

RHINEBECK CENTRAL SCHOOL DISTRICT

**MENTORING PROGRAM
MENTOR TEACHER/ NEW TEACHER
GUIDEBOOK**

2015-2016

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SECTION A – GENERAL OVERVIEW

A.1 WELCOME, NEW RHINEBECK TEACHER!

The RCSD and the Rhinebeck Teacher’s Association have jointly established a Mentor Teacher Program. The purpose of the program is to provide peer guidance to teachers new to the district. It is our collective view that an instructional staff of the highest quality can best be assured by providing strong support for all teachers.

The Mentor Teacher Program affords the District an opportunity to recognize and reward some of the many outstanding teachers within the district, while easing the new teachers’ entry into the system. The Mentor Teacher Program is designed to encourage experienced, tenured teachers to share their knowledge, talents and skills with new teachers in the district to assist them in becoming effective teachers. It supplements district and building orientation programs.

This handbook has been developed to provide the new teacher with relevant information which will assist them in their first years in Rhinebeck. It is our hope that this resource along with your mentor teacher, will help to make your teaching experience successful and enjoyable.

New teachers will be assigned to the mentor teacher but should also be assured that any staff member stands ready and willing to assist. There may be times when you feel overwhelmed, but hopefully not alone. The mentor teacher should be viewed as a professional guide and advisor throughout the year. New teachers are likely to encounter many situations which will raise questions relating to all areas of their teaching responsibilities. These questions may range from planning for instruction, utilization of materials, record keeping, or any myriad of other concerns. The mentor teacher will offer answers to these questions and provide other essential support during the school year.

Good luck and best wishes on the first step toward a productive and successful career at the Rhinebeck Central School District.

A.2 CONFIDENTIALITY

The first year of a new teaching position can bring many challenges and concerns for the new teacher. Teacher mentors are selected to offer assistance and guidance to allow for a smooth transition for the new teacher. The relationship that develops between the mentor teacher and new teacher is crucial to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are keys to effective communication.

Information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher. However, pursuant to the regulations of the commissioner of education, if such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school, and/or if such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character, such information must be reported immediately to a district administrator.

The mentor teacher should determine the regularity of interaction, set up the communication mechanisms, clarify the level of confidentiality, and modify expectations to fit the real-life mentoring situation. As the mentor teacher/ new teacher relationship develops, the mentor teacher should also take the responsibility to initiate and maintain the relationship. The mentor teacher must communicate that sharing expectations and periodic review will give strength to the process. The new teacher should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude is crucial and sets the tone for a cooperative relationship. The mentor teacher should insure that the sharing of ideas, problems, feelings and resources can be done in an atmosphere of an open, working relationship.

A.3 MENTOR TEACHER SELECTION PROCESS

There will be a District posting to solicit candidates for the following year's mentors as soon as practicable after the posting. To be chosen as a mentor, interested candidates must apply for the position by adhering to the following guidelines:

1. Submit a letter of interest to the Building Principal by the date indicated in the posting.
2. Meet with the Building Principal to discuss the candidate's interest and qualifications to serve as a mentor for a new teacher entering a teaching position in the District.
3. Be recommended by the Building Principal to the Superintendent of Schools as an appropriate mentor, for appointment by the Board of Education.

As part of the District's collective bargaining agreement with the Rhinebeck Teachers Association, teachers will be identified in each building to serve as mentor teachers. The salary will be consistent with the collective bargaining agreement for mentor responsibilities. No other additional compensation will be paid for mentoring job responsibilities. The mentor teacher position is for the first ten months of the new teacher's employment, formally concluding effective upon the new teacher's one year anniversary date.

As part of the process, the principal of the building in which the mentor teacher and new teacher are working will provide, in every way possible, a professional setting of trust, learning and sharing.

A.4 GRACEFUL EXIT PROVISION

It is the District's intent to provide a positive and supportive mentoring experience for its new teachers. If, during the course of the mentoring experience, either the new teacher or the mentor determines that the pairing is not meeting the requirements of the Mentoring Program due to a scheduling problem, incompatibility, or some other unforeseen circumstance, the following procedure will be followed to resolve the issue. If the issue can not be satisfactorily resolved, then the pairing will be ended and the new teacher assigned to a different mentor.

1. If a problem develops, participants are encouraged to resolve the matter informally when the matter first develops.
2. If the problem is not resolved in step one, then the participants are encouraged to contact their building principal to determine if the matter can be resolved.
3. If, in step two, it is determined that the issue can not be resolved, then the pairing of the mentor and new teacher will be ended and a new mentor will be assigned to the new teacher.

SECTION B – MENTOR GUIDELINES

B.1 QUALITIES OF AN EFFECTIVE MENTOR

1. Committed to the role of mentor teacher
2. Accepting of the beginning teacher
3. Skilled at providing instructional support
4. Effective in different interpersonal contexts

B.2 THE ROLE OF THE MENTOR TEACHER

The mentor teacher role is highly valued in our school district. We recognize that in order for the beginning teacher to grow professionally, sustained and frequent conversations, as well as collegial interaction as provided by the mentor, are integral and critical. Mentor teachers are exemplary classroom teachers who are able to model excellence. A mentor is someone the new teacher can reach out to for assistance and support. Carefully implemented mentoring can help new teachers settle in more smoothly and quickly to the operating procedures of the district and their schools.

The role of the mentor teacher is both challenging and complex. The relationship between the mentor and the new teacher grows out of the particular needs of the new teacher and the district. A mentor may provide support and encouragement to help the new teachers understand the history, customs, and culture of the school in which they work. The mentor is also instrumental in assisting with lesson plans and acquiring materials, as well as explaining district and building policies and procedures.

Mentoring can provide a powerfully positive experience for both the new teacher and the experienced teacher. At the heart of mentoring is a positive relationship between colleagues based on mutual respect. A supportive, encouraging, trusting relationship is essential to the success of this endeavor.

The mentor's primary role is to aid and support the new teacher. Mentoring also offers experienced teachers an opportunity to reflect on their teaching strategies and philosophies. Thus we continue to grow by supporting, teaching, and sharing. Mentoring provides an opportunity to transform our professional lives.

B.3 MENTOR PREPARATION AND DEVELOPMENT

Professional development for new teacher mentors may include, but not be limited to, the following areas: adult learning theory, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice, establishing effective communication with parents and colleagues, instructional planning, instructional delivery, instructional assessment, and classroom management.

B.4 PROGRAM REVIEW

The Mentor Teacher Program will be reviewed annually by a committee consisting of the Superintendent of Schools, a designee of the Rhinebeck Teachers Association, the building principals, and current mentors and new teachers. During the year, discussion between the principals and mentors, as well as the mentors and new teachers, will provide information for assessing and strengthening the mentor program. These discussions will be used in shaping the following year's program. Committee reports will be shared with the CDEP Committee, the RTA leadership, and the Board of Education.

B.5 MENTOR RESPONSIBILITIES

1. Attend all new teacher orientation programs, including the Orientation meeting with District staff and the new teacher's building principal, held on the Monday before Labor Day and the new teacher preparation day on the Tuesday before Labor Day.
2. When school is not in session, i.e. during the summer months before the start of school or at other times, meet the new teacher to whom the mentor has been assigned for a half-day initial session, as needed, to:
 - A. review the mentor/new teacher schedule, program, and guidebook;
 - B. establish the mentor/mentee relationship;
 - C. focus on the start of the school year
3. Attend meetings of mentors, building principals, and District administrative staff a minimum of two (2) times per year, with additional meetings to be scheduled, as needed, for professional development on the topic of mentoring, during months when mentors and new teachers are not meeting, in order to develop a community of practice among skilled instructional practitioners.
4. Utilize opportunities during the school year, within and outside of the school day, for communication with new teachers to establish a community of practice regarding skills and competencies based upon the District's APPR Plan rubric.
5. Attend meetings of new teachers and mentors, to be scheduled four (4) times during each school year, to address and discuss topics generated by mentors and new teachers regarding new teacher needs on topics such as: budget development, professional development planning, parent-teacher conferences, the District's APPR rubric, differentiated instruction, using

data to drive instruction, grading, curriculum development, technology application and integration, teacher webpage development and maintenance as a parent-teacher communication tool, special education, Response to Intervention (RtI), responsive classroom, Child Study Team, etc.

6. Assist the new teacher to create a professional development plan for the year, starting with the new teacher self-assessment (Addendum A) at the beginning of the new teacher's employment with the District.
7. Visit and observe the new teacher's classroom to provide non-evaluative feedback.
8. Invite the new teacher to visit the mentor's classroom to observe the implementation of best practice in support of the new teacher's professional development plan.
9. With the support and assistance of the building principal, the mentor will facilitate visits to the classrooms of other highly skilled teachers for the same purposes outlined above, as needed, during the mentoring year.
10. Take responsibility for initiating and maintaining the mentor/new teacher relationship, including establishing ground rules for formal and informal contacts with the new teacher
11. Use the Self-Assessment Questionnaire for New Teachers to plan individual assistance (See Addendum A)

B.6 MENTOR ATTRIBUTES

1. Utilize trust and confidence to strengthen the relationship and ensure empowerment;
2. Provide resources or direct the new teacher to resources needed;
3. Model competence and professionalism;
4. Demonstrate tolerance, patience, and sensitivity to the new teacher's concerns;
5. Serve as an advocate/advisor;
6. Use effective communication skills;
7. Use perspective and vision to suggest the next steps that a new teacher might consider;

8. Guide the new teacher in recognizing special talents and capabilities, and address the new teacher's need for ongoing professional improvement;
9. Share expectations and express concrete suggestions where there is a need;
10. Identify the new teacher's good qualities and establish a firm relationship so that areas of improvement are easier to handle;
11. Critique the new teacher's strengths, as well as weaknesses, in a confidential manner;
12. Assist the new teacher to identify effective strategies and experiment with new ideas.

B.7 SUGGESTIONS FOR MENTORS IN SHARING EXPERTISE ON EVALUATION

Student Evaluation:

Listen to the new teacher's concerns about evaluation and share ideas about the overall purposes of evaluation in the classroom and the school, within the context, and in support, of our primary focus on lesson planning, curriculum delivery, and assessment of student learning.

Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels.

Share your own system for grading and record keeping, and describe other models that you know about

1. Collaborate on the development of tests that might be used in identical or similar classes
2. Offer to share a collection of tests or other evaluation instruments and their results
3. Review the standardized test program used by the school or district, and talk about its role in relation to curriculum planning and evaluation of student learning in the classroom
4. Describe various strategies to handle the expected paperwork associated with students' assignments
5. Explore various strategies for sharing evaluation results with students, site administrators and parents

Teacher Evaluation:

1. Discuss and compare various techniques for evaluation of one's own teaching effectiveness
2. Help the new teacher to prepare for the review and evaluation of his or her first year of teaching
3. Review the District's APPR Plan and rubric
4. Attend the pre-observation and/or post-observation conference(s) as an observer, upon the mutual agreement of the new teacher, the mentor, and the evaluator (optional)

Communicating Support and Challenge:

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships and of all professional and personal relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support and challenge to the recipients of their mentoring.

Professional organizations and offices depend so much upon effective communication to accomplish their missions that they frequently provide training in communication skills for their staff members. Such training may focus on the enhancement of specific communication skills or a wide variety of them.

B.8 POTENTIAL NEEDS OF NEW TEACHERS

1. Managing the classroom
2. Acquiring information about the school system
3. Obtaining instructional resources and materials
4. Assessing students and evaluating student progress
5. Planning, organizing, and managing instruction and other professional responsibilities

6. Motivating students
7. Using effective teaching strategies
8. Dealing with individual students' needs, interests, abilities, and problems
9. Communicating with colleagues, including administrators, supervisors, and other teachers
10. Communicating with parents using a variety of strategies and tools, both traditional and digital, as appropriate
11. Adjusting to the teaching environment and role
12. Receiving emotional support

B.9 GUIDANCE OF TOPICS AND CHECKLISTS

The guidelines, topics and checklists included in the New Teacher Mentor Plan should not be construed to be requirements for submission. Rather, they are included to provide clear guidance to the mentors and new teachers regarding the substance of a professional mentoring experience for a new teacher entering the field of education or our district. Therefore, while the district does not expect any of these documents to be submitted, it is highly recommended that each document be utilized as baseline guidance for the types of topics and time lines the mentoring experience will address.

B.10 POTENTIAL TOPICS TO BE ADDRESSED BY MENTORS

<ol style="list-style-type: none"> 1. Teacher expectations 2. Communication with administration, teachers & parents 3. Organizing and managing the classroom 4. Maintaining student discipline 5. Obtaining instructional resources and materials 6. Planning for instruction 	<ol style="list-style-type: none"> 7. Understanding the curriculum 8. Completing administrative paperwork 9. Using a variety of teaching methods 10. Facilitating group discussions 11. Grouping for effective instruction 12. Administering standardized achievement tests 13. Understanding the teacher evaluation process
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<p>14. Time management</p> <p>15. Diagnosing student needs</p> <p>16. Evaluating student progress</p> <p>17. Student motivation</p> <p>18. Assisting students with special needs</p> <p>19. Dealing with individual differences among students</p> <p>20. Understanding legal rights and responsibilities as a teacher</p>	<p>21. Dealing with stress</p> <p>22. Directing employees to proper channels relative to contractual and/ or policy issues</p> <p>23. Becoming aware of special services provided by the school district</p> <p>24. Using technology to deliver instruction and communicate with parents and students</p>
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B.11 CHECKLIST FOR THE MENTOR TEACHER

Before The First Day of School, Familiarize the New Teacher With The Following:

- ___ The school building and the time schedule
- ___ The procedures for, and the use of, the copy machines, fax machine, etc.
- ___ Supervisory duty responsibilities
- ___ Homeroom Procedures (if applicable)
- ___ Grading policies and procedures
- ___ Paperwork, such as, forms, reports, book lists, locker lists, etc.
- ___ Procedures for sending students to lavatory, office, health office, guidance, etc.
- ___ Library and ancillary services

- ___ Discipline referrals and follow-up
- ___ Classroom procedures and rules
- ___ Materials and supplies that the school district furnishes
- ___ Review APPR, PDP, and Prioritized Curriculum
- ___ Review lesson plans for the first week
- ___ Review the elements of the student and faculty handbooks
- ___ Review the use of SchoolTool and District e-mail

Early In the School Year:

- ___ Model lesson plans and their development
- ___ Model instruction (have new teacher observe your class where possible)
- ___ Model test development
- ___ Explain the assistance available from the Nurse, Guidance Counselors, School Psychologists, Social Worker, Dignity Act Coordinator, Child Study Team.
- ___ Explain policies regarding sick and personal leave days (i.e., calling for a substitute)
- ___ Suggest solution for dealing with difficult students or classes
- ___ Explain procedures for staying with students after school
- ___ Provide suggestions for open house
- ___ Model various styles of communication with student's home, including teacher web page, e-mail, and SchoolMessenger

- ___ Offer advice for handling parent conferences
- ___ Monitor to see that the curriculum is being followed and covered
- ___ Explain coordination needed for any Special Education students
- ___ Explain the evaluation procedure
- ___ Explain policies and procedures for field trips
- ___ Explain mylearningplan.com for college course/in-service pre-approval
- ___ Review due dates for progress reports and report cards throughout the year
- ___ Review use of Teachscape, Office 365, Myschoolbuilding.com, and other software products used by District teachers
- ___ Explain the snow day and delayed opening procedures
- ___ Explain fire drill procedures
- ___ Explain assembly procedures
- ___ Help new teacher fill in EPMF form (formerly BEDS) online
- ___ Help prepare new teacher for an administrative observation in accordance with the District's APPR Plan
- ___ Review all written observations
- ___ Review Title IX and DASA information, processes and forms with the new teacher

During the School Year:

- ___ Help with budget preparation

- ___ Explain achievement tests, dates, and their importance
- ___ Explain final exam procedures
- ___ Encourage professional development by occasionally observing the new teacher's classroom
- ___ Explain end of year procedures

SECTION C – NEW TEACHER GUIDELINES

C.1 NEW TEACHER RESPONSIBILITIES

1. Use effective communication skills
2. Be open to constructive criticism as well as praise. The new teacher should be able to accept suggestions and adapt to change
3. Assume responsibility for the process of inner analysis and self-acceptance
4. Be open-minded, trust the relationship, and maintain a positive attitude
5. Share ideas, problems, feelings, expectations and concerns
6. Maintain confidentiality
7. Be willing to give time and effort to the process
8. Be willing to accept professional responsibilities and follow school and district rules
9. Be willing and ready to learn from mentor

C.2 CHECKLIST FOR THE NEW TEACHER

Before The First Day of School

- ___ Obtain your schedule and student roster, if available

- _____ Familiarize yourself with students' names (pronunciation); make name tags if appropriate for your grade level
- _____ Secure textbooks, teacher guides and curriculum guides
- _____ Complete student textbook forms, to the degree possible
- _____ Plan for the day:
 - An introduction to classroom policies and grading procedures
 - Determine seating arrangement
 - See Tips for Day One
- _____ Prepare your classroom to accommodate teacher and student-centered activities
- _____ Prepare information for students and/or parents outlining expectations regarding the following:
 - Supplies
 - Student conduct
 - Textbooks
 - Assignments (class work, homework, special projects)
 - Progress evaluation (grading procedures)
 - Parent/ teacher communication
- _____ Communicate with your mentor – ask questions! Your mentor is there to help you.
- _____ Secure supplies that are essential to particular lessons well before they are needed

C.3 CLASSROOM MANAGEMENT TIPS

Being organized is one of the keys to effective instruction. Planning ahead can help you avoid many problems. Classroom management can include management of the classroom climate, management of time, and management of student behavior.

Classroom Climate

1. Arrange room to reflect interests of students
2. Determine seating arrangement before first day of school
3. Bulletin boards and other visual displays should reflect the diversity in the classroom
4. Arrange seating so students can view the board, projection screen and overhead without the need to move seats
5. Store books and supplies so that they are easily accessible
6. Be outside your classroom to greet your students
7. Accommodate students with special needs (i.e., vision or hearing impaired)
8. Acknowledge students' positive qualities
9. Set tasks and limits based on the students' capabilities
10. Avoid singling a student out or having favorites
11. Learn students' names promptly
12. Establish and model ground rules

Time Management

1. Every day make a list of things which need to be completed, do a little bit at a time, don't prolong doing things
2. Make a habit to plan at the same designated time of day
3. To avoid stacks of paper (clutter), respond to it immediately. Handle a piece of paper only once. Either give it to someone else to deal with, file it, or throw it away
4. Maintain lesson plan, using a digital solution or a loose-leaf notebook, so the order of lessons can be modified easily,
5. Use a monthly calendar for unit planning
6. Save time by checking attendance with a seating chart
7. Put papers to be graded in labeled folders according to class or period
8. Prioritize! When time is a factor, consider what will effect your most immediate actions and do them first

C.4 STUDENT BEHAVIOR

Developing positive relationships with students and building a vibrant and motivating learning community in the classroom will be an important part of your day. Addressing student behavior issues as they arise is only one part of that process. Learning and developing techniques which are consistent and responsible will be very beneficial to your program. You will be guided by the “personality” of the class. This can differ from year to year or from class to class. Your mentor teacher is your best source of advice regarding student behavior.

Managing Discipline

1. Treat the students in a respectful manner
2. Lay the ground work for class expectations at the beginning of the year that are consistent with school-wide standards
3. Establish consequences for undesirable behavior in advance and keeping in mind follow-through is critical
4. Learn to de-escalate undesirable behavior
5. Respect the personal space of the student and deal with individual programs privately
6. Be aware of your body language and the messages and feelings you communicate
7. Help students understand that feelings are acceptable, but inappropriate behavior is not
8. Do not use threats or ultimatums
9. Address discipline problems promptly
10. Handle discipline problems promptly in order to keep them from escalating.

Below is a series of actions you may want to follow to assist in addressing student behavior questions

1. Use signaling (facial expressions, body movement, sounds and gestures)
2. Talk to the student privately. Either in the hall or after class in a meeting room
3. Discuss student with mentor teacher
4. Consider your mentor teacher as your best source of advice regarding student behavior management
5. Change the student’s seat
6. Involve parents
7. Isolate the student
8. Develop a behavioral contract with the student, in consultation with the school psychologist or social worker
9. Develop a token system where tangible objects or symbols can be exchanged for privileges, activities, or rewards
10. Refer to Administration after other steps have been attempted and failed

C.5 PARENT-TEACHER CONFERENCES

Clear and concise communication is important and will help you feel confident in building positive and collaborative relationships with parents to address the needs of the “whole child.” Parent conferences may be anticipated with some anxiety, but should be viewed as a productive opportunity for direct contact between teacher and parent. Parents, in general, come to a conference with the intent of being cooperative and with the best interests of the student in mind. Focusing the discussion on the student’s classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

1. Test scores
2. Homework progress
3. Standardized test scores
4. Attendance information
5. Documented classroom behavior and any other applicable information
6. School work
7. Reading levels and math progress if applicable
8. Special interests or points that you may have noticed in the student
9. Peer relationships and how the child interacts with other students
10. Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

1. Use good communication skills
2. Stay on the topic
3. Be certain to explain the governing factors surrounding the student’s behavior impact on the educational process
4. Come up with suggestions for remediation
5. Respond with positive information. Allow the parents to understand that you sympathize with the dilemma they are facing, but at the same time continue to focus on dealing with the student’s progress
6. Avoid communicating with emotions and avoid triggers that could interfere with the tone of the conference

After the conference:

1. Document the conference in writing

C.6 SUBSTITUTE TEACHER PROVISION

Faculty Handbooks contain the guidelines for the District's Substitute Calling Service. Refer to the instructions contained within for further details. In the event that you must be absent, you should be sure to leave the substitute sufficient information in order for the day to go smoothly. Supply adequate and explicit lesson plans and any corresponding materials. The information can best be used by the substitute if organized in a clear and concise manner and left in a readily available place or in the main office file with the following information:

1. Your schedule of classes
 - List classes with times of periods and room numbers
 - List specials: include time and day
 - Lunch duty including special directions
 - Study hall and location of information for study hall
 - Music
 - Art
 - Physical Education
 - Alternate activities in the case that the special classes are cancelled
2. Names and schedules of students who may leave for special reasons (i.e., to nurse for medication, resource room, speech)
3. Seating charts and class lists (i.e., directions for dealing with any special students)
4. Homeroom activities for class
 - How to report absences
 - Lunch totals
 - Announcements
 - Pledge of allegiance to the Flag
5. Class rules and procedures (i.e., nurse/ bathroom pass, referrals)
6. Location of materials to be used with lesson plans
7. Explanation of extra work, if needed
8. Instructions for use of AV equipment and materials if needed
9. Names of other school personnel usually in you class (i.e., teacher's aide)
10. Names of dependable students who may provide assistance
11. Name and location of teacher who may offer assistance
12. Dismissal procedures (i.e., chairs up on desks, condition in which room should be left)
13. Floor plan of classroom and building
14. Fire drill/ emergency evacuation procedures

Students should be aware of what is to be accomplished during your absence. Write the substitute a brief note in order to set a positive tone for the day, thanking him/ her in advance for filling in, and request a report including attendance information.

C.7 SUGGESTED ACTIVITIES FOR MENTOR/NEW TEACHER TEAMS

1. Visitation to classrooms in order to learn about other grade levels, teaching styles and practices.
2. Exploration of current professional issues (State assessments and standards, teacher roles and responsibilities, educational trends, parental involvement, professional respect) in order to raise consciousness, establish priorities, and encourage professional growth
3. Observe, collaboratively, the teaching of both the intern and mentor and the successful accomplishments of various learning objectives.
4. Investigation of community resources (Public and College libraries, Dutchess County Community College, Dutchess County BOCES, Mid-Hudson Teacher Center, Institutions of Local History, the Internet, local newspapers, local talent) in order to enrich classroom instruction.
5. Creation and implementation of an interdisciplinary unit in order to enhance collegial relationships and to demonstrate efficacy of peer collaboration
6. Cooperative planning (i.e., execution of a field trip) in order to familiarize the new teacher with district/ building procedures as well as the educational benefits of the cooperatively planned activities
7. Make use of available mentoring resources

C.8 MENTOR/NEW TEACHER BENCHMARKS

August/ September

- By the end of September, mentors and their new teachers, collaboratively, will have set short-term goals for the month of September including:
 1. Dates and times to meet and plan
 2. Opening day
 3. What to do first
 4. Lesson plans
 5. Classroom management
 6. Building procedures

Check

Date

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

October

- By the end of October the mentors and new teachers will have met at least three times to:
 - Plan classroom activities
 - Review short-term goals
 - Establish goals for the first semester
 - Discuss curricular issues
 - Discuss assessment and reporting
 - Review parent communication
 - Observe each other's classes

Check

Date

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

- The new teacher should have met with the building Administrator to discuss:
 - Building procedures
 - Goals and expectations of the Administrator and the new teacher
 - Observations and evaluations
 - Staff development

_____	_____
_____	_____
_____	_____
_____	_____

C.8 MENTOR/NEW TEACHER BENCHMARKS (continued)

December

- By the end of December the mentors and the new teachers will have met at least five more times to :
 - Review first semester goals
 - Establish second semester goals
 - Discuss classroom management
 - Discuss instructional strategies
 - Discuss the classroom observations

Check

Date

May/June

- By the end of June, the Mentor/ New Teacher Will have met at least 5 more times to:
 - Review second semester goals
 - Discuss classroom management
 - Discuss instructional strategies
 - Discuss the classroom observations

Check

Date

C.9 FREQUENTLY ASKED QUESTIONS

1) *Who is the new teacher?*

The new teacher is someone new to the District during his/her probationary period.

2) *Do all new teachers have a mentor?*

It is the expectation of the District that all new teachers covered by the collective bargaining unit will be assigned a Mentor for the first year of their probationary period.

3) *What if the person I've been assigned to mentor is really different from me as far as our professional background, methodological choices and/or management styles?*

As a mentor, it is important not to rely on your sense of the teacher you are now, but to remember what it was like to be the new teacher who has no established reputation in the building. Also, remember that you are not the same teacher now that you were five or ten years ago, and that the new teacher with whom you are working will change, adapt and improve. Although differences in style sometimes make us uncomfortable, we can learn a great deal from a colleague who takes a different approach to instruction. Learning flows in both directions.

4) *How much evaluation will the mentor do?*

It is the role of the lead evaluator to evaluate new teachers. The mentor role is that of supporter, not evaluator. To be of real service to the new teacher, a relationship of trust must exist.

5) *When do we get to meet each other?*

The two (2) day orientation program at the end of August offers the mentor and new teacher a chance to meet each other and to get acquainted. However, some mentors call their new teachers over the summer in order to become acquainted. The first day of orientation will involve the mentor and new teacher in a district and or building level orientation program. The second will involve beginning to work on the checklist found on page 26-27. For new teachers hired after the start of the school year, the District will provide contact information for the mentor and the new teacher as soon as practicable after both are approved by the board of Education, in order for them to connect before the new teacher's first day in the classroom.

**SECTION D -
ADDENDA**

SELF-ASSESSMENT QUESTIONNAIRE FOR NEW TEACHERS

Please choose the response for each item that most closely indicates your level of need for assistance in the area described

Possible Responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the Principal
3. _____ Communicating with other teachers
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual differences among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with Stress
24. _____ Knowing the proper channels relative to contractual and/ or policy issues
25. _____ Becoming aware of special services provided by the school district

Please respond to the following items:

26. List any professional needs you have that are not addressed by the preceding items.

27. What additional types of support should the school district provide you and other new teachers?

TIMELINE FOR A MENTOR TEACHER PROGRAM

	<u>Date</u>
1.) Welcome/orientation for New Teachers and Mentors.	_____
2.) New teachers complete needs assessment questionnaire (<i>Addendum A</i>) Mentor and New Teachers share expectations, develop 6-week plan and schedule regular meetings.	_____ _____
3.) Instruction begins. Mentors support New Teachers and meet with them regularly to share information, compare expectations, and to revise plans to meet New Teacher’s needs.	_____
4.) End of first 6-week period, Mentors review their progress as mentors, identify new challenges, and offer support to New Teachers.	_____
5.) End of Fall Semester all Mentor/ New Teacher meet to share progress, identify needs, and revise plans for Spring Semester, Midpoint evaluation of Mentor Program.	_____
6.) Continue Steps 3-6 through Spring semester. Final evaluation of Mentor program including New Teacher Self-Assessment	_____