

Guide: First Conversations: Setting the Stage for Trust and Collaboration, Using the Getting to Know You Tool

Purpose

To provide an outline for Mentors and Beginning Teachers' first meeting.

Introduction

The first meeting and interaction between a mentor and his/her beginning teacher will set the stage for building trusting relationships, and help the mentee trust in the Mentor's confidentiality. Part of your initial responsibility as a mentor is to establish rapport and start building trust. A good way to start is by setting aside time for a short informal conversation. To help create an open and comfortable dialog, mentors should meet with the beginning teacher in a neutral space (in a teacher's lounge or possibly off-campus) and take time to learn about their interests, background, and experiences.

You may want to view this video of an example Getting to Know You conversation: <https://vimeo.com/43817125> from Mentor Modules.

- **Share your excitement about your work and the opportunity for growth for both of you.**
- **Get to know each other by asking questions.**
- **Listen openly to needs and concerns**
- **Provide practical assistance, such as**
 - o **Arranging the room**
 - o **Finalizing rules or procedures**
 - o **Getting first week's lesson plans set**
 - o **Cataloging books**
 - o **Making sense of start-of-the-year paperwork**
 - o **Duplicating materials**
- **Clarify each of your roles and expectations**
- **Provide both assistance and a vision of your instructional mentoring**

Use the Getting to Know You Form as a guide during the meeting and takes notes on your conversation.

“Getting to Know You” Tool

First Meeting

Mentor Name:

Mentee Name:

Date:

Time:

| Questions: | Responses/Notes |
|---|-----------------|
| <p>Tell me about your background: What experiences have you had with teachers and students? Describe your student teaching (or first year) experience. What did you learn?</p> <p>Why do you want to be a teacher? Tell me about your teacher preparation program. What other responsibilities, professionally or personally do you have?</p> | |
| <p>Tell me what you have learned (know) about the school? Community?</p> | |
| <p>What would you say are your teaching strengths?</p> | |
| <p>What teaching responsibilities are you concerned about? What ideas do you have to address these concerns?</p> | |
| <p>Have you created your lesson plans? What can I do to help you during the first few weeks both with instructional needs and managing students?</p> | |
| <p>What would you like to get from our work together in mentoring? What kind of support from me would you find helpful?</p> | |

| Questions: | Responses/Notes |
|---|-----------------|
| <p>How have you thought about getting to know colleagues? The community? The building itself?</p> | |
| <p>*Tell the mentee a little about yourself and why you agreed to be a mentor. Be positive and optimistic.</p> | |
| <p>Set the stage for a team experience by collaboratively establishing a routine time for you both to share information, questions and concerns. Talk about the purpose and goals of your district's mentoring program. What will be some immediate next steps for each of you?</p> | |
| <ul style="list-style-type: none"> • Contact info • Review and sign the Letter of Commitment (if you feel they are ready and are an ODE funded program) • Determine days, times of meetings, etc. | |



Adapted from www.mentormodules.com