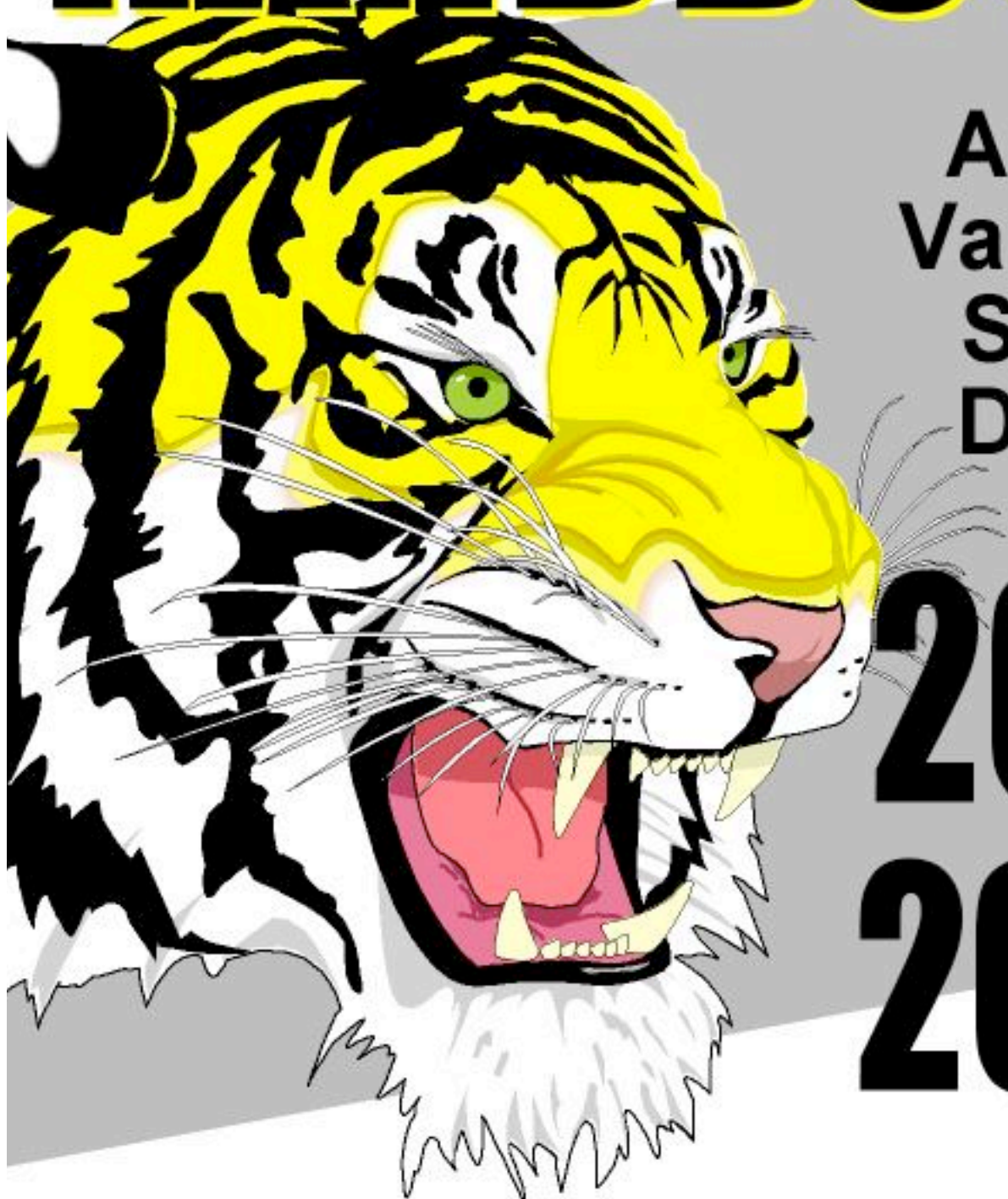


MENTOR HANDBOOK



**Arcadia
Valley R-II
School
District**

**2007
2008**

**Mentor Plan
Table of Contents
2007-2008**

Mentor Program..... Page 1

Mentor Selection..... Page 2

Mentor Training..... Page 3

Mentor Rules and Responsibilities Page 4

New Teacher Rules and Responsibilities..... Page 5

The Professional Development Plan..... Page 6

Administrator Responsibilities Page 8

Time for Mentors to Observe and Give Feedback..... Page 10

Time for New Teachers to Observe Master Teachers Page 11

University and College Support Page 12

Assistance for New/Practicing Teachers..... Page 13

Professional Development Plan Overview..... Page 14

Calendar for Mentor/Beginning Teacher Activities Page 15

In-service Documentation Page 18

Missouri Professional Licensure System for Teachers..... Page 19

Mentor Program

The goal of the teaching profession is to educate our students. Teachers have always been collaborative and collegial, even when it meant taking a new teacher by the arm and walking him through a problem. That sort of informal exchange will always be part of our professional culture. But we also must recognize the importance of a formal process of professional induction to ensure that students have a quality teacher in each classroom. Professional development is crucial to retaining good teachers.

Essential Elements

- A mentor program should be individualized and aligned with district goals and needs. (PDP) See Professional Development Plan
- Second year of the mentoring program is monitored. A second-year teacher often starts the year knowing what does and does not work, without understanding why. The emphasis of second-year monitoring is to solidify the foundation established the first year by making adjustments based on experience. This process of refinement and understanding provides a chance for mature professional dialogue and collegiality.
- The beginning teacher is not overextended with out-of-field teaching assignments and/or extracurricular duties. New teachers, in particular, need time for reflection, self-evaluation and affirmation. Responsibilities can be slowly added as the teacher becomes established. Time-management skills--deciding what is doable and what goes by the wayside should be nurtured. Stress and burn-out are key reasons why teachers leave the profession.
- Universities and colleges are called on for support. Higher education can provide resources for professional growth and help bridge the gap between undergraduate knowledge and practical experience.
- Collaboration time is provided. Time to reflect is the first step, after which a teacher hones and affirms skills by verbalizing beliefs and strategies. Collaboration can be found formal or informal with peers or mentors.
- A process to monitor the mentoring program is in place. Establishing a formal structure ensures success, especially as administrators and teachers leave a building and/or district.

Mentor Selection

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers 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.

Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one who teaches 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.

The principal is responsible for identifying mentor teachers and asking them to serve. This task should be accomplished in a timely fashion to allow adequate time for mentors to help beginning teachers prepare their initial professional development plans.

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor could be assigned. Major personality differences or disagreements between a new teacher and mentor warrant reassignment. In such cases, the principal and the Professional Development Committee must work together to protect the dignity of those involved.

GUIDELINES FOR MENTOR SELECTION			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Involvement in professional development	Meets district requirements	Continually current on educational issues	Continually current on educational issues and shares knowledge with others
Method of appointment	Administrator appoints mentors who have been asked to serve	Administrator appoints mentors who volunteer	Administrator appoints mentors after interviewing volunteers
Teaching experience of mentor	One year in district	Three years—two or more in district	Five years—two or more in district
Proximity to new teacher	Same district	Same building	Same building, common planning time.
Attitude toward teaching	Positive	Positive leader in building and/or district	Positive attitude toward learning, teaching students and guiding a new teacher in a caring, supportive way
Commitment to mentoring role	Available only during school hours	Available as needed	Willing to commit as much time and effort as needed
Compatibility with new teacher	Close to same grade level/subject area	Same grade level/subject area	Same grade level/subject area, along with shared beliefs and philosophies of teaching
Participation in the education profession	Serves on local committees	Serves on local, state, and/or national committees	Active participant in local, state and/or national committees.

Mentor Training

Why is it that a teacher can be comfortable teaching students but not peers? The key is having the necessary skills, defining the role and knowing the expectations. 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.

Thorough and consistent development of mentor teachers is important to the success of the program. The Professional Development Committee, in cooperation with the districts administration, should design or arrange activities for mentors. One designated member of the Professional Development Committee will be in charge of planning the summer training program.

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 (typically the building principal), 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			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
District’s mentor Training guidelines	Written guidelines Outline mentors’ Responsibilities	Initial formal training workshop	Training formal and ongoing
Support for Mentor training	Administrators and Colleagues actively Support mentor training	Resource person is Identified for mentors	Written guidelines outline Mentor support resources. Including personnel, materials And time
Evaluation of Mentor training	Informal evaluation And review	Formal evaluation and review	Mentors, new teachers and Administrators participate in Annual formal evaluation and Make needed revisions

Mentor Rules and Responsibilities

Imagine this scenario: Feeling isolated, a new teacher risks sharing his fears with a mentor. Later, the new teacher overhears his problems being discussed by colleagues. He loses faith in his peers, and his isolation and fear increase.

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.

Giving time to students is a constant throughout a teacher's day. Mentors also must be willing to give time to new teachers. 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. Many mentors say that they aren't sure when a new teacher needs help. The solution lies in establishing open lines of communication.

The mentor role and responsibilities framework addresses vital areas for the Professional Development Committee to identify.

MENTOR RULES AND RESPONSIBILITIES			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Contact with new teacher before school starts	Mentor meets new teacher	Mentor offers to help new teacher prepare for start of school	Mentor provides curriculum guides, previous teacher's files, materials and human resources
Communication, feedback and observations	Mentor periodically initiates contact with new teacher and maintains a log	Mentor regularly initiates contact with new teacher to discuss specific topics	Mentor follows through on contacts by individualizing topics that have been discussed
Availability	Available	Available according to a set schedule	Always available to listen and answer questions
Professional relationship with new teacher	Mentor fulfills necessary requirements and reduces entry-level stress	Mentor continually builds rapport and helps new teacher understand the profession	Mentor develops strong professional relationship with new teacher, based on mutual respect and trust
Confidentiality	Mentor maintains confidentiality with peers and administrators at all times	Mentor maintains confidentiality at all times	Mentor maintains confidentiality at all times and reinforces trust
New teacher's professional development plan	Mentor keeps new teacher's PDP on file and updates once during the school year	Mentor assigns specific and ample time for new teacher to develop, review and revise PDP	Mentor individualizes new teacher's PDP, encouraging growth and career advancement
District policies and building trust	Mentor helps new teacher understand and apply policies and rules	Mentor reviews and explains policies, rules, and responsibilities	Mentor continually discusses policies, rules, and cultural norms

New Teacher Rules and Responsibilities

“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 procedures 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.”

NEW TEACHER RULES AND RESPONSIBILITIES			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Communication	Engages in two-way professional dialogue	Engages in personalized two-way professional dialogue	Shares mutual respect and engages in both formal and informal communication
	Recognizes when assistance is needed	Seeks support and assistance when needed	Seeks support and assistance on a regular basis and reflects with mentor and colleagues
	Asks minimal questions	Writes down questions to ask mentor	Engages in in-depth conversations while seeking answers to questions
	Shares ideas with colleagues	Seeks ideas from colleagues and accepts advice	Uses team-based approach to solving problems
Documentation	New teacher keeps documentation on file as required by state	New teacher attends and documents more in-service than required	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
Portfolios	Shares university portfolio with mentor and administrators	Maintains a professional portfolio	Shares portfolio with mentor and colleagues and asks for feedback

Also refer to Professional Development Plan (page 6) and Time for Observation (page 10-11)

The Professional Development Plan

The first half of the school year can be overwhelming for a new teacher. A mentor working in conjunction with a professional development plan can be a tremendous help. One new teacher said: “At the end of my first year of teaching, my mentor and I looked over my professional development plan and a classroom video she had taken of me the first week of school. I was amazed at how much I had grown during the year and how much my teaching style had been refined. The professional development plan is a beginning road map into the profession. How you reach your destination is determined by the amount you explore and challenge yourself.”

Beginning Teacher Assistance

The Excellence in Education Act specifically requires professional development programs for beginning teachers who have no prior public teaching experience. Collegial support and practical assistance are needed to help beginning teachers improve skills, increase student success and remain in the profession.

By law school districts must provide a professional development plan for each faculty member who has no teaching experience. Districts may delegate this responsibility to the Professional Development Committee. Plans should be generic, serving as a general guide. 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 should relate, in part, to the district’s evaluation criteria. The plan also may reflect 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.

PROFESSIONAL DEVELOPMENT PLAN			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Contents	PDP address: <ul style="list-style-type: none"> • First two years • Long- and short-term professional goals • Goals related to district’s evaluation 	PDP responds to individual needs of new teacher	PDP reflects educational research on effective teaching as it responds to individual needs of new teacher
Documentation	Documentation file kept	District has a board-approved date and maintenance for PDP	Log of workshops, in-service hours, professional reading, educational organization activities and resources used to obtain PDP goals
Mentor assistance	Mentor serves as resource for new teacher in completing PDP	Mentor meets quarterly with new teacher to discuss professional growth toward PDP	Mentor meets with new teacher to revise PDP as needed
Administrative support	District’s PDP lists responsibilities of administrators in the mentoring process	New teacher and administrator cooperatively complete end-of- year checklist/ needs assessment	New teacher and support team cooperatively complete end-of-year checklist/needs assessment

The mentor can initiate preparation of a professional development plan as soon as a new teacher is hired. Subsequent planning sessions between mentor and new teacher should occur before or during the first month of school. The plan may include goals in such areas as classroom management, understanding district policies, and use of curriculum guided, equipment, and materials.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the plan, developing new goals to meet specific needs. During this phase, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is encouraged.

The new teacher's mentor, supervisor (typically the building principal), and higher education representative may form a professional development team. The new teacher should continue to adjust the plan during the first three years on the job. Continuing teacher certification in Missouri requires a plan of 10 years. Copies of the initial plan and revisions should be kept on file. The PDC should develop a system to monitor completion of the plan and to report progress.

Discussions about a professional development plan and a mentoring plan apply to all teachers who have had no teaching experience, including teachers teaching with provisional certification. All PCI requirements apply to teachers with provisional certification, except the 30 clock hours of professional growth, which cannot begin until the teacher is no longer teaching on a provisional certificate.

The Mentor's Log

The Mentor's Log, a written record of assistance received, is placed in the new teacher's file.

The log should include:

- The date of each interaction. Mentors should make weekly entries summarizing informal interactions, using their own judgment to decide if an interaction is significant enough to warrant a separate entry.
- Identify the activity. For example:
 - Informal Conference
 - Formal Conference
 - Demonstration/Modeling
 - Observation
 - Other
- Briefly describe what transpired. Note suggestions offered and the subject of dialogue or discussion. Be discreet-do not include confidential information.
- A summary of questions or request from the teacher and the mentor's follow-up.
- A record of materials shared

Administrator Responsibilities

The administrator plays a vital role in implementation of a mentoring program. Good instructional leaders make mentoring a priority for school success and growth. When asked what made their first year successful, many new teachers credit their principals.

The Role Of The Administration

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for working with the board of education to establish goals and objectives for the district.

Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving optimal results. Role issues must not detract from the ultimate goal of improved student learning. Administrators need to be aware of such issues as:

- Ethical responsibilities, including the need for confidentiality.
- Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
- Finding good resources (people and materials) for professional development.
- Maintaining the role of instructional leader while working cooperatively with the PDC.
- Supporting teachers by setting aside time for learning.

ADMINISTRATOR RESPONSIBILITIES			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Scheduling observations	Provides time for teachers to observe	Establishes resources available to allow observations to take place	Suggests teachers to model areas of expertise to meet needs of new teachers.
Evaluation vs. supervision	Defines mentor's roles	Provides coaching techniques	Coaches mentors
Participation	Available to new teachers	Monitors new teachers and answers questions	Involved in evaluation of mentor process
Support	Supportive of mentoring program	Provides time, positive attitude and resources	Creates supportive, encouraging environment
Appointment of mentors	Selects and assigns qualified mentor when new teacher is hired	Selects and assigns mentors based on specific criteria and /or interview process	Leads ongoing process to cultivate leaders
Administrative support	Offers support to mentor and new teacher	Offers assistance to mentor and new teacher	Offers resources to mentor and new teacher

Guidelines for Administrators to Follow in Mentor Selection

The principal is responsible for selecting mentors. Mentors should be identified in time to allow for training and so they can help beginning teachers with their professional development plans. Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. 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 summer 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

Teachers Need Time To Learn

One of the most helpful things an administrator can do in the mentoring process is to set aside time in the schedule for teachers to learn and practice new skills. The normal time for professional development is usually a designated day, after school, on Saturday, and during the summer. Summer workshops are the most popular, but when it is important for practice to follow instruction, after-school workshops are best.

Time for Mentors to Observe and Give Feedback

Understanding the role of mentor in observing a new teacher takes training and discussion among colleagues. “The role of observing another teacher was awkward,” remembers one mentor. “My only reference was of a principal observing a class for evaluation. Once there was an understanding of the purpose of the mentor in the classroom, it was easier and more beneficial to set up times to observe the new teacher.”

“Success came when the new teacher asked me to come to her room to watch a student she was having trouble with. I knew the purpose for me visit and also what the discussion would be focused on afterward. During the observation, I noted other areas we could discuss. I prioritized the list and addressed subjects one at a time. Some issues were resolved during observations with other teachers, others through workshops we chose to attend together.”

“We were able to get past what needed to be done reactively to the why’s of how to address the problems proactively. Lastly, setting up a time to observe was done in advance in collaboration with other teachers, knowing when substitutes were available during the day and coordinating days with other mentors to arrange to have a substitute for that half a day so that observations could be scheduled. The most successful was swapping classes with another teacher. The time spent and the support of the administration made the observations successful and valued by all involved.”

TIME FOR MENTORS TO OBSERVE AND GIVE FEEDBACK			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Observations	Mentor observes multiple lessons and provides general feedback to new teachers	Mentor observes multiple lessons and provides specific and detailed feedback to new teachers	Multiple lessons observed and feedback provided to new teacher by support teacher
Format	Mentor observes: <ul style="list-style-type: none"> • Demonstration of knowledge of content • Demonstration of knowledge of developmental characteristics of age group • Demonstration of knowledge of varied learning styles • Demonstration of effective classroom management 	Mentor observes demonstration of standard requirements, plus authentic instruction and assessment	Mentor observes demonstration of above-standard requirements, plus use of school and district growth areas.

Time for New Teachers to Observe Master Teachers

Making time for observation, 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 classroom to learn from master teachers.

“A real eye-opening experience came from a workshop speaker, who suggested a student through a normal day,” said a new teacher. “My principal served as my substitute. I gained an appreciation and understanding of teachers outside my subject area and began a dialogue with other teachers on what practices were successful for the students we shared.”

“The biggest mistake I made my first year was trying to mimic other teachers instead of understanding why their strategies worked. By my second year I have learned how to incorporate their successful practices because I understood why they worked and how they aligned with my educational beliefs.”

“I was able to ask, ‘Who could I observe who does a good job with daily routines and procedures?’ Or I would ask my mentor about something like her system for organizing make-up work. But I didn’t stop there. I also asked how she arrived at this system and if it was the only one that had worked. These dialogues allowed me to understand how these hurdles can be overcome.”

TIME FOR NEW TEACHERS TO OBSERVE MASTER TEACHERS			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
New teacher observations	Time provided for new teachers to plan, observe and reflect with mentor or another teacher at same grade-level or subject area	Time provided for new teacher to plan, observe and reflect with mentor and another master teacher	New teacher has multiple opportunities to plan, observe and reflect with master teachers skilled in district or building growth areas or areas in which new teacher needs help
Coordination	Mentor arranges observation schedule	Others (Department, grade level, administrator, etc.) arrange observation schedule	Others (Department, grade level, administrator, etc.) arrange an observation schedule that also includes other buildings

University and College Support

Universities and college want their students to succeed. A student teacher’s supervisor serves as a mentor, supporting, encouraging, affirming, modifying, and collaborating. After college graduation, new teachers can continue to receive support from their alma maters.

Administrators can contract the school a teacher graduated from a nearby university or college for assistance. Such contract can alleviate misunderstandings. For example, knowing that the philosophy of the undergraduate program is similar to a district’s philosophy helps an administrator make hiring decisions. On the other hand, jargon can get in the way. An undergraduate program may use a team differently than the district.

The Excellence in Education Act states that beginning teacher assistance programs “ Shall include assistance from the teacher education program that provided the teacher’s training, if such training was provided in a Missouri college or university.” The type of assistance and how it is provided is decided cooperatively by the school district and the higher education institution. The district personnel officer may request assistance by notifying institutions when their graduates are hired. Since some graduates will be teaching far from the institution that prepared them, many higher education institutions have developed reciprocal agreements for follow-up.

UNIVERSITY AND COLLEGE SUPPORT			
CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
Available of new teacher assistance program	Provided upon request of district	Workshop session provided free or for nominal fee	Provided follow-up and visits teachers
Access to university/college teacher assistance program	Access to programs for new teachers provided	District provides release time and pays for substitute so new teacher can attend	District access to college programs that do not require teachers to have a substitute (i.e. in service work days, evening and weekend programs)
Collaboration with school district	District aware of materials received about in service workshops for new teachers	District provided information to new teachers about available workshops	District coordinates planning of program time and contents to align with Comprehensive School Improvement Plan

Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession; the professional development committee will provide a professional development plan for beginning teachers. The plan will address the teacher's first two years in the classroom, and the goals identified in the plan will relate to district orientation, teacher evaluation, and specific targets identified by the teachers and his/her mentor/supervisor.

Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate. Time will be allocated for the mentor to observe the beginning teacher in the classroom environment and for the beginning teacher to observe the mentor or other experienced teacher(s).

Mentors must have five years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors. A coordinated plan for beginning teacher seminars for first year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's professional development committee shall assess the in-service needs of the practicing teachers annually. The committee shall select the assessment instrument, and survey questions are to be closely related to objectives of the district school improvement plan. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The professional development committee shall regularly evaluate the success of the district's in-service programs.

Professional Development Plan Overview

Instructional Process:

- ❑ Elements of Effective Teaching
- ❑ Performance Based Teacher Evaluation
- ❑ MAP Objective
- ❑ Curriculum –Content
- ❑ Resource Available
- ❑ Special Services

Classroom Management:

- ❑ District/School/Classroom Discipline Policies
- ❑ Clerical Responsibilities
- ❑ Time Management
- ❑ School Climate
- ❑ Teacher Responsibilities

Interpersonal Responsibilities:

- ❑ Community/ School, Cultural, Socioeconomic Profile
- ❑ Parent/Teacher Communications
- ❑ Effective Communications
- ❑ Effective Communication with Colleagues
- ❑ Extracurricular Responsibilities

Professional Responsibilities:

- ❑ Board Policy
- ❑ Professional Development Opportunities
- ❑ Expectation of the Teacher

Calendar for Mentor/Beginning Teacher Activities

August- Monthly Meeting

- ___ 1. Attend building principal's meeting for new teachers.
- ___ 2. Introduce new teacher to faculty and staff.
- ___ 3. Review building policies, procedures, handbook and discipline policies.
- ___ 4. Identify professional organizations.
- ___ 5. Look over a lesson plan.
- ___ 6. Discuss staff development through PDC and procedure for filing forms.
- ___ 7. Discuss preparation for a substitute.
- ___ 8. Discuss parent/teacher communication.
- ___ 9. Discuss supervision of students.
- ___ 10. Discuss obtaining supplies and materials.
- ___ 11. Discuss school policies regarding holiday events and activities.
- ___ 12. Provide instruction for any office copiers, etc.
- ___ 13. PTO
- ___ 14. Parent-teacher Open House.
- ___ 15. Questions/Concerns.

September- monthly meeting

- ___ 1. Begin work on Professional Development plan.
- ___ 2. Discuss extra-curricular activities and supervision policies.
- ___ 3. Discuss grading policies, deficiency notices, quarterly grades.
- ___ 4. Discuss procedures for school closings for bad weather.
- ___ 5. Review fire, tornado, and earthquake drills.
- ___ 6. Student make-up work policies.
- ___ 7. Review student handbook.
- ___ 8. Questions/Concerns

October- monthly meeting

- ___ 1. End of first quarter grading period procedures.
- ___ 2. Parent-Teacher conferences.
- ___ 3. Maintaining discipline
- ___ 4. Mentor/Protégé classroom observations
- ___ 5. Classroom management
- ___ 6. Continued work on Professional Development Plan.
- ___ 7. Questions concerning PBTE.
- ___ 8. Questions/Concerns

November- monthly meeting

- ___ 1. Keeping record and artifacts in file for fulfilling PC-1
- ___ 2. Professional development opportunities and procedures.
- ___ 3. Curriculum/lesson plan review.
- ___ 4. Building events/activities.
- ___ 5. Observe a teacher other than mentor.
- ___ 6. Mid-term grade reports.

December- monthly meetings

- ___ 1. School holiday activities.
- ___ 2. End of first semester- review grade card procedure.
- ___ 3. Review alternative intervention strategies.
- ___ 4. Student assistance procedures.
- ___ 5. Questions/Concerns.

January- monthly meetings

- ___ 1. Review snow day policies.
- ___ 2. Homecoming (High School)
- ___ 3. Continue in service and conferences for PC-1.
- ___ 4. Questions/Concerns.

February- monthly meetings

- ___ 1. Curriculum review, planning for next year.
- ___ 2. Building events.
- ___ 3. Mid-term grade reports.
- ___ 4. Grade level policies.
- ___ 5. Questions/Concerns.

March- monthly meetings

- ___ 1. Teacher observations.
- ___ 2. Finalize PD plan.
- ___ 3. Student-awards/recognition.
- ___ 4. Preparing for MAP.
- ___ 5. Academic contests.
- ___ 6. Contract information.
- ___ 7. Questions/Concerns.

April- monthly meetings

- 1. MAP test procedures.
- 2. End of year activities.
- 3. Preparation for next year.

May- monthly meetings

- 1. Classroom inventory.
- 2. End of year procedures and activities.
- 3. Check-out procedure.
- 4. Complete PD plan and check artifacts to be kept in file.
- 5. Review year.

Was this mentoring activity satisfactory? Yes No (circle one)

Did it meet your needs? Yes No (circle one)

What was most beneficial?

Do you have suggestions for improvement?

