

Browning Public Schools  
**Board Agenda Request**  
Meeting to Be Held: 1/9/2018



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**Recognition:**   ☐ Students                      ☐ Staff                      ☐ Parents  
**Information:**   ☐ Building Report           ☐ Old Business           ☒ Superintendent's Report  
**Action:**        ☐ Resignation                      ☐ Hiring                      ☐ Contract Service Agreements  
                    ☐ Travel Out-of-State           ☐ Travel In State           ☐ Approvals  
                    ☐ Termination                      ☐ Legal Matters           ☐ Other:  
                    This action request pertains to ☐ Elementary (only)    ☒ High School/District Wide

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**Date:**        1/9/2018

**To:**           **Browning School Board**  
                    Members

**From:**       Corrina Guardipee-Hall ED.S.  
**Title:**        Superintendent

**Subject:**    **Mentoring data**

**Description:** Verbal Report of Mentoring data for Fall of 2017/2018

**Financial Impact:** NA

**Funding Source (Budget/grant, etc.):** N/A

**Attachment(s):**

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**Board Action:**   ☐ N/A (Info)    ☐ Approved    ☐ Denied    ☐ Tabled to: \_\_\_\_\_

### MENTOR EVALUATION OF OVERALL PROGRAM 11-2-17

*Mentoring is a cooperative relationship in which an experienced educator assists a novice teacher in achieving professional success.*

*(1 =strongly disagree up to 5 = strongly agree) (///// = responses)*

- ✓ The mentoring requirements were explained in a concise form. 1 2 3/// 4/  
5/////

**Mentors were given a pamphlet explaining their responsibilities & requirements**

- ✓ I feel supported as a mentor, by my administrator. 1 2 3/ 4///  
5/////

**Building mentors were chosen by the site administrators.**

- ✓ The yearly commitment is comfortable (( hours)) 1 2/ 3/ 4//  
5/////

**Building mentors are expected to fulfill 60 hours for the year.**

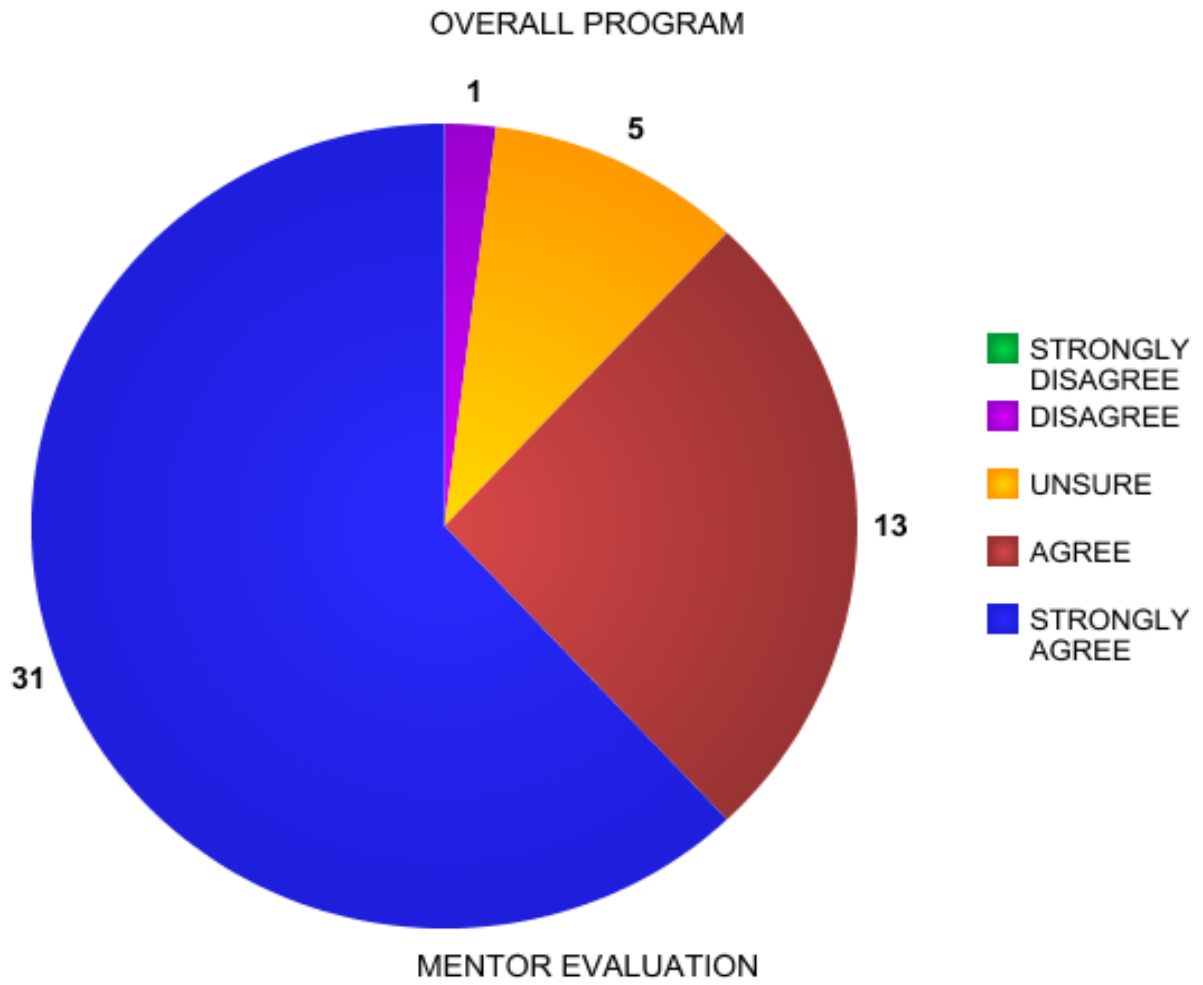
**"If people only meet for 15 minutes it will take 240 days to make the hours."**

- ✓ The overall expected outcomes, for the program, are realistic. 1 2 3 4///  
5/////

**Building mentors are to support new teachers in order to maximize their effectiveness in the classroom, and to encourage retention of effective teachers.**

- ✓ I believe that this mentoring format will benefit our district. 1 2 3 4///  
5/////

**Each building has two mentors to support the first-year staff & non-tenured if necessary.**



## WHAT IS EXPECTED IN A MENTOR/MENTEE RELATIONSHIP?

*The mentor is expected to help their protégé in a variety of ways. Generally speaking mentors provide advice, help secure necessary materials, ease the transition into the district, share information and guide their professional development through one-on-one interactions. The mentor's responsibilities are centered in facilitating their transition and supporting their growth as educators.*

(1 =strongly disagree up to 5 = strongly agree) (///// = responses)

- ✓ We have met regularly to have meaningful conversations. 1 / 2 // 3 //// 4 / 5 //

"unable to meet due to time conflicts"

"schedule meeting times to become meaningful"

"mentor time to observe the new teacher"

"next year put mentor/mentee on same prep period"

- ✓ My protégé/mentees shared concerns and asked good questions. 1 2 // 3 / 4 //// 5 ///

"TIME"

- ✓ The protégé/mentees feel comfortable coming to me for support. 1 2 3 ///// 4 // 5 ///

"Build relationships so they can come ask for help"

"Many teachers step in to help, too"

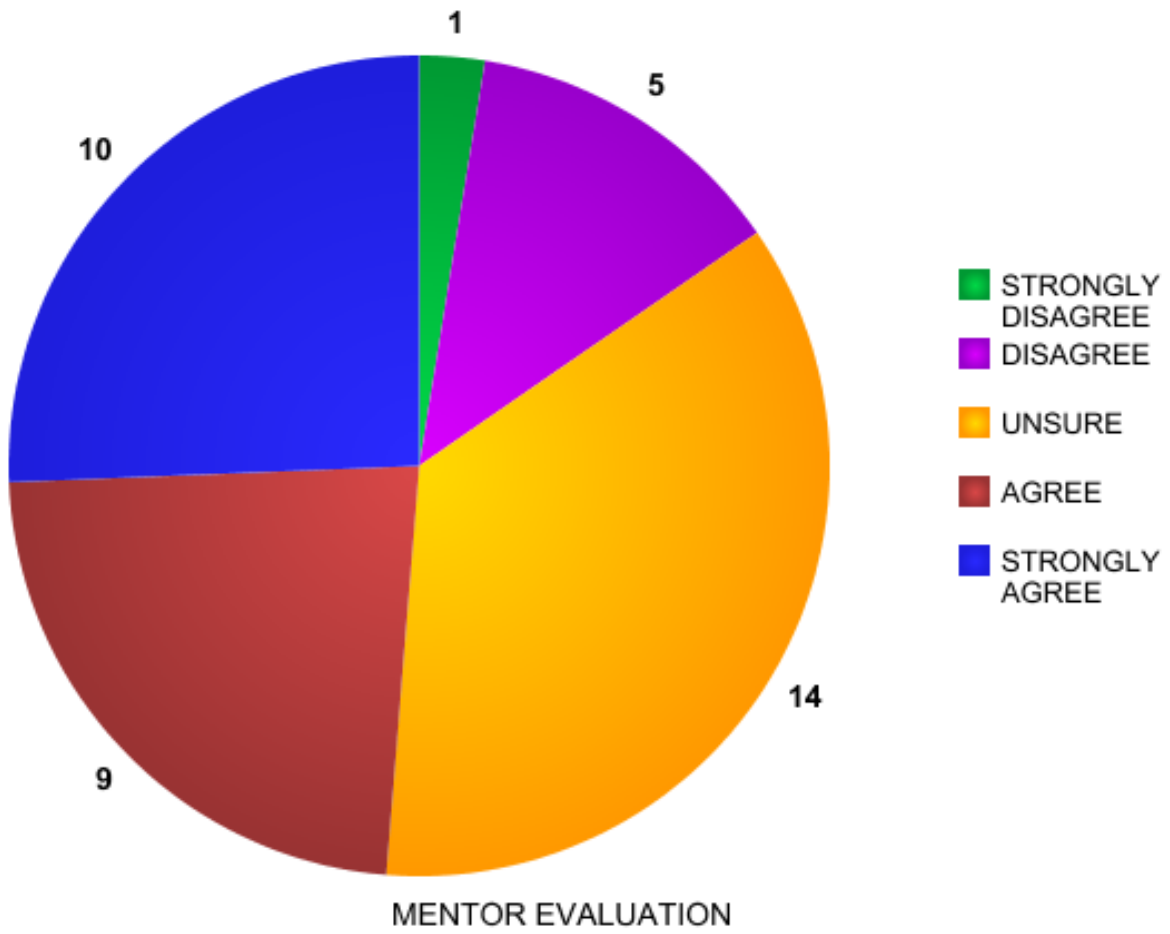
- ✓ The protégé/mentees have integrated my suggestions, knowledge, and advice into their classrooms. 1 2 / 3 //// 4 // 5 //

NA

"mentor needs time to observe the new teachers"

"often unable to get to their classrooms to see"

# MENTOR/MENTEE RELATIONSHIPS



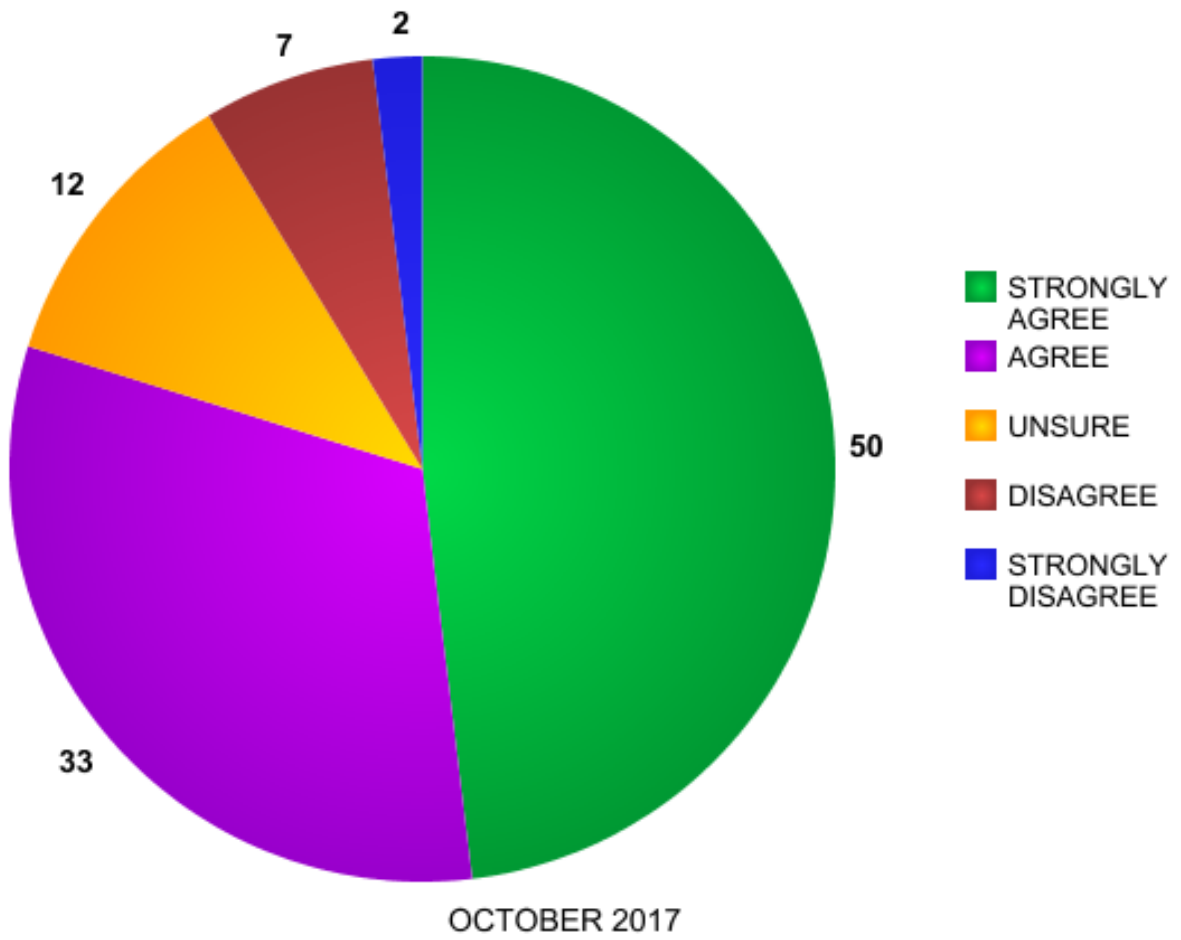
### **BUILDING MENTORS EVALUATION 11-2-17**

1. **Has the amount of contact time with your mentee been adequate?**
  - YES=Vina; 1 BES; Napi. It helps that everyone has the same plan time.
  - NO=KWB; 1 BES; BMS; BHS. People have different prep periods. After school is difficult because of coaching responsibilities. There is never enough time.
2. **Has the **quality** of contact time with your mentee been adequate?**  
*Explain why or why not*
  - NO= the meetings have been rushed due to time. Quick checks are done for day-to-day housekeeping. Time conflicts don't allow for quality. Many mentees don't ask for help.

### **BUILDING MENTEES EVALUATION 10-3-17**

1. **Has the amount of contact time with your mentor been adequate?**
  - YES= All new employees felt the contact time was good.
2. **Has the **quality** of contact time with your mentor been adequate?**  
*Explain why or why not*
  - YES= All elementary employees feel that the contact, no matter how brief, is beneficial.
  - NO= First year teachers in the secondary school felt the quality was less because of scheduling/time conflicts.

# BUILDING MENTORS BY PROTEGE



## **BUILDING MENTEES EVALUATION 10-3-17**

<b>RATE YOUR BUILDING MENTOR</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>UNSURE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
My mentor teacher anticipates my needs.	////////	////	///	/	
My mentor has helped with my knowledge of subject matter.	////////	////	///	//	
My mentor has provided me with strategies for time management.	////////	////	///	//	/
My mentor has introduced me to instructional strategies that have helped with my teaching.	////////	////////	//		/
I have received meaningful feedback from my mentor teacher.	////////	////////	/	//	



<b>RATE YOUR COMMUNITY MENTOR</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>UNSURE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
My mentor teacher has provided a comfortable transition into Browning Public Schools.	////////	////////	//		
My mentor has provided me with information about the community and culture of our schools.	////////	////////	///	/	
My mentor has provided me with strategies for time management.	////	////////	///	//	/
My mentor has introduced me to strategies that have improved my discipline practices.	////////	////////	///	//	
I have received meaningful feedback from my mentor teacher.	////////	////////	//	/	