**Mentor Program Overview**

1. Goals/Objectives
   1. Provide assistance and guidance for any teacher needing assistance
   2. Reach out to new instrumental teachers within each MSBOA district
2. Members (see back for responsibilities)
   1. District President
   2. District Mentor Coordinator
   3. Mentors
      1. Retired teachers
      2. Graduate Students (PhD and/or Masters with strong teaching experience)
   4. All MSBOA members
3. Mentor Program Expectations
   1. MSBOA will provide mileage for each mentor’s travel costs
   2. Mentor coordinator position in place at Spring meeting for next year’s activities
   3. Discussion at each Spring meeting to determine possible mentor and mentee candidates.
   4. Mentors make regular contact with their mentees

**MSBOA Mentor Program**

To help our teachers, new or old, we ask that each district interested in participating in this program discuss the suggested roles of each participant.

It is our goal to help new people feel welcome and know that they are not alone, oftentimes, in their very first job ever. For most of these new people it is especially critical if they are the only instrumental music teacher in the district. It is necessary for the success of new teachers to have someone that they can contact for help and advice as necessary. As a more experienced teacher, it is also nice to have someone that can be contacted when questions arise. As a retired teacher, it is nice to have people ask you for advice and be able to use the skills that you spent a lifetime honing. It is good to know that what you did matters to the next generation of instrumental teachers. As a graduate student or college professor, it is important to be able to use the skills that you are teaching in a real world situation and on a resume. All participants can benefit from a strong mentor program.

1. Suggested role of each MSBOA district president:
2. Find a mentor coordinator for the district at the spring meeting
3. Collaborate with the mentor coordinator to contact new hires in the MSBOA district and invite them to join MSBOA and attend the meetings, when possible.
4. Introduce new people at meetings and have the district members introduce themselves in order to promote collegiality.
5. Suggested role of the District Mentor Coordinator:
6. Find out who the new instrumental teachers are in your district or who is not an MSBOA member.
7. Who is leaving due to retirement or closing of programs?
8. Check the lists of schools in each county against MSBOA rosters and get the name of the new person or instrumental teacher who is not an MSBOA member. Sometimes this is done best by the colleague who lives closest to or in that school district.
9. Find out which schools no longer have instrumental music programs.
10. Personally call and email these new people and invite them to each MSBOA meeting or

welcome them to your district if they are more experienced.

1. Find out who in the district would like to have a mentor – ask them at the spring meeting and double check in the fall so as to have the necessary number of mentors available.
2. Create a list of possible mentors and contact them as to desire and availability of

participation. These names could be from the MSBOA emeritus list, local college music professors, etc.

1. Suggested role of the Mentor:
2. Contact the person a few different times and a few different ways
3. Find a mutually agreeable time for regular contact
4. Keep mentee updated on deadlines and important dates in MSBOA if he/she is a new teacher
5. Try to be available for questions as needed
6. Be sure that if you haven’t heard from them in a while that you call them