

First 30 Days of New-Teacher Mentoring

Classroom copy · 1 October 2026

Use an adaptable first-month mentoring cycle that lets a new teacher choose a focus, meet with a mentor, gather low-inference observation notes when locally appropriate, select one support action, and reflect at follow-up. Clarify locally whether the relationship is developmental mentoring or formal evaluation and how notes may be used before an observation.

Use one connected support cycle

Treat the first month as a flexible sequence: learn what support the new teacher wants, meet around one teacher-selected focus, agree whether an observation or another support is useful, reflect on low-inference evidence, and revisit one action. Checklist windows are prompts to adapt, not district milestones.

The new teacher may choose to continue, change, or pause a proposed activity. The mentor's role is to listen, offer agreed support, and check back—not to prescribe a rating or promise an outcome.

Mentoring and formal evaluation are different roles

This toolkit is for developmental mentoring and does not establish a formal evaluation process. Before an observation, both people should clarify through current authorized local guidance what role applies, whether the mentor also participates in formal evaluation, and how notes may be used or retained. Do not promise confidentiality or assume that mentoring notes are excluded from other processes. If the role or boundary is unclear, pause and follow the local process.

Adapt local timing and resources

Adjust the first-month windows, meeting format, participants, support options, and follow-up timing to the actual setting. Verify any contact, access, observation, and record-handling process using a current authorized local source. This resource does not name a district procedure, required mentor cadence, evaluation policy, legal duty, or guaranteed resource.

Keep reusable notes low in detail

Record only what is needed for the teacher-selected mentoring focus. Prefer context and observable actions over labels or interpretations. Do not include student names or unnecessary private student/employee details in a reusable template. Follow current authorized local guidance for any notes that must be stored or shared; this toolkit makes no confidentiality promise.

1 • First 30-day checklist

Adapt the windows to the actual local calendar. Check only items that apply; add or remove steps as needed. These are planning prompts, not required district milestones.

BEFORE / DAYS 1–5

- ☐ Clarify who is serving as mentor and what role applies. If evaluation overlap or note handling is unclear, check the current authorized local process before observing.
- ☐ Invite the new teacher to name one immediate question, one current strength, and any support they want to prioritize.
- ☐ Identify locally verified people, resources, access, or routines the teacher chooses to ask about.

DAYS 6–10

- ☐ Agree on one teacher-selected focus for a mentoring conversation.
- ☐ Choose one meeting date or locally workable check-in window.
- ☐ If useful and appropriate, agree whether to observe, co-plan, rehearse, or use another form of support.

DAYS 11–20

- ☐ Confirm the purpose and boundaries again before an observation or note-taking.
- ☐ Gather only observable notes connected to the agreed focus; omit student names and unnecessary private details.
- ☐ Let the new teacher reflect first and identify what support would help.

DAYS 21–30

- ☐ Revisit the agreed action and ask what the new teacher noticed.
- ☐ Decide together whether to continue, adjust, or choose another focus.
- ☐ Set a next step and any locally confirmed follow-up time.

Local owner/date or next step: _____

2 • Mentee-centered meeting agenda

Meeting date/time (confirm locally): _____

Purpose and role boundary (clarify locally if needed): _____

1. New teacher's check-in: What is going well? What question feels most useful today?

2. Teacher-chosen focus: _____

3. One example, lesson moment, or observation note to think about: _____

4. New teacher reflects first: What did you notice? What would you keep or change?

5. Mentor asks what kind of support is wanted; explore one manageable option.

6. Agree one action, who will do it, and a locally confirmed follow-up point.

7. Confirm what, if anything, will be recorded and how local note practices apply.

Action / owner / follow-up: _____

3 • Mentoring observation form

Use only for a purpose both people have clarified as appropriate. This form does not define the mentor's role or how notes may be used. Check the current authorized local process first; if this is formal evaluation or the boundary is unclear, pause and use that process.

New-teacher-selected focus: _____

Context / time window (no student names): _____

What observable action or event will the observer notice? _____

LOW-INFERENCE NOTES — record what was said, done, displayed, or available; avoid ratings and explanations of motive:

New teacher's reflection (invite the teacher to speak first): _____

Support or next step the teacher wants to consider: _____

Follow-up point (confirm locally): _____

4 • Follow-up planner

Teacher-selected focus: _____

What the new teacher chose to try: _____

Support the mentor agreed to provide (verify it is available): _____

Who will do what, and when (confirm locally): _____

What observable evidence or reflection will help the teacher judge usefulness? _

At follow-up, ask: What helped? What would you keep, change, or try next?

Decision: ☐ continue ☐ adjust ☐ choose a new focus

Next agreed step / locally confirmed check-in: _____

Cycle quality check

Use after adapting a cycle. Mark N/A only when the condition does not apply; checking a box does not verify local policy or replace role clarification.

☐ Criterion 1 · The 30-day checklist is adapted to the local calendar and distinguishes planning prompts from required milestones.

☐ Criterion 2 · The new teacher helps choose the meeting focus and can name a strength, question, and wanted support.

☐ Criterion 3 · Any observation is tied to an agreed focus and records context and observable actions without ratings or guessed motives.

☐ Criterion 4 · Mentoring is distinguished from formal evaluation, and role and note boundaries are checked through current authorized local guidance.

☐ Criterion 5 · The follow-up plan names one manageable teacher-selected action, available support, and a locally confirmed check-in point.

☐ Criterion 6 · The checklist, agenda, observation, and follow-up fit one coherent support cycle without implying an employment or learner outcome.