



Sarcoxie R-2 School District

Mentoring Program Handbook

“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

~Benjamin Franklin

NEW TEACHER ASSISTANCE

The Excellence in Education Act requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, these programs should help beginning teachers polish their skills, improve their chances for success and encourage them to stay in the profession.

PROFESSIONAL DEVELOPMENT PLAN

According to law, school districts must provide a “professional development plan” for each faculty member who has no teaching experience. A district may wish to delegate to its Professional Development Committee responsibility for ensuring that each beginning teachers has a plan.

The plan must address at least the teacher’s first two years in the classroom. The plan may also reflect the findings of other educational research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs of the teacher.

PURPOSE OF THE MENTORING PROGRAM

Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education. Effective professional development programs are well-organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw upon the resources of higher education and the community. Their most important benefit is better education for students.

The mentor program should provide needed assistance to beginning teachers to assist them in becoming successful teachers. The program should also provide experienced and skilled teachers in the SARCOXIE R-II school district the opportunity to refine their skills as they instruct and assist new teachers with their classroom and school responsibilities.

THE MENTOR

The mentor teacher is a very special person, a model of professionalism. A mentor has many characteristics (Bova and Phillips, 1984): the mentor is recognized by his colleagues and supervisors as possessing skills and knowledge in the profession along with the ability and desire to transmit the knowledge and skills to another. The mentor influences the new teacher in his development by acting as a guide, a coach, a confidant, and a welcomer to the profession of teaching. The selection of mentor teachers, therefore, should follow a careful process.

MENTOR SELECTION (I.A, I.C)

Although the law does not specify eligibility criteria, there are certain factors to consider when selecting mentors. Experienced teachers who have demonstrated success in the classroom, who are open to continued training, and who have a positive attitude toward mentoring should be recruited as mentor teachers.

- Involvement in professional development: Continually current on educational issues and shares knowledge with others
- Teaching experience of mentor: Three years – two or more in district
- Proximity to new teacher: Same building, common planning time, etc
- Attitude toward teaching: Positive attitude toward learning, teaching students and guiding a new teacher in a caring, supportive way
- Commitment to mentoring role: Willing to commit as much time and effort as needed
- Compatibility with new teacher: Same grade level/subject area, along with shared beliefs and philosophies of teaching when possible

The principal and PDC should work collaboratively to select mentors. Mentors should be identified in time to allow for training and so they can help beginning teachers with their professional development plans. Ideally, a mentor should be teaching in the same grade level or the same area of certification as the beginning teacher.

Thorough and consistent training of mentors is a key to the success of the program. The PDC should arrange training programs for mentors that address these topics:

- The roles and responsibilities of all members of the new teacher's professional development team and the PDC
- Techniques of coaching and counseling
- Format and content of the professional development plan
- How to use teacher evaluation to help beginning teachers
- Resources (people and publications) available to beginning teachers
- Techniques of classroom observation
- Current theory and models of instruction and classroom management

MENTOR TRAINING (I.B)

The mentor-training framework areas are the key to successful implementation and practice. Evaluation and support are essential for high-quality, ongoing staff development training. The Professional Development Committee, in cooperation with the district's administration, should design or arrange activities for mentors. The Missouri Professional Development Guidelines call for mentor-training programs to address these topics:

- The roles and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor and the higher education representative
- Coaching and counseling techniques
- The format and content of the professional development plan
- Teacher evaluation, content and process
- Problem-solving strategies
- Listening and inquiry skills
- Resources (people and publications) available to beginning teachers at the district, higher education, regional and state levels
- Peer coaching
- Current theories and models of instruction and classroom management

PROVISIONS FOR MENTOR TRAINING (I.B)

District's mentor training guidelines - Training is formal and ongoing

Support for mentor training - Written guidelines outline mentor-support resources, including personnel, materials and time

Evaluation of mentor training - Mentors, new teachers and administrators participate in annual formal evaluation and make needed revisions (New Teacher Mentoring Program Assessment Rubric)

TYPES OF MENTORING

Beginning Teacher - This teacher is within their first two years of teaching. They will be required by the state of Missouri to complete two years of mentoring. They will follow monthly/quarterly logs for beginning teachers. These logs will be completed online through Google Forms on the district website.

New Teacher to the District - Teachers who have completed two years of teaching (or more). These teachers will complete one year with the mentoring program to assist the transition to Sarcoxie School District. They will follow the checklist for experienced teachers. This checklist will be completed through Google Forms on the district website.

Goals of the Mentoring Program

- To provide new teachers a professional relationship with a mentor for professional growth and development
- To retain new teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching
- To provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers
- To offer mentors opportunities for professional growth by providing training and expansion of professional skills

MENTOR RESPONSIBILITIES

The culture of the education profession is largely determined by mentors. State law specifically builds professional confidentiality into the mentor program, an acknowledgment that making mistakes is part of the learning experience. Taking time to listen and understand a new teacher's experiences and problems builds professional respect and leads to the sort of dialogue needed for professional growth.

- Contact with new teacher before school starts: Mentor provides curriculum guides, previous teacher's files, materials and human resources
- Communication, feedback and observations: Mentor follows through on contacts by individualizing topics that have been discussed
- Availability Always available to listen and answer questions
- Professional relationship with new teacher: Mentor develops strong professional relationship with new teacher, based on mutual respect and trust
- Confidentiality Mentor maintains confidentiality at all times and reinforces trust
- New teacher's professional development plan: Mentor individualizes new teacher's PDP, encouraging growth and career advancement
- District policies and building rules: Mentor continually discusses policies, rules and cultural norms

TIME FOR MENTORS TO OBSERVE AND GIVE FEEDBACK

- Observations: Multiple lessons observed and feedback provided to new teacher by support teacher.
- Format: Mentor observes demonstration of above-standard requirements, plus use of school and district growth areas. Required form follows.

GUIDELINES FOR OBSERVATIONS

Making time for observations, like going to the doctor, is better done sooner than later. One teacher suggests, "Take papers you need to grade and just sit in the back of another classroom, listening and observing." Isolation is a barrier new teachers can overcome by simply going outside their classrooms to learn from master teachers.

- Prior to observation, the mentor and mentee should meet to have dialogue regarding what area will be observed and what the mentor expects to see.
- The mentee should observe their mentor at least twice as well as another highly qualified teacher twice for a total of four observations.
- Observations should be arranged and requested through the building principal. A copy of the observation should be given to the building principal following an observation.

PDC AND ADMINISTRATION RESPONSIBILITIES (I.C)

- Set aside protected scheduled time for members to meet with mentees on a regular basis.
- Develop curriculum and PD resources for mentors and mentees to participate in. These activities will help improve immediate and long term instruction and student learning.
- Scheduling observations: Suggests teachers to model areas of expertise to meet needs of new teacher
- Evaluation vs. supervision: Coaches mentors
- Participation: Involved in evaluation of mentoring process
- Support: Creates supportive, encouraging environment
- Appointment of mentors: Leads ongoing progress to cultivate leaders
- Administrative support: Offers resources to mentor and new teacher

NEW TEACHER RESPONSIBILITIES

Veteran Teacher's Advice

- “You aren’t expected to know all the answers,” remembers a first-year teacher. “At first that was hard to let go of – I wasn’t used to others knowing I didn’t know what I was doing all the time. But no one goes without making mistakes. Those who got in trouble hid their mistakes.”
- “Another big mistake that I made was thinking I was doing it the right way. For example, at the building where I student-taught, you were expected to make all the arrangements for field trips. But at this school, the procedure and policies are quite different. Luckily, I had talked to my mentor to find out if I was handling the situation correctly before I went too far.”
- “Document, document, document. I can’t tell you how many times this was said to me. My mentor helped me set up a system for documenting student progress and behavior, parent communication, my professional development plan, and my mentoring reflections and meetings. I referred to that information several times in tight situations.”

Communication:

- Shares mutual respect with mentor and engages in both formal and informal communication
- Seeks support and assistance on a regular basis and reflects with mentor and colleagues
- Engages in in-depth conversations while seeking answers to questions
- Uses team-based approach to solving problems

Documentation:

- New teacher documents reflections, as well as activities, keeps logs and uses a checklist of certification requirements, mentoring program, PDP, in-service, performance-based teacher evaluations, university- assistance program and other related topics

THE PROFESSIONAL DEVELOPMENT PLAN

By law, school districts must provide a professional development plan for each faculty member who has no teaching experience. The mentor then should help the new teacher develop a specific professional development plan that addresses the first two years in the classroom.

Goals identified in the plan relate to the district’s evaluation criteria. The plan reflects educational research on effective teaching. The plan’s purpose is to assist – not evaluate – the beginning teacher. It must respond to individual needs and take into account the fourth-year college assessment, if provided.

The beginning teacher’s mentor should initiate preparation of the professional development plan with the mentee. Subsequent planning sessions between the mentor, the building administrator and the beginning teacher should occur before or during the first month of school. The plan should include goals in the areas of instructional processes, classroom management, professional relationships and interpersonal responsibilities. An individual professional development plan is required throughout the time a teacher has an Initial Professional Certificate (IPC).

MENTOR ACTIVITIES AND DUTIES

TEACHING

- Specific skills and knowledge necessary for successful job performance
- Formal / informal observations

ADVISING

- Occurs in response to a request
- Imparting wisdom based on a high degree of competence and extensive experience

COUNSELING

- Provide emotional support in stressful times
- Clarify novice's career goal
- Develop plan of action to achieve career goals

ROLE MODELING

- The mentor's traits and behaviors become an example that the novice unconsciously uses to pattern his/her own manner

VALIDATING

- Evaluation, possibly modifying, and finally endorsing the new teacher's goals and aspirations
- It is important for a successful maintenance of the mentor/new teacher relationship

MOTIVATING

- Providing the encouragement and impetus for the new teacher to act toward achievement of goals

COMMUNICATING

- Establish open lines of communication through which concerns can be discussed clearly and effectively

COACHING

- Teaching "the ropes"
- Providing relevant feedback to improve the new teacher's performance and potential

ACCEPTANCE AND CONFIRMATION

- Providing ongoing support, respect, and admiration which strengthens self-image

GUIDING

- Orient novice to the organization's rules and expectations

Suggestions and Helpful Hints

- Share concerns and topics of the day (as needed)
- Meet at the end of the day and frequently during the first week to allow for questions and concerns
- Mentor listens and volunteers help to mentee
- Keep notebook of things that work and things discussed
- Share sample grade book, lesson plans, and techniques
- Teach routine survival skills
- Keep a folder of workshops and conferences available
- Keep records of administrative contact and correspondence
- Arrange a specific place and time to meet
- Develop a teaming approach for your relationship
- Video tape lesson and evaluate performance together and share
- Use the entire faculty to make the mentee comfortable
- Keep in contact with PDC contact
- Provide a survival kit for your mentee
- Be professional and have a sharing attitude
- As a mentor, give specific praise for accomplishments
- Show mentee significant places in the building
- Mentee and mentor should keep good contact with parents of students

Tips for Parent Communication

- Conference with mentee early about “how” to communicate --- What works/doesn’t
- Modeling “how to” conference parents early in the program
- Suggest discussing students with team members before preparing for conferences
- Help mentee prepare for Open House
- Emphasize positive contact with parents. Don’t always use contact for negative reporting
- Teach mentee how to balance positive comments with parents to get strokes for mentee before the negative
- Young teachers have less credibility --- help prepare by sharing experiences
- Emphasize need to be prompt in communication
- Suggest tips for parent communication methods: email group, websites, newsletters
- Suggest tips for professional parent interaction through email
- Communicate the importance of working with parents
- Maintain a logging system for parent contact record
- Discuss ways to express concerns and basic parenting skills to parents
- Share examples of past conference sheets and report cards
- Suggest mentee observe other teachers in conferences (if possible)
- Suggest tips for parent communication methods: email group, websites, newsletters

Tips for Paper Shuffling

- Seek ideas from other faculty members
- Try group cooperative learning
- Help set up file system for student's work and teacher records
- Make aware of forms for monitoring progress
- Share organization of the grade book, plan book, and progress reports
- Share editing forms/composition evaluation forms and methods
- Give advice for easing load of correcting papers
- Review forms requested by district
- Compare grading systems
- Help develop record keeping and attendance forms
- Help mentee write exams for courses
- Suggest ways to deal with late assignments and establish consistency
- Help mentee document discipline cases
- Suggest ways to prioritize what needs to be done
- Help with budget forms, purchasing forms, ordering books
- Share mentor materials (tests, worksheets, etc.) with mentee
- Help mentee set up routine for classroom (attendance, homework, etc.)
- Organizing data

Tips for Effective Instruction

- Co-teaching Information
- Observe mentor teaching subjects with which mentee is not comfortable
- Present different teaching options --- lecture, small group cooperative learning, individualization
- Help write semester course outlines
- Develop materials for courses with no textbooks
- Give helpful hints via notes or verbally
- Plan goals for week in advance
- Encourage mentee to tell mentor what to look for in observations
- Stress to mentee that visits are for observation/help not evaluation
- Mentee observes mentor and then incorporates useful ideas in his/her class
- Prioritize what we are teaching --- look at “why” (Power Standards)
- Sharing of methods, sequencing of concepts, help with long-range goals
- Share ideas for uses of visual aids to improve teaching effectiveness
- Ask mentee to evaluate and reflect on his/her own instruction stating positive points, weak points, etc.
- Stress preparedness --- avoid “winging it”
- Mentor shares ideas that have and haven’t worked
- Share classroom management ideas

Tips for Preparing for the First Day

Directions:

Check (✓) each item for which you already have a prepared process

Place an (X) by any item for which you do not have a policy, but believe you need one

Highlight those items which you will teach the students the first day of class

Efficiency in the classroom is the hallmark of an effective learning environment.

Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time)

Beginning Class

- _____ Roll call, absent, tardy
- _____ Academic warm-ups
- _____ Distributing materials
- _____ Class opening

Room/School Areas

- _____ Teachers' desk
- _____ Drinks, bathroom, pencil sharpener
- _____ Student storage/lockers
- _____ Student desks
- _____ Learning Centers/ Stations
- _____ Playground, school grounds
- _____ Lunchroom
- _____ Halls

Setting Up Independent Work

- _____ Defining "Work Alone"
- _____ Identifying problems
- _____ Identifying resources
- _____ Identifying solutions
- _____ Scheduling

Instructional Activities

- _____ Teacher, student contacts
- _____ Student movement around the room
- _____ Signals for students' attention
- _____ Signals for teachers' attention
- _____ Student talk during seat work
- _____ Activities to do when work is done
- _____ Laboratory procedures
- _____ Bringing materials to school
- _____ Expected behavior in a group
- _____ Behavior of students not in a group

Ending Class

- _____ Putting away supplies, equipment
- _____ Cleaning up
- _____ Organizing class materials
- _____ Dismissing class

Interruptions

- _____ Rules
- _____ Talk among students
- _____ Conduct
- _____ Passing out books, supplies
- _____ Turning in work
- _____ Handing back assignments
- _____ Getting back assignments
- _____ Out-of-seat policies
- _____ Consequences for misbehavior

Tips for Preparing for the First Day

(Continued)

Directions:

Check (✓) each item for which you already have a prepared process

Place an (X) by any item for which you do not have a policy, but believe you need one

Highlight those items which you will teach the students the first day of class

Other Procedures

- _____ Fire drills
- _____ Lunch procedures
- _____ Student helpers
- _____ Safety procedures

Student Work

- _____ In-class participation
- _____ In-class assignments
- _____ Homework
- _____ Stages of long-term assignments

Work requirements

- _____ Heading in papers
- _____ Use of pen or pencil
- _____ Writing on back of paper
- _____ Neatness, legibility
- _____ Incomplete work
- _____ Late work
- _____ Missed work
- _____ Due dates
- _____ Make-up work
- _____ Supplies
- _____ Coloring/drawing paper
- _____ Manuscript/cursive (elementary)

Communicating Assignments

- _____ Posting assignments
- _____ Orally giving assignments
- _____ Provision for absentees
- _____ Long-term assignments
- _____ Term schedule
- _____ Homework assignments

Checking Assignments in Class

- _____ Students exchanging papers
- _____ Marking and grading assignments
- _____ Turning in assignments
- _____ Student correcting errors

Grading Procedures

- _____ Determining grades
- _____ Recording grades
- _____ Grading long assignments
- _____ Extra credit work
- _____ Keeping papers, grades, assignments
- _____ Grading criteria

Academic Feedback

- _____ Rewards and incentives
- _____ Posting student work
- _____ Communicating with parents
- _____ Students' record of grades
- _____ Written comments on assignments

Mentoring Program Forms and Documents

(All of the following forms are also available on the Sarcoxie R-2 website)

Sarcoxie R-II School District
Sarcoxie, Missouri

(Name)

Participated in a
Beginning-Teacher Assistance Program

At

(College/University)

on _____

(D/M/Y)

Mentor/Supervisor

This form must be completed and returned to the Mentor Chairperson

NEW TEACHER OBSERVATION FORM

New Teacher _____ Date _____

Teacher Observed _____

Why did you choose to observe this teacher and/or lesson:

Area Highlighted (District or building goals such as):

- Classroom Management
- Cooperative Learning
- Reinforcing Effort and Providing Recognition
- Learning Groups
- Identifying Similarities & Differences
- Homework & Practice
- Summarizing & Note taking
- Representing Knowledge
- Setting Objectives & Providing Feedback
- Generate & Test Hypotheses
- Cues, Questions, & Advanced Organizers
- Specific Types of Knowledge
- Putting it All Together
- Differentiated Instruction

Notes from Observation:

How/what I will implement in my classroom:

MENTOR OBSERVATION FORM

Mentor _____ Date _____

New Teacher _____

Skills Demonstrated (District or building goals such as):

- Classroom Management
- Cooperative Learning
- Reinforcing Effort and Providing Recognition
- Learning Groups
- Identifying Similarities & Differences
- Homework & Practice
- Summarizing & Note taking
- Representing Knowledge
- Setting Objectives & Providing Feedback
- Generate & Test Hypotheses
- Cues, Questions, & Advanced Organizers
- Specific Types of Knowledge
- Putting it All Together
- Differentiated Instruction Strengths:

What went well:

To work on:

New Teacher First Year Mentoring Checklists

August:

- Schedule a time to meet with mentee before district wide back-to-school sessions.
- Tour your campus
- Discuss room preparation
- Discuss first day activities
- Discuss classroom management/discipline plan
- Review the process for discipline referrals
- Discuss lesson plans for the first week of school
- Discuss importance of using instructional time wisely
- Review attendance and lunch count procedures
- Review safety handbook and procedures
- Review faculty handbook
- Discuss process for requesting substitute
- Discuss supervision responsibilities
- Discuss professional dress and conduct
- Review grade level/content area curriculum
- Encouragement or small gift for first day of school/classes
- Discuss lesson plan design
- Assist signing up for a Beginning Teacher Workshop

September:

- Review accident reports
- Review process for requesting materials and filling out Purchase Orders
- Review SLO and UOI Processes
- Review progress reports and grading systems
- Review special services procedures
- Review technology topic, questions, and concerns
- Observe mentor
- Review PDP
- Review procedures for parent/teacher conferences
- Review SPED files
- Review teacher evaluation process
- Discuss effective ways to communicate with parents

October:

- Review assemblies and traditions
- Review end of quarter procedures
- Discuss/Assist mentee in preparing for P/T Conferences
- Review student motivation techniques
- Mentor observe mentee
- Discuss and begin PD Logs
- Discuss PD opportunities

November

- Review/brainstorm time management strategies
- Review technology topics, questions, concerns
- Discuss required attendance of an outside PD workshop
- Review how P/T conferences went
- Schedule and observe another teacher
- Meet with principal to discuss any issues and check in

December

- Discuss first semester successes and challenges
- Review end of semester procedures
- Review semester finals, exams, grades,
- Review Individual PD Plan
- Observer Mentor and conduct post observation conference

January

- Review UOI's and SLO process for second semester
- Share student success stories
- Share favorite websites, resources, games, etc

February

- Mentor observes mentee and conducts post observation conferences
- Review NEE teacher evaluation processes
- Discuss NEE student surveys

March

- Discuss graduation, prom, promotions, or any end of year special events at your building
- Review specific end of year student assessments and standardized testing requirements

April

- Review completed Individual Professional Development plan
- Evaluate the Mentor/Mentee Program
- Review classroom inventory procedures
- Review last week/days of schools
- Review campus checkout materials and requirements
- Review end of year awards
- Review the year... Successes, Trials, and Plans for next year
- Finalize PD Logs
- Finalize and turn in 2nd semester UOI and SLO

May

- Ensure that all end of year procedures are wrapped up
- Discuss PDP goals for next year
- Celebrated/Recognized accomplishments

New Teacher Second Year Mentoring Checklists

First Quarter

- Review the process for acquiring materials and filling out purchase orders
- Review Curriculum, UOI's, and SLO's
- Discuss classroom management style/plan
- Review lesson plans and differentiated instruction
- Review questions regarding health insurance, sick leave, personal days, etc.
- Review Professional Development Plan
- Log on and review the NEE website tools and functions
- Discuss technology in the classroom and how it is being integrated
- Review progress reports, grades, and procedures for parent teacher conferences
- Share ways to actively involve parents
- Discuss classroom engagement activities

Second Quarter

- Discuss hotline call procedures
- Review inclement weather procedures
- Review NEE evaluation process
- Review UOI's, SLO's, and IPI
- Review technology topics
- Review procedures for Parent Teacher Conferences and posting grades
- Celebrate successes.
- Review Individual PDP goals and activities

Third Quarter

- Review certification requirements
- Have a conversation about the current status of your content area/grade level's curriculum.
- Review student placement procedures: retention, special services, rti, etc
- Review maintenance/room improvement procedures
- Discuss student progress in the classroom and way to improve progress if needed.
- Identify effective ways to monitor progress and ways students can monitor their own progress

Fourth Quarter

- Review end of year responsibilities and activities
- Have a conversation about the summative evaluation
- Discuss the summer school application process for teachers and students
- Review end of year/semester report cards/grades
- Review end of year checklist

Buddy Checklist

Technology

- Login
- Email
- District Web Page
- STI (attendance, grades, reports)

District Vocabulary

- NEE (Network for Educator Effectiveness) - Teacher Evaluation System
- UOI (Unit of Instruction)
- SLO (Student Learning Outcomes)
- PDP (Professional Development Plan)
- IPI (Instructional Practices Inventory)

Curriculum/ Assessment

- Priority standards
- Common assessments
- Reading instructional supports
- Math instructional supports
- Writing instruction
- Computerized and standardized assessments
- Grading policies and procedures

Office Procedures

- Purchase orders
- Copiers, workrooms, laminating
- Work orders
- Bus procedures
- Office supplies
- End of year procedures

District Forms/Documents

- Sub requests
- Purchase orders
- Professional Development Requests
- Student accident report
- Personnel and Student Handbook
- Emergency/Disaster Procedures
- List of students with physical & medical needs

Building Information

- Campus tour
- Building specific topics
- Extra duties
- Introduce to personele (secretaries, janitors, cooks, etc)

Student Support

- Discipline referrals
- Guidance referrals
- Nurse referrals

END OF YEAR DOCUMENTATION CHECKLIST

Name _____ School Year _____

First Year ___ Second Year ___ Buddy Program ___

Mentor/Buddy Name _____

Documentation: FIRST AND SECOND YEAR TEACHERS

_____ Mentor Log (Printed from Google Form Document)

_____ Professional Development Plan (Printed)

_____ Professional Development Log (Printed from Google Drive)

_____ Beginning Teacher Workshop Certificate (University, MSTA, or DESE sponsored workshop)

****These are all necessary to document the first three requirements of the Missouri Revised Teacher Certification Process for PC I.**

Documentation: BUDDY PROGRAM

_____ Buddy Activity Log (Printed from Google Form Document)

***A copy of this page should be attached to the front of your documentation folder when filed with the Mentor Chairperson at the end of the year.**