MENTOR RESPONSIBILITIES
DUTIES OF MENTORS TO ACHIEVE SUCCESS

Description Of Mentor Responsibilities

Mentors assigned to new teachers help their mentees navigate new roles through strong support systems designed to promote professional growth, motivation, and job satisfaction. Mentors also provide emotional support as new teachers learn and grow in their understanding of the teaching profession. Provided within the local context, this mentor support will help new teachers acclimate to their new roles within often complex school cultures.

- Mentors will provide an array of services to meet the needs of new teachers.
- Mentors should possess a clear understanding of their role when assigned to mentees.

All Mentors

Ideally, one person is assigned to be a mentor for a new teacher, and fulfills all mentoring responsibilities. However, the supply of fully-qualified mentors may not meet the demand, and roles and responsibilities may be split between two mentors to ensure new teachers receive the support they need. In these instances, the roles of the mentors need to be very clearly defined so all involved will know and understand the expectations. An important question is this:

What is the mentor responsible for?

- Pedagogy and Content
- Well-Being and School Culture
- Both

For Mentors Responsible for Instruction/Content/Procedure Support

Mentors satisfying this role should have experience teaching in a role similar to that of the new teacher they are mentoring. Authentic experience and understanding of the challenges of the role are critical to the mentor's success. Specific duties of mentors responsible for instruction/content/procedure support include, but are not limited to, the following:

Support Instructional Effectiveness of New Teachers
- **Determine areas through observation and conversation in which mentees need additional preparation and support.**
- **Utilize action plans to develop goals and track progress.**
    - Clearly communicate expectations with mentees.
    - Discuss lesson plans during pre-observation meetings.
    - Discuss lessons during post-observation meetings.
    - Plan for improvement in classroom practice.
- **Provide mentees with resources to improve instructional effectiveness.**
    - Develop schedules that protect instructional time.
    - Locate and share high-quality materials and lessons.
    - Assist mentees in selecting professional learning opportunities.
    - Co-teach with mentees, when possible.
    - Allow mentees to observe in classrooms and debrief afterwards.
    - Plan lessons with mentees, when needed.
- **Monitor mentees' progress.**
    - Help mentees film themselves.
    - Use reflective questioning.
    - Observe mentees' instruction and allow mentees to observe your classroom practice.
    - Conduct post-observation meetings to reflect and debrief.
    - Reference Professional Growth System rubrics or action plans to determine goal attainment.

Promote collaboration among multiple disciplines.

For Mentors Responsible for Emotional Support & School Culture Support[2]

Mentors satisfying this role must be at the same location as the new teacher due to the nature of the support provided. Specific duties of mentors responsible for emotional & school culture support include, but are not limited to, the following:

Socialize Mentees to the School and District

- Guide mentees through their transition to a new environment.
  - Provide an overview of school and district rules and policies.
  - Connect with colleagues and broker school culture.
- Advocate for mentees.

Build Successful Relationships with Mentees

- Use effective communication skills.
- Establish consistent and authentic emotional support by being:
  - approachable and available
  - supportive and patient
  - respectful
  - complimentary of others
  - willing to share ideas
- Encourage mentees toward continued professional growth by
  - providing specific praise
  - acknowledging understanding of mentees' challenges
  - reinforcing and reminding mentees of the positive changes they have made
  - using action plans
- Evaluate the mentoring relationship to determine whether mentee feels comfortable seeking out and confiding in mentor.