

MENTORING MATTERS

A Newsletter for Teacher Mentors

Volume 1

Issue 4

MENTOR SPOTLIGHT CHRISTOPHER MCINTOSH

As a mentor, Christopher demonstrates true teacher leadership by mentoring and presenting to his school board about the importance of mentoring. He has mentored at Weilenmann School of Discovery as well as in the Marine Corps, accumulating more than 20 years of mentoring experience.

Christopher works hard to get to know each individual teacher he mentors so that he can implement a communication style that meets the needs of each mentee. To help address the challenge of beginning teachers' feeling like he is just one more person evaluating their performance, he emphasizes his role as one of "nonjudgmental observation with confidential and supportive guidance." This approach leads the teachers he works with to develop a profound sense of gratitude for his thoughtful approach to mentoring.



Christopher teaches 5th Grade at Weilenmann School of Discovery in Park City, Utah.



Sue teaches English Language Arts in Grades 7 and 8 at Vista School in Ivins, Utah.

MENTOR SPOTLIGHT SUE EYRING

According to leadership at Vista School, Sue's passion, professionalism, dedication, and commitment are unmatched. She worked through the summer to develop a second year mentoring program at Vista that she is piloting this year. She works side-by-side with school leaders to build and retain master teachers.

As a new mentor, Sue enjoys seeing others succeed. She meets with her mentee twice a week for 30 minutes to discuss the mentee's struggles and brainstorm solutions. She takes time to observe her mentee and provide feedback on specific areas the mentee has requested feedback on. Her feedback is targeted, specific, and spot-on, assisting her mentees in growing as professionals.

The primary challenge Sue faces as a mentor is not having enough time. She wishes she could devote more time to supporting beginning teachers.

Customized Support

Utah's Personalized Competency Based Learning (PCBL) Framework highlights five components that are critical to creating learning environments that provide space for students to receive high quality instruction. One of these components is Customized Supports, which means that "each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs."

But teachers are learners too and that means that beginning teachers are also in need of timely support that allows them to grow and develop competency as a teacher. This is what mentoring is all about - fostering that kind of growth in early career teachers!

Below are some suggestions for how you might provide customized support for the teachers you mentor. What would you add to the list?

- Ensure that educators have access to needed materials and resources.
- Help beginning teachers identify peers from whom they can learn through classroom observation.
- Create opportunities to work with the beginning teacher to identify targeted goals for growth, then assist in measuring and tracking progress toward those goals.
- Develop a strong professional relationship with the beginning teacher so the teacher feels comfortable asking for support.
- Set aside dedicated time for you and the beginning teacher to discuss needs.

**Find additional newsletters
for mentors and for
beginning teachers at**

<https://schools.utah.gov/curr/educatordevelopment/teachermentors?mid=5736&tid=4>

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