

# DEXTER SCHOOLS



*Home of the Bearcats*

## BUDDY TEACHER PROGRAM

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## **PROGRAM OVERVIEW**

Teachers new to our district but have the required two years of teaching experience are assigned a Buddy Teacher for their first year of service in the Dexter School District.

### **Educator/Buddy Teacher Meetings**

The focus of each meeting is outlined within the Educator/Buddy Teacher monthly checklist. In addition, two (2) of district-wide meetings will be scheduled prior to school beginning for new employees in the district. Attendance to the Beginning Teacher Workshop is mandatory.

### **Buddy Teacher Program**

The purpose of the Buddy Teacher will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook. The activities are a wide range of topics. These are topics to cover each month. If some of the activities do not apply, since the teacher has taught in another district, you would simply put N/A beside that activity.

### **Compensation**

The Dexter PDC (Professional Development Committee) will provide a stipend of \$250 to the Buddy Teacher for their service. Payment of this fee is contingent upon the Buddy Teacher meeting all guidelines as outlined in the handbook. Failure to fulfill all obligations will result in deductions to the stipend.

## **ROLE OF THE BUDDY TEACHER**

The role of a Buddy Teacher is that of a helper and not an evaluator. The Buddy Teacher serves as a trainer, a positive role model, and an opener of doors.

### **QUALIFICATIONS**

A Buddy Teacher should:

1. be an experienced teacher with at least five (5) years of classroom experience, (of which two or more must be in the Dexter school system), or have attained the Career Continuous Professional Certificate (CCPC) and have at least two years in the Dexter schools.
2. have a successful classroom history
3. be open to continued training
4. possess a positive attitude toward school
5. be a faculty member with certification and experience in the same area as the beginning teacher (protege); however, the Buddy Teacher should not be members of the same teaching team\* An administrator certificated at the same level as the beginning teacher could also serve as a Buddy Teacher, if no qualified classroom teacher is available. In certain circumstances, such as middle school or high school, where a department may consist of only one person, a qualified teacher in another subject area may be assigned as Buddy Teacher.

### **BUDDY TEACHER RESPONSIBILITIES**

It is the responsibility of both the Buddy Teacher and the protege to see that all activities are accomplished within the time-frame designated, that they are documented, and that both buddy teacher and protege have verified the activities with their signatures. Duties listed here are the major activities that may require some planning to implement.

1. Attend the new teacher workshop within the district
2. Assist protege in using TalentEd to complete their professional growth plan
3. Meet bi-weekly in the first quarter and once a month or more if needed the remainder of the year
4. Attend November PDC meeting to comment, make suggestions on the Buddy Teacher program
5. Keep Buddy Teacher/Protege Log updated and turn in copies at the end of each quarter to building principal and Professional Development Committee Chair.

\*If problems develop between a Buddy Teacher/protege assigned to the same classroom, it can result in a very difficult situation for everyone involved.

## **BUDDY TEACHER ASSIGNMENT**

The building principal is responsible for identifying and asking teachers to serve as Buddy Teachers; however, the Professional Development Committee (PDC) should be provided with a list of Buddy Teacher teachers and their proteges. Buddy Teacher should be identified and Buddy Teacher/protege relationships should be established as soon as possible in the new school year.

## **DUTIES OF THE PROTEGE**

While the Buddy Teacher is responsible for assisting the protege, the new teacher is responsible for seeking assistance and advice, and for seeing that his/her activities listed in the Buddy Teacher/Protege Log are completed, documented, and verified by signatures.

Listed here is an overview of these activities:

1. Attend beginning teacher workshop within the district
2. Formulate a professional growth plan including one personal goal
3. Meet bi-weekly with Buddy Teacher in the first quarter, once a month or more the remainder of the year
4. Attend November PDC meeting to provide feedback on Buddy Teacher process
5. Keep Buddy Teacher/Protege Log updated and turn in copies at the end of each quarter to building principal and Professional Development Committee Chair

## **APPROVED TEACHING EXPERIENCE TO OBTAIN CCPC**

At the end of four years of approved teaching experience, if all other criteria have been met, the beginning teacher may apply for the Career Continuous Professional Certificate. The CCPC is valid continuously for 99 years, depending on an individual meeting the following guidelines:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience;
2. Participate in a district-provided mentor program for two (2) years;
3. Successfully complete thirty (30) contact hours of professional development. This may include college credits (1 semester hour equals 15 contact hours of professional development);
4. Participate in a beginning teacher assistance program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or a professional teacher organization such as MNEA or MSTA; and
5. Successfully participate in your employing school's annual Performance Based Teacher Evaluation process;
6. Develop and implement a professional development plan\* that is on file with the district.

\*The growth development plan is located on DESE at <https://dese.mo.gov/sites/default/files/02-GrowthGuide.pdf>

## **ROLE OF THE BUILDING ADMINISTRATOR**

The building administrator plays a vital role in implementation of a successful Buddy Teacher program. To achieve optimal results in the Buddy Teacher process, building administrators must be involved in and supportive of the beginning teacher staff development program.

Responsibilities of the building principal include:

1. Selecting and assigning qualified Buddy Teachers, following the criteria set forth in this handbook
2. Offering support, assistance, and resources to Buddy Teacher and new teacher in their building
3. Participating in the Buddy Teacher process by being available to both the Buddy Teacher and the new teacher to their building
4. Conduct informal walk-through observations throughout the year, to insure that the beginning teacher is adapting to the classroom environment

## August

*Buddy Teacher and initial educator may need more than one meeting this month.*

### **Suggested Topics of Discussion:**

- Document meetings
- Discuss importance of student behavior documentation (i.e. date, behaviors, actions taken, personnel contacted)
- Assist in developing and implementing classroom management strategies
- Discuss the referral process and documentation for Tier 2 team.
- Discuss importance of documenting each student's record/SIS
- Discuss student assessment and progress reports
- Explain importance of accurate recordkeeping (gradebook, attendance)
- Discuss procedures for new students who enroll/withdraw after the school year has begun
- Explain curriculum, access to the curriculum guides, and importance to lesson planning
- Acquaint the new teacher with Special Education referral processes and pertinent forms (i.e. the Individualized Education Program-IEP)
- Encourage protege to continue reflecting on his/her teaching experience
- Acquaint new teacher with RtI (Response to Intervention)
- Acquaint new teacher with permanent records
- Discuss policy for homework, make-up work, and late work
- Discuss grading philosophy and review recording/weighting data
- Discuss supplementary tools, materials, resources, media services, and specialists
- Share lesson plans and other related schedules/activities
- Help establish a substitute teacher folder

### **What went well:**

### **Areas to work on:**

# August

To be completed by initial educator

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>Student behavior documentation</b>		
<b>Develop/implement classroom management strategies</b>		
<b>Rtl (Response to Intervention)</b>		
<b>Special Ed. referral processes, IEP</b>		
<b>Tier 2 Team</b>		
<b>Documenting student assessments</b>		
<b>Cumulative folders, test results, permanent records, medical alerts, etc.</b>		
<b>Homework policy/late work</b>		
<b>Recordkeeping, gradebook, attendance</b>		
<b>Grading philosophy, weighting data</b>		

<b>Refine computerized grading systems</b>		
<b>Help prioritize workload</b>		
<b>Positive parent contacts</b>		
<b>Supplementary books, resources, media center, etc.</b>		
<b>Access to curriculum guides, lesson planning</b>		
<b>Share plans, related schedules/activities, field trip procedures</b>		
<b>Aid with lesson planning</b>		
<b>Substitute teacher folder</b>		
<b>Procedures for mid-year enroll/withdraw students</b>		



## September/October

- Document meetings
- Address concerns of classroom management and discipline
- Discuss procedures for parent-teacher conferences prior to scheduled dates
- Discuss standardized exam policies and share sample tests in appropriate grade
- Review items for the beginning of the Buddy Teacher program
- Review organizational and recordkeeping skills
- Discuss first quarter report cards
- Prepare teacher for principal observation/evaluation
- Share information and process for professional development opportunities
- Discuss grading philosophy and review recording/weighting data

**What Went Well:**

**Areas to Work On:**

## September/October

To be completed by initial educator

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Classroom management concerns		
Organizational/recordkeeping skills		
Parent-teacher conferences prior to scheduled dates		
First report card		
Standardized exam policies, sample tests		
Observation/feedback		
Prep for principal evaluation/observation, forms		
Information process for professional development opportunities		

## November

Share success stories and celebrate!

- Document monthly meetings
- Advise new teacher of special events, delayed opening, and snow day procedures
- Plan for mid-year universal screeners
- Reflect on areas of growth
- Discuss end of semester procedures
- Discuss assessment techniques and record keeping skills
- Discuss staff-program change procedures for the upcoming school year

**What Went Well:**

**Areas to Work On:**

## November

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Special events, delayed openings, snow days		
End of semester procedures		
Assessment techniques, record keeping skills		
Reflect on areas for growth		
Staff/program change procedures for upcoming year		
Prep for principal evaluation/observation, forms		
Information process for professional development opportunities		

## December

- Document meetings
- Discuss different learning styles
- Discuss walk-through observation
- Discuss new teacher probationary policy

**What Went Well:**

**Areas to Work On:**

## December

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>Classroom management, discipline</b>		
<b>Plan mid-year target assessment</b>		
<b>Discuss probationary policy for new teachers</b>		

## January/February

- Document meetings
- Go through 3rd and 4th quarter procedures and activities
- Answer any questions
- Review policies and issues related to retention, failure of students, and summer school options

**What Went Well:**

**Areas to Work On:**

## January/February

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
3rd and 4th quarter procedures and activities		
Answer any questions		
Review retention issues, summer school options, etc.		



## March

- Document meetings
- Review procedure for field trips, if necessary
- Review proper procedure for signing contract and following deadlines
- Give suggestions for keeping momentum and interest at the end of the year for students and teachers

**What Went Well:**

**Areas to Work On:**

## March

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
Review Field Trip procedures		
Summer School enrollment procedures		
Suggestions for keeping momentum and student interest		
Contract signing procedures		

## April

- Document meetings
- Plan for the end of the year testing
- Discuss specific group activities and transitioning needs for next year
- Discuss transfer and retention procedures for specific students

**What Went Well:**

**Areas to Work On:**

## April

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>Plan for the end of the year testing</b>		
<b>Student group activities and transitioning needs</b>		
<b>Transfer/retention procedures for specific students</b>		

## May

- Review plans for end-of-year student activities
- Discuss awards assemblies
- Discuss end-of-year checkout procedures provided by the office
- Assist with final grading procedures
- Ask for feedback on the Buddy Teacher program and make copy of all forms to be turned into the PD committee

### **What Went Well:**

### **Areas to Work On:**

## May

*To be completed by initial educator*

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>End-of-year student activities</b>		
<b>Awards assemblies</b>		
<b>End-of-year checkout procedures</b>		
<b>Final grading procedures</b>		
<b>Feedback on Buddy Teacher program, copy all forms</b>		

**Forms to be  
Completed and  
Turned into  
Professional  
Development  
Committee**

## BUDDY TEACHER/PROTEGE AGREEMENT OF CONFIDENTIALITY

I understand and will fulfill my responsibilities as outlined in the Dexter R-XI School District's Buddy Teacher Program. I hereby agree to keep all conversations and instructional feedback in regard to the Buddy Teacher/protege program confidential.

_____
Name
_____
Date



# Ground Rules

Ground rules for \_\_\_\_\_ and \_\_\_\_\_  
working relationship. Rules apply to both parties.

**OPEN DOOR POLICY-** both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

**HUMOR-** we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

**CONFIDENTIALITY-** we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

**PROMPTNESS-** both of us believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

**COMFORTABLE ENVIRONMENT-** we will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Signed by: \_\_\_\_\_ (Buddy Teacher)

\_\_\_\_\_ (protege) Date: \_\_\_\_\_

## BUDDY TEACHER/PROTEGE CHECKLIST

**Buddy Teacher**

**Grade Level/Subject Area**

**Protege**

**Grade Level/Subject Area**

**School**

**School Year**

**CLASSROOM MANAGEMENT**

**Date:**

**Initial:**

**-Principal**

- Daily Routine (duties, planning time, etc.) \_\_\_\_\_
- Discipline Referral Forms \_\_\_\_\_
- District/Building Discipline Policies \_\_\_\_\_
- Retention Policy \_\_\_\_\_

**PROFESSIONAL ACTIVITY**

**-Principal**

- Assembly Procedures/Duties \_\_\_\_\_
- Requisitions, Materials, Supplies \_\_\_\_\_

**PROFESSIONAL KNOWLEDGE/OBLIGATIONS**

**-Principal**

- Board Policies \_\_\_\_\_
- Building Handbook \_\_\_\_\_
- Building/District Dress Code \_\_\_\_\_
- Extracurricular Expectations/Assignments/  
Responsibilities \_\_\_\_\_
- Certification Assistance \_\_\_\_\_
- Time Management \_\_\_\_\_
- Professional Expectations In and Out of  
the Classroom \_\_\_\_\_

**INTERPERSONAL INFORMATION**

**-Principal**

- District/Building Goals \_\_\_\_\_
- District/Building Professional Growth  
Plan \_\_\_\_\_
- Methods of Parent/Teacher Communication \_\_\_\_\_
- Preparation for Parent/Teacher Conference \_\_\_\_\_
- Opportunities for Networking with  
Fellow Educators \_\_\_\_\_

**CLASSROOM MANAGEMENT**

**-Buddy Teacher**

- Daily Routine (classroom) \_\_\_\_\_
- Classroom Discipline Plan \_\_\_\_\_
- Grading Scale \_\_\_\_\_
- Gradebook (hard copy) \_\_\_\_\_
- Progress Reports \_\_\_\_\_
- Report Cards \_\_\_\_\_
- Attendance Forms/Policy \_\_\_\_\_
- Student Forms \_\_\_\_\_  
(admit slips, hall pass, bus pass, etc.)
- Lunch Count Procedure \_\_\_\_\_
- Substitute Folder \_\_\_\_\_

**PROFESSIONAL ACTIVITY**

**-Buddy Teacher**

- Professional Growth Plan \_\_\_\_\_
- Copying Procedures \_\_\_\_\_
- Emergency Forms/Procedures \_\_\_\_\_
- Emergency Plans/Procedures \_\_\_\_\_
- Classroom Inventory \_\_\_\_\_
- Distribution of Books/Supplies \_\_\_\_\_
- Lesson Plans \_\_\_\_\_
- School Climate (heat, air, lights, etc.) \_\_\_\_\_

**PROFESSIONAL KNOWLEDGE/OBLIGATIONS**

**-Buddy Teacher**

- Professional Development Activity Forms \_\_\_\_\_
- Grade Level/Team Meetings \_\_\_\_\_

**INTERPERSONAL INFORMATION**

**-Buddy Teacher**

- Community/School Profile \_\_\_\_\_

**CLASSROOM MANAGEMENT**

**-Technology Coordinator**

- District Computer Technology \_\_\_\_\_  
(SIS, e-mail, Internet, etc.)
- Building Resource Technology \_\_\_\_\_  
(ipad, lap top, document camera, etc.)

## Buddy Teacher/Protege Checklist

*\*This form is used as your personal notes and doesn't have to be copied*

Task	Notes	Date
Daily Routine		
Discipline Referral Forms		
District/Building Discipline Policies		
Retention Policy		
Assembly Procedures/Duties		
Requisitions, Materials, Supplies		
Board Policies		
Building Handbook		
Building/District Dress Code		

<b>Extracurricular Expectations/Assignments/Responsibilities</b>		
<b>Certification Assistance</b>		

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>Time Management</b>		
<b>Professional Expectations In and Out of the Classroom</b>		
<b>District/Building Goals</b>		
<b>District/Building Professional Growth Plan</b>		
<b>Methods of Parent/Teacher Communication</b>		
<b>Preparation for Parent/Teacher Conference</b>		
<b>Opportunities for Networking with Fellow Educators</b>		

<b>Daily Routine</b>		
<b>Classroom Discipline Plan</b>		
<b>Grading Scale</b>		
<b>Gradebook</b>		
<b>Progress Reports</b>		

<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>Report Cards</b>		
<b>Attendance Forms/Policy</b>		
<b>Student Forms</b>		
<b>Lunch Count Procedures</b>		

<b>Substitute Folder</b>		
<b>Professional Growth Plan</b>		
<b>Copying Procedures</b>		
<b>Emergency Forms/Procedures</b>		
<b>Emergency Plans/Procedures</b>		
<b>Classroom Inventory</b>		
<b>Distribution of Books/Supplies</b>		
<b>Lesson Plans</b>		
<b>Task</b>	<b>Notes</b>	<b>Date</b>
<b>School Climate</b>		

<b>Professional Development Activity Forms</b>		
<b>Grade Level/Team Meetings</b>		
<b>Community/School Profile</b>		
<b>District Computer Technology</b>		
<b>Building Resource Technology</b>		



## Buddy Teacher/Protege Log

### First Quarter

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

The original of this form should be filed in the protege's portfolio and a copy submitted to the Professional Development Committee. The building principal may also require a copy for his/her files.

<b>We:</b>	<b>Date:</b>
Participated in the district New Teacher Workshop	
Formulated a personal goal to be Included in the Growth Plan	
Set up meetings	
Shared resources	
Discussed preparations for first quarter grades and parent/teacher conferences	
Updated professional portfolio as needed	
Made copies of this page for PD committee and principal	

## Buddy Teacher/Protege Log

### Second Quarter

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

The original of this form should be filed in the protege's portfolio and a copy submitted to the Professional Development Committee. The building principal may also require a copy for his/her files.

<b>We:</b>	<b>Date:</b>
Update Professional Portfolio/Growth Plan, if necessary	
Document all meetings	
Discussed results of parent/teacher conferences	
Discuss classroom problems/successes	
Discussed professional development opportunities	
Met with PD committee in November to review program	
Made copies of this page for PD committee and principal	

*Signatures verify that we have accomplished the activities indicated above.*

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
Protege

## Year Buddy Teacher/Protege Log

### Third Quarter

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

The original of this form should be filed in the protege's portfolio and a copy submitted to the Professional Development Committee. The building principal may also require a copy for his/her files.

We:	Date:
Documented meetings	
Review Professional Development Portfolio/Professional Development Hours	
Evaluated first three quarters	
Made copies of this page for PD committee and principal	

*Signatures verify that we have accomplished the activities indicated above.*

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
Protege

## Buddy Teacher/Protege Log

### Fourth Quarter

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

The original of this form should be filed in the protege's portfolio and a copy submitted to the Professional Development Committee. The building principal may also require a copy for his/her files.

<b>We:</b>	<b>Date:</b>
Documented meetings	
Finalized Professional Growth Plan, turned in PD hours to administration office	
Set tentative growth goal for next year	
Completed and turned in Buddy Teacher/Protege Program Evaluation (page 43)	
Made copies of this page for PD committee and principal	

*Signatures verify that we have accomplished the activities indicated above.*

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
Protege

### Log Sheet Documentation

Date	Time	Topic	Initials

## Buddy Teacher/Protege Program Evaluation

Buddy Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

Protege \_\_\_\_\_ Grade Level \_\_\_\_\_

School Year \_\_\_\_\_ Building \_\_\_\_\_

Please answer the following questions. Your input will assist us in formulating and maintaining an effective, efficient, and productive program. Please feel free to add any constructive comments you might like to make.

How useful was the Buddy Teacher/Protege handbook in assisting with your first-year teaching duties at Dexter School District?

Was there information you needed, that was not included in the handbook? If so, what was it?

Overall summary: