The Beginning Teacher Mentoring Handbook

Adopted October 21, 2009

Pettis County R-XII School
22675 Depot Rd.
Sedalia, MO 65301

Mrs. Susan McNeal, Principal

Developed by
the Professional Development Committee
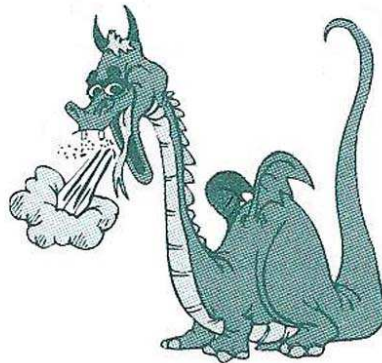**Professional Development for Educators, by Educators**

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PETTIS COUNTY RXII MENTOR PROGRAM

RATIONALE:

The Mentoring program is implemented to give supervision and role modeling to teachers new to the district. This program is based on the following three assumptions:

1. Beginning teachers face a challenge as they enter their profession.
2. Beginning teachers come into the profession with great potential that, if tutored and channeled properly, can enhance the school system.
3. Beginning teachers can benefit from the support and expertise of skilled, experienced mentors.

PURPOSE STATEMENT:

We, the faculty of the Pettis County RXII School, establish this Mentoring Program to involve experienced teachers of the Pettis County RXII District in the guidance of teachers new to the system. This program will assist in providing a safe and more secure environment in which new teachers can become established and further develop teaching and management skills. Therefore, educational opportunities of each student are maximized.

DISTRICT PLAN:

The Mentor Program will consist of mentor, mentee, PDC members, and administration. The PDC will be responsible for general administration guidelines, general recommendations, and annual district-wide evaluation of the effectiveness of the program. The representative will be responsible for specific recommendations to fit the special needs of the Pettis County RXII CSIP.

Copies of the initial plan and revisions should be kept on file. The PDC will develop a system to monitor the completion of the plan so proper reporting of progress can be established. Discussions about a professional development plan and a mentoring plan applies to all teachers who have had no teaching experience, including teachers teaching with provisional certification.

Mentor Teachers

The Excellence in Education Act suggests and the rule for teacher certification (5CSR 80-800.010) requires that beginning teacher support systems include a two year mentor program.

A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, [and] opener of doors." The mentor teacher is a "helper," not an "evaluator".

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude toward mentoring should be recruited as mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one at the same grade level as the beginning teacher. An administrator certificated at the same level as the beginning teacher could also serve as a mentor. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

The principal is responsible for identifying and asking teachers to serve as mentors. Mentor teachers should be identified and mentor relationships should be established so that adequate time is available to help beginning teachers prepare their initial professional development plans.

Thorough and consistent development of mentor teachers is very important to the success of the program. A district's professional development committee, in cooperation with the district's administration, should design or arrange activities for mentors. The program for mentors should address these topics:

*The role and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
*Coaching and counseling techniques.
*The format and content of the professional development plan.

Mentoring is NOT just meeting for face-to-face dialogue, sharing ideas, or problem solving. Working together on the real work of a classroom teacher is meaningful professional development. Planning for student learning is the ONLY staff development worth doing. Consider using one or a variety of these "job-embedded" ideas with your new teacher:

*Develop material displays, bulletin boards, etc.
*Share and analyze case studies.
*Attend and discuss awareness seminars.
*Conduct action research projects.
*Plan lessons/units together. Share the outcomes of teaching those lessons.
*Plan a field trip.
*For and/or join a study group that includes your new teacher.
*Research on the Internet.
*Observe and five feedback to one another.

*Attend professional meetings.
*Read and discuss journals, educational magazines, books.
*Keep an interactive reflection log or journal.
*View an educational video.
*Visit other schools.
*Develop curricula.
*Work on school improvement projects.
*Examine technological resources to supplement lessons.

Mentee Responsibilities

1. Consult Mentor on Professional Development plan.
2. Complete Professional Development Activities Log.
3. Consult mentor as needed.
4. Mentee will observe master teachers.

Mentor Teacher

A nurturing process, in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development.. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. (Anderson, 1987)

Beginning teachers will be assigned a mentor who will assist them in their transition to the classroom. The building principal will be responsible for selecting and placing mentors as soon as possible once the district hires new teachers.

Qualifications: Mentors must have five years of teaching experience and be trained as a mentor. Training will be during the summer proceeding the year of service. A mentor should be at the grade level and/or subject is comparable to the instructional level of the beginning teacher.

Job Responsibilities: The mentor will assist the new teacher in the preparation and adaptation of their professional growth plan (PDP). The mentor should have opportunities to meet with and counsel the beginning teacher, as needed offering personalized, non-evaluative support and encouragement. Areas of assistance should include the following:
1. Locating resources (people, publications, organizations)
2. Parent conferencing
3. Setting up grade book
4. Developing tests and other learning assessments
5. Adapting materials to individual needs
6. Developing classroom rules and management skills
7. Organizing and arranging the classroom
8. Sharing ideas
9. Explaining Performance Based Teacher Evaluation (PBTE)

10. Observing and providing feedback to beginning teachers, which could include videotaping class and observing experienced teachers.

*The Professional Development Committee recommended the school district provide at least ½ day per quarter release time for the purpose of allowing observations in the mentor and Mentee classrooms, discussions of problems and situations for which the Mentee needs assistance and training on building level programs (SIS, guided reading, etc.)

11. Complete mentor log
12. Complete mentor self-evaluation. Turn into PD committee building rep
13. Help teacher with goals listed.

Buddy System

Any teacher who does NOT need to be mentored, but is new to the district will be appointed a building level buddy. The buddy will assist the teacher in learning about district and building level activities. The mentor checklist can be used as a resource for covering the topics for the new teachers. However, the checklist does NOT have to be completed and turned in to the PD building representative.

Mentee's Responsibilities:

- Engages in personalized two-way professional dialogue. 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.

- Writes down questions to ask mentor and engages in an in-depth conversation while seeking answers to questions.

- Seeks ideas from colleagues and accepts advice. Uses a team-based approach to solving problems.

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

- Observes veteran teacher (s) and completes observation form.

Administrator's Responsibilities

A district administrator serves as a member of the beginning teacher's professional development team. More than one district administrator may serve as part of the team. District administrators that will work with the mentoring program include the Superintendent.

The responsibilities of the administrator include:

- Providing time and establishing resources to allow observations to take place.

- Defining the mentor's role, providing coaching techniques and coaching mentors.

- Evaluating the mentor process.

- Creating a supportive, encouraging environment.

- Selecting mentors based on specific criteria.

- Supporting teachers, both beginning and mentor, by setting aside time for learning and providing resources.

Professional Development Committee Responsibilities

As a result of the Excellence in Education Act passed by the legislature and enacted in 1985, every school district in Missouri must have a professional development committee.

The responsibilities of this committee include:

• Serving as a confidential consultant upon a teacher's request, as well as assisting staff member in coping with internal and external crisis, job stress and burnout.

• Overseeing and assisting in the mentoring program.

• Providing information on available college credit courses seminars, and workshop to staff members.

• Identifying instructional concerns and remedies.

The Excellence in Education Act requires the district to establish a professional development program specifically for beginning teachers who have no prior teaching experience. The district's program for beginning teachers with no prior teaching experience will help these beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the teaching profession.

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. The following criteria can be used to identify high-quality professional development.

It:

- __ actively engages teachers, over time. Standard 2

- __ is directly linked to improved student learning so that all children may meet the Show-ME Standards at the proficient level. Standard 8\10

- __ is directly linked to district and building school improvement plans, Standard 1

- __ is developed with extensive participation of teachers, parents, principals and other administrators. Standard 1\2\9

- __ provides time and other resources for learning, practice and follow-up, Standard 3\7

- __ is supported by district and building leadership. Standard 2

- __ Provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, Standard 5

Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- __study groups. Standard 1

- __grade- level collaboration and work. Standard 1\9

- __content-area collaboration and work. Standard 1\9

- __specialization-area collaboration and work. Standard 1\9

- __action research and sharing of findings. Standard 4\6

- __modeling. Standard 8\9

- __peer coaching. Standard 8\9

- _vertical teaming. Standard 1\9

Topics for high-quality professional development may include:

- __ content knowledge related to standards and classroom instruction, Standard 11

- __ instructional strategies related to content being taught in the classroom, standard 7

- __ improving classroom management skills. Standard 9\10

- __ a combination of content knowledge and content-specific teaching skills, Standard 7\11

- __ the integration of academic and vocational education. Standard 9

- __ research-based instructional strategies, Standard 6\11
- __ strategies to assist teachers in providing instruction to children with limited

English proficiency and to improve their language and academic skills. Standard 10

- ▪ __ instruction in methods of teaching children with special needs. Standard 10

- ▪ __ involving families and other stake holders in improving the learning of all students. Standard 10\12

- ▪ __ strategies for integrating technology into instruction. Standard 10

- ▪ __ research and strategies for the education and care of preschool children, Standard 6

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO SETS OF CRITERIA. One-day workshops and short-term conferences or workshops are not considered high-quality professional development, unless they are part of an ongoing program or plan and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds they have, but they are not considered high-quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. Standard 5.

<u>**Professional Development Plan Goals**</u>
Mentor will help beginning teachers with the following goals

Instructional Process
- Discuss Performance Based Teacher Evaluation
- Identify grading process and test procedures
- Explain process for distribution of books

Classroom Management
- Identify classroom management procedures on discipline
- Report clerical responsibilities concerning grade book, attendance, plan book, report cards, mid-term grades, and lunch money/count
- Discuss use of copy machines
- Discuss organization procedures: Art, Music, P.E., Library, Computers
- Discuss procedures for assemblies, fire and tornado drills

Interpersonal Responsibilities
- Identify channels for parent/teacher communications
- Discuss social expectations in & out of classroom
- Discuss opportunities for networking with fellow teachers
- Discuss the cultural and socioeconomic background of the community

Professional Responsibilities
- Discuss school board policy book
- Discuss involvement in professional organizations
- Discuss Professional Development Handbook
- Discuss professional dress

Other
- Goals related to teaching assignment not covered by the above topics

Professional Partners
2009 – 2010

Mentor   **Mentee**

Rena Vanderpool .... Mandy Abner
First Grade   Preschool

Elaine Detherage .... Mike Stephens
Communication Arts   Math/Tech

Jami Kahle .... Donavan Pfremmer
5th Grade   Science

Larry Chappell .... Anthony Mitchell
PE   Art

Mary Meehan .... Deb Grinde
4th Grade   ELL

Pettis County R-XII School District

New Teacher Professional Development Plan

Teacher _____Mentor_____
Teacher Signature _____Mentor Signature _____
Building_____ Date _____Principal's Signature_____

District Goal:_____
_____
_____

Question/Objective: What is desired? _____
_____
_____
_____

Action Plan: What are the steps and/or activities and calendar for achieving the objective?
_____
_____
_____
_____
_____
_____
_____
_____

Assessment: What methods will you use to measure results? _____
_____
_____
_____
_____
_____
_____

Results of Actions: What was the impact on student achievement? _____
_____
_____
_____
_____
_____

Reflections: What are your thoughts about this experience? _____
_____
_____
_____

Mentor – Mentee Quarterly Log

First Quarter

Please check all activities accomplished and list the approximate date it occurred.

We:

_____ Met and developed a working relationship

_____ Discussed PDP/In-service hours

_____ Set up monthly meeting time

_____ Shared resources

_____ Set date to observe in mentor's class

_____ Set date to observe Mentee

_____ Discussed teacher evaluation

_____ Discussed 1st quarter grades & parent/teacher conferences

_____ Scheduled meeting/in-service for this year

_____ Met with administrator to discuss PDP

_____ Allowed time for informal discussion

Signatures verify that we have accomplished the activities checked off above.

_____   _____
   Mentor   Mentee

Mentor – Mentee Quarterly Log

Second Quarter

Please check all activities accomplished and list the approximate date it occurred.

We:

_____ Finalized specific PDP and made copies

_____ Talked about 2nd quarter grades and conferences

_____ Discussed any classroom problems

_____ Scheduled 2nd classroom observation

_____ Met with administrator to discuss PDP

_____ Discussed professional development opportunities

_____ Scheduled time to observe another teacher

_____ Allowed time for informal discussion

Signatures verify that we have accomplished the activities checked off above.

_____   _____
   Mentor   Mentee

Mentor – Mentee Quarterly Log

Third Quarter

Please check all activities accomplished and list the approximate date it occurred.

We:

_____ Reviewed PDP/In-service hours

_____ Scheduled 3rd classroom observation

_____ Discussed 3rd quarter grades & parent/teacher conferences

_____ Discussed upcoming special events (contests, etc.)

_____ Reviewed retention policies and procedures

_____ Scheduled time to observe another teacher

Signatures verify that we have accomplished the activities checked off above.

_____   _____

Mentor   Mentee

Mentor – Mentee Quarterly Log

Fourth Quarter

Please check all activities accomplished and list the approximate date it occurred.

We:

_____ Met with administrator to discuss PDP

_____ Finalized PDP, copy filed with administrator

_____ Finalized in-service hours – copy to administrator

_____ Set PDP goals to next year

_____ Informally evaluated program

_____ Discussed inventory of texts/materials

_____ Ordered materials/supplies for next year.

Signatures verify that we have accomplished the activities checked off above.

_____   _____
   Mentor   Mentee

Professional Development Activities Log

Name of Activity	Date	Graduate Hours	Inservice Credit

Name _____

Keep an accurate record of all PD Activities which may include workshops, in-service, conferences, classes or any activity in which you attend.

Mentor Log

	Mentor Initial	Teacher Initial	Review Date
Procedure Topic			
SIS/Grade Book			
Progress Reports			
Teacher Comments/Grading Scale			
MAP			
Emergency/Crisis Information			
Grade Level Materials			
Substitute Folder			
Permanent Folder			
Retention Policy			
Classroom Inventory			
Lunch Count Procedure			
Attendance Policy			
Lesson Plans			
A-V Resources			
Discipline Procedures			
Supervision Responsibilities			
Student Scheduling Changes			
Forms/Requisitions/Materials/Supplies			
District Curriculum			
Grade Level Expectations			
Parent/Teacher Conferences			
Parent Communication			
Building specific procedures as defined by mentor			
Policies			
School Board Policies			
Teachers Handbook			
Student Handbook			
PDC Handbook			
Activities Handbook (if applicable)			
Instructional Enrichment Opportunities			
Beginning Teacher Workshops			
Classroom Management Techniques			
Instructional Models			
Instructional Decision Making			
Motivating Students			
Learning Strategies			
Teaching to the Objective			
Professional Organizations			
Variety in Teaching Materials			
Preparation for Instruction			
Importance of Background Knowledge			

Instructional Tips
Help Make Your Classroom Run More Effectively.

Signal the class that someone else may be called on to ask, to clarify, or summarize another student's response.

While some students are performing a task at the chalkboard, require others to do the same task in a workbook or worksheet.

Call on students in a random or unpredictable pattern.

Ask questions of the class in a fashion that implies that any one of them could be asked to respond.

Make use of wait time after asking the question and after student's initial response.

Have materials ready so that your planning and preparation are not the cause of students being off task.

To keep students motivated, vary your routines and materials.

Plan for and provide appropriate activities for the early finishers and the "nothing-to-do" students (not just more of the same). Consider provisions to meet the needs of slower paced students, such as modifying assignments, giving help or giving additional time. Beware of holding up the majority of the class for these slower paced students.

Provide frequent shifts of activities as opposed to long periods of just listening, copying, or completing multiple worksheets.

Consider ways to reduce the time the students waiting: for the teacher, lining up, etc.

Realize that busy work types of duplicating sheets may keep students occupied but may not be a worthy "on task" activity.

Increase teacher-student academic interactions. Ask students more questions including open-ended, critical, and creative types.

Make certain that high, yet reasonable expectations for all students are clearly stated.

Move around the room regularly and systematically to ensure on-task behavior and to answer student questions.

Plan smooth transitions between instructional activities thereby reducing off-task behavior.

Make a "to do" list every morning. Check off tasks as they are completed.

Train students to hand papers in, right side up, with their names at the top, into your completed work basket. Have a basket for each subject or class so papers are sorted for you.

Assign each student a partner. When a student is absent, his/her partner can gather notes, handouts, and assignments that the absent student has missed.

When you put student(s) names in your grade book, number the names in consecutive order. Have students write their name and number on their papers. You (or a student) can quickly put papers in order. You can easily see which papers are missing and when they're corrected, they will be in the correct order to put into your grade book.

Instructional Tips
Help Make Your Classroom Run More Effectively.

Use an answer column along the right margin of the paper when doing math assignments from text books or short answer assignments. Have students transfer answers from the problem to the answer column. You can correct half a dozen papers at a time by looking at several answer columns. (Learning to copy answers into an answer column carefully is an important skill, especially for taking standardized tests.)

Make a stencil from which you can cut out the answers to check multiple choice answer sheets.

Put answers on transparency to have students check multiple choice answer sheets

Parents may be able to help with some clerical work such as typing a newsletter, preparing materials, preparing book club orders, laminating, etc.

For short warm-up activities, cut worksheets into mini-strips, containing 4 or 5 items. This mini-worksheet can be done in a few minutes and helps to prepare students for the lesson to come.

Designate one spot on the chalkboard where you write what students should do as soon as they enter your classroom. Teach students to look there and begin without wasting time. It will give an orderly beginning to your classes. (Good time to use a mini-worksheet, see above.)

Write frequently used directions on a chart instead of the chalkboard. When needed, hang the chart on the chalkboard. Good idea for: assignment guidelines, book report outline, paper heading, studying for test, etc.

If your classroom is far away from the office or teacher workroom, keep a supply box "hidden" somewhere. Include: pens, pencils, scissors, class lists with student's phone numbers, tape, etc.

Save time by designing your own lesson plan book. Take a page from your book and put in room numbers, times, subjects, special classes, and any other constant features. Duplicate this page and, when you make your lesson plans weekly, you'll only need to add the lessons for the week.

Place extra copies of worksheets in a "homework box." Students can keep themselves for extra credit or extra practice.

Identify your supplies (pencils, scissors, markers, etc.) with a masking or colored tape strip.

Use an overhead projector to write class notes and presentations instead of the chalkboard. This way you can date and save them, use them again, give them to an absent student, or review them on another day.

Make a poster to keep a daily list of assignments for students who are absent.

Ideas for "floating" teachers: Make a box or use an AV cart to keep your "desk" materials with you as you travel from room to room.

Re-file your material as soon as possible so you can find them later.

Have a bulletin board that includes: special class schedules, announcements, lunch menu or important things you or your substitute might need.

Use a pocket or desk calendar to keep track of future important t events, and lesson plans.

Make two blank copies of student worksheets for used and future copies.

Teach students to do as many clerical tasks as possible.

Laminate often used materials for reuse.

CHECKLIST OF DISTRICT AND CLASSROOM PROCEDURES

Completed checklist will be submitted to administrator prior to students' first day of school.

DISTRICT PROCEDURES

Each district has a set of guidelines in place. Mentor and mentees should review before the school year begins. Check as they are discussed.

Building Tour:

- School layout
- Restrooms
- Lounge
- Office
- Supply room
- Custodian room
- Audio visual equipment
- Bus entrance and teacher parking
- Rooms for specialists, nurse, counselor, administration, etc.

Building Procedures:

- Absentee forms
- Requesting a substitute
- Hours for teachers: building use other times
- Duties: recess, before school
- Movement of children, entry/exit routes, fire/storm frills, lunchroom, etc.
- Student and teacher dress codes
- Lunch supervision, teacher lunch information
- Homework, testing practices
- Student accidents, emergencies
- Pullout programs and inclusion

Access to Resources:

- Classroom and teaching supply requisitions, budget process
- A V equipment requests

- Computer access, email for teacher and student use
- Discretionary funds and receipts
- Shared equipment and materials
- Textbooks and supplemental materials
- Purchase orders
- Credit cards
- Curriculum guides and grade level expectations (GLE's)

Student Discipline:

- Behavior expectations for hallway, lunch, restroom, playground, etc.
- Establishing classroom behavior expectations
- Consequences for extreme behavior problems
- Expected staff supervision outside of classroom
- Referral process for students with special needs
- Professional Responsibilities
- Develop and implement PDP
- In-service training log for PCI

Safety Procedures:

- Bus riders and walkers
- Student handbook
- Student checkout
- Fire/tornado
- Permission to publish students work
- School nurse referrals
- Crisis management plan

Other Issues:

CHECKLIST OF DISTRICT AND CLASSROOM PROCEDURES

Completed checklist will be submitted to administrator prior to students' first day of school.

CLASSROOM PROCEDURES

Each district has a set of guidelines in place. Mentor and mentees should review before the school year begins. Check as they are discussed. Policies should be established prior to students' first day of school.

Beginning Class:

Roll call, absent, tardy

Academic

Distributing

Class

Room/School Area:

Teachers

Drinks

Student

Student

Learning

Playground

Lunchroom

Classroom Management:

Rules

Special

Passing

Handing

Assignments

Student

Signals

Organizes class materials

Substitute information folder

Instructional Activities:

Activities

Lab

Movement

Expected

Bringing

Putting

Cleaning

Dismissing

Work Requirements:

Heading

Use

Use

Writing

Neatness

Incomplete/late

Makeup

Coloring/drawing

Communicating Assignments:

Posting assignments

Orally giving assignments

Homework assignments

Checking Assignments in Class:

Students exchanging papers

Marking and grading papers

Turning in assignments

Students correcting errors

Curriculum/Assessment:

Implementation of Authentic
Assessment components (scoring guides,
prompts, graphic organizers, etc.
  Recording grades
  Student portfolios
  Extra credit work
  Curriculum guide

Academic Feedback:
  Rewards and incentives
  Posting student work
  Communicating with parents
  Student's record of grades
  Written comments on assignments

Other Issues:

  _____

Administrator's Signature: _____
Date:_____

Mentor Observation Form

(Mentor observes new teacher)

Mentor _____ Date _____

New Teacher _____

Skills Demonstrated (District or building goals such as):

  Prepares for lesson

  Presents lesson in clear concise manner

  Demonstrates knowledge of content

  Demonstrates knowledge of learning styles

  Demonstrates knowledge of classroom management

  Demonstrates knowledge of development characteristics of age group

  Other _____

  _____

Strengths: _____

  _____

  _____

To Work On: _____

  _____

  _____

  _____

How/What I will implement in my classroom: _____

  _____

  _____

New Teacher Observation Form

(New teacher observes veteran teacher)

New Teacher _____ Date_____

Teacher Observed _____

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

_____

_____

_____

Skills Demonstrated (District or building goals such as):

  Prepares for lesson

  Presents lesson in clear concise manner

  Demonstrates knowledge of content

  Demonstrates knowledge of learning styles

  Demonstrates knowledge of classroom management

  Demonstrates knowledge of development characteristics of age group

  Other _____

_____

Notes from observation:_____

_____

_____

How/What I will implement in my classroom: _____

_____

_____

_____

Mentor Program Evaluation

To be filled out by both Mentor and Mentee and turned into administrator upon completion of the program.

1. Mentor, how do you think the Mentee has benefited from this program?

2. Mentee, how have you benefited from this program?

3. What are the strengths of our mentoring program?

4. What changes would improve the program?

5. Additional comments: