

Contra Costa College  
Academic Senate

Mentor~Mentee  
Program  
Packet

2015-16

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# The Essence of a Mentor Teacher

**1. A mentor teacher is one who consistently is rated highly by students.** In the grand scheme of the teaching profession, student evaluation of teaching skill has been the most consistent thing that defines teacher competence. Students know when they have an excellent teacher because of what they learn and how they are challenged.

**2. A mentor teacher is so acknowledged by instructional administrators.** This is entirely consistent with the identification of good teachers. It is quite obvious that the best teachers are often the ones who ascend to the ranks of instructional administration. It is because they are charismatic, knowledgeable, articulate, and they understand how students learn.

**3. Peer evaluation is critical in determining mentor teacher skills.** In our environment, most of our instructors are subject matter experts. They did not take educational classes on learning theory, teaching pedagogy, classroom management, classroom assessment, etc. In fact, many of our teachers know very little about these concepts. Therefore, for most of our faculty, the knowledge about these concepts often is acquired after years of trial and error, and sometimes additional study. Effective teaching results in positive student learning outcomes. Peers know when a teacher is effective. They know when such skills are being demonstrated in the classroom that support student learning. The ability to organize, synthesize, interpret and summarize concepts so that students understand them is what good teachers do.

**4. Mentor teachers also are very capable at assessing student knowledge and changing their methods to accomplish desired outcomes.** Any good teacher has changed their teaching methods at one time or another. It is improbable that one would teach the same way in 2015 as they did in 1987. Creativity and scholarship is what mentor teachers have in abundance

**5. Mentor teachers have total command of their subject areas and are constantly updating their knowledge.** As mentioned earlier, many of our teachers came into this profession as content experts. Their MA or Ph.D. programs immersed them in the knowledge of their fields. A mentor teacher is one that was a great student at one time, and is now a knowledgeable person in the subject area. However, they do not remain stagnant in the theories or axioms they learned while they were students. A mentor teacher is constantly learning also. They keep abreast with their field. This takes time and study, but mentor teachers are devoted to having the knowledge of their field so they can share it with their students.

**6. Mentor teachers are natural mentors/advisors for other teachers.** Any teacher that is respected for his/her command of the subject area and their ability to impart that information to others are natural mentors. They often fall into this role without being solicited, yet are valued for their knowledge and often sought out for their wisdom. Mentoring is something that comes naturally for them because they are good teachers.

# **Mentor/Mentee Teachers' General Expectations**

This is an interim process and would like you to gather as much information as possible, in order to upgrade the process in the future. Please direct all information to the Academic Senate Office. This hopefully will be an ongoing process throughout your term as mentor/mentee.

- 1. Classroom visitations, committee meetings, outside classroom activities**
  - a. Mentors and Mentees will be expected to meet a minimum of 8 times per term (two semesters).
  - b. Mentor and Mentee will visit one another's classes with planned interfaces, both before and after visits, to discuss optimal instructor behaviors in the hopes of producing greater student success, and greater faculty ownership in the process.
    - i. These visits should include a minimum of two classroom visitations of both the mentor teacher and mentee.
    - ii. Recommended meeting times should also include discussion of visitations and a final evaluation of the mentor process each semester.
  - c. It is hoped the Mentor would introduce the Mentee to various committee meetings, and/or Senate meetings.
  - d. It is further hoped that the Mentor would invite the Mentee to school events, outside of the classroom, that may include performances, sporting events, ASU events, etc.
  - e. The Mentor will not serve as an evaluator for the individual whom they are mentoring.
  
- 2. Open dialog**
  - a. The Mentor and Mentee will exchange and explore various communication options to determine what works best for them.
  - b. It is expected that individuals will communicate on a regular basis throughout the two-semester term of the mentorship.
  - c. It is further hoped that an on-going email and telephone collegial relationship would be established between Mentor and Mentee which would facilitate ongoing professional communication, as well as periodic personal contact.
  
- 3. Related clerical responsibilities**
  - a. A written evaluation will be required each semester in order for both individuals to receive flex.
  - b. Please fill out the form provided testifying to time involvement, goals, and achievements.
  - c. In addition, the Senate would also appreciate recommendations to improve the mentoring process.

## **Mentor Teacher Incentive Package**

1. Mentor teacher stipends will be \$500 per semester for a one-year term.
2. The Mentor will receive a Certificate of Appreciation at All College Day and a Letter of Commendation in their personnel file upon the successful completion of their term.
3. Both the Mentor and Mentee will receive flex credit when the evaluation of the process is filed at the end of each semester. The Mentor will receive presenter flex credit.
4. The Mentor and Mentee will receive one free lunch meeting at the Three Seasons to introduce and welcome the new faculty to the Three Seasons facilities and program.

## Checklist for Faculty Mentor Process

1. A minimum of two classroom visitations per semester:
  - Pre-visitation - to discuss class expectations, face-to-face, or by phone.
  - Classroom of mentee visited by mentor faculty – It is hoped that there will be an open door relationship established within the first semester.
  - Post-visitation – A conversation to discuss the strengths and weaknesses of various class aspects with discussion as to the benefits to the mentor as well as the mentee.
  - Pre-visitation – Mentor’s class overview of the course and expectations for the class.
  - Classroom of mentor visited by mentee faculty
  - Post-visitation – Review of how positive aspects of the mentor’s class can be applied by the mentee.
  
2. Establishment of ongoing communication system – Ideally, the mentor and mentee would be in regular contact using multiple means of communication.
  
3. Final meeting evaluation of the mentor process – Both mentor and mentee will discuss and then will each submit a one to five paragraph narrative evaluation of their involvement in the process included with the evaluation form (included in packet.)
  
4. Recommended: Events outside of Classroom - school performances, ASU, sports, and faculty/classified/management events. (Documented time spent during this mentor process will qualify for flex)
  
5. Optional: A Letter of Commendation may be submitted by either or both the mentor or mentee on behalf of their colleague commending them for their efforts and sincere involvement in the mentor process which will be placed in their personnel file.
  
6. Expected: Mentor would invite the mentee to committee meetings or senate meetings to facilitate greater college involvement in shared governance. A discussion of shared governance should accompany this event. (Documented time spent during this mentor process will qualify for flex)
  
7. A written evaluation will be required each semester in order for both individuals to receive flex (flex form enclosed in this packet)
  - Please fill out the form provided, testifying to time involvement, goals, and achievements.
  - In addition, we would also like recommendations to improve the mentoring process.

## Mentor/Mentee Classroom Visitation

Name of Mentor: \_\_\_\_\_ Name of Mentee: \_\_\_\_\_

Mentor Classroom Visitation

Mentee Classroom Visitation

Date of Visitation: \_\_\_\_\_ Time: \_\_\_\_\_ Class Location: \_\_\_\_\_

*Form can be downloaded from Senate website, if additional space is needed for comments.*

The mentor/mentee was knowledgeable in their subject area.

The mentor/mentee was well organized.

The visitation met its stated objectives discussed in pre-visitation meeting.

The instructor's presentation of material was clear and understandable and enjoyable.

The visitation helped me obtain new skills, techniques, and information that will help me in my class.

Duration of visitation (Length of time)

The mentor/mentee met my expectations.

The instructor gave adequate handouts/supplement information/insights.

Insights/new ideas gathered from this visitation:

Additional Comments:



## Faculty Mentor Process Evaluation Form

The Faculty Mentor Process Evaluation form should be completed and submitted to the Academic Senate Office at the completion of the one-year term. Your input is very important for future improvements to the mentoring process. This form can be downloaded from Senate website, if additional space is needed for comments. *Note: All aspects of the mentoring process are to be kept strictly confidential.*

Mentor ~ Mentee Program Process Package  Satisfactory  Needs Improvement

*Clarification:*

Mentor/Mentee Expectations  Satisfactory  Needs Improvement

*Clarification:*

Interest and enthusiasm of the Mentor/Mentee  Satisfactory  Needs Improvement

*Clarification:*

Effectiveness of the Mentor/Mentee relationship  Satisfactory  Needs Improvement

*Clarification:*

Quality and diversity of the communications  Satisfactory  Needs Improvement

*Clarification:*

Frequency of the communications  Satisfactory  Needs Improvement

*Clarification:*

Overall evaluation of the mentor process/experience  Satisfactory  Needs Improvement

*Clarification:*

Would you consider becoming a mentor or being a mentor again in the future?  Yes  No

*Clarification:*

Would you recommend your colleagues to participate in this process?  Yes  No

*Clarification:*

The activity or information that stands out as being the **most beneficial** to me was...

The activity or information that stands out as being the **least beneficial** to me was...

What would you change in the mentor/mentee checklist/process to improve the program?

Mentee, were there suggestions made by the mentor, and how were they helpful?

Mentee, was material supplied by the mentor, and how was it helpful?

Other comments or suggestions:

**Please return this evaluation to the Academic Senate Office AA226.**

*Thank you for responding.*

## MENTOR TEACHER PROGRAM

Faculty Name: \_\_\_\_\_ Date of activity: \_\_\_\_\_  
*(Sem/year)*

This is part of the NEXUS Program for new tenure-track faculty. This list should be viewed in conjunction with the New Faculty Orientation Checklist (NEXUS) developed by Staff Development. Your obligation for this activity is at least 10 hours which will be included in the 50 flex hours new tenure-track faculty are obligated to complete during their first year; or, the 30 flex hours the full-time regular faculty are obligated to complete yearly. These activities are meant to be completed by the Mentor and Mentee together.

*Form can be downloaded from Senate website, if additional space is needed.*

Activity	Flex Hours Obligation	Flex Hours Earned	Date Activity Completed
Mentor Pre-classroom visitation discussion	0.5		
Mentor classroom visitation follow-up	0.5		
Mentee Pre-classroom visitation discussion	0.5		
Mentee classroom visitation follow-up	0.5		
Classroom visitation	1-2		
Three Seasons lunch meeting	0.5-1		
Contact (combination of email, phone, etc.)	0.5		
ASU/PAC/Sports, etc. event attendance	0.5-1.5		
Committee meetings attendance (CIC, ASC, Div., etc.)	1-2		
Mentor/Mentee Evaluation Report	0.5		
Evaluation of Mentor Teacher Program Report	0.5		
<i>List other activities (to complete the 10 hour mandatory)</i>			
<b>Total hours</b>	<b>10</b>		

The flexible calendar is a contractual agreement between the district and the United Faculty. The number of hours required of each faculty member is based upon load and contract type (full-time regular and first-year contract faculty). Flex hours are paid hours that have been calculated into the academic years; therefore, faculty have a contractual obligation to complete them.

**Please complete and return form by email to the Academic Senate Office by May 1.**