

Teacher Assistant-Mentor Program (TeAM) MENTEE GUIDELINES & CODE OF CONDUCT

What is Mentoring?

"Mentoring is the pairing of an individual (mentor) who has expert knowledge or skill with someone (mentee) desiring to gain that knowledge or skill in order to further develop professional expertise." -Michael Zey, The Mentor Connection

CONGRATULATIONS! You are about to embark on a rewarding and fulfilling experience. As a **mentee** you will have the opportunity to reflect on the many aspects of the teaching and learning process while exploring and developing your skills in a mentored environment. This experience will be under the guidance of an experienced teacher (**mentor**) who has traveled through the educational pipeline.

In agreeing to be a STEM-CTE | TEACH TeAM participant you recognize that you will be held at the highest ethical standards at all times and are expected to act in a manner that is appropriate of a mentor/mentee relationship. In addition, your commitment to participate as a mentee carries a significant amount of responsibility as you will have a great influence on the lives and development of the student(s) whom you will be assisting as a teacher assistant.

The objectives of these guidelines and code of conduct are to ensure that mentees are adequately prepared for the tasks that they are about to perform, are given appropriate teaching assignments and workloads based on their capacity, experience and preparation under the appropriate guidance and oversight of a faculty who will serve as a mentor to the student(s).

Mentee Eligibility Requirements and Guidelines:

Aside from good scholarship and a great promise as a teacher, mentees participating in the Teacher Assistant-Mentor (TeAM) program shall meet the following eligibility requirements and procedures:

- First time STEM-CTE | TEACH participants must turn in a fully completed STEM-CTE | TEACH Application. It is the responsibility of the student to update his/her contact information whenever necessary to get updates and timely information about the program.
- Applications must be submitted with a one-page, double-spaced essay on, "Why I Want to Be a STEM-CTE Teacher".
- A potential mentee must be a registered full-time or part-time student at Rio Hondo College or other partner schools; pursuing a certificate or degree in a field related to the one in which he/she will be assisting.
- Must have a GPA of at least 2.5 in previous academic work (transcripts may be required for verification).
- Must be registered for at least 6 units for the semester that the activity/service is to be performed.
- Must attend an orientation session set by the assigned instructor/mentor.

- Mentees are encouraged to meet with a designated counselor, at least, two times to develop and follow-up on an educational plan.
- Complete the Needs Assessment form with the instructor's input and approval.
- Must complete the minimum hours required for the specific work experience. It is the mentee's responsibility to maintain a record of his/her hours. (Time Sheet).
- Complete a self-evaluation (Mentee Evaluation of the Mentoring Experience) of learning objectives at the end of the TeAM program.
- Complete an evaluation of STEM-CTE I TEACH that can be used for program improvement (Program Evaluation Form).
- Returning STEM-CTE I TEACH Participants Only: In order to participate in another TeAM exploration/work experience activity for another semester, mentee must have new or expanded responsibilities or learning opportunities beyond those experienced during previous activity.
- Mentees who are eligible for a stipend must be able to provide documentation which verifies identity and authorizes his/her right to work in the United States.
- Mentees who are assigned to assist in the secondary schools will need to submit to a background check/live scan (save original receipt and submit to STEM-CTE I TEACH coordinator for reimbursement).

Roles and Responsibilities of a Mentee:

Under faculty oversight and supervision, the duties of a mentee may include the following:

- provide help or tutoring sessions
- lead student discussions, recitations, laboratory or quiz sections
- prepare materials for faculty-guided classroom or laboratory instruction/activity
- assist faculty in the design/preparation of a lesson plan, exams or quizzes
- proctor exams
- grade student exams based on faculty guided standards

Mentees are **not** responsible for the following:

- intellectual or instructional content of a course or lesson plan
- selection of student assignments
- planning examinations
- defining policies that determine final course grades
- instructing or lecturing the entire enrollment of a course
- providing the entire instruction of a group of students in a course for a prolonged period of time

Mentees are expected to share responsibility and take an active role in promoting the academic, educational and personal strengths and objectives of the students to whom they are assigned to assist. Like their faculty mentor, they should serve as a role model and treat students with respect as well as take a genuine interest in the students' academic progress.

Mentees are subject to the policies and procedures of the departments and the college/school for which they are assigned.

Roles and Responsibilities of a Mentor:

Mentor – the selection of a mentor is based on a good teaching history and achievement and the willingness to accept the role of a mentor teacher. The role of a mentor is to teach the candidate what he/she knows about how to teach, help develop the mentee's skills in a supportive, mentored environment, and provide opportunities for the mentee to reflect on the many aspects of the teaching and learning process. The mentor must be a full-time or

part-time faculty who currently has a teaching assignment closely related to the field that his/her mentee is pursuing.

The assigned faculty mentor is responsible for giving timely notifications of specific assignments which clearly outlines the mentee's duties and responsibilities and assigned schedule. A reasonable effort should be made to accommodate the competencies, preferences and schedule of the mentee when determining assignments.

The mentor should try to meet with the mentee on a regular basis throughout the semester. The mentor is responsible for providing orientation, training and supervision for all mentees to whom he/she is assigned. He/she is also responsible for determining whether the mentee is ready to present a lecture or facilitate an activity based on the mentee's progress and capability. If the mentee is assigned to conduct a lecture or laboratory for the first time, the mentor should be available to observe and provide guidance at all times.

TeAM Program Guidelines & Policies:

- As a guideline, mentors are encouraged to follow a 60/40 ratio when determining the amount of activities that should be conducted in the classroom and outside the classroom.
- When conducting outside- of- the-classroom activities such as the introductory meeting with the mentee to put together an educational plan, preparing materials for the class, lesson planning, etc., the mentor is responsible for monitoring the mentee at all times.

All outside-the-classroom activities must be approved by the mentor with notification furnished to the CTE-TEACH's coordinator at least 24 hours prior to the start of the activity. All outside-the-classroom activities should be done in the school premises and is subject to random visits by the coordinator.

The following documentation must be submitted to the CTE-TEACH office when conducting outside-the-classroom activities:

- name of mentee
 - length of time
 - content of meeting/activity
 - date & time, and
 - location of the meeting
- Depending on the progress and ability of the mentee, mentors are encouraged to give the mentee an opportunity to conduct a lecture/presentation towards the end of the program under the mentor's supervision. **A copy of the lesson plan should be reviewed by the mentor and provided to the CTE-TEACH coordinator prior to the lecture/presentation.** CTE-TEACH reserves the right to perform random observations of the mentee's performance. Observations will be conducted with prior notification to the mentor and will be performed together with the mentor.
 - Discussions between mentors and mentees are considered confidential. Be careful and be aware about sharing sensitive personal matters.
 - If you have a concern you feel is beyond your ability to handle, contact the CTE-TEACH coordinator even if it seems trivial (refer to Grievance Procedures below).
 - A mentor who is assigned to two or more mentees is allowed to meet with all the mentees at the same time if an activity can be accomplished in a group session.
 - A stipend may be paid to the mentee for participating in the TeAM program. Volunteer positions are without pay/stipend.

- The Mentee must complete, sign and submit all required paperwork to the mentor, to be eligible for the stipend. **The mentor is responsible for collecting and submitting all documents to the CTE-TEACH office on or before the deadline which will be announced a week prior to the end of the program.**
- **No stipend will be paid to a mentee without fulfilling the minimum required hours for the program and/or without the submission of all required paperwork and forms.**

The following forms are required:

Mentee/Mentor Required Paperwork

Name of Form	To Be Completed By	Submission Date
Application Form along with a one-page essay on "Why I Want To Be A CTE-Teacher".	Mentee	Prior to the start of TeAM program
Mentor Application/Acceptance Form	Mentor	Prior to the start of TeAM program
Needs Assessment Form	Mentee with help from Mentor	After the 1 st Introductory Meeting w/ Mentor
Monthly Time Sheet	Mentee	End of the TeAM program
Mentee Evaluation of the Mentoring Experience	Mentee	End of the TeAM program
Program Evaluation	Mentee	End of the TeAM program
Mentee Status Report	Mentor	End of the TeAM program

- **Termination:** A mentee can be terminated for non-performance, which may include failure to comply with the requirements of the TeAM program and/or violation of the college/school's policies.

The termination process can only be initiated if the mentee has received a written warning of his/her performance and should include the reasons for the warning/termination. The mentee must be informed in writing by the mentor to whom the mentee has been assigned. The mentor must submit a copy of the written warning to the CTE-TEACH office.

- **Grievance Procedures:** Any mentee who feels that he/she is being treated unfairly according to the guidelines set forth here should first discuss the problem with his/her mentor. If a resolution is not achieved, he/she must contact the CTE-TEACH coordinator at:

**CTE-TEACH Coordinator
 Rio Hondo College
 Career & Technical Education Division
 3600 Workman Mill Road
 Whittier, CA 90601-1616
 Phone: 562-463-3152
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