

**CREC TEAM Mentors**

**Mentor Qualifications**

* Possession of a professional or provisional educator certificate
* Minimum of three years of teaching experience, including at least one

year of experience at CREC

* Current or retired classroom teacher with a minimum of three years successful teaching experience.
* Effective classroom teaching experience reflecting best practices.
* Outstanding professional role model demonstrating high standards of professionalism and a commitment to own professional growth and ongoing learning.
* Effective communicator with outstanding interpersonal skills.
* Knowledgeable of beginning teacher development and adult learners.
* Demonstrated ability to engage in reflective conversations with beginning teachers about effective practice.
* Demonstrated ability to work collaboratively and share instructional ideas and materials with colleagues.
* Highly committed to the task of helping beginning teachers to improve their performance and find success and gratification in their new work.

**Statement of Understanding and Application Link**

CREC mentors play an important role in the induction of our beginning teachers. CREC mentors are expected to share their knowledge and skills with the next generation of teachers. CREC mentors are assigned to a new teacher by the school administrator. Accepting this placement means that you are acknowledging your commitment to fulfill the professional responsibilities for which you have been trained. (Three days of Initial Support Training and Mentor updates every three years). Each mentor may be assigned two beginning teachers, but no more than three beginning teachers (except in certain approved circumstances).

**Professional Responsibilities of CREC Mentors**

* To provide approximately 32 hours of support to each beginning teacher over the course of two years. Meet the expectation of 16 hours per year per beginning teacher to receive full payment and 8 hours to receive half payment.
* To provide instructional support through the following activities: observing, discussion, collaboration, and the analysis of student work.
* To assist the beginning teacher in demonstrating effective teaching as defined by the Connecticut Common Core of Teaching.
* To identify and engage other instructional staff, based on need, to support the beginning teacher with content, management, and instructional strategies.
* To participate in two district wide meetings.

**CREC Mentor Stipends**

The expectation is that mentors provide two years of support to each beginning teacher which equals 32 logged hours.

* Each year a mentor must provide 16 logged hours

of support or more for a full payment of $540.00

* Mentors that log in from 15 to 8 hours of support will

receive a half payment of $270.00

* Mentors that log in less than 8 hours of support will not

receive payment

**Hours must be logged throughout the school year.**

SDE allocates the mentor payment to districts by the beginning of April; at that point we need to determine which amount to allocate to each mentor.

To secure the right payment mentors should have logged must of their hours by the end of March.

**Mentors who do not meet the obligation of logged in hours will not receive payment.**

**Other Mentoring Benefits**

The framework for TEAM is embedded in Connecticut’s Common Core of Teaching which provides the opportunity to turn a standards document into a working document through an examination of teacher practice across a continuum. By lending their experience and expertise, mentors can assist in bringing beginning teachers along the continuum at a quicker pace than would be accomplished in isolation. In turn, many mentors report that they and their students have also benefited. TEAM is a collaborative endeavor focused on student achievement that brings together beginning teachers and trained mentors.