

McGRAW CENTRAL SCHOOL DISTRICT

MENTORING

PROGRAM

5/08

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I. DESCRIPTION OF THE PROGRAM

School districts are required to follow mentoring programs for those in their first year of teaching. Mentoring new teachers in a program that defines responsibilities for the mentor and the mentee provides a structured mentoring procedure rather than the “buddy system” (that has previously been used). An experienced teacher who is new to the district may request or be assigned a mentor.

II. GOALS OF MENTORING PROGRAM

- A. Increase retention rate of new teachers by instilling a sense of community
- B. Improve student achievement
 - 1. research-based results
 - 2. high correlations with student achievement and mentored teacher
- C. Increase the opportunity for professional growth of veteran teachers
- D. Expose new teachers to diversified instruction and classroom management techniques
- E. Integrate new teachers into school culture

III. COMPONENTS OF THE MENTORING PROGRAM

A. Orientation

New teacher orientation has been a standard practice for many years. This program will be collaboratively planned by the mentoring program committee. The date for this orientation will be set in June. The initial session will include meeting the mentor, Principal, Technology Director, and Facilities Director. Keys, codes, and the teacher handbook will be made available to the new teacher.

B. Key Principles

The two key principles of any partnership must be respect for individuality and confidentiality.

Individuality – Teachers have individual learning and teaching styles. It is important that both mentors and new teachers recognize and respect these differences. The purpose is not to develop teachers who teach identically. The purpose of the program is to help new teachers reach their full potentials and utilize their unique characteristics.

Confidentiality – Confidentiality is a critical component of the “mentor–new teacher partnership” because trust is fragile. Trust comes from the security of knowing that actions and words will not become public knowledge. The sharing of a confidence with an administrator or colleague can undermine the entire relationship. Therefore, shared confidences should be kept between the mentor and the new teacher. Mentors will never make evaluative reports about the new teacher for administrators or colleagues.

Exceptions to this confidentiality include:

- Where an evaluative role for the mentor is stipulated contractually
- Where withholding the information would pose a danger to the life, health, or safety of students or school staff
- Where information emerges that the new teacher has been convicted of a crime
- Where information emerges that raises a reasonable question regarding the new teacher’s moral character.

C. Roles/Responsibilities of Mentor, Mentee, and Administrator

1. Mentor

General:

- ❑ Builds trust and rapport with the mentee
- ❑ Respects individuality
- ❑ Communicates about the school’s culture and operating procedures
- ❑ Provides resources (emotional support and teaching materials)
- ❑ Agrees to function as a sounding board and mirror for the mentee
- ❑ Collaborates in problem solving
- ❑ Does not evaluate
- ❑ Provides curricular, instructional and classroom management techniques and strategies with guidance and support
- ❑ Creates opportunities for the mentee to access the expertise of other faculty members
- ❑ Functions as a professional role model in all aspects of school life
- ❑ Continues to develop skills as a mentor by attending conferences and workshops

Specific:

- ❑ Reviews such items as grading, handbook, and professional development requests
- ❑ Maintains a record of hours and activities (see page 9)
- ❑ Attends new teacher orientation if mentoring a first year teacher or a teacher new to the district
- ❑ When possible, agrees to set up meeting time with mentee prior to start of school year

2. Mentee

General:

- Participates in the mentoring program
- Is willing to listen and learn from mentor
- Is willing to share with mentor

Specific:

- Is required to attend new teacher orientation if a first year teacher
- Is encouraged to invite mentor to attend any post observation or similar conference
- When possible, agrees to attend meetings with mentor prior to start of school year
- Maintains a record of hours and activities (see page 9)

3. Both

Mentors and mentees may use four ½ days to visit and conference with each other if substitutes are available. The mentor may visit the new teacher for a full lesson/class period. Following the visitation, the mentee will conference with the mentor. Other arrangements may be made by submitting a written proposal for the approval of the principal.

4. Building Administrator

General:

- Assumes the role of “first mentor”; sets the tone
- Makes mentoring a priority
- Provides time
- Shows support explicitly and symbolically
- Encourages mentoring activities
- Attends mentoring training
- Keeps supervision and evaluation separate from mentoring
- Recognizes efforts of mentors, mentees, and staff
- Shows interest in and checks on program
- Communicates the vision of the mentoring program to the staff
- Makes time for problem solving

D. Identification of Workshops for Professional Growth

Mentors may suggest areas that would increase knowledge base for the mentees. Suggestions may include but are not limited to: a workshop, a conference, or an observation of another teacher or program (within or outside of the district). These suggestions would be made to the curriculum coordinator or the building principal.

E. Identification and Pairing of Mentors

1. The building principal will distribute a memo indicating the need for mentors. Any interested tenured teachers must submit their name to the main office.
2. A selection committee for each building will be comprised of a faculty member from the Mentor Document Committee in consultation with the building principal.
3. The building principal will follow up with those teachers who volunteered to mentor and were not selected within a week of the selection committee meeting.
4. Under extenuating circumstances, any party may request continuation into the second year. The final decision will be made by the building principal after consulting with the superintendent.
5. Any party may request discontinuation of the partnership at the end of a quarter. This request will be reviewed and determined by the selection committee.
6. The characteristics and qualifications of mentors should include:
 - ❑ Is an approachable person
 - ❑ Acts as a positive role model
 - ❑ Supports people, not just talents
 - ❑ Encourages growth and achievement for students and colleagues
 - ❑ Honestly collaborates with colleagues and administrators
 - ❑ Possesses strong communication skills
 - ❑ Shares in the district/building vision
 - ❑ Helps other people advance and locate resources
 - ❑ Coaches in order to ensure the new teacher's ability to meet the demands posed by various situations

“In short, mentors use their experiences and feeling for humanity to help protégés grow to the maximum potential.”

Judy-Arin Krupp

F. Provisions

If financially possible, a supply budget will be maintained by the Coordinator of Special Programs. This will be for the sole purpose of providing resources for mentees.

G. Compensation for Mentors

Mentors will be compensated a stipend of \$500.00 for mentoring a teacher
Minimum expectation - 5 hour orientation before start of school year
+ 1 hour /month for the first year

H. Annual Evaluation of Program

- Dialogue at mentor/administrative meetings throughout the year
- Dialogue at mentee/administrative meetings throughout the year
- Time Log of Mentor/Mentee Activities

I. Success Quote

“We must build organizations where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning together.”

- Peter Senge

J. Mentor/Mentee Log

	A	B		C	D
	Mentor Name: Mentee Name:				
	DATE	TIME		Initials Mentor	Initials Mentee
		Begin	End		
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2					
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Note: Identify, on this sheet, the dates of each four ½ days used to visit/conference and the day a full lesson/class period was observed.

I, _____, verify that my mentor met with me on the above dates.

(Mentee signature)

(Date)

I, _____, certify that I have completed the assignment as per the Mentor Program.

(Mentor signature)

(Date)

IV. APPENDICIES

APPENDIX A: MENTOR TRAINING GUIDE



Mentoring Functions

MENTORING FUNCTION ONE – Relating

Mentors build and maintain relationships with their mentees based on mutual trust, respect, and professionalism.

MENTORING FUNCTION TWO – Assimilating

Mentors gather data about their mentees' ways of teaching and learning; determining their mentees' competency and confidence to handle a given situation; and identifying unique aspects of the school and community culture.

Assimilation Tool

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 SED assessments
21. ___ Understanding the school system's teacher evaluation process
22. ___ Understanding my legal rights and responsibilities as a teacher
23. ___ Dealing with stress
24. ___ Dealing with union-related issues
25. ___ Becoming aware of special services provided by the school district

From: How to Help Beginning Teachers Succeed by Stephen Gordon
1991, ASCD, Alexandria, VA

MENTORING FUNCTION THREE – Coaching

Mentors help their mentees fine-tune their professional skills, enhancing their grasp of subject matter, locate and acquire resources, and expand their repertoire of teaching modalities.

Out of Class Activities

Problem Solving

Study Groups

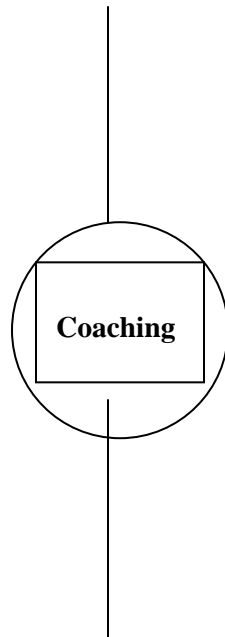
Curriculum Development

Co-Planning Lessons

Storytelling about
Teaching Practices

Interdisciplinary Planning

Videotape Analysis



In-Classroom Activities

Co-Teaching

Mentor as a Collaborative
Planner

Mentor as an
Expert Advisor

Mentor as a
Classroom Mirror

MENTORING FUNCTION FOUR – Guiding

Mentors move their mentees toward **independence** by guiding them through the process of reflecting on decisions and actions for themselves and encouraging them to construct their own informed teaching and learning approaches.

Excellence is Possible

“We have work to do, but not impossible work. It is a matter of focus. It is a matter of appropriate criteria. It is a matter of communication. It is a matter of collaboration. It’s a matter of will.”

Reflecting on your work, thoughts, experiences, and insights what will you do to make excellence possible?

APPENDIX B: New Teacher Orientation Components

Welcome

- Mentors introduce mentee
 - Mentor will have a pre-written biography on each mentee
- Superintendent's comments

Union Representative(s) - (30 minutes)
Bus Tour of District
Installation of Voice Mail (specified time)
Technology - (Technology Coordinator)
Students with Disabilities (Director Special Education)
Curriculum/Essential Questions (Curriculum Coordinator)

District Responsibilities

Lesson Planning/Curriculum Document
District Expectations: student supervision (leaving students in an emergency)
Overview of Faculty Handbook
Classroom management
Discipline Parameters (detentions what merits a referral)
Handling parents – phone, in person
Student attendance: record keeping
Student concerns: Academic Intervention Team

Mentor Responsibilities

Tour of building (Xerox machines, telephones computer access)
Teachers' Hours –Time In & Time Out
Student Attendance list
E-mail
Keys
Library usage
Computer cart use
Teacher attendance - general leave forms
Student of the Month
Student Failure List Expectations (high school)
Google Meet
Google Classroom

APPENDIX C: McGraw CSD Mentor Survey

Directions: To be completed by Mentee and turned into building administrator at end of mentoring year.

Thank you for providing this very valuable information. Your responses will be kept confidential.

Mentee Name:

Mentor Name:

Principal:

Program:

Please answer the following questions regarding the support and assistance you received from your assigned Mentor by checking the appropriate box:	Yes	No	Some -what
1) Has the assigned teacher been a help to you?			
2) Did you consider the support/assistance you received relevant to or helpful in:			
• Your subject area			
• Your grade level			
• Knowledge of resources			
• Knowledge of School-related issues			
• Knowledge of District Policies/Procedures			
• Knowledge of Parent Relationships			
• Knowledge of Professional Relationships			
3) My Principal was an additional resource for me to access for support and/or assistance:			
4) Was your Mentor able to answer your questions and/or concerns when you met? If no, why not?			
5) Do you feel that you had sufficient meeting time with your mentor?			
6) On average how long did your meetings last?			
7) Using a rating scale of 1 to 5, with 5 being the highest/best, I would rate the support and assistance I received from my Mentor as a _____ .			
8) If I needed help, I felt I could comfortably and confidently ask the following resource personnel for assistance (yes/no): Mentor _____ Principal _____ School Office _____ Other Teachers _____ District Office Personnel _____			
9) I would recommend my Mentor to other new teachers: Yes No			
10) Please provide any additional input you feel would be helpful in assessing the support and assistance you received in the program.			

APPENDIX D: Checklist of Ideas and Monthly Activities

AUGUST

- _____ Review Mentoring Document
- _____ Google Classroom log-ins
- _____ Synchronous learning and teaching
- _____ CPS call protocol
- _____ Discuss school norms and social traditions
- _____ Review and assemble substitute folder
- _____ Discuss the Homework packet for GO (for students out of school on extended stays)
- _____ Be accessible during first week of school planning
- _____ Review the District Calendar for the upcoming year
- _____ Share bad weather and school closing procedures (e.g., online information, radio stations, school contact tree)
- _____ Discuss indoor recess activities (elementary only)
- _____ Review RTI process
- _____ Discuss cumulative records and the issue of confidentiality
- _____ Avoid compromising situations when trying to discipline students
- _____ Determine award criteria
- _____ Learn assembly procedures and find schedules
- _____ Review teacher evaluation procedures and upcoming observation

SEPTEMBER

- _____ Discuss and review Professional Development needs, upcoming in service training, etc.
- _____ Review parent communication methods, conferences, confidential phone lines, time-lines and record keeping
- _____ Plan together for Parent Orientation or Open House Night (create an outline for expectations, managing traffic flow, situations to avoid)
- _____ Review the school web page
- _____ Discuss classroom volunteers, student helpers, etc.
- _____ Discuss Book Club order procedures (Troll, Scholastic, etc.)
- _____ Consider attending a Parent Teacher Organization or School Improvement Team meeting with your mentor
- _____ Review procedure for Progress Reports
- _____ Organize a yearlong calendar (STAR testing, report cards, field trips, activities, etc.)
- _____ Discuss possible contents for a professional portfolio
- _____ Strategize staff development opportunities for October In-service Day
- _____ Review teacher evaluation procedures and upcoming observation
- _____ Consider attending in-field state conference

OCTOBER/NOVEMBER

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Discuss needs and concerns
- _____ Share bulletin board ideas and holiday arts and crafts

- _____ Alert parents of possible student concerns
- _____ Explore additional professional development opportunities
- _____ Continue to contact each other by phone and email
- _____ Discuss in detail preparation for state assessments
- _____ Share instructional strategies such as cooperative learning and flexible grouping

DECEMBER

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Discuss school traditions and district policies regarding holiday events and activities (ex. Christmas trees, gift giving, Giving Tree, and sensitivity to religious issues)
- _____ Discuss upcoming social gathering and staff activities
- _____ Detail a plan for dealing with the week before and after the holiday break
- _____ Review the fall semester's experiences: highlights, struggles, goals
- _____ Review any variation in coaching pay periods (where appropriate)
- _____ Discuss upcoming exam schedule and policies (where applicable)
- _____ Design substantive, comprehensive exams (where applicable)
- _____ Plan for possible changes, student reassignments, etc., after the holidays

JANUARY

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Make plans for additional classroom visits to observe other teachers
- _____ Plan activities for the second half of the year
- _____ Discuss parent conferences concerning academic progress
- _____ Consider enrolling in an appropriate professional development workshop

FEBRUARY

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Share literature, research readings, and professional journals
- _____ Discuss time lines and deadlines that come up before Spring Break
- _____ Review Valentine's Day party procedures (class lists), elementary only
- _____ Prepare for second required administrative observation/evaluation
- _____ Discuss retention and promotion policy

MARCH/APRIL

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Review August procedures for new block session classes, as appropriate
- _____ Make plans for additional classroom visits to observe other teachers
- _____ Plan activities for the second half of the year
- _____ Discuss parent conferences concerning academic progress

_____ Consider enrolling in an appropriate professional development workshop

MAY/JUNE

- _____ Share ideas and application from workshops, conferences, Professional Learning Communities, and/or in-service training (record on Professional Development Log)
- _____ Discuss end-of-the-year events and traditions
- _____ Consider new ideas for putting the classroom in "end-of-the-year" order; tips for Summer storage
- _____ Discuss room check-out
- _____ Consider closure activities with the students
- _____ Review any variation in pay periods
- _____ Consider what changes you want to make next year
- _____ Complete and submit Mentor Survey, Mentor/Mentee Log, and Completion of Requirements Form