

**COMING TOGETHER
IS A
BEGINNING**

**STAYING TOGETHER
IS PROGRESS**

**WORKING TOGETHER
IS *SUCCESS***

By Henry Ford

2004-2005 Mentor Notebook

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PURPOSE

The purpose of the Blue Springs School District mentoring program is to provide new teachers with a collegial relationship that will give positive reinforcement to new ideas, help them gain self-confidence, encourage professional development, and allow them to become self-directed individuals.

ROLES OF THE MENTORING TEAM

Mentor/Advisor

- Be a role model in all aspects of the profession
- Support, counsel, encourage, and assist the beginning teacher in professional Development
- Carry out the responsibilities of a mentor/advisor

Protégé/Colleague

- Develop a plan for implement professional goals
- Keep a log of in-service hours
- Seek support and assistance as needed
- Share new ideas with colleagues

Principal

- Respect the confidentiality of the mentor/protégé or advisor/colleague relationship
- Advise on mentor/protégé or advisor/colleague pairings
- Provide encouragement and support for the success of the mentoring process
- Provide substitutes when mentors/advisors are observing if needed

MENTOR/ADVISOR JOB DESCRIPTION BLUE SPRINGS R-IV SCHOOL DISTRICT

A **mentor/advisor** is an experienced teacher, effective communicator, professional role model, peer coach, developer of talent, and helper, **NOT** an evaluator.

A **protégé** is an educator in his/her first year of teaching.

A **colleague** is an educator who has previous teaching experience elsewhere, but is new to the Blue Springs School District.

Qualifications of the Mentor/Advisor

1. Mentors/Advisors should have a minimum of five years teaching experience, with the last three years in the Blue Springs School District.
2. Prefer a Master's degree and/or demonstrates continued professional growth.
3. Maintains an exceptional Performance Based Teacher Evaluation.
4. Exemplifies knowledge of performance standards/curriculum objectives and is a role model for effective instruction, classroom management and discipline.
5. Respects confidentiality and displays positive interpersonal relationships.
6. Possesses good communication skills and can talk openly and honestly with beginning educators.

COMPENSATION/PAYMENT FOR MENTORS/ADVISORS

1. The mentor shall receive \$300 and the advisor shall receive \$100 upon completion of the requirements on his/her log.
2. No one shall receive more than \$400 regardless of how many protégées/colleagues he/she may be asked to help.
3. The mentor/advisor may choose to use Career Ladder hours instead of the stipend and if so, would follow Career Ladder requirements. (maximum of 30 hours) However, you need to make this decision by the end of first semester and inform Georgia Brady at Blue Springs South High School.
4. In order to receive payment of a stipend or Career Ladder hours, all necessary paperwork must be received **no later than April 1.**
5. The following forms must be received from all mentors/advisors. Please send them to the attention of **Georgia Brady at Blue Springs South High School.**
 - a. Mentor/Protégé Log or Colleague/Advisor program
 - b. Evaluation of the Mentor/Advisor Program
 - c. If receiving the stipend, you **MUST** fill out a district timecard (obtained from the secretary in your building)
Fill out the following information:
 - Social Security number
 - Name
 - School
 - Month (put current school year)
 - Position
 - In the date/time/hours section write either Mentor Duties for 2003-2004 or Colleague Duties for 2003-2004
 - Signature

**BLUE SPRINGS SCHOOL DISTRICT
MENTOR/PROTÉGÉ LOG**

The mentor is responsible for completing the following activities:

Initial When Completed	Activities
_____	Observed/conferenced with the protégé a minimum of 4 times during the year
_____	Met with the protégé once a month as the Year-at-a-Glance checklist recommends
_____	Assisted in the development of professional goals for the protégé
_____	Attended two mentor meetings
_____	Completed an evaluation of the program in the spring

Signatures verify that the activities checked off above have been completed.

Mentor

Protégé

Please send this completed form to Mr. Barnhart's office or Georgia Brady no later than April 1. (Check one option below)

_____ Career Ladder hours were utilized.

_____ Stipend will be paid.

**BLUE SPRINGS SCHOOL DISTRICT
ADVISOR/COLLEAGUE LOG**

.....

The advisor is responsible for completing the following activities:

Initial When Completed	Activities
_____	Observed/conferenced with the protégé a minimum of 2 times during the year
_____	Met with the protégé once a month as the Year-at-a-Glance checklist recommends
_____	Assisted in the development of professional goals for the protégé
_____	Attended mentor/advisor meetings
_____	Completed an evaluation of the program in the spring

Signatures verify that the activities checked off above have been completed.

Advisor

Colleague

Please send this completed form to Mr. Barnhart's office or Georgia Brady no later than April 1. (Check one option below)

_____ Career Ladder hours were utilized.

_____ Stipend will be paid.

EVALUATION OF THE MENTOR/ADVISOR PROGRAM

1. What do you feel was most beneficial in regard to the mentor/advisor program?
2. What do you feel was the least beneficial?
3. What additional comments/concerns do you have?
4. Are there any changes you would like to see in the future?

Return this form by April 1 to Georgia Brady at Blue Springs South.

RESPONSIBILITIES OF MENTORS/ADVISORS

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

1. **Mentors** will be assigned to all educators in his/her first year of experience. **Advisors** will be assigned to educators who have previous experience elsewhere, but are new to Blue Springs.
2. Each **mentor/advisor** should be responsible for only one teacher. An exception could be made if the mentor volunteers for one protégé and one colleague or if an advisor has two colleagues.
3. The **mentor/advisor** shall help the protégé/colleague develop a plan for professional growth.
4. The **mentor/protégé** will meet at least **once a month**. **Advisors/colleagues** will meet **bi-monthly**. Times will be pre-arranged and meetings will be held before and after the school day or during a common plan time.
5. The **mentor/advisor** shall help the protégé/colleague establish an individual classroom management plan within building guidelines.
6. The **mentor/advisor** should help reduce entry level stress.
7. The **mentor/advisor** shall help the protégé/colleague understand and apply the district policies and building handbook guidelines.
8. The **mentor/advisor** shall act as a resource person.

RELATIONSHIP BETWEEN THE MENTOR/ADVISOR, PROTÉGÉ/COLLEAGUE, AND ADMINISTRATOR

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

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

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

At no time will the mentor/advisor and the administrator discuss concerns regarding the protégé/colleague without her/him being present.

MONTH-BY-MONTH CHECKLIST FOR MENTORING ACTIVITIES

AUGUST

- Welcome the new teacher in a telephone call prior to school
- Take the mentee on a tour of your building
- Introduce the new teacher to other teachers and staff
- Have coffee or lunch away from the building

SEPTEMBER

- “Drop in” to touch base with your mentee
- Share a funny or interesting event that happened during the day
- Write occasional notes acknowledging or supporting mentee’s activities and successes
- Meet informally for a coke
- Be sure to discuss with them the following:
 - Keeping grade books
 - Classroom management
 - Obtaining supplies
 - School policies on attendance
 - Homework and makeup policies
 - Contacting parents
 - Preparing for a parent conference
- Offer to conduct a demonstration lesson

Things to Keep in Mind

- *Be very accessible the first day and week of school*
- *Hold at least one scheduled meeting with the mentee during the month*
- *“Socialization” includes the written and unwritten rules of “how things work around here.”*
- *Focus on developing a professional, collegial relationship.*

OCTOBER

- Hold a monthly conference to discuss some of the following:
 - Parent conferences
 - Report cards/Computer grade program
 - Time Management

Library

Giving Student Feedback

- Schedule an observation with pre- and post conference time.
- Identify the focus for the next observation
- Share resources for professional development opportunities

NOVEMBER

- Hold a monthly conference to discuss
Curriculum resources
Substitute Teachers and Plans
Requesting help from support staff
- Continue observation and feedback
- Arrange for the new teacher to observe other teachers in the building

DECEMBER

- Hold a monthly conference to discuss
School traditions
Building and district policies regarding holiday events and activities
- Write short notes of reinforcement and support
- End of semester procedures

JANUARY

- In your monthly conference discuss promoting positive relationships among students and teachers
- Discuss the progress of the mentee's work on professional goals
- Celebrate Successes!!!!

Things to Keep in Mind

- *Reflection helps promote learning and growth.*
- *Be creative! Involve the new teacher's students in celebration.*
- *Informal communications are still very important.*

FEBRUARY

- Hold a monthly conference to discuss:
- How departments/grade level committees function

Procedures for using building professional development funds

Budget process

Use of community resources

- Be sure the new teacher is aware of state and district-wide testing schedules
- Share a professional journal or article

MARCH

- In your monthly meeting discuss:
 - The mentee's concerns and needs
 - Professional organizations
- Arrange for observation of other teachers
- Discuss the type of observation the new teacher feels would be helpful
- Make sure both you and the mentee complete evaluation forms for the mentoring program

Things to Keep in Mind

- *Your mentee may not be familiar with various professional associations and with the relative advantages of membership.*
- *New teachers continue to benefit from the observations of experienced teachers.*
- *Be specific when identifying needs and giving feedback.*

APRIL

- In your monthly meeting discuss:
 - Career planning
 - Evaluation services for special needs
 - Begin the discussion about bringing the year to a close
- Review the mentee's professional goals
- Focus on building the mentee's autonomy and self-confidence

MAY

- Provide a checklist for end of the year procedures
- Begin to move the mentor-mentee relationship away from previously established patterns and schedules
- Continue to focus on mentee autonomy and self-direction
- Review, reflect and celebrate

SUGGESTIONS FOR THE INITIAL CONTACT MEETING

Establish a comfortable atmosphere and **explain** the purpose of the mentor/advisor program.

Discover if any immediate problems require attention.

Explore each other's views about these issues:

- The nature of the learner
- The purposes of schooling
- The school curriculum and the subject taught
- Approaches to teaching and general teaching style
- Preferences about lesson planning
- Classroom environment and management
- The mentor/advisor and protégé/colleague relationship: mutual learning

Discuss the expectations:

- Who will observe?
- How often will observations be made?
- When will observations be scheduled?
- Will observational data from visits be shared with evaluators?
- What form will feedback take and when will it occur?
- What does the mentor teacher expect about the courtesies of the visit – should lesson plans be offered, textbooks made available, presence acknowledged, participation invited?
- What other resources are available to the teacher?

Close the conference on a positive note.

THE OBSERVATION

GOALS OF THE OBSERVATION

Build trust and rapport
Promote rehearsal and reflection
Gather information
Anticipate concerns – this is not an evaluation

Gathering Information in the Pre-Conference

_____ Time and date of the observation
_____ Nature of the class to be observed
_____ Objectives and purposes of the lesson
_____ Expected teacher and student behaviors
_____ Focus of the visit
_____ Role/actions of the mentor
_____ Data collection process

DURING THE OBSERVATION

Record all information relevant to the focus of the visit
Write or note as much detail about mentee's actions or words as possible

AFTER THE OBSERVATION – BEFORE DEBRIEFING

Go over your notes
Think about the feedback that you want to give
Plan some opening questions

Protégé/Colleague should be asking these questions of the lesson

1. Did my activities match my objective?
2. Was the learning appropriate for these learners?
3. What did I consciously design that went well?
4. Did the learners achieve the learning? Why or why not?
5. On what did I base my instructional design?
6. What is the next sequential step for the learners?
7. What effective teaching skills did I use in the lesson?
8. What teaching skills may I need to refine, based upon how well the students learned?
9. What things would I do differently to improve the learning process?

AFTER THE OBSERVATION

Goals

Promote teacher reflection
Generate future plans
Build motivation to participate in future mentor coaching sessions

Post-Conference

Begin with an open-ended question
Relate specific examples/instances from the observation
Ask mentee to recall his/her behavior and student behaviors
Ask, listen, and discuss lesson
Plan the next steps
The new teacher decides what to do with the data. Leave all notes
With the new teacher.

ENCOURAGING CONFERENCE

The purpose of an Encouraging Conference is to build and maintain a collegial relationship. In addition, the conference should help the teacher to become more precise about their reflections on the technical and artistic aspects of teaching. Teachers need to be able to articulate why they are using various teaching techniques and skills.

INTRODUCTION

Establish a positive feeling and tone

Share the format of the conference

REFLECTION

Protégé/Colleague identifies what went well and what he/she would do the next time this lesson is taught

ENCOURAGEMENT

Mentor/Advisor shares one or two things the protégé/colleague did effectively

If appropriate identify

1. what the “skill” was
2. where and when the “skill” was applied
3. why the “skill” is important

CLOSURE

The mentor/advisor asks the protégé/colleague to summarize what he/she did well
And why those “skills” are important

Remember, we should encourage the protégé/colleague to provide the closure

FEEDBACK CONFERENCE TECHNIQUE

- 1. Provide the teacher with persuasive non-judgmental data.**
When you... (Describe the specific behavior without judgment)
- 2. Elicit feelings, inference, and opinions.**
I feel... (Tell how the behavior affects you)
Because I ... (Say why you are affected that way)
- 3. Ask clarifying questions.**
- 4. Listen more and talk less.**
Pause for discussion. Let the other person respond.
- 5. Acknowledge, paraphrase, and expand the teacher's statements.**
I would like. . . (Describe the change you want considered.)
- 6. Avoid giving direct advice whenever possible.**
- 7. Provide specific praise for performance and growth.**
- 8. Provide opportunities for practice and comparison.**
- 9. Elicit alternative techniques and explanations.**
Because... (Why you think the change will ease the problem.)
What do you think? (Listen to the other person's response.
Discuss possible options.)

OPEN-ENDED QUESTIONS

Open-ended questions allow for a wide range of responses,
not merely a “yes” or “no” answer.

1. What do you see as some strengths of the lesson?
2. Share with me what led up to the lesson.
3. How did you feel about my coming in to observe the lesson?
4. How did you feel about the student responses to the lesson?
5. What are your perceptions about the effectiveness of the lesson?
6. How did you feel about the lesson?
7. What parts went as planned?
8. What would you do differently?
9. Were you pleased with the way the lesson went today?
10. What unexpected outcomes did you receive?
11. How did you feel your students were responding?
12. What were your unexpected gains?
13. What specific student behaviors pleased you?
14. What did not go as planned?
15. Tell me a little about this class.
16. Did you think that my being in the class affected the student’s behavior?
17. Please explain. I’m not sure I understand.
18. In what way. . . ?
19. What have you tried so far?
20. How do you think this will work?
21. What are some possibilities?
22. What are some obstacles?

Try to stay away from “Why did you do that?” It may lead to a defensive response.

2003-2004
REVISED MISSOURI EDUCATOR CERTIFICATION
EFFECTIVE AUG. 28, 2003

The previous three-level system of certification has been replaced with a two-level system. The categories of PCI, PCII, and CPC are replaced with the Initial Professional Certificate (IPC) and the Career Continuous Professional Certificate (CCPC).

IPC – INITIAL PROFESSIONAL CERTIFICATE

(IPC does not require an application fee but does require a Highway Patrol and FBI background check which costs \$38.00)

The **IPC** certificate is valid for four years and is assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications.

To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years
- Successful completion of 30 contact hours of professional development which may include college credit (1 hour college credit equals 15 contact hours)
- Participation in a Beginning Teacher Assistance program
- Successfully participate in a performance-based teacher evaluation
- Complete four years of approved teaching experience

CCPC – CAREER CONTINUOUS PROFESSIONAL CERTIFICATE
(CCPC requires a \$35 application fee)

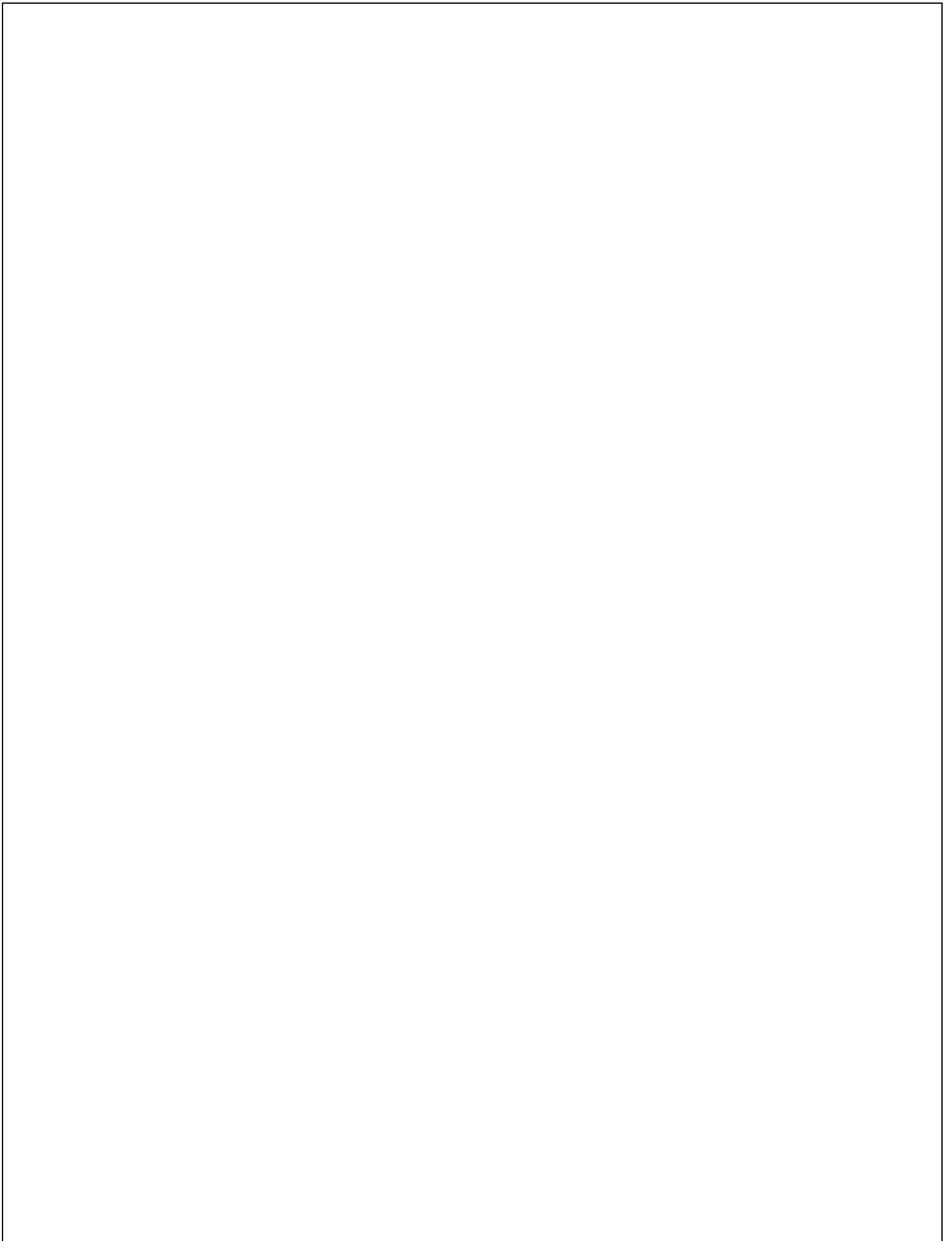
The **CCPC** is valid continuously depending on an individual meeting the following:

- Met the requirements at the IPC, PC I, PC II, or CPC level
- Successful, yearly completion of 15 contact hours of professional development which may include college credit (1 hour of college credit equals 15 contact hours);

OR

- Have a local professional development plan and two of the three following items:
 - Ten(10 year of teaching experience
 - A master’s degree or
 - National Board Certification

For additional information please contact: Educator Certification
P.O. Box 480
Jefferson City, MO 65102-0480
www.dese.mo.gov



Professional Development for Educators

BLUE SPRINGS SCHOOL DISTRICT

*Initial Certification requires total of 30 contact hours
 ** Career Certification requires 15 contact hours annually
 1 Contact Hour = 1 Clock Hour &/or
 1 College Credit = 15 Contact Hours

Educator Name:	
Beginning Year:	

Date of PBTE	Name of Evaluator

Mentor	Subject Area	Observation Date (s)	Meeting/Discussions	Year

Professional Development Class/Courses

Date	Name of Class/Course	Characteristics	Contact Hours	Current Year	Year Total

Use this section for IPC only – Does not apply to CCPC

Beginning Teacher Assistance at:
From/to: