



Washtenaw I S D

A REGIONAL EDUCATIONAL SERVICE AGENCY

Washtenaw Intermediate School District

MENTORING NEW TEACHER PROGRAM

Mentor Application and Materials



Characteristics of a Good Mentor

The success of mentoring is contingent upon the relationship between the mentor and the mentee, and the skill of the mentor.

Debolt (1989, P.19) notes that mentors rated the following as the most helpful characteristics for mentoring:

- Approachability
- Integrity
- Ability to listen
- Sincerity
- Willingness to spend time with mentee
- Enthusiasm and passion about teaching
- Teaching competence
- Trustworthiness
- Collaborates well with others
- Receptivity
- Willingness to work hard
- Positive outlook
- Confidence
- Commitment to the profession
- Openness
- Experience in teaching
- Tactfulness
- Cooperativeness
- Flexibility
- Classroom management skills
- Understands district and school policies and procedures
- Asks questions that prompt reflection and understanding
- Believes in lifelong learning
- Acts and behaves as a positive role model
- Keeps confidentiality issues as a priority and models this to others



PROFESSIONALISM

- You show up
- You show up on time
- You show up prepared
- You show up in a frame of mind appropriate to the professional task
- You show up properly attired
- You accept the idea that “on time,” “prepared,” “appropriate,” and “properly” are defined by the situations, by the nature of the task or by another person
- You accept that your first duty is to the ultimate welfare of the persons served by your profession, and the “ultimate welfare” is a complex mix of desires, wants, needs, abilities and capabilities
- You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others
- You place the importance of professional duties, tasks and problem solving above your own convenience
- You strive to work effectively with others for the benefit of the persons served; you pursue professional duties, tasks and problem solving in ways that make it easier for others to accomplish their work
- You properly credit others for their work
- You sign your work
- You take responsibility for your actions, your reactions, and your inactions
- You do not avoid responsibility through excuses, by blaming others, by emotional displays or by helplessness
- You do not accept professional duties or tasks for which you are personally or professionally unprepared
- You do what you say you will do; by the time you will say you will do it; to the extent you said you would do it; and to the degree you said you would do it
- You take active responsibility for expanding the limits of your knowledge, understanding and skill
- You seek and tell the truth; including those truths that may be less than flattering to you
- You accept directions from those who are more knowledgeable and have more experience than you, and you provide direction to those who have less than you
- You value the resources to perform professional duties, tasks, and problem solving, including your time and that of others
- You accord respect to the values, interests and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served
- You accept the fact that others may establish objectives for you; you will pursue those objectives as long as they are not objectively harmful to the persons served
- When you attempt a task for the second time, you do it better than you did it the first time; you revise the ways you approach the task in consideration of per judgments of best practices
- You accept the imperfections of the world in ways that do not compromise the interest of those you serve, or your own pursuit of excellence
- You base your opinions, actions and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above
- You expect all of the above from other professionals

Adapted from Chial, M. (1998). Conveying Expectations about Professional Behavior, *Audiology Today*. Vol. 10(4).



SELF-SURVEY: SHOULD I BECOME A MENTOR?

This checklist is designed to help teachers who are thinking about becoming mentors. Please place an X in the column that represents the degree to which the statement characterizes the way you see yourself. You'll find space provided at the end of the checklist to add those qualities that represent unique or special assets you might bring to mentoring.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I see myself as being people-oriented.					
I enjoy working with other professionals.					
I am a good listener and respect my colleagues.					
I am sensitive to the needs and feelings of others.					
I recognize when others need support or independence.					
I feel I should contribute to the professional development of others and share what I have learned.					
I am willing to find reward in service to someone who needs my assistance.					
I am able to support and help without smothering or taking charge.					
I see myself as willing to adjust my schedule to meet the needs of others.					
I usually am patient and tolerant when teaching someone.					
I am confident and secure in my knowledge and try to remain up-to-date.					
I enjoy teaching.					
I set high standards for my students and myself.					
I use a variety of teaching methods and my students achieve well.					
Others look at me for information about subject matter or methods of teaching.					
Overall, I see myself as a					



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competent professional.					
I am able to explain things at various levels of complexity and detail.					
Others are interested in my professional ideas.					
Special asset					
Special asset					



MENTOR APPLICATION

MENTOR NAME		Phone	
Email Address		Office Phone (ext.)	
Assignment		Location	
MENTEE NAME			

How many years have you been employed as a professional educator?

How many years have you been employed with WISD?

Please list certificate(s) / license(s) held	Type(s)

Have you ever been a mentor in another district? District name

Please list any district/school committees you have served on during the past five years

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Please list the professional development activities you participated in during the past five years

Please describe a situation in which you have served either formally or informally as a mentor

Please describe your reasons for wanting to serve as a mentor with WISD

- **Submit Mentor Application & Self Survey to Human Resources once you & your Supervisor has signed**

Mentor Signature _____ **Date** _____

Supervisor Signature _____ **Date** _____

Executive Director of HR Signature _____ **Date** _____