

## Continuum of Teacher Mentor Programs

	<b>Basic Mentor Program</b>	<b>Enhanced Mentor Program</b>	<b>Advanced Mentor Program</b>
<b>Impact</b>	The mentor intentionally assists a protégé in moving from a survival mode in teaching to a focus on student learning and performance. The speed that this occurs and the depth of understanding that the protégé gains will be directly correlated with the number of hours the mentor works with the protégé on student learning and overall classroom issues.		
<b>Selecting Mentors</b>	A teacher with a minimum of 3 years teaching experience who is willing to mentor and demonstrates expertise in instruction and leadership in working with peers.	Master teacher with 3-5 years of teaching experience who is willing to mentor. This potential mentor must also be regarded as an outstanding teacher by colleagues and school administration.	Master teacher with a minimum of 5 years teaching experience. The school or district program would have a cadre of qualified mentors who teach a variety of subjects, and who have applied and been approved by the school or district.
<b>Protégés Served</b>	Teachers who are new to teaching.	Teachers who are new to teaching and teachers who are new to the district.	Teachers who are new to teaching, teachers who are new to the district, and teachers who have taught in the district, but are switching subjects.
<b>Matching Mentors and Protégés</b>	Working in the same district.	Working in same school, similar grade and/or subject.	Teaching same subject and working in same school.
	When using electronic mentoring (i.e., e-mail) it is best to match mentors and protégés by subject and grade level taught.		
<b>Professional Development for Mentor</b>	Initial session – 9 hours Professional development through seminars, discussion groups and conferences – a minimum of 12 hours.	Initial session – 12-18 hours Ongoing professional development such as discussion groups, seminars and conferences throughout the year – 12–24 hours.	Initial session – 24-30 hours Ongoing professional development through seminars, discussion groups, and conferences – at least 30 hours.
<b>Professional Development for Protégé</b>	Training with the Mentor – a minimum of 3 hours. Topics should include the school or district induction process and information regarding the building, district, and logistics.	Training with the Mentor – a minimum of 3 hours per quarter. Topics should include the school or district induction process and information regarding the building, district, and logistics.	Training with the Mentor – a minimum of 3 hours per quarter. Ongoing training in the induction process for the school or district. In addition, discussion groups with other protégés for an additional 12 hours throughout the school year.
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<b>Mentor/Protégé Interaction Time</b>	Mentor and protégé find their own time to meet at least once a month. Release time for 1–2 observations each year.	Some release time to meet, and release time for a minimum of 2 observations by mentor and 2 observations by the protégé during the school year. Mentor and protégé meet at least 3 times a month.	Release time to meet and collaborate at least once a week. Release time for a minimum of 3 observations by the mentor and 3 observations by the protégé during the school year.
<b>Methods of Communication</b>	There are many ways that communication can occur between a mentor and protégé - face-to-face, by e-mail, through handwritten logs, telephone calls, and video-conferencing, to name a few. If e-mail and telephone calls are the primary forms of communication because of distance or time, it is helpful for the mentor and protégé to meet face-to-face at least a couple of times during the school year.		
<b>Record Keeping and Formalized Process</b>	Minimal amount of paperwork, determined by the mentor program goals. Some ideas include: quarterly report, specific hours of contact between mentor and protégé, year-end reflection.	Paperwork requirements must be determined by the mentor program goals. In addition, required attendance at discussion groups or seminars that are held throughout the year. Year-end report and reflection.	Paperwork requirements must be determined by the mentor program goals. In addition, required attendance at discussion groups or seminars that are held throughout the year. Year-end report and reflection.
<b>Monetary Compensation – Mentor</b>	Stipends range from \$200 - \$1,000 a year depending on the meeting and documentation requirements of the mentor.		
	For additional compensation ideas, see “Compensation Options for Mentors.”		
<b>Compensation – Protégé</b>	Recognition from the mentor and school principal, Welcome Basket, certificate of completion.	Travel costs for meetings and professional development.	A stipend and/or compensation for after-hour study or discussion groups and professional development.
<b>District Investments</b>	The district should consider the following areas when determining the mentor program costs: financial compensation to mentor and protégé, substitute time for observations and meetings, professional development for the mentor and protégé, mileage for meetings, professional development, etc., and any materials. In addition, if the district has a Mentor Committee the costs of the committee would need to be determined.		
<b>Program Evaluation</b>	To assist the mentor program in continual improvement, it is recommended that the mentors and protégés complete a program evaluation each year. Sample ideas are available in the Forms Section.		