

In accordance with state law, Subsections 53A-1a-104 (7) and 53A-6-102 (2)(a) and (b), the principal or immediate supervisor of a provisional educator shall assign a mentor to the provisional educator.

AN ORIENTATION TO MENTORING FOR NEW TEACHERS

*“Helping Our New Teachers
Reach Their Potential”*



Mentoring Program
Jordan School District



PROGRAM OVERVIEW

PURPOSE OF THE MENTORING PROGRAM

- Identify and meet the needs of new teachers
- Help new teachers acquire the knowledge and develop the skills necessary to experience a successful induction period
- Facilitate the growth of new teachers toward the highest levels of professional standards
- Assist the socialization of new teachers
- Increase the retention rate of new teachers

WHAT TO EXPECT FROM YOUR MENTOR

- 1. A trusting, supportive relationship.** The mentor is a person who is committed to your success.
- 2. Time to discuss your concerns.** Although hard to predict what issues will arise, you should expect your mentor to be available to you to discuss your concerns in a helpful and nonjudgmental manner.
- 3. Observation opportunities.** You will be able to observe your mentor or other teachers in their classrooms. Your mentor may also observe you and give you nonevaluative feedback.
- 4. Resources.** Your mentor can provide you with appropriate curricular resources.

WHAT TO EXPECT FROM YOUR MENTOR TEACHER SPECIALIST

- 1. Training for the mentors.**
- 2. Release time for mentors and mentees.** Release time is provided by the mentor teacher specialist during the school day to allow for observations in other classrooms or time to meet with the mentor.
- 3. Model lessons.**
- 4. Curricular resources.**

The roots of the word "mentor" can be traced back to ancient Greece. When he set out on his voyages, Odysseus left his son, Telemachus, in the care of Mentor, a teacher. Mentor was actually the goddess Athena, in the guise of a mortal man. In its original meaning, a mentor is a teacher.