



Mentoring Handbook 2007-2008

Professional Mentor Training Agenda

August 15, 2007

12:30-2:30

BSSHS Media Center

- 12:30-12:45 Introductions
- 12:45-1:15 Mentoring Notebook
- 1:15-1:45 Brainstorm Ideas for Successful Mentoring
- 1:45-2:15 Entry Points
- 2:15-2:30 What's next?
- Make contact/Set up initial meeting
 - Friday, Aug. 17th
 - Elementary at DWMS 11 am
 - Secondary at BSSHS 11 am
 - Establish a relationship
 - Utilize instructional coaches
 - Questions?

FYI

August 16th - New Teacher Breakfast at 7:30
Morning session - District information
Afternoon Session - Instructional Coaches
District Initiatives

August 17th - New Teachers In-Service at 7:30 - 11:00
Elementary at DWMS
Secondary at BSSHS
Technology

Agenda August 17, 2007 11:00-3:30

Elementary at Delta Woods Middle School
Secondary at Blue Springs South Media Center

11:00 - Mentors meet New Teachers

11:30-12:30 Lunch with Mentors

12:30-3:30

Elementary Mentor and New Teachers at DWMS

- Technology
- 6 Traits
- Pathways
- Comprehension Strategies
- Assessments

Secondary Mentors with New Teachers at building

**Who dares to teach must
Never cease to learn.**

John Cotton Dana

PROFESSIONAL MENTOR PROGRAM

- Teachers will need to apply to become a building mentor.
 - Application is due by May 1st of the previous school year
 - 3 year commitment
- Each building will have a mentor based on the following formula:
 - 1 - 5 new teachers = \$500 stipend
 - 6 and over new teachers = \$1,000 stipend
- Each building mentor will be given three release days per semester to observe, coach and provide feedback to the new teachers.
 - The funds for the substitute will be from District PD. Apply for these funds using Discovery PlanIt.
 - New teachers may also use the release time to observe teachers.
- Each building mentor will be expected to participate in mentor training in August.
- Each building mentor will be expected to attend three meetings during the school year.
- Each building mentor will be expected to follow the suggested checklist for mentoring activities throughout the school year found on pages 7 and 8.
- The mentor program is a two year program for new teachers and a one year program for experienced teachers new to the district.
- In addition to the building mentor, each new elementary teacher will be assigned an instructional coach and each new secondary teacher will work with the subject area instructional coach.
- In March, the mentors and mentees will participate in a program evaluation. Evaluations forms will be available in the spring.
- In May, there will be an end of year celebration for mentors and mentees.

PROFESSIONAL MENTOR EXPECTATIONS

1. Mentors will be expected to attend and participate in mentor training.

The training session will be on August 15th from 12:30 to 2:30 at the Blue Springs South Library.

Meet the mentees on August 17th from 11:00 to 3:30 at Blue Springs South Library for secondary teachers and Delta Woods Middle School for elementary teachers.

2. Mentors will be expected to attend three meetings for district mentors during the school year.

Tuesday, Sept. 25th - Professional Mentor Meeting at BSSHS Library
Topic: Preparing for the Observation
3:45 - Secondary 4:30 - Elementary

Tuesday, Nov. 27th - Professional Mentor Meeting at BSSHS Library
Topic: Post Observation Discussion
3:45 - Secondary 4:30 - Elementary

Tuesday, March 11th - Professional Mentor Meeting at BSSHS Library
Topic: Post Observation Discussion
All paperwork (timecards) will be turned in at this meeting
3:45 - Secondary 4:30 - Elementary

3. Mentors will be expected to use the 3 release days given to you each semester (total of 6 days) for observing, coaching, and giving feedback to the new teachers in their building.
4. Each building mentor will be expected to follow the suggested checklist for mentoring activities throughout the school year.

Professional Mentor Application

Qualifications: Minimum 3 years teaching experience
Masters Degree preferred

Name _____ School _____

Current Teaching Assignment _____

Please describe your educational and/or classroom experience. (Grade levels taught, district and/or building committees, professional development, etc.)

Please describe any mentor experience and/or training you have had.

Please describe the qualities you have that will make you an outstanding Professional Mentor.

Are you willing to participate in the following?

- Use the 3 release days given to you each semester (total of 6 days) for observing, coaching, and giving feedback to the new teachers in your building? _____
- Attend mentor training in August? _____
- Attend before/after school meetings related to this project? _____

Building Principal's Signature _____

*Please return completed application to: _____
by May 1, 2009.*

Checklist for Mentoring Activities

August

- Be very accessible the first day and week of school.
- Take the mentee on a tour of your building.
- Introduce the new teacher to other teachers and staff.
- Write the mentee an email or note of welcome.
- Help the mentee obtain supplies he/she needs.

Throughout the rest of the year

- Hold at least one scheduled meeting with the mentee(s) each month.
- Write occasional notes acknowledging or supporting your mentee's/mentees' activities and successes.
- Address the following issues in formal meetings and informal conversations throughout the year:
 - (a) classroom management
 - (b) giving student feedback; grading; keeping grades
 - (c) parent contacts and conferences
 - (d) professional development opportunities within and outside of the district
 - (e) curriculum resources (online; departmental; building; district)
 - (f) homework and make-up policies; attendance policies
 - (g) reflective teaching (based on mentor class observations, student feedback, and self-reflection on one's instruction)
 - (h) effective communication approaches and techniques for working with students, parents, colleagues
 - (i) professional organizations and resources: local, state, and national
 - (j) PBTE evaluation
 - (k) MAP and other standardized testing

Fall Semester

- Schedule an observation with pre- and post-conference times: this must be completed by **November 27th**.
- Arrange for the mentee/mentees to observe other teachers.
- Provide opportunities to socializing and informal conversation and reflection on how the year is going.

Winter/Spring Semester

- Schedule an observation with pre- and post-conference times. Have the mentee discuss what she/he wants to have you focus on in the observation. This should be completed by **March 11**.
- Complete the mentor evaluation form for the mentoring program, and make sure the mentee completes the mentee form for the evaluation program **before March 11**. Evaluations forms will be available in the spring.
- In May, review, reflect, and celebrate.

Survival Questions

Be ready to answer these and more

- What time does school start?
- Where do I get classroom supplies?
- Where do I get my instructional materials and textbooks?
- Where is the cafeteria?
- How much does the teacher's lunch cost?
- Where is the staff restroom?
- How do you find the time?
- Where is the copier and workroom?
- How do you take attendance?
- What about health insurance?
- How do you fill out personal leave forms as well as professional development request forms?
- When are grades due? Do I need to keep a paper grade book or just the electronic version?
- How much homework do I give?
- When do we get paid?
- How are fire drills handled?
- What do I do with all this old stuff left in the room?
- Do I turn in weekly lesson plans?
- What do I do with a severe problem child?
- How do we use the classroom intercom, phone, and voicemail?
- What type of assessment tools do we use here?
- I have heard three different answers to the same questions. Whom do I believe?
- Do I grade everything?
- How do we sign up for library time?
- What is the process for using a computer lab?

The *art* of teaching
involves the
adaptations
a teacher must make
to *accommodate*
his/her specific situation
and *style*.

We are all working towards the same goal:

Increasing Student Achievement

Role and Responsibilities...

Mentors

- Lead by example
- Work as the new teacher's advocate
- Serve as a resource
- Maintain a confidential relationship with the new teacher
- Provide a variety of perspectives
- Serve as the "go-to" person
- Model analytical and reflective practice
- Implement school and district guidelines and initiatives
- Keep building colleagues informed about mentoring initiatives
- Engage your colleagues in welcoming, supporting, and collaborating with the new teachers

Mentee

- Seek out help
- Observe other teachers teaching, planning, reflecting, and conferencing
- Ask lots of questions about why different procedures are used
- Assess and adjust
- Set quarterly goals and reflect on them
- Participate in professional development opportunities
- Demonstrate a willingness to watch, listen and learn
- Share your expertise with experienced teachers
- Get to know your principal
- Get to know the front office staff
- Avoid negativity
- Actively participate in support groups

Relationship between the Mentor, Mentee and Administrator

The mentor's responsibility is for support and advisement of the new educator, NOT for evaluation.

If, at any time, the mentor has concerns regarding the mentee, the first obligation is to discuss and attempt to eliminate the concern with the mentee.

If, at any time, the building administrator has concerns regarding the mentee, the administrator's first obligation is to discuss and attempt to eliminate the concern with the mentee and mentor.

At NO time will the mentor and the administrator discuss concerns regarding the mentee without him/her being present.

Communication Skills in Review

All of us have studied communication skills, but it never hurts to review them. Listed below are some reminders to use as needed. If the mentoring relationship is not working as well as it might or you feel conferences are not productive, consider these communication practices as another variable that may need to be adjusted.

- Make eye contact.
- Stop talking and listen.
- Concentrate on the mentee's message rather than planning your response.
- Do not interrupt.
- React to the mentee's ideas not the person.
- Listen for what is not said.
- Listen to how something is said. Be aware of information processing styles.
- Try to identify the underlying cause of any concern and match your response to that cause.
- Don't jump to conclusions or make judgments.
- Do not allow generational differences or language choice to cause you to react in an unproductive way.
- Put away all distractions when working with the mentee.
- Nod and make minimal encouraging responses like "I see."
- Paraphrase what the new teacher says.
- Ask clarifying questions.
- Always be prepared in conference.
- Avoid the following communication stoppers:
 - "If I were you, I would have tried..."
 - "Based on my experience, I feel that the best thing to do is..."
 - "I told you that wouldn't work."
 - "Wouldn't you agree...?"
 - "Where did you get that idea?"
 - "Everyone out to ..."

New Teachers are Adult Learners

Because they are adult learners...

- They need to be validated for what they already know and do. We must recognize and build on their experience.
- They experience a dip in their confidence especially when new strategies with skills and language are introduced, so we need to provide encouragement and recognition of effort.
- They are social beings and need opportunities to make personal adult connections and have positive interactions with colleagues.
- They value choice, freedom, and power so we should offer as much choice as possible in how they learn as long as the learning goals are compatible with the district vision and are in the interest of student learning.
- They internalize and use strategies that they experience much better than just hearing or reading about them. New teachers need the opportunity to experience proven teaching/learning strategies.
- They are most engaged when asked what they would like to know about a topic.
- They need to see and hear examples from classrooms similar to the ones in which they work.
- They want to know how and why the mentor is qualified to lead their learning.
- They respond well to humor, so we need to be able to enjoy the moment.
- They expect feedback on their work.

The *science* of
teaching
involves the
generalizations
from *research* about
effective
teaching.

1 in 3 teachers who say they have “seriously considered” quitting because of student behavior.

85% teachers believe new teachers are unprepared for dealing with behavior problems.

1 out of 2 new teachers who will resign in the next five years usually because of student behavior

Classroom Management

The best classroom management models have five key areas: prevention, expectations, monitoring, encouragement, and correction. Each plays an important role in a healthy functioning classroom.

- By *structuring* classrooms for success, you put in place the conditions for students to engage and succeed.
- By *teaching* expectations, you make it clear that the tools for each student's success rest in their own hands.
For each type of activity, a teacher should think about the classroom expectations:
 - Conversation - under what circumstances, can students talk to each other during the activity?
 - Help - how do students get their questions answered during the activity? How do they get your attention?
 - Activity - what is the intended objective or end product?
 - Movement - can students move about during the activity?
 - Participation - what does appropriate student work and behavior look like/sound like during the activity
- By *observing* and monitoring, you close the feedback loop, and make distinctions about how students are progressing and whether your approach is paying off or needs adjustment.
- By *interacting* positively, you show that you value and respect each student, and teach that all people should be treated with dignity and respect.
- By *correcting* fluently, you reduce and curtail distractions that detract from your teaching, enhancing again students' perception that learning is important.

Resources:

Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006). *Coaching Classroom Management*. Eugene, Oregon: Pacific Northwest Publishing

www.safeandcivilschools.com

www.instructionalcoach.org

Ideas?

What are some good ideas for mentoring?

Your Building Mentoring Program is unique.

Time to reflect...

Identify one idea you want to implement:

What do you feel?

What do you think?

What are you going to do?