**Mentor Roles and Responsibilities**

Veteran teachers who serve as mentors report increased professional revitalization, less isolation, greater recognition and a belief that they impact the profession more than teachers who are not involved in mentoring new professionals.

**Commitments**

* During the school year, mentors may communicate with their mentees in many ways, but regular face-to-face contact is preferred whenever possible. For each mentor-mentee team, the specific time will vary. The goal is to meet with mentees as often as possible, but we recognize local circumstances like distance may affect this. Mentors can expect their duties to take from ten minutes to several hours per week, per mentee, depending on the needs of the mentee. The mentor should anticipate the following **minimum** contacts and time commitment
* One introductory face-to-face meeting at the beginning of the relationship.
* A recommended minimum of two informal visits to the mentee’s workplace.
* Recommended one monthly face-to-face meeting (ideal, but not always possible or needed)
* A minimum of two routine contacts a month
* **Either mentor or mentee may initiate contacts. Whenever possible, team members should establish a regular schedule of contacts.**
* Besides the actual time working with mentees, mentors will need time to document and reflect on their work using the log that will be provided and explained during training; record information that will document and demonstrate the growth of their mentees; and research and prepare information that will assist their mentees.
* During the school year, mentors will complete a report on their progress at the end of each semester, which should include a summary of the progress of mentees.
* Toward the end of the two-year cycle, the mentor’s time commitment to their mentees will probably be reduced.

**Selecting Mentees**

* As soon as they can, mentors should start searching for mentees. Once the mentee is sure of joining the program, schedule a meeting with the mentee and school administrator to explain the program and ask for their commitment for two full school years.
* The number of mentees for each mentor may depend on the mentor’s distance from the person’s school and the degree of independence the mentee may exhibit. New mentors should ideally start the first year with two or three mentees. Mentors already in the field should take on additional mentees, depending on how many they already have.
* Mentors who are still in the classroom should limit the number of mentees at any given time.
* Mentees from urban and rural schools, especially those with large populations of traditionally underserved students in urban and rural areas, will be given preference.

**Training**

Mentor teachers must have the knowledge and skills to identify and respond to beginning teacher needs and to create a collegial relationship that positively engages program participants.

* The mentors must attend initial training at the Advisers Institute in Las Vegas.
* JEA will pay airfare and luggage fees to the training, as well as hotel costs. Ground transportation is at the mentors’ expense. When possible, mentors should double up, two to a room, both to enable mentors to have additional time for idea swapping and to save money. Mentors may want to stay additional days before or after the training, but that will be at their own expense. A minimum number of meals will be included with the training.
* The mentor training is designed to prepare mentors for their work with new teachers. Much of the training is based on pairs and small groups working together, both working through training activities and developing a rapport for the entire mentor cohort. Toward that end, attendance at the training sessions is limited to the mentors. JEA board members or individuals who are involved in the oversight of mentor states or who are interested in becoming involved in the program are welcome to make brief observations but should make arrangements in advance with the mentor trainers.
* JEA-trained mentors may not train other state mentors until certified as a mentor trainer by the JEA Mentoring Committee.

**Components of the training program** will include the following:

* Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection
* Utilizing best instructional practices, classroom management, and organization
* Dealing with difficult or resistant people and conflict resolution
* Enhancing communication skills and building relationships
* Clarifying mentor’s roles and responsibilities
* Finding mentees and getting them to commit to the program

**MENTOR FORUMS**

**On-going professional development** will take place at JEA/NSPA conventions on the Thursday before the convention begins. Mentors are encouraged to attend the convention for on-going training, called the Mentor Forum.

* Mentors will have their hotel and travel arranged by and paid for by JEA for one convention per school year if they fulfill the following requirements:
  + - * Mentors must attend the all-day Thursday Forum.
      * Mentors must judge Write-offs, or Journalist of the Year, or Best of Show, or work the Quiz Bowl. (If mentors are staying only for the Forum, they may still receive the travel stipend by judging an online Write-off category in advance of the convention.)
    - Mentors must register for the convention, but they will have their registration fee waived.
    - The mentors have the option of working with their state scholastic press associations or other funders to secure additional funding to supplement their travel expenses for convention.

**mentor stipends**

Mentor stipends are determined by the Scholastic Press Association(s) that sponsor the mentors in their states. Stipends range from $2,500 to $1,000. Mentors are encouraged to work with their SPAs to determine the stipend amount and to find additional financial support. Mentors with only one mentee are considered to be part-time and will receive a half-stipend.

**JEA CERTIFICATION**

All new mentors, as of July 1, 2014, must be JEA certified as CJE or MJE; or become certified within one year of becoming a mentor. Those who became mentors before that date are strongly encouraged to become JEA certified. The certification fee for all mentors is reduced to $10.

**Miscellaneous**

JEA will fund travel and hotel for the Mentor Committee chair and one or more committee members to serve as trainers at the Advisers Institute and Forum facilitators at convention.

There may be circumstances when an assigned mentor may not be able to complete the assigned mentoring role. These circumstances may range from events in the life of a mentor, personality conflicts, or professional conflicts. If these circumstances arise, every effort will be made to arrange for an alternate mentor at least by the following school year.

**Mentor agreement**

I agree to the roles, responsibilities and arrangements listed in this document.

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Signature Date