
INDUCTION PROCESS FOR TEACHERS IN ELIGIBLE FACILITIES Guidelines for Mentors

The purpose of a mentor in the induction process is to:

- support educators entering the profession or who are new to the state;
- empower the inductee to develop professionally;
- help new teachers become knowledgeable about their endorsement and/or content area; and
- help experienced teachers who are new to the state continue their professional development and become familiar with the regulations in Colorado.

Expectations:

- Meet with the inductee within 30 days of assignment.
- Assist the inductee with their self-evaluation if needed.
- Develop the growth plan with the inductee. Help identify potential professional development activities that will address the inductee's needs. Make sure all five components required by the licensure act are addressed and that the scope of the activities is reasonable.
- Meet with the inductee periodically to review and revise the growth plan - a minimum of four contacts is required. It is likely that more frequent contact will be needed for new teachers.
- When the inductee has completed their growth plan, provide the inductee with an evaluation and a written recommendation regarding their application for a professional license.

Characteristics of a mentor:

- willingness to serve as a mentor and support a new colleague;
- experience as a professional;
- ability to work well with adults;
- close match in endorsement area and assignment if possible;
- close enough proximity to facilitate communication.

The roles and responsibilities of a mentor may vary depending on the needs and experience of the inductee. The induction process is intended to be individualized. At different times, a mentor may be called on to provide some or all of the types of support listed below:

To provide emotional support -

- listen
- offer feedback

To develop a collegial relationship -

- help reduce the isolation
- share ideas
- help identify possible resources
- assist with problem solving
- help with planning

To serve as a coach -

- provide objective feedback and reinforcement of instructional strategies
- assist in setting priorities
- help anticipate potential problems
- model effective practices
- answer questions
- raise questions

To provide instructional information

- be a resource for teaching strategies
- help identify organizational strategies
- provide guidance about curriculum
- share materials

Things to Avoid:

- criticizing
- giving advice
- rescuing