
The voice and vision of special education

**CEC/CEC-PD MENTORING PROGRAM
2011-2012 GUIDELINES FOR MENTORS**

MENTORING PROCESS INITIATION

- Make the **initial contact** with the student within ten (10) days of the assignment of the student to the mentor
- Send students a brief bio or direct them to your Web site, Facebook page, etc.
- Establish rapport with the student; get acquainted; ascertain more specifically the areas in which the student may be seeking support/help; explore the student's interests; learn about the student's current involvement with children and youth with special needs
- Determine the contact mode(s) to be used; the schedule for contacts; the parameters of the ongoing communication process. Note any differences in time zones

COMMUNICATION

- Inform the student of the times you will not be available, i.e., vacation, conference attendance, off-site responsibilities, etc. Note any differences in time zones.
- Check in with the student on a **bi monthly basis**, especially if you have not had responses from the student to your communication. Be consistent with this periodic contact **even if** the student does not immediately respond to all communication you have sent.
- Contact the faculty advisor if a response has not been received from the mentee(s) after **two (2)** contact attempts have been made. The faculty advisor will be the personal link with the student to assist in the determination of the problem. A listing with the faculty advisor's contact information will be made available to the mentors through the coordinator of the mentors at the time of the mentee(s) assignment. If preferred, the coordinator of the mentors may be contacted regarding the issue.
- Provide the technical support requested; supply information relative to appropriate procedures to resolve issues within the pre service educational environment; offer support when needed; relate anecdotal information that may relate to the current situation; seek out current state-of-the-art and well established references relative to needs/requests that have been identified by the student; advise the student relative to the importance of membership in professional organizations such as CEC; provide information relative to the programs, services, and benefits afforded members of CEC; assist with suggestions for job searching and resumé preparation; etc.
- Advise graduating students of the Student 2 Professional Transition Membership Program option offered by CEC

- Share information with students that you may have prepared to use in professional development activities, class preparation, consultations, etc. remain **out of direct involvement** with conflicts between the student and faculty member, supervising teacher(s), etc. General suggestions to address challenges can certainly be offered.
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- Inform the coordinator of the mentors, Pam Gillet, (Pamelagillet@aol.com, 407/654-6708) of problems that arise

OTHER

- Maintain information relative to the types of support/assistance requested in order to share this with the coordinator of the mentors who will summarize the information and send it to the other mentors
- Send copies of information developed for the mentee to the mentor coordinator for sharing with other mentors.
- Communicate ideas to improve the Mentoring Program with the coordinator so that, where appropriate, these changes can be made as soon as possible.
- Share individual mentoring techniques with the coordinator of the mentors who will then share these, as applicable, with other mentors.
- Follow the guidelines presented.
- Participate in the annual evaluation of the Program.