

HUMAN RESOURCES: Coaching/Mentoring Teachers

Overview: Coaching/Mentoring teachers is required for new teachers, and suggested for experienced teachers newly employed in the system. Mentor support for new administrators and board members is also considered here.

	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
GUIDING QUESTIONS	<ul style="list-style-type: none"> What policies exist or should exist in the system to ensure that appropriate coaching and mentoring of new teachers takes place? To what extent are coaching and mentoring done? See <i>Spotlight 4</i>. How do teachers, administrators, and board members respond to coaching/mentoring or the lack of it? What resources are budgeted for mentoring? 	<ul style="list-style-type: none"> How do you coordinate a mentor program with staff development, contracted obligations, and orientation for new teachers? What mentoring “model” do you utilize? How does the mentoring model correspond to your instructional program and teacher evaluations? What experience on boards and with Vermont education law (Title 16) do new board members have? 	<ul style="list-style-type: none"> What is the mentoring system/model used in your district/SU? What are your responsibilities in that model? How are mentors selected? What is the training they must complete, if any? How are assignments made for new teachers and mentors? How are new mentors added to the system? Is there an evaluation/feedback system for mentors? Are there any secondary goals that you want to achieve with your mentoring program— i.e., links with goal-setting for your evaluation system? How do you set expectations for both mentors and new teachers?

HUMAN RESOURCES: Coaching/Mentoring Teachers *(continued)*

TASKS TO CONSIDER	SCHOOL BOARD	SUPERINTENDENT	PRINCIPAL
	<ul style="list-style-type: none"> ◆ Review policy on mentoring. ◆ Review district coaching and mentoring objectives, plans, and activities. ◆ Request a report from the superintendent on the status of coaching/mentoring. ◆ Design a mentor program for new board members. ◆ Assign coaches or mentors for new board members. 	<ul style="list-style-type: none"> ◆ Review NCLB requirements and VT DOE requirements. ◆ Review teacher contract for working conditions, compensation, etc. ◆ Plan training for mentees. ◆ Plan program for mentors. ◆ Ensure continuing “coaching” for all teachers (including experienced teachers). ◆ Plan board orientations with chair of board. ◆ Review board policies. 	<ul style="list-style-type: none"> ◆ Establish a system with the central office for training new mentors. ◆ Review/Develop a job description for mentors. ◆ Establish and communicate expectations to mentors and new teachers. ◆ Develop a timeline for all aspects of the program— including assignment mentors, pre-start of school meetings, follow-up meetings with mentors, etc. ◆ Develop a system to gather and provide feedback on how the system/model is working.