Chattooga County Schools

Chattooga County Schools Mentor Program

Mentor Selection Requirements

- One new teacher per mentor (if possible)
- Mentor is a highly qualified teacher
- Mentor teaches in the same school
- Mentor teaches same grade/subject if possible
- Mentor and mentee have common planning if possible
- Mentor has a history of improving student performance & growth
- Mentor has experience working with diverse students
- Mentor has at least 3 years successful teaching experience and demonstrates mastery of pedagogical and subject matter skills
- Mentor demonstrates excellent interpersonal skills and is committed to professional learning
- Mentor understands the goals and responsibility of the program

Mentor Responsibilities

- Build relationships based on mutual trust, respect, and professionalism
- Be available to induction teacher in a positive capacity
- Develop an understanding of the mentee's strengths and needs
- Encourage reflection and professional growth of induction teacher
- Provide timely feedback, support and guidance on school/district initiatives & best practices
- Serve as a role model for mentee through sharing of experiences, examples, and strategies
- Provide support that is non-judgmental and confidential
- Conduct informal observations and provide constructive feedback
- Conference regularly with mentee to address areas of need or concern
- Attend district meetings and collaboration sessions – as assigned
- Complete all requirements of the program Pre-planning Topics to Cover with Induction Teacher
- Introductions to grade level/department
- Overview & Goals of the Program
- Requirements/Expectations of the Program
- Where to Find Things Within the School
- Calendar of Events – School & Induction Program
- Preparing for the Opening of School / Tasks to Assist with Infinite Campus / Grades / District Policies & Procedures
- Suggested Calendar Activities List Provided by Chattooga County School System

Mentoring Program Induction Teacher Responsibilities

- Identify personal needs and ask for assistance
- Be committed to professional learning and improving instruction
- Understand that teachers build success through professional growth/learning
- Observe and learn from experienced teachers
- Self-record a lesson and reflect on practices and areas of growth
- Be open-minded and willing to learn from others – implement ideas shared
- Learn and grow from honest feedback
- Reflect on personal practices
- Attend all required meetings & professional learning sessions
- Understand and complete all requirements of the program



Reminders

Required forms should be sent to Ashley Dendy--office of the Chief Academic Officer of Chattooga County Schools--upon completion.

- Due by August 14, 2026:
    - Agreement, signed by Mentor and Mentee

- Due by January 8, 2027:
    - Mid-Point Review: MENTOR
    - Mid-Point Review: MENTEE
        - *Please send both the **Mentor** and **Mentee** Reviews*.
    - Mentoring Log: Mid-Point, August –December dates of meetings and details

- Due by May 25, 2027
    - Final Review: MENTOR
    - Final Review: MENTEE
        - Please send both the Mentor and Mentee Reviews
    - Mentoring Log: Final, January –May dates of meetings and details

- ***Activity sheets and action plans are for your records and will be returned to sender.***

****As a reminder, each of you must complete all required paperwork and submit it to the county office. The mentor will be paid a $500 stipend for their work with the mentee and ensuring the completion of all required paperwork.***

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Activities for the First Year of Mentoring

August (This month's list is a must)

- Initiate informal "drop in" meetings – begin to develop a collegial relationship
- Review documents and procedures as applicable on district website (location of student handbook, employee handbook, email and login, Field Trip Form, Professional Development Form, Purchasing Form, lunch forms and price, school safety plan – tornado/fire drill procedures, weather call phone log, attendance procedures, building forms)
- Assist with setting up lesson plan template and review course schedules
- Assist with accessing TLE (Teacher Learning Platform) to complete the orientation and develop Professional Learning Goals
- Assist with setting up grade book in Infinite Campus
- Assist with technology if needed
- Assist in reviewing permanent records (IEP accommodations, RTI documentation, SST minutes and plans, 504 plans)
- Identify school and community resources (District Social Worker, Athletic Program, Band Boosters, Music/Art, Clubs, school counselor, school nurse, etc)
- Assist with classroom management plan
- Begin curriculum and assessment dialogue (Georgia standards, county curriculum resource on district websites)
- Begin to monitor and address new teachers concerns and needs
- Discuss monthly building and district activities (i.e. common assessments, lesson plans, grading practices, TKES, RtI/SST/MTSS, lunch program, HMH reading, attendance reporting, etc…)
- Review School Calendar and Data Team Calendar
- Visit media center and tour of campus
- Show location of materials, copy machine procedures, etc.
- Review assigned duties and responsibilities
- Discuss arrival/dismissal procedures
- Set up a scheduled time to meet as mentor/mentee each month
- List (on back) comments, concerns or other items discussed in your meetings.

- **Turn in signed Mentor and Mentee Agreements by August 14, 2026.**

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September

- Establish observation timelines (One-two informal observations per semester)
- Explain parent conference processes
- Share grading guidelines; ensure grade book is set up correctly
- Share ideas, resources, etc.
- Discuss and/or assist in developing personal goal or professional development plan for first semester (TKES)
- Explain report card processes and timelines
- Discuss this month's building and district activities (School/District Calendar of events, District/School professional development calendar)
- School Improvement Plan/ Title I School Wide plan
- SST/RTI/MTSS meeting and monitoring progress
- Discuss Special Education IEP accommodations as applicable to classroom planning and instruction
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

October

- Analyze and discuss classroom data and student growth
- Discuss instructional strategies for "bubble" or struggling students
- Share ideas, resources, etc.
- Arrange peer observations of other teachers with particular expertise
- Discuss formal observations or upcoming observations
- Observe each other's classroom teaching sometime between October through December (one observation each during this time frame)
  Mentor Observation on Mentee Date completed: _____
  Mentee Observation on Mentor Date completed: _____
  Provide feedback to each other of observed instructional strategies, etc.
- Discuss this month's building and district activities (School/District Calendar)
- Report Cards (Infinite Campus)
- Review students needing accommodations for state or district testing (if applicable by IEP testing accommodations or 504 plans) Ensure that these testing accommodations are being applied in the regular classroom instruction.
- Hold SST/RTI nine week meeting to discuss report card
- Set up a scheduled time to meet in November.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

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November

- Review end of semester assessments and reporting procedures
- Discuss procedure for snow day/delayed starts
- Appraise instructional pacing
- Share tricks of the trade to manage classroom behavior through the next couple of months as holidays approach
- Continue observations with feedback
- Continue curriculum and assessment dialogue
- Discuss Parent and Stakeholder Involvement
- Discuss this month's building and district activities December
- Observe each other's classroom if you did not complete in October.
- Submit signed Mentor Monthly Logs (August-December to Central Office (Michelle Helie) by date indicated
- Set up a scheduled time to meet in December.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue observations and provide feedback
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

December

- Complete mid-year mentor report and submit to principal
- Administer mid-term assessments if applicable
- Discuss the importance of rejuvenation activities during Winter Break.
- Complete Mentor/Mentee observation if you have not completed the one required for the first semester.
- Set up a scheduled time to meet in January.
- List (on back) comments, concerns or other items discussed in your meetings.

- **Turn in Mid-Point Mentor and Mentee Reviews and**
- **Mid-point Mentoring Log by January 8, 2027.**

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January

- Send home failure letters/notice to parents and schedule parent conference
- Discuss how to prepare students for upcoming testing.
- Review data as applicable to identify students learning needs and best instructional strategies.
- RTI/SST/MTSS parent conferences/ Progress monitoring
- Evaluate first semester experiences
- Continue observations and provide feedback
- Analyze and discuss common assessments if applicable to course
- Review school/classroom procedures for beginning a new semester
- Remind mentee of professional development opportunities if needed
- Address questions regarding report cards/grading/permanent records (1st Semester End)
- Build on and reinforce peer relationship
- Discuss this month's building and district activities
- Set up a scheduled time to meet in February.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

February

- Continue observations and provide feedback
- Review test prep strategies
- Discuss learning resources to suggest to parents when asked how they can help support their students' learning
- Discuss upcoming testing and documentation of accommodations that have been done for designated students
- Discuss this month's building and district activities
- Monitor RTI/SST/MTSS progress (Parent Conferences)
- Observe mentee's classroom teaching between February-May
  Date completed: _____
  Observe mentor's classroom teaching between February-May
  Date completed: _____
  Provide feedback to what you observed.
- Set up a scheduled time to meet in March.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue curriculum and assessment dialogue (Milestones EOC and EOG)
- Continue to monitor and address new teachers concerns and needs

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March

- Review progress towards meeting professional learning goals (RESA workshops, PD, etc)
- Continue to monitor and address new teachers concerns and needs
- Analyze and discuss data and student growth
- Continue curriculum and assessment dialogue
- Discuss this month's building and district activities
- Monitor RTI/SST/MTSS progress (Parent Conferences)
- Review testing schedule for April, testing procedures and suggestions for conducive testing environment
- Become aware of professional organizations in your discipline or area or interest
- Observe mentee's classroom teaching between February-May
  Date completed: _____
  Observe mentor's classroom teaching between February-May
  Date completed: _____
  Provide feedback to what you observed.
- Set up a scheduled time to meet in April.
- List (on back) comments, concerns or other items discussed in your meetings.

April

- Review testing schedule and student accommodations as applicable (504, IEP, etc)
- Continue curriculum and assessment dialogue (Testing protocol for Milestones)
- Review end of year assessments and reporting procedures
- Discuss procedures for end of year events, field trips, ordering, etc
- Discuss testing and evaluating end of year progress of students
- Observe mentee's classroom teaching between February-May
  Date completed: _____
  Observe mentor's classroom teaching between February-May
  Date completed: _____
  Provide feedback to what you observed.
- Set up a scheduled time to meet in May.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue to monitor and address new teachers concerns and needs
- Discuss this month's building and district activities

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May

- Inform of awards, certificates, or recognition activities for students
- Discuss end of year procedures (forms to be completed and turned into office, inventory, supplies, failure list, room preparation, etc
- Ordering procedures for next school year
- Explain budgeting and ordering for the following year
- Identify goals for following year
- Recognize and celebrate success
- Evaluate mentoring program
- Discuss this month's building and district activities, as well as, summer professional development opportunities/requirements
- **Observe mentee's classroom teaching between February-May**
  Date completed: _____
  Observe mentor's classroom teaching between February-May
  Date completed: _____
  Provide feedback to what you observed.
- List (on back) comments, concerns or other items discussed in your meetings.
- Continue curriculum and assessment dialogue
- Continue to monitor and address new teachers concerns and needs

- **Turn in Mentor and Mentee Final Reviews, and**
- **Final Mentoring Log by May 25, 2025 in order to receive the stipend on your June check.**

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Mentoring Agreement

Mentoring is both a "Get and Give" experience with the goal of providing a rich and rewarding experience for both partners. Both partners must be respectful of each others' time and commitments. We have created the following form to assist you in developing a schedule for your meetings. Please print information & sign below. Each partner is to keep a copy and one is to be turned in to the office of the Chief Academic Officer, Chattooga County Schools.

Mentor:_____

Mentee:_____

Meeting time: (i.e. 10am, 2:30pm, etc)_____

Preferred Meeting day:_____

Frequency of meetings: (i.e., once a week, every other week)_____

We will generally meet for:_____minutes_____
The best way to contact _____, the Mentor is
by:_____
Or:_____
The best way to contact _____, the Mentee is
by:_____
Or:_____
If unforeseen events arise and meeting time/day must be changed we will give our mentoring partner at least a ____ hour notice if possible.

Mentor Signature:_____ Date: _____

Mentee Signature: _____ Date: _____

Due 8/14/2026

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Mentee Action Plan Competency

What specific skill do I want to develop?

Learning Activity: what action will I take to develop this?

Beginning date and ending date

My co-workers and supervisor will see the following...

I know I have achieved my goal when...

Mentee Action Plan

With your Mentor, set goals that are focused, realistic, and tied to your competency goals. Effective goals should be SMART:

- S: Specific
- M: Measurable
- A: Achievable
- R: Results-oriented
- T: Time based Focus on competencies important to your organization.

Build on your strengths as well as your weaknesses. Look for opportunities to learn by doing as well as observing and listening.

Mentoring Goal
#1:_____

Mentoring Goal:

#2: _____

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MENTORING LOG- Mid-Year

Date	Time	Competency discussed	Action Plan Step	How & when completed

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Due 1/08/2027

Chattooga County Schools

Mid-Point Review Mentor Form

Mentor Name: _____

Mentee Name: _____

Date: _____

1. How has your overall experience with the Mentoring Program been so far?

_____
_____
_____
_____

2. Do you feel the resources provided by the Mentoring Program are adequate in helping you prepare for your role as a Mentor?

_____
_____
_____

3. Have you and your mentee been able to build a comfortable working relationship?

_____
_____
_____

4. Do you think reviewing your Mentee's Application was helpful in learning how you two could work together? Why or why not?

_____
_____
_____

5. Do you think the Mentoring Log and Action Plan were helpful in keeping your meetings on track? Why or why not?

_____
_____
_____
_____

6. Please share additional comments here:

_____
_____
_____

Due 1/08/2027

Chattooga County Schools

Mid-Point Review Mentee Form

Mentee Name: _____

Mentor Name: _____

Date: _____

1. How has your overall experience with the Mentoring Program been so far?

_____
_____
_____
_____

2. Do you feel the resources provided by the Mentoring Program have adequately prepared you for your role as a Mentee?

_____
_____
_____

3. Have you and your mentor been able to build a comfortable working relationship?

_____
_____
_____

4. Are you able to learn from your Mentor's experience and background?

_____
_____
_____

5. Do you think reviewing your Individual Development Plan with your Mentor will help you achieve your goals? Why or why not?

_____
_____
_____
_____

6. Please share additional comments here:

_____
_____
_____

Due 1/08/2027

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Final Review Mentor Form

Mentor Name: _____

Mentee Name: _____

Date: _____

1. Briefly give an overall description of your experience with the Mentoring Program.

_____
_____
_____

2. Do you think this program helps your mentee develop the skills knowledge needed to take on larger roles and more challenges? Why or why not?

_____
_____
_____

3. Which part of the mentoring experience do you feel was the most useful in helping the mentee reach the stated goals? Was there an element that you felt was not useful?

_____
_____
_____

4. Would you recommend this experience as a mentor to a colleague? Why or why not?

_____
_____
_____

5. Are you interested in serving as a mentor again? Why or why not?

_____
_____
_____
_____

6. Please share additional comments here:

_____
_____
_____
_____

Due 5/25/2027

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Final Review Mentee Form

Mentee Name: _____

Mentor Name: _____

Date: _____

1. How has your overall experience with the Mentoring Program been so far?

_____
_____
_____

2. Do you feel the Mentoring Program and resources have helped you develop the skills knowledge to take on larger roles and more challenges? Why or why not?

_____
_____
_____

3. Have you and your mentor been able to build a comfortable working relationship?

_____
_____
_____

4. Are you able to learn from your Mentor's experience and background?

_____
_____
_____

5. Do you think reviewing your Individual Development Plan with your Mentor will help you achieve your goals? Why or why not?

_____
_____
_____
_____

6. Please share additional comments here:

_____
_____
_____
_____

Due 5/25/2027

Chattooga County Schools

MENTORING LOG- Final

Date	Time	Competency discussed	Action Plan Step	How & when completed

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Due 5/25/2027

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MENTORING Meeting

Mentor Name: _____

Mentee Name: _____

Date: _____

Competency Discussed
Please circle **ALL** that apply:

Lesson Plans	Field Trip	Policies	Procedures
Infinite Campus	RTI/SST/MTSS	Resources	Observations
Activities	Report Cards	IEP/504	Testing Protocols
Data Teams	Content Testing	Goals	Awards/Certificates
TKES	Parent Conferences	Professional Development	

Other: _____

Action Plan Step

_____
_____
_____
_____

How & When Completed

_____
_____
_____
_____

Comments

_____
_____
_____
_____