

Reflect: What from the TedX video caused you to think more deeply about becoming a mentor?

I appreciate the idea that, as mentors, we should highlight the effort someone demonstrates rather than their natural gifts. Kenneth Ortiz's emphasis on praising choices and behaviors, rather than innate talent, aligns with the principles of a growth mindset, where effort, learning, and perseverance are celebrated, not fixed abilities. This approach resonates deeply with me because my parents consistently encouraged effort, which instilled in my brother and me a powerful belief that we shape our outcomes through our choices. This is a game-changing mentality that supports ongoing growth, development, and confidence. This approach positively impacts mentees by nurturing resilience, self-reliance, and a proactive attitude. By focusing praise on effort, mentees are more likely to embrace feedback, see challenges as opportunities, and persist in the face of setbacks.

Reflect: From the Self-Assessment Inventory, what stands out the most about the questions and your answers?

The idea that there will be anticipated areas of needed support and guidance stood out to me as I approach the role of mentor. Preparing to guide a new teacher stepping into an unfamiliar curriculum, school environment, and student body, the value of anticipating a mentee's needs cannot be overstated. Proactively offering clarity around classroom expectations, school culture, and curriculum pacing eases their transition and builds confidence from day one. Embedding regular check-ins, whether scheduled or spontaneous, provides emotional and instructional support while helping the mentee feel more confident as they move through the school year.

Reflect: What do you believe you might need help with as a mentor in our school district?

I think the most important support we can have as mentor and mentee is time. Spending time together, whether over coffee in the morning or just popping into each other's classrooms, creates a real sense of belonging and trust between a mentor and a new teacher. It's in those quick chats after class or working through lessons side by side where the real mentoring happens. These moments help new teachers learn the ropes faster, feel supported, and build confidence, sometimes even more than scheduled meetings can. I feel that when mentors are available more often, it shortens the learning curve and builds more confidence in new educators. I am hopeful that if I get the chance to mentor in the coming years, my schedule will allow me to be available.

