Fillmore Central School

Mentoring

For a brighter future

Fillmore Central School
Mentoring Program
Table of Contents

Fillmore Central School
Mentoring Program

District Philosophy of Mentoring

Fillmore Central School's philosophy is based upon the recognition that education is a life-long process. The purpose of the district mentoring program is to provide support to new professionals to better prepare a teacher to meet the expectations of an ever-changing world and educational system to provide to prepare our students to be prosperous citizens.

Educators new to the profession and/or the district require support to be successful. It is the responsibility of the District, administration, and mentor teachers to provide support to new teachers to create a foundation for a successful career as an educator.

Who is mentored?
- All teachers new to the districts will be assigned a mentor for a minimum of one school year.
  - The length of time a teacher will be mentored may be lengthened at the recommendation of the administration.

Who will be a mentor? How are mentors selected?
- Mentor criteria
  - Mentors will be educators who have been granted tenure by the Board of Education of Fillmore Central School.
  - Mentors will have a minimum of five years teaching experience.
- Mentor Selection
  - Any educator interested in serving in a mentor teacher role will complete an application and submit it to the Superintendent of Schools. (Attachment A: Mentor Teacher Application)
  - The District administration will review all applications and assign mentors to teachers who are new to Fillmore Central School.
  - The District administration will work to match mentors and mentees with similar content knowledge, grade level experience, and learning profile as frequently as possible.
  - A pool of trained mentors will be developed to help best match mentor and mentee.

Mentor/ Mentee Training
- ➢ Fillmore Central School will collaborate with the Cattaraugus Allegany BOCES to offer professional learning for new mentors. The training will prepare mentors to support mentees using non-judgmental strategies. The training will outline the roles of the mentor, mentee, and administration, as well as relationship building between mentor and mentee, and the importance of confidentiality in the mentor/mentee relationship.
- ➢ Fillmore Central School will also work with the Cattaraugus Allegany BOCES to offer professional learning through the New Teacher Academy for new teachers being mentored.

Roles of the Mentor, Mentee, and Administration in the mentor program
- ➢ The role of the mentor is to:
  - ▪ Build a trusting relationship with the mentee
  - ▪ Assess strengths and weaknesses of the mentee in relation to teaching, school culture, knowledge of district practices, etc.
  - ▪ Help new teachers fine tune their skills
  - ▪ Provide guidance for the new teacher
- ➢ The role of the mentee is to:
  - ▪ Build a trusting relationship with the mentor
  - ▪ Identify personal strengths and weaknesses
  - ▪ Ask for assistance
  - ▪ Grow from experience
- ➢ The role of the administration is to:
  - ▪ Evaluate new teachers

The administration and mentor will not collaborate on the performance of any new teacher.

Implementation
- ➢ Time commitment/ requirements
  - ▪ Mentors and mentees will be required to meet a minimum of two times per month.
  - ▪ Records of mentor/mentee meetings must be kept to ensure meetings occur and that required topics are discussed.
- ➢ Release time
  - ▪ The mentor and mentee will each be granted coverage as needed to observe the mentee teach, discuss lessons, and develop professional learning plans.
- ➢ Stipends for mentors
  - ▪ Each mentor will receive a stipend of $1000 annually for each teacher he/she mentors. A maximum of two mentees a year will be assigned to any mentor. A mentor must agree to the assignment of an additional mentee. Stipends will be paid half in December and half in June.

Mentor/ Mentee Activities:
- ➢ Introduction to Fillmore: District procedures/ forms (August/September)
  - o Review information received at new teacher orientation
- ➢ Lesson/ unit planning (September)
- ➢ Curriculum mapping and alignment (October)
- ➢ Parent Involvement/ Communication (November)
- ➢ Special Education/ 504 Plans (December/ January)
- ➢ Academic Intervention Services/RTI (February)
- ➢ Learning styles (March)
- ➢ Differentiated Instruction (April)
- ➢ Technology (May)

Others:
- ➢ Classroom Management
- ➢ DEI and Culturally Responsive Practices

Professional Goal Form

As a requirement of the Fillmore Central School Professional Development Plan, all teachers are required to write an annual goal. The goal form is as follows.

Professional Development Plan
Annual Goal
20__ - 20__

The Professional Learning Goal should be aligned with the yearly districtwide focus.

Goal: _____

_____

_____

     Objective #1: _____

     _____

     _____

     Objective #2: _____

     _____

     _____

Evaluation: (should mirror your goals and objectives)

_____

_____

_____
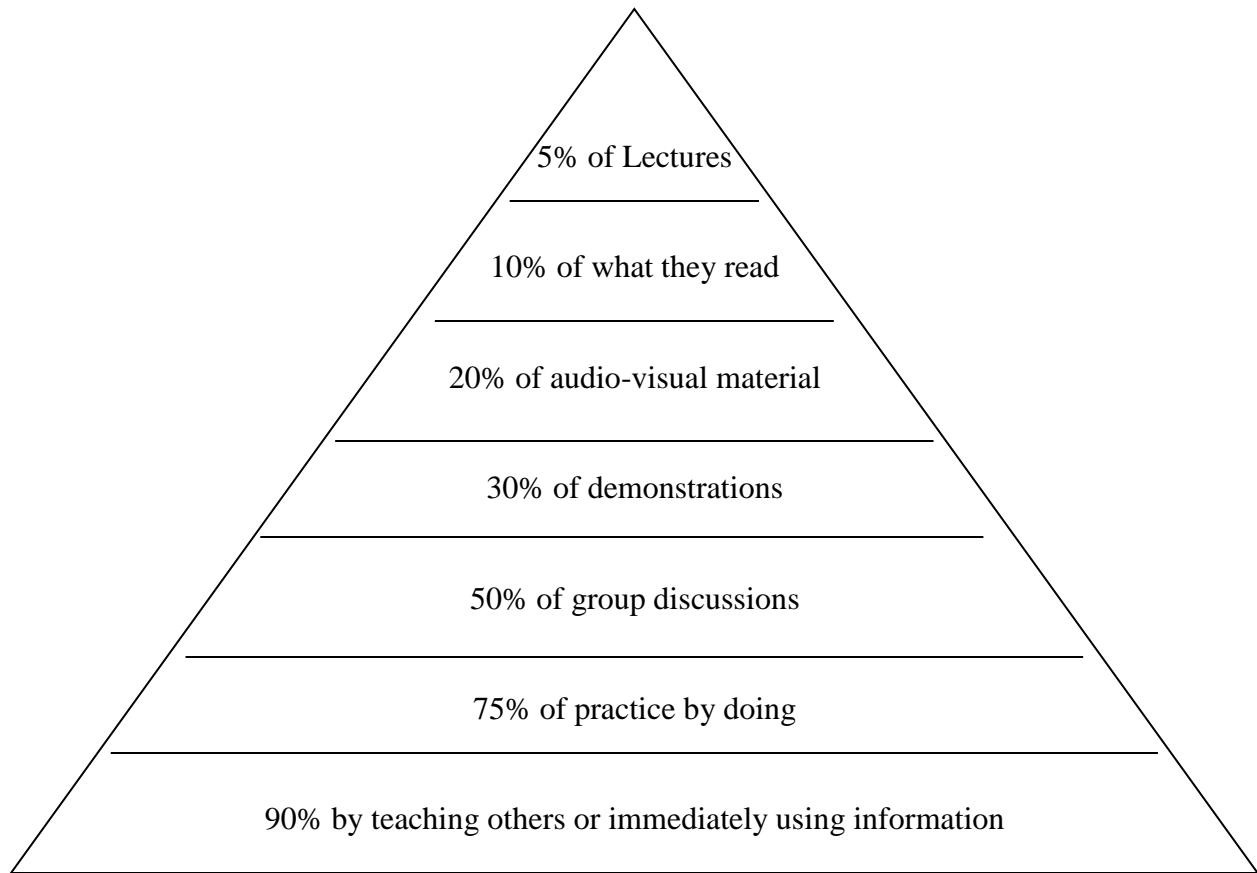
Administrator's Comments: _____

_____

Topics for

Mentoring

Lesson/ Unit Planning

When developing lesson plans the following things are important questions to ask yourself to analyze your lessons:

1. What do I want the students to learn?
2. What do I want the students to do as evidence they have learned?
3. What pieces of content are essential to what I want students to learn?
4. What pieces of the content can I leave out?
5. What are my learners' needs in relation to the class profile?
6. Are the strategies I have chosen appropriate for the importance of the content?
7. Have I allotted appropriate time for the content?
8. What have I done to establish relevancy?
9. Did I connect the lesson to the real world?
10. Did I present the critical information in an outstanding way?
11. How many beginnings and endings do I have?
12. Did I have the students reflect?
13. *Would I want my child to sit in on this lesson?*

When selecting strategies to present information, always remember the average retention of information as the result of the presentation method. **Students remember:**

5% of Lectures

10% of what they read

20% of audio-visual material

30% of demonstrations

50% of group discussions

75% of practice by doing

90% by teaching others or immediately using information

What types of questions do you ask of your students?

It is essential that students be asked questions at all levels of Bloom's Taxonomy at every grade level in every subject. Analyze the question you ask during class, on assignments and on assessments.

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	*Skills Demonstrated*
Knowledge	- observation and recall of information - knowledge of dates, events, places - knowledge of major ideas - mastery of subject matter *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	- understanding information - grasp meaning - translate knowledge into new context - interpret facts, compare, contrast - order, group, infer causes - predict consequences *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	- use information - use methods, concepts, theories in new situations - solve problems using required skills or knowledge *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis	- seeing patterns - organization of parts - recognition of hidden meanings - identification of components *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	- use old ideas to create new ones - generalize from given facts - relate knowledge from several areas - predict, draw conclusions *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	- compare and discriminate between ideas - assess value of theories, presentations - make choices based on reasoned argument - verify value of evidence - recognize subjectivity *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

Teaching students Bloom's Taxonomy will help students to know what type(s) of questions are being asked and help them to determine the most appropriate way to answer the question(s).

Example Unit Plan Form

Date: _____   Subject: _____
Time Frame: _____   Unit: _____

Purpose of the unit: _____
_____
_____

New York Standards and Performance Index to be addressed:

Standard(s)	Performance Index

Prioritize Objectives

	Objectives	In- Class Activities
All students will learn…		
Most students will learn….		**Homework**
Some students will….		**Assessment**

Example Completed Unit Plan Form

Date: _____   Subject: Social Studies 4
Time Frame: Oct./Nov.   Unit: Revolutionary War

Purpose of the unit: The purpose of the unit is to identify the unjust activities leading to the Revolutionary War, the components of the war, and identify and explain the impact the Revolutionary War has had on the development of today's American society.

New York Standards and Performance Index to be addressed:

Standard(s)	Performance Index
Social Studies 1, 5	**SS E1.1, E1.2, E1.3, E1.4**
ELA 1	**SS E5.1, E5.3, E 5.4**
	ELA E 1.1, E1.2

Prioritize Objectives

	Objectives	In- Class Activities
All students will learn…	➢ **Identify and discuss causes and effects of the Revolutionary War** ➢ **Locate NYS settlements** ➢ **Identify participants in the Revolutionary War** ➢ **Identify events and construct a timeline of the Revolutionary War**	➢ **Complete map identifying settlements** ➢ **Read Quartering Act article** ➢ **Read the Boston Massacre play** ➢ **Read textbook pages 112-** ➢ **Complete a cause and effect tree** ➢ **Construct Rev. War timeline** ➢ **Read Boston Tea Party and Rebellion in the colonies**
Most students will learn…	➢ **Identify and locate battles in the Revolutionary War** ➢ **Identify explorers and their home lands in New York** ➢ **Compare and contrast loyalists and patriots** ➢ **Explain the effects of the Revolutionary War on today's society**	**Homework** ➢ **Revolutionary War vocabulary review** ➢ **Workbook pages 40, 43**
Some students will….	➢ **Identify rights in the Declaration of Independence** ➢ **Discuss reasons different groups participated in the Revolutionary War and the impact on history** ➢ **Discuss English Intolerances and their impact on today's society**	**Assessment** ➢ **Unit test** ➢ **Boston Massacre DBQ** ➢ **Revolutionary War paragraph**

Curriculum mapping and alignment

The process is used to identify what is and what is not being taught and use the information to align the curriculum to the New York State Standards and between grade levels.

An example of the District curriculum mapping template below.

Month/Timeline	Standards Addressed	Content	Key Vocabulary	Assessments

➕ **Content** is the general topic of what is being taught.
➕ **Assessment** is the product(s) that students will produce to demonstrate their knowledge of their skills.

Curriculum mapping is…	Curriculum mapping is not…
• What is being taught in a class • Expectations for learning • A working document, ever-changing	• A copy of the table of contents of a textbook • A wish list of things you think you should cover • A one-time list of things to do

***PreK – 4 Curriculum Maps can be uploaded and accessed in OneNote.

Parent Involvement/ Communication

Parents are crucial to the educational success of a student. Fillmore Central School works diligently to involve parents in the education of their children. Aside from quarterly report cards, the District has two parent/teacher conference days scheduled each year.

The relationships built with parents are as critical as those that need to be built with students are. Below is a list of strategies to improve parent-teacher relations to help parents be involved in their child's education and increase home/school communication.

- Send a note/ letter home to parents/ guardians at the beginning of the school year to introduce yourself. Everyone wants to meet the new teacher.
- Send home positive notes about a child's behavior and academic achievement. Many parents only hear negative information about their children. A positive word will go a long way to involve parents.
- Occasionally call parents to talk about their child's accomplishments.
- Invite parents to come into your classroom. Volunteers are great in the classroom, and they allow parents to see what actually happens in the classroom.
- Let parents know early if their child is having difficulty. A last-minute surprise is never handled very well. This also allows parents time to help their children to make any improvements.
- Do not pass judgment about a child's family, or presume the type of support that is available to a child at home. Many students have adult responsibilities when they go home.
- Send home notes or notices to parents to let them know what is happening at school.
- Try to accommodate a parent's schedule when arranging meeting times. Parents are very appreciative of this gesture.

Special Education/ 504 Plans

The **Committee of Special Education (CSE)** is responsible to the development of the educational program for students who meet the definition of a student with a disability. The follow information provides some general information about special education services.

Definition of Student with a Disability

A student with a disability is a child who because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. *The terms used in this definition are defined as follows*:

(1) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4 of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

(2) *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

(3) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

(4)*Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

>   (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.

>   (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

>   (iii) inappropriate types of behavior or feelings under normal circumstances;

>   (iv) a generally pervasive mood of unhappiness or depression; or

(v) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(5) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness* in this section.

(6) *Learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

(7) *Intellectual Disability* means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

(8) *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

(9) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (*e.g.*, clubfoot, absence of some member, etc.), impairments caused by disease (*e.g.*, poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (*e.g.*, cerebral palsy, amputation, and fractures or burns which cause contractures).

(10) *Other health-impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

(11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

(12) ***Traumatic brain injury*** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

(13) ***Visual impairment including blindness*** means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

CSE Meeting Agenda
The following agenda is a general agenda for annual reviews and reevaluation meetings for all students with disabilities. During the CSE meeting, you can expect the following items to be discussed with regard to the student:

1. Introductions
2. Current service and accommodations
3. Reports
   A. Teacher
   B. Therapist
   C. Psychologist
   D. Parent
4. Recommendations
   A. Special Education Service
   B. Test Modifications
   C. Strategies
      - Instructional
      - Organizational
      - Program
      - Communication
   D. Participation in General Education
   E. Alternate format of materials
   F. Participation in state assessments
   G. Participation in Second Language
5. Transition (age 14 and older)
6. Summary

** This agenda was developed to give a picture of and structure to CSE meetings. Parent/Guardian input, questions, and concerns are encouraged throughout the meeting.

Individual Education Program:

➢ An **individual education program (IEP)** is a specific plan for every student with a disability. The plan describes the child and their educational program. By law, every teacher who works with the student with a disability is required to receive a full copy of the child's IEP.

➢ General education teacher participation in the development of a child's IEP is required. Coverage for meeting attendance will be set up through the CSE office.

➢ A student's IEP is a **legal document** and must be followed at all times.

➢ Each IEP is required to be reviewed at least annually by the CSE. A student's eligibility to qualify for services as a student with a disability must be reevaluated every three years.

➢ Students may still qualify for services or testing modifications after being declassified if recommended by the CSE.

Types of Services

➢ Education law requires that students with disabilities be educated in the least restrictive environment possible. All attempts and support in the general education setting must be made before a decision to move a child to a self-contained special education classroom can be made.

➢ The continuum of special education services is as follows (with the least restrictive environment listed first):

- General education classroom with related services or testing modifications only
- Consultant teacher services (These services are designed to support the student in achieving the general education curriculum goals. Specific skills are taught to close the achievement gap.)
- Resource room services (These services are designed to be separate instruction from what is being taught in the general education curriculum.)
- 12:1:1 special education self-contained classroom
- 8:1:1 special education self-contained classroom
- 6:1:1 special education self-contained classroom
- Residential placement

➢ It is the responsibility of the school district to place a child in the most appropriate educational environment.

504 Accommodation Plans

➢ Students receiving support through a 504 accommodation plan are students who need support, but do not meet any definition of a student with a disability as established by the Commissioner's Regulations.

➢ These students must have a disability that greatly impacts that child's education (major life function). A previous disability or medical diagnosis typically qualify a student for a 504 accommodation plan.

➢ A 504 accommodation plan is a legal document and must be followed at all times.

➢ Every teacher who works with a child with a 504 accommodation plan must receive a copy of the accommodation plan.

Academic Intervention Services
➢ Academic intervention services are designed to remediate skill areas a child may be lacking.
➢ Services include remedial reading, remedial math, academic labs, speech, and counseling.
➢ Service providers prepare quarterly reports for students AIS.

Learning styles
➢ The way students learn and the impact of the style in which teachers teach is critical. It is essential that educators understand that students learn in different ways, and how to develop lesson plans that meet the learning styles of different learners.
➢ The mentor and mentees will work to develop lesson plans to meet the needs of all learners using learning styles.

Differentiated Instruction
➢ Instruction can be differentiated by content, process, or product. Differentiating instruction allows students to meet critical learning objectives and at the same time working to allow students to learn a way that best matches their learning style.
➢ The mentor and mentees will work to develop lesson plans to meet the needs of all learners by differentiating instruction.

Technology
➢ Technology is everywhere, and Fillmore Central School has increased accessibility to technology. Technology is a very effective tool to engage learners and differentiate instruction.
➢ Fillmore Central School will offer a professional learning Technology Day over the summer.
➢ The mentor and mentees will work to develop lesson plans to meet the needs of all learners by differentiating instruction.

Classroom Management

Hot Tips for Classroom Management

- Invest in relationship building from the beginning
- Expect to be tested
- Preserve classroom momentum at all costs
- The best way to prevent classroom misbehavior is to deliver interesting, fast-paced, organized learning experiences, particularly lessons that engage learners.
- Make sure rules and expectations are clear
- It is better to have a few rather than too many rules (5 at the most)
- Avoid causing students to lose face in front of others
- Keep your eyes moving
- Practice the principle of escalation!! If you have a small problem use a small tool (ex. Student forgets a pen/pencil- lose participation points do not send to the office.).
- Use the power of silence
- Don't overreact
- Develop selective hearing
- Divide and conquer
- Never argue with a student in front of the class
- Quiet reprimands are much more effective than loud ones
- When you discuss a student's behavior, make it clear that you find the behavior, not the student, unacceptable
- Understand the school's student behavior code
- Reinforce positive behaviors
- Use praise effectively
- Use group contracting to reward good performance, both behavioral and academic
- When you use rewards they must be varied to be effective
- Early in the year establish classroom routines
- Be cautious of touching students when they are very angry
- Be aware of concealment activities occasionally employed by students
- Avoid branding a student a failure because of one mistake
- Avoid punishing the whole class for the misbehavior of one student
- Try to find acceptable means for students to receive the attention and approval they often seek through misbehavior
- Always have a couple of "sponge" activities
- Don't be too quick to send students to the office or call their parents
- Don't send students out to the hall as a punishment
- For persistent, serious problems with a student, use the private teacher-student conference
- If you feel overwhelmed by a student's challenging behavior don't be afraid to consult other professionals: your principal, experienced teachers, school psychologist, or counselor

Partin, R.L. (1995) Classroom teacher's survival guide. West Nyack, NY: The Center for Applied Research in Education.

The New Teacher

Needs assessment

It is essential that a mentee identify areas of need. This needs identification process will be the basis for the initial mentor/mentee meetings, and help plan events for the year.

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals. Honesty is crucial.

1. This is a weak area for me and I would like assistance.
2. I am okay with this, but it would be good to talk about.
3. I have this under control, at least for now.

Information About Policy and Procedure
____ The teacher evaluation system
____ Paperwork and deadlines
____ Expectations of the Principal
____ Communicating with parents
____ Standardized tests

Working with Students
____ Establishing classroom routines
____ Motivating reluctant learners
____ Maintaining student discipline
____ Assessing student needs
____ Differentiating instruction for individual learners
____ Implementing the curriculum
____ Evaluating student progress

Accessing Resources
____ Organizing/ setting up my classroom
____ Accessing instructional materials and resources
____ Ordering materials
____ Using the library and media resources
____ Working with special services

General
____ Organizing my day/ week
____ Lesson planning
____ Following daily/ weekly schedule
____ Department/ grade level/ standard team meetings
____ Supervising extracurricular events
____ Opportunity for professional development
____ Maintaining personal/ professional balance
____ Other areas I would like to address:

We've all been there!!

Anticipation   Anticipation

Survival   Reflection

Rejuvenation

Disillusionment

Aug.   Sept.   Oct.   Nov.   Dec.   Jan.   Feb.   Mar.   Apr.   May   June   July
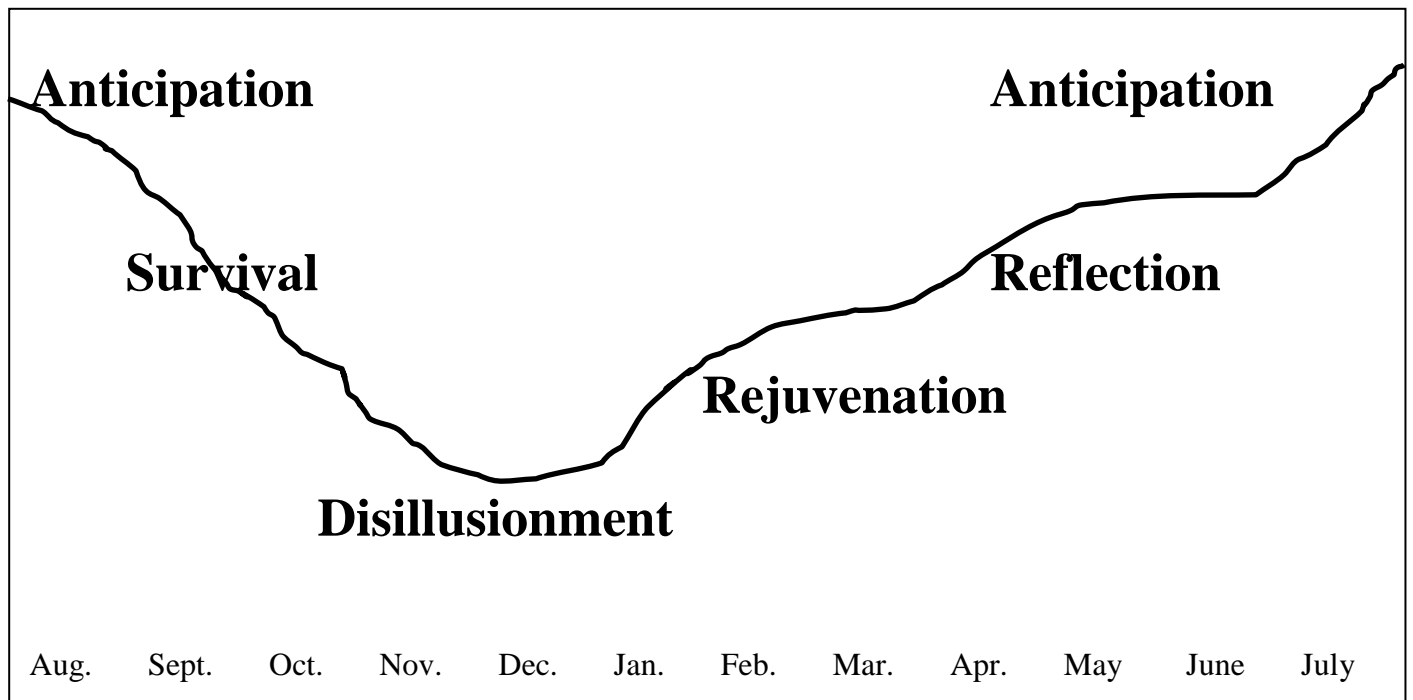
The Mentor Teacher

Characteristics of a Mentor
The following information was adapted from the NES Foundation for the Improvement of Education's Teacher Mentoring Symposium, co-hosted with the United Teachers Los Angeles in February 1999

Professional Competence and Experience
- Works as a team with peers and administrators
- Is well-versed in current educational theory and practice
- Is recognized as an outstanding teacher by peers
- Has exemplary pedagogical and content area knowledge
- Understands the policies and procedures of the school environment
- Sees the mentor/ mentee experience as a learning opportunity
- Has a wide circle of professional contacts
- Exudes confidence in instructional and management skills
- Welcomes observations by other teachers

Attitude and Character
- Enjoys challenges and works efficiently to solve problems
- Welcomes the opportunity to be a role model for other teachers
- Is strongly committed to the education profession
- Believes in the benefits of mentoring
- Practices life-long learning habits
- Reflects and self-corrects
- Welcomes the opportunity to share ideas and information with peers
- Maintains a sense of humor
- Is flexible, persistent, open-minded and positive
- Is an advocate on behalf of peers
- Welcomes the opportunity to receive training to improve mentoring skills
- Exhibits trustworthiness and integrity at all times, inspires confidence

Communication Skills
- Asks probing questions that provide opportunities for thinking at all levels
- Exudes enthusiasm and respect for the teaching profession
- Uses time well
- Uses technology effectively
- Offers constructive criticism in an easy-to-accept format
- Is an effective listener
- Is able to frame and discuss instructional strategies in an understandable format

Interpersonal Skills
- Is easily approachable
- Welcomes new-comers
- Is tactful and politically savvy
- Is adept at supporting the mentee's emotional and professional needs
- Is patient
- Maintains discretion and confidentiality

Resources

Building contacts

If you have a question about…..	Contact…
Academic Intervention Services	Ms. Buckley
Committees	Mr. Talbot
Curriculum	Ms. Buckley
Distance Learning	Ms. Cook
Grades	Ms. Cook
Individual Testing for Students	Mrs. McCarville/ Mrs. Washburn
Insurance	Mr. Butler
Maintenance	Mr. (Matt) Beardsley
Media	Mrs. Hardy
Payroll	Mrs. Rose
Power School	Mrs. Hardy / Ms. Cook
Professional Development	Ms. Buckley
Special Education	Mrs. McCarville / Mrs. Washburn
State Tests	Ms. Cook
Sub coverage	Mrs. Speicher
Supplies	Mr. Butler
Technology	Mrs. Hardy
Union	Mrs. Austin

Forms for Mentoring Activities

Mentor/ Mentee Activity Record

Date	Time	Activity

** to be submitted to Mr. Talbot or Ms. Buckley at the end of the school year

Procedures for mentor/ mentee conflicts

It is recognized that differences in personalities or styles may cause initial matches between mentor and mentee to not be successful. In the event a mentor/ mentee relationship experiences the following protocol will be followed:

1. The mentor/ mentee will discuss the situation with the teacher association president.
2. The association president will contact the administration and ask for a change in the mentor/ mentee match.

Program Evaluation

The success of the mentor teacher program is dependent on input from the teachers involved in the process. A program evaluation will be completed by each mentor and mentee at the end of each school year. (Appendix B)

Appendix A: Mentor Teacher Application

Name: _____　　　　Date: _____

What area(s) do you hold teaching certifications? _____
_____

Please identify teaching experiences (i.e., grade levels, subject areas, length of experience):
_____
_____
_____
_____
_____

What committees do you serve on currently and in the past three school years?
Current: _____
_____
Past Three Years: _____
_____
_____

What strengths do you possess as an educator? _____
_____
_____
_____

What weaknesses do you possess as an educator? _____
_____
_____
_____

Please describe your interest in serving as a mentor teacher: _____
_____
_____
_____
_____
_____

Appendix B: Program Evaluation

Name: _____   School Year: _____

Please identify your role in the mentor teacher program (circle one): Mentor   Mentee

What aspects of the mentor teacher program worked well?
What should be added to the mentor teacher program?
What possible changes would you suggest to enhance the mentor teacher program?
Comments: