



# Mentor Handbook

2018-2019

# Table of Contents

|  |           |
|--|-----------|
| Importance of Mentoring                                | pg. 2     |
| Purpose of Mentoring                                   | pg. 3     |
| Mentor Job Description                                 | pg. 4-6   |
| Lesson Observations and Conversations                  | pg. 7-8   |
| First Semester Documents to be completed and returned  | pg. 9-19  |
| Second Semester Documents to be completed and returned | pg. 20-31 |
| Resources for Mentor and Protégé                       | pg. 32    |

## THE IMPORTANCE OF MENTORING

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and for the mentor. These gifts can be greatly enhanced through understanding, planning, and reflective practices. As with classroom instruction and all endeavors, the magic of the mentoring relationship takes shape through planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this manual should guide you to a supportive mentoring relationship. Start with enthusiasm and build confidence and independence through the mentoring year.

### Relationships - Mentor, Protégé, and Administrator

- ✧ The mentor's responsibility is to provide their protégé with support and guidance, not for formal evaluation.
- ✧ If a concern surfaces, the mentor's first obligation is to communicate with the protégé in an attempt to alleviate the concern and/or solve the problem.

**ESTABLISHING TRUST AND RAPPORT:** One of the most important factors in mentoring is good communication. Communication has both verbal and nonverbal components. Approximately 65% of the message is nonverbal through posture, gesture, proximity, muscle tension, and facial expression. The other 35% comes from the verbal message through pitch, volume, inflection, pace, and the words used.

Talking and communicating are not the same. Communicating involves:

- **Listening:** for understanding, facts, and feelings. Create a positive, comfortable environment for listening. Listen until it is your turn to speak. Seek permission to consult or share advice. Often people benefit and grow from simply having someone to listen to what they have to say.
- **Looking:** Make eye contact; pay attention to the whole person. Is the speaker smiling, frowning or neither? Watch the speaker's body language. Show interest by leaning forward and moving closer with respect for personal space.
- **Leveling:** Be honest about what you are feeling and thinking. Use "I" statements when responding. Accept the speaker's feelings.
- **Confidentiality:** Maintaining confidentiality in this relationship is extremely important. Key to the relationship is a sense of trust. This relationship is to support the practice of teaching, not to evaluate. Maintain two-way communication throughout the mentoring year. Confidentiality is ethically

required in order for mentoring to occur. Only break confidentiality if there is a safety concern.

## **Purpose**

The purpose of the School District of Washington Mentoring Program is to provide teachers with support, collegial connections, and guidance throughout the first two years of their career.

## **Goals**

1. To provide instruction in classroom management and effective teaching techniques
2. To reduce the challenges of the transition into teaching including transitions to different positions within the district
3. To build confidence and independence
4. To maximize the retention of highly qualified teachers

## **Participants**

- All new certified staff in their first two years of teaching.
- In-district teachers who change positions will participate for one year. (Elementary to secondary, speech to classroom teacher, special education to regular, etc.)
- All teachers new to the School District of Washington with more than three years experience shall participate for one year.
- All teachers new to the School District of Washington with less than three years experience shall participate for two years.

# Mentor Job Description

A mentor is an experienced teacher, effective communicator, professional role model, peer coach, and a developer of talent, not an evaluator.

## Mentor Qualities and Expectations

1. Mentors should have a minimum of five years teaching experience, and preferably three years of experience in the School District of Washington.
2. Mentors shall be chosen collaboratively by administrator(s) and members of the Curriculum, Instruction, and Assessment Office. Ideally mentors will teach in the same grade or content area as the protégé. Alternative assignments may be made based upon a situation where the protege is the sole teacher in a grade or content area.
3. Mentors must demonstrate continued professional growth by obtaining additional degrees and/or certifications; attending professional conferences, seminars, workshops, or other growth opportunities.
4. Mentors are to maintain an exemplary Performance Based Teacher Evaluation.
5. Mentors are expected to demonstrate knowledge of curriculum objectives, instructional strategies, assessment, classroom management, and discipline.
6. Mentors will respect confidentiality and display positive interpersonal relationships.
7. Mentors should exemplify a passion for teaching and learning.
8. Mentors will assist their protégé in understanding district processes and procedures.
9. Mentors will submit all 1st semester documentation by the first Friday in December; and all 2nd semester documentation by the first Friday in May to the Assistant Superintendent, Curriculum.
10. Mentors will read the mentor handbook and sign the Mentor Agreement indicating understanding of the mentor role and expectations.

## Roles and Responsibilities

### Mentor

1. Serve as a role model in all aspects of the profession including developing professional goals and a plan for implementing those goals.
2. Understand mentor expectations and sign the Mentor Agreement.
3. Track and document necessary components of the mentor program.
4. Keep a log of professional development hours.
5. Observe the protégé and provide reflection/feedback on the presented lesson.
  - First year teachers will complete quarterly observations. (Quarters 1 and 3 observe mentor or other experienced teacher in related field. Quarters 2 and 4 present lesson observed by mentor.)
  - Second year and beyond teachers will complete semester observations. (Semester 1 observe mentor or teacher in related field. Semester 2 present lesson observed by mentor.)
6. Support, guide, encourage, and assist the protégé in professional development.

### Protégé

1. Teachers with four or less years of experience or on initial certification will develop professional goals and a plan for implementing those goals to be kept on file in the district.
2. Participate in Beginning Teacher Assistance Program required for DESE certification upgrade.
3. Attend additional professional development beyond the professional development sessions required by all teachers (**minimum of three sessions required**). The additional workshops may include any workshop offered after school or on weekends. It may also include any relevant workshop offered by another entity during contracted or non-contracted hours.
4. Keep a log of professional development hours. The SDOW requires 30 hours per year. Proof of hours accumulated is also required for DESE certification upgrade.
5. Seek support and assistance from mentor and/or instructional coach as needed.
6. Observe mentor or other experienced teacher.
  - First year teachers will complete quarterly observations. (Quarters 1 and 3 observe mentor or other experienced teacher in related field. Quarters 2 and 4 present lesson observed by mentor.)
  - Second year and beyond teachers will complete semester observations.

(Semester 1 observe mentor or teacher in related field. Semester 2 present lesson observed by mentor.)

7. Collaborate and reflect with instructional coach.

#### Administrator

1. Respect the confidentiality of the mentor/protégé and the instructional coach/protégé relationships.
2. Support the mentor/instructional coaching process.
3. Advise on mentor/protégé pairings and assignments.
4. Support substitutes when mentors/protégés or instructional coaches are observing if needed.

### **Compensation for Mentors**

1. The mentor shall receive \$300.00 when mentoring a protégé who has two or less years of teaching and \$150.00 when mentoring a protégé with more than two years of teaching experience. When two mentors are assigned in the same year, the compensation is split evenly per semester.
2. In order to receive payment of a stipend the mentor must:
  - read mentor training documents and sign mentor agreement,
  - observe the protégé during all four quarters, and
  - turn in paperwork to Assistant Superintendent, Curriculum, by the first Friday in December and first Friday in May of each year.

#### *Paperwork includes:*

- a. Weekly Calendar Log – (proteges in their 1<sup>st</sup> or 2<sup>nd</sup> year of teaching)
- b. Monthly Calendar Log – (proteges with 3 or more years of teaching)
- c. Observation Forms and Conversation Suggestions
  - First or second year teachers will complete quarterly observations. (Quarters 1 and 3 observe mentor or other experienced teacher in related field. Quarters 2 and 4 present lesson observed by mentor.)
  - Third year and beyond teachers will complete semester observations. (Semester 1 observe mentor or teacher in related field. Semester 2 present lesson observed by mentor.)
- d. Mentor/Protégé Program Self-Assessment
- e. 1st through 3rd year Protégé Survey
- f. Mentor Checklists

# Planning the Lesson Observation

*This map may be used during pre-conference meetings to establish lesson expectations. It is not necessary to use all the questions for every observation.*

1. Lesson focus and objectives (connection to the curriculum)
  - What is the focus of the lesson?
  - What is the lesson's objective?
  - What assessment have you given your students previously?
  - How do you know that this is the appropriate objective for your students?
  - How does the objective connect to the curriculum?
2. Action Plan focus
  - What is the focus of your action plan?
  - What is the relationship between your lesson and the action plan?
3. Understand the teaching strategies
  - What teaching strategies will you use?
  - What research/theory supports your decision?
4. Determine the assessment strategy
  - How will you assess student learning?
5. Share other related information
  - What else will be helpful for me to know about your lesson or students?
6. Clarify the mentor's role (what should I look for?)
  - What specifically would you like me to look for in your class today?
  - What is the specific focus for the observation? What data would be helpful for you?

*Examples include:* Teacher verbal/nonverbal behaviors; Student verbal behaviors.

## After the Observation

1. How did my activities match my objective?
2. Was the learning appropriate for these learners?
3. What did I consciously design that went well?
4. What did I base my instructional design on?
5. What is the next sequential step for the learners?
6. What effective teaching skills did I use in the lesson?
7. Which teaching skills may I need to refine, based on students learning?
8. What specifically would I do differently to improve the learning process?

# Lesson Reflection

**\* Mentors will observe their protégé a minimum of once per quarter. Upon completion of the observation, the protégé will use the following questions to reflect on the lesson and guide the discussion with their mentor.**

**\*\* Protégé will observe their mentor OR an additional teacher once per quarter. The mentor teacher should help schedule these observations.**

- As I reflect on the lesson, to what extent were the students cognitively engaged in the work?
- How did the lesson allow for students to engage in activities and learning situations that required critical thinking or problem solving?
- What feedback did I receive from students indicating they achieved understanding of the content?
- Did I consider, or indicate, to students how I planned to assess them on the information presented/practiced?
- How did I utilize formative assessment to make instructional decisions throughout my lesson?
- If I had the opportunity to teach this lesson again to this same age group of students, what would I do differently?
- If there was one thing from this lesson that I could share with a colleague, what would it be?

# Mentor Checklist

First Semester \*

**Mentor name** \_\_\_\_\_ please print

**Protégé name** \_\_\_\_\_ please print

Directions: Initial and date activities upon completion.

\_\_\_\_\_ **Read and understand the Mentor Handbook. Sign and return the Mentor Agreement**  
Initial

\_\_\_\_\_ **Observe the protégé-Turn in Lesson Observation Form-Qtr 1 & 2**  
Initial

\_\_\_\_\_ **Meet regularly with the protégé** *weekly during the first year/monthly the second year*  
Initial

\_\_\_\_\_ **Turn in calendar journal for August - November**  
Initial

\_\_\_\_\_ **Complete and submit First year – Third Year Protégé Survey**  
Initial

\_\_\_\_\_ **Assist in the development of the protégé’s professional development plan and professional development log**  
Initial *{SDOW requirement for all teachers, DESE requirement for certificate upgrade}*

**Documentation of Additional Workshop Attendance by Protégé**  
*Three optional workshops required yearly*

| <i>Title of workshop</i> | <i>Date</i> |
|--------------------------|-------------|
|                          |             |
|                          |             |
|                          |             |

\*Pages 9-19 should be sent to the Assistant Superintendent of Curriculum and Instruction office no later than the first Friday in December\*

## Lesson Observation Form - 1st Quarter

---

Name of observer

---

Date

---

Name of Teacher being observed

- Lesson Plans, preparation, and organization of classroom \_\_\_\_\_

- 
- Student cognitive engagement, student practice, use of student ideas \_\_\_\_\_

- 
- Formative and/or summative assessment utilized \_\_\_\_\_

- 
- Problem Solving and Critical Thinking Strategies used \_\_\_\_\_

- 
- Classroom Management and Relationship Development \_\_\_\_\_

- 
- Comments \_\_\_\_\_
- 
-

## Lesson Observation Form - 2nd Quarter

---

Name of observer

---

Date

---

Name of Teacher being observed

- Lesson Plans, preparation, and organization of classroom \_\_\_\_\_

- 
- Student cognitive engagement, student practice, use of student ideas \_\_\_\_\_

- 
- Formative and/or summative assessment utilized \_\_\_\_\_

- 
- Problem Solving and Critical Thinking Strategies used \_\_\_\_\_

- 
- Classroom Management and Relationship Development \_\_\_\_\_

- 
- Comments \_\_\_\_\_
- 
- 
-

## August Weekly or Monthly Contact Log

|       | Essence of Discussion | Discussion Topics:   |
|-------|-----------------------|--|
| Date: |                       | <p><b>First Two Weeks:</b></p> <ul style="list-style-type: none"> <li>● Lumen Questions</li> <li>● Duties</li> <li>● Open House</li> <li>● 1st Day of School</li> <li>● Email and Voicemail accounts</li> <li>● Review yearly calendar: PD Days, work days, etc.</li> <li>● Sub Plans: procedures and who to notify</li> <li>● Discuss upcoming events</li> <li>● Classroom management plan and procedures</li> <li>● Classroom set-up</li> <li>● Grading: Hints and Tips</li> <li>● Lesson Plan expectations</li> <li>● Copy codes</li> </ul> |
| Date: |                       |  |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## September Weekly or Monthly Contact Log

|       | Essence of Discussion |  |
|-------|-----------------------|--|
| Date: |                       | <p><b>Discussion Points:</b></p> <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Progress reports</li> <li>● Preparing for Parent/Teacher Conferences</li> <li>● Sub Plans: AESOP</li> <li>● Parent Contacts</li> <li>● Drills</li> <li>● PD Log</li> <li>● How to handle difficult people/situations, conflicts, resolutions</li> <li>● Observation dates and times - 1st Quarter</li> <li>● 1st - 3rd year Protégé complete survey and discuss with mentor</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success/challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching and Practicing rules and procedures</li> </ul> </li> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul> |
| Date: |                       |  |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## October Weekly or Monthly Contact Log

|       | Essence of Discussion | <b>Discussion Points:</b>  |
|-------|-----------------------|--|
| Date: |                       | <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Report Cards</li> <li>● Data gathering for Parent/Teacher Conferences</li> <li>● School policies regarding holiday events and activities</li> <li>● Professional Development log</li> <li>● Finalize observation dates and times - 2nd Quarter</li> <li>● Review 1st - 3rd year Protégé with mentor and develop a strategies to address concerns</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success/challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching and Practicing rules and procedures</li> </ul> </li> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul> |
| Date: |                       |  |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## November Weekly or Monthly Contact Log

|       | Essence of Discussion |   |
|-------|-----------------------|---|
| Date: |                       | <p><b>Discussion Points:</b></p> <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Time Management - Professional &amp; Personal balance</li> <li>● Review Assessment schedule</li> <li>● Progress reports</li> <li>● Procedures for school closing</li> <li>● Professional Development Log</li> <li>● Providing feedback to students</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success/challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching and Practicing rules and procedures</li> </ul> </li> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul> |
| Date: |                       |   |
| Date: |                       |   |
| Date: |                       |   |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

**\*\*\*First Semester due to Assistant Superintendent of Curriculum by first Friday in December\*\*\***

# Mentoring Program Self-Assessment

Mentor Name: \_\_\_\_\_ Protégé Name \_\_\_\_\_

| SDOW MENTOR SURVEY -1 <sup>st</sup> Semester   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| The goals and objectives of the program are clearly defined.   |                   |          |         |       |                |
| I feel supported in this mentoring program   |                   |          |         |       |                |
| The structure of the program made it easy to perform my role   |                   |          |         |       |                |
| The program requirements are just right  |                   |          |         |       |                |
| The time commitment for each interaction was just right  |                   |          |         |       |                |
| The match between my protégé and myself met my needs   |                   |          |         |       |                |
| We meet regularly  |                   |          |         |       |                |
| We use the time we have together effectively   |                   |          |         |       |                |
| We were confident about what to do when we started   |                   |          |         |       |                |
| I use the binder/notebook as a reference and organizational tool   |                   |          |         |       |                |
| I experienced learning and growth during the process   |                   |          |         |       |                |
| We had meaningful conversations  |                   |          |         |       |                |
| The relationship will continue beyond the formal process   |                   |          |         |       |                |
| I feel optimistic about my career  |                   |          |         |       |                |
| I feel more a part of my profession  |                   |          |         |       |                |
| I feel it was worth my time and effort   |                   |          |         |       |                |
| Developmental areas were defined and recommendations made  |                   |          |         |       |                |
| This experience increased my effectiveness   |                   |          |         |       |                |
| I feel that my protégé needs more help than I have resources to provide  |                   |          |         |       |                |
| The professional development piece with the mentoring program is effective and appropriate   |                   |          |         |       |                |
| Please provide specifics about the mentoring relationship with your protégé<br><b>Strengths-</b><br><br><b>Needs-</b><br><br><b>Recommendations-</b> |                   |          |         |       |                |

# Mentoring Program Self-Assessment

Mentor Name: \_\_\_\_\_ Protégé Name \_\_\_\_\_

| SDOW PROTÉGÉ SURVEY – 1 <sup>st</sup> Semester   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| The goals and objectives of the program are clearly defined  |                   |          |         |       |                |
| I feel supported in this mentoring program   |                   |          |         |       |                |
| The structure of the program made it easy to perform my role   |                   |          |         |       |                |
| The program requirements are just right  |                   |          |         |       |                |
| The time commitment for each interaction was just right  |                   |          |         |       |                |
| The match between my mentor and myself met my needs  |                   |          |         |       |                |
| We meet regularly  |                   |          |         |       |                |
| We use the time we have together effectively   |                   |          |         |       |                |
| We were confident about what to do when we started   |                   |          |         |       |                |
| I experienced learning and growth during the process   |                   |          |         |       |                |
| We have meaningful conversations   |                   |          |         |       |                |
| The relationship will continue beyond the formal process   |                   |          |         |       |                |
| I feel optimistic about my career  |                   |          |         |       |                |
| I feel more a part of my profession  |                   |          |         |       |                |
| I feel it was worth my time and effort   |                   |          |         |       |                |
| Developmental areas were defined and recommendations made  |                   |          |         |       |                |
| This experience increased my effectiveness   |                   |          |         |       |                |
| The professional development piece with the mentoring program is effective and appropriate   |                   |          |         |       |                |
| <p>Please provide specifics about the mentoring relationship with your mentor</p> <p><b>Strengths-</b></p><br><p><b>Needs-</b></p><br><p><b>Recommendations-</b></p> |                   |          |         |       |                |

## First Year - Third Year Protégé Survey

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time. **Ratings: 1 - low level of concern or interest, 2 - moderate level of concern or interest 3 - high level of concern or interest**

\*Protégés in your first thought third year of teaching complete survey in September and with your mentor celebrate your strengths and develop a plan to address your areas of concern. Complete the survey again in February and with your mentor celebrate your growth and develop a plan to address your areas of concern.

| Protégé Needs  | 1 | 2 | 3 |
|--|---|---|---|
| <b>Classroom Management</b>  |   |   |   |
| Anticipating and preventing disruptions in the classroom   |   |   |   |
| Setting up and organizing classroom, lab and/or shop area  |   |   |   |
| Strategies to use with disruptions occur   |   |   |   |
| <b>Student Motivation</b>  |   |   |   |
| Motivating difficult students  |   |   |   |
| Working with special needs students  |   |   |   |
| <b>Socio-cultural Awareness of Sensitivity</b>   |   |   |   |
| Working with students from diverse cultures and ethnicity  |   |   |   |
| Working with students who are at-risk, abused, come from complicated home lives, are pregnant or transient |   |   |   |
| <b>Classroom Instruction</b>   |   |   |   |
| Adapting my knowledge and expertise to effective lessons for students                                      |   |   |   |
| Developing curriculum / lessons that align to national and state standards                                 |   |   |   |
| Using a variety of teaching strategies for a variety of student learners                                   |   |   |   |
| Writing a syllabus and lesson plan   |   |   |   |
| <b>Technology in the Classroom</b>   |   |   |   |
| Keeping up with the changes in technology  |   |   |   |
| Ways to get the latest technology for instruction in my classroom  |   |   |   |
| Schoolology  |   |   |   |
| <b>Time Management</b>   |   |   |   |
| Balancing personal and professional obligations  |   |   |   |
| Organizing my time and work on a daily basis   |   |   |   |
| Timing of lessons and activities   |   |   |   |
| Using class time efficiently   |   |   |   |

| <b>Protégé Needs</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
|---|----------|----------|----------|
| <b>Accountability</b>   |          |          |          |
| Administering assessments   |          |          |          |
| Assessing and reporting student learning  |          |          |          |
| Matching classroom learning objectives to assessments with standards and benchmarks |          |          |          |
| Understanding my legal rights and responsibilities as a teacher                     |          |          |          |
| Using a variety of assessment strategies in grading                                 |          |          |          |
| <b>Workload</b>   |          |          |          |
| Balancing my personal and professional responsibilities                             |          |          |          |
| Meeting deadlines of district and/or building paperwork                             |          |          |          |
| Organizing and managing my classroom, lab and/or shop                               |          |          |          |
| Preparing lessons/activities for multiple courses                                   |          |          |          |
| Supervising extracurricular activities  |          |          |          |
| Working with a difficult or overloaded class  |          |          |          |
| <b>Solitary Work Environment</b>  |          |          |          |
| Feeling of loneliness and isolation/lack of adult interaction                       |          |          |          |
| Finding appropriate professional learning opportunities                             |          |          |          |
| Participating in professional organizations   |          |          |          |
| <b>Relationships with Parents and Colleagues</b>                                    |          |          |          |
| Developing collaborative relationships with my mentor(s) and colleagues             |          |          |          |
| Preparing for parent teacher conferences and back to school night                   |          |          |          |
| Promoting my program and career opportunities for students                          |          |          |          |
| Working effectively with administration and colleagues                              |          |          |          |

**Please provide specifics for areas of need:**

**Strengths:**

**Weaknesses:**

# Mentor Checklist

## Second Semester\*

**Mentor name** \_\_\_\_\_ please print

**Protégé name** \_\_\_\_\_ please print

Directions: Initial and date activities upon completion.

\_\_\_\_\_ **Read and understand the Mentor Handbook. Sign and return the Mentor Agreement** *(if new to mentoring this semester)*  
Initial

\_\_\_\_\_ **Observe the protégé-Turn in Lesson Observation Form-Qtr 3 & 4**  
Initial

\_\_\_\_\_ **Meet regularly with the protégé** *weekly during the first year/monthly the second year*  
Initial

\_\_\_\_\_ **Turn in calendar journal for December - April**  
Initial

\_\_\_\_\_ **Complete and submit First year – Third Year Protégé Survey**  
Initial

\_\_\_\_\_ **Include a copy of Beginning Teacher Assistance Program completion in this folder** *{if required}*.  
Initial  
*Certificates are usually sent to teachers in April from RPDC.*

**Documentation of Afterschool Workshop Attendance by Protégé**  
*Three optional workshops required yearly*

| <i>Title of workshop</i> | <i>Date</i> |
|--------------------------|-------------|
|                          |             |
|                          |             |
|                          |             |
|                          |             |

\*Pages 20-31 should be sent to the Assistant Superintendent of Curriculum and Instruction office no later than the first Friday in May\*

**Lesson Observation Form - 3rd Quarter**

\_\_\_\_\_  
Name of observer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Teacher being observed

- Lesson Plans, preparation, and organization of classroom \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- Student cognitive engagement, student practice, use of student ideas \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- Formative and/or summative assessment utilized \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- Problem Solving and Critical Thinking Strategies used \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- Classroom Management and Relationship Development \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

## Lesson Observation Form - 4th Quarter

\_\_\_\_\_  
Name of observer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Teacher being observed

- Lesson Plans, preparation, and organization of classroom \_\_\_\_\_

- Student cognitive engagement, student practice, use of student ideas \_\_\_\_\_

- Formative and/or summative assessment utilized \_\_\_\_\_

- Problem Solving and Critical Thinking Strategies used \_\_\_\_\_

- Classroom Management and Relationship Development \_\_\_\_\_

- Comments \_\_\_\_\_

## December Weekly or Monthly Contact Log

|       | Essence of Discussion | <b>Discussion Points:</b>  |
|-------|-----------------------|--|
| Date: |                       | <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Report Cards</li> <li>● End of semester procedures</li> <li>● Professional Development Log</li> <li>● Providing feedback to students</li> <li>● Review Second Semester Calendar</li> </ul>   |
| Date: |                       | <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success/challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching and Practicing rules and procedures</li> </ul> </li> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul> |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## January Weekly or Monthly Contact Log

|       | Essence of Discussion |  |
|-------|-----------------------|--|
| Date: |                       | <p><b>Discussion Points:</b></p> <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● What to expect second semester</li> <li>● Review school calendar for second semester</li> <li>● Time management - success/challenges</li> <li>● Evaluate and reflect on growth experiences from first semester</li> <li>● Professional Development Log</li> <li>● Providing feedback to students</li> <li>● Assessment review</li> <li>● Schedule Observation times - 3rd quarter</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> <li>● Review 1st semester grades and disciplines                             <ul style="list-style-type: none"> <li>○ Recognize and celebrate accomplishments</li> <li>○ Adjust classroom management and instructional practices as needed</li> </ul> </li> </ul> |
| Date: |                       |  |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## February Weekly or Monthly Contact Log

|       | Essence of Discussion | <b>Discussion Points:</b>   |
|-------|-----------------------|---|
| Date: |                       | <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Evaluate and reflect on growth experiences from first semester</li> <li>● Professional Development Log</li> <li>● Progress Reports</li> <li>● Field Trips</li> <li>● District and/or State testing</li> <li>● 1st - 3rd year Protégé complete survey again and discuss with mentor growth as well as areas of concern</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> <li>● Review 1st semester grades and disciplines                             <ul style="list-style-type: none"> <li>○ Recognize and celebrate accomplishments</li> <li>○ Adjust classroom management and instructional practices as needed</li> </ul> </li> </ul> |
| Date: |                       |   |
| Date: |                       |   |
| Date: |                       |   |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## March Weekly or Monthly Contact Log

|       | Essence of Discussion | <b>Discussion Points:</b>   |
|-------|-----------------------|---|
| Date: |                       | <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Field Trips</li> <li>● District and/or State testing</li> <li>● Curriculum Fair</li> <li>● Concerns or Needs</li> <li>● Review 1st - 3rd year Protégé survey and develop a plan to continue to address areas of concern. Compare with first semester survey to celebrate growth.</li> <li>● Professional Development Log</li> <li>● Schedule 4th Quarter observations</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success/challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching and Practicing rules and procedures</li> </ul> </li> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul> |
| Date: |                       |   |
| Date: |                       |   |
| Date: |                       |   |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## April Weekly or Monthly Contact Log

|       | Essence of Discussion | <b>Discussion Points:</b>  |
|-------|-----------------------|--|
| Date: |                       | <p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Professional Development Log (Due date reminder)</li> <li>● Begin discussing bringing the year to a close</li> <li>● Teacher Contracts</li> <li>● End of year activities</li> <li>● Report cards</li> <li>● Teacher check-out procedure</li> <li>● State and District testing schedules</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Curriculum Questions</li> <li>● Lesson Planning Success and challenges</li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> <li>● Review 2nd semester grades and disciplines                             <ul style="list-style-type: none"> <li>○ recognize and celebrate accomplishments</li> <li>○ adjust classroom management and instructional practices as needed</li> </ul> </li> <li>● adjustments for next year</li> </ul> |
| Date: |                       |  |
| Date: |                       |  |
| Date: |                       |  |

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

**\*\*\*Second Semester due to Assistant Superintendent of Curriculum by first Friday in May\*\***

# Mentoring Program Self-Assessment

Mentor Name: \_\_\_\_\_

Protégé Name \_\_\_\_\_

| SDOW MENTOR SURVEY – 2 <sup>nd</sup> Semester  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| The goals and objectives of the program are clearly defined.                               |                   |          |         |       |                |
| The structure of the program made it easy to perform my role                               |                   |          |         |       |                |
| The program requirements are just right  |                   |          |         |       |                |
| The time commitment for each interaction was just right                                    |                   |          |         |       |                |
| The match between my protégé and myself met my needs                                       |                   |          |         |       |                |
| We meet regularly  |                   |          |         |       |                |
| We use the time we have together effectively   |                   |          |         |       |                |
| I use the binder/notebook as a reference and organizational tool                           |                   |          |         |       |                |
| I experienced learning and growth during the process                                       |                   |          |         |       |                |
| We had meaningful conversations  |                   |          |         |       |                |
| The relationship will continue beyond the formal process                                   |                   |          |         |       |                |
| I feel optimistic about my career  |                   |          |         |       |                |
| I feel more a part of my profession  |                   |          |         |       |                |
| I feel it was worth my time and effort   |                   |          |         |       |                |
| This experience increased my effectiveness   |                   |          |         |       |                |
| The professional development piece with the mentoring program is effective and appropriate |                   |          |         |       |                |

**Please provide specifics about the mentoring program:**

*Strengths-*

*Needs-*

*Recommendations-*

# Mentoring Program Self-Assessment

Mentor Name: \_\_\_\_\_ Protégé Name \_\_\_\_\_

| SDOW PROTÉGÉ SURVEY – 2 <sup>nd</sup> Semester   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| The goals and objectives of the program are clearly defined                                |                   |          |         |       |                |
| I feel supported in this mentoring program   |                   |          |         |       |                |
| The program requirements are just right  |                   |          |         |       |                |
| The time commitment for each interaction was just right                                    |                   |          |         |       |                |
| The match between my mentor partner and myself met my needs                                |                   |          |         |       |                |
| We meet regularly  |                   |          |         |       |                |
| We use the time we have together effectively   |                   |          |         |       |                |
| I experienced learning and growth during the process                                       |                   |          |         |       |                |
| We have meaningful conversations   |                   |          |         |       |                |
| The relationship will continue beyond the formal process                                   |                   |          |         |       |                |
| I feel optimistic about my career  |                   |          |         |       |                |
| I feel more a part of my profession  |                   |          |         |       |                |
| I feel it was worth my time and effort   |                   |          |         |       |                |
| This experience increased my effectiveness   |                   |          |         |       |                |
| The professional development piece with the mentoring program is effective and appropriate |                   |          |         |       |                |
| <b>Please provide specifics about the mentoring program:</b>                               |                   |          |         |       |                |
| <i>Strengths-</i>  |                   |          |         |       |                |
|  |                   |          |         |       |                |
| <i>Needs-</i>  |                   |          |         |       |                |
|  |                   |          |         |       |                |
| <i>Recommendations-</i>  |                   |          |         |       |                |
|  |                   |          |         |       |                |

## First Year - Third Year Protégé Survey

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time. **Ratings: 1 - low level of concern or interest, 2 - moderate level of concern or interest 3 - high level of concern or interest**

\*Protégés in your first thought third year of teaching complete survey in September and with your mentor celebrate your strengths and develop a plan to address your areas of concern. Complete the survey again in February and with your mentor celebrate your growth and develop a plan to address your areas of concern.

| Protégé Needs  | 1 | 2 | 3 |
|--|---|---|---|
| <b>Classroom Management</b>  |   |   |   |
| Anticipating and preventing disruptions in the classroom   |   |   |   |
| Setting up and organizing classroom, lab and/or shop area  |   |   |   |
| Strategies to use with disruptions occur   |   |   |   |
| <b>Student Motivation</b>  |   |   |   |
| Motivating difficult students  |   |   |   |
| Working with special needs students  |   |   |   |
| <b>Socio-cultural Awareness of Sensitivity</b>   |   |   |   |
| Working with students from diverse cultures and ethnicity  |   |   |   |
| Working with students who are at-risk, abused, come from complicated home lives, are pregnant or transient |   |   |   |
| <b>Classroom Instruction</b>   |   |   |   |
| Adapting my knowledge and expertise to effective lessons for students                                      |   |   |   |
| Developing curriculum / lessons that align to national and state standards                                 |   |   |   |
| Using a variety of teaching strategies for a variety of student learners                                   |   |   |   |
| Writing a syllabus and lesson plan   |   |   |   |
| <b>Technology in the Classroom</b>   |   |   |   |
| Keeping up with the changes in technology  |   |   |   |
| Ways to get the latest technology for instruction in my classroom  |   |   |   |
| Schoology  |   |   |   |
| <b>Time Management</b>   |   |   |   |
| Balancing personal and professional obligations  |   |   |   |
| Organizing my time and work on a daily basis   |   |   |   |
| Timing of lessons and activities   |   |   |   |
| Using class time efficiently   |   |   |   |

| <b>Protégé Needs</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
|---|----------|----------|----------|
| <b>Accountability</b>   |          |          |          |
| Administering assessments   |          |          |          |
| Assessing and reporting student learning  |          |          |          |
| Matching classroom learning objectives to assessments with standards and benchmarks |          |          |          |
| Understanding my legal rights and responsibilities as a teacher                     |          |          |          |
| Using a variety of assessment strategies in grading                                 |          |          |          |
| <b>Workload</b>   |          |          |          |
| Balancing my personal and professional responsibilities                             |          |          |          |
| Meeting deadlines of district and/or building paperwork                             |          |          |          |
| Organizing and managing my classroom, lab and/or shop                               |          |          |          |
| Preparing lessons/activities for multiple courses                                   |          |          |          |
| Supervising extracurricular activities  |          |          |          |
| Working with a difficult or overloaded class  |          |          |          |
| <b>Solitary Work Environment</b>  |          |          |          |
| Feeling of loneliness and isolation/lack of adult interaction                       |          |          |          |
| Finding appropriate professional learning opportunities                             |          |          |          |
| Participating in professional organizations   |          |          |          |
| <b>Relationships with Parents and Colleagues</b>                                    |          |          |          |
| Developing collaborative relationships with my mentor(s) and colleagues             |          |          |          |
| Preparing for parent teacher conferences and back to school night                   |          |          |          |
| Promoting my program and career opportunities for students                          |          |          |          |
| Working effectively with administration and colleagues                              |          |          |          |

**Please provide specifics for areas of need:**

**Strengths:**

**Weaknesses:**

# Resources for Mentor and Protégé

## Websites

[www.mentors.net](http://www.mentors.net) (ASCD)

[www.nwrel.org/request/may01/mentoring.html](http://www.nwrel.org/request/may01/mentoring.html) (Supporting Beginning Teachers: How Administrators, Teachers and Policymakers Can Help New Teachers Succeed)

[www.teachermentors.com](http://www.teachermentors.com)

[www.middleweb.com/mentoring.html](http://www.middleweb.com/mentoring.html)

[www.inspiringteachers.com](http://www.inspiringteachers.com)

[www.educationworld.com](http://www.educationworld.com)

[www.cybraryman.com](http://www.cybraryman.com) (catalog of valuable information)

[www.mentors.ca/learnmentor.html](http://www.mentors.ca/learnmentor.html) (Learn about Mentoring)

[www.aploolgse.uci.edu/MentorTeacher/Contents.html](http://www.aploolgse.uci.edu/MentorTeacher/Contents.html) (Mentor Teacher Handbook)

Missouri Mentor Program Standards may be found at:

[http://dese.mo.gov/sites/default/files/mentoring\\_standards\\_for\\_web\\_-\\_chart1.pdf](http://dese.mo.gov/sites/default/files/mentoring_standards_for_web_-_chart1.pdf)

SDOW Teacher Handbook

<http://en.calameo.com/read/003588765a26ce8b142ca>