

MONTROSE R-XIV SCHOOL DISTRICT
MENTOR/MENTEE HANDBOOK
2024-2025



Approved: June 26, 2024

INTRODUCTION

The 1985 Missouri Excellence in Education Act (5 CSR 80-800.010) requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. According to law, school districts in Missouri must provide a professional development plan for each teacher who has no experience. This "beginning teacher support system" must include an entry-year mentor program.

A study of the literature regarding new teachers reveals some discouraging trends: nationwide, approximately 15 percent of new teachers leave after their first year, and 40 to 50 percent of those entering the teaching profession will leave during the first seven years. A mentor program increases the likelihood that a teacher will experience a positive introduction to teaching. It can be an effective way to help new teachers ease into their professional roles.

The Professional Development Committee intends this handbook to be a positive, workable, and effective instrument that will help produce a mentoring program that provides meaningful assistance and encouragement for the beginning teacher in the Montrose R-XIV School District.

RESPONSIBILITIES OF NEW TEACHERS

Professional Development Plan

New teachers will be required to write a professional development plan each year they participate in the district's mentoring program. In addition, a professional development plan is required for each teacher in the school district as determined by DESE and the district's administration. The systematic plan of professional growth activities should include clearly stated goals for improvement and enrichment. The goals must be measurable and specific. The teacher should periodically refine the plan based on individual needs. As a teacher gains experience and confidence his/her goals will change and a plan should reflect these changes. Documentation of a goal that is met or not met may be required to be turned in to district administrators.

The District PDC and the Mentor teacher will assist the new teacher with the development and implementation of the plan. The original plan, and all subsequent revisions, should be filed in the teacher's building where it will be available for review and updating. Another copy will be kept in their mentoring program file.

Missouri Professional Development Guidelines *for* STUDENT SUCCESS

PROFESSIONAL CERTIFICATE I (PCI)

In 2003, legislation created a two-tier plan of professional classification that replaced the previous four-level plan of certification (IPC – Initial Professional Certificate; PCI –Professional Class I; PCII – Professional Class II; and CPC – Continuous Professional Certificate).

UPGRADING FROM THE INITIAL CERTIFICATE TO CAREER CERTIFICATE

The classification, Initial Professional Certificate (IPC) or Initial Career Education Certificate (ICEC), is valid for four (4) years from the date of issuance. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date.

During the four (4) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Career Continuous Professional Certificate (CCPC) or Continuous Career Education Certificate (CCEC), both valid for 99 years:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

Approved teaching experience includes at least half-time, contracted employment in Missouri's public schools or in accredited nonpublic schools. Experience will be accepted when earned in nonpublic schools accredited by North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, or Missouri Accreditation of Programs for Children and Youth.

Substitute teaching and serving as a teacher's aide or assistant cannot be counted toward teaching experience.

2. Participate in a district-provided mentoring program for two (2) years. Your school will assign an appropriate teacher to be your mentor.

3. Successfully complete thirty (30) contact hours of professional development. This may include college credits (1 semester hour equals 15 contact hours of professional development).

4. Participate in a beginning teacher assistance program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA; and

5. Successfully participate in your employing school's annual Performance Based Teacher Evaluation process.

6. Develop and implement a professional development plan that is on file with the district.

IF A CERTIFICATE BECOMES INACTIVE –

If you are contracted at least half-time as an educator by a Missouri school district

- You will need to complete the online **Reactivation** application and submit it to your school district. The application will prompt you to choose your employing Missouri school district. The district will verify your employment and submit your application to the department for approval. By submitting the application, your school district is attesting that you will complete 24 contact hours of professional development either six months prior to or after reactivation of your certificate.
- If your current background check clearance is over a year old, you will be required to **complete a new fingerprint check**.

MENTOR PROGRAM GOALS

Through effective training, meaningful guidelines, and careful selection and matching of the mentor teacher and the beginning teacher the following mentor program goals will be achieved:

*To provide a network of support, guidance, and feedback for beginning teachers in their entry-year from a veteran teacher

*To provide training for mentors which will equip them for the role of mentoring as well as refining their own instructional skills

*To provide assistance for beginning teachers in their development of classroom skills

*To provide the opportunity for professional growth of both the new and experienced teacher

*To provide professional and personal benefits to experienced teachers who assist new teachers

*To provide a vehicle to assess the effectiveness of the mentoring program to ensure its continued success

DEFINITION OF A MENTOR

A mentor, by common definition, is an experienced adult who befriends and guides one who is less experienced. In so doing, mentors can serve many roles: teacher, coach, role model, developer of talent, protector, and sponsor.

Mentoring can best be defined as a nurturing process in which a more skilled or more experienced person, serves as a role model., teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and /or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé,

Anderson, E.M., & Shannon, A.T. "Toward a Conceptualization of Mentoring." *Journal of Education*, 29 (January/February 1988):3842.

A mentor is a special individual, one not only competent in his/her field but one who has an ability to listen and to nurture. Just as good teaching cannot solve all the problems facing schools today, mentor teachers cannot solve all the problems for the beginning teacher. Through collaboration and the use of personal experience and training, mentors may be able to help assist the beginning teachers in effective problem-solving.

THE ROLE OF A MENTOR IS TO BE A HELPER, NOT AN EVALUATOR.

A MENTOR'S ROLE

A Good Mentor is

an *ADVISOR/COACH* who is a friendly observer, is able to nurture, is capable of maintaining trust, desires to serve, is committed to the idea of helping beginning teachers, is able to suspend judgment, feels trust is essential, possesses strong interpersonal skills;

a *COMMUNICATOR* who is able to listen empathetically, responds tactfully, is able to share experiences, ideas, doubts;

a *ROLE MODEL* who is competent in teaching, values his/her work, respects and likes her/his peers, has a sense of humor, is willing to take part in a training program, is skilled in the art and science of teaching.

The primary task of the mentor is to work to establish a relationship with the beginning teacher based on mutual trust, respect, support and collegiality. The mentor is not an evaluator. This is an adult relationship in which the new teacher's curiosity and desire to improve is supported and facilitated by the mentor's expertise. The mentor should make an effort to be available and easily accessible to the beginning teacher, especially during the first few weeks of the school year. Informal discussions are a valuable source of assistance.

Basic mentoring activities in the area of education include:

- Demonstrating teaching techniques to the beginning teacher
- Observing the beginning teacher's classroom teaching
- Providing feedback
- Holding support sessions
- Directing the beginning teacher to appropriate and needed materials, resources, and to other teachers who may be able to provide guidance.
- Serving as a facilitator to establish contact with other support persons to aid in the professional development of the beginning teacher

TRAINING

One of the most important parts of the mentor program is a training program for those who serve as mentors. Mentor training workshops will address:

- ✓ discussion of the responsibilities and characteristics of a mentor

- ✓ confidentiality in the mentor relationship

- ✓ listening skills

- ✓ building trust

- ✓ interpersonal skills for working with adults

- ✓ a review of effective design

- ✓ peer coaching techniques

Teachers who are interested in being a mentor are encouraged to attend training workshops even though mentor positions are not currently available in their building.

Participation in a mentor training workshop will not meet one of the mentor program goals but will facilitate the mentor's ability to complete the task of helping a beginning teacher experience a successful year.

FACILITATING THE MENTOR PROGRAM

Release time will be provided for the mentor and new teacher to be used for observations.

A principal's involvement in the mentor program is the cornerstone for its success. The following are but a few ways a principal can encourage teachers to participate in the mentor program and insure its success:

- Encourage interested teachers to attend mentor training and/or staff development workshops before mentor positions become available in the building.
- Survey the building teachers and maintain a current list of qualified and available mentor candidates.
- Provide periodic release time for the mentor or new teacher so he/she can observe in the other's classroom.
- Visit with the mentor to monitor the progress and success of the mentoring efforts.

Mentor-Mentee Checklist for the Beginning of the Year

Please check the items after you have discussed them. Then place it in your Mentor Mentee Binder. Please revisit the checklist throughout the year.

<p>Peer Relationship Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of staff names, job title, contact information <input type="checkbox"/> Knowledge of school board <input type="checkbox"/> Custodial, technical, library or health assistance <input type="checkbox"/> Working with the counselor <input type="checkbox"/> working with paraprofessionals <input type="checkbox"/> working relationship with administrators <input type="checkbox"/> working with Special Services personnel <input type="checkbox"/> Working as a team 	<p>Work with Community Environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiarity with the building <input type="checkbox"/> Familiarity with district buildings and offices <input type="checkbox"/> Familiarity with the community/area
<p>Instructional Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowledge of grading procedures <input type="checkbox"/> knowledge of testing procedures <input type="checkbox"/> Knowledge of district curriculum <input type="checkbox"/> Using technology in the classroom 	<p>Miscellaneous Policies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substitute calling procedures <input type="checkbox"/> Use of school equipment and building <input type="checkbox"/> Use of telephone, photocopier, computer, mail <input type="checkbox"/> In-service procedures <input type="checkbox"/> Keys/security procedures <input type="checkbox"/> How to order school supplies <input type="checkbox"/> school vehicle use procedures <input type="checkbox"/> committee membership <input type="checkbox"/> Salary Schedule <input type="checkbox"/> Salary pay schedule <input type="checkbox"/> Absence/leave procedure <input type="checkbox"/> Food/beverage procedures <input type="checkbox"/> extra duty assignments <input type="checkbox"/> Building dress code <input type="checkbox"/> Computer use policy <input type="checkbox"/> Field trips
<p>Student Relationship Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motivating students <input type="checkbox"/> Assigning and receiving homework <input type="checkbox"/> Accepted student discipline techniques <input type="checkbox"/> Referral to Special Services <input type="checkbox"/> Knowledge of resources for exceptional students <input type="checkbox"/> Learning Styles <input type="checkbox"/> Teaching styles <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Student privacy issues <input type="checkbox"/> Professional relationship with students 	<p>Managerial Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom organizational techniques <input type="checkbox"/> Reporting suspected abuse <input type="checkbox"/> Record keeping procedures for roll, lunch count <input type="checkbox"/> Fire drill, tornado drill, etc. <input type="checkbox"/> Requesting and preparing for a substitute teacher <input type="checkbox"/> Acceptable classroom techniques <input type="checkbox"/> Planning: long and short term <input type="checkbox"/> student illness <input type="checkbox"/> Time management <input type="checkbox"/> Assigning textbooks <input type="checkbox"/> Library policies and procedures <input type="checkbox"/> Lunch/recess procedures
<p>Parent/Guardian Relationship Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to prepare for parent/teacher conferences <input type="checkbox"/> Communicating with parents via phone/mail email <input type="checkbox"/> Dealing with upset parents <input type="checkbox"/> Custodial parent issues 	<p>Emotional Support Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dealing with stress <input type="checkbox"/> Dealing with difficult students
<p>Calendar Items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of school calendar <input type="checkbox"/> Knowledge of class schedule <input type="checkbox"/> Knowledge of PD days 	<p>Terms and Conditions of Employment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contract renewal procedures <input type="checkbox"/> Teacher evaluation procedures

MENTOR/MENTEE LOG

First Quarter

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
▪ Met and got acquainted	_____
▪ Discussed PDP/In-service Hours	_____
▪ Set up weekly/biweekly meeting time	_____
▪ Shared resources	_____
▪ Set date to observe in mentor's class	_____
○ Fill out observation form in handbook and return to PD member	
▪ Set date to observe mentee	_____
○ Fill out observation form in handbook and return to PD member	
▪ Discussed teacher evaluation	_____
▪ Discussed first quarter grades and parent-teacher conferences	_____
▪ Held question/answer period	_____
▪ Register for Beginning Teachers Meetings	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor/Date

Mentee/Date

Please Turn in before 2nd Quarter begins

MENTOR/MENTEE LOG

Second Quarter

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
▪ Finalized PDP and made copies for us and the principal	_____
▪ Met for informal discussions	_____
▪ Celebrated together by _____	_____
▪ Talked about first quarter grades and parent conferences	_____
▪ Discussed classroom problems	_____
▪ Scheduled second classroom observation	_____
○ Fill out observation form in handbook and return to PD member	
▪ Talked about what we saw	_____
▪ Met with Principal to discuss how things are going	_____
▪ Discussed professional development opportunities	_____
○ Beginning teacher assistance program	
▪ Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor/Date

Mentee/Date

Please turn in before 3rd Quarter begins

MENTOR/MENTEE LOG

Third Quarter

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:

DATE

- Continued informal contact (hallway/lunch) _____
- Reviewed PDP/In-service Hours _____
- Reviewed attendance at building/district events _____
- Scheduled third observation _____
 - Fill out observation form in handbook and return to PD member
- Discussed a new/innovative teaching strategy _____
- Celebrated by _____
- Scheduled a time to see another teacher in his/her classroom _____

Signatures verify that we have accomplished the activities checked off above.

Mentor/Date

Mentee/Date

Please turn in before 4th Quarter begins

MENTOR/MENTEE LOG

Fourth Quarter

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
▪ Finalized PDP, bring to final mentee meeting	_____
▪ Finalized In-service Hours form, bring to final mentee meeting	_____
▪ Set PDP goals for next year	_____
▪ Evaluated program	_____
▪ Celebrated/recognized accomplishments	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor/Date

Mentee/Date

Please turn in with your End of Year Checklist

Mentor Observation Feedback Form

It is strongly recommended that Mentees observe/be observed four times for the first and second year of teaching.

The observation information is not to be used for evaluation purposes and is intended solely for the use of the mentor and beginning teacher.

Date of Observation:	Grade Level and Subject being taught:
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<p><u>Curriculum</u> During this observation I noted that the teacher:</p> <ol style="list-style-type: none"> 1. Aligns instruction to the Montrose R-XIV School District Curriculum 2. Uses Essential Questions and Enduring Understandings in delivering the lesson 3. Understands content, makes relevant connections and organizes concepts 4. Uses a variety of resources and materials 	Yes	At times	Not Observed
<p><u>Instructional Delivery</u> During this observation I noted that the teacher:</p> <ol style="list-style-type: none"> 1. Connects instruction to students' relevant and real world experiences 2. Provides opportunities for student choice, responsibility, independence 3. Differentiates instruction to allows for independent application and practice 4. Manages time by establishing routines and procedures that are consistently followed 5. Integrates technology 	Yes	At times	Not Observed

<p><u>Assessing, Monitoring, & Feedback:</u> During this observation I noted that the teacher:</p> <ol style="list-style-type: none"> 1. Continually monitors student learning and participates in progress monitoring 2. Regularly provides specific and constructive feedback to students 3. Modifies material and instruction for at-risk students 	Yes	At times	Not Observed
<p><u>Classroom Management</u> During this observation I noted that the teacher:</p> <ol style="list-style-type: none"> 1. Has built relationships with students that are evident in observation 2. Fosters student involvement and cooperation in classroom activities 3. Utilizes effective communication strategies 4. Establishes a safe and comfortable environment both physically and emotionally for students 	Yes	At times	Not Observed

Notes:

Mentee Signature **Date**

Mentor Signature **Date**

Mentors and beginning teachers should keep copies of all documents for their personal records.

Please check if a substitute was used.

Name of substitute _____

1 Hour Substitute