

Mentorship Guide 2024-25

1. Planning Your Partnership

Take One Half-Day Together

- **Purpose:** Establish a strong foundation for your mentorship relationship.
- **Focus Areas:**
 - **Building Trust:** Mentees should feel supported in their learning journey, while mentors should feel that their mentees are committed and open to feedback.
 - **Identifying Needs:** Discuss the areas where the mentee seeks growth and where the mentor feels equipped to provide support.
 - **Creating a Plan:** Outline how to utilize the remaining release time effectively.

2. Creative Ways to Use Release Time

Here are some engaging options for using your release time:

A. Mentee Observation

- **Description:** The mentee observes the mentor's lesson or classroom structure.
- **Debriefing:** Ensure time for a reflective discussion afterward. Consider the following options:
 1. **Full-Day Model Teaching**
 - **Format:** Mentor takes 1 full day of release time; mentee takes 1/2 day in the afternoon.
 - **Morning:** Mentor model-teaches in the mentee's classroom.
 - **Afternoon:** Debriefing session to discuss insights and takeaways.
 2. **Half-Day Model Lesson**
 - **Format:** Mentor takes 1/2 day of release time; mentee remains in class.
 - **Details:** Mentor runs a model lesson, then engages students in an independent activity.
 - **Debriefing:** Conduct the discussion in-class to maximize time.
 3. **Collaborative Planning Day**
 - **Format:** Both mentor and mentee take a full day or half day off together.

- **Focus:** Collaborate on planning future teaching opportunities, including model lessons.

4. Other Creative Approaches

- Be open to brainstorming other ways to utilize your time that fit your unique partnership!

3. Alternative Structures for Release Time

A. Intensive Workshop Series

- Description: Dedicate the three days to a focused series of workshops or training sessions.
- Format:
 - Day 1: Joint workshop on a relevant topic (e.g., classroom management, differentiated instruction).
 - Day 2: Each participant conducts a mini-workshop, sharing insights and strategies they've implemented.
 - Day 3: Collaborative planning day to integrate learned strategies into practice.

B. Rotational Observations

- Description: Schedule a series of observations across different classrooms.
- Format:
 - Day 1: Mentee observes the mentor's class, followed by a debrief.
 - Day 2: Mentor observes the mentee's class, focusing on specific goals, followed by feedback.
 - Day 3: Both partners visit a colleague's classroom for additional perspectives and insights.

C. Project-Based Learning

- Description: Focus on a specific project that allows both mentor and mentee to explore new teaching methodologies.
- Format:
 - Day 1: Brainstorm and plan the project together.
 - Day 2: Implement the project in the mentee's classroom with mentor support.
 - Day 3: Reflect and evaluate the outcomes, discussing adjustments for future projects.

D. Collaborative Curriculum Development

- Description: Work together to design a unit or lesson plan.
- Format:
 - Day 1: Research and brainstorm ideas for the curriculum.
 - Day 2: Develop lesson plans and resources together.
 - Day 3: Pilot the new curriculum in the mentee's classroom and gather feedback.

E. Peer Coaching

- Description: Engage in a peer coaching cycle to enhance teaching practices.
- Format:
 - Day 1: Set specific goals for coaching and conduct observations.
 - Day 2: Provide feedback and strategies to each other based on observations.
 - Day 3: Revisit classrooms to see the implementation of feedback and reflect on progress.

Conclusion

These additional structures for using the three days of release time provide diverse opportunities for learning, collaboration, and professional growth. Tailor your approach to fit your goals and strengths, ensuring a fulfilling mentorship experience!

Support Functions of Mentor/Mentee Pairings

Consultant

Expert shares knowledge and experience with others to teach them how to perform their job

Collaborator

Mentor and mentee work together to construct knowledge, develop plans and strategies

Coach

Continuous process that is based on the needs and internal capabilities of the mentee

Mentoring Cycle

Adapted from Lois Zachary, The Mentoring Guide, 2nd Edition, Jossey-Bass, San Francisco, 2012

