

# 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.
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## 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.
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## **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**

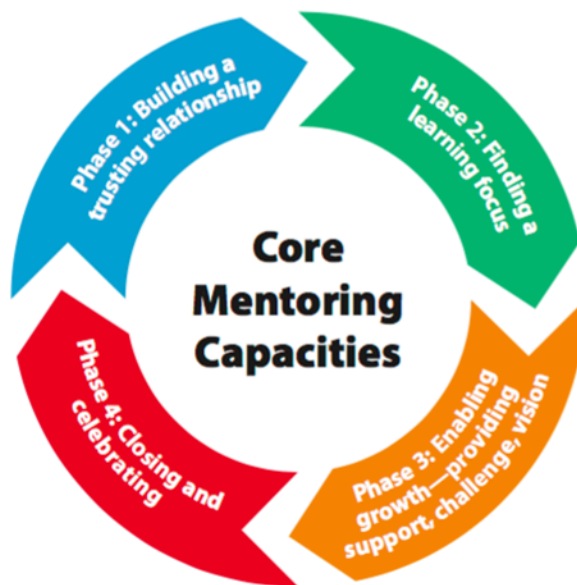
Mentor and mentee work together to construct knowledge, develop plans and strategies

### **Coach**

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

## **Mentoring Cycle**

*Adapted from Lois Zachary, The Mentoring Guide, 2<sup>nd</sup> Edition, Jossey-Bass, San Francisco, 2012*



### **Core Mentoring Processes**

