

Duanesburg Central School  
District  
Mentor Program  
2013-2014

Submitted by

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## Rationale

Successful schools are those that create a culture that has high student achievement at its core. Highly qualified teachers are essential to the creation of this culture and mentoring programs are fundamental to the recruitment, development and retention of these teachers. Through a strong mentoring program that supports new teachers, schools can transmit and sustain their core values and improve instruction by retaining highly qualified educators.

## Statements of Belief

We believe that:

- A mentor-mentee relationship can help teachers sustain their energy and enthusiasm, making it more likely that they will remain in the profession as highly effective teachers.
- A mentor-mentee relationship provides a vehicle for the transmission of the core values and beliefs to help build a culture of collaboration that is necessary for maintaining a highly effective school.
- A mentor-mentee relationship promotes reflection on teaching, offers a means to integrate a variety of instructional methods and ideas and is an important step in the life-long journey of learning.
- Our mentoring program affirms teachers as professionals whose knowledge and expertise are vital to the education of our students.

## Mission Statement

The Duquesne Central School Mentoring Program is designed to support and nurture new teachers, educating them in the culture of our school and helping them to continuously reflect and develop effective teaching strategies. A climate of trust and collaboration and a belief that teachers should be entrusted with career long

professional learning that will ensure the success of our program. Critical to the program's success is the commitment of all those who hold a stake in the process. Our success will be measured by the retention and growth of new teachers and by a strengthening of the collaborative professional climate of our school community. While continuity will be ensured, a commitment to growth and innovation will be created.

### Program Goals

1. To be in compliance with New York State law
2. To enculturate and guide newly hired teachers through common challenges and demands of the teaching profession; e.g., discipline, classroom management, interaction with parents, diversity in students and instructional issues
3. To develop and enhance the knowledge, skills, positive attitudes and values that are vital to teacher success through career long professional learning
4. To foster the professional learning culture where collegiality, collaboration and reflection are valued for all teachers
5. To retain highly qualified, newly hired teachers

### What is the Steering Committee?

As mentoring is one the fullest expressions of professional development, Duaneburg's mentor program will function in conjunction with the District's Professional Development Committee. The Steering Committee shall consist of the members of the Professional Development Committee as well as the two building mentor program coordinators and a representative from the Board of Education or Education Committee if available.

A Steering Committee will oversee the creation and implementation of our mentoring program and will meet mid-year and at years end to evaluate the program in order to refine or modify it as necessary to ensure its success. The Steering Committee will also approve the teachers accepted into the mentor pool.

### Who coordinates this mentor program?

The Duaneburg Central School District will appoint two mentor coordinators, one per building, to direct the mentor program each school year. Duties of the mentor coordinators shall include:

- Serving on the Mentor Program Steering Committee
- Periodic attendance at meetings of the Professional Development Committee to guarantee that the district's professional development offerings include appropriate in-services activities and materials for each mentor and mentee
- Collaborating with building principals to recommend pairings of mentors with mentees
- Facilitating mentor visitations of mentees
- Conducting monthly meetings for mentors and mentees
- Overseeing the collection of data used to evaluate the program
- Informing mentors and mentees of relevant professional development activities and providing logistical support to teachers who wish to register for these activities
- Assessing and adjusting mentor/mentee pairings, if necessary,
  - in consultation with the building administrators
- Overseeing the general operation of the program throughout the school year

### What is the eligibility/criteria for mentor selection?

Mentors are teachers who operate at the highest levels of their profession and whose efforts are essential to the success of our school district. Recognizing these facts, the DCS Mentoring Program strives to select mentors who exhibit the following characteristics:

- Tenured in the district
- Mastery of skills and methods
- Respected by peers
- Empathetic and approachable
- Effective listening and questioning skills
- Effective classroom management
- Evidence of life-long learning and commitment to professional development
- Committed to and passionate about teaching
- Non-judgmental and accepting of diverse styles and methods

Research indicates successful mentors need not possess all of these traits but should demonstrate many of them. By choosing mentors with these characteristics we will have identified our best, brightest and most committed to the improvement of our school.

### Who are the participants and how are they selected?

The selection process is designed to create a pool of mentors to be assigned to mentees as needed. The major participants are the mentor coordinators, the Steering Committee, mentors, mentees and long-term substitutes. After 20 days, the superintendent and building principal need to determine the projected length of a substitute's stay. The principal and mentor coordinator will assign a mentor as needed.

The position of mentor is open to all tenured teachers in the district. Teachers may nominate themselves by completing an application form. Teachers should speak directly to colleagues who they think would be good mentors and encourage them to put their names in the pool. Applications should be submitted to the mentor coordinators by June 1<sup>st</sup>. Once selected, mentors will be expected to receive training in the skills that will make them successful mentors.

Mentees may be new to the teaching profession or new to the district. The mentor coordinators and building principals will assign mentors to mentees. The best possible selection of pairings will be made in a confidential and non-judgmental manner. In some instances, the mentor coordinator will serve as the mentor to a mentee (i.e. when there is only one mentee in a building, when a teacher moves to a different grade level or for long-term substitutes).

### Can mentor pairings be adjusted?

The mentor coordinators and building principals will be responsible for adjustments to the pairings. The coordinators, the mentor, or the mentee can request or suggest an adjustment to the pairing. It is recognized that initial pairings may be affected by a variety of factors including teaching schedules, room assignments, and personalities. Such an adjustment should not be viewed as a result of failure on the part of either the mentor or mentee.

### What do we mean by confidentiality?

Confidentiality is the foundation of the mentoring process. The trust that must be established between mentor and mentee can only be created if there is knowledge that the words and actions of mentors and mentees do not become public knowledge. As the sharing of confidences with an administrator or colleague can undermine the entire mentoring process, all communication between a mentor and mentee must be kept confidential. Mentors will never make evaluative reports about mentees to administrators or colleagues, and *visa versa*.

This paragraph in no way exempts the mentors or mentees from obligations described in district policy that might endanger the safety and well being of students and staff.

### How long are the mentorships and what types of activities are expected to occur?

As per NYSED guidelines, beginning teachers will be provided mentors for one year. Teachers coming to Duaneburg with previous teaching experience will be provided mentors for one year. An additional year of mentoring will be provided if requested by the mentee and approved by administration.

Mentors and mentees will be engaged in a variety of activities including:

- An initial orientation and tours of the school and district before the start of the school year
- Training seminars/conferences/in-services
- Monthly mentor/mentee meetings with coordinators
- Informal drop-ins into each other's class
- Reflective journaling
- Long term planning

A schedule of monthly meeting dates and other activities throughout the year will be created prior to the start of the year's mentoring activities. Some topics that might be discussed at monthly meetings include:

- Confidentiality
- Suggestions for Open House and Parent-Teacher Conferences
- Classroom management techniques
- Differentiated Instruction
- Pedagogy
- Classroom visitations
- Current professional literature
- Education training
- Evaluation by administrators
- District services for students with special needs – what's available and how to obtain them

At a minimum, it is expected that mentors and beginning teachers meet regularly with one hour of contact time per week times forty weeks during the beginning teachers' first year. It is expected that in all other years mentees may need less than an hour of contact with their mentors each week. In all cases, mentors and mentees must log all contact time using the Time Log contained in the appendices of this document.

### What is the role of the mentor?

The role of mentor is critical to the success of mentees and the overall increase of professionalism and performance at Duaneburg. Teachers serving as mentors will be expected to:

- Serve as a conduit for information and resources
- Orient the mentee to the culture of the school and community

- Provide continuing coaching and support by listening first, answering questions and promoting reflection
- Build collegiality and provide support to help mentees develop and maintain a commitment to teaching
- Ensure a mentee's first year includes a broad variety of professional experiences
- Help the mentee develop classroom instruction/management
- Help mentees make a smooth transition into teaching

Topics that might be addressed are:

- Classroom confidentiality
- Materials/supplies for grade level/subject area
- Texts for your grade level/subject area
- Classroom organization
- Building forms, rules and procedures (Binder)
- Duplicating materials
- AV materials - what's available and how to obtain them
- Cafeteria procedures
- Emergency Building Procedures
- Substitute plans and procedures for requesting a substitute
- Review of NYS Standards
- Various district policies
- Preparing effective lesson plans
- Samples and explanations of tests for your grade level/subject area
- Report card grading
- Use of computer technology
- Record keeping methods
- Recording student attendance
- Field trip procedures, permission slips
- How to arrange for attendance at conferences
- Library procedures and facilities
- Evaluation by administrators
- Discipline policy
- Faculty/department meetings
- Building duties
- Fire drill procedures
- Assembly procedures
- Hall passes

Examples of some specific things mentors might do are:

- Model instructional strategies
- Offer to take over a class so the mentee can plan
- Supply sample lessons and offer alternative activities for the mentee
- Arrange for the mentee to visit other classrooms
- Work with mentor coordinator to arrange planning and release time.

### What are the responsibilities of the mentor?

Mentors provide field knowledge and demonstrate pedagogical skills in their curriculum. To fulfill their responsibilities, mentors:

- Discuss the importance of confidentiality, which includes not discussing what goes on in each other's classrooms.
- Schedule time to meet with your mentee to fulfill time responsibilities in accordance with Mentor Document.
- Initiate and build the relationship with their mentees.
- Establish a climate of peer support.
- Model reflective teaching practices.
- Apply and share effective classroom management strategies.
- Facilitate interaction between mentee and other colleagues to share various areas of expertise.
- Encourage and nurture an appreciation of diversity.
- Embrace mentoring as an investment in professional development.
- Complete Time Log with mentee and turn in at monthly meetings.
- Complete all Mentor Program forms.

Mentors are expected to attend the initial orientation session before the start of school. To allow mentors and mentees the ability to plan their summer schedules, the date for the summer orientation will be set by the district no later than June 1. Once the school year begins, mentors should meet with their mentee on a regular basis, logging all contact time. In addition, **mentors are expected to conduct a minimum of two informal classroom visitations of their mentee.** These visitations are intended to be confidential and provide peer guidance and should not take the place of formal observations by administrators. The district will provide substitutes to allow these visitations to occur.

If a mentor does not or is not able to live up to these responsibilities, stipends will be pro-rated accordingly and the pairing will be terminated.

### What training will be provided to mentors?

Mentors will be provided with at least two days of training. Mentor Coordinators will make mentors aware of upcoming training and will assist in seeing that this

training is provided. It is the mentors' responsibility to sign up for and complete this training. Training should provide opportunities for mentors to:

- Study the broad issues of induction of mentees into the school, the district, the community and their profession
- Enhance or expand upon the knowledge and skills needed to assist mentees
- Share techniques, experiences and learning with other mentors and mentees
- Learn and practice strategies for developing trusting relationships and enhancing communication skills
- Understand and assess the needs of mentees
- Learn and use coaching strategies in order to conduct classroom observations and provide feedback
- Understand and put to use theories of adult learning and development
- Cultivate an analysis of one's own teaching practices

Mentors may attend training through the Greater Capital Region Teacher Center, BOCES, or higher educational mentoring course options. Those who attend these sessions will be encouraged to share their experiences and information with others. Training may be offered as part of the summer orientation for mentor teachers. It is expected that training will be offered at additional times throughout the school year (e.g. early release days, conference days).

Additional training will be available through collegial circle discussions of critical questions in education offered through the auspices of the district's Professional Development Committee.

### **What are the responsibilities of the mentee?**

In order to make their initiation into teaching more successful, mentees should:

- Recognize that you have the responsibility of building a collaborative relationship with your mentor.
- Find out if veteran teachers have materials or insights that would help them
- Be willing to admit they have a lot to learn
- Ask to visit colleagues' classrooms to learn about different approaches to teaching
- Seek out assistance from the mentor coordinators in the event that the mentor /mentee relationship is not helpful
- Complete Time Log Sheets with your mentor
- Complete and hand in all other required Mentor Program forms
- Notify mentor of mentor/mentee meeting conflicts and make rearrangements necessary to fulfill time commitments in accordance with Mentor Document requirements.

- Schedule additional meetings and seek assistance when necessary
- Additionally, mentees should make themselves available for:
  - Summer orientation training (first year only)
  - Regular monthly meetings with coordinators
  - Informal visits by mentor

### **What are the responsibilities of the Board of Education and Administrators?**

Education Law Section 3033, as amended by Section 117-b of Chapter 436, states that Boards of Education and Boards of Cooperative Educational Service are authorized to participate in the NYS MTIP in accordance with the law. The DCS BOE, in compliance with the law, understands that a District mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law. By regulation, any items of the mentoring plan that fall within the purview of Article XIV of the Civil Service (Taylor Law) must be negotiated contractually in accord with those provisions.

The Board of Education and administrators should help to promote the Mentor Program, make mentees feel welcome and help celebrate the mentoring process. Administrators should seek Board of Education support and work with the Professional Development Committee to provide training opportunities for both mentors and mentees. Administrators should also pursue professional development activities that deepen their understanding of their role in the mentoring program and that give them the knowledge to more effectively work with mentor coordinators, mentors and mentees.

### **How are mentees compensated? (see DTA contract for mentors)**

- Mentees shall be compensated on the following basis:
- The mentees will earn professional development credits towards their 175 hours necessary to NYS in fulfilling their certification requirements.

### **Why and how will the Mentor Program be evaluated?**

The program will be evaluated in a variety of ways to determine its overall impact on teacher retention, instruction and the professional climate of our school community. While this evaluation will be long-term in nature, the program will also be evaluated for operational efficiency and its success in meeting the more immediate needs of mentees. Shorter-term evaluations will consider issues such as the assignment and training of mentors, the success of the program in meeting the identified needs of mentees such as dealing with planning and preparation, classroom

organization and environment, instruction, discipline issues, and professional responsibilities.

Specific forms of evaluation will include:

- Evaluation of orientation process
- Quarterly reflective summaries from mentors and mentees
- Mid-year and end-of-year evaluation forms
- Monthly meetings with mentors and mentees
- Teacher retention rate
- Exit interviews/job satisfaction survey

**What additional resources are needed to ensure the success of the Mentor Program?**

Adequate resources must be committed to the Mentor Program to ensure it functions effectively. The district will provide the time necessary for mentors, mentees and mentor coordinators to fulfill their responsibilities. The district will provide regular substitutes for classroom coverage to allow visitations and follow-up meetings.

The district will be responsible for providing monetary resources for activities or materials, which include:

- Conference fees and expenses for mentor training and mentor/mentee activities
- Summer orientation sessions for mentees
- Supplies and materials needed for the mentor program
- Tokens of recognition for the achievements of mentees and mentors
- A year-end meeting and recognition of the successes of the program and those involved in it.

MENTOR/NEW TEACHER Schedule/Checklist 2013 -2014		Check when done	
July/August	Mentors may attend summer training.	Attended training	N/A
August 31	Attend New Teacher/Mentor Orientation Evaluation is due at the September meeting.	Attend orient.	
September	Orientation evaluation (ME only).	Eval. (ME only)	
(M.S./H.S Only)	Monthly Mentor/Mentee Meeting	Att. Mtg.	
September	Log to MT Coordinator	Log	
(E.S. Only)	*New Teacher Reception-Oct. 24 <sup>th</sup>		
	Inquire about upcoming training/workshops	Training Inq.	
	Schedule Oct. Visitation	Sched. Visit	
October	Monthly MT/ME Meeting	Att. Mtg.	
	Log	Log	
	Quarterly Summary	Quarterly Sum.	
	Visitation	Visit done	
November	Monthly MT/ME Mtg.	Att. Mtg.	
	Log	Log	
December	Monthly MT/ME Mtg. (Co.-social)	Att. Mtg.	
(*At the E.S.*)	Log	Log	
	Schedule January mentor Visitation	Sched. Visit	
January	Monthly MT/ME Meeting	Att. Mtg.	
	Log	Log	
	Quarterly Summary	Quarterly Sum	
	Mid-yr. Evaluation	Evaluation	
	Visitation	Visit done	
February	Monthly MT/ME Mtg.	Att. Mtg.	
	Log	Log	
March	Monthly MT/ME Mtg.	Att. Mtg.	
	Log	Log	
	Quarterly Summary	Quarterly Sum.	
April	Monthly MT/ME Mtg	Att. Mtg.	
	Log	Log	
May	Monthly MT/ME Meeting	Att. Mtg.	
	Give Quarterly Summary & Log to MT Coor	Quarterly Sum.	
	Evaluation (Feb. - June ) - MT/ME	Evaluation	
	End of year Evaluation ME only	Eval - ME only	
June	(Co-Social) Last log due	Att. Mtg.	
(*At the E.S.*)		Log	

### Quarterly Reflective Summary (Can be done together)

Name \_\_\_\_\_ School Year \_\_\_\_\_  
Quarter \_\_\_\_\_

Briefly summarize the previous quarter as follows:

What's going well?

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What will your focus be next?

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List any needs that you have at this time that the Mentor Program is not addressing:

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Evaluation of DCS Mentor Program Orientation Process

(\*To be completed by Mentee)

Date: \_\_\_\_\_

Please check your level of agreement in reference to the following statements involving the DCS Mentoring Program Orientation Process.

	strongly disagree	/agree/	strongly agree
1. The orientation offered a friendly, supportive, welcome.	1	2	3 4 5
2. I was introduced to key people within the school community.	1	2	3 4 5
3. Tours of the schools and of the district were helpful, informative and worthwhile.	1	2	3 4 5
4. I was given information, materials, supplies and workspace needed to adequately prepare for the start of the school year.	1	2	3 4 5
5. I was made aware of important first day procedures.	1	2	3 4 5
6. I was given the school's Teacher Handbook, which included information such as necessary names and phone numbers of people I may need to contact, district and building policies, the school's calendar, map of buildings and emergency procedures.	1	2	3 4 5

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 What needs do you have that you would like the Mentor Program to address?

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Your comments/suggestions are welcome:

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Revised 8/06

Evaluation of Mentor Program  
 September-January  
 (To be completed by Mentor and Mentee)

Check one Mentor \_\_\_ Mentee \_\_\_

Date: \_\_\_\_\_

Please circle your level of agreement in reference to the following statements involving the DCS Mentoring Process.

- |   |   | strongly<br>disagree |   | agree |   | strongly<br>agree |
|---|---|----------------------|---|-------|---|-------------------|
| 1. The Quarterly Summaries provide a brief yet valuable tool for present and future planning.                 | 1 | 2                    | 3 | 4     | 5 |                   |
| 2. The Time Log is a helpful tool for accurate record keeping and for guiding the mentor/mentee meetings.     | 1 | 2                    | 3 | 4     | 5 |                   |
| 3. Mentor/Mentee meetings provide needed guidance through common challenges.                                  | 1 | 2                    | 3 | 4     | 5 |                   |
| 4. Monthly meetings bring mentors and mentees together in a climate of professionalism and collegial support. | 1 | 2                    | 3 | 4     | 5 |                   |
| 5. Topics of the monthly meetings reflect mentor/mentee needs and recommendations.                            | 1 | 2                    | 3 | 4     | 5 |                   |
| 6. Training is available and relevant to my needs.  | 1 | 2                    | 3 | 4     | 5 |                   |
| 7. To this point, the Mentoring Process has had a positive affect on instruction.                             | 1 | 2                    | 3 | 4     | 5 |                   |

We welcome your suggestions for improving the program for the rest of the year:

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Revised 8/06

## Evaluation of Mentor Program

February-June

(\*To be completed by the Mentor and Mentee)

Check One Mentor \_\_\_\_ Mentee \_\_\_\_

Date: \_\_\_\_\_

Please circle your level of agreement in reference to the following statements involving the DCS Mentoring Process.

- |   |   | strongly<br>disagree | agree | strongly<br>agree |
|---|---|----------------------|-------|-------------------|
| 1. The Quarterly Summaries provided a helpful tool for ongoing reflection and goal setting throughout the year .  | 1 | 2                    | 3     | 4 5               |
| 2. Using the Time Log was time efficient and thorough in its coverage of topics for discussion throughout the year.   | 1 | 2                    | 3     | 4 5               |
| 3. Training has been available and relevant to my needs.  | 1 | 2                    | 3     | 4 5               |
| 4. The Mentoring Program has been an essential component in developing teacher effectiveness.   | 1 | 2                    | 3     | 4 5               |
| 5. The Mentoring Program helps create a sense of professionalism and collegiality.  | 1 | 2                    | 3     | 4 5               |
| 6. The Mentoring Program has helped to maximize teaching abilities by providing a combination of educational literature, professional feedback and personal contacts needed for improved teacher effectiveness and daily instruction. | 1 | 2                    | 3     | 4 5               |

Your suggestions/comments are welcomed:

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Revised 8/06

## Evaluation of the DCS Mentoring Process

End of year

(\*To be completed by Mentee)

Date: \_\_\_\_\_

### Part I

Please circle your level of agreement/disagreement in reference to the following statements involving the DCS Mentoring Program.

		strongly disagree	/agree/	strongly agree
The DCS Mentoring Process:				
1. Helped to establish a smooth integration into the culture of the school, district and community.	1	2	3	4 5
2. Fostered a spirit of collaboration.	1	2	3	4 5
3. Promoted a climate of professionalism and trust.	1	2	3	4 5
4. helped me to understand what was expected of me as a teacher.	1	2	3	4 5
5. Helped to reduce concerns and overcome challenges.	1	2	3	4 5
6. Provided a means to sufficiently communicate with my mentor.	1	2	3	4 5
7. Caused me to reflect on my teaching.	1	2	3	4 5
8. Helped improve my teaching knowledge.	1	2	3	4 5
9. Helped to enhance my instructional practices.	1	2	3	4 5
10. Helped with classroom management.	1	2	3	4 5
11. Provided assistance in securing needed resources.	1	2	3	4 5
12. Helped me to prepare to work with parents.	1	2	3	4 5
13. Provided beneficial professional development.	1	2	3	4 5
14. Provided on-going support as needed.	1	2	3	4 5
15. Included administrative support.	1	2	3	4 5
16. Included program coordinator support.	1	2	3	4 5
17. Played an integral role in the success of my first year(s) at DCS.	1	2	3	4 5

Please complete Part 2 on the back.

Part 2

1. What did your mentor do for you this year that was invaluable?

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2. What did not work for you in this program?

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3. What do you wish your mentor, the program, and/or administration had done for you this year?

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4. What is it about Duquesne Central School that made you decide to stay?

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Duanesburg Central School District  
Mentor Program Intern Log

Month: \_\_\_\_\_

Type of Assistance	Date							
<b>District Policies/Culture</b>								
Awareness of district services								
Communicating with administrators								
Communicating with parents								
Communicating with other teachers								
Completing paperwork								
Routine school procedures								
Securing equipment								
Securing teaching materials								
Teacher expectations								
Understanding building policies								
Understanding district/buildg. Culture								
Union issues/legal rights								
<b>Evaluations/Visitations</b>								
APPR-Annual Performance Review								
Preparing for classroom observations								
Visitation by mentor/intern								
<b>Personal</b>								
Moral support and encouragement								
Stress management								
Time management								
<b>Management</b>								
Classroom discipline								
Classroom organization/management								
Motivating Students								
<b>Instruction/Curriculum</b>								
Aligning curriculum/standards								
Assessing/interpreting student records								
Curricular support/discussions								
Differentiating instruction								
Facilitation group discussions								
Grouping for instruction								
Instructional techniques								
Learning theory								
Preparing for standardized tests								
Student Assessment								
Working with special ed. students								
Other:								
Total Time of Each Meeting								
Please record total time in partial or full hour increments. (.25,.50,.75)								
Total Time for the Month- <input style="width: 100px; height: 20px;" type="text"/>								

Mentor: \_\_\_\_\_ Mentee: \_\_\_\_\_