

3. Obtaining instructional resources and materials

Low need Some need Moderate need High need Very high need

4. Planning, organizing, and managing my time and work.

Low need Some need Moderate need High need Very high need

5. Assessing students and evaluating student work.

Low need Some need Moderate need High need Very high need

6. Motivating students

Low need Some need Moderate need High need Very high need

7. Learning and using effective teaching methods.

Low need Some need Moderate need High need Very high need

8. Dealing with individual student learning styles, needs, interests, abilities and problems.

Low need Some need Moderate need High need Very high need

9. Communicating with colleagues (administrators, teachers and other professionals)

Low need Some need Moderate need High need Very high need

10. Communicating and conferencing with parents

Low need Some need Moderate need High need Very high need

11. Understanding and implementing modifications in relation to 504 and Sp. Ed. Students

Low need Some need Moderate need High need Very high need

12. Understanding and implementing Project Based Learning (PBL)

Low need Some need Moderate need High need Very high need

List other areas in which you need assistance.

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a new district teacher, at this point in time, is...

MENTEE: PLEASE COMPLETE THIS FORM AND RETURN IT TO YOUR MENTOR NO LATER THAN September 27, 2020.

Pre-Observation Form

Mentee: _____

Mentor: _____

Date: _____

Directions to the Mentee: With guidance from your mentor, complete this plan for the class your mentor will observe.

STANDARDS-BASED INSTRUCTION	
FRAMING THE LESSON	RATIONALE
<p>Objective:</p> <p>Product:</p>	<p>Why is this lesson frame appropriate for these students at this time?</p> <p>Describe how this build's on previous lessons and how they lead to future lessons.</p>
ASSESSMENT STRATEGIES	
PLAN	RATIONALE
<p>How do you plan to assess how well the students have achieved the learning/objectives in <u>this</u> lesson? Check all that apply:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Written test (e.g., multiple choice, true/false)</p> <p><input type="checkbox"/> Oral report</p> <p><input type="checkbox"/> Performance</p> <p><input type="checkbox"/> Individual or group project</p> <p><input type="checkbox"/> Portfolio entry</p> <p><input type="checkbox"/> Conference</p> <p><input type="checkbox"/> Student self-assessment</p> <p><input type="checkbox"/> Peer assessment</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Other: _____</p>	<p>Why have you chosen these approaches for assessment for <u>this</u> lesson?</p> <p>How do these assessment approaches support your long-term assessment plan?</p>

This lesson will be observed on (date and time): _____

Post-observation conference will be on (date and time) _____

**Pre-Observation Form for Observation by Mentor
To Be Completed by Mentor**

Mentor: _____

Mentee: _____

Date: _____

Framing the Lesson

Objective:

Product:

Based on goals for this semester, here are some key instructional strategies or classroom management techniques that will be addressed in this lesson.

This lesson will be observed on _____

Date and time

We will have a post-conference session on _____

Date and time

**Post-Observation Reflection
Completed by Mentee**

Mentee: _____

Mentor: _____

Date: _____

Directions to the Mentee: Complete the Post-Observation immediately following your observed lesson.

GENERAL REFLECTION

Overall, how effective was this lesson? What is the basis for your judgment?

ALTERATIONS

Did you depart in any way from your lesson plan? If so, how? Why?

FUTURE PLANNING

What might you change the next time you teach this lesson?

Observation Notes for
Observation by Mentor

Date of observation: _____

Mentee: _____

Mentor: _____

Date of post-conference _____

Use this document to make notes on
observation AND post-conference.

Generally speaking, what did you notice about the lesson?

What are some of the effective strategies you observed? How will you implement these in your classroom?

I have questions about:

Reflective Learning that Builds Community
Strategic Observation Form of Mentee by Mentor

Mentee			
Focus:		Date	
Mentor:		Subject Area:	
Observation: To be filled out during observation			
What are your observations of both teachers and students?			
Reflection			
How do teacher and student actions affect learning outcomes in the classroom?			
Goal for Personal Implementation (to be completed during post-observation conference)			
Smart Goal-Setting			
Based on this lesson, what specific goal do you want to implement in your classroom?			
How will you measure whether or not you have met your goal?			
What is the time by which you plan to complete your goal?			
Does this goal align to a T-TESS goal? How will it help you make progress towards accomplishing that goal?			
What (if any) obstacles do you see that could keep you from meeting your goal?			

Goal Setting

Goal 1

What do you want to achieve?

Actions

How will you accomplish the goal?

Goal 2

What do you want to achieve?

Actions

How will you accomplish the goal?

Collaboration between mentee and mentor