

Mentor Teachers/Administrators

The superintendent or designee shall develop guidelines for selecting mentors to work with initial licensees in the district's induction program. Educators selected as mentors should be those who model outstanding skills and school leadership as teachers, principals or administrators, as appropriate, and who have demonstrated exemplary skills under the district's performance standards.

Principals and supervisors should encourage effective, experienced educators to take advantage of the mentoring program as a staff development opportunity. Those who are selected as mentors should work well with adults, be sensitive to the viewpoint of others, and demonstrate interpersonal and public relations skills.

To the extent possible, the guidelines for the assignment of mentors shall provide that the mentor is closely matched to the inductee in terms of academic preparation and assignment and be located, when possible, in close proximity to the inductee.

The mentor shall be responsible for long-term orientation of the mentee as the individual prepares for professional licensure. The mentor shall maintain a log of contact time and activities completed by the mentor and mentee as part of the induction plan.

The assistance provided through a mentor shall not be part of the district's formal evaluation system.

Mentors shall be compensated for their assistance in accordance with district policy or, if the mentor is from another district, at the rate agreed upon between the districts.

Principals/administrators

Mentors for principals and other administrators may be selected from a variety of sources including school district personnel, personnel from other districts and retired administrators.

Mentors selected for principals and administrators with initial licenses shall be:

- Experienced administrators or principals.
- Perceived by colleagues as effective.
- Selected to match the experience of the inductee.

Mentors must:

- Have demonstrated effective communication skills including problem solving and written communication.
- Have demonstrated skills in questioning and giving feedback.

- Be committed to ongoing professional growth.

Adopted by the superintendent: April 12, 1995

Revised by the superintendent: September 26, 2012

Revised and recoded by the superintendent: July 17, 2019

LEGAL REFS.: C.R.S. 22-60.5-102 (12), (13), (14), (15)
1 CCR 301-37, Rules 2260.5-R-13.00 and 2260.5-R-14.00

CROSS REFS.:

Board policies:

EL-12, Staff Treatment

EL-14, Staff Evaluation

Administrative policy:

GCHC*, Professional Staff Induction Program