



# Mentoring ACE Teachers

## Quick Reference Guide

*Thank you for mentoring an ACE teacher. In accepting this service, you fulfill an important role in the formation of a new teacher and their development as a professional educator. Your role is non-evaluative, which allows you to function as an open, constructive, and honest guide for an ACE teacher during a period of great challenge and growth.*

### RECOMMENDATIONS

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- 1.** Before the school year begins, please provide the ACE teacher with an orientation that reinforces diocesan and school-wide policies and procedures, and discuss classroom set-up and responsibilities to promote a smooth start.
- 2.** Conduct brief informal observations early in the year. Conduct a formal observation utilizing a pre-observation conference and a post-observation conference.
- 3.** Do not hesitate to contact the University Supervisor to discuss the ACE Teacher's progress.

### RESPONSIBILITIES OF AN ACE MENTOR TEACHER

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#### **1. Act as a trusted supporter**

Develop a strong rapport with the ACE teacher to create an environment of open dialogue in which the ACE teacher finds support, but is also challenged to improve through joint problem solving.

#### **2. Acculturate the ACE teacher to the school environment and procedures**

In addition to reinforcing school-wide policies and procedures, share with the ACE teacher special traditions and events that take place at the school as well as the history and heritage of those members who make up the school community.

#### **3. Assist with planning and curriculum**

Use common planning time to discuss goals, suggest activities, gather resources, and align instruction with diocesan and state standards.

#### **4. Conduct observations with structured pre- and post-observation conferences**

Observe the ACE teacher's classroom at least twice each semester. One observation should include a complete cycle of pre- and post-conferences that may utilize the forms in the mentor handbook.

#### **5. Meet consistently with the ACE teacher**

Use this mentor calendar of suggested topics of discussion to pinpoint areas of improvement, identify growth, and analyze student achievement. We encourage mentors to meet weekly with first-year, first-semester ACE teachers, with bi-weekly meetings following the first semester.

	MENTORING FIRST-YEAR ACE TEACHERS	MENTORING SECOND-YEAR ACE TEACHERS
AUG.	New School Orientation: Includes review of school and Diocesan policies, physical classroom preparation, review of schedule and forms. Discuss school and neighborhood context as well as economic and cultural influences on students. Elaborate on the history of the school if relevant. Discuss course goals and a rough curricular plan for the semester with an eye toward prayer and spiritual experiences as part of everyday class.	Discuss plans for procedure or management changes from the previous year. Discuss course goals for all classes. Discuss 2-3 first semester goals or areas of focus that deal with different aspects of teaching.
SEPT.	Review the classroom management plan. Discuss successful aspects and possible changes. Discuss progress reports. Conduct a short, informal observation.	Talk about methods of summative assessments in current units. Discuss ways of incorporating spirituality outside of daily prayer. Conduct a short, informal observation.
OCT.	Discuss preparation for parent conferences and report cards. Discuss creating classroom community. Conduct a formal observation including a pre- and post-observation conference.	Discuss and sketch out rough plans for a service-learning opportunity during the school year. Discuss methods of pushing and enriching high achieving students to their potential. Conduct a formal observation including a pre- and post-observation conference.
NOV.	Discuss questioning techniques and informal assessment of daily objectives. Discuss attention in the classroom to Thanksgiving and Advent. Discuss how to deal with holiday interruptions and shortened instructional time and weeks.	Share ideas about formative assessment and questioning. Discuss the different kinds of learning difficulties encountered and the types of accommodations made.
DEC.	Discuss the content and creation process of exams or end-of-semester tests. Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. Fill out online mentor log and 1st semester summary.	Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. Address improvements since the observation. Fill out online mentor log and first semester summary.
JAN.	Suggest 2-3 professional goals for the semester. Talk about the steps necessary to meet these goals. Discuss plans and activities for Catholic Schools week.	Discuss ways to celebrate diversity in the classroom and school, especially for Dr. Martin Luther King, Jr. Day. Choose one class and look at the unit planning process for a future unit. Discuss unit goals, lesson plan objectives and possible assessments.
FEB.	Analyze semester or unit assessments and discuss their effectiveness in meeting the established goals. Discuss possible Lenten activities and presentation in the classroom. Conduct a short, informal observation.	Discuss the use of performance assessments in units and how student achievement compares to standard tests. Discuss the possibilities for professional development, journals, and professional associations. Conduct a short, informal observation.
MARCH	Look at a set of lesson plans together. Discuss the objectives, activities, and planning process that went into creating them. Discuss day-to-day activities and evaluate their effectiveness. Conduct a formal observation as well as hold a pre- and post-observation conference.	Discuss discernment issues: future teaching plans, career plans - both short and long term. Conduct a formal observation as well as hold a pre- and post-observation conference.
APR./MAY	Brainstorm end-of-year activities and ways of keeping students motivated. Discuss growth and areas for continued improvement. Complete Second Semester Mentor Log and end-of-year summary.	Reflect on and discuss the ACE teacher's experience the past two years. Discuss growth and areas for continued improvement. Discuss efficacy of the mentor program. What are its strengths? How could it be strengthened? Complete Second Semester Mentor Log and end-of-year summary.



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Thank you for welcoming an ACE teacher to your school and sharing in his/her teacher formation.

Principal and Mentor handbook available at  
<http://ace.nd.edu/teach/principals-and-mentors>