# MENTOR/MENTEE
# HANDBOOK

Wright City R-II
School District

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## MISSION

# Dedicated to our students' success.

## VISION

The Wright City R-II School District will be a Professional Learning Community that promotes high expectations of student achievement as assessed by Annual Performance Report (APR) and by consistently improving stakeholder involvement.

# ROLE OF A **MENTOR**

The role of a teacher mentor is multifaceted, focusing on supporting, guiding, and developing the professional skills of new educators. Mentors of first year teachers are to meet every two weeks with their mentee and mentors to second year teachers at least once a month to discuss topics related to monthly checklists and/or related to the following key topics:

**1. Support and Guidance**

- Provide emotional and professional support to new or struggling teachers.
- Help them navigate school culture, policies, and expectations.
- Serve as a sounding board for classroom management or instructional challenges.

**2. Professional Development**

- Offer feedback on teaching practices through classroom observations and reflective discussions (minimum 2 observations per year).
- Encourage ongoing learning through goal-setting, resources, and professional learning opportunities.

**3. Modeling Best Practices**

- Demonstrate effective teaching strategies, lesson planning, and assessment techniques.
- Share real-life examples of classroom experiences and solutions.

**4. Encouragement of Reflective Practice**

- Help mentees reflect on their teaching to improve and adapt.
- Promote self-assessment and the development of a personal teaching philosophy.

**5. Facilitating Integration**

- Assist new teachers in acclimating to the school environment and collaborating with staff.
- Introduce them to key personnel and school procedures.

**6. Evaluation and Feedback**

- Provide constructive, non-evaluative feedback to foster growth.
- Help mentees meet performance standards in a supportive way.

**Mentors must have four years teaching experience with a minimum of two years in the Wright Clty School District.**

# OBSERVATION **EXPECTATIONS**

Throughout the school year the mentor will complete a minimum of 4 observations, 2 per semester. Prior to every observation mentees will meet with the mentor to share the objective being observed, activities/strategies they will be using, and to identify any areas they wish the mentor to give feedback on. Mentees may observe teachers other than their mentors if so desired.

After every observation the mentor will meet with the mentee to debrief. These conversations are seen as non-evaluative coaching conversations where the goal is for the mentor to guide the mentee through next steps. Each of these meetings should contain the strengths of the classroom the mentor observed and an action plan for the mentee moving forward.

Action plans should contain one or two actionable steps with suggested strategies for the mentee to focus on going forward. When considering actionable steps for their mentee, mentors should first consider classroom management. Classroom management should be fairly proficient before instructional strategies and content are considered as a part of the action plan feedback.

Mentors can observe mentees more than four times as long as they consult their building admin to arrange coverage.

All mentors must put a coverage request into Frontline prior to observing their mentee so that building administration can guarantee classroom coverage. Please select Professional Development when putting in the request and add a note about observing a mentee in the notes section.

# OBSERVATION **EXAMPLE**

| Pre-Observation Conference |
| --- |
| What is the lesson objective?<br><br>Students will be able to multiply a 3 digit number by a 1 digit number. |
| What activities/strategies will you be using?<br><br>The mentee will be using direct instruction, Kagan strategies, partner work, and an exit ticket to end the lesson. |
| Are there any specific things you would like me to observe/focus on?<br><br>Classroom management strategies and intentionality of student work. |
| **Observation** |
| What Did You See? (Teacher Interactions, Student Impacts)<br><br>The teacher opened the lesson by displaying the problem 425 x 7 on the board. She walked through each step individually while calling on students to answer. Students shouted out answers before she could call on them. The students were all following along on their whiteboards. The students were engaged while doing this. She followed up with a few more questions on the board while having the students complete the problem and then discuss the steps afterwards. Next, she gave the students each a card with a multiplication problem. The students had to solve their problem and then do a stand up-hand up-pair up to find a partner. The students went over each other's work, corrected if needed, and then get a new card. All students were engaged with the exception of 3. This activity continued for about 10 minutes. She ended the lesson by passing out an exit ticket. The ticket consisted of 3 problems (2 regular problems, and 1 word problem.) Students completed the ticket and turned it in. They read a book until all students were turned in. |
| **Post-Observation Conference** |
| Strengths of the Classroom: The activities were well thought out and students were fully engaged in the lesson. The teacher has a strong knowledge of their subject area and was able to bring it to a level that all students could understand. |
| Action Plan For New Teacher: (How can I help facilitate this growth?)<br><br>Continue to work with student expectations. For instance, don't allow students to just shout out during the lesson. Make sure students understand that they need to be called on before answering a question. Take time to review expectations as necessary. Another way to reduce student behaviors would be to pull a few students to work with a follow during the cooperative learning time. This would ensure students are completing their work and participating in the activity as well as limiting behaviors you may run into. |
| How do you know which students mastered the objective? What will you do next?<br><br>The teacher used her exit tickets to see which students are understanding the material. She will pull a small group of the 6 students that did not do well on the exit ticket. |
| Additional Comments/Questions:<br><br>What other expectations do you think students could brush up on? |

# ROLE OF A **MENTEE**

**All mentees are expected to:**

- Be open to asking questions and receiving feedback
- Proactively schedule monthly meetings and classroom observations with your mentor teacher
- Set personal professional goals
- Track progress toward goals to discuss during mentor meetings

Know how to:

- Make a copy of the mentor/mentee workbook
- Share the completed workbook with the designated person
- Upload the workbook to the shared drive

# ROLE OF A **MENTEE**

## Expectations by Year

**1st-Year Mentees**

- Meet with your mentor every two weeks
- Schedule and complete at least 4 classroom observations (of your mentor and other experienced teachers)
- Maintain a reflection log to track growth and challenges

Set 2–3 specific, measurable goals focused on foundational areas such as:

- Classroom management
- Lesson planning
- Instructional delivery

Ask for support with:

- Curriculum implementation
- Technology systems
- Family communication

**2nd-Year Mentees**

- Continue monthly mentor check-ins
- Participate in quarterly meetings with the assistant-superintendent for additional support and reflection
- Conduct at least one peer observation with reflection and discussion
- Begin taking on leadership opportunities (e.g., leading PLC conversations, mentoring peers, supporting school initiatives)
- Support and collaborate with newer teachers when appropriate

Set 2–3 goals focused on higher-level instructional practices, such as:

- Data-driven instruction
- Differentiation
- Professional leadership

# OBSERVATION REFLECTION
# EXAMPLE

## Classroom Observation Form by Mentee

This is the Mentee Observing the Mentor and/or Other Teacher:

| | |
|---|---|
| **Date/Time of Observation:** | 04/16/2025 |
| **Subject Area/Course:** | Math |
| **Building:** | Pre-K East West Middle High |
| **Mentee:** | Joe Smith |
| **Mentor/Observer*:** | Susan Doe |

**Pre-Observation**

What specific concepts/strategies am I looking for to help me grow as a teacher?

I am looking to see how to have quicker smoother transitions
I am looking how to get in-the moment data

**Notes From Observation**

There are a lot of routines and procedures in place- I saw students holding numbers to ask for various things ( tissues, bathroom)

It seems as if students have jobs that include how to get out shared materials.
She started with a whole group lesson.
They did some partner work- she chose the pairs.
There was an independent checkpoint.
I heard several call-backs.
Timers are visible during activities .

**Post-Observation Conference**

Describe successful strategies used:

Callbacks,
Pre Chosen partners
She explained that the partner work was scaffolded for 3 different levels.
The checkpoint was quick and useful for the next day of teaching.

One thing I will take back to my classroom:

I will use timers to share with students how long we will be working on activities as well as to tighten up transitions.

Questions for the teacher:
How did you introduce your routines and procedures?
How do you scaffold your partner work easily?

# CHECKLISTS/ **DOCUMENTATION**

An integral part of the Beginning Assistance Teacher Program (BTAP) is the completion of the monthly workbooks, observation forms, and other documentation.  Each mentee will create a digital copy of the workbook and submit paperwork to the current leader of the Mentor/Mentee program through Google Drive.

In the document, tabs on the left-hand side can be used to navigate the different expectations for each year and term.

**Mentors:  Click here to view checklists**

**Mentees:  Click here to make your copy of the checklists**