

First 30 Days of New-Teacher Mentoring

T08 · v0.1.1 · Teacher guide: fictional first-month mentoring cycle and adaptation notes

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.

Teacher-facing mentoring toolkit for a new teacher and mentor. The fictional example uses a provisional Grade 6 ELA setting; checklist windows and all local roles, processes, and record handling must be adapted to the actual setting.

Estimated preparation: 10 minutes. Untested planning estimate to review local boundaries and adapt one first-month cycle.

Estimated mentor/new-teacher orientation: 15 minutes. Untested estimate for a mentor/new-teacher orientation; actual meeting lengths and cadence are set locally.

Treat the checklist windows as adaptable planning prompts, not district requirements or guaranteed first-month milestones.

Let the new teacher name a current question, strength, and focus. Agree on one manageable support action rather than directing a preset improvement plan.

Before any observation, clarify locally whether the mentor role overlaps with formal evaluation and how notes may be used or retained. Do not promise confidentiality or invent a district process. If the boundary is unclear, pause and ask the current authorized local contact what process applies.

Use the observation form for low-inference notes tied to the teacher-selected focus. Record context and observable actions; avoid ratings, guessed motives, student names, or unnecessary private details.

At follow-up, ask the new teacher what was useful and choose whether to continue, adjust, or select another focus. Do not imply an employment, evaluation, or learner outcome.

Adapt timing, meeting format, local contacts, available resources, and record practices to verified local information. This tool does not set district policy, legal duties, or evaluation procedure.

The example cycle is entirely fictional, including the names, setting, events, and any quantities. Grade 6 ELA is provisional and time estimates are untested.

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.

1 · First 30-day checklist · fictional example

FICTIONAL EXAMPLE — all names, setting, events, and details are invented.

DAYS 1–5: Morgan Example and mentor Casey Example clarify locally which mentoring role applies and where any notes may be handled. Morgan names a strength (clear think-alouds) and a question (helping learners explain why a text detail supports an idea).

DAYS 6–10: They choose that question as the focus and schedule a short check-in. They agree to a brief observation only after confirming locally that the purpose and boundaries are understood.

DAYS 11–20: Casey records observable teaching actions during the agreed lesson segment. Morgan reflects first and asks to try one pause-and-prompt routine.

DAYS 21–30: Morgan and Casey revisit the action, discuss what Morgan noticed, and choose whether to continue or adjust. No district milestone is implied.

Why this example works

Invented mentoring scenario; all names, lesson details, events, and quantities are fictional. It does not state a district procedure.

The example moves from locally clarifying the mentoring role to a teacher-selected focus, an agreed observation, and a first-month reflection. Its windows are a fictional planning sequence, not district milestones.

2 · Mentee-centered meeting agenda · fictional example

FICTIONAL EXAMPLE — Week 1 planning conversation.

Teacher-chosen focus: Make the link between a selected text detail and an explanation more visible.

What is going well? Morgan's think-aloud already names the detail clearly.

Example to consider: One teacher-created model paragraph from the lesson.

New teacher reflection: "I name the detail; I want to pause so learners can explain how it supports the idea."

Possible support: Rehearse one short prompt and decide whether a brief, agreed observation would be useful.

Action / owner / follow-up: Morgan chooses the prompt; Casey observes only after local role and note boundaries are clear; they plan to check in again during the month.

Why this example works

Invented mentoring scenario; all names, lesson details, events, and quantities are fictional. It does not state a district procedure.

Morgan chooses the focus and names a strength and question. The agenda leaves the support action to the teacher and records a follow-up only after local availability is confirmed.

3 • Mentoring observation form • fictional example

FICTIONAL EXAMPLE — agreed mentoring observation; not a rating or formal evaluation.

Focus: What does Morgan do to connect a selected detail to an explanation?

Context: A short Grade 6 ELA lesson using an invented model paragraph.

Observable notes: Morgan underlines one phrase in the model, says why that phrase is relevant to the idea, then pauses before learners begin practice. Several learners begin writing an explanation after the pause; no names or individual judgments are recorded.

Teacher reflection: Morgan says the pause made the transition clearer and wants to try one prompt before independent writing.

Support/next step: Rehearse a concise “How does this detail support the idea?” prompt at the next mentoring check-in.

Why this example works

Invented mentoring scenario; all names, lesson details, events, and quantities are fictional. It does not state a district procedure.

Notes describe teacher actions and a broad classroom response without names, ratings, or an explanation of motive. The form is explicitly for an agreed mentoring purpose, not a formal evaluation record.

4 · Follow-up planner · fictional example

FICTIONAL EXAMPLE — follow-up within the same first-month cycle.

Focus (same teacher-selected focus): Make the link between a selected text detail and an explanation more visible.

Teacher action: Morgan tries the planned pause and prompt in one practice lesson.

Mentor support: Casey offers to rehearse the wording together; availability is confirmed in this fictional scenario.

Evidence for reflection: Morgan brings an anonymized note about what they noticed in the lesson, without student names or ratings.

Follow-up reflection: Morgan reports that the pause felt manageable and wants another try before deciding whether to keep it.

Decision: Continue once, then revisit; the next check-in time is set by the two people in the fictional scenario. This is developmental mentoring and says nothing about formal evaluation or district policy.

Why this example works

Invented mentoring scenario; all names, lesson details, events, and quantities are fictional. It does not state a district procedure.

The follow-up revisits the same focus, records a teacher-chosen action and support, and leaves the decision open to continue or adjust. It claims no outcome beyond Morgan's fictional reflection.

Cycle quality check · examples

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.

T08-C01 · check

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

Example: The new teacher and mentor change a window to fit their actual meeting availability.

No district schedule or checklist completion quota is assumed.

T08-C02 · check

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

Example: The agenda begins with the teacher's question and ends with one action the teacher agrees to try.

The teacher may choose a different focus or decide a proposed activity is not useful.

T08-C03 · check

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

Example: Record what the teacher said, displayed, or did; invite the teacher to interpret it.

An observation, visit, or note-taking may be omitted or replaced with another locally appropriate support.

T08-C04 · check

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

Example: Pause before observing if the mentor role or note use is unclear.

Do not invent local policy or promise confidentiality.

T08-C05 · check

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

Example: The mentor confirms availability before offering rehearsal support and schedules a mutually workable follow-up.

Use a different support or time when locally feasible and preferred.

T08-C06 · check

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

Example: The observation addresses the meeting focus and the follow-up revisits the agreed action.

Other coherent cycles are acceptable when the focus and support remain teacher-selected.

Support · T08-SUPPORT01

If a first meeting feels too broad, invite the new teacher to name one current question and one support they want. Agree only one next action. If the role or note boundary is unclear, do not start observation or record notes until current authorized local guidance clarifies the process.

Extension · T08-EXTENSION01

Compare two possible support actions for the same teacher-selected focus. Choose one that preserves the new teacher's agency, is available locally, and can be revisited with observable evidence; explain why the alternative was not selected for this cycle.

Original MentorTeaching resource; no external source material or media used.