

# PK-12 Mentorship Program

**National Dance Education Organization**

# Definition

## **Mentoring:**

Mentoring is a structured and trusting relationship that brings newer PK-12 educators together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

NDEO's PK-12 Mentorship Program brings a dance educator with less than five years experience together with a veteran PK-12 dance educator with more than five years experience to assist the mentee professionally with questions, issues, and problems specific to their teaching situation.

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# Types of Mentoring

Generally, responsible mentoring can take many forms and exists in numerous environments.

- Traditional mentoring (one veteran to one novice)
  - Group mentoring (one veteran to up to four novices)
  - Team mentoring (several veterans working with small groups of novices, in which the veteran to novice ratio is not greater than 1:4)
  - Peer mentoring (caring person mentoring another caring person of a similar age and experience level)
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# Locations of Mentoring

Mentoring can take place in a wide array of settings, such as at a workplace, in a school, at a faith-based organization, at a juvenile corrections facility, in a community setting and in the "virtual community," where e-mentoring takes place.

Suggested means of communication:

- Phone
- Web
- Email
- Facetime
- Skype
- In person, if local

NDEO's Mentoring Project will take place in the setting most convenient for you and your assigned partner.

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# Duration of Mentoring Partnerships

The NDEO Mentoring Partnership is structured for a two-year commitment.

## Rationale:

Because relationships and a sense of bonding occur over time, the duration and consistency of a mentoring relationship is very important. At a minimum, mentors and mentees should communicate regularly for at least two years in order to be given the opportunity for success. There are exceptions, such as school-based mentoring, which coincide with the school year and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.

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# Roles and Responsibilities:

## *Mentors*

### For the Mentor:

- Make initial contact with your mentee within two weeks of notification and one contact over the summer
  - Make a contact within the first two weeks of school (via email, phone call, or face-to-face)
  - Communicate with mentee weekly (two per month must be by phone or a virtual platform such as Zoom or GoogleMeet)
  - Provide modeling of professionalism through appearance, interactions with colleagues, students, family members, and in creation of curricular materials
  - Provide regular, constructive feedback, both verbal and written to mentee in bi-monthly communications
  - Provide non-judgemental feedback that is not evaluative in nature
  - Maintain a communication log
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# Roles and Responsibilities:

## *Mentees*

### For the Mentee:

- Set and communicate short- and long-range goals to mentor
  - Listen
  - Absorb
  - Implement ideas provided
  - Report back to mentor
  - Ask questions
  - Be reflective and honest
  - Maintain a communication log
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# Documentation of the Partnership

Mentors and mentees will document their interactions using a log.

Logging of interactions will include:

- How many hours per month you interacted
  - How the interaction was facilitated (in person, via skype, email, or phone)
  - A journal of discussions and suggestions
  - Next steps to take
  - Notes and ideas that came as a result of the interaction
  - Long and short term goals being addressed
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# Assessment of the Partnership

Each person involved in the Mentoring Project will be asked to assess the quality and outcomes of their partnership to enable NDEO to make improvements on the project to allow for maximum growth and improvement.

At the end of the first year of the partnership, participants will complete a formative assessment based on the experience to date. At that time, information gathered could be helpful for troubleshooting, future planning, and goals adjustment for partnerships.

At the conclusion of the two year mentoring period, participants will complete a summative assessment based on their documented logs and their overall satisfaction with the project experience. This will include reflective questions such as

- Impact made by your partner on your professional practice
  - Reflection of benefits and/or successes that came as a result of the mentoring relationship
  - What would you do differently next time you are paired with a mentor/mentee?
  - How can NDEO help in the future?
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# Links to Bookmark for Quick Access

## Other Resources:

<https://www.teachingchannel.org/videos/mentoring-for-new-teachers>

<http://www.ascd.org/publications/educational-leadership/may99/vol56/num08/The-Good-Mentor.aspx>

# NDEO Mentorship Committee

Thank you for your participation in this  
important project!

Please feel free to contact any of us with  
questions or ideas.

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