



Mentor Handbook

Established 2019

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Purpose of Mentor Program

Intent of Program

Education professionals report high levels of occupational stress — more than people who work in medicine, sales, executive management, the service industry, business, construction, transportation or farming. Being new magnifies many of the stressors that educational professional face. A mentoring program assists new professionals on their path to integrating into the district, building and their new job. The South Coast ESD mentoring program honors that new professionals need support in the following core areas:

- **Navigating a New Normal**

There's a saying: "Teaching isn't a job; it's a lifestyle." There is a lot of truth in this statement because the education profession has a unique culture and set of demands. Being a new education professional means orienting oneself to the culture of the profession and the day-to-day realities within a district and school. Support with understanding and navigating this new normal is critical for the new professional.

- **Creating Efficient Routines**

New professionals are starting from scratch. They often find themselves working in unfamiliar contexts to unfamiliar students in an unfamiliar place using unfamiliar materials. As education professionals gain experience, they become more fluent with these elements and develop personal routines and systems. But in the beginning of their careers, they aren't as efficient with allocating their time and energy. Mentors can help with these inefficient routines through helping them understand what works for others and how they might adjust their own practices.

- **Mitigating Stress and Fatigue**

Adjusting to new realities and starting from scratch can be physically and mentally taxing. Planning and preparing for job tasks completion often spills over into personal time. New professionals expend a lot of energy and effort learning to balance the management of their professional role with their personal life. Our mentorship program seeks to support professionals as they process these difficulties and find a balance in their work and life.

- **Dealing Effectively with Demands**

Even with conventional knowledge, skills and support, new professionals need help meeting the specific needs of their position. These needs are diverse, and managing all of them cohesively can be overwhelming. The mentorship program will assist the new professional with understanding the different aspects of their position and helping them to see how all the aspects combine.

Mission Statement

To provide information, support and encouragement to new professionals as they embark on their career at South Coast ESD.

Program Overview

1. **Pre-Service Orientation/Training**-the intent of the pre-service training is to orient the mentor to SCESD's process, review mentoring strategies, share expectations of the program and connect the mentor/mentee.
2. **Educator/Mentor Meetings**-Monthly and ad-hoc meetings with the mentor/mentee based on monthly checklists and the needs of the mentee.
3. **Mentoring Program Completion**-The mentor/mentee will meet regularly to conduct mentor meetings. The team will use the monthly checklists and program hours log to support the mentoring process and monitor the time spent with one another. A program input form will be completed at the end of the year in order for the mentoring program development team to review and adjust the program as needed.

Mentorship Criteria Role of the Mentor

Qualifications

1. The mentor must hold a current license and have completed a full educational training program for their field.
2. A mentor will have at least three years of experience or can demonstrate the skills of a proficient professional in their field.
3. A mentor must complete the organization's training program.
4. The mentor must apply and be selected for the position through the human resource department using the organization's hiring process.
5. The mentor must agree to complete the expectations stated in the Mentor Responsibilities section of the handbook.
6. Mentors can be both internal and external professionals.
7. Mentors can meet with mentees during the work day but must accomplish their regular duties and responsibilities on time.

Mentor Responsibilities

1. Develop a collegial/professional relationship with the mentee.
2. Orient the new professional to the ESD and building procedures.
3. Provide support to the professional in obtaining information about the designated school(s).
4. Attend new staff orientation at the start of the school year.
5. Gather necessary resources to assist the professional with planning efforts.
6. Provide professional contacts as needed for the professional to meet their current needs.
7. Support the professional in understanding the responsibilities and expectations in their job description and their school(s) district.
8. Support the professional in understanding and utilizing the SCESDs professional norms, evaluation tools, district policies and Oregon's laws and administrative rules as it pertains to their position.
9. Establish a system of on-going communication with the professional.
10. Maintain confidentiality in the professional relationship.
11. Share resources for professional development opportunities.
12. Develop long-term and short-term objectives to make mentorship together meaningful and productive.
13. Offer guidance as the professional creates and implements their Professional Growth Goals and Student Learning Growth Goals.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program. This log will be the personal property of the mentor and will not be used in the mentee's evaluation process.
15. Maintain confidentiality and adhere to the mentor/mentee contract terms.
16. Meet on a regular schedule with the mentee to discuss progress, strengths and challenges and to give guidance. The mentor/mentee will meet at least one hour per month in a face to face format (via technology or in person).
17. Using provided feedback tools, reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
18. Provide suggestions as to ways to improve the SCESD mentoring program.

Terms of the Mentor Contract

1. Recognize that not all mentor/mentee relationships will work for a wide variety of reasons. Consult with Human Resources when challenges arise and intervention is needed.
2. The mentor will be compensated as defined in the collective bargaining agreement.
3. The mentor will participate in SCESD's mentor training day and new staff orientation day.
4. The mentor will have no more than two assigned mentees if internal, five assigned mentees if external.
5. The mentor will conduct monthly meetings with the mentee for approximately 30-40 hours throughout the year with at least one hour per month in a face-to-face format (via technology or in person). Hours beyond 40 are at the discretion of the mentor and not be reimbursed unless it becomes clear that the mentee will need a great deal more support and special arrangements have been made with the Human Resource department to increase hours.
6. The mentor agrees to maintain confidentiality and understands that they mentor will not engage in conversations with the mentees direct supervisor regarding areas of progress, concern or progress in the profession.

Mentorship Criteria Role of the Mentee

Qualifications

First year probationary staff will be provided a mentor within their worksite and/or subject area if possible. After the first year the mentee may request and may be granted by their program administrator an additional year of mentorship. Reasons for denial must be submitted in writing and a copy sent to the association.

Mentee Responsibilities

1. Develop a collegial/professional relationship with the mentor.
2. Become familiar with the professional standards of the position held in Oregon and complete roles and responsibilities as required.
3. Participate in the mentorship orientation program.
4. Actively and earnestly engage in the mentorship process.
5. Develop long-term and short-term objectives to make mentorship together meaningful and productive.
6. Keep a log of all contacts made with the mentor. This log will remain the personal, private property of the mentee and will not be used in the evaluation process.
7. Using provided feedback tools, reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
8. Provide suggestions as to ways to improve the SCESD mentoring program.
9. Meet on a regular schedule with the mentee to discuss progress, strengths and challenges and to give guidance. The mentor/mentee will meet at least one hour per month in a face to face format (via technology or in person).

Mentorship Criteria Additional Roles

Role of the Program Administrator (of new professional)

1. Consult with the Human Resources department on the mentor hiring process and the pairing of mentors/mentees.
2. Orient the professional to their position including the evaluation process.
3. Facilitate introductions and transition to their office, schools and/or program sites.
4. Share resources for professional development opportunities.
5. Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Development Team.
6. Ensure that the evaluation process for new teachers is separate from the mentor relationship.
7. If the mentor or mentee comes to the administrator to lodge complaints about the other or the mentoring process do not participate in the conversation and instead ask them to go to Human Resources with their concerns.

Role of the Human Resource Department

1. Complete the hiring process for individuals to serve as mentors. Match new professionals with mentors. Reassign a mentor if necessary.
2. Coordinate with the business office for financial reimbursement for professionals participating in mentoring activities.
3. Schedule and coordinate new mentoring activities throughout the year.
4. Address the challenges and concerns presented by the program/building administrators and/or mentors/mentees.

Role of the Mentorship Program Development Team

A committee of equal numbers of Association appointed and Administrative appointed members will:

1. Establish the criteria for the mentor program
 - Developing a research-based process with training,
 - Including the supervision and communications expectations
 - Establish limits for the mentors and administrators
2. Review program effectiveness and adjust as needed
3. Collaboratively develop a summary of the program with recommendations and provide it to the board/unit bargaining teams.

Mentor/Mentee Contract

Relationship

We have voluntarily entered into a mentoring relationship. As a mentee I will openly discuss my career goals and experiences for the purpose of shared learning and career enhancement. As a mentor I agree to respect my mentee in regards to their independent goals. We agree to attempt to work thorough any communication challenges or relationship conflicts that may arise during the relationship by contacting Human Resources and but understand that we can obtain a different mentor/mentee assignment after attempting to resolve any differences.

Confidentiality

We understand that confidentiality is critical to developing a trusting positive mentoring relationship. Consequently, we agree to maintain the confidentiality of the person and any private information gained that we share with one another. We agree to keep confidential the specifics of discussions between mentor/mentee, unless given permission to share this information with others. Furthermore, we understand that we will both uphold the same standard of confidentiality.

Time Commitment

We commit to establishing a schedule to work together for approximately 30-40 hours throughout the year with at least one hour per month in a face-to-face format (via technology or in person). We will provide each other with our preferred modes of communication and commit to responding to one another in a timely fashion when needs outside of the scheduled appointments arise.

Expectations

We will hold ourselves to the responsibilities as outlined in the mentoring handbook. Together we will create long-term and short-term objectives to make our time together meaningful and productive.

We understand and agree to the terms on this page:

Mentor _____ Date: _____

Mentee _____ Date: _____

Orientation Checklist

Activities	Date Completed
Orientation	
Attend mentor training	
Get to know each other/Establish Rapport	
Review job description, placement and job tasks	
Q & A (As needed)to begin the year	
Establish Pattern of Engagement	
Exchange contact information	
Determine meeting schedule	
Sign Mentor/Mentee agreement	
Goals	
Discuss Long Term Goals	
Establish Short Term Goals for September	

Mentoring Checklist for the Month of _____

Directions: Each month the mentor will chart the time spent with the mentee as well as the progress on short and long term goals. In addition, action plans will be developed and charted for both the mentor and mentee. Monthly the mentor and mentee will agree to the activities and hours by signing this form. The form will only be utilized if there are issues of concern and be presented to the Human Resource department if it is necessary to resolve any differences between the parties. A mentor hours summary log will be completed and submitted to Human Resources at the conclusion of the year to show completion of the mentoring assignment.

Activities		Date Completed	Hours
Each month consider the following theme areas for mentoring: <ul style="list-style-type: none"> • Navigating the Position (Understanding the culture, norms and policy etc.) • Routines & Practices (Organization and processing of job tasks etc.) • Managing stress and fatigue (Relationships, job requirements etc.) • Job Demands (Skills required, completion of job duties etc.) 			
Successes			
Challenges			
Progress on Short/Long Term Goals			
Mentor Action Plan		Mentee Action Plan	

Signature of Agreement on monthly mentor activities and action plans:

Mentor

Mentee

Mentoring Hours Summary

Directions: Complete the summary hours log at the end of the school and mentoring year in June. Summarize the hours from the monthly log sheets onto this form and turn into the Human Resource Office as a record of completion of the mentoring hours.

Date _____

Mentor Name _____

Mentee Name _____

Month	Hours
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
Total Hours	

I certify the above hours are representative of the time spent on mentoring this year:

Signed _____ Date _____

Mentor Program Assessment

Interim Feedback

Each quarter the mentors and mentees will complete a online survey on their experiences as well as on the program itself. The data will be used to determine what, if any, adjustments need to made.

Summative Feedback

At the end of the mentor program a summative survey will be completed by Mentors, Mentees and Administrators working with employees in the program.

Mentor Program Development Team

The Mentor Development Team will review all the feedback that is provided quarterly to determine if adjustments need to be made during the year. A summative analysis will be completed using the data collected as well. The team will ultimately collaboratively develop a summary of the program with recommendations and provide it to the board/unit bargaining teams for review. Adjustments will be made as new information and best practices become available and are applicable to the designated outcomes of the SCESD mentor program.