

Mentoring Program for Faculty New to the Laboratory Schools

Draft 11

April 24, 2012

Statement of Purpose

The mentoring program at the University of Chicago Laboratory Schools provides consistent support and advocacy for faculty in their first year at Lab.

Program Description

1. The mentorship program provides comprehensive support to teachers who are new to the Laboratory Schools, including
 - a confidential relationship tailored to the expressed needs of the mentee
 - guidance as to how the school functions
 - opportunities for collaboration
 - opportunities for classroom visits
 - regular opportunities for questions and discussions
2. Mentors
 - are typically from the mentee's division
 - participate in formal preparation
 - meet regularly with the other mentors
 - organize opportunities for the mentees to connect with each other
 - are compensated
3. In general the number of prepared mentors will exceed the number of new teachers anticipated.

Specific Mentor Responsibilities

1. Mentor responsibilities to mentees
 - Extend an initial welcome to newly hired faculty members in the spring and summer
 - Initiate conversations with the mentee
 - Provide individual mentoring, focusing on successful entry into Lab's teaching and learning environment
 - Mentors make arrangements for reciprocal classroom visits
 - Mentors facilitate visits to other classrooms for the new faculty member
 - Work with principals, grade-level chairs, and department chairs to support the mentee as effectively as possible
2. Mentor responsibilities to the Mentoring Program
 - Work to develop mentoring skills such as interpersonal communication and classroom observation.
 - Meet to facilitate mentor development, collaboration, effectiveness, and support of new faculty.
 - Collect feedback on the team's work and the experiences of new faculty each year. Mentors use that feedback to adjust their practice and to improve the mentoring program.

Mentor Qualities, Application, Selection, and Compensation

1. Qualities of Mentors

- Are dedicated to the work of supporting faculty new to the school
- Are observant, collaborative and self-reflective
- Maintain confidentiality
- Know about the culture of the Laboratory Schools
- Have been teaching at Lab for a minimum of four years

2. Application and Selection Process

- Individuals interested in serving on the mentor team submit an application, which includes a recommendation from another faculty member.
- Individuals selected as mentors are representative of a distribution of disciplines, experiences and perspectives.

3. Compensation

- Mentors will be compensated for three types of service
 - Mentoring a teacher new to Lab - \$2,304
 - Mentoring a second teacher new to Lab - \$1,440
 - Participating in all mentoring meetings as a mentor team member and is prepared for working with a new teacher - \$518
- Mentor Coordinator - \$5,040

Mentor Coordinator Responsibilities

- In coordination with the mentor team and the administration, the Coordinator will
 - Work with principals, grade-level chairs and department chairs to make the mentor program as effective as possible
 - Recruit mentors
 - Schedule regular team meetings
 - Tailor each year's mentor program to the needs of new faculty
 - Carefully match new faculty to one mentor-team member for the duration of the year
 - Assign part-time and temporary faculty a mentor as necessary
 - Communicate with mentors/mentees to promote the effectiveness of the program
 - Organize and conduct a meeting for new faculty and mentors prior to the start of school
 - Plan and coordinate meetings and social events for mentors and mentees
 - Gather feedback from mentors and mentees for review by the administration
 - Find and coordinate opportunities for mentors to develop their mentoring skills

Laboratory Schools Application to be a Teacher Mentor

Draft 4

April 24, 2012

A. Please answer the following questions and submit to the Mentor Coordinator by May 18, 2012.

Questions:

1. What kinds of support do faculty who are new to the Laboratory Schools need?
2. Why do you want to be a mentor?
3. What qualities do you have that would make you a good mentor?
4. Describe any relevant experience.

B. In addition to these short responses, please have a colleague write a brief statement of support on behalf of your candidacy, addressing the items below.

Guidelines for the Letter of Support:

1. We are looking for observant, collaborative and self-reflective mentors. Please describe how this candidate demonstrates these qualities.
2. What additional qualities does this candidate have that would make him/her an effective mentor?