

School Counselor Mentor / Mentee Checklist

Beginning of year:

Introduction to Facility

- Obtain school map. Highlight key areas for mentee.
- Tour school
- Obtain parking instructions
- Obtain office keys and key for school
- Get ID card made for mentee
- Help mentee to prepare office area
- Tour feeder areas so mentee can see where students live
- Locate Education Center

Introduction to Staff:

- Introduce mentee to administrative, teaching and office staff
- Introduce mentee to custodians
- Obtain faculty list and list of support personnel
- Discuss professionalism (daily attire, working with colleagues and students)

Introduction to School Operations:

- Explain TimeKeeper, Aesop
- Obtain a school handbook. Review school's discipline policy and procedures
- Locate and review CCS Emergency Management Plan
- Locate and discuss daily school schedule
- Identify the system for making morning and afternoon announcements
- Explain / assist with following technology items:
 - Smart board use
 - Email system
 - Setting up Web-page
 - Google Apps
 - Phone system
 - NCWISE
- Explain incoming / outgoing mail / courier

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

August

Establishing Work Priorities

- Assist mentee in setting up weekly schedule
- Outline mentees role in Open House and Curriculum night
- Go over current 504 plans
- Explain process and procedures for 504 plans
- Discuss mentee role and responsibilities in school problem-solving teams (Example: SSMT, RTI, Attendance Team, etc)
- Provide mentee with list of community agencies (including school based and Counseling Center)- review referral procedures

Policy/Procedures

- Review Essential Standards (common core)
- Explain observation and counselor assessment process
- Discuss Individual Growth Plan (IGP) with mentee
- Review School Improvement plan
- Discuss cumulative folders (location, access, confidentiality)
- Discuss attendance procedures / responsibilities
- Go through School Counselor Handbook

Communication

- Share ideas for documenting student and family contacts, record keeping and record maintenance
- Provide mentee with schedule of school and district meetings

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

September

Establishing Work Priorities

- Set up meeting days and times for mentor / mentee meetings
- Schedule and observation. Include a pre / post conference.
- Discuss classroom management strategies
- Assist mentee with development and administration of needs assessment. Review school wide data (test scores; discipline data; attendance data, etc.). Determine strategies for meeting needs of students (through Classroom Guidance, small groups, individual counseling, school-wide programs / coordination)
- Discuss balance between work and personal life

Policy / Procedures

- Assist in development of IGP
- Review Child Abuse and Neglect Policy. Identify role of school counselor in this policy.
- Review working agreement with DSS
- Review CCS Pregnancy Policy
- Review suicide protocol

Communication

- Discuss strategies to use in conferencing with parents and teachers
- Provide time and opportunity for mentee to reflect and ask questions

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

October

Establish Work Priorities

- Share examples of specific community agencies that have been contacted to service students and families
- Review individual student cases. Address the effectiveness of mentee's interventions.

Policy/Procedures

- Ensure that mentee has clear understanding of following policies and procedures
 - o 504
 - o Problem-Solving Teams (SSMT, RTI)
 - o Referrals for Educational Testing
 - o Attendance

Communication

- Discuss mentee's organizational and record keeping skills
- Discuss ways to provide education and support to staff and families (staff in-service; parent workshops)
- Provide time and opportunity for mentee to reflect and ask questions

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

November / December

Establishing Work Priorities

- Discuss student observations and methods of collecting behavioral / academic data.
- Discuss use of data to plan interventions. Discuss research-based interventions
- Discuss transitioning students from middle to high school (if applicable)

Policy / Procedures

- Discuss Individual Education Plans and the role of school counselors in supporting students who are receiving EC services. Ensure that mentee understands the eligibility requirements for students to receive services. Go over categories for disabilities (SLD; ED; AU, etc.)
- Explain inclement weather policies and procedures

Communication

- Provide time and opportunity for mentee to reflect and ask questions
- Discuss ways of sharing community resources with students and families (examples: e-mail distribution lists, Family Resource Information Centers, Web-site, etc.)
- Encourage relaxation and revitalization during the vacation period

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

January / February

Establishing Work Priorities

- Discuss transitioning of students from elementary to middle school (if applicable)
- Discuss Classroom Guidance lessons that have been presented. Evaluate strengths and areas for growth.
- Discuss small groups that have been offered. Evaluate strengths and areas for growth.
- Promote parental contacts that share student success

Policy / Procedures

- Review importance of professionalism. Review ASCA Code of Ethics.
- Review school counselor role in various crisis situations
- Review promotion / retention standards and procedures
- Assist with mid-year review of IGP

Communication

- Discuss mentee's experiences in interactions with students, families and staff.
- Celebrate School Counseling Week.
- Provide time and opportunity for mentee to reflect and ask questions.

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

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March / April

Establishing Work Priorities

- Discuss End-of-Grade testing (impact on schedule; role of school counselor ; associated stress for staff and students)
- Review plans for End-of-Year activities

Policy / Procedures

- Discuss results of peer and / or administrator observation.

Communication

- Discuss methods for evaluating impact of School Counseling Program.
- Provide time and opportunity for mentee to reflect and ask questions.

Checklist has been completed: _____

(Mentor / Mentee Signatures and Date)

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May / June

Establishing Work Priorities

- Assist mentee in identifying the people who assisted them in their job role.
- Assist mentee in evaluation of self and School Counseling Program.
- Assist mentee in evaluating data and identifying needs to be addressed next school year.

Policy/Procedures

Communication

- Provide time and opportunity for mentee to reflect and ask questions.

Checklist has been completed: _____

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