**mENTORING hANDBOOK**

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**wINFIELD sCHOOL dISTRICT 34**

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# Overview

New teachers need more support to become effective. Research tells us that the most important school-based factor in a student’s success is the quality of his or her teacher. We know teachers in their initial years are, on average, less effective than more experienced educators.

What is new teacher induction? Teacher induction refers to a comprehensive program that is built around on-the-job coaching, aligned to a district’s goals and designed to improve the instructional practices of novice teachers, helping them successfully transition seamlessly from a teacher preparation program into the first years in his or her own classroom.

 Mentoring is an important component of an induction program. Induction is the process of learning the specialized knowledge and skills needed to attain a level of competence and become an effective professional. Mentoring is a developmental process by which individuals share their experiences, knowledge and skills to guide the beginning teacher to become an effective and reflective educator.

# Purpose

* The program will orient teachers to the school improvement and professional development plans.
* The mentors and their mentees will have regular contact in order to insure the mentee has professional and social support in the school environment.
* The program will provide new teachers training, experiences and professional growth opportunities in order to improve instructional practices.
* The program will develop a system of collegial sharing of experiences that become a fundamental part of problem-solving methodology.

# Mentor Program Details

## Levels of Programming

The mentor program with be divided into three tiers based on the needs and/or experience level of the mentee. (Mentees may be placed in any tier at the administration’s discretion.)

**TIER 1: A beginning teacher with one year or less teaching experience**

**TIER 2: A teacher new to Winfield 34 School District with 2 or more years of teaching experience**

**TIER 3: A current Winfield 34 teacher who is moving to a new grade level or subject area**

## Expectations for the Mentoring Process

* Mentor and Mentee with meet prior to the beginning of the school year and throughout the year as needed.
* For the two year Tier 1 program, the beginning teacher must be observed by the mentor on 3 different occasions. Each observation must include a planning conference, the observation and a reflecting conference.
* The mentor will provide feedback on the new teacher’s evaluation of his/her students’ work for at least two lessons during the two year Tier 1 program.
* The beginning teacher will prepare at least one written self-reflection for each quarter for two years.
* The mentor will provide written analysis of the beginning teacher’s quarterly reflections based on the Illinois Professional Teaching Standards.
* The district will provide data on the effectiveness of the Tier 1 program. The data will include:
	+ the length of time mentee remains employed
	+ the percentage of mentees rated satisfactory or excellent
	+ the cost related savings of retaining new employees
	+ any decrease in the number of teachers teaching outside their field

## Mentor Requirements

* Mentors must hold a Standard or Master Certificate that should, to the extent possible, be the same type of certificate held by the new teachers to whom they are assigned.
* Mentors who are teachers cannot be assigned to more than two new teachers during any given school year.
* Mentors must complete a training program that addresses:
	+ Content knowledge and pedagogy
	+ Adult learning theory
	+ Verbal and non-verbal communication skills
	+ Attributes and styles of positive critiques
	+ Classroom observation skills related to assessment of performance
	+ Strategies for providing constructive feedback and social support
	+ Problem-solving skills
	+ Formative assessment and self-assessment

## Program Coordination

* The district must assign responsibility for the coordination of the Induction and Mentoring Program to someone in the district.

# Mentoring Guides

Monthly Instructional Mentor Checklists

### DISCUSSION POINTS BEFORE SCHOOL STARTS:

|  |  |
| --- | --- |
| Grading scale and teacher ease  | Testing schedule |
| Where supplies are kept/ordered | Lunch routine |
| Student illness procedures | Classroom schedules and rules posted |
| Assembly procedures | Copy machine/procedures |
| Detention/misconduct slips, passes | Discipline referrals to the office |
| Mailbox | Playground rules/equipment |
| District forms | School calendar/mark key events |
| Dress code (Spirit wear) | Parking area |
| Class parties | Hall/playground duties |
| Curriculum Night | Accessing District Network and Website |
| Classroom setup/bulletin boards/organization | Voicemail |
| Teacher sick and personal days/ AESOP | Web pages |
| Substitute folder | Lesson plans |
| Saving files on server/maintenance | Technology procedures |
| Specialists and their roles | Crisis manual |
| Cumulative folders | School schedule (daily/weekly/half-day) |
| Field trip requests |  |

### SEPTEMBER

Monthly Instructional Mentor Checklist

1. □ Classroom Management and strategies (CHAMPS, Wong)

**UPCOMING EVENTS**

* 1. □ Homework policy
	2. □ Conduct policies
	3. □ Daily procedures/expectations
1. □ Curriculum night
2. □ Web page design
3. □ Prepare for goal setting with principal
4. □ Keeping track of professional development opportunities

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: SEPTEMBER

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
| **❒Mentor observation ❒Peer Teacher Observation ❒Collaborative Problem Solving ❒Regular Monthly Meeting** |

Current focus/Challenges/Concerns

What’s working?

Teacher’s Next Steps

Mentor’s Next Steps

* Engages students in learning process/goal setting/reflection
* Demonstrates effective behavior management strategies
* Models and promotes appropriate interpersonal/social skills
* Uses learning objectives/standards to plan and assess lesson
* Uses self-reflection to improve teaching or lessons
* Uses strategies to encourage critical thinking
* Uses effective questioning techniques
* Encourages a variety of student responses
* Provides positive and supportive feedback
* Uses data to drive/inform instruction/assessment of individuals and class
* Encourages a variety of student self-assessments/reflection
* Demonstrates flexibility
* Uses appropriate resources/strategies/technology (1e)
* Checks for understanding
* Accommodates different learning styles and abilities
* Links new ideas to familiar ideas and experiences
* Respects/uses student cultural differences to enrich instruction
* Establishes expectations for student learning
* Uses IEP goals/objectives to plan instruction and promote inclusionary activities
* Communicates and collaborates with colleagues and parents
* Organizes physical space to promote learning
* Maximizes student learning time
* Communicates effectively

### OCTOBER

Monthly Instructional Mentor Checklist

**UPCOMING EVENTS**

1. □ Data Meetings
	1. Maps
2. □ Philanthropy requests
3. □ Parent/Teacher Conferences
4. □ Progress reports and report cards

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: OCTOBER

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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### NOVEMBER/DECEMBER

Monthly Instructional Mentor Checklist

1. □ Review progress on goals

**UPCOMING EVENTS**

1. □ Classroom management effectiveness (CHAMPS, Wong)
2. □ ISAT discussion/preparation
3. □ Scope and sequence
4. □ Teacher evaluation procedures and performance
5. □ Emergency closure procedures

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: NOVEMBER/DECEMBER

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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### JANUARY

Monthly Instructional Mentor Checklist

**UPCOMING EVENTS**

1. □ Philanthropy requests
2. □ Data review
	1. Map data review/individual student concerns
	2. Problem solving
3. □ Discuss peer observation
4. □ ISAT preparation and procedures

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: JANUARY

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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### FEBRUARY

Monthly Instructional Mentor Checklist

**UPCOMING EVENTS**

1. □ Differentiation
2. □ Technology issues, new ideas

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: FEBRUARY

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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### MARCH

Monthly Instructional Mentor Checklist

**UPCOMING EVENTS**

1. □ ISAT Scheduling
2. □ Supplies for upcoming year
3. □ Update resume
4. □ Enter CPDUs in ISBE

Classroom observation:

Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: MARCH

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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**APRIL/MAY/JUNE**

Monthly Instructional Mentor Checklist

1. □ Review end of year policies and procedures

**UPCOMING EVENTS**

1. □ Strategies for end of the year classroom management
2. □ Year-end activities
3. □ Preparation for class list articulation
4. □ End of Year Reflection

Classroom observation:

 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hot Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### MENTOR MEETING LOG: APRIL/MAY/JUNE

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Next Meeting Date** |
| **Mentor** | **Time From \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_** | **Focus** |
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**HOT TOPICS**

# Evidence of Completion

\*Requirements are to be completed over two years

Mentee’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Orientation❒ School Improvement Plan❒ District Evaluation Plan❒ Professional Development PlanObservation 1❒ Planning pre-conference❒ Observation Date: \_\_\_\_\_\_\_\_\_\_\_❒Reflecting post-conference❒Mentor observation feedbackObservation 2❒ Planning pre-conference❒ Observation Date: \_\_\_\_\_\_\_\_\_\_\_❒Reflecting post-conference❒Mentor observation feedbackObservation 3❒ Planning pre-conference❒ Observation Date: \_\_\_\_\_\_\_\_\_\_\_❒Reflecting post-conference❒Mentor observation feedback  | Analysis of Student Work❒ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_❒ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professional Development ❒ Date: \_\_\_\_\_\_\_\_\_\_\_\_❒ Date: \_\_\_\_\_\_\_\_\_\_\_\_❒ Date: \_\_\_\_\_\_\_\_\_\_\_\_❒ Date: \_\_\_\_\_\_\_\_\_\_\_\_Mentee’s Reflection on Practice(date)❒1 \_\_\_\_\_\_\_ ❒5\_\_\_\_\_\_\_❒2 \_\_\_\_\_\_\_ ❒6\_\_\_\_\_\_\_❒3 \_\_\_\_\_\_\_ ❒7\_\_\_\_\_\_\_❒4 \_\_\_\_\_\_\_ ❒8\_\_\_\_\_\_\_Mentor’s Written Analysis (date)❒1\_\_\_\_\_\_\_ ❒5\_\_\_\_\_\_\_❒2 \_\_\_\_\_\_\_ ❒6\_\_\_\_\_\_\_❒3 \_\_\_\_\_\_\_ ❒7\_\_\_\_\_\_\_❒4 \_\_\_\_\_\_\_ ❒8\_\_\_\_\_\_\_ |

***\*\*Candidates for tiers 2 and 3 will meet individually with program coordinator to determine specific requirements.***

# Hot Topics

The monthly meeting format for District 34 allows for discussion of timely and meaningful “hot topics,” which cannot be prescribed according to a calendar. Listed below are possible, although not exclusive, ideas for these discussions.

* Implementing Common Core Standards
* Improving teacher quality as it relates to the teacher evaluation
* Response to Intervention: common interventions and their strengths/weaknesses
* Integrating technology into the classroom
* Web page expectation, design, form and function and timelines
* Stress management/Time management
* Professional development opportunities
* Dealing with parents: proactive communication
* Differentiation (for high performing as well as struggling students)
* Creating a tolerant classroom environment
* Collaborating with educational specialists
* Problem solving process
* Cultural diversity opportunities
* Delegating, creating partnerships with paraprofessionals and peers

# Resources

Wong, Harry K. **The First Days of School**. Harry K. Wong Publications 2009.

**CHAMPS**. Sprick, Randalls. Pacific Northwest Publishing. 2009.

**Induction for the 21st Century Mentoring Training Handbook**: Illinois State Board of Education and Regional Office of Education Initiative 2005.

Breaux, Annette L. and Harry K. Wong. **The New Teacher Induction: How to Train, Support and Retain New Teachers**. Mountain View, CA: Harry Wong Publications, Inc. 2003.

Costa, Arthur and Robert Garmston. **Cognitive Coaching: A Foundation for Renaissance Schools**. Norwood, MA: Christopher Gordon, 1994.

DePaul, Amy. **Survival Guide for New Teachers. U.S. Department of Education**. Available at: [www.edgov/teachers/become/about/survivalguide/pdf](http://www.edgov/teachers/become/about/survivalguide/pdf)

Ingersoll, Richard and Smith, Thomas. (March 2004). “Do Teacher Induction and Mentoring Matter?” *NASSP Bulletin* Vol. 88. No. 638.

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Rowley, James. “The Good Mentor.” Educational Leadership, May 1999.

Rutherford, Paula**. 21st Century Mentor’s Handbook**. Alexandria, VA: ASK Publications, 2005.

**Tapping the Potential: Retaining and Developing High Quality Teachers**. New Teachers Alliance for Excellent Education. Available at: [www.all4ed.org](http://www.all4ed.org)

**Teacher Mentor Program Handbook: A Reference for Mentors and Proteges.**  Hinsdale Township High School District 86. 2003.

(TO BE INSERTED)

Mentor selection process

Acronyms

Additional resources (websites)

Year 2 program specification

Compensation

Exit survey