



US Prep Cooperating Teacher and Beaumont ISD Mentor Handbook

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Professional Development

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Thank You

Dear mentor,

Thank you for offering your support, time, and expertise to help Lamar residents and new teachers grow and refine their craft. Your support will have a lifelong impact on each mentee you serve. Mentoring is an extremely rewarding experience that will not only impact your mentee's practice but hopefully yours as well.

It's our hope that this handbook will help you navigate through expectations to help make the experience meaningful for all involved. We are here to support you in every way possible. If there are ever concerns or questions, please reach out.

We are here to support you. Support from us can look like thinking through a tough situation, practicing a hard conversation, developing an action plan of support, facilitating a conversation with leadership or your mentee, or just being a safe place to vent.

If there is a time when you feel the matching of mentor to mentee is ineffective for either party, please reach out so that the concern can be addressed.

Thank you again for all you do and will do to support teachers and students in Beaumont ISD.

With support and gratitude,

Beaumont ISD Professional Development
Lamar University

What is Mentoring?

Mentor- Trusted advisor, friend, teacher, and wise person.

In education, a mentor is a highly-qualified, experienced teacher who is willing and able to help a new teacher's development through guidance, support, assistance, and coaching.

Mentoring is a mutually agreeable relationship that is sustained over time and intended to further the educational and professional development of the protege.

Taken from Mentoring & Coaching Notebook by Lead4ward.

Mentors possess many qualities that make them ideal candidates for effective new teacher support.

Mentors:

- Are available to their mentee through proximity and digital communication
- Are non-judgmental listeners
- Are supportive and nurturing
- Conduct themselves with integrity and honesty
- Make space for mentees to own their thinking and learning needs
- Exhibit compassionate accountability through clear and kind communication
- Truly believe in their mentee's potential

Mentors can help support teachers in different levels. Effective mentoring involves a combination of all three levels:

- **Buddy**- the mentor is responsive to immediate needs and questions. This is the day-to-day, unstructured, "just-in-time" help. *No documentation is needed for this type of support.*
- **Colleague**- the mentor and mentee have regularly scheduled time for planning and collaboration. *Documentation is needed for these support sessions.*
- **Induction Coach**- the mentor facilitates a highly-structured relationship with the mentee driven by goals and observations. *Documentation is needed for observations.*

Adapted from Mentoring & Coaching Notebook by Lead4ward.

Cooperating Teacher and Mentor Expectations

For Lamar residents:

In order to receive the cooperating teacher stipend, cooperating teachers must complete and provide documented support to their resident and attend cooperating teacher PLCs. All documentation will be submitted digitally to Lamar.

Daily Support:

- Provide opportunities for co-teaching
- Provide in-the-moment support and coaching
- Gradually release instruction and responsibilities as outlined in scope and sequence

Weekly Support:

- Planning and internalization of lesson plans
- Data analysis of student progress

Monthly Support:

- Preparation for Lamar POP Cycles

Professional Learning Sessions:

- One-day co-teaching professional development following the mentoring orientation
- Monthly PLCs (extended time)

For campus-based mentees:

In order to receive the mentoring stipend, mentors must complete and provide documented support to their mentee(s) and attend professional learning sessions. All documentation will be submitted digitally in a Google Drive folder or through Google Forms.

Professional Learning Sessions:

- Two-day mentoring orientation
- Monthly PLCs

Documented Support:

- 12 logged hours per mentee per semester
 - Support can occur before or after school or during teacher's conference or during release time from resident once established
- Complete 2 observations cycles per mentee per semester
- *Co-teaching of a lesson at least 2 times a semester (timing depending on the resident's progression)*
- Documentation needed
 - Mentor/mentee sessions covering identified topics in the timeline
 - Mentor questionnaire BOY/MOY/EOY
 - Mentee questionnaire BOY/MOY/EOY
 - Observation planning, notes, and debriefing discussions

All documentation must be submitted on a monthly basis to ensure consistent support is provided.

Should your mentee resign or end employment, the mentor must report the change to the mentor program leader immediately. If the mentor is assigned a new mentee by campus leadership, the mentor must report the change to the mentor program leader immediately.

Cooperating Teacher and Mentor Support

Supporting new teachers can be a daunting task. Mentors are often trusted with their mentee's deepest concerns, personal struggles, and overwhelmed state.

To set mentors up for success, we will have monthly mentor PLCs. These PLCs will focus on building community, sharing successes and struggles, and offering suggestions for the following month's goals. Some months, mentees will be invited to join or an opportunity to network and collaborate with teachers across the district. Cooperating teachers supporting Lamar residents will stay after the scheduled mentor meeting to review Lamar information and POP cycle data to collectively problem solve.

We are all together with a common goal: supporting new teachers, and together we can help each other be successful in that.

The Professional Development leader will lead the mentoring program and facilitate the PLCs as well as review surveys and documentation to tailor the outcomes. The PD leader and Lamar staff will also meet with mentors and mentees on as needed basis for any areas of concern. Lamar staff will lead the cooperating teacher meetings.

Lamar Resident and Campus Mentee Support Timeline

The mentee support timeline can be used to schedule time with mentees.

Month:	Week:	Resident Release Time	Mentor Duties:
August	1	No Release Time	Mentor Goals: <ul style="list-style-type: none"> ● Build Relationships with Mentee(s) ● Work through the first days of school prep and reflection ● FYT Chapters 1,2,3&9 ● Reference and look-fors found in Mentoring & Coaching Notebook page 83
	2		
	3		
	4		
	5		
September	6	Up to 2 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● Observations #1 ● <i>Co-teach (one lesson, based on obs.)</i> ● FYT Chapters: 1,2,3 & 9 ● Reference and look-fors found in Mentoring & Coaching Notebook page 84
	7		
	8		
	9		
October	10	Up to 2 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● FYT Chapters: 3,4 & 8 ● Reference and look-fors found in Mentoring & Coaching Notebook page 84 & 85
	11		
	12		
	13		
	14		
November	15	Up to 3 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentees and Mentor PLC ● Observations #2 <ul style="list-style-type: none"> ○ Last week in Oct.- the first week in Nov. ● Co-teach (could be a longer block or section of the day based on obs.or FYT needs) ● FYT Chapters: 11 ● Reference and look-fors found in Mentoring & Coaching Notebook page 84 & 85
	16		
	17		
	18		

December	19	Up to 3 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● FYT Chapters: 11 ● All Documentation of support finalized ● Reference and look-fors found in Mentoring & Coaching Notebook page 85
	20		
	21		
	22		
January	23	Up to 3 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● FYT Chapters:4&7 ● Reference and look-fors found in Mentoring & Coaching Notebook page 86
	24		
	25		
	26		
	27		
February	28	Up to 3 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● Observations #3 ● Co-teach (could be a longer block or section of the day based on obs.or FYT needs) ● FYT Chapters: 7 ● Reference and look-fors found in Mentoring & Coaching Notebook page 86
	29		
	30		
	31		
March	32	Up to 4 hours per week	Mentor Goals: <ul style="list-style-type: none"> ● Mentees and Mentor PLC ● FYT Chapters: 3 & 7 ● Reference and look-fors found in Mentoring & Coaching Notebook page 86 & 87
	33		
	34		
	35		
April	36	Up to 8 hours per week Can release other grade levels	Mentor Goals: <ul style="list-style-type: none"> ● Mentor PLC ● Observations #4 <ul style="list-style-type: none"> ○ First two weeks in April ● Co-teach (could be a longer block or section of the day based on obs.or FYT needs) ● FYT Chapters: TBD by FYT 5 or 6
	37		
	38		
	39		

		for vertical alignment, extended PLCs, etc.	<ul style="list-style-type: none"> Reference and look-fors found in Mentoring & Coaching Notebook page 87
May	40	Up to 8 hours per week Can release ther grade levels	Mentor Goals: <ul style="list-style-type: none"> Mentees and Mentor PLC FYT Chapters: TBD by FYT 5 or 6 All Documentation of support finalized Reference and look-fors found in Mentoring & Coaching Notebook page 87
	41		
	42		
	43	Release time could be used for vertical alignment, extended PLCs, etc.	

Campus Mentor Paperwork Checklist*

Fall Semester

August-

- Mentor Questionnaire (Google Form)
- Mentee Questionnaire (Google Form)
- Mentor/Mentee Support Sessions
 - Indicated chapters (1-3 & 9) covered
- First Days of School Support

September-

- Mentor/Mentee Support Sessions
 - Indicated chapters (1-3 & 9) covered
- Observation- Mentor observing Mentee
 - Planning, observation notes, and debrief
- Observation- Mentee observing Mentor
 - Planning, observation notes, and debrief

October-

- Mentor/Mentee Support Sessions
 - Indicated chapters (3, 4 & 8) covered

November-

- Mentor/Mentee Support Sessions
 - Indicated chapters (11) covered
- Observation- Mentor observing Mentee
 - Planning, observation notes, and debrief
- Observation- Mentee observing Mentor
 - Planning, observation notes, and debrief

December-

- Mentor/Mentee Support Sessions
 - Indicated chapters (11) covered
- Mentor Questionnaire (Google Form)
- Mentee Questionnaire (Google Form)

Spring Semester

January-

- Mentor/Mentee Support Sessions
 - Indicated chapters (4 & 7) covered

February-

- Mentor/Mentee Support Sessions
 - Indicated chapters (7) covered
- Observation- Mentor observing Mentee
 - Planning, observation notes, and debrief

- Observation- Mentee observing Mentor
 - Planning, observation notes, and debrief

March-

- Mentor/Mentee Support Sessions
 - Indicated chapters (3 & 7) covered

April-

- Mentor/Mentee Support Sessions
 - Indicated chapters (5 and/or 6) covered
- Observation- Mentor observing Mentee
 - Planning, observation notes, and debrief
- Observation- Mentee observing Mentor
 - Planning, observation notes, and debrief

May-

- Mentor/Mentee Support Sessions
 - Indicated chapters (5 and/or 6) covered
- Mentor Questionnaire (Google Form)
- Mentee Questionnaire (Google Form)

All document forms can be found in each mentor's dedicated Google Drive folder and in the Appendix.

*Lamar Resident documentation will be on a monthly basis and outlined in July.

Making the Most of Support Sessions

During the scheduled support sessions, mentors will facilitate a conversation around the chapters indicated in the timeline. These sessions should be rooted in goal-setting and reflection. A support session that ends without a goal is just a nice conversation. Our goal is to help new teacher improve their craft.

Schedule the support sessions during a time that can be uninterrupted, ideally in the mentee's classroom, so all resources are available. It is helpful to have them occur at the same time and day, so that the time becomes protected and expected by both parties. In the beginning, you may need longer or more frequent sessions. Check in regularly with your mentee to see if additional time is needed.

Below are conversation stems to help facilitate the conversation so that the mentee feels supported, heard, and feels ownership of their learning and development.

Affirmation and Understanding Stems

These stems are helpful when your mentee is sharing concerns. Paraphrasing their concerns can help you understand their point of view, make them feel heard, and offer an opportunity for clarification. It also helps the mentor avoid immediately giving advice without confirming the actual need.

- What I hear you saying..
- As I listen, I hear a few things..
- In other words...
- Let me see if I understand....
- Tell me what you mean by...
- I think you are saying...
- Check my understanding....

Avoid using questions like “why did you” as they can signal defenses in the mentee and stop productive conversation.

Coaching Stems

These stems are helpful when your mentee needs additional learning or understanding. These stems are aimed to increase reflection by the mentee instead of the mentor just giving suggestions and advice.

- What's on your mind when it comes to...
- What do you want to see improve in....
- What prompted you to....
- How did you feel during....
- In your ideal world, what does look like....
- On a scale of 1-10 how do you feel about...

Guiding Stems

These stems are helpful when your mentee needs specific suggestions or guidance in an area. These should come after affirmation and understanding and coaching stems.

- What works for me....
- I have found some success with...
- Something you might consider...
- What do you think about....
- Does....feel comfortable when thinking about....
- Would you like to try....
- Can I help you plan or prep for....

Making the Most of Observations

Observing another teacher can help us learn new strategies, reflect on our practice, and provide insight into improvement areas. However, observations without a clearly defined focus and goal can be very overwhelming and unhelpful.

Pre-Observation Practices

- Discuss the goal of the observation
- Determine one to two specific moves or strategies to look for
- Determine the day and time of the observation
- Discuss special information
 - Where to sit
 - If it's okay to walk around and talk to students
 - Special student considerations

During Observation Practices

- Take low-inference notes around the specific look fors only
 - Fact-based notes
 - Number of students, time spent, actual words said, etc.
- Write down questions and wonderings
- Write down things that are successful
- Arrive and leave at the predetermined time
- Avoid making noise and asking questions

After Observation Practices

- Meet to debrief the same day when possible, 48 hours after at most
- Discuss what went well
- Reflect on what improvements and tweaks can be made (keep it limited to one or two bite-sized specific steps)

Appendix

Mentor Questionnaire

Mentee Questionnaire

Support Session

Observation

First Days of School Checklist

- Who's Who on Campus
- Get to Know You Questionnaire
- Planning for a Successful Year
- First Day Checklist
- Substitute Folder
- Daily Checklist