

**MONTGOMERY COUNTY PUBLIC SCHOOLS
Mentor Expectations 2021-2022**

Mentors should be tenured, exemplary, veteran educators trained and willing to assume this responsibility of supporting a colleague. As new educators are hired, principals are asked to assign them a school-based peer mentor and to advise the new educator and mentor of this assignment.

Mentors should maintain a one-to-one mentor/mentee ratio.

- A one-to-one mentor/mentee assignment is optimal. The Montgomery County Public Schools (MCPS) New Teacher Induction Mentor Model supports this ratio. In some cases, the mentor caseload may exceed this one-to-one ratio but one-to-two is the maximum. However, no teacher should have more than one mentor. The key to this relationship is meeting the needs of the new educators without compromising mentor effectiveness.

Mentors should maintain a mentor log.

- The mentor log summarizes the monthly contacts and documents the time spent in mentoring activities, the type of activities, and the type of support needed/given during the mentoring relationship.
- Each month beginning in October, mentors should enter their mentor logs through the Professional Development Online (PDO) system. Assigned mentors will have a mentoring tab on their PDO homepage once the verification form is submitted to the Department of Professional Growth Systems (DPGS). Mentors must log a minimum of 12 hours per mentee per semester to be paid the full mentoring stipend.

Mentors should be trained.

- It is envisioned that all mentors will be trained before assuming mentor responsibilities in the 2021–2022 school year.
- For Fiscal Year 2022, the New Teacher Induction (NTI) Program includes summer, fall, and spring offerings of the PDO Continuing Professional Development course, TOT-02, *Mentoring for All: Strategies, Activities and Assessments* (three credits), for those who have not received training in mentoring an educator. Veteran educators can take the course concurrently with their first mentoring experience. Mentors who successfully complete the course will receive \$400 per semester if they log 12 hours or more during the semester.
- The NTI Program also will offer a one-credit course, TOT-06, *Mentoring: Mapping the Journey*, during the school year. Mentors who successfully complete the course will receive \$300 per semester per mentee if they log 12 hours or more during the semester.
- Any mentors who are not trained in either of the above TOT courses are expected to attend the MCPS Mentor Forum workshop offered through DPGS. Mentors who successfully complete this forum will receive \$300 per semester per mentee if they log 12 hours or more during the semester.
- Registration for all above courses is through PDO.
- All mentors will complete logs on PDO.

Mentors should initiate and maintain weekly/monthly contact with the new educator.

- The responsibility for the mentoring relationship should not be placed on the shoulders of the educator new to MCPS.
- The expectation is that mentors should spend one hour a week or four hours monthly with their new educator. These hours may vary by time of year and needs of each new educator; however, a weekly contact is strongly recommended.

- Mentors and their new educators need dedicated time together. Mentors are expected to find creative ways of providing this time.
- Mentor and new educator workshops also are offered during the year. Mentors are asked to encourage their mentee to participate in professional development courses that are offered through forums, workshops, and seminars throughout the year.
- One strategy suggested is to create a new educator committee whose members are new staff and mentors. Participation on this committee could replace their current committee responsibility.

Mentors should maintain confidentiality.

- Research supports that a successful mentor relationship is based upon the development of mutual trust between the mentor and new teacher. Mentors are advised not to discuss aspects of the mentor relationship with anyone. Even positive remarks about the mentor relationship could break the bond of confidentiality/trust between mentor and mentee.

Mentors should assess the different needs of each mentee.

- New educators come to MCPS with a variety of backgrounds and needs. Many teachers new to MCPS have extensive classroom experience, some have limited experience elsewhere, and some are new to MCPS and to teaching. Mentors should be aware of these differences and address the different needs of each individual.
- The mentor may serve as a coach and may do informal observations, but this should not replace the role of administrators, resource teachers, staff development teachers, and consulting teachers in providing support to new staff. The mentor relationship complements these roles and is an additional avenue for the support of new teachers. The mentor teacher does not have a role in the evaluation of the new teacher.

Mentors should provide curriculum support.

- Efforts should be made to match mentor/mentee in the same grade/subject assignment. If the grade/subject area of the mentor and mentee are not the same, the mentor can suggest that the new teacher contact the curriculum supervisor's office, or the mentor may contact that office for the new teacher to address curriculum specific issues.
- The mentor is encouraged to provide information to new educators on current best practices in teaching, classroom management and discipline, culture of the school/system, and information on how to access other county supports.

Mentors should utilize resources provided for them.

- The following are all resources available to MCPS school-based mentors:
 - Support of the school administration
 - Sustained communication, such as electronic updates from the NTI Program
 - Ongoing training sessions for mentors through MCPS professional development
 - Credit-bearing courses for veteran teachers such as Studying Skillful Teaching and the Maryland eLearning for Educators

Mentors should arrange classroom visits.

- Inter-classroom visits are a valuable learning tool. Principals are encouraged to work with the school-based mentors to provide class coverage for classroom visits. These visits may take many forms including:
 - New educator visits the mentor teacher's classroom;
 - Mentor arranges for the new educator to visit another exemplary teacher;
 - Mentor and new educator together visit the classroom of another exemplary teacher;
 - Mentor visits the new educator's classroom; and/or
 - Mentor and new educator visit another school.

- Demonstration teacher, mentor, and new educator should agree on the logistics of the visit, decide on a focus, and identify a time for debriefing and reflection.