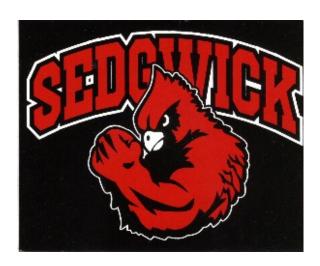# Mentor Program Handbook

Sedgwick
Unified School District 439

The mission of the USD 439 mentor program is to provide support and guidance to new teachers and school specialists through a professional development program, which promotes excellence in education and increases retention of promising teachers and school specialists

Sedgwick USD 439

Program Purpose, Goals, and Standards

Purpose:

The USD 439 mentorship program is to promote excellence in education and to increase the retention of beginning teachers and school specialists through a professional development program. This program provides guidance, direction and support for new teachers and school specialists. Success will be achieved through collaboration, modeling, coaching, encouragement, and participation in a continuous, professional learning community.

Goals:

The goals of the USD 439 mentorship program will
- Support and provide one-on-one assistance to beginning teachers and school specialists, as well as teachers and school specialists new to the district
- Improve student achievement by promoting the personal and professional well-being of teachers and school specialists
- Increase the retention of promising new teachers and school specialists
- Provide new and beginning teachers and school specialists with immediate, personal peer contact in order to build a supportive environment for discovery of the school culture, policies, practices, and procedures
- Establish and maintain personal and professional relationships

Standards:

Program designed according to the Kansas Model Mentor and Induction Program Guidelines for New Teachers and School Specialists developed in 2015.

The expectations and responsibilities addressed in this handbook are based upon the Interstate Teaching Assessment and Support Consortium Model Core Teaching Standards (InTASC).

This mentorship program will address topics and skills in these categories:
- The Learner and Learning
  - Plans instruction based on learning and developmental levels of all students
  - Recognizes and fosters individual differences to establish a positive classroom culture
  - Establishes a classroom environment conducive to learning
- Content Knowledge
  - Demonstrates a thorough knowledge of the content
  - Provides a variety of innovative applications of knowledge
- Instructional Practice
  - Uses methods and techniques that are effective in meeting student needs
  - Uses varied assessments to measure learning progress
  - Delivers comprehensive instruction for students
- Professional Responsibility
  - Engages in reflection and continuous growth
  - Participates in collaboration and leadership opportunities

Program Organization

All teachers and school specialists who are new to the district will participate in a one-day induction program prior to the first contact day of returning staff.

First year teachers and school specialists will participate in at least one complete school year of mentoring.

Teachers and school specialists employed with 1 or more years of experience *may* be assigned a mentor at the discretion of the building administrator.

Please note: Additional terms of mentoring support may be requested or required based on licensing changes, endorsements, or at the discretion of building principal.

Structured Contact Time (New Teachers)

1. One-day induction program prior to the first contract day of returning staff.
2. One additional meeting each semester with mentor and building administrator (possibly outside of the school day).
3. Scheduled weekly contact and assistance from mentor.
4. At least 3 classroom observations throughout the school year from the mentor.
5. Release time from classroom for observations of the mentor and/or other teachers.

Participant Responsibilities

Mentor Responsibilities:

- Model professional growth and support mentee's professional development (In TASC Standard 9)
- Foster an individualized program to assess and meet the needs of the new teacher or school specialist (In TASC Standard 2, 7)
- Help new teacher or school specialist during teacher workdays, if they so desire (In TASC Standard 10)
- Plan and conference with new teacher or school specialists weekly providing instructional support (In TASC Standard 10)
- Document all contact with mentee using district communication log
- Support and assist mentee with various activities related to teaching:
  - Planning, preparing for and carrying out Back To School Night/Open House (In TASC Standard 10)
  - Parent-teacher conferences (In TASC Standard 10)
  - Familiarize mentee with school community and district culture (In TASC Standard 10)
  - Attendance and grade cards using Power School
  - Participating in district and state assessments (In TASC Standard 6)
  - Aligning instruction to state standards (In TASC Standard 7)
  - Other professional responsibilities, as needed
- Observe mentee's classroom at least three times each year during instruction to offer instructional assistance and feedback (2 visits during the first semester) (In TASC Standards 1-8)
- Facilitate classroom observations by mentee of another classroom at least one-half day per semester (In TASC Standard 10)

- Open your classroom to mentee and allow them to observe during instruction at least twice per semester (or another teacher, as necessary) (In TASC Standard 10)
- Meet each semester with building administrator and mentee (In TASC Standard 9)
- Keep up-to-date mentor/mentee communication logs
- Provide mentee with your confidence: Conversations between mentor and mentee should develop under a shelter of trust. Remember, you will be the one they turn to when they need assistance. (In TASC Standard 9)

*In the event that the mentor is unable to meet most of the needs of the mentee, the mentor should visit with the building principal about possible reassignment.

**At no time should the mentor be in a role of evaluating the new teacher or school specialist. Mentors will observe and offer suggestions to the mentee, but will not be involved in formative and summative evaluations.

Mentee Responsibilities:

- Attend district orientation and initial meeting (In TASC Standard 10)
- Conference with mentor once weekly (conferences are not optional and are a requirement of the district) (In TASC Standard 10)
- Meet each semester with your mentor and building administrator (In TASC Standard 9)
- Attend required district and building training sessions (In TASC Standard 10)
- Complete mentor program evaluation and provide feedback
- Required minimum of three classroom visits throughout the year by mentor while mentee is teaching (2 visits during the first semester) (In TASC Standards 1-8)
- Required minimum of one-half day of observation each semester by mentee during mentor teacher's or specialist's instruction (In TASC Standards 1-8)
- Ask questions, offer lesson plans for review, and strive to become familiar with your building and staff (In TASC Standards 7, 9, 10)
*School specialist mentor must be in the mentee's area of specialty. This means mentor may be from another school.

Building Principal Responsibilities:

- Recruit, select, match, and reassign (as needed) mentor teachers and school specialists with new teachers and school specialists within the school or outside the district, as necessary (ISLLC Standards 2-4)

- Support the mentorship program (ISLLC Standards 2-4)
- Assist in scheduling and coverage of classes to allow for mentor/mentee observations (ISLLC Standards 2-4)
- Provide program feedback to participants and to the mentor program coordinator (ISLLC Standards 4)
- Meet with the mentor/mentee once each semester to discuss progress (ISLLC Standards 2-4)
- Monitor and assess program effectiveness from various perspectives:
  - Participant feedback
  - Training
  - Materials
  - Support
  - Guidelines (ISLLC Standards 2-4)
- Aid in problem solving for concerns with mentor and/or mentee (ISLLC Standard 5)
- Honor confidentiality between mentor and mentee (ISLLC Standard 5)

Selection and Matching Process

To be considered for mentoring, individual must do ONE of the following:

- Begin training by October 1
- Have previously been trained
- Have a master's degree in building-level leadership from an accredited program
- Be actively pursuing a master's degree in building-level leadership from an accredited program
- Be in the school specialist's area of specialty

Selection Criteria for Mentor Teacher:
- Principal recommendation
- At least three consecutive years employment in the
- Sedgwick School District or in another school district (as necessary for school specialist)
- Hold a professional license
- Highly competent in instruction and classroom management
- Desires to be a mentor
- Sufficient availability for the new teacher or specialist, especially at the beginning of the year

Training

Initial and Ongoing Training Requirements for Mentors:

- Address mentor's role
- Develop strategies for building relationships with new teachers and school specialists
- Develop skills for
    - observation of new teachers/specialists
    - assessment of needs of new teachers/specialists
    - strategies to address the needs of new teachers/specialists
- Teach coaching language and practice
- Develop strategies for guiding new teachers and specialists to reflect upon their own teaching
- Teach skills for guiding new teachers and specialists in using various types of formative assessment tools for instruction and differentiation
- Guide mentee in collecting and analyzing various types of student data to show evidence of learning
- Guide new teachers and specialists in their use of content standards for planning instruction
- Teach skills in using the professional education standards as a measure of assessing teacher practice

New Teacher/School Specialist Training:

Areas to be covered in new staff induction include but are not limited to

- District policies – including a copy of the USD 439 Employee Handbook
- School safety
- Access to buildings
- Staff communication
- Licensure/staff development process/evaluations – McRel
- District Technology
- Content and grade specific instructional models and assessments
- Staff absences
- Student handbook

Additional areas to be addressed through mentorship program:

- Content and grade specific instructional strategies and assessments
- Differentiated Instruction
- MTSS – Multi-Tiered System of Supports
- Resources (copier, paper, media)
- Building-level programs (Accelerated Reader, Study Island, etc.)
- Professional responsibilities and expectations of staff
- Supervision duties
- Extra duties
- Schedules (SES, SMS, SHS)
- Characteristics of the community and students

Incentives

Mentors

- Stipend for full-time classroom teacher serving as mentor: $200 first year, $100 second year
- Professional development points

New Teachers/School Specialists

- Professional growth and performance
- Support system
- Professional development points
- Fulfills licensure requirements to move from provisional license to professional license

Program Evaluation

Data considered in program evaluation:
- Mentorship program survey: Principal
- Mentorship program survey: Mentor
- Mentorship program survey: Mentee
- Mentored teacher/school specialist retention rate
- Student Growth Measures as indicated by various assessments:
  - Star Reading
  - Star Math
  - Study Island
  - DIBELS Next
  - Journeys

Surveys and data will be evaluated by the mentorship committee to determine successfulness and/or necessary changes to the program

*Mentoring Program Committee comprised of building principal, superintendent, MTSS coordinator, and counselor.

Sedgwick USD 439
New Teacher/School Specialist Needs Assessment

1. Describe your previous classroom or teaching experiences (when, where, how long, etc.) Be sure to include your student teaching and other intern experiences.

2. What life experiences, hobbies, or personal interests do you bring to the classroom?

3. Describe an instance where you have experienced success in the classroom.

4. Describe an instance when things didn't go as planned in the classroom.

5. What do you feel are your teaching strengths?

6. What part of this new job are you the most excited about?

Sedgwick USD 439
Letter of Understanding

The mentor and mentee agree…

1. Time commitment
   We will meet regularly each week
         Time/Duration: _____
                Day: _____

2. Professional Development
   We will observe each other teaching and conference afterwards.
   We will participate in required building and district training sessions and support each other's professional growth.

3. Confidentiality Pledge-
   We agree that information about our personal or private lives shared in the course of our mentoring partnership shall not be disclosed to any other person, unless required by federal, state, or local laws and regulations. Examples of the types of information that must be disclosed are reports of abuse, threats of suicide, or admission of actions that could be prosecuted as felonies.

   We further agree that the only documents and/or written records resulting from this mentoring process to be kept in the program's archives:
   - Mentor program conference/observation logs
   - Anonymous program evaluations

4. Additional pledges:
   I will be a good listener.
   I will accept constructive feedback.
   I will be reflective
   I will be flexible and open.
   I will commit to this mentoring relationship.

_____
Mentor Signature   Date

_____
Mentee Signature   Date

Sedgwick USD 439

New Teacher/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your feelings about the USD 439 Mentoring Program.

     1   Strongly disagree
     2   Disagree
     3   Agree
     4   Strongly agree

1 2 3 4   My mentor provided first-year support by being caring and listening.

1 2 3 4   I had contact with my mentor at least once a week.

1 2 3 4   My mentor oriented me to the school and the school's policies and procedures.

1 2 3 4   My mentor was available when I needed his or her help.

1 2 3 4   My mentor suggested resources (both people and materials) that helped my in my first year of teaching.

1 2 3 4   The mentor program helped me be a better teacher/specialist.

1 2 3 4   My observation of other teachers/specialists was valuable.

What suggestions do you have to improve the mentorship program at USD 439?

_____
_____
_____
_____

What questions/concerns do you have about the mentorship program at USD 439?

_____
_____
_____
_____

Sedgwick USD 439

Mentor Teacher/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your feelings about the USD 439 Mentoring Program.

      1   Strongly disagree
      2   Disagree
      3   Agree
      4   Strongly agree

1 2 3 4   I was adequately prepared to be a new teacher mentor.

1 2 3 4   I had contact with my mentee at least once a week.

1 2 3 4   I observed my mentee teaching a lesson, which included a follow-up conference.

1 2 3 4   My mentee observed me teaching a lesson, which included a follow-up conference.

1 2 3 4   I familiarized the new teacher to the school and the schools' policies and procedures.

1 2 3 4   My mentee accepted suggestions and help as offered.

1 2 3 4   I provided suggestions to find resources (people and materials) to my mentee.

What suggestions do you have to improve the mentorship program at USD 439?

_____
_____
_____
_____
_____
_____

Sedgwick USD 439

Building Principal Evaluation of Mentoring Program

Name of Mentor: _____

Name of Mentee: _____

Mark the statement with the number that corresponds with your feelings about the USD 439 Mentoring Program.

>   1   Strongly disagree
>   2   Disagree
>   3   Agree
>   4   Strongly agree

1 2 3 4   The mentor was adequately prepared to be a mentor.

1 2 3 4   The mentor had contact with the mentee at least once a week.

1 2 3 4   The building mentor and I oriented the mentee to the school
                    and its policies and procedures.

1 2 3 4   The mentor was available to the mentee when he or she
                    needed help.

1 2 3 4   The mentor suggested resources (both people and materials) that
                    helped with the mentee's first year.

1 2 3 4   The mentee put forth adequate effort to acclimate and improve
                    professionally.

1 2 3 4   The mentee was willing to seek and accept assistance.

1 2 3 4   The district support was adequate for the mentorship program.

What suggestions do you have to improve the mentorship program at USD 439?

_____
_____
_____
_____
_____

_____
Principal signature   Date

Sedgwick USD 439
Anticipated Monthly Meeting Topics:

Before the Start of School

- Discuss confidentiality
- Teacher work area-desk, computer, email, etc
- Room set-up, student desks
- Planning for the first day and first week of school
- Discipline and office referrals
- Plan book, how to plan, sub-plans, organization, pacing, curriculum map
- Learn about copier, printers, projectors, and other resources and equipment
- State and district standards—ksde.org
- Locations of texts, instructional materials, and other supplies
- Ordering supplies – requisitions
- District technology (Power School, School Fusion, Google Docs)
- Classroom management techniques
- Building tour – work area, mailbox, parking, restrooms, etc.
- Class sponsorship (SHS)
- School procedures – Mission statement, Code of Conduct, Employee Handbook
- Support systems
- District calendar - priority of events
- Communications – use of email, phone, etc.
- Curriculum resources – library, Promethean boards, projectors,
- Edmodo, etc.
- Supervision duties and building routines and procedures
- Community norms and expectations

August and September

- Appearance and professionalism
- Classroom management (time, discipline, schedule, classroom setup)
- Curriculum and curriculum mapping
- Testing: Star Reading, Star Math, DIBELS NEXT, Journeys Reading, Pearson CC Literature, State assessments
- Building policies and procedures (lesson plans, schedule work times)
- Chain of command/protocol
- Grades/grade book/progress reports
- Standards-based report cards (SES)
- Using Power School – attendance, lunch, etc.
- Back to School Picnic
- Staff development procedures and timelines (using McRel)
- Copies and office use
- Requesting Leave – personal/professional leave, sub plans
- Emergency plans and procedures
- Parent-teacher Conferences

- Checking out and refueling school vehicles
- Journeys Reading program (SES)
- Field trips
- Schedule observation of mentee with conference

October

- Classroom management (how things are going)
- Special education
- Student cumulative folders
- Meetings – IEP, GEI (SIT)
- Parent-teacher conferences
- Evaluations: formative, summative, walk-through
- Diverse populations – ELL
- Collaboration time – purpose and planning
- Red Ribbon Week
- Overview of previous month – concerns or questions?
- Quarterly data: Star Reading, Star Math, DIBELS NEXT (as applicable)

November

- Assessments: local and state (formatives)
- Classroom management (office referrals)
- Progress reports
- Reviewing curriculum map
- Staff personnel and their roles
- Working with parents – visits and volunteers
- Working with paraprofessionals – optimal utilization
- Encouraging or motivating low-achieving students
- Analyze data from local assessments
- Tardy and attendance policy
- Meeting student needs
- Thanksgiving break
- Professional development
- Concerns or questions
- Schedule observation of mentee with conference

December

- Meeting with mentor and building-level administrator
- End of semester duties
- Classroom management
- Emergency resources – Counselor, DCF, Prairie View
- Preparation for the spring semester

- Preparation and administration of finals, if applicable (SMS, SHS)
- Submitting semester grades
- Quarterly data: Star Reading, Star Math, DIBELS NEXT (as applicable)
- Christmas program, if applicable
- Christmas break

January

- Organization
- Classroom management
- Analyze data from formative state assessments, if applicable
- Progress reports
- Support and answer questions
- Student pre-enrollment procedures for following year (SHS)
- Discussion of testing window for state assessments

February

- Preparing "ALL" students for state assessments
- Parent-teacher conferences
- Classroom management
- Review curriculum map
- Parent contact
- Teacher contract notification (renewal/non-renewal)
- Graduation issues (SHS)
- Spring field trips

March

- Go over Kansas Assessment Program– appearance, logging on, etc.
- Analyze data for state and local assessments
- Support and answer questions
- Classroom management
- Quarterly data: Star Reading, Star Math, DIBELS NEXT (as applicable)
- Schedule observation of mentee with conference

April

- Progress reports
- Discuss licensure with mentee – if first year, need to change provisional to professional licensure using Mentorship documentation. (ksde.org)
- Classroom management
- Surviving until May
- Reviewing curriculum map – changes needed?

- Fees (lost books, etc.)

May

- Meeting with mentor and building-level administrator
- End of year preparation
- Classroom management
- Quarterly data: Star Reading, Star Math, DIBELS NEXT (as applicable)
- Textbook and classroom inventory
- Plan – equipment and supplies for next year
- Summer payroll options
- Finals schedule (SMS, SHS)
- Report card
- Field day
- Teacher check-out procedures (keys, books, grades, etc.)

Summer Months

If you will mentor a second year, stay in touch. Keep building rapport.

Kansas Model Mentor and Induction Program Guidelines
for New Teachers and School Specialists

Each local education agency (LEA) shall have an approved program providing systemic mentoring and induction support to all new teachers and school specialists. The program must include, but is not limited to, the following:
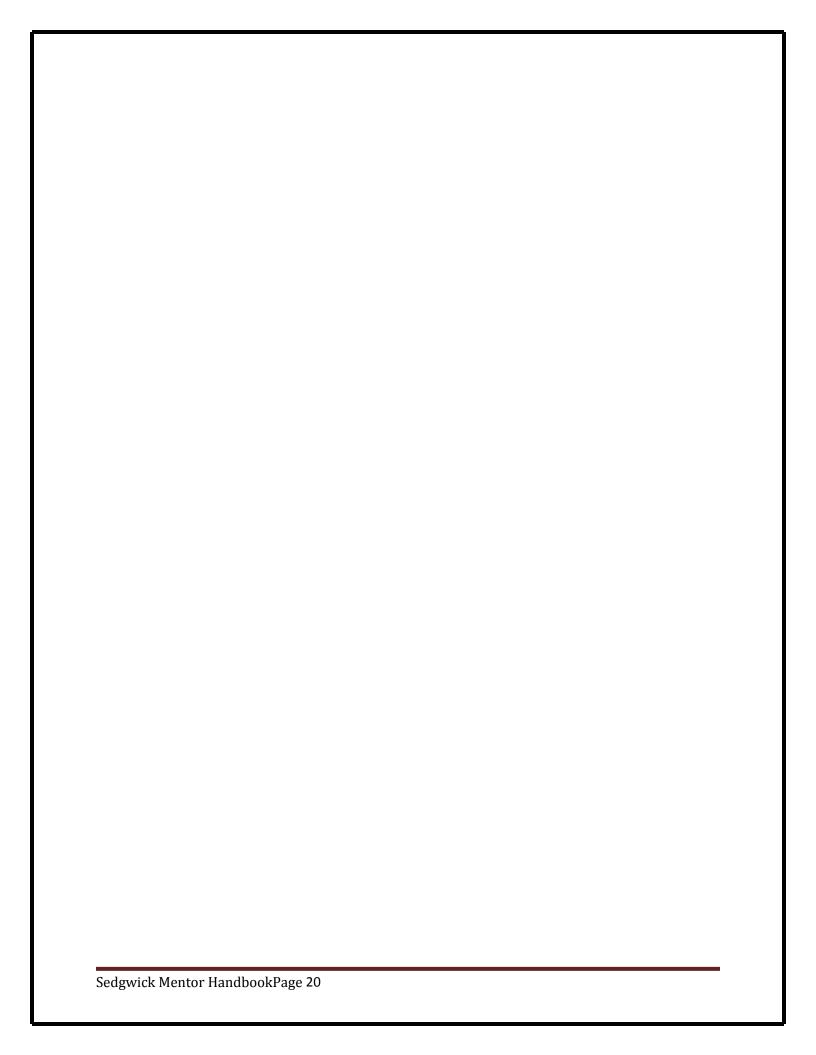
1. Program provides practical application of practices that outline a new teacher's/specialist's professional learning needs related to: the learner and learning; content knowledge; instructional practice; professional responsibility.

2. Program must include selection criteria and training for mentors:
   A. Selection Criteria:
      i. Mentor must have a minimum of three years of successful experience and have a professional license in effect
      ii. School specialist mentoring can be cross-district if necessary.
   B. Training:
      i. Initial training must occur by Oct. 1
      ii. Initial training is paired with ongoing professional learning for the mentor that:
         • Addresses the mentor's role
         • Develops strategies for building relationships with new teachers
         • Development of skills for observation of a new teacher's practice, assessment of needs, and strategies to address those needs
         • Coaching language and practice
         • Strategies for guiding new teachers to use reflection in their practice
         • Skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs
         • Guiding new teachers in collecting and analyzing various types of student data to show evidence of learning
         • Guiding new teachers in their use of content standards when planning lessons/units
         • Skills in using the professional education standards as a measure of assessing teacher practice

3. Program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the one year of structured, intensive support must include:
   A. Communication: on a weekly basis (e-mail, face to face, phone, etc.)
   B. Observation: virtual or in person minimum of three per year
   C. System for mentor to provide reflective verbal dialogue and feedback

4. Program provides a defined accountability process to measure program effectiveness in providing effective support and growth at all levels.

The InTASC Model Core Teaching Standards (April 2011)
At A Glance

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Educational Leadership Policy Standards

Educational
Leadership
Policy Standards:
ISLLC 2008
as adopted by
the National Policy
Board for Educational
Administration
(NPBEA) on
December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
A.   Collect and analyze data and information pertinent to the educational environment
B.   Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C.   Build and sustain positive relationships with families and caregivers
D.   Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
A.   Ensure a system of accountability for every student's academic and social success
B.   Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C.   Safeguard the values of democracy, equity, and diversity
D.   Consider and evaluate the potential moral and legal consequences of decision-making
E.   Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
A.   Advocate for children, families, and caregivers
B.   Act to influence local, district, state, and national decisions affecting student learning
C.   Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

EDUCATIONAL LEADERSHIP POLICY STANDARDS: **ISLLC 2008** **15**

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