

## Arts Teacher Mentor Program: Structure and Guidelines

### Purpose

This document outlines considerations for teachers participating in the Arts Teacher Mentor Program. This is a voluntary professional learning program for new and veteran teachers. The roles and responsibilities listed in this document are recommendations developed by the Arts Teacher Mentors. Mentors and mentees can use these items to guide their work together.

### Aims of the Arts Teacher Mentor Program

The aims of the Arts Teacher Mentor Program are to offer new arts teachers a support system for developing their skills in and understanding classroom management, instructional practice, evaluation methods, and any other areas that are specific to arts education. For veteran arts teachers, this creates a meaningful leadership opportunity to guide Vermont's arts education network through professional learning, solutions to problems of practice, and change efforts. The guidelines listed below were developed by Arts Teacher Mentors to support this program and the professional learning of participants.

### New Teacher Participants

Any visual or performing arts teacher new to the profession (i.e., with 0-3 years of experience) or new to a Vermont Supervisory Union/Supervisory District (SU/SD) can volunteer to participate in this program and work with an Arts Teacher Mentor. School or SU/SD mentor/onboarding program leads can request an Arts Teacher Mentor for their new arts teacher. Once registered, the Arts Specialist will collaborate with the teachers identified as mentors and pair with the new teacher. [Please register online.](#)

### Mentorship Guidelines

This is a mini-pilot professional learning program. New Vermont arts teachers can be a part of a support system that connects them with an expert in the arts education field. This support will, at minimum, take the following form:

- Weekly email communication or other forms of weekly communication determined by both the mentor and mentee.
- Monthly real-time communication either virtually or in-person.
- A non-evaluative observer and advisor to offer objective feedback and serve as a thought partner.
- A network of new arts teachers with whom to connect at the beginning, middle, and end of the school year.
- Any additional professional learning identified by the mentor and mentee.

### Contact Information:

If you have questions about this document or would like additional information, please contact:

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## Mentorship Structure

Action Item	Timeline
Arts Teacher Mentors are partnered with new arts teachers who registered to participate.	January 2023
A 2023 Arts Teacher Mentor Program Kick-Off Session is held (virtually) to clarify the process and to network.	January 9, 2023. 4:30-5:30
<p>Mentoring begins. Mentoring should take the form of:</p> <ul style="list-style-type: none"> <li>• <b>Weekly email communications between mentor and mentee.</b> These should be brief (write no longer than ten minutes) and reflective for new teachers. Mentors should offer advice and resources in response to new teachers’ reflections.</li> <li>• <b>Monthly Mentor/Mentee virtual meetings.</b> These should be sixty-minute meetings and focus on (1) new teacher instructional interests; (2) needs to be identified by the mentor and mentee; (3) modeling and resource sharing; (4) discussing best practices; (5) reflection. Conversations should address the following topics by month: <ul style="list-style-type: none"> <li>• <b>February:</b> Teacher and Student Well-Being</li> <li>• <b>March:</b> Classroom Management</li> <li>• <b>April:</b> Curriculum &amp; Standards</li> <li>• <b>May:</b> Goal Setting for Next Year &amp; End of Year Reflection</li> </ul> </li> <li>• <b>Completion of the Monthly Mentoring Reflection Form.</b> These <a href="#">forms</a> serve as feedback for the AOE Arts Specialist to inform how to improve this program. Mentees should complete this form but can also complete it alongside their mentor during the monthly meeting.</li> </ul> <p>Both mentors and mentees should access the group’s resource folder for shared resources and other information. Weekly email communications should be responded to within 24 hours, or a time agreed to by both the mentor and mentee.</p>	February 2023
An Arts Teacher Mentor Program Debrief is held (in person) to reflect on the process.	June 2, 2023 5:00-7:00

## Other Considerations

Participants should aim to follow the above guidelines but should plan to adapt the structure based on the mentor and mentee’s needs. The topics above should generally be covered. However, if there is a need to focus on a certain topic sooner, then the mentor and mentee should feel free to do so. Additionally, some teachers might want a more targeted approach. For example, a new teacher might prefer to focus on organizing a grade book or rubric instead of speaking broadly about standards-aligned assessment. Mentors and mentees should feel free to adjust the topics and structure if it meets everyone’s needs. These adjustments can be noted in the monthly reflection forms.