

Dover Union Free School District

Mentor Teacher/Novice Teacher Handbook



Up-dated: June 2006

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WELCOME NEW DOVER TEACHER

The Dover Union Free School District and the Dover/Wingdale Teachers' Association have jointly established a Mentor Teacher Program. The purpose of the program is to provide peer guidance to teachers new to the district. It is our collective view that an instructional staff of the highest quality can best be assured by providing strong support for all teachers.

The Mentor Teacher Program affords the District an opportunity to recognize and reward some of the many outstanding teachers within the district, while easing the new teacher's entry into the system. The Mentor Teacher Program is designed to encourage experienced, tenured teachers to share their knowledge, talents and skills with new teachers in the district to become effective teachers. It supplements district and building orientation programs.

This handbook has been developed to provide the new teacher with relevant information which will assist them in their first year in Dover. It is our hope that this resource along with your mentor teacher, will help to make your teaching experience successful and enjoyable.

New teachers will be assigned to the mentor teacher but should also be assured that any staff member stands ready and willing to assist. There may be times when you feel overwhelmed, but hopefully not alone. The mentor teacher should be viewed as a professional guide and advisor throughout the year. New teachers are likely to encounter many situations which will raise questions relating to all areas of their teaching responsibilities. These questions may range from planning for instruction, utilization of materials, record keeping, or any myriad of other concerns. The mentor teacher will offer answers to these questions and provide other essential support during the school year.

Good luck and best wishes!

CONFIDENTIALITY

The first year of a new teaching position can bring many challenges and concerns for the novice teacher. Teacher mentors are selected to offer assistance and guidance to allow for a smooth transition for the novice teacher. The relationship that develops between the mentor teacher and novice teacher is crucial to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are key to effective communication. In no way is this relationship to be used in the formal evaluation process.

The mentor teacher should determine the regularity of interaction, set up the communication mechanisms, clarify the level of confidentiality, and modify expectations to fit the real-life mentoring situation. As the mentor teacher/novice teacher relationship develops, the mentor teacher should also take the responsibility to initiate and maintain the relationship. The mentor teacher must communicate that sharing expectations and periodic review will give strength to the process. The novice teacher should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude is crucial and sets the tone for a cooperative relationship. The mentor teacher should ensure that the sharing of ideas, problems, feelings, and resources can be done in an atmosphere of an open, working relationship.

MENTOR TEACHER SELECTION PROCESS

There will be a District posting to solicit candidates for the following year's mentors by June 15th. To be chosen as a mentor, interested candidates must apply for the position by adhering to the following guidelines:

1. Submit a letter of interest by May 1st of the current school year to the Building Principal's office.
2. Be interviewed by the Building Principal.
3. The Building Principal makes a recommendation to the Superintendent of Schools.

As part of the district's bargaining agreement with the teacher's unit, a teacher identified in each building to serve as a mentor teacher, shall receive an annual stipend of \$1,000 for such service. No other additional compensation will be paid for mentoring job responsibilities. The mentor teacher position is for one year.

As part of the process, the principal of the building in which the mentor teacher and novice teacher are working, will provide in every way possible, a professional setting of trust, learning, and sharing.

QUALITIES OF A GOOD MENTOR:

- 1) Committed to the role of mentor teacher.
- 2) Accepting of the beginning teacher.
- 3) Skilled at providing instructional support.
- 4) Effective in different interpersonal contexts.
- 5) A model of a continuous learner.
- 6) Communicates hope and optimism.

ROLE OF THE MENTOR TEACHER

The mentor teacher role is highly valued in our school district. We recognize that in order for the beginning teacher to grow professionally, sustained and frequent conversations, as well as collegial interaction as provided by the mentor, are integral and critical. Mentor teachers are exemplary classroom teachers who are able to model excellence. A mentor is someone the novice can reach out to for assistance and support. Carefully implemented mentoring can help novice teachers settle in more smoothly and quickly to the operating procedures of the district and their schools.

The role of the mentor teacher is both challenging and complex. The relationship between the mentor and the novice teacher grows out of the particular needs of the novice teacher and the district. A mentor may provide support and encouragement to help the new teachers understand the history, customs, and culture of the school in which they work. The mentor is also instrumental in assisting with lesson plans, and acquiring materials, as well as explaining district and building policies and procedures.

Mentoring can provide a powerfully positive experience for both the novice and the experienced teacher. At the heart of mentoring is a positive relationship between colleagues based on mutual respect. A supportive, encouraging, trusting relationship is essential to the success of this endeavor.

The mentor's primary role is to aid and support the novice teacher. Mentoring also offers experienced teachers an opportunity to reflect on their teaching strategies and philosophies. Thus we continue to grow by supporting, teaching, and sharing. Mentoring provides an opportunity to transform our professional lives.

PROGRAM REVIEW:

The Mentor Teacher Program will be reviewed annually in each building by all parties involved. During the year, discussion between the principals and mentors, as well as the mentors and novice teachers, will provide information for assessing and strengthening the mentor program. These discussions will be used in shaping the following year's program.

MENTOR RESPONSIBILITIES

- Attend all new teacher orientation programs.
- Take responsibility for initiating and maintaining the mentor/novice relationship including establishing ground rules for formal and informal contacts with the novice teacher.
- Utilize trust and confidence to strengthen the relationship and ensure empowerment.
- Provide resources or direct the novice teacher to resources needed.
- Model competence and professionalism.
- Demonstrate tolerance, patience, and sensitivity to the novice teacher's concerns.
- Serve as an advocate/advisor.
- Use effective communication skills.
- Use perspective and vision to suggest the next steps a novice teacher might consider.
- Guide the novice teacher in recognizing special talents and capabilities. At the same time, address the novice teacher's areas where improvement is needed.
- Share expectations and express concrete suggestions where there is a need.
- Identify the novice teacher's good qualities and establish a firm relationship so that areas of improvement are easier to handle.
- Critique the novice teacher's strengths as well as weaknesses in a confidential manner.
- Assist the novice teacher to identify effective strategies and experiment with new ideas.
- Use the Needs Assessment Questionnaire to plan individual assistance (see addendum A).

WAYS OF MENTORING

SUGGESTIONS FOR SHARING YOUR EXPERTISE ON EVALUATION:

- Listen to the mentee's concerns about evaluation and share ideas about the overall purposes of evaluation in the classroom and the school.
- Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels.
- Share your own system for grading and record keeping, and describe other models that you know about.
- Collaborate on the development of tests that might be used in identical or similar classes.
- Offer to share a collection of tests or other evaluation measures you have developed.
- Offer to give feedback on the mentee's evaluation instruments and their results.
- Review the standardized test program used by the school or district, and talk about its role in relation to curriculum planning and evaluation of student learning in the classroom.
- Describe various strategies to handle the expected paperwork associated with students' assignments.
- Explore various approaches for sharing evaluation results with students, site administrators and parents.
- Discuss and compare various techniques for evaluation of one's own teaching effectiveness.
- Help the new teacher to prepare for the review and evaluation of his or her first year of teaching.

COMMUNICATING SUPPORT AND CHALLENGE

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships and of all professional and personal relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support, and challenge to the recipients of their mentoring.

Professional organizations and offices depend so much upon effective communication to accomplish their missions that they frequently provide training in communication skills for their staff members. Such training may focus on the enhancement of specific communication skills or a wide variety of them.

TWELVE POTENTIAL NEEDS OF A NEW TEACHER

1. Managing the classroom.
2. Acquiring information about the school system.
3. Obtaining instructional resources and materials.
4. Assessing students and evaluating student progress.
5. Planning, organizing, and managing instruction and other professional responsibilities.
6. Motivating students.
7. Using effective teaching strategies.
8. Dealing with individual students' needs, interests, abilities, and problems.
9. Communicating with colleagues, including administrators, supervisors, and other teachers.
10. Communicating with parents.
11. Adjusting to the teaching environment and role.
12. Receiving emotional support.

**TOPICS TO BE ADDRESSED BY MENTORS INCLUDE,
BUT ARE NOT LIMITED TO:**

- Teacher expectations
- Communication with administration, teachers and parents
 - Organizing and managing classroom
 - Maintaining student discipline
 - Obtaining instructional resources and materials
 - Planning for instruction
 - Time management
 - Diagnosing student needs
 - Evaluating student progress
 - Student motivation
 - Assisting students with special needs
- Dealing with individual differences among students
 - Understanding the curriculum
 - Completing administrative paperwork
 - Using a variety of teaching methods
 - Facilitating group discussions
 - Grouping for effective instruction
- Administering standardized achievement tests
- Understanding the teacher evaluation process
- Understanding legal rights and responsibilities as a teacher
 - Dealing with stress
- Directing employees to proper channels relative to contractual and/or policy issues
- Becoming aware of special services provided by school district
 - Web site utilization
- Reviewing forms used for sick days, PBD, conference requests, and graduate coursework
 - Reviewing DWTA contractual items
- Business office forms including options for direct deposit, 403b contributions, welfare trust fund, insurances, etc.

CHECKLIST FOR THE MENTOR TEACHER

BEFORE THE FIRST DAY OF SCHOOL, FAMILIARIZE THE NOVICE TEACHER WITH THE FOLLOWING:

- The school building and the time schedule
- The procedures for and the use of the copy machines, fax machine,
- Procedure for obtaining AV equipment
- Supervisory duty responsibilities
- Homeroom procedures
- Grading policies and procedures
- Paperwork – such as forms, reports, book lists, locker lists, ...
- Procedures for sending students to lavatory, office, health office, guidance, etc.
- Library and ancillary services
- Discipline referrals and follow-up
- Classroom procedures and rules
- Materials and supplies that the school district furnishes
- Review lesson plans for the first week
- Contractual items

EARLY IN THE SCHOOL YEAR

- Model lesson plans and their development
- Model instruction (have novice teacher observe your class where possible)
- Model test development
- Explain the assistance available from the Nurse, Guidance Counselors, School Psychologist, Social Worker, ...
- Explain policies regarding sick and personal leave days (i.e., calling in for a substitute)
- Suggest solution for dealing with difficult students or classes
- Explain procedures for staying with students after school
- Provide suggestions for open house
- Model various styles of communication with student's home
- Offer advice for handling parent conferences
- Monitor to see that the curriculum is being followed and covered
- Explain coordination needed for any Special Education students
- Explain the evaluation procedure
- Explain policies and procedures for field trips
- Explain college course/in-service pre-approval form
- Review due dates for progress reports and report cards throughout the year
- Explain the snow day and delayed opening procedures
- Explain fire drill procedures
- Explain assembly procedures

- Review the faculty handbook
- Help novice teacher fill in BEDS forms
- Help prepare novice teacher for an administrative observation
- Review all written observations

AS THE YEAR GOES ON

- Help with budget preparation
- Explain achievement tests, dates and their importance
- Explain final exam procedures
- Encourage professional development by occasionally observing the novice teacher's classroom
- Explain end of year procedures

NOVICE TEACHER RESPONSIBILITIES

- Use effective communication skills
- Be open to constructive criticism as well as praise. The novice teacher should be able to accept suggestions and adapt to change
- Assume responsibility for the process of inner analysis and self-acceptance
- Be open-minded, trust the relationship, and maintain a positive attitude
- Share ideas, problems, feelings, expectations, and concerns
- Maintain confidentiality
- Be willing to give time and effort to the process
- Be willing to accept professional responsibilities and follow school and district rules
- Be willing and ready to learn from the mentor
- Be open to the mentor teacher observing his/her classroom teaching

CHECKLIST FOR THE NOVICE TEACHER

BEFORE THE FIRST DAY OF SCHOOL

- ___ Obtain your schedule and student roster, if available
- ___ Familiarize yourself with students' names (pronunciation); make name tags if appropriate for your grade level.
- ___ Secure textbooks teacher guides and curriculum guides
- ___ Complete student textbook forms, to the degree possible
- ___ Plan for the first day
 - An introduction to classroom policies and grading procedures
 - Determine seating arrangement
 - See: Tips for Day One
- ___ Prepare your classroom to accommodate teacher-and student-centered activities
- ___ Prepare a memo to students and/or parents outlining expectations regarding the following:
 - Supplies
 - Student conduct
 - Textbooks
 - Assignments (class work, homework, special projects)
 - Progress evaluation (grading procedures)
 - Parent/teacher communication
- ___ Communicate with your mentor – ask questions!!! Your mentor is there to help you
- ___ Secure supplies that are essential to particular lessons well before they are needed

CLASSROOM MANAGEMENT TIPS

Being organized is one of the keys to effective instruction. Planning ahead can help you avoid many problems. Classroom management can include management of the classroom climate, management of time, and management of student behavior.

Classroom Climate

- Arrange room to reflect interests of the students
- Determine seating arrangement before first day of school
- Bulletin boards and other visual displays should reflect the diversity in the classroom
- Arrange seating so students can view the board, projection screen and overhead without the need to move seats
- Store books and supplies so that they are easily accessible
- Be outside your classroom to greet your students
- Accommodate students with special needs (i.e., vision or hearing impaired)
- Acknowledge students' positive qualities
- Set tasks and limits based on the students/ capabilities
- Avoid singling a student out or having favorites
- Learn students' names promptly
- Establish and model ground rules

Time Management

Laying a good foundation is important. The following suggestions may help:

- Every day make a list of things which need to be completed, do a little bit at a time, don't prolong doing things.
- Make a habit to plan at the same designated time of day
- To avoid stacks of paper (clutter), respond to it immediately. Handle a piece of paper only once. Either give it to someone else to deal with, file it, or throw it away
- Use a loose-leaf notebook for lesson plans so that the order of lessons can be modified easily
- Use a monthly calendar for unit planning
- Save time by checking attendance with a seating chart
- Put papers to be graded in labeled folders according to class or period
- Prioritize! When time is a factor, consider what will affect your most immediate actions and do them first.

STUDENT BEHAVIOR MANAGEMENT

Student behavior management will be an important part of your day. Learning and developing techniques which are consistent and responsible will be very beneficial to your program. You will be guided by the “personality” of the class. This can differ from year to year or from class to class. Your mentor teacher is your first source of advice regarding student behavior management.

Managing Discipline:

- Treat the students in a respectful manner
- Lay the ground work for class expectations at the beginning of the year that are consistent with school-wide standards
- Consequences for undesirable behavior should be established in advance and following through is critical
- Learn to de-escalate undesirable behavior
- Respect the personal space of the student and deal with individual problems privately
- Be aware of your body language and the messages and feelings you communicate
- Help students understand that feelings are acceptable, but inappropriate behavior is unacceptable
- Don't use threats or ultimatums
- Address discipline problems promptly
- Procrastination in handling discipline problems leads to greater problems

Below is a series of actions you may want to follow for student behavioral management:

- Use signaling (facial expressions, body movement, sounds, and gestures)
- Talk to the student privately, as possible, either in the hall or after class in a meeting room
- Discuss student with mentor teacher
- Your mentor teacher is your best source of advice regarding student behavior management
- Change the student's seat
- Involve parents
- Isolate the student in an appropriate manner
- Develop a behavioral contract with the student
- Develop a token system where tangible objects or symbols can be exchanged for privileges, activities, or rewards
- Refer to the administration after other steps have been attempted and failed

PARENT-TEACHER CONFERENCES

Clear and concise communication is key and will help you feel confident in dealing with parents. Parent conferences may be anticipated with discomfort, but on the other hand can be very productive. Parents, in general, come to a conference with the intent of being cooperative and with the best interests of the student in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

- Test scores
- Homework progress
- Standardized test scores
- Attendance information
- Documented classroom behavior and any other applicable information
- School work
- Reading levels and math progress if applicable
- Special interests or points that you may have noticed in the student
- Peer relationships and how the child interacts with other students
- Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

- Use good communication skills
- Stay on the topic
- Be certain to explain the governing factors surrounding the student's behavior impact on the educational process
- Come up with suggestions for remediation
- Respond with positive information. Allow the parents to understand that you sympathize with the dilemma they are facing, but at the same time continue to focus on dealing with the student's progress
- Avoid communicating with emotions and avoid triggers that could interfere with the tone of the conference.
- Avoid talking about other students.

After the conference:

- Document the conference in writing

SUBSTITUTE TEACHER PROVISION

Regarding substitute calling service, refer to instructions in the teacher's handbook.

In the event that you must be absent, you should be sure to leave the substitute sufficient information in order for the day to go smoothly. Supply adequate and explicit lesson plans and any corresponding materials. The information can best be used by the substitute if organized in a clear and concise manner and left in a readily available place or in the main office file with the following information:

- Your schedule of classes
 - List classes with times of periods and room numbers
 - List specials: include time and day
 - Lunch duty including special directions
 - Study hall and location of information for study hall
 - Music
 - Art
 - Physical Education
 - Alternate activities in the case that the special classes are canceled
- Names and schedules of students who may leave for special reasons (i.e., to nurse for medication, resource room, speech)
- Seating charts and class lists (i.e., directions for dealing with any special students)
- Homeroom activities for class
 - How to report absences
 - Lunch totals
 - Announcements
 - Pledge of allegiance to the flag
- Class rules and procedures (i.e., nurse/bathroom pass, referrals)
- Location of materials to be used with lesson plans
- Explanation of extra work, if needed
- Instructions for use of AV equipment and materials if needed
- Names of other school personnel usually in your class (i.e., teacher's aide)
- Names of dependable students who may provide assistance
- Name and location of teacher who may offer assistance
- Dismissal procedures (i.e., chairs up on desks, condition in which room should be left)

- Floor plan of classroom and building
- Fire drill/emergency evacuation procedures

Students should be aware of what is to be accomplished during your absence. Write the substitute a brief note in order to set a positive tone for the day, thanking him/her in advance for filling in, and request a report including attendance information.

SUGGESTED ACTIVITIES FOR MENTOR/INTERN TEAMS

1. Visitation to classrooms in order to learn about other grade levels, teaching styles and practices.
2. Exploration of current professional issues (State assessments and standards, teacher roles and responsibilities, educational trends, parental involvement, professional respect) in order to raise consciousness, establish priorities, and encourage professional growth.
3. Observe, collaboratively, the teaching of both the intern and mentor and the successful accomplishments of various learning objectives.
4. Investigation of community resources (Public and College Libraries, Dutchess County Community College, Dutchess BOCES, Institutions of Local History, the Internet, local newspapers, local talent) in order to enrich classroom instruction.
5. Creation and implementation of an interdisciplinary unit in order to enhance collegial relationships and to demonstrate efficacy of peer collaboration.
6. Cooperative planning (i.e.: execution of a field trip) in order to familiarize the intern with district/building procedures as well as the educational benefits of the cooperatively planned activities.

Note: Mentor teachers are expected to observe the actual teaching of the mentee at least twice a year.

MENTOR/MENTEE BENCHMARKS

| August/September | <u>Check</u> | <u>Date</u> |
|--|---------------------|--------------------|
| By the end of September mentors and their interns, Collaboratively, will have set short-term goals for The month of September including: | | |
| Dates and time to meet and plan | _____ | _____ |
| Opening day | _____ | _____ |
| What to do first | _____ | _____ |
| Lesson plans | _____ | _____ |
| Classroom management | _____ | _____ |
| Building procedures | _____ | _____ |
| Parent's Coffee | _____ | _____ |
| _____ | _____ | _____ |

| October | <u>Check</u> | <u>Date</u> |
|--|---------------------|--------------------|
| By the end of October the mentors and mentees will have met at least three times to: | | |
| Plan classroom activities | _____ | _____ |
| Review short-term goals | _____ | _____ |
| Establish goals for first semester | _____ | _____ |
| Discuss curricular issues | _____ | _____ |
| Discuss assessment and reporting | _____ | _____ |
| Review parent communication | _____ | _____ |
| Observe each other's classes | _____ | _____ |
| _____ | _____ | _____ |

| The mentee should have met with the building Administrator to discuss: | <u>Check</u> | <u>Date</u> |
|---|---------------------|--------------------|
| Building procedures | _____ | _____ |
| Goals and expectations of the administrator and the intern | _____ | _____ |
| Observations and evaluations | _____ | _____ |
| Staff development | _____ | _____ |
| _____ | _____ | _____ |

| December | <u>Check</u> | <u>Date</u> |
|---|---------------------|--------------------|
| By the end of December the mentors and the interns will have met at least five more times to: | | |
| Review first semester goals | _____ | _____ |
| Establish second semester goals | _____ | _____ |
| Discuss classroom management | _____ | _____ |
| Discuss instructional strategies | _____ | _____ |
| Discuss the classroom observations | _____ | _____ |
| _____ | _____ | _____ |

STAFF DEVELOPMENT

Level 1 Teacher:

- Hunter Basics
- Cooperative Learning Methods
- STET Training
- Subject Curriculum Understandings
- Incorporating Blooms Taxonomy in daily planning
- Various Teaching Strategies – Differentiated Instruction
- Techniques in Transitioning from activity to activity
- Basic Application of Pre-Reading
- Guided Reading
- Post Reading
- } Strategies
- Ability to use Power Point or other Media Tools
- Effective MS Practices vs. HS Strategies vs. Elementary Grade input
- Discipline Strategies in line with School Philosophy- Glasser/Assertive Discipline
- Basic Application/Understanding of Character Education
- PAF Skills Training
- Instruction on running records

Other for Level 1:

Level 2 Teacher:

- Quality use of Assessment
- Use Data to make curricular decisions
- Implement and understand backward design-Grant Wiggins
- Develop interdisciplinary units
- Ability to teach to the 4 different modalities
- Use writing as a learning tool
- Basic understanding of Constructive Theory
- Skilled at deescalating a conflict
- Basic Mediation Skills
- Self Evaluative
- Use of Reciprocal Strategies on a regular basis
- Computers in the classroom
- The Writing Process

Other Level 2:

Level 3 Teacher:

Use of Rigor on a daily basis
Design instruction based on student abilities
(Differentiated Instruction)
Possess and uses multi LEVEL TEST's on same topics based
On reading level and area of interest
Make continuous connections to student interests and
Content/topics teaching multi ability students
Continuous professional updates
Differentiated Instruction

Other Level 3:

QUESTIONS AND ANSWERS

1) *Who is the mentee?*

The Mentee is a teacher new to the District during his/her probationary period.

2) *Do all new teachers have a mentor?*

It is the expectation of the District that all new teachers will be assigned a Mentor for at least the new teacher's first year, and possibly through the entire probationary period.

3) *What if the person I've been assigned to mentor is really different from me as far as our professional background, methodological choices and/or management styles?*

As a mentor, it is important not to rely on your sense of the teacher you are now, but to remember what it was like to be the new teacher who has no established reputation in the building. Also, remember that you are not the same teacher now that you were five or ten years ago, and that the mentee with whom you are working will change, adapt, and improve. Although differences in style sometimes make us uncomfortable, we can learn a great deal from a colleague who takes a different approach to instruction. Learning flows in both directions.

4) *How much evaluation will the mentor do?*

It is the role of the principal to evaluate new teachers. The Mentor role is that of supporter, not evaluator. To be of real service to the Mentee, a relationship of trust must exist.

5) *When do we get to meet each other?*

The 2 day orientation program at the end of August, offers the Mentor and Mentee a chance to meet each other and to get acquainted. However, some Mentors call their Mentees over the summer in order to become acquainted.

Addenda

NEEDS ASSESSMENT QUESTIONNAIRE FOR BEGINNING TEACHERS

Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need for assistance in this area
 - B. Some need for assistance in this area
 - C. Moderate need for assistance in this area
 - D. High need for assistance in this area
 - E. Very high need for assistance in this area
1. _____ Finding out what is expected of me as a teacher
 2. _____ Communicating with the principals
 3. _____ Communicating with other teachers
 4. _____ Communicating with parents
 5. _____ Organizing and managing my classroom
 6. _____ Maintaining student discipline
 7. _____ Obtaining instructional resources and materials
 8. _____ Planning for instruction
 9. _____ Managing my time and work
 10. _____ Diagnosing student needs
 11. _____ Evaluating student progress
 12. _____ Motivating students
 13. _____ Assisting students with special needs
 14. _____ Dealing with individual differences among students
 15. _____ Understanding the curriculum
 16. _____ Completing administrative paperwork
 17. _____ Using a variety of teaching methods
 18. _____ Facilitating group discussions
 19. _____ Grouping for effective instruction
 20. _____ Administering standardized achievement tests
 21. _____ Understanding the school system's teacher evaluation process
 22. _____ Understanding my legal rights and responsibilities as a teacher
 23. _____ Dealing with stress
 24. _____ Knowing the proper channels relative to contractual and/or policy issues
 25. _____ Becoming aware of special services provided by the school district

Please respond to the following items:

26. List any professional needs you have that are not addressed by the preceding items:

27. What additional types of support should the school district provide you and other beginning teachers?

TIMELINE FOR A MENTOR TEACHER PROGRAM

| | <u>Date</u> |
|--|-------------|
| 1. Welcome/orientation for New Teachers and Mentors | _____ |
| 2. New teachers complete needs assessment questionnaire (Addendum A) Mentor and New Teachers share expectations, develop 6-week plan and schedule regular meetings. | _____ |
| 3. Instruction begins. Mentors support New Teachers and meet with them regularly to share information, to compare expectations, and to revise plans to meet New Teacher’s needs. | _____ |
| 4. End of first 6-week period, Mentors review their progress as mentors, identify new challenges, and offer support to New Teachers. | _____ |
| 5. End of Fall Semester all Mentor/New Teacher meet to share progress, identify needs, and revise plans for Spring Semester, Midpoint evaluation of Mentor Program. | _____ |
| 6. Continue Steps 3 – 6 through Spring semester. Final evaluation of Mentor program including New Teacher Self-Assessment. | _____ |

MENTOR PROGRAM

The purpose of the program is to provide peer guidance to teachers new to the district. It is our view that an instructional staff of the highest quality can best be assured by providing strong support for all teachers.

MENTOR RESPONSIBILITIES

- Serves as an advocate/advisor
- Provides resources or directs the novice teacher to resources
- Models competence and professionalism
- Shares expectations and expresses concrete suggestions where there is a need
- Takes responsibility of initiating and maintaining the mentor/novice relationship
- Critiques the novice teacher strengths, as well as weaknesses, in a confidential manner
- Assists the novice teacher to identify effective strategies and experiment with new ideas
- Serves as an advocate/advisor
- Guides the novice teacher in recognizing special talents and capabilities

NOVICE RESPONSIBILITIES

- Be open-minded, trust the relationship and maintain a positive attitude
- Be willing and ready to learn from mentor
- Be open to constructive criticism as well as praise
- Be able to accept suggestions and adapt to change
- Assume responsibility for the process of inner analysis and self-acceptance
- Maintain confidentiality
- Be willing to give time and effort to the process
- Be willing to accept professional responsibilities and follow school and district rules
- Share idea, problems, feelings, expectations, and concerns

“You can’t help someone get up a hill without getting closer to the top yourself.”

H. Norman Schwarzkopf

DOVER UNION FREE SCHOOL DISTRICT

Teacher Observation Form

Name: _____ Evaluator: _____

Date: _____ School: _____

Evaluation Key: E = Exceptional Performance
VG = Very Good
M = Meets Criteria
NI = Needs Improvement
NO = Not Observed

I. Planning and Preparation

- A. Knowledge of students' learning and interests _____
- B. Selects and sets educational goals _____
- C. Demonstrates knowledge of resources _____
- D. Designs coherent instruction _____
- E. Assesses & modifies student learning to meet individual needs _____
- F. Knowledge of content and pedagogy _____
- G. Establishes objectives in terms of district goals _____

II. Classroom Management Skills

- A. Creates an environment of respect and rapport _____
- B. Establishes a culture for learning _____
- C. Manages student behavior appropriately _____
- D. Manages classroom procedures appropriately _____
- E. Organizes physical space to promote learning _____
- F. Keeps bulletin board displays current and program related _____

III. Instruction and Curriculum Delivery

- A. Communicates curriculum knowledge clearly and accurately _____
- B. Utilizes a variety of appropriate teaching strategies _____
- C. Engages students in learning _____
- D. Provides appropriate feedback to students in a consistent and timely manner _____
- E. Demonstrates flexibility and responsiveness to students and staff _____
- F. Delivers instruction in accordance with NYS standards and is consistent with district curriculum expectations _____

IV. Student Interaction

- A. Promotes frequent interaction between teacher/student and student/student _____
- B. Encourages active learning _____
- C. Encourages self-confidence through appropriate reinforcement _____
- D. Encourages and models respect for all _____

V. Professional Responsibilities

- A. Works to meet established district goals _____
- B. Demonstrates professionalism _____
- C. Communicates effectively with students, staff and parents _____

VI. Application of Assessments

A. Demonstrates familiarity of local, states, and standardized assessments _____

B. Utilizes assessment data to modify instruction _____

C. Measures students learning progress aligned to the NYS Standards _____

VII. Collaboration Skills

A. Works towards improvement following administrative suggestions _____

VIII. Overall

IX. Teacher Comments

Signature of Evaluator

Signature of Employee

Date

Date

DOVER UNION FREE SCHOOL DISTRICT

Year End
Teacher Evaluation Form

Name: _____ Evaluator: _____

Date: _____ School: _____

Evaluation Key: **E = Exceptional Performance**
 VG = Very Good
 M = Meets Criteria
 NI = Needs Improvement

I. **Planning and Preparation**

- A. Knowledge of students' learning and interests _____
- B. Selects and sets educational goals _____
- C. Demonstrates knowledge of resources _____
- D. Designs coherent instruction _____
- E. Assesses & modifies student learning to meet individual needs _____
- F. Knowledge of content and pedagogy _____
- G. Establishes objectives in terms of district goals _____

II. **Classroom Management Skills**

- A. Creates an environment of respect and rapport _____
- B. Establishes a culture for learning _____
- C. Manages student behavior appropriately _____
- D. Manages classroom procedures appropriately _____
- E. Organizes physical space to promote learning _____
- F. Keeps bulletin board displays current and program related _____

III. Instruction and Curriculum Delivery

- A. Communicates curriculum knowledge clearly and accurately _____
- B. Utilizes a variety of appropriate teaching strategies _____
- C. Engages students in learning _____
- D. Provides appropriate feedback to students in a consistent and timely manner _____
- E. Demonstrates flexibility and responsiveness to students and staff _____
- F. Delivers instruction in accordance with NYS standards and is consistent with district curriculum expectations _____

IV. Student Interaction

- A. Promotes frequent interaction between teacher/student and student/student _____
- B. Encourages active learning _____
- C. Demonstrates an interest in his/her students inside and outside the classroom _____
- D. Encourages self-confidence through appropriate reinforcement _____
- E. Creates opportunities for learning experiences during and outside of classes _____
- F. Encourages and models respect for all _____

V. Professional Responsibilities

- A. Works to meet established district goals _____
- B. Develops positive relationships with parents _____
- C. Demonstrates professionalism _____
- D. Contributes to school and district beyond the classroom _____
- E. Seeks professional growth activities _____
- F. Communicates effectively with students, staff and parents _____

VI. Application of Assessments

- A. Demonstrates familiarity of local, states, and standardized Assessments _____
- B. Utilizes assessment data to modify instruction _____
- C. Is knowledgeable of NYS Standards _____
- D. Measures students learning progress aligned to the NYS Standards _____

VII. Collaboration Skills

- A. Works cooperatively with staff _____
- B. Works towards improvement following administrative suggestions _____
- C. Is able to work effectively as part of a team _____

VIII. Attendance

- A. Number of personal and family recorded absences for year totals _____

IX. Overall

X. Plan for Improvement

XI. Post Observation Conference to be held:

Signature of Employee

Signature of Evaluator

Date

Date