

Linn County R-1



Mentor/Mentee and Buddy Teacher Programs

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Approved By
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DEFINITION OF KEY PERSONNEL

Certified Staff

Includes classroom teachers, librarians, counselors, and administrators

Teachers

Includes classroom teachers, librarians, and counselors, but not administrators

Beginning Teacher/Mentee

A teacher employed full or part-time by the school district who is in the first two years of professional employment with no prior teaching experience

Professional Development Team

Composed of the beginning teacher, the mentor, and supervisor (usually the principal)

Practicing Teacher

A teacher employed full or part-time by the school district who has more than two years of full or part-time teaching experience and is new to the district.

Mentor Teacher

Stipend

1st year Mentor-\$200.00

2nd year Mentor-\$100.00

A teacher with six or more years of teaching experience who serves in the role of a positive role model and developer or talent of the beginning teacher-the mentee. In certain situations a teacher of lesser experience may serve as a mentor.

Buddy Teacher

Stipend

1st Year Buddy Teacher-\$100.00

A teacher with five or more years of teaching experience who serves in the role of a positive role model and developer of talent for an experienced teacher who is new to the district. In certain situations a teacher of lesser experience may serve as a buddy.

MENTOR/ MENTEE TEACHER PROGRAM

The Linn County R-1 School District's Mentor/Mentee Teacher Program has been established to provide mentoring services to teachers employed by the district who have less than two years of teaching experience. Each beginning teacher will be assigned a mentor teacher who is experienced in the mentor teacher's subject area, if possible. The mentor will work with the beginning teacher until the teacher has completed two years of teaching experience.

Experienced teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession are sought as mentors for beginning teachers just starting their careers. Mentors must play several roles including guide, role model, sponsor, counselor, coach, resource and colleague.

The mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate.

GUIDELINES FOR MENTOR TEACHER SELECTION

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally the mentor will be a teacher from the same grade level and/or same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

MENTOR TRAINING

Thorough and consistent training of mentor teachers is very important to the success of the program. The training program for mentor teachers will include, but not be limited to, the following:

1. The role and responsibilities of all members of the new teachers professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the Professional Development Committee.
3. The techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. Resources available to beginning teachers.
6. The techniques of classroom observation.
7. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

The building administrator will reserve the right to reassign mentor teachers in the event personality differences or disagreements occur that have an effect on the constructive the implementation of the mentoring program.

MENTOR RESPONSIBILITIES

The mentor teacher will help the beginning teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first two years. The mentor teacher will also be responsible for:

- meeting regularly with the beginning teacher, both formally and informally;
- guiding the beginning teacher through the daily operations of the school;
- arranging for the beginning teacher to visit different teachers' classrooms, if requested;
- being a role model in all aspects of professionalism;
- supporting and counseling the beginning teacher;
- keeping appropriate documentation for submission to the building administrator. The submission will take place at the end of the school year.
- completing 20 hours of direct contact with beginning teacher or 10 hours for a 2nd year teacher;

The mentor's goals should be to help the beginning teacher develop and enhance:

- **Competence**-mastery of the knowledge, skills, and application which effective teaching required.
- **Self-Confidence**-belief in one's ability to make good decisions, to be responsible, and to be in control.
- **Self-Direction**-the assurance and ability to take charge of ones personal, professional, and career development.
- **Professionalism**-to understand and assume the ethics and responsibilities of the profession.

SUGGESTIONS FOR ASSISTING THE MENTEE

Mentors can directly assist the beginning teacher by:

- making time available on a regular basis to address the beginning teacher's concerns and progress, and to ensure interaction;
- helping the beginning teacher organize and manage materials;
- helping the beginning teacher develop and maintain a record keeping system
- responding to specific requests by the beginning teacher;
- informing the beginning teacher about workshops and other activities and opportunities for professional involvement;
- helping the beginning teacher understand the written and unwritten rules and norms of the school and community;
- observing the beginning teacher and providing feedback to facilitate professional growth;
- helping the beginning teacher develop a classroom management system;
- helping the beginning teacher develop a discipline plan;
- assisting the beginning teacher's socialization to the school environment;
- modeling and/or suggesting techniques for conferencing with parents;
- acting as a confidant for the beginning teacher to express professional concerns;
- helping the beginning teacher identify specific competencies which need improvement;
- encouraging and supporting self-direction and autonomy;
- helping the beginning teacher assess his/her skills, including skills that he/she already possesses;
- modeling skillful teaching strategies;
- helping the beginning teacher diagnose students/learning styles and modify teaching strategies to meet all students' needs;
- bringing new methods, materials, and resources to the attention of the beginning teacher and providing assistance in their implementation;

- conferring with the beginning teacher regarding effective ways of meeting student learning objectives and district instructional goals;
- providing examples of unit plans and course syllabi;
- giving feedback on the beginning teacher's process in meeting instructional goals;
- encouraging the beginning teacher's efforts to try his/her own ideas, teaching style, and classroom management plan

MENTEE RESPONSIBILITIES

The mentee teacher's responsibilities include participating in the Principal's Orientation Checklist, a First Day Checklist, and a Professional Growth Plan. The Professional Growth Plan package is designed to be a collaborative guide for mentor and mentee teachers as they plan for their academic year. The goals and objective selected will relate to the teacher's teaching assignment. Other possible items to incorporate into the final package include; agendas from workshops and conferences attended, contracts, observations, articles related to teaching assignments, internet sites with lesson plans you would like to use in the future, and other ideas you would like to incorporate in future teaching. The mentee teacher will also be responsible for:

- Participating in the Beginning Teacher Training with Jenny Webb
- meeting formally and informally with mentor;
- participating in post observation conferences;
- completing 20 hours of direct contact with mentor for beginning teacher and 10 hours of direct contact for a 2nd year teacher;
- maintaining appropriate documentation for submission to the building administrator. The submission will take place at the end of the school year.
- observing a veteran teacher at another school district (beginning teacher only).

BUDDY TEACHER PROGRAM

BUDDY TEACHER RATIONALE

The buddy teacher is a one-year program for teachers with more than two years of teaching experience but is new to the local district.

The buddy teacher program is to provide new, experienced teachers to the district with the resources and information to be successful. The focus of the program is to orient the teacher to the norms, procedures, and expectations of the local school district.

Buddy teachers will be assigned on a case-by-case basis. Effort will be given to assign a buddy that is similar in grade level or subject area.

BUDDY RESPONSIBILITIES

The buddy teacher will help the practicing teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first year. The buddy teacher will also be responsible for:

- meeting regularly with the practicing teacher, both formally and informally;
- guiding the practicing teacher through the daily operations of the school;
- arranging for the practicing teacher to visit different teachers' classrooms, if requested;
- observing the practicing teacher's teaching and providing feedback, if requested;
- being a role model in all aspects of professionalism;
- supporting and counseling the practicing teacher;
- complete 10 hours of direct contact;
- maintaining appropriate documentation for submission to the building administrator. The submission will take place at the end of the school year.

The buddy's goals should be to help the practicing teacher develop and enhance:

- **Competence** –master of the knowledge, skills, and application which effective teaching requires.
- **Self-confidence**—belief in one's ability to make good decisions, to be responsible, and to practice self-control.
- **Self-direction**- the assurance and ability to take charge of one's personal, professional, and career development.
- **Professionalism**—to understand and assume the ethics and responsibilities of the profession.
- **Transition** – to assist with transition from former teaching experiences to the Linn County R-1 experience and expectations.

SUGGESTIONS FOR ASSISTING THE PRACTICING TEACHER

A buddy teacher may be able to offer assistance in the following areas:

- making time available on a regular basis to address the practicing teacher's concerns and progress, and to ensure interaction;
- helping the practicing teacher develop and maintain a record keeping system
- responding to specific requests by the practicing teacher;
- informing the practicing teacher about workshops and other activities and opportunities for professional involvement;
- helping the practicing teacher understand the written and unwritten rules and norms of the school and community;
- assisting the practicing teacher's socialization to the school environment;

- acting as a confidant for the practicing teacher to express professional concerns;
- encouraging and supporting self-direction and autonomy;
- modeling skillful teaching strategies;
- bringing new methods, materials, and resources to the attention of the practicing teacher and providing assistance in their implementation;
- conferring with the practicing teacher regarding effective ways of meeting student learning objectives and district instructional goals;
- encouraging the practicing teacher's efforts to try his/her own ideas, teaching style, and classroom management plan

PRACTICING TEACHER RESPONSIBILITIES

The practicing teachers' responsibilities include participating in the Principal's Orientation Checklist, a First Day Checklist, and a Professional Growth Plan. The Professional Growth Plan package is designed to be a collaborative guide for buddies and practicing teachers as they plan for their academic year. The goals and objective selected will relate to the teacher's teaching assignment. Other possible items to incorporate into the final package include; agendas from workshops and conferences attended, contracts, observations, articles related to teaching assignments, internet sites with lesson plans you would like to use in the future, and other ideas you would like to incorporate in future teaching. The practicing teacher will also be responsible for:

- meeting informally with buddy teacher;
- observing buddy teacher at least once during the school year, if requested;
- completing 10 hours of direct contact; and
- maintaining appropriate documentation for submission to the building administrator. The submission will take place at the end of the school year.

If the buddy/practicing teacher relationship is to achieve the goals of the Buddy Program, mutual trust is necessary. The primary purpose is assistance for, not evaluation of, the practicing teacher. The relationship should also provide a safe, confidential place for the buddy to share new ideas, concerns, etc. Therefore, all observations, as well as discussions concerning teaching strategies of either teacher will be strictly confidential.

PERFORMANCE BASED TEACHER EVALUATION

The Marzano Art and Science of Teaching Framework Learning Map is an instructional model that is about feedback and coaching which includes:

- identifying performance expectations,
- documenting performance,
- conferencing about performance,
- developing plans to improve performance,
- making personnel decisions based upon performance

The *Formative Phase* is the on-going process of data collections, documentation, conferencing, and growth plans designed to promote professional development.

The *Summative Phase* is the process of making professional judgments about performance for the purpose of personnel decision-making.

Criteria are the job-related expectations of the teacher based upon studies of effective teaching and schooling.

Formative Data Form provides the format for documenting performance data collected in the formative phase. This would include the individual observations throughout the school year.

Performance Improvement Plan is the form used by all staff to promote professional improvement of criteria by identifying objectives for improvement and procedures for accomplishing those objectives.

Summative Evaluation Report is the document used to summarize the evaluator's rating of performance for each criterion.

For further information, see the Art and Science of Teaching Framework Learning Map.

PERFORMANCE BASED TEACHER EVALUATION CONTINUED...

DOMAIN I: INSTRUCTIONAL PROCESS

Domain I is based on the Art and Science of Teaching Framework and identifies 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

- A. Lesson Segment Involving Routine Events
DQ 1 and DQ 6
- B. Lesson Segment Addressing Content
DQ 2, DQ 3, and DQ 4
- C. Lesson Segment Enacted on the Spot
DQ 5, DQ 7, DQ 8 and DQ 9

DOMAIN II: PLANNING AND PREPARING

- A. Lessons and Units
- B. Use of Resources and Technology
- C. Needs of English Language Learners
- D. Needs of Students Receiving Special Education
- E. Needs of Students who lack support for schooling

DOMAIN III: REFLECTING ON TEACHING

- A. Evaluating Personal Performance
- B. Developing and Implementing a Professional Growth Plan

DOMAIN IV: COLLEGIALITY AND PROFESSIONALISM

- A. Promoting a Positive Environment
- B. Promoting Exchange of Ideas and Strategies
- C. Promoting District and School Development

STEPS IN THE TEACHING ACT

Forms related to Performance Based Teacher Evaluation contain sections relating to “steps in the teaching act” or “characteristic of the instructional process”. These eight teaching actions have been identified in recent research as an organized, common-sense approach to what should happen in the classroom. Most teachers will recognize that these ideas are quite similar to the process they currently use in organizing classroom instruction. These steps are guidelines for administrators and teachers during the observation process.

The Teacher.....

Develops Anticipatory Set (Established Set):

This involves getting the students mentally prepared for the lesson. It also involves clarifying what will be accomplished in class, how the lesson relates to what previously has been learned, how it ties to what will be learned, and developing motivation for learning.

States the Objectives:

This step involves informing the students about what they will be able to do by the end of the instruction. Teachers are more likely to do an effective job if they have identified what they wish students to learn. By the same token, students are more likely to achieve the objective if they know and understand the desired outcomes.

Provides (Instructional) Input:

The teacher must supply the information necessary for students to accomplish the present objective. This also involves selecting the appropriate means (books, film, demonstration, etc., for delivering information to students.

Models Ideal Behavior:

This is the demonstration of the skill or behavior that the teacher desires from the student. Learning is facilitated if students see examples of an acceptable finished product or process.

Checks for Comprehension:

It is necessary to assess whether students understand what is being taught. The teacher needs to check for possession of essential information as well as observe students’ performance to make sure they exhibit the skills necessary to achieve instructional objectives. Comprehension may be monitored as the lesson is presented and evaluated for mastery at the culmination of a unit of information.

Provides for Guided Practice:

Most learning required repetition and practice to properly develop a skill or understand a concept. The student's initial attempts in new learning situations should be carefully observed and guided so they are accurate and successful. The student needs to perform enough of a particular task so that the teacher may provide immediate clarification as needed.

Provides Independent Practice:

Once students can perform without major errors or confusion, they are ready to develop further by practicing without the assistance of the teacher. Independent practice may be desk work or homework.

Achieves Closure:

This is the culminating activity of a lesson. At the close of a lesson, the teacher should briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.

It should be noted that all these steps will not be present in every lesson; however, many lessons include most of these teaching steps. Educators generally agree that in directed-teaching methodology, establishing set, stating objectives, checking for comprehension, and achieving closure are essential ingredients.

APPENDIX

MENTEE TEACHER ORIENTATION CHECKLIST

Part I. Principal

Introduce mentee teacher to district philosophy, goals, and aspirations.

Familiarize mentee teacher with school policies, emergency and other procedures.

Familiarize mentee teacher with students and community.

Familiarize mentee teacher with Performance Based Teacher Evaluation and professional development policy.

Mentee

Date

Mentor

Date

Principal

Date

PRACTICING TEACHER ORIENTATION CHECKLIST

Part I. Principal

Introduce practicing teacher to district philosophy, goals, and aspirations.
Familiarize practicing teacher with school policies, emergency and other procedures.
Familiarize practicing teacher with students and community.
Familiarize practicing teacher with Performance Based Teacher Evaluation and professional development policy.

Practicing Teacher

Date

Buddy

Date

Principal

Date

FIRST DAY – ORIENTATION CHECKLIST

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year will significantly improve your classroom management time.

- Beginning Class**
 - Roll call, absent, tardy, lunch count
 - Academic warm-ups
 - Class opening
 - Room/School Areas
 - Share materials among teachers
 - Teacher desk/Student desks
 - Drinks, bathroom

- Ending Class**
 - Putting away materials, supplies, equipment
 - Cleaning, organizing areas
 - Dismissing class according to bells

- Discipline**
 - Rules and behavior expected
 - Consequences/privileges for behavior
 - Behavior during interruptions
 - Hallway, recess, lunch room discipline
 - Discipline referrals, disruption sheets

- Other Procedures**
 - Fire, tornado drills
 - Lunch procedures, seats
 - Student helpers
 - Safety procedures
 - Class parties
 - Students bringing personal items (toys, hats, games...)
 - Scheduling
 - Phone System Usage
 - Student computer use

- Work Requirements**
 - Incomplete work
 - Late/missed work
 - Due dates
 - Make-up work
 - Supplies needed
 - Syllabus for each course you teach

- Communicating Assignments**
 - Posting assignments/Use of Planners
 - Orally giving assignments
 - Provisions for absentees
 - Long term assignments
 - Homework assignments
 - Turning in assignments
 - Returning assignments

- Grading Procedures**
 - Determining grades
 - Recording grades
 - Extra credit work
 - Keeping grades, papers, assignments
 - Grading criteria
 - In-class participation assignments

- Academic Feedback**
 - Rewards and Incentives
 - Posting student work
 - Communicating with parents
 - Students' records of grades

Mentee/Practicing Teacher

Date

Mentor/Buddy Teacher

Date

MONTH-BY-MONTH CHECKLIST

The following pages contain a month-by-month listing of required and suggested activities for monthly formal contacts between the mentor and beginning teacher and the buddy and practicing teacher.

Informal contacts should be ongoing and initiated by both teachers.

August

Topics to discuss:

- Orientation with principal checklist
- First day orientation checklist
- Beginning of school teacher workdays
- Open house
- SIS system and gradebook/SIS Manual
- Discipline referrals
- Arrival and dismissal times
- Extra duties
- Field trips, bus requests, student permission, absence form request
- Submitting a PD request
- School reimbursement procedure
- Completing professional development log
- Teachers' meetings
- i-Observation/observations
- Text Caster sign up
- Staff Appreciation dinner

September

Topics to discuss:

- Mid 1st quarter
- Mid-term and progress reports
- Ineligible list
- District-wide assessments
- Preparing for a substitute
- Staff appreciation dinner
- CTA/MSTA
- Special education in-service

October

Topics to discuss:

- End of 1st quarter
- Parent/Teacher conferences
- Halloween classroom party
- Professional development/teacher workdays

November

Topics to discuss:

- 2nd quarter mid-term
- Mid-term and progress reports

December

Topics to discuss:

- End of 2nd quarter
- End of 1st semester
- School cancellations
- Discipline issues

January

Topics to discuss:

- Importance of consistency with classroom procedures
- Schedule changes

February

Topics to discuss:

- 3rd quarter mid-term
- Mid term and progress reports
- Valentine's Day classroom party

March

Topics to discuss:

- End of 3rd quarter
- Parent teacher conferences
- Submitting purchase orders for next school year
- MAP Testing

April

Topics to discuss:

- 4th quarter mid-term
- Mid term and progress reports
- Ordering pins for end of school year awards

May

Topics to discuss:

- End of 4th quarter
- Elementary track and field day
- Elementary/MS/HS Award Assembly
- Last day of school procedures for students
- End of the school year checkout procedure for teachers

MENTOR/MENTEE ACTIVITY LOG
Beginning Teacher

(Must complete 20 contact hours)

DATE:	ACTIVITY:	HOURS:
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_____	_____	_____

Total Hours:

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

_____	_____
Mentee Signature	Date
_____	_____
Mentor Signature	Date
_____	_____
Principal Signature	Date

BUDDY TEACHER/PRACTICING TEACHER ACTIVITY LOG

(Must complete 10 contact hours)

DATE:	ACTIVITY:	HOURS:
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Total Hours:

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

Buddy Teacher Signature Date

Practicing Teacher Signature Date

Principal Signature Date