

Delta R-V

Mentor/Mentee Handbook

A Mentoring Program

A mentor is a trusted and experienced professional who takes a direct interest in the development and education of a younger, less experienced professional.

The functions of a mentor will vary with the needs of the new teacher. The new teacher brings to the relationship various levels of expertise gained from life experience and preparatory training. The task of the mentor, therefore, is to integrate the knowledge and skill base of the teacher into the particular organization and the demands of the professional assignment.

Mentoring In Delta R-V

GOALS

1. To provide new teachers, a new teacher being someone who has less than two years of teaching experience, a professional relationship with a mentor for professional growth and development.
2. To retain new teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching.
3. To provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers.
4. To offer mentors opportunities for professional growth by providing training and expansion of professional skills.

MENTOR SELECTION CRITERIA

- A model teacher, possessing expertise in knowledge and skills of teaching with a minimum of five years teaching experience.
- Knowledgeable regarding school district and building goals, procedures, and rules.
- Able to communicate and able to respond to a new teacher's needs

MENTOR/NEW TEACHER RESPONSIBILITIES

1. Both mentor and new teacher will receive a mentoring booklet. The booklet is to aid in the facilitation of the mentoring program.
2. Workshop meetings and the beginning of school is a particularly stressful time for a new teacher. During this time, the mentor will aid the new teacher with his/her adjustment to the new organization. Providing information, giving assistance, and welcoming him/her to the building are some of the activities that will take place. Other suggestions are as follows:
 - a. orienting the new teacher to the building,
 - b. reviewing curriculum and texts with the protegee,
 - c. setting up and organizing the classroom,
 - d. reviewing record keeping procedures,
 - e. introducing the new teacher to the staff in the building
 - f. and/or providing of information about the community,
 - g. mentors may arrange for the new teacher to observe other master teachers for specific techniques and skills.
3. The mentor and the new teacher will meet on a regular basis in both formal and informal settings. .
4. A Three-Year Professional Plan will be developed by the new teacher by May of year one. This plan will include goals and objectives for professional growth. The new teacher should address in his/her plans the Three-Year Professional Certificate of the State of Missouri. Informationre-

garding state certifications can be obtained through the Principal or Superintendent's offices. This plan should include:

Goals

- Career goals for three years.
- Educational goals, such as university attendance.
- Staff development goals in the district.
- Personal development goals.

Objectives

- University courses
- Specific training in techniques or skills
- In service training to meet state requirements of 30 hours
- Curriculum development

ADMINISTRATION OF PROGRAM

The Mentor Teacher Program will be administered by the building principals in coordination with the Professional Development Committee. Their duties shall include:

- schedule staff development activities for mentors and new teachers;
- assist with identification of training needs of mentors and new teachers;
- provide information about the Mentor Teacher Program to interested persons;
- report all activities to administration personnel.

EVALUATION

Evaluation must be a priority for any program. For this reason both formative and summative evaluations are recommended. Evaluations may be written narratives, surveys, seminar minutes, questionnaires or observation notes.

Beginning/New Teacher Responsibilities

The following guidelines are for the beginning or new teacher in the Delta R-V school system:

1. The beginning teacher should maintain a professional file folder. The folder should contain the following:
 - A. His/her “Professional Development Plan” and any yearly supplements that follow. The plan and supplements should be upgraded as goals are met.
 - B. The “Activity Log” which indicates time spent in meetings with the mentor. There should be an activity log for the first year and one for the second year of teaching experience.
 - C. A yearly ‘Workshop Log’ which designates workshops, in-service meetings, and other professional activities attended
 - D. Copy of the “Performance Based Teacher Evaluation: (PBTE) Verification Form.
 - E. Any letter, notes, etc. from parents, students, fellow teachers, or administrators that concern your work as a teacher, especially if it is a complementary one.
 - F. Copy of dated “New Teacher Checklist” indicating that items listed have been discussed.
2. The beginning teacher should meet with his/her mentor at least one time each month. Topics to be discussed at these meetings are listed in the “Mentoring” section. Other areas of concerns and ideas may also be discussed at this time or at other impromptu meetings.
3. The beginning teacher should make sure that the superintendent has access to a file that contains his/her “Professional Development Plan” which has been updated as goals are met. At the end of the school year, the beginning teacher should also place a copy of his/her “Activity Log” and “Workshop Log” in the superintendent’s folder and the PDC’s folder.
4. It is the beginning teacher’s responsibility to request the paperwork necessary to upgrade or renew his/her certification.
5. Both the beginning teacher and the teacher new to the system may also contact members of the Professional Development Committee if he/she has questions or need help.
6. Any new teacher who is new to the system will have a “buddy” assigned to work with him/her. The “buddy” and the new teacher should discuss all items on the “New Teacher Checklist.”

MISSOURI'S REVISED CERTIFICATION PROCESS

(Effective November 1998)

The State board of Education recently approved several changes in Missouri's teacher certification requirements and procedures. One of those changes replaces the current four-step certificate process with a simpler, three-step system. Following is a description of the requirements for each of the three certificates.

PCI ***PROFESSIONAL CERTIFICATE I**

Teachers who hold this three-year certificate are required to
Participate in an entry-year mentor program.
Develop and implement a professional development program
Complete 30 clock hours of in-service training
Participate in performance-based teacher evaluation
Participate in a beginning-teacher assistance program at a college or
Complete three years of approved teaching experience

The PC I is non-renewable; requirements must be satisfied to upgrade to the PC II level. If requirements cannot be met, an extension or reissue may be granted.

PC II ***PROFESSIONAL CERTIFICATE II**

Teachers who hold this seven-year certificate are required to
Continue following a professional development plan
Complete 30 additional clock hours of in-service training
Complete 12 semester hours of academic credit*
Complete seven years of approved teaching experience

*Teachers who have earned a master's degree in education or in an area of certification are exempt from the 12-semester-hour requirement.

Teachers may renew the PC II an unlimited number of times by repeating the requirements every seven years.

CPC***CONTINUOUS PROFESSIONAL CERTIFICATE**

This 10-year certificate is issued to those who
Complete all requirements at the PC II level
Have a minimum of 10 years of approved teaching experience
Have a master's degree in education or in an area of certification

Teachers may renew the CPS an unlimited number of times by submitting a written request to the state's teacher certification office.

For more information about the revised certification process, call the teacher certification office at the Department of Elementary and Secondary Education (314/751-0051).

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I <u>Instructional Process</u> B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
4)				
5)				
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I Classroom Management B. District Responsibility				
1) Identify classroom management procedures on discipline	Review school discipline code, procedures for record keeping of discipline and for corporal punishment.	Principal & Mentor	Orientation & Outgoing	
2) Clerical responsibilities concerning grade book, attendance, plan book, report cards, hall passes, absentee slips, inventories, special area, state and federal reports	Consult school handbook on clerical duties and review appropriate state and federal guidelines.	Principal & Mentor	Orientation/ First Quarter	
3) Discuss copying and paper control.	Use office supplies to copy, understand control.	Principal & Mentor	Orientation/ First Quarter	
4) Discuss copying and paper control a) Art, Music, Physical Ed. b) Assemblies c) Lunch Money / Count	Inform teacher of present organizational procedures	Principal & Mentor	Orientation/ First Quarter	
5) Discuss ancillary resources a) Library b) School Nurse/First Aid c) Audio-Visual	Tour Facilities	Principal, Mentor & School Nurse	Orientation & Outgoing	
6) Identify environmental responsibilities a) Heat, Light b) Maintenance c) Desks	Tour school facilities. Review procedure for reporting maintenance problems	Principal & Mentor	First Week	
7) Discuss methods of obtaining teaching supplies	Review requisition forms and inventory	Principal & Mentor	Orientation & Outgoing	
8) Discuss student safety	Discuss and identify potential safety hazards	Principal & Mentor	Orientation & Outgoing	

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I Classroom Management B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
4)				
5)				
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III <u>Interpersonal Relationships</u> A. <u>District Responsibility</u>				
1) Identify channels for parent/teacher communications	Explain methods of parent/teacher communications and parent/teacher conferences	Mentor & Principal	Orientation & Ongoing	
2) Discuss social expectation in and out of classroom	Discuss with mentor and principal	Mentor & Principal	Ongoing	
3) Discuss opportunities for networking with fellow teachers	Discuss means of cooperatively working the colleagues	Mentor	Ongoing	
4) Discuss the cultural and socioeconomic backgrounds of member of the school community	Review cultural	Principal	Orientation	
5)				
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III Interpersonal Relationships B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
4)				
5)				
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV <u>Professional Responsibilities</u> C. <u>District Responsibility</u>				
1) Explain school board policy	Review school board policy handbook	Principal & Superintendent	Orientation	
2) Explain teacher professional development policies and expectations	Review board policies and state requirements	Principal & Mentor	Orientation & Ongoing	
3) Prepare teacher for extracurricular activities	Explain extracurricular assignments and responsibilities	Principal & Mentor	Orientation & Ongoing	
4) Identify opportunities of involvement in professional organization	Preview policies regarding professional organization involvement	Principal & Mentor	Orientation & Ongoing	
5) Discuss professional dress	Review current practices	Principal	Orientation	
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Responsibilities B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
4)				
5)				
6)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Relationships B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
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5)				
6)				
7)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
V. <u>Other</u> B. <u>Teacher Responsibility</u>				
1)				
2)				
3)				
4)				
5)				
6)				
7)				

NAME _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
V. <u>Other</u> B. <u>District Responsibility</u>				
1) Discuss liability	Discuss problems that might occur in the classroom or on field trips	Principal & Mentor	Orientation & Ongoing	
2) Discuss employment forms and benefits	Discuss insurance, W-4 and other employment forms	Principal & Mentor	Orientation & Ongoing	
3) Discuss how to work with an extracurricular organization	Review teacher handbook on money, use of busses and activities. Discuss how to place an event on the school calendar	Principal & Mentor	Orientation & Ongoing	
4)				
5)				
6)				
7)				