

DEXTER SCHOOLS



Home of the Bearcats

TEACHER MENTORING PROGRAM

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PROGRAM OVERVIEW

New teachers are required to participate in a mentoring program approved and provided by the district for a minimum of two years.

Beginning Teacher Assistance Program

According to the Excellence in Education Act, beginning teacher assistance programs “shall include assistance from the teacher education program which provided the teacher’s training if such training was provided in a Missouri college or university.”

Educator/Mentor Meetings

The focus of each meeting is outlined within the Educator/Mentor monthly checklist. In addition, one (1) district-wide meeting will be scheduled (Beginning Teacher Workshop sponsored by the Dexter R-XI School District and the Beginning Teacher Assistance Program). Attendance to the Beginning Teacher Workshop is mandatory.

Mentoring Program

All initial educators with no prior teaching experience, are required to complete the two-year beginning teacher assistance program. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

Compensation

The Dexter PDC (Professional Development Committee) will provide a stipend of \$300 to the mentor during the first year of service, and \$250 during the second year. Payment of this fee is contingent upon the mentor meeting all guidelines as outlined in the handbook. Failure to fulfill all obligations will result in deductions to the stipend.

ROLE OF THE MENTOR

The role of a mentor is that of a helper and not an evaluator. The mentor serves as a coach, a trainer, a positive role model, a developer of talent, and an opener of doors.

QUALIFICATIONS

A mentor 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 mentoring
5. be a faculty member with certification and experience in the same area as the beginning teacher (protégé); however, the mentor/protégé 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 mentor, 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 mentor.

MENTOR RESPONSIBILITIES

It is the responsibility of both the mentor and the protégé to see that all activities are accomplished within the time-frame designated, that they are documented, and that both mentor and protégé 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 and at the Beginning Teacher Assistance Program if required. (Superintendent's office will supply information about pre-school activities)
2. Assist in formulation of protégé's professional growth plan
3. Meet weekly in the first quarter, bi-weekly the remainder of the year
4. Observe ½ day in protégé's classroom in the first and third quarters and provide feedback. **Remember this is an OBSERVATION, NOT an EVALUATION** (PDC funds substitute pay)
5. Attend November PDC meeting to comment, make suggestions on the mentoring program
6. Keep Mentor/protégé 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 mentor/protégé assigned to the same classroom, it can result in a very difficult situation for everyone involved.

MENTOR ASSIGNMENT

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

DUTIES OF THE BEGINNING TEACHER

While the mentor is responsible for assisting the protégé, the beginning teacher is responsible for seeking assistance and advice, and for seeing that his/her activities listed in the Mentor/protégé Log are completed, documented, and verified by signatures.

Listed here is an overview of these activities:

1. Attend beginning teacher workshop within the district and Beginning Teacher Assistance Program (Superintendent will provide schedule)
2. Formulate a professional growth plan including one personal goal
3. Meet weekly with mentor in the first quarter, bi-weekly the remainder of the year
4. Observe ½ day in mentor's classroom in the first and third quarters (PDC funds substitute pay)
5. During the second quarter, observe another teacher for at least 30 minutes (preparation time should be used for this)
6. Attend November PDC meeting to provide feedback on mentoring process
7. Keep Mentor/Protégé Log updated and turn in copies at the end of each quarter to building principal and Professional Development Committee Chair
8. Set up and maintain portfolio for the Missouri's Educator Evaluation System and re-certification (Files should contain the professional growth plan, verification of professional development activities and hours, college credits, copies of completed mentoring log, and any other materials needed for the Educator Evaluation System and the transition to Career Continuous Professional Certificate)

APPROVED TEACHING EXPERIENCE

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 mentoring 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 mentoring program. To achieve optimal results in the mentoring 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 mentors, following the criteria set forth in this handbook
2. Offering support, assistance, and resources to mentor and new teacher
3. Participating in the mentoring process by being available to both the mentor and the new teacher
4. Securing substitutes to insure that both the mentor and the beginning teacher follow through with the required classroom observations
5. Conduct informal walk-through observations throughout the year, to insure that the beginning teacher is adapting to the classroom environment

August

Mentor and initial educator may need more than one meeting this month.

Suggested Topics of Discussion:

- Document weekly 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 protégé 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

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

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

September/October

- Document weekly 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
- Complete new teacher observation and offer feedback
- Review items for the beginning of the mentoring program
- Discuss walk-through observation, if one occurred
- Review organizational and recordkeeping skills
- Assist the new teacher through the first report cards
- Prepare new 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

Task	Notes	Date
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 bi-weekly 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

Task	Notes	Date
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 bi-weekly meetings
- Discuss different learning styles
- Complete new teacher observation and provide feedback
- Discuss walk-through observation
- Check in on classroom management and discipline procedures
- Arrange for new teacher to observe one of your lessons
- Discuss new teacher probationary policy

What Went Well:

Areas to Work On:

December

To be completed by initial educator

Task	Notes	Date
Learning styles		
Classroom management, discipline		
Observation and feedback		
Plan mid-year target assessment		
Discuss probationary policy for new teachers		
New teacher to observe mentor		

January/February

- Document bi-weekly meetings
- Complete new teacher observation and provide feedback
- Encourage protégé to continue reflecting on his/her teaching experiences
- Encourage trying new things
- 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

Task	Notes	Date
Observation feedback		
Encourage reflecting/journaling		
Encourage new things		
Review retention issues, summer school options, etc.		

March

- Document bi-weekly meetings
- Observe in mentor's classroom 1/2 day
- 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

Task	Notes	Date
Observation feedback		
Review Field Trip procedures		
Summer School enrollment procedures		
Suggestions for keeping momentum and student interest		
Contract signing procedures		

April

- Document bi-weekly 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

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

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 mentor 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

Task	Notes	Date
End-of-year student activities		
Awards assemblies		
End-of-year checkout procedures		
Final grading procedures		
Feedback on mentoring program, copy all forms		

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

MENTOR/PROTEGE AGREEMENT OF CONFIDENTIALITY

I understand and will fulfill my responsibilities as outlined in the Dexter R-XI School District's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/protégé 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: _____ (mentor) _____ (protégé)
Date: _____

MENTOR/PROTEGE CHECKLIST

Mentor **Grade Level/Subject Area**

Protégé **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

-Mentor

- 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

-Mentor

- 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

-Mentor

- Professional Development Activity Forms _____
- Grade Level/Team Meetings _____

INTERPERSONAL INFORMATION

-Mentor

- Community/School Profile _____

CLASSROOM MANAGEMENT

-Technology Coordinator

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

Mentor/Protégé 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		
Extracurricular Expectations/Assignments/Responsibilities		
Certification Assistance		

Task	Notes	Date
Time Management		
Professional Expectations In and Out of the Classroom		
District/Building Goals		
District/Building Professional Growth Plan		
Methods of Parent/Teacher Communication		
Preparation for Parent/Teacher Conference		
Opportunities for Networking with Fellow Educators		
Daily Routine		
Classroom Discipline Plan		
Grading Scale		
Gradebook		

Progress Reports		
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Task	Notes	Date
Report Cards		
Attendance Forms/Policy		
Student Forms		
Lunch Count Procedures		
Substitute Folder		
Professional Growth Plan		
Copying Procedures		
Emergency Forms/Procedures		
Emergency Plans/Procedures		
Classroom Inventory		

Distribution of Books/Supplies		
Lesson Plans		
Task	Notes	Date
School Climate		
Professional Development Activity Forms		
Grade Level/Team Meetings		
Community/School Profile		
District Computer Technology		
Building Resource Technology		

First Year Mentor/Protégé 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 protégé'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:
Participated in the district New Teacher Workshop	
Attended Beginning Teacher Assistance Program	
Formulated a personal goal to be Included in the Growth Plan	
Discussed in-service clock hours requirements (30) and set up a personal professional portfolio	
Completed New Teacher PD checklist (page 26, 27)	
Set up weekly/bi-weekly meetings	
Documented weekly/bi-weekly meetings (page 33)	
Shared resources	
Set date to observe ½ day in mentor's class	
Made necessary arrangements for observation	
Observed in mentor's classroom (page 35)	
Shared observation thoughts with mentor	
Set date to observe ½ day in protégé's classroom	
Made necessary arrangements for observation	
Observed in protégé's classroom (page 34)	
Shared observation thoughts with protégé	
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	

First Year Mentor/Protégé Meeting Record

First Quarter Weekly Meetings

Date:	Time:	Topic:	Initials

Signatures verify that we have accomplished the activities indicated on page 32-33.

Mentor

Protégé

Mentor Observation Form I

New Teacher being observed _____ Date _____

Mentor Conducting Observation _____

District or building goals addressed:

Strengths:

Areas of growth opportunity:

Overall summary:

New Teacher Observation Form

Mentor observed _____ Date _____

New teacher observing _____

District or building goals addressed:

Strengths:

Techniques/Information Gained:

How/What I will implement in my classroom:

First Year Mentor/Protégé 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 protégé'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:
Update Professional Portfolio/Growth Plan, if necessary	
Document bi-weekly meetings (page 37)	
Discussed results of parent/teacher conferences	
Discuss classroom problems/successes	
Mentor/Protégé met with building principal to discuss progress	
Discussed professional development opportunities	
Met with PD committee in November to review program	
Protégé observed another teacher in his/her classroom during protégé's preparation time	
Made copies of this page for PD committee and principal	

Signatures verify that we have accomplished the activities indicated above.

Mentor

Protégé

First Year Mentor/Protégé Meeting Record

Second Quarter Bi-Weekly Meetings

Date:	Time:	Topic:	Initials

First Year Mentor/Protégé 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 protégé'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 bi-weekly meetings (page 40)	
Review Professional Development Portfolio/Professional Development Hours	
Mentor observed protégé ½ day (page 39)	
Discussed a new/innovative teaching strategy learned from a professional development activity	
Evaluated first three quarters	
Made copies of this page for PD committee and principal	

Signatures verify that we have accomplished the activities indicated above.

Mentor

Protégé

Mentor Observation Form II

New Teacher being observed _____ Date _____

Mentor conducting observation _____

District or building goals addressed:

Strengths:

Areas of growth since last observation:

Overall summary:

First Year Mentor/Protégé Meeting Record

Third Quarter Bi-Weekly Meetings

Date:	Time:	Topic:	Initials

First Year Mentor/Protégé 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 protégé'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 bi-weekly meetings (page 42)	
Finalized Professional Growth Plan, turned in PD hours to administration office	
Set tentative growth goal for next year	
Completed and turned in First Year Mentor/Protégé Program Evaluation (page 43)	
Made copies of this page for PD committee and principal	

Signatures verify that we have accomplished the activities indicated above.

Mentor

Protégé

First Year Mentor/Protégé Meeting Record

Fourth Quarter Bi-Weekly Meetings

Date:	Time:	Topic:	Initials

First Year Mentor/Protégé Program Evaluation

Mentor _____ **Grade Level** _____

Protégé _____ **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 Mentor/Protégé handbook in assisting with your first-year teaching/mentoring duties?

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

Overall summary:

Second Year Mentor/Protégé 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 protégé'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 monthly meetings (page 45)	
Protégé observed at least 30 minutes in mentor's classroom during preparation time	
Mentor observed at least 30 minutes in protégé's classroom during preparation time	
Discussed mutual observations	
Made copies of this page for PD committee and principal	

Signatures verify that we have accomplished the activities indicated above.

Mentor

Protégé

Second Year Mentor/Protégé Meeting Record

First Quarter Monthly Meetings

Date:	Time:	Topic:	Initials

Second Year Mentor/Protégé Log

Second/Third/Fourth Quarter

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

The original of this form should be filed in the protégé'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 monthly meetings (page 47)	
Attended and participated in PD activities	
Updated professional growth plan	
Observed a teacher other than mentor in his/her classroom for at least 30 minutes during preparation time	
Updated professional portfolio	
Made copies of this page for PD committee and principal	

Signatures verify that we have accomplished the activities indicated above.

Mentor

Protégé

