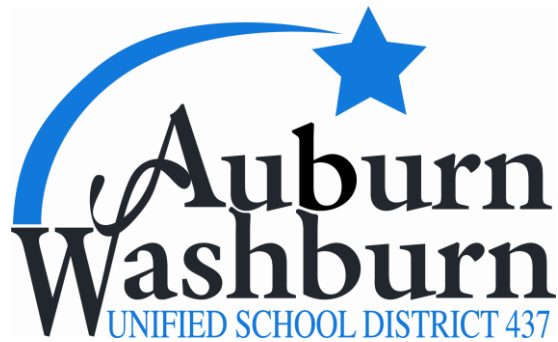


MENTOR PROGRAM HANDBOOK



The mission of the USD 437 Mentor Program is to offer professional support and continuous assistance to teachers new to the profession or the district provided by selected, experienced teachers.

Purpose:

The USD 437 mentorship program orients the new teacher (new to the profession or new to the district) to the district and school setting, encourages professional growth, and promotes teacher retention. This will be achieved through collaboration, modeling, coaching, encouragement, and participation in a continuous learning community.

Program Goals:

The goals of the USD 437 mentorship program are to

- Support and assist beginning teachers
- Support and assist experienced teachers new to the district
- Promote teacher retention (keeping new teachers in the district and the profession)
- Improve student achievement by promoting the personal and professional well being of teachers
- Introduce and sustain district and building culture and philosophy
- Establish and maintain personal and professional relationships
- Enhance the professional knowledge and skills of experienced teachers
- Aid mentees, not add another stressor

Expectation of Mentor

The mentor teacher models professional growth and supports the new teacher's professional development. The mentor should familiarize the new teacher to the school community and to the culture of the district. The mentor is a colleague supporting the professional development of the new teacher. To foster an individualized program, the diverse needs of the new teacher should be analyzed by the mentor. The mentor should respond in kind to those needs. Should the mentor be unable to meet most of the needs of the new teacher, the mentor should visit with the principal or program coordinator about possible reassignment.

At no time should the mentor be in a role of evaluating the new teacher. Mentors may offer suggestions to the new teacher but will not be involved in formative and summative evaluations.

Program Organization

Participation:

All new to the district teachers will participate in a three day induction program prior to the first contact day of returning staff.

Teachers employed at 0 or 1 year experience will participate in one full school year of mentoring support the first year of employment.

Teachers employed at 2 or more years of experience may request a mentor or may be assigned a mentor by the building principal if a suitable mentor is available.

Structured Contact Time

New Teachers:

1. Induction program prior to first contract day of returning staff
2. Additional meetings/trainings outside of regular school day
3. Mentor assisted district and building orientation
4. Scheduled regular contact and assistance from mentor
5. On-call assistance from mentor
6. Classroom observations by mentor teacher
7. Release time from classroom for observations with mentor and/or other teachers
8. On-call assistance available from the curriculum and staff development coordinators

Participant Responsibilities

Mentor Responsibilities:

- Initial two hour mentor training workshop
- Attend new teachers' building luncheon and initial meeting with new teacher
- Attend New Staff Academy curriculum session with mentee
- Help new teacher during workday, if they so desire.
- Plan and conference with the new teacher (at least two times each month) providing professional and instructional support
- Support and assist a mentee in planning, preparing for and carrying out open house, parent-teacher conferences, attendance and grade cards, district and state assessments, and other first-time professional responsibilities

- Minimum of two classroom visits each semester to mentee during instruction
- Minimum of two mentee observations of an experienced teacher during instruction as agreed between the mentor and mentee
- Complete and submit an activities log monthly to principal and program coordinator
- Evaluate the mentor program and provide feedback
- Maintain confidentiality with mentee

New Teacher Responsibilities:

- Attendance at new teacher induction
- Conference with mentor teacher a minimum of two times each month; conferences are not optional for the new teacher, and are a requirement of the district
- Periodic meetings with building principal
- Attend required district and building training sessions including after school sessions focused to mentee's needs/interests, i.e., classroom management, guided reading, instructional technology, etc...
- Complete mentor program evaluation and provide feedback
- Minimum of two classroom visits each semester by mentee during instruction
- Minimum of two mentee observations of an experienced teacher during instruction as agreed between the mentor and mentee

Building Principal Responsibilities:

- Inform the staff of the mentorship program
- Recruit, select, match, and reassign, if needed, mentor teachers with new teachers in the school (the selection and matching process will include, but not be limited to, curricular and/or instructional role similarities, experience, assignment and proximity)
- Provide support to the mentorship program
- Provide program feedback to participants and to the mentor program coordinator
- Monitor and assess program effectiveness from perspectives of
 - participant feedback
 - training
 - materials
 - support
 - guidelines
 - matching
- Problem solve concerns with mentor and/or new teacher
- Staff recognition of mentors

Training

Mentor Training

Areas to be covered in initial training/orientation to mentor program for mentors include but are not limited to

- Developmental stages of new teacher, career stages of veteran teacher
- Roles and responsibilities of the mentor
- Relationship building
- Collaboration strategies
- Confidentiality

New Teacher Training

Areas to be covered in new staff induction include but are not limited to

- District policies
- Licensure/staff development process
- District curriculum plan and process
- District Technology
- Content and grade specific instructional models and assessments

Additional areas to be covered over the course of the year include but are not limited to

- Content and grade specific instructional strategies
- Content and grade specific assessments
- Differentiated instruction

Incentives:

Mentors

- \$1,000.00 Stipend (Mentor for teacher at 0 years experience)
- \$500.00 Stipend (Mentor for teacher at 1+ years experience)
- Sense of Accomplishment

New Teachers:

- Professional Growth and Performance
- Support system
- Professional development points

Selection and Matching Process

Selection Criteria for Mentor Teacher

- Principal recommendation
- At least three consecutive years employment in the Auburn-Washburn School District.
- Tenured teacher
- Highly competent in instruction and classroom management
- Completed application
- Common area of expertise, subject, grade level, or building
- Desires the mentoring experience
- Sufficient availability for the new teacher, especially at the beginning of the year.

Application Procedure (Mentors)

1. Interested mentors complete teacher applications and submit through MyLearningPlan at any time
2. Application is supported by principal's approval
3. Assignments will be made as new teachers are hired

Matching Process

1. The building principal makes matches selecting from qualified mentor applicants
2. The principal may seek assistance from district-wide personnel and/or representatives from AWEA
3. Ideally, teachers are matched by grade level, subject areas, compatibility of personalities, and teaching ideals
4. Itinerate teachers will be matched by supervisor

Appendix

Appendix A: Application for Mentor

Appendix B: Mentor Checklist

Appendix C: Letter of Understanding

Appendix D: New Teacher Evaluation of Mentor Program

Appendix E: Mentor Evaluation of Mentor Program

Appendix F: Building Principal Evaluation of Mentors and Program

Appendix A: Mentor Application*

Last Name	First Name	MI
Current School Location	Current Grade/Subject Assignment	
Home Phone Number	Classroom Phone Number	Best Time to Call
How many consecutive years have you been under teaching contract in this district?	How many total years of teaching experience? <input type="checkbox"/> 3-5 <input type="checkbox"/> 11-15 <input type="checkbox"/> 6-10 <input type="checkbox"/> 16+	What grade levels or secondary subject areas have you taught?
What previous experience, if any, do you have with instructing adults?	<input type="checkbox"/> No Experience <input type="checkbox"/> Limited <input type="checkbox"/> Extensive	
What classes, training, or study have you completed or participated in that may support you in working with a new teacher?		
Number of AW building or district committees on which you are currently serving?		
The Instructional Mentor Program serves all teachers new to the Auburn-Washburn School District., whether beginning or experienced. While all new to the district teachers have similar support requirements, teachers entering the profession for their first year of teaching have additional needs in instructional and management support.		
Please check all that apply <input type="checkbox"/> I am willing and able to participate in Mentor training. <input type="checkbox"/> I am willing and able to assist in curriculum training and participate in building orientation with a mentee. <input type="checkbox"/> I am willing and able to conference at least twice each month with a mentee providing instructional and professional support. <input type="checkbox"/> I am willing and able, given release time, to visit a mentee during classroom instruction and to have a mentee observe me during classroom instruction. <input type="checkbox"/> If selected as a mentor, I will maintain confidentiality with my mentee.		
If you wish to provide information not reflected in this application, please write on the back or attach a separate page.		

**Signature of Applicant

Date

Building Principal Signature/Endorsement

Program Director

Date

*Access via MyLearningPlan

**Application does not guarantee placement/participation

Appendix B: Mentor Checklist Mentor Checklist/Reports

Mentors are required to submit monthly activity logs to the principal and the program coordinator. If the new teacher is in a different school, the mentor will also send the report to the principal of that building.

It is expected that mentors will cover topics in a timely manner. Mentors may find it necessary to cover some of the topics more than once during the year. A suggested month-by-month topic list is provided during mentor training.

There may be additional topics that mentors need to cover to meet specific needs of a mentee.


MENTOR ACTIVITIES LOG (Sample)

Date August, 2XXX

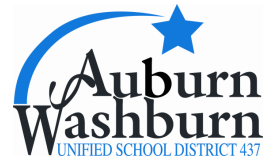
School _____

Mentor _____

Mentee _____

	Activities	Date
	The community <ul style="list-style-type: none"> ○ Students and their families ○ Community ○ Other district schools 	
	Duty Day <ul style="list-style-type: none"> ○ Hours and punctuality ○ Teacher lunch-how and where <ul style="list-style-type: none"> ▪ How ▪ Where ▪ Positive discussion ○ Plan period ○ Staff Meetings ○ Professional dress-school days vs. casual work days 	
	Communication <ul style="list-style-type: none"> ○ Mail system between buildings ○ Email ○ Intercom ○ Phone 	
	Expectations for after school activities <ul style="list-style-type: none"> ○ Sneak Peak/Meet the Teacher/Back to School/ Open House ○ Getting into the building during non-duty hours 	

Letter of Understanding



THE MENTOR AND MENTEE AGREE....

1. Time commitment

We will meet regularly each week

Scheduled meetings

Location _____

Day _____

Time/Duration _____

2. Professional Development

We will observe each other teaching and conference afterwards.

Scheduled Observations

1st Semester

Mentee Observe Mentor _____

Mentor Observe Mentee _____

Mentor Observe Mentee _____

2nd Semester

Mentee Observe Mentor _____

Mentor Observe Mentee _____

Mentor Observe Mentee _____

We will participate in required building and district training sessions and support each other's professional growth.

3. Confidentiality pledge

We agree that information about our personal or private lives shared in the course of our mentoring partnership shall not be disclosed to any other person, unless required by federal, state, or local laws and regulations. Examples of the types of information that must be disclosed are reports of abuse, threats of suicide, or admission of actions that could be prosecuted as felonies.

We further agree that the only documents and/or written records resulting from this mentoring process that will be kept in the program's archives are the following:

- Mentor Program Applications
- Attendance Records,
- Conference/Observation Date Logs
- Anonymous Program Evaluations

4. Additional pledges:

I will be a good listener.

I will accept constructive feedback.

I will be flexible and open.

I will commit to this mentoring relationship.

Mentor signature Date

Mentee signature Date

Appendix D:

New Teacher Evaluation of USD 437 Mentoring Program

Name: _____ (Optional)

Mark the statement with the number that corresponds with your feelings about the USD 437 mentoring program.

- 1 Strongly disagree
- 2 Disagree
- 3 No opinion
- 4 Agree
- 5 Strongly agree

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | My mentor provided first year support by being caring and listening. |
| 1 | 2 | 3 | 4 | 5 | I had contact with my mentor at least twice each month. |
| 1 | 2 | 3 | 4 | 5 | My mentor respected the confidentiality of our relationship. |
| 1 | 2 | 3 | 4 | 5 | My mentor oriented me to the school and to the school's policies and procedures. |
| 1 | 2 | 3 | 4 | 5 | My mentor was available when I needed his or her help. |
| 1 | 2 | 3 | 4 | 5 | My mentor suggested resources (both people and materials) that helped my first year of teaching. |
| 1 | 2 | 3 | 4 | 5 | The mentor program has helped me be a better teacher. |
| 1 | 2 | 3 | 4 | 5 | My observation of other teachers was valuable. |

What suggestions do you have to improve the USD 437 mentorship program?

What questions/concerns do you have about the USD 437 mentorship program?

Appendix E

Mentor Teacher Evaluation of USD 437 Mentoring Program

Name: _____(optional)

Mark the statement with the number that corresponds with your feelings about the USD 347 mentorship program.

- 1 Strongly disagree
- 2 Disagree
- 3 No opinion
- 4 Agree
- 5 Strongly agree

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | I was adequately prepared to be a new teacher mentor. |
| 1 | 2 | 3 | 4 | 5 | I had contact with my mentee at least twice each month. |
| 1 | 2 | 3 | 4 | 5 | I observed my mentee teaching a lesson, which included a follow-up conference. |
| 1 | 2 | 3 | 4 | 5 | My mentee observed me teaching a lesson, which included a follow-up conference. |
| 1 | 2 | 3 | 4 | 5 | I familiarized the new teacher to the school, schools' policies, and procedures. |
| 1 | 2 | 3 | 4 | 5 | My mentee accepted suggestions and help as offered. |
| 1 | 2 | 3 | 4 | 5 | I provided suggestions to find resources (people and materials) to my mentee. |

What suggestions do you have to improve the USD 347 mentorship program?

Appendix F

Building Principal Evaluation of USD 437 Mentoring Program

Mark the statement with the number that corresponds with your feelings about the individual mentor and the USD 457 mentorship program.

- 1 Strongly disagree
- 2 Disagree
- 3 No opinion
- 4 Agree
- 5 Strongly agree

Name of Mentor: _____

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | The mentor was adequately prepared to be a new teacher mentor. |
| 1 | 2 | 3 | 4 | 5 | The mentor had contact with the new teacher at least twice each month. |
| 1 | 2 | 3 | 4 | 5 | The building mentor and I oriented the new teacher to the school and its policies and procedures. |
| 1 | 2 | 3 | 4 | 5 | The mentor was available to the new teacher when he or she needed help. |
| 1 | 2 | 3 | 4 | 5 | The mentor suggested resources (both people and materials) that helped with the new teacher's first year of teaching. |
| 1 | 2 | 3 | 4 | 5 | The mentee put forth adequate effort to acclimate and improve professionally. |
| 1 | 2 | 3 | 4 | 5 | The mentee was willing to seek and accept assistance. |
| 1 | 2 | 3 | 4 | 5 | The district support was adequate for the mentorship program. |

What suggestions do you have to improve USD 437 mentorship program?