



W*CASSVILLE***WILDCATS**

Mentor Program Handbook

For First and Second Year Teachers

2016-2017

A mentor teacher is a coach, trainer, positive role model, and a developer of talent. The role of the mentor teacher is that of a helper not an evaluator.

I. Qualifications and Characteristics

- A. The qualifications for mentoring are:
 - Two years of teaching experience in the Cassville R-IV School District.
 - Teaching at the same grade level and/or same area of certification as the beginning teacher, if possible.
- B. Characteristics for a good mentor:
 - A mentor is a skilled teacher.
 - A mentor is able to transmit effective teaching strategies.
 - A mentor has a thorough command of the curriculum being taught.
 - A mentor is a good listener and confidential consultant.
 - A mentor can communicate openly with the beginning teacher.
 - A mentor is sensitive to the needs of the beginning teacher.
 - A mentor understands the effectiveness of a variety of teaching styles.
 - A mentor is careful not to be overly judgmental.

II. Selection and Training of Mentors

- A. Any qualified teacher desiring to serve as a mentor should apply to the building principal.
- B. Principals will assign mentors and notify the PDC of assignments.
- C. The PDC will provide training for mentors.
- D. In the event that mentor and beginning teacher are incompatible, either may request a change of assignment. The request should be made to the building principal.
- E. Mentors to brand new teachers will receive 52 hours of board credit for the two (2) year commitment. Each year's hours must be turned in to Central Office by June 1st.
- F. Mentors to experienced teachers new to the Cassville R-IV District will receive 26 hours of board credit for their time. This must be turned in to Central Office by June 1st.

III. Duties, Roles, and Responsibilities of Mentor Teacher

- A. The mentor will serve as a confidential consultant for the beginning teacher by advising, supporting, and giving consultation regarding Performance-Based Teacher Evaluation (PBTE) topics.
- B. The mentor will meet with the beginning teacher on a regular basis, before or during opening day workshops and during the school year.
- C. The mentor will undergo formal district mentor training.
- D. The mentor will acquaint beginning teacher with resources.
- E. The mentor will acquaint beginning teacher with various forms and procedures in the school.
- F. The mentor will serve as a role model.
- G. The mentor will make arrangements for the beginning teacher to visit other classrooms.
- H. The mentor will help to develop and implement the professional development plan.

- IV. Responsibilities of the District
 - A. The school district will furnish release time for the mentor and beginning teacher. Four days per year are recommended.
 - B. It shall be the responsibility of the PDC in cooperation with the administration to monitor all aspects of the mentor teacher program.

- V. Responsibilities of the Beginning Teacher
 - A. The beginning teacher will develop and implement a Professional Development Plan (*see PBTE Guidelines*).
 - B. The beginning teacher will maintain an anecdotal log and file of professional development activities to be reviewed with principal.
 - C. The beginning teacher will complete the professional development report and submit a copy to the principal.

Professional Classification

For information on teacher certification in Missouri, go to the Missouri Department of Elementary and Secondary Education's web page: <http://www.dese.state.mo.us> or call DESE at 573-751-3578.

Professional Learning Plan for Teachers

The professional development plan for first-year teachers includes completion of the First-Year Teachers' Professional Learning Plan Checklist, and writing a total of four goals using criteria found in the PBTE Guidelines.

Using the Standards for Effective Teaching, second-year teachers will write a total of four goals using criteria from each of the first four standards found in the PBTE Guidelines.

Professional Learning Committee Mentor Coach Program

The Cassville R-IV Professional Learning Committee supports the current Mentor Program, but feels that the program would be more effective if Mentor Coaches were in place. A mentor coach would not take the place of the mentors assigned by administrators. Mentor coaches are Professional Learning Committee members that act as a support team for new teachers at Cassville R-IV. Mentor Coaches make sure communication is occurring between mentors and new teachers; help new teachers build cross-campus relationships so that networking/collaboration can occur; and help new teachers find ways to get involved in school and community activities.

The Mentor Coach:

1. Recognizes that mentoring is NOT an evaluation. We understand that confidentiality is required between the mentor, mentor coach, and protégé (except in situation of child endangerment).
2. Includes cognitive coaching skills along with collaborative training.
3. Includes observation and feedback on training/skills.
4. Provides an awareness of phases of first-year educators (stress, depression, etc.)
It is estimated that almost a third of America's teachers leave the field sometime during their first three years of teaching, and almost half leave after five years. In many low-income and rural areas, the rates of attrition are even higher (National Center for Educational Statistics).
5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations.
6. Includes a catalog of resources available for beginning educators.
7. Recognizes the need for knowledge and strategies on classroom management.
8. Builds working strategies that encourage problem solving and independent thinking.
9. Includes self-assessment that identifies whether the mentoring experience is meeting both the needs of the mentor and the protégé's expectations.
10. Acts as a liaison for mentor and protégé, if communication is weak, and makes sure that both parties meet all responsibilities listed in the Professional Development Mentor Program Handbook.

First-Year Teachers' Professional Learning Plan Checklist

Name: _____ **Supervisor/Evaluator** _____ **Mentor:** _____

School: ETE IS MS HS **School Year:** _____

Goals	Strategy	Facilitated By	Target Date	Date Achieved and Initial		
				Principal	Mentor	Teacher
Instructional Process						
1. Discuss Performance-Based Teacher Evaluation (PBTE)	Use Educator Evaluation guidelines to communicate effective instruction expectations	Principal and Mentor	Orientation and ongoing			
2. Identify grading process, test procedures, and support service procedures	Review school policy handbook on grading, testing, and support services for counseling and special education	Principal, Counselor, and Mentor	Orientation, first quarter and ongoing			
3. Discuss curriculum expectations	Use Core Competencies, Key Skills, and curriculum guidelines to outline expectations	Principal and Mentor	Orientation and ongoing			
4. Explain process for distribution of books and supplies	Show how books and supplies are distributed	Mentor	Prior to students' first day of school			
5. Identify instructional goals; or learner outcomes for teaching activities outside the classroom and board policies governing such activities	Consult School Board Policy Handbook for policies	Principal and Mentor	Ongoing			
6. Discuss the cultural and socioeconomic background of members of the school community	Present information on the cultural and socioeconomic backgrounds which would enhance learning	Principal and Mentor	Ongoing			

Goals	Strategy	Facilitated By	Target Date	Date Achieved and Initial		
				Principal	Mentor	Teacher
Instructional Process (continued)						
7. Discuss PC 1	Review steps to be in compliance with components necessary to advance to each level of certification	Principal and Mentor	Ongoing			
8. Provide opportunity for cooperation with institution of higher learning	Consult institutions of higher education to develop methods of communication between institution and beginning teacher	Principal, Mentor, and High Education Representative	Annually set timetable and methodology during first quarter			
Classroom Management						
1. Identify classroom management procedures on discipline	Review school discipline code	Principal and Mentor	Orientation and ongoing			
2. Report clerical responsibilities concerning gradebook, attendance plan-book, report cards, and mid-terms	Consult school handbook and reporting forms	Principal and Mentor	Orientation and first quarter			
3. Discuss use of office equipment and supplies	Tour office	Principal, Mentor, and Secretary	Orientation and first quarter			
4. Discuss Ancillary Resources a. Media Center/Library b. Computer Lab c. School Nurse/First Aide Support d. Counseling	Tour school facilities	Principal, Mentor, School Nurse, Librarian, and Counselor	Orientation and ongoing			

Goals	Strategy	Facilitated By	Target Date	Date Achieved and Initial		
				Principal	Mentor	Teacher
Classroom Management (continued) 5. Identify environmental responsibilities a. Heat, lights b. Desks c. Maintenance	Tour school facilities	Principal and Mentor	First week			
Interpersonal Responsibilities 1. Identify channels for parent/teacher communications	Explain methods of parent/teacher communications such as phone calls, correspondence, and P/T conferences	Principal and Mentor	Orientation and ongoing			
2. Discuss social expectations in and out of the classroom	Discuss during mentor and principal meetings	Principal and Mentor	Ongoing			
3. Discuss opportunities for networking with fellow teachers	Discuss means of cooperatively working with colleagues	Mentor	Ongoing			
4. Discuss the cultural and socioeconomic backgrounds of members of the school community	Review cultural and socioeconomic backgrounds to enhance relationships with staff and community	Principal	Orientation			
Professional Responsibilities 1. Explain school board policy	Review <i>School Board Policy Handbook</i>	Principal	Orientation			
2. Explain teacher, professional, and development policies and expectations	Review board policies and state requirement	Principal and Mentor	Orientation and ongoing			

Goals	Strategy	Facilitated By	Target Date	Date Achieved and Initial		
				Principal	Mentor	Teacher
Professional Responsibilities (continued)						
3. Prepare teachers for activities and responsibilities	Explain extracurricular assignments	Principal and Mentor	Orientation and ongoing			
4. Identify opportunities for involvement in professional organizations	Review policies regarding professional organization involvement	Principal and Mentor	Orientation and ongoing			
5. Discuss professional dress	Review School Board Policy	Mentor	Orientation			

Cassville R-IV
New Teacher Professional Learning Report Form

Teacher: _____

Teaching Year: 1st 2nd

Building: ETE IS MS HS

This is to certify that _____
has completed a professional learning plan under the guidance of a trained mentor.

Teacher Signature: _____

Mentor Signature: _____

Building Principal Signature: _____

Professional Learning Committee Representative Signature: _____

Mentor/Beginning Teacher Activities

Please check all activities accomplished. (Be sure to document dates and activities in an ongoing log.)

1 st Quarter	Date Completed: / /
Met and became acquainted	
Developed collegial relationship (continue to monitor progress)	
Discussed PDP/in-service hours	
Scheduled meetings	
Shared resources	
Beginning teacher observed master teacher(s)	
Mentor observed beginning teacher	
Discussed observations	
Discussed first quarter grades and parent-teacher conferences	
Scheduled meetings/in-service for this year	
Held question/answer period	
2 nd Quarter	Date Completed: / /
Finalized PDP and made copies	
Met for informal discussions	
Discussed first parent-teacher conferences	
Discussed classroom problems	
Beginning teacher observed master teacher(s)	
Mentor observed beginning teacher	
Discussed observations	
Met with principal to discuss ongoing professional growth and progress	
Discussed professional development opportunities	
Held question/answer period	
3 rd Quarter	Date Completed: / /
Continued informal contact	
Reviewed PDP/in-service hours	
Beginning teacher observed master teacher(s)	
Mentor observed beginning teacher	
Discussed a new/innovative teaching strategy	
Scheduled final observation time with master teacher	
Discussed 3 rd quarter parent-teacher conferences	
4 th Quarter	Date Completed: / /
Discussed final observations	
Finalized PDP and made copies	
Finalized documentation log	
Check contents of beginning teacher's PD file	
Set PDP goals for next year	
Evaluated program	
Discussed end of year procedures	
Celebrated/recognized accomplishments	

Signatures verify the activities have been completed.

Mentor	Beginning Teacher	Date
<i>When completed, please give this form to building principal.</i>		

Mentor Observation Form

Mentor: _____ Date: _____

New Teacher: _____

- 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

Skills observed:

- | | |
|--|--|
| <input type="checkbox"/> Use of authentic instruction | <input type="checkbox"/> Use of authentic assessment |
| <input type="checkbox"/> Use of multiple intelligences | <input type="checkbox"/> Use of Bloom's Taxonomy |
| <input type="checkbox"/> Knowledge of content | <input type="checkbox"/> Knowledge of developmental characteristics of age group |
| <input type="checkbox"/> Knowledge of learning styles | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Knowledge of classroom management | _____ |

Strengths:

Areas to develop:

New Teacher Observation Form

New Teacher: _____ Date: _____

Teacher Observed: _____

1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

Why did you choose to observe this teacher and/or lesson?

Skills demonstrated:

- | | |
|--|--|
| <input type="checkbox"/> Use of authentic instruction | <input type="checkbox"/> Use of authentic assessment |
| <input type="checkbox"/> Use of multiple intelligences | <input type="checkbox"/> Use of Bloom's Taxonomy |
| <input type="checkbox"/> Knowledge of content | <input type="checkbox"/> Knowledge of developmental characteristics of age group |
| <input type="checkbox"/> Knowledge of learning styles | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Knowledge of classroom management | _____ |

Notes from Observation:

How/what I will implement in my classroom:

Mentor Checklist – Elementary (Primary/Intermediate)

After School Care Program (YMCA)		Grades (Cont'd)	
Attendance and Tardy Policy		Progress Reports	
Book Orders and Book Fair		Report Cards (SBG)	
Class Parties		Group Conferences	
Classroom Management Plan		Title I Nights	
Copy Machine Procedures		Field Trips	
Cumulative File Maintenance		Inventory	
Learning Targets		Lesson Plans	
Discipline Policies		Library	
Duties		Lending	
Lunch		A/V Resources	
(+ / -) Carry-overs		Technology Program	
Charging		Map of Building	
Extra Milk		Standardized Achievement Test	
		School Board Policies	
Teacher Web Page		Personnel Policies	
Cell Phone Policy		Contracts	
Computer Usage Policy		Pay Day	
Recess		Educator Evaluation	
Playground Rules		Sick Leave	
Emergency Procedures		Personal	
Accidents		Bereavement	
Classroom		Extended	
Playground		Dewsley	
Emergency Code		Professional Development Forms	
Earthquake		Requisitions	
Fire		Schedules	
Tornado		School Pictures	
		School Visitors	
Environmental Responsibilities		Lumen	
Heat		Student Programs	
Light		At-Risk	
Desk Maintenance, etc.		TEAMS	
		DARE	
		PBS	
		WIN	
FTA Teachers		Extra Curricular	
Grades Lumen		Special Committees	
Gradebook (SBG)		Special Services Program	
Grading Scale		CAT TEAM	
Parent Conferences		Title I Services	
Proficiency Scales		Volunteer Program	
		Talent Ed	
		Stop, Drop and Go	
		In2vate trainings	

Mentor Checklist – Middle School

Attendance and Tardy Policy		Grades (Cont'd)	
Book Orders and Book Fair		Report Cards (SBG)	
Class Parties		Group Conferences	
Classroom Management Plan		Field Trips	
Copy Machine Procedures		Inventory	
Cumulative File Maintenance		Lesson Plans	
SBG Learning standards		Library	
		Lending	
Duties		A/V Resources	
Lunch		Technology Program	
Cafeteria Count		Map of Building	
(+ / -) Carry-overs		Standardized Achievement Test	
Charging		School Board Policies	
		Personnel Policies	
Envelopes		Contracts	
Money		Pay Day	
Assembly Responsibilities		Educator Evaluation Plan	
Recess		Sick Leave	
Playground Rules		Personal	
Emergency Procedures		Bereavement	
Accidents		Extended	
Classroom		Dewsley	
Playground		Professional Development Forms	
Emergency Code		Requisitions	
Earthquake		Schedules	
Fire		School Pictures	
Tornado		School Visitors	
Environmental Responsibilities		Lumen	
Heat		Student Programs	
Light		At-Risk	
Desk Maintenance, etc.		TEAMS	
FTA Teachers		DARE	
PBIs		PBS	
Grades Lumen		Special Committees	
Gradebook		Special Services Program	
Grading Scale		Advisory Hour	
Parent Conferences			
Progress Reports		Volunteer Program	
Discipline Write-ups		Computer/Internet Policy	
		Cell Phone Usage Policy	
		Talent Ed	
		In2vate Trainings	

Mentor Checklist – High School

A+ School Program		Library/Media Center	
Assembly Responsibilities		Lending	
Attendance and Tardy Policy		A/V Resources	
Classroom Management Plan		Map of Building	
Class Sponsorship		EOC & ACT	
Committees		Parent/Teacher Conferences	
Climate		Personnel Policies	
Incentives		Contracts/Extended	
Principal's Advisory		Notification of office of absence	
Student Progress		Pay Day	
Computer/Internet Policies		Educator Evaluation Plan	
Copy Machine Procedures		Professional Dress and Conduct	
Cumulative File Maintenance		Sick Leave	
Discipline Policies		Personal	
Faculty Handbook		Bereavement	
Student Agenda Book		Extended	
Student Handbook		Dewsley	
Duties		Professional Development Committee	
Hall		Professional Development Forms	
Lunch		Requisitions	
Emergency Procedures		Schedules	
Accidents		School Board Policies	
		School Pictures	
Earthquake		School Visitors	
Fire		Lumen	
Tornado		Student Organizations	
Environmental Responsibilities		Special Events	
Heat		Veteran's Day Assembly	
Light		NHS Inductions	
Desk Maintenance, etc.		Graduation	
Fund Raisers		Special Services Program	
Grades Lumen		Student Referrals	
Gradebook		At-Risk Program	
Grading Scale		ACES	
Progress Reports		TEAMS	
Recording Grades		Substitute File in Office	
Report Cards		Teacher Meetings and Make-Up Meetings	
Guidelines for Extra-Curricular Activities		A+ Lab	
Lesson Plans		Cell Phone Usage Policy	
		Talent Ed	
		In2vate Trainings	

Procedures for Substitutes

Directions: Fill these pages out and include them in your file for substitutes. These are duties the substitute will need to complete for each day/class.

I can be reached at _____
(phone number)

I cannot be reached while I'm gone.

If you have questions, ask: _____
Teacher Room

Teacher Room

Where will the substitute find:

Teacher editions of texts: _____

Lesson plans: _____

Extra supplies and materials: _____

Audiovisual equipment: _____

Class lists and procedures: _____

Classroom rules: _____

School rules: _____

This is my daily class schedule:

Morning

Afternoon

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Attendance

When: _____

How: _____

Roll is given to: _____

Lunch Count

When: _____

How: _____

Give to: _____

Lunchtime/Duty

Times: from _____ to _____

Duty: _____

Where: _____

Ask _____ for assistance.
(teacher's name)

Recess

When: from _____ to _____ Where: _____

Special rules/information: _____

Students who leave room for special services:

Who: _____

When: _____

When do they return: _____

Dismissal

When: _____

How: _____

Special instructions for bus students: _____

Special instructions for walkers: _____

Mentor or teaching buddy (he/she can answer most of your questions)

Name: _____ Room: _____

Planning period: _____

Lunchtime: _____

Fire/emergency drills

Procedures: _____

Exit location: _____

You should know this about classroom management:

Class signals (oral, visual, flashing lights, etc.)
