



Mentor and BT/Mentee Agreement Form

Mentor Name: _____ School: _____

Email address: _____ Subject/Grade: _____

I agree to the following: As a mentor, I agree to meet with my Beginning/Initially Licensed Teacher (BT) at least once per week in a scheduled meeting to discuss needs, concerns, methods, ideas, and successes. I understand how important it is for the new teacher to feel support and for me to model good instruction. I will seek to encourage, support, and promote quality instruction by assisting a new teacher in becoming their best. Furthermore, I will meet informally as often as possible to insure success and growth by the BT. I understand the need to keep an activity log that documents my efforts throughout the year.

Mentor

Signature: _____ Date: _____

BT Name: _____ School: _____

Email address: _____ Subject/ Grade: _____

BT 1 ____ BT 2 ____

I agree to the following: As the Beginning/Initially Licensed Teacher (Mentee), I agree to meet at least once per week in a scheduled meeting to discuss my needs, concerns, ideas, and successes. I understand how important it is for me to work with a veteran teacher who can assist me in understanding my new profession, the culture of my school, and what I can do to be a successful teacher. I will consider the advice of my mentor and will communicate as needed to make sure that I have a clear understanding of my responsibilities and where I can go to find assistance. I understand the need to keep an activity log that documents our efforts throughout the year. I also agree to let my principal know whenever I need assistance to do my best. Last, I understand that becoming a good teacher takes time and hard work, and I pledge my best effort in this endeavor.

Mentee

Signature: _____ Date: _____

Alleghany County Public Schools Beginning Teacher-Mentor Support Program

Mentor Self-Assessment

Mentor: _____ School: _____

North Carolina Mentor Standards and Elements (See North Carolina Mentoring Continuum for descriptors on pages 12-17 of the <i>North Carolina Mentor Program: Beginning Teacher Guidelines for the 21st Century Professional Manual</i> .)					
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard 1: Mentors support beginning teachers to demonstrate leadership.					
a. Trusting Relationship and Coaching					
b. Leadership					
c. Communication and Collaboration					
d. Best Practices					
e. Ethical Standards					
f. Advocacy for Beginning Teachers and Students					
Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.					
a. Relationships for Students					
b. Relationships with Families					
c. Relationships at School and in Community					
d. Honor and Respect for Diversity					
e. Classroom Environments that Optimize Learning					
f. Reaching Students of all Learning Needs					
Standard 3: Mentors support beginning teacher to know the content they teach.					
a. NCSCOS/Common Core Standards and 21 st Century Goals					
b. Content and Curriculum					
Standard 4: Mentors support beginning teachers to facilitate learning for their students.					
a. Instructional Practice					
b. Professional Practice					
c. Student Assessment					
Standard 5: Mentors support beginning teachers to reflect on their practice.					
a. Allocation and Use of Time with Beginning Teachers					
b. Reflective Practice					
c. Mentor Data Collection					

Evidence that supports rating:

Reflections for improvement:



Mentor Timeline

Name of BT _____

Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

First Mentor Reporting Period:

- ☐ Familiarize BT with facilities (i.e., tour of building). ☐ Familiarize the BT with the faculty, staff and/or service personnel.
- ☐ Discuss the LEA/school's policies regarding dress, teacher workdays, early release days, and inclement weather policies.
- ☐ Make sure the BT has the North Carolina Standard Course of Study (NCSCOS)/ Common Core Standards and other curriculum guidelines.
- ☐ Familiarize the BT with the format and use of the NCSCOS/ Common Core Standards in planning (and End-of-Grade or End-of-Course testing when appropriate).
- ☐ Assist BT with location, selection and access to instructional materials.
- ☐ Assist BT with creating a substitute teacher folder of pertinent information (rosters, lesson plans, procedures, etc.).
- ☐ Meet with BT an average of one time each week and document the date, time and contents of each meeting.
- ☐ Assist BT with information about services offered by school, school system, DPI, community agencies, etc.
- ☐ Assist BT with familiarizing him/herself with the DPI/district/school websites.
- ☐ Assist BT with record keeping (grades, monies, parent contacts, discipline).
- ☐ Assist BT with strategies and/or procedures to identify and appropriately serve special needs students.
- ☐ Review the Professional Teaching Standards and the role of these standards in the classroom, the Professional Development Plan, and the Teacher Evaluation Process.
- ☐ Remind the BT to complete the Teacher Self- Assessment.
- ☐ Assist BT in lesson planning and pacing.
- ☐ Assist BT in development of a Professional Development Plan. (PDP) and sign (mentor signature required) beginning/middle/end.
- ☐ Informally observe the BT and provide verbal or written feedback in a post conference.
- ☐ Have BT observe a mentor teaching a lesson to model effective teaching practices.
- ☐ Explain formal observation procedures and annual evaluation.
- ☐ Assist BT in interim reports and ending the grading period including demonstrating the use of a computerized grading system, use of comments, etc.
- ☐ Make sure BT has signed the Extracurricular Waiver.
- ☐ Make sure BT has retrieved fire drill plans, lockdown procedures and inclement weather procedures.
- ☐ Celebrate accomplishments.
- ☐ Other _____

Notes: _____

Mentor signature _____

Date _____

BT signature _____

Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Form due by November 4th to Missey Weaver



Mentor Timeline/Checklist

Name of BT _____

Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Second Mentor Reporting Period:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review lesson plans and pacing for adherence to the NC Standard Course of Study/ Common Core Standards
- ☐ Review lesson plans for inclusion of multiple learning strategies and for evidence of meeting the needs of all diversities.
- ☐ Discuss progress in identifying and soliciting services for unique learners.
- ☐ Encourage BTs to use assessments and practice End-of-Gracie or End-of-Course Tests with their students.
- ☐ Review progress on these assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Discuss policies and impact of holidays and scheduling between now and winter break.
- ☐ Discuss organizational and record keeping procedures.
- ☐ Encourage parental contact.
- ☐ Review classroom management and discipline strategies.
- ☐ Spend informal social time with BT.
- ☐ Discuss semester exam schedule and/or testing schedule and procedures.
- ☐ Assist BT in interim reports, ending the grading period, and semester records.
- ☐ Celebrate accomplishments.

Other _____

Other _____

Notes:

Mentor signature _____

Date _____

BT signature _____

Date _____

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Mentor Timeline/Checklists Submission Dates to Missey Weaver

First Submission: On or by November 4th

Second Submission: On or by January 13th

Third Submission: On or by March 17th

Fourth Submission: On or by May 12th



Mentor Timeline/Checklist

Name of BT _____

Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Third Mentor Reporting Period:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Encourage parental contact.
- ☐ Remind BT about the LEA/school's retention and failure policies.
- ☐ Encourage BTs to reflect on their teaching experiences at mid-point. Set goals for the rest of the year.
- ☐ Review progress toward covering goals in the NCSCOS/ Common Core Standards.
- ☐ Review progress on the PDP.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review procedures for field trips.
- ☐ Spend informal social time with BT.
- ☐ Assist BT in interim reports and ending the grading period.
- ☐ Celebrate accomplishments.

Other _____

Other _____

Notes:

Mentor signature _____

Date _____

BT signature _____

Date _____

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Mentor Timeline/Checklists Submission Dates to Missey Weaver

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Second Submission: On or by January 13th

Third Submission: On or by March 17th

Fourth Submission: On or by May 12th



Mentor Timeline/Checklist

Name of BT _____

Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Fourth Mentor Reporting Period:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Review progress on completion of the goals from the NCSCOS/ Common Core Standards, and review pacing.
- ☐ Encourage BTs to use assessments and practice End-of-Grade or End-of-Course Tests with their students.
- ☐ Review progress on the assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Review plans for end of year activities.
- ☐ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.
- ☐ Review progress on the PDP.
- ☐ Remind BT about LEA/ schools retention and failure policies.
- ☐ Discuss procedures for ending the school year (collecting books, fees, returning teaching materials, graduation, etc.).
- ☐ Help BT with end-of-year administrative forms, policies, and procedures.
- ☐ Spend informal social time with BT.
- ☐ Celebrate accomplishments the BT achieved during the year.

Other _____

Other _____

Notes:

Mentor signature _____

Date _____

BT signature _____

Date _____

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Mentor Timeline/Checklists Submission Dates to Missey Weaver

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