

Hillsboro R-3

Mentor/Peer Consultant

Handbook



Come to the edge Life said.
They said: We are afraid.
Come to the edge Life said.
They came. It pushed them . . .
And they flew.
Guillaume Apollinaire

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Hillsboro, MO 63050
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HILLSBORO R-3 DISTRICT
NEW TEACHER PROGRAM HANDBOOK

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INTRODUCTION

TO THE MENTOR

“If you have been selected to serve as a mentor for a new teacher, you should be honored. Someone, somewhere, has recognized your successes in the classroom and your leadership qualities. And, hopefully you have been well trained in the art of mentoring. If not, please insist on it! No matter how good your teaching skills may be, mentoring is different from teaching, and it requires structured training.

As a mentor, you will play the role of teacher, friend, guide, coach, and role model. You will be expected to provide support, encouragement, a listening ear, a welcoming shoulder, constructive feedback, and suggestions for improvement. You will be required to exhibit professionalism, the ability to plan and organize, a love of children and optimistic attitude. You will be responsible for maintaining confidentiality, sharing knowledge, skills, and information with the new teacher, meeting frequently with the new teacher, observing the new teacher, providing demonstration lessons for the new teacher, familiarizing the new teacher with school policies, procedures, and culture, and participating in ongoing professional improvement activities. And, above all, you must be understanding, supportive, trustworthy, empathetic, innovative, knowledgeable, open-minded, reform-minded, and committed.

Does this sound a little overwhelming? Well, rest assured that your efforts will be rewarded a hundred-fold, because you will be positively affecting the lives of the new teachers you mentor, which will have a direct impact on every student that will ever enter their classroom doors.

Congratulations on being selected to mentor a new teacher, and thank you for accepting the challenge.”

COMMON NEW-TEACHER CHALLENGES

Though all new teachers face a variety of challenges in the classroom, there are several that seem common to most. In fact, these are the same challenges that remain common for many seasoned teachers throughout their careers.

These challenges include the following:

- Dealing with the overall management of the classroom
- Effectively handling discipline problems
- Dealing with difficult students
- Dealing with difficult coworkers
- Planning effectively, managing time wisely
- Remaining calm and professional in the face of unnerving situations
- Utilizing the most effective teaching strategies
- Accommodating individual differences in students
- Engaging students in critical thinking

Cited from: Breaux, Annette L. 101 "Answers" for NEW TEACHERS and THEIR MENTORS.

QUESTION: How can new teachers have a successful year?

- Mentors make the difference in dealing with these challenges.
- Mentors support our new staff.
- Mentors also need support and training.
- Strong mentors= strong start to the school year for new teachers and their students.

* 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 Hillsboro R-3 School District.*

This page contains the text of a regulation adopted by the Missouri State Board of Education. An official copy of the full text of this regulation is contained in the Code of State Regulations, published by the Office of Secretary of State.

Do you have a suggestion about this rule?

**Title 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 80 - Teacher Quality and Urban Education
Chapter 850 - Professional Development**

5 CSR 80-850.045 Mentoring Program Standards

PURPOSE: This rule establishes standards for successful mentoring programs.

(1) A successful mentoring program will include, but may not be limited to the standards listed below:

(A) An introduction to the cultural environment of the community, school district, school building and classroom that:

1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);
3. Complements professional organizations at district and state/national levels;
4. Discusses classroom equality gender/race/abilities;
5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one (1)-day workshop);
6. Includes district initiatives and parental concerns; and
7. Defines professional and district acronyms (Adequate Yearly Progress (AYP), Missouri School Improvement Program (MSIP), Individuals with Disabilities Education Act (IDEA), Parent Teacher Organization (PTO), etc.).

(B) A systemic and ongoing program review/evaluation by all stakeholders:

1. Identifies all stakeholders;

commitment;

3. Are committed to self-growth as well as mentoring;

4. Hold a same or similar position/job of grade/subject area (in- or out-of-building/district);

5. May use a mechanism to end pairing if either mentor or protégé is not satisfied;

6. Understand broad educational issues as well as specific teaching/education issues;

7. Have a strong understanding of pedagogy, instructional expertise and relevant administrative issues;

8. Are available to mentor (release time, fewer additional assignments);

9. Are assigned by building principals and/or local professional development committee with input from grade-level or department chair; and

10. Are supported in time/effort by administration and school board.

(E) Comprehensive mentor training that:

1. Recognizes mentoring is NOT evaluation;

confidentiality is required between mentor and protégé (except in situations of child endangerment);

2. Includes cognitive coaching skills along with collaborative training;

3. Includes observation and feedback training/skills;

4. Provides an awareness of phases of first-year educators (stress, depression, etc.);

5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

6. Includes a catalogue of resources available for beginning educators;

7. Recognizes the need for knowledge and strategies on classroom management;

8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools));

9. Focuses on exemplary teaching and assessment practices;

10. Builds working strategies that encourage problem solving and independent thinking;

MENTOR PROGRAM RESPONSIBILITIES FOR THE MENTOR SPECIALIST

- meet with PDC administrator concerning new teacher check list, number of new teachers, mentors, etc.
- contact all building principals to confirm mentor selection, names of new teachers.
- initial meeting with new teachers and mentors, explanation of program, observation techniques, documentation of time, and use of forms.
- follow-up meeting with new teachers and mentors (2 sessions).
- meet with individuals that missed scheduled meetings.
- notification to teachers to schedule observation time first semester and that observation should be completed by the end of first semester
- notification of 2nd semester 1/2 day for observation and assistance.
- end of year notifications that checklists, observations, and documentation of time need to be turned in to Central Office.
- review research for best practices for the mentor program.

GUIDELINES AND RESPONSIBILITIES* OF MENTOR TEACHERS

* documentation of these activities should be recorded on the mentor timesheet

- Attend the initial meeting to meet your assigned first year teacher and for an explanation of duties and responsibilities.
- Be available the first week of school to assist the new teacher with start-up procedures.
- Make appointments with new teacher to specifically review items on state required plan such as: attendance, grade book (lesson plan section vs. record keeping section), behavior management, MAP's etc.
- Make appointment to observe new teacher and/or new teacher to observe established teacher.
- Plan release time (1/2 day twice a year) for completion of state required paperwork, observation of mentor teacher or by mentor teacher, observation of colleagues for specific techniques.
- Monitor paper work by the state department for the new teacher.
- Turn in all required documentation of mentoring activities into Central Office. Use copies of the forms that are provided in the handbook. *Make copies for your file.*

NEW TEACHER RESPONSIBILITIES

New teachers to the Hillsboro R-3 School District are required to meet the following guidelines. These guidelines were established in order to give the new teacher the best possible start to a successful teaching career in our school district. Teachers new to our district and with no experience will be assigned a mentor for two years. Teachers new to our district and with prior teaching experience will be assigned a Peer Consultant for at least one year.

REQUIREMENTS FOR NEW TO THE DISTRICT TEACHERS

- ❖ The new teachers will attend a training session conducted by the mentor specialist at the beginning of the year and as scheduled throughout the year.
- ❖ The new teachers must create, maintain, and update a Professional Development Plan throughout the year with the support of the Building Principal.
- ❖ The new teachers must meet with the mentor once a month and should document these meetings on the Monthly Checklist/Timesheet.
- ❖ The new teacher will plan release time in coordination with the mentor for purposes of observation and collaboration (up to ½ half day two times per year).
- ❖ *Make copies for your file*

CERTIFICATION REQUIREMENTS

LIFE CLASSIFICATION refers to certificates issued and maintained without completing any further requirements after the initial issue. These certificates were issued until September 1, 1988.

This classification will continue to be valid for the life of the teacher. If a teacher who holds a lifetime certificate adds a new subject area, the new area will be placed in the initial or career continuous professional classification. For example, a teacher holds a lifetime elementary certificate and has taught for seven years and completes the requirements for a special reading certificate in 2003. Upon application, a new certificate is issued showing the Lifetime elementary education (1-8) and an initial professional classification (PC) special reading (K-12) which will expire in 2007.

PROFESSIONAL CLASSIFICATION (PC) began in September 1988, and included a four-level plan of certification which was based upon the academic preparation and teaching experience of the applicant. The State Board of Education approved a revision effective in 1993 and was rescinded in August 2003**. It included a three-level plan:

PCI (Professional Class I) This certificate was valid for three (3) years and was assigned to teachers with less than three years of approved teaching experience and who met the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher had to meet various requirements.

PCII (Professional Class II) This certificate was valid for seven (7) years and was assigned to teachers who held a valid PC I and who provided documentation of completing all requirements for advancement to this level of certification; or, to teachers who had three (3) years of approved teaching experience and who met various minimum requirements. *Teachers who earned a master's degree in education or in a subject area were exempt from this requirement.

CPC (Continuous Professional Certificate) This classification was valid for 10 years and was assigned to teachers who had completed all requirements at the PCII level and had a minimum of 10 years of approved teaching experience a master's degree in education or in an area of certification. The CPC could be renewed an unlimited number of times upon the holder's request.

In 2003, legislation created a two-tier plan of professional classification:

The **INITIAL PROFESSIONAL CERTIFICATE (IPC)** is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements (*note: all items listed below are in our Mentor Program*):

- Participation in a district-provided and approved mentoring program for two years
- Successful completion of 30 contact hours of professional development which may include college credits;
- Participation in a Beginning Teacher Assistance program;
- Successfully participate in a performance-based teacher evaluation;
- Complete four years of approved teaching experience; and
- Have a local professional development plan.

The **CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)** is valid continuously depending on an individual meeting the following:

- The requirements at the IPC, PC I, PC II or CPC level;
- Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
- Have a local professional development plan

OR

- Two of the three following items:
- Ten (10) years of teaching experience;
- A master's degree; or National Board certification

**HILLSBORO R-III SCHOOL DISTRICT
MONTHLY CHECKLIST/ TIMESHEET***

K-12

AUGUST

- meet, welcome your protégé
- attend mentor workshop
- develop collegial relationship
- review procedural checklist items
- district/building start-up activities
- maintain personal records for documentation (keep a file)

SEPTEMBER

- informal meetings
- monthly conference
- review PD log
- meet with principals(explain plan
- progress reports

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

Date: _____ MON TUES WED THURS FRI SAT
 BEG _____ END _____ ARR. LVE.

DEPT. _____
 DATE _____

Employee Signature _____

FOR OFFICE USE ONLY:

TOTAL DAYS _____ OR HRS _____
 WORKED

SICK LV. _____ PERS. _____ OTHER _____ UNPD _____

HOLIDAYS _____ VACATION _____

 Supervisor's Signature Indicating Approval

** Additional monthly checklist/timesheets will be sent to all Mentors. Mentor will submit the timesheet. New Teachers have checklist only to submit.*

**HILLSBORO R-3 SCHOOL DISTRICT
PROCEDURAL CHECKLIST**

Please review all items relevant to the building/position

NEW TEACHER NAME: _____

MENTOR NAME: _____

I. PROCEDURAL TOPICS

A. GRADING

- | | |
|------------------------|-------------|
| 1. Grade Book/Computer | Date: _____ |
| 2. Homework Policy | Date: _____ |
| 3. Grading Scale | Date: _____ |
| 4. Progress Report | Date: _____ |
| 5. Grade Cards | Date: _____ |
| 6. Permanent Records | Date: _____ |
| 7. Retention Policy | Date: _____ |
| 8. Parent Conferences | Date: _____ |
| 9. Other | Date: _____ |
| 10. Other | Date: _____ |

B. MAP/TESTING PROCEDURES

Overview:

Administration/Time & Training Date: _____

Interpretation/Data Analysis Date: _____

C. CURRICULUM & MATERIALS Date: _____

D. LESSON PLANS Date: _____

E. SUBSTITUTE Date: _____

1. Requesting Date: _____

2. Preparation Date: _____

F. FIELD TRIPS Date: _____

G. DISCIPLINE PROCEDURES Date: _____

H. SUPERVISION RESPONSIBILITIES (ex.halls,lunch) Date: _____

Gr.K-6 Date: _____

1. Art/Music/P.E./Library Date: _____

2. Hall/Recess/Bus/Lunch Duty Date: _____

3. Rainy Day Procedures Date: _____

Gr. 7-12 Date: _____

1. Hall/Lunch Duty Date: _____

2. Departmental Responsibility Date: _____

3. Graduation Date: _____

I. TEXTBOOK/MATERIALS PROCEDURES (ex.storage,ordering) Date: _____

J. CLASSROOM INVENTORY Date: _____

K. CLASSROOM ENVIRONMENT Date: _____

L. LUNCH COUNT/RESPONSIBILITIES Date: _____

M. ATTENDANCE POLICY Date: _____

N. A-V RESOURCES/LIBRARY Date: _____

**HILLSBORO R-3 SCHOOL DISTRICT
PROCEDURAL CHECKLIST**

- | | |
|--|-------------|
| O. EMERGENCY PROCEDURES | Date: _____ |
| 1. Nurse | Date: _____ |
| 2. Building | Date: _____ |
| 3. Drills/Crisis Plans | Date: _____ |
| P. STUDENT SCHEDULING/CHANGES | Date: _____ |
| Q. REQUISITIONS/MATERIALS/SUPPLIES | Date: _____ |
| R. DUPLICATING PROCEDURES | Date: _____ |
| S. TEACHER EVALUATION | Date: _____ |
| T. SPECIAL EDUCATION SERVICES | Date: _____ |
| U. EXTRA-CURRICULAR ACTIVITIES | Date: _____ |
| V. PROFESSIONAL ORGANIZATIONS | Date: _____ |
| W. PROFESSIONAL DEVELOPMENT | Date: _____ |
| (ex. PLC'S/early outs, Travel request, and reimbursement procedures) | |
| X. POLICIES | Date: _____ |
| 1. School Board | Date: _____ |
| 2. Building Handbook | Date: _____ |
| Y. SCHOOL & COMMUNITY COMMUNICATION | Date: _____ |
| Z. OTHER _____ | Date: _____ |

PROFESSIONAL DEVELOPMENT PARTICIPATION:

* Use Professional Development Core Data Reporting Form for the current school year (will be provided).

This form is to be reviewed and signed by each of the following staff members. Form to be submitted by New Teacher at end of year.

New Teacher _____ Date: _____

Mentor _____ Date: _____

Building Principal _____ Date: _____

OBSERVATION LOG FOR MENTOR/NEW TEACHER

**Use this log to document half day release times for mentor and new teacher. Observations are required.*

OBSERVER/ OBSERVEE	OBSERVATION (summarize)	COLLABORATION/ REFLECTION	DATE/ TIME
Observer: Teacher Observed:			
Observer: Teacher Observed:			
Observer: Teacher Observed:			
Observer: Teacher Observed:			
Observer: Teacher Observed:			

Observer's Signature: _____

SCHOOL YEAR 2010-11
PROFESSIONAL DEVELOPMENT LOG

* All professional development is now tracked through My Learning Plan (www.mylearningplan.com) Please refer to the User Guide for information on how to print the required documentation.

2003 Missouri law change requires annual professional development for Initial and Career Continuous holders. All certified staff employed during the 2010-11 school year must print out a log for all professional development activities through mylearningplan.com. Lifetime certificate holders are exempt if it is in the area in which you are currently teaching.

The PD log is to be returned to the Curriculum and Instruction Department at Central Office at the end of the year as part of your teacher checkout. Please remember the PD information you need to provide is for the entire 2010-11 school year. We will be sending out a district reminder sometime in May.

The Curriculum and Instruction department will be keeping PD logs completed each year and documentation required of beginning teachers. **It is advisable that you keep copies of all documentation that you send to Central Office.**

Attached is the table depicting the required professional development hours. Find your classification on the left hand side of the table and then complete the log with your PD hours. If you are not sure of an exact date of your PD please just do the best that you can. Contact hours are the actual number you were in attendance for workshops and/or seminars. Each college credit = 15 PD contact hours. As an example: a 3 hour course = 45 PD contact hours.

- New Teachers to the district- if you have any questions or concerns with filling out this form please contact your mentor supervisor.

If you have any more questions please call Jana Rhame at ext. 6005 or you can visit the DESE website at www.dese.mo.gov.

Attachments:

Table for Required Professional Development

Required Professional Development Hours

1 college credit hour = 15 PD contact hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL)	60 total	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Professional Cert - most core areas & librarians	30 total	24 hours plus annual	15 annually until exempt	"
Career Education – (formerly vocational)	90 total	24 hours plus annual	30 annually until exempt	"
Student Services	40 total	24 hours plus annual	20 annually until exempt	"
Administration – superintendent	120 total	24 hours plus annual	30 annually until exempt	"
Administration – principals, special ed. directors and career ed. directors	120 total	24 hours plus annual	Years 5-10 must complete EdS degree in ed adm, C&I, or reading/literacy or 30 hours annually	Years 11-99 exempt with EdS degree or national certification
Provisional (2 years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
Temporary (1 year)	must complete 9 college credits annually	n/a	n/a	n/a

Professional Development Plan

Experienced 1st/2nd Year Teacher

NOTE: As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware of the requirements that are necessary to advance to the next level of certification. If you need further information please refer to the Performance Based Teacher Evaluation Book. *Teachers new to the district will prepare a Professional Development Plan with their respective building principals.*

Teacher _____ School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

Choose PDP (circle one): A B C D

1. What is your focus for learning (related building/CSIP goals)?
2. What steps will you take to achieve this goal?

Action Steps

Timeline

Initial and Date Complete

3. How will this improve your teaching or position?

4. How will you share the information that you have learned?

Initial Conference Date _____

Administrator/Supervisor Signature _____

Teacher Signature _____

Comments:

End of the Year Conference Date _____

Administrator/Supervisor Signature _____

Teacher Signature _____

Comments:

Travel Request

*** All Travel Request are to be filled out electronically through My Learning Plan
(www.mylearningplan.com)**

Please refer to the My Learning Plan User Guide on how to submit a request.

PROFESSIONAL DEVELOPMENT GOALS

Goal #1: We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission. (CSIP Goal #1)

Goal #2: Every student will be provided the opportunity to successfully complete the educational process. (CSIP Goal #2)

Goal #3: We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations. (CSIP Goal #2 & 3)

Goal #4: We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction. (CSIP Goal #3)

Goal #5: We will maintain fiscal practices that will meet current and future educational programs. (CSIP Goal #2)

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN GOALS (CSIP)

Goal #1: Hillsboro R-3 School District will improve student performance to meet or exceed state standards.

Goal #2: Hillsboro R-3 School District will improve learning with expanded access to resources for all students, staff, and community.

Goal #3: Hillsboro R-3 School District will provide an environment conducive to learning.

PROFESSIONAL DEVELOPMENT FEEDBACK FORM

*** This is an example of the Professional Development Feedback form that is located on My Learning Plan. This form is required after you complete the professional development activity. See the My Learning Plan User Guide for more information.**

General Info

User
Activity Title
Building
Submitted
Marked Complete

Prof. Dev. Feedback

Would you recommend this conference to others? Why?

List three strategies from this conference that you plan to use in your classroom or area of employment.

How will you share the information that you learned with others? Please check all that apply.

WRITTEN SUMMARY
BUILDING PRESENTATION
TRAIN-THE-TRAINER
OTHER

Date Information Will Be Presented?

Click Save To Exit

NEW TEACHER PROGRAM QUESTIONNAIRE

The Professional Development Committee requests that you complete the following questionnaire. This will help in evaluating the mentor plan.

Beginning Teachers

I. I am a 1st year Beginning Teacher 1st year Experienced Teacher 2nd year Teacher
(circle one)

II. Time spent with mentor teacher:

a. Estimate amount of time spent with mentor on a monthly basis.

b. Was release time adequate?

c. Observations of other teachers completed:

How was it beneficial?

Is more time needed? If yes, why?

III. Assignment of mentor

a. Would you prefer to be assigned the same mentor for both years?
Why? Why not?

b. Is it helpful for the mentor be in the same department or grade level?
Reasons:

IV. Resources

a. Were adequate teaching resources available to you?

b. Did the role of the administrator in the mentoring program meet your needs? Why? Why Not?

V. What worked for you in the mentoring program? (Be specific)

VI. What did not work for you in the mentoring program? (Be specific)

VII. Please list any suggestions for next year. (ex: 3 day orientation, PLC'S, training time w/ mentors etc.)

NEW TEACHERS
LIST OF ITEMS TO BE COMPLETED & SUBMITTED
TO CENTRAL OFFICE ATTN. WENDI SIWEK (by May 4, 2011)

- Hillsboro Monthly Checklist
- Hillsboro R-3 School District Procedural Checklist
- Observation Log
- Professional Development Log. Keep a copy for your personal file/portfolio.
- Professional Development Plan (located in the Performance Based Teacher Evaluation) to Building Principal for your Building Personnel File-Keep copy for your personal records/portfolio
- Survey for New Teachers

Throughout the year you will be asked, along with all certified staff, to complete additional information and submit it to either your Building Principal or to the Central Office. When asked to do so please keep a copy for your personal file/portfolio.

Mentor Teachers

List of items to submit to your Mentor Supervisor by May 4, 2012

- Monthly/Checklist Timesheet
- *Assist your new teacher in submitting items to C.O. by May 4, 2012.*

Contact numbers:

Jana Rhame --Associate Superintendent – ext. 6005
Wendi Siwek-Curriculum/Instruction Assistant-ext. 6015
Mary Luby- Instructional Coach- ext. 3340
Jennifer Laiben- Instructional Coach- ext. 3341
Lori Wood- K-6 Mentor Supervisor- ext. 5358/4370
Liz Duggan- 7-12 Mentor Supervisor- ext.2212