Mentor Planning Guide and Journal

**Directions:** As you read through the chapters in ***Mentoring in Action***, you will find yourself underlining, adding sticky notes to pages, and checking off ideas you will want to discuss with your mentee. The purpose of this guide is to offer you a space to type your ideas and notes. Being purposeful and attentive to what is useful to you will focus your mentoring conversations and support your mentee. Because this is a resource book, you may not be using all of the pages, and you need a system for finding the information that will meet your needs.

This digital document also serves as your journal. The REFLECT prompts, the Mentoring Dilemmas, and the SET GOALS pages will invite you to dig deeper and to reflect on the process of mentoring. By having this space, you can review your thoughts and document your learning.

By taking the time to maintain this Mentor Planning Guide and Journal, you will have all of your notes and reflections in one place for easy access for future mentoring experiences. You may also consider using this Mentor Planning Guide and Journal as evidence of your mentoring conversations that could be shared with your mentor coordinator. Your district may even consider offering you professional development points or credit for completing the prompts in this document. Plan to write in this document once a week and schedule that time in your calendar to make it a habit. You will be rewarded at the end of the year when you look back and read all of your notes and reflections. Enjoy the process!

# Table of Contents

This is a word document and it will get longer as you add your notes and reflections for each month. Use these hyperlinks to access the months more easily.

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Preface, Introduction, and Part I

Respond to these guiding questions or simply record your own notes. Do what works best for you!

1. List three key ideas that stood out for you in these sections and share why they are important to being a competent mentor.

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2. Aligning ***Mentoring in Action*** to your own teacher evaluation standards using a color-coding system is one important way to connect mentoring conversations with teaching standards. How will you align the book to your district or state standards?

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1. Mindful Mentoring Conversation templates are available in the Appendices. Which three templates will you consider trying with your mentee?

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1. Videos are offered as additional resources. List the videos you watched and write the highlights here for future reference. Consider watching some of the videos with your mentee.

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Part II Month-By-Month Mentoring: Supporting Novice Teachers

August

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. What do you bring to mentoring?

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2. How will you introduce your mentee to important school information?

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3. How can you help your mentee prepare for the first weeks of school?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” section of *Mentoring in Action* will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First ACT

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACT 1

# Preparing to Mentor a Novice Teacher

**Key Question:** What experiences and skills do you bring to mentoring?

**Directions:** Reflect on your previous mentoring experiences and complete the prompts.

Type your responses below each prompt to document your thinking. Share your answers with your district mentoring coordinator or with other mentors.

1. Name three mentors in your life (they do not have to relate to education).

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2. Why were these mentors important to you? List any specific positive qualities that stand out for you?

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3. How will you use your mentors’ qualities with this novice teacher?

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4. How have your mentors prepared you for your role as a mentor?

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5. Have you been a mentor before? If yes, what will you do differently this time?

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6. What is your mentoring philosophy? Complete this sentence. I believe mentoring is . . .

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7. What is your job description for being a mentor? Share this with your mentee.

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8. Why did you say yes to being a mentor for a novice teacher?

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9. What are your strengths as a teacher?

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10. What are your strengths as a mentor?

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11. Where can you grow as a teacher?

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12. Where can you grow as a mentor?

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# ACT 2

# Before You Meet Your Novice Teacher

**Key Question:** How does an effective mentor prepare for mentoring?

**Directions:** Read the questions below and reflect on your role. If you are unclear about any of your required duties, ask your district or school coordinator to clarify. Share your answers with your district mentoring coordinator or with other mentors.

Type your responses below each prompt to document your thinking. Share your answers with your district mentoring coordinator or with other mentors.

1. How did you officially become a mentor? Did you complete an application? Why is it important to apply for a mentoring position?

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2. Are you trained to be a mentor? How were you trained? Do you feel confident in your skills?

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3. Review your job description. Do you understand all of the duties listed? Do you need to complete a log to document mentoring duties? Are you receiving a stipend? If you need clarification, meet with district coordinators to define your roles and responsibilities. Plan to share your description with your mentee, so she understands what you are expected to do for her.

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4. Set goals for this experience. What would you like to learn? What are your expectations?

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5. Consider hosting a coffee hour or social in your classroom and invite members of the school community to stop by to meet your novice teacher. Be sure to include other novice teachers at the school, so they can network with each other.

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6. How will you be supported during this experience? Will there be a mentor support group for you?

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7. At the end of the experience, how will you know you have been successful as a mentor?

# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the prompts here each month.

1. What has stood out for me as I have prepared to mentor novice teachers is . . .

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2. One thing I found difficult during this orientation process is . . .

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3. Something I will do differently next time is . . .

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4. I remember feeling supported during my first year when . . .

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5. I am enjoying . . .

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6. Something I need to share with my mentee is . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

Refer to the directions in the chapter and respond to the prompts below.

## Dilemma 1: Choosing to Be a Teacher

You have been assigned a mentee and have had your first meeting at the orientation. You are an experienced dedicated teacher who absolutely loves teaching. You are ready to share ideas and support a beginner. He is a personable young man, and you shared the Relationship Profile (in Part 1) with him to begin the conversation. During the conversation, you discover that he isn’t really sure he wants to be a teacher. His parents and other friends have questioned his decision and said, “You are so smart, why are you going to be a teacher?” His advisor at college says he is a natural, but now he is unsure as he prepares for his first classroom. *What do you say at a future meeting?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to September ACTs to see what you may focus on to continue development. Note any pages here.

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* Acknowledge what your mentee is learning. Be specific and consider using The 5-Minute Meeting: *Giving an Authentic Compliment* template in the Appendices to guide you.

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* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* Discuss any challenges your mentee may be facing right now. Challenges often bring stress. List the challenges here.

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* Don’t ignore any signs of stress in your mentee. Pay attention and teach her ways to manage her stress. Using mindfulness practices can help reduce stress. To learn more about mindfulness and managing stress, watch the mindfulness video and read the “Benefits of Mindfulness article” and discuss it together. Both are available on the companion website.

### Notes to Remember From the Video or Article

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### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor?

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* What will you do differently next month?

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### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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September

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher create a community of learners?

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2. How will you help your novice teacher in implementing routines?

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3. How will you reinforce classroom and behavior management and introduce looking at student work?

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4. Why is it important to encourage your mentee to reach out to parents?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

A compliment I have for my new teachers . . .

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What I am learning about being a mentor . . .

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Questions I need to ask my new teachers . . .

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Something I would like to share is . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

Refer to the directions in the chapter and respond to the prompts below.

## Dilemma 2: Including ALL Students in the Community of Learners

Your mentee is beginning the school year on a good note, and you have visited her classroom to see how she is organizing the space. You notice that she has several students separated from the class in their own corner. When you ask about this, she says that other teachers in her grade level have told her that these students cause trouble and it is best to keep them separate. When you look at the roster and at the student photos in the room, you notice that these three students are the only students of color in the classroom. *What do you say in your next mentoring conversation?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write her reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to November ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Visit her classroom and point out something good.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.

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* Continue to learn about mindfulness by reading “Five Simple Lessons for Social and Emotional Learning for Adults” available on the companion website.

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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October

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you support your novice teacher in designing effective lesson and unit plans?

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2. How will you include students in your mentoring conversations?

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3. Why is it important to encourage your mentee to reach out to parents?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

Something I learned from my mentee . . .

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A goal we need to work on is . . .

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Something I would like to work on together . . .

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Questions I have . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

Refer to the directions in the chapter and respond to the prompts below.

## Dilemma 3: So Many Teaching Practices Off Track

You decide to pop in for an unannounced short observation (which your mentee said is okay to do) and watch the opening of a lesson. You notice that she is not implementing several teaching practices, and you wonder if she has a formal lesson plan because it seems a bit disorganized. You made an assumption that she knew how to do lesson plans and had an understanding of engaging learners in relevant ways. What you are seeing is direct instruction with silent students doing worksheets. She took 10 minutes to give instructions, and students still had so many questions that they didn’t know what to do. She started to get frustrated and called for heads down! You left the room to go to your class. *What do you say in your postconference?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to November ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Visit her classroom and point out something good.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Continue to learn about mindfulness by watching Kelly McGonigle’s TED Talks, *How to Make Stress Your Friend*. What did you learn from this video?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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November

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher plan with assessment in mind?

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2. How will you help your novice teacher understand assessment tools?

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3. How will you reinforce the student perspective and voice?

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4. What is important to review regarding parents this month?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

Something I would like to show my novice teachers in my classroom . . .

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A recommendation I have right now . . .

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One way I can be helpful is . . .

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I am excited about . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

Refer to the directions in the chapter and respond to the prompts below.

## Dilemma 4: Cheating

Your mentee has been successfully assessing students’ progress using both formal and informal assessments. You have reviewed the pages in the November chapter, and she has a good sense of rubric design and the difference between formative and summative assessments. She knows the district really wants high scores, so she is pushing the students to achieve. When she brings her student papers to you to review prior to a work session you had planned this week, you discover that she has four students with exactly the same answers on their final tests! *What do you say when you meet with her the next day?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write her reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to December ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Write a compliment note and put it on her desk.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Continue to learn about mindfulness by reading “Educators’ Social and Emotional Skills Vital to Learning,”available on the companion website. What did you learn from this article?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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December

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher keep all learners engaged?

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2. What does your mentee need to know about support?

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3. How will you keep students central to mentoring conversations?

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4. What is a parent communication option for this month?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

What I am learning by completing these reflections is . . .

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Something I am working on to be a better mentor is . . .

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My advice to novice teachers in December is . . .

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I am feeling great about . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

## Dilemma 5: Took Your Advice and It Didn’t Work

Your mentee came to the district with high marks. He graduated top of his class in education classes. He is a career changer who knows a lot about engineering and chose teaching because he wanted to give back and was tired of corporate. He is enthusiastic and wants to be a great teacher, but your observations and mentoring conversations demonstrate his inability to engage students in relevant ways. You gave him some suggestions. So to try to be more engaging, he planned a fantastic lesson with lots of props and role-playing a Roman election. He shared that the students just couldn’t stop talking and he got frustrated and said, “That’s it, we are not doing it! Open your books to page 20 and start answering the questions.” *What do you say when you meet for your next mentoring conversation?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to January ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Create a short video on your mobile device or leave a phone message sharing what you have observed your mentee doing well.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Watch the video interview with Kristen Lee Costa, available on the companion website, to learn about burnout and how you can help your mentee minimize stress. What did you learn?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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January

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher reflect on her teaching practice systematically?

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2. How do you continue to reinforce the importance of student voices?

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3. How can a formal agenda and meeting with parents help communication?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

So far the mentoring program is . . .

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I am frustrated by . . .

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|  |

I really enjoy . . .

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| --- |
|  |

I am surprised by . . .

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The novice teacher(s) . . .

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One thing our district needs to do . . .

# Reflect Using Mindfulness to Explore Mentoring Dilemmas

**Directions:** Read the mentoring dilemma and think about how you would respond in this situation. Consider discussing this dilemma at a mentor support meeting or with another mentor. Share your perspectives about how you would proceed and why you think this would be the best way to forward your novice teacher’s practice.

## Dilemma 6: Doesn’t Matter What the Students Think

It is January, and it is time to reflect back over the first months of the year and reflect on your mentee’s strengths and where you need to focus. In a recent conversation in the teacher’s room, you overheard your mentee say that it’s not the students’ voices that matter, it is the principal who will do the rehiring. He said, “Students don’t know how to teach, and they shouldn’t be evaluating me. They need to just be quiet and listen, so I can teach them!” You know that your state’s evaluation system is moving toward student feedback, and you have always included students’ perspectives in your teaching. *What do you say when you meet for your next mentoring conversation?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write her reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to February ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Be specific and consider using The 5-Minute Meeting: *Giving an Authentic Compliment* template in the Appendices to guide you.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Watch the video *Manage Your Stress,* available on the companion website, to learn how to take a break at school and minimize your stress. What did you learn?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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February

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher create a community of learners?

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2. How do you reinforce students’ voices?

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3. Why is it important to tell parents what students are learning in class?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

It is difficult to . . .

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I like . . .

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My reason for mentoring is . . .

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A compliment I have for my novice teacher(s) . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

## Dilemma 7: Is This Content Accurate?

It is February, and it is time for state content tests. The focus on the content this year is very important at your school because the school is under performing. You observe a lesson and discover the content the teacher is using does not seem to be accurate. When you question her, she says this is what she received from the department chair and was told to teach it this way. You are not a history major, but your interpretation of history seems to differ from what is being presented. You are worried that the students might be confused and give the incorrect answer on the test based on this lesson. *What do you say?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

|  |
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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to March ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Be specific and encouraging especially if your mentee has taken some risks to try new methods this month.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* Discuss any challenges your mentee may be facing right now. Challenges often bring stress.
* Don’t ignore any signs of stress in your mentee. Pay attention and teach her ways to manage her stress. Using mindfulness practices can help reduce stress.
* Explore mindfulness books for teachers online. Review this one to see if it may be helpful to you and your novice teacher, *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom* by Jennings.

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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March

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher reflect and improve his teaching practices?

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2. How will you keep students central to your mentoring conversations?

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3. Why is it important to the community and business partners?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

I would like to have my novice teacher(s) observe me teach . . .

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A professional conference or meeting I would like to share with my novice teacher(s) . . .

|  |
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I would like to connect my novice teacher(s) with the following educators . . .

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|  |

I am surprised by . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

## Dilemma 8: A Mentor’s Role

March’s topic is about collaboration and observing the novice teacher. You have built a wonderful trusting relationship with your mentee, and she willingly invites you to her classroom. At this time of year, the principal is also coming to observe and provide feedback. Since the principal is new to your school, she has asked if you would provide her with some information about your mentee before she goes to observe. She wants to make sure she sees the strengths and areas for growth before she makes her recommendation to the superintendent for rehiring. She knows you are an experienced mentor and keen observer. *What do you say to the new principal?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write her reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to April ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. Use the ACT 4 Observation Feedback Form to provide some specific details in writing.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.

Explore mindfulness and Jon Kabat-Zinn’s work. Select any one of his YouTube

* videos to learn more ways to reduce stress and promote wellness. What did you learn?

### Goal

|  |
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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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April

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher set realistic goals to improve his practice?

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2. How can you introduce student observation as a way to improve practice?

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3. How can you share the importance of good study skills with parents?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

|  |
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# Reflect

Type your responses to the bubble prompts here each month.

A goal I need to work on with the novice teacher(s) is . . .

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| --- |
|  |

The novice teachers are learning . . .

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|  |

An area of growth I have observed is . . .

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What I am learning about mentoring is . . .

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

## Dilemma 9: Teaching to the Test

Your district needs higher scores to keep its funding. Your experience is that most novice teachers find it difficult to cover the content quickly enough to ensure it is discussed before the test is given. You know your mentee is struggling with doing enough content because she wants to engage the learners and her activities take so much time. You know she is doing all the right things; it is just that it takes her longer. You are worried that all the content won’t be covered before the test date. *What do you say?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

|  |
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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

|  |
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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to May ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. List three things that you noticed that are going well and share them with your mentee.
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

|  |
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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Explore the CARE for Teachers website and the *RESET* book by Costa to learn ways to support teachers. What did you learn?

### Goal

|  |
| --- |
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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month?

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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May

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher review her teaching practices?

|  |
| --- |
|  |

2. How will you help your novice teacher review assessments required by the district?

|  |
| --- |
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3. How will you continue to include students’ perspectives?

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4. Why is it important to encourage your mentee to reach out to parents?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

|  |
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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

|  |
| --- |
|  |

# Reflect

Type your responses to the bubble prompts here each month.

I can help the novice teacher(s) by . . .

|  |
| --- |
|  |

One assumption I made this year is . . .

|  |
| --- |
|  |

I see \_\_\_\_\_\_\_\_\_ differently now because . . .

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| --- |
|  |

An idea I would like to share before the end of the year is . . .

|  |
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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

**Directions:** Read the mentoring dilemma and think about how you would respond in this situation. Consider discussing this dilemma at a mentor support meeting or with another mentor. Share your perspectives about how you would proceed and why you think this would be the best way to forward your novice teacher’s practice.

## Dilemma 10: Becoming an Effective Teacher

You have seen growth in all teaching standards. You can’t put your finger on it, but you sense that she blames others and she continues to struggle with the unique demographics of the school and community. She blames parents for not coming to parent conferences and says that is the reason the students are not doing well. She also blames the community for the limited resources she has in the classroom and says, “I never knew it would be like this!” You are now noticing if something goes wrong, she even blames her colleagues for not helping or not giving the correct information to her. You have heard other teachers say these same things in the teachers’ room, and she is adopting this disposition. All of her teaching skills are stellar, and you do want her to stay at the school because she does have many strong qualities. *What do you say?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write her reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed in this chapter with your mentee. Look ahead to June ACTs to see what you may focus on to continue development.
* Acknowledge what your mentee is learning. It is getting toward the end of the year, and it is time for praise! Find anything to praise and be specific about what your mentee is doing well!
* Agree on ONE goal to focus on and reinforce for next month.

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Explore the CASEL website (casel.org) to learn more ways to promote mindful teaching.

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month. How did you use your strengths and interests to mentor? What will you do differently next month? Write a reflection in your Mentor Planning Guide and Journal.

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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June

These questions guide the content of the chapter. Respond to them now as a pre-chapter activity and then go back and add information at the end of the month. You may choose to wait until the end of the month to respond. If you do use this as a pre- and post-activity, consider using two different colors, so you can see how much you learned at the end of the month.

# Guiding Questions

1. How do you help your novice teacher to reflect on the entire year?

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2. How will you help your novice teacher implement school closing routines?

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3. How will you keep students in mind at the end of the year?

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4. Why is it important to communicate to all parents at the end of the year?

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# Overview

What stood out in the chapter overview and introduction video that is useful to you?

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# Plan

What questions from the “Use Questions to Guide Mentoring Conversations” will you ask your novice teacher(s)?

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# Connect

Note any resources you will watch or recommend to your mentee or share with other mentors.

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# The First Act

What stood out in The First Act interview? If you have more than one mentee, make notes here for which ACTs are most relevant to each mentee. Consider using different colors for each mentee.

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# ACTs

Note ACTs you plan to review with your mentee(s). Note which ones you actually discuss as evidence of mentoring conversations.

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# Reflect

Type your responses to the bubble prompts here each month.

This year as a mentor I have learned . . .

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One thing I would change about the mentoring program is . . .

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Compliments I would like to give to my novice teachers . . .

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An idea I have to improve the program is . . .

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I benefited most from . . .

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Other thoughts I have about this experience:

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# Reflect Using Mindfulness to Explore Mentoring Dilemmas

## Dilemma 11: Do You Mentor Again?

You have mentored many teachers in the past and really enjoyed it. However, this year you had a needy mentee, and you also had some health issues. You are now feeling better, and the lead mentor for your district has asked if you would mentor again next year. The district is writing a comprehensive plan to support mentors and would like you to take a leadership role. You are tired. It is the end of the year, and you just can’t wait for summer break. It has been a wonderful year in many ways because you have watched this novice teacher emerge (finally!) at the end of the year. All of the mentoring conversations have paid off. The time and energy you spent supporting and guiding really mattered. You feel you have influenced this teacher’s students too! All is well. *What do you say to the lead mentor?*

Respond to the dilemma using this mindful journaling process.

1. State the mentor dilemma as clearly as possible in one sentence if you can.

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2. What decision do you need to make in regard to this situation?

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3. Write about the emotions that come up for you that relate to this situation. If you have two choices, write how the emotions might be different.

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4. Stop and reread what you have written. Underline any key words or phrases that stand out for you.

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5. Soften your eyes or close them and take three deep breaths. Ask yourself, what am I missing that I have not noticed. Write that down in your journal.

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6. What will you say to your mentee? Write your reflection in your journal.

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7. If you are truly stuck, bring your dilemma to your lead mentor, a mentor support group meeting, or to another experienced mentor. Ask him or her to listen to what you have written and to ask you questions to clarify your dilemma. *Your lead mentor’s role is not to tell you what to do! No advice!* Just questions to help you clarify what you want to do.

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8. After you have spoken to your mentee, write his reaction and how you feel about this dilemma now. All dilemmas are not resolved! This is a process of clarifying and understanding how you feel and how you could respond.

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# Set Goals

## 1. Goal for Improving Your Mentee’s Teaching Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed all year.
* Acknowledge all your mentee has done.
* Agree on ONE goal to focus on for the next year of teaching!

### Goal

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## 2. Goal to Support the Social and Emotional Well-Being of Your Mentee

* List any challenges your mentee may be facing right now.
* Search for books, articles, videos, and music that you enjoy and bring you a feeling of restful mindfulness. Include the activities that feel “right” to you in your daily life. What did you find?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this month.
* Read the July Chapter to complete your final reflection for the year and learn how to refresh and renew yourself. You will set your goals in that chapter.

### Goal

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# Videos

List any key ideas from the videos that you want to remember.

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# Other Notes for the Month

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July

Respond to these reflective questions and add your own.

# Guiding Questions

1. What have I learned that will improve my mentoring practices in the future?

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2. How will I share my mentoring ideas with other mentors and district administrators?

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3. What are the leadership opportunities available to me related to mentoring?

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# Plan

How can you help your district sustain a mentoring program for novice teachers? Consider designing a formal program with your district to ensure all mentors are using a common language for mentoring novice teachers. By designing a plan, you will ensure that the district stays committed to mentoring and supports the mentors in being effective.

## 1. Professional Development for Mentors

* Do you need to learn more about how to mentor effectively?

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* Does your district offer mentor professional development?

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* Would you like to become a lead mentor? Someone who trains other mentors? Consider using the *Mentoring in Action* book’s curriculum in your training.

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* Monthly mentor meetings provide a place to ask questions, share ideas, and reflect on best mentoring practices. Use this e-book as a guide and share the final reflection pages each month at a meeting like this.

## 2. A District Action Plan

If your district does not have a plan for mentoring, consider designing a district action plan.

* Go to the mentoringinaction.com website to see an Interactive Guide for creating a District Action Plan.
* Review plans from other districts.
* Watch the videos that highlight key components of the plans.
* Select the school plan that meets your needs and modify it.

# Connect

Note any ideas that stand out for you as useful so you will remember to integrate them into your next mentoring experience.

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# ACT 1

# What Have You Learned?

Ask yourself . . .

* Would I mentor again? Why or why not?

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* How will I use the *Mentoring in Action* book’s curriculum next time?

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* What is the most significant thing I learned this year?

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* What am I most grateful for in this process?

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* How will I share what I have learned with the district administrators and induction coordinators?

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* What were the “pluses” of participating in this program?

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# Reflect

Review all of your journal entries and end-of-month chapter reflections. Look for themes and patterns in your writing.

Two things that stood out for me in my journal this year . . .

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I noticed . . .

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An area I wrote a lot about was . . .

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By reading these again, I . . .

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# Set Goals

## 1. Goal for Improving Your Mentoring Practices

* Review the PLAN–CONNECT–ACT–REFLECT pages you completed all year with your mentee. Acknowledge what you learned by using a curriculum.
* Create ONE goal to focus on when you use this curriculum in the future.

### Goal

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## 2. Goal to Support Your Social and Emotional Well-Being

* Continue to explore mindfulness and consider taking a retreat day for yourself. Use your senses to relax and renew. What makes you feel relaxed? How can you find the time and space to enjoy nature and the beauty around you? How can you create a space for yourself that allows you to renew?

### Goal

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## 3. Goal for Enhancing Your Mentoring Skills

* Reflect on your own mentoring experience this year. How did you use your strengths and interests to mentor?
* What will you do differently next year?
* Would you like to become a lead mentor in your district and work with administration to design a District Action Plan?

### Goal

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# Retreat Video in ACT 2

What stands out for you in this video?

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# Other Notes for Next Year

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