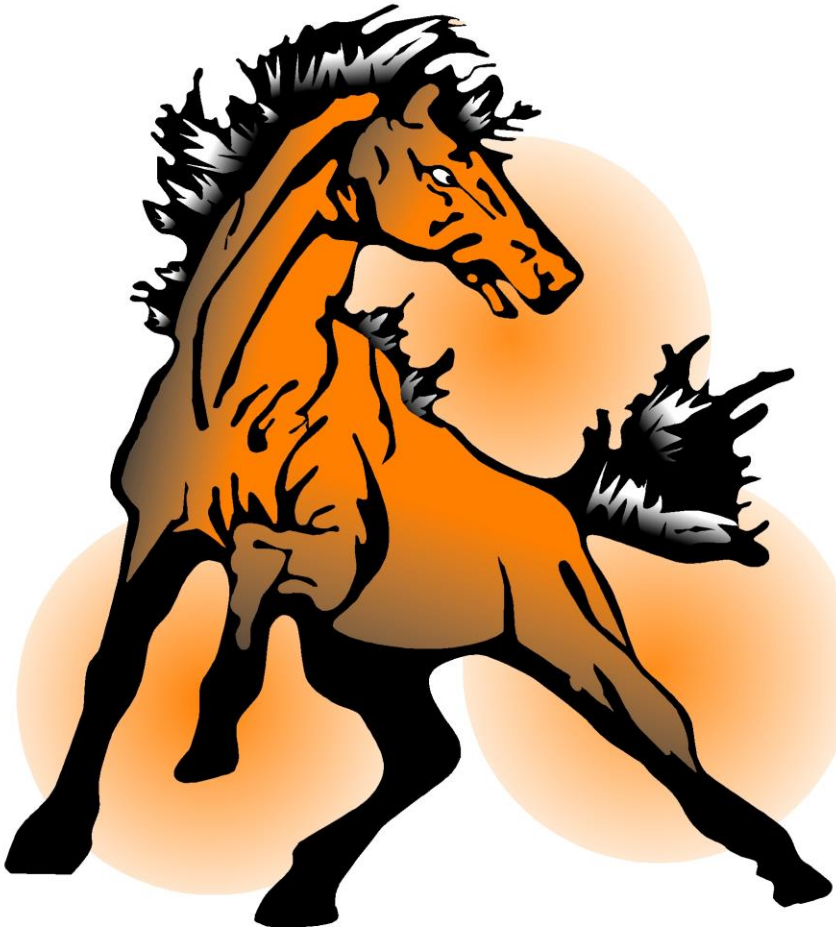
STANTON MUSTANGS



MENTOR ASSISTANCE PROTOCOL

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Mission

The mission of the Stanton Community Schools' Mentoring Assistance Protocol is to help new teachers to the district improve their practice, learn professional responsibilities, and ultimately improve student learning. The program promotes professional growth in an atmosphere that is collegial and non-judgmental.

Goals

The Mentoring Assistance Protocol is designed to pair a master teacher with a first-year teacher new to the district. The master, or mentor teacher, will guide the beginning teacher through his/her important first year of teaching.

The Mentor Assistance Protocol has the following goals:

- To provide new teachers with support, encouragement, and guidance from their mentors, other colleagues, principals, and superintendent
- To enhance mentees' and mentors' professional skills through peer coaching, self-reflection and professional development
- To review the Professional Standards for Teachers to ensure that the beginning teacher fully understands the professional knowledge and skills required of all teachers
- To provide an Orientation Day prior to the beginning of school
- To familiarize new teachers with curricula, materials and professional development opportunities
- To ensure confidentiality between mentor and mentee
- To provide opportunities for new teaches to observe other excellent teachers in the district
- To retain skilled, committed teachers who are dedicated to providing high quality instruction

Professional Mentoring Standards

Engages, supports, and advances the professional learning of each teacher • Uses reflective conversation skills to engage Participating Teachers in collaborative problem solving, and reflective thinking to promote self-directed learning. • Uses a variety of strategies and resources, including technology, to respond to Participating Teacher's professional needs and to the learning needs of all students. • Uses data to engage Participating Teachers in examining and improving practice. • Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.	**Designs and facilitates professional development for teachers** • Builds on and values prior knowledge, background, interests, experiences and needs of Participating Teachers. • Designs professional development to promote understanding and application of Program Standards. • Creates an effective environment for professional learning. • Uses a variety of research-based instructional strategies to differentiate processional development for Participating Teachers.
Creates and maintains collaborative school and professional partnerships (for professional growth) • Creates an environment for trust, caring and honesty with all Participating Teachers to establish and maintain strong relationships and promote professional growth. • Uses coaching and collaboration time effectively, implementing procedures and routines that support Participating Teachers' learning. • Understands each Participating Teacher's school and community and builds relationships with school and community members to foster Participating Teachers' success and student achievement. • Promotes development of Participating Teachers' professional responsibility and collaboration with families and broader school community.	**Utilizes assessments to promote teacher learning and development** • Plans and organizes for implementation of formative assessments to advanced classroom practice. • Uses results of formative assessments to guide mentoring. • Develops Participating Teacher's abilities to self-assess practice based on evidence, to set processional goals, and to monitor progress.
Utilizes knowledge of pedagogy, content, and standards to advance teacher and student development • Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development. • Utilizes knowledge of content standards to advance teacher and student development. • Uses knowledge of professional teaching standards to advance teacher and student development • Uses knowledge of equity principles to deepen Participating Teachers' application of standards.	**Develops as a professional leader to advance induction and school improvement** • Establishes professional goals and pursues opportunities to grow professionally. • Works with colleagues, administrators and school communities to advance the teaching profession. • Reflects on mentoring practice and program.

Orientation Day

An Orientation Day will be held the week prior to the start of the school year. Orientation Day activities will include:

9:00 a.m.

- **Welcome statements by the Superintendent and Principals *(Mentees Only)***

- **Superintendent/Bookkeeper Presentation**
  - Payroll
  - Retirement
  - Pay Flex
  - Insurance Benefits
  - Current Negotiated Agreement
  - Mailing Letters
  - Web-Based Board Policies/Handbooks
  - Curriculum Rotation
  - Strategic Planning
  - School Improvement
  - Committees
  - Copy Machines
  - Staff Purchase Cards
  - Telephone/Faxes
  - Location of Central Office
  - School Calendar

10:00 a.m.

- **Principal Presentation**
  - Student Discipline Management Procedures
  - Progress Reports
  - Assessments (Acadience, MAP, NSCAS)
  - Evaluation of Teachers
  - Mailing Letters
  - Conferences with Parents
  - Professional development opportunities
  - Counseling/Guidance
  - Nursing Services
  - Custodian Services
  - Parking
  - Lesson Plans
  - Extra Duties (before & after school, bus, lunch, etc.)
  - Substitute Folder
  - Teacher & Student Handbooks
  - Teacher & Student Dress Codes
  - Principals Responsibilities and Roles
  - Cell Phone Policy
  - Announcements
  - Schedule
  - Absences/Substitute Procedures
  - Lunch Procedures
  - Teacher Hours
  - Building Use After Hours
  - Building Safety Plans
  - SAT
  - Grade Level Meetings
  - Safe School On-line Training
  - S.M.A.R.T Goals
  - Field Trips
  - RTL

11:00 a.m.

- **Tour of Businesses *(Mentors Arrive)***

12:00 p.m.

- **Lunch at Local Establishment (VFW)**

1:00 p.m.

- **Finish Tour of Businesses**

1:30 p.m.

- **Student Information System Introduction**

1:45 p.m.

- **Mentor's Presentation**
  - Spaces to Visit/People to Meet
    - Classroom Setup
    - Parking Space Assignment
    - Teacher Workroom
    - Teacher Mailbox
    - Supply Location
    - Secretary
    - Guidance Counselor
    - Cafeteria Staff
    - Maintenance/Custodial
  - Grading Procedures
  - Development of Classroom Management Plan
  - Schedule a specific time for bi-monthly meetings with your mentee
  - Discuss any upcoming faculty meetings
  - Address classroom set-up and traffic control
  - Discuss lesson plan development and delivery to principal
  - Mention any upcoming conferences or workshops involving the first-year teacher
  - Discuss Student Information System
  - Discuss Bus Duty and Routes
  - Discuss "Early Dismissals" scheduled throughout school year
  - Discuss appropriate days for blue jeans
  - Discuss the purpose of the social committee
  - Discuss MAP assessment procedures
  - Discuss upcoming school events

3:00 p.m.

- **End of Orientation Day**

Timeline Checklist

SEPTEMBER

- Review emergency procedures (fire, tornado, etc.)
- Continue to assist with lesson planning if needed
- Take note of any upcoming calendar changes
- Discuss grading and policies for missing grades, make-up work, extra credit, class participation, and adaptive grading for special need students
- Ask about students in the new teacher's classroom who are struggling and how the teacher can help these students
- Discuss academic reports and deadlines
- Revisit classroom management plan
- Peer-to-Peer classroom observation (mentee observes mentor) for 45 minutes prior to September 14th
- A follow-up meeting should take place immediately following classroom visit
- Discuss NSCAS assessments preparations
- Discuss Acadience /CARI assessment procedures
- Discuss Acadience /Progress Monitoring (K-6)
- Together complete a "Needs Assessment Form" before September 20th and submit to Principal
- Discuss upcoming Parent/Teacher Conferences
- Mentor will meet with principal to summarize mentoring activities
- Discuss upcoming school events
- Discuss Homecoming procedures

OCTOBER

- Share information about report cards and reporting grades
- Share information about the district's process for teacher evaluation
- Determine if there are any workshops or conferences scheduled that would be beneficial to the new teacher
- Peer-to-Peer classroom observation (mentor observes mentee) for 45 minutes prior to October 14th
- A follow-up meeting should take place immediately following classroom visit
- Discuss policies on classroom Halloween parties and decoration procedures (K-6)
- Discuss upcoming school events

NOVEMBER

- Review policy on snow dismissal notification
- Discuss Veteran's Day Program procedures
- Review "Needs Assessment Form"
- Schedule mentee to visit another teacher's classroom
- Discuss policies on classroom Christmas parties and decoration procedures (K-6)
- Discuss upcoming school events

DECEMBER

- Discuss end-of-the-semester procedures
- Plan for important second semester activities
- Discuss upcoming school events
- Discuss Multi-Cultural Form procedures

JANUARY

- Continue to meet biweekly
- Revisit teacher evaluation
- Review "Needs Assessment Form"
- Re-visit NSCAS assessments preparations
- Peer-to-Peer classroom observation (mentee observes mentor) for 45 minutes prior to January 20th
- A follow-up meeting should take place immediately following classroom visit
- Discuss Acadience /Progress Monitoring (K-6)
- Revisit Parent/Teacher Conferences
- Reflect on the mentoring process (How can it be improved?)
- Discuss upcoming school events

FEBRUARY

- Discuss struggling students and how the teacher can help these students
- Discuss Valentine Day procedures (K-6)
- Discuss Field Trips (K-6)
- Revisit classroom management
- Peer-to-Peer classroom observation (mentor observes mentee) for 45 minutes prior to February 20th
- Mentor will meet with principal to summarize mentoring activities
- Discuss any projects that may have to be completed before the end of the year
- Discuss upcoming school events

MARCH

- Discuss evaluations and contract deadlines and procedures
- Share information about NSCAS assessments given in the spring
- Review "Needs Assessment Form"
- Discuss the Easter holiday and procedures
- Discuss how to order supplies for next year (*e-requisitions*)
- Discuss upcoming school events
- Discuss Awards Night (7-12)

APRIL

- Discuss goals for next year
- Discuss procedures for room inventory & checkout
- Decide strategies for dealing with seniors who finish the year before other students do *(if applicable)*
- Mentor will meet with principal to summarize mentoring activities
- Discuss upcoming school events

MAY

- Discuss Loyalty Day procedures
- Discuss Multi-Cultural Form procedures
- Review "Needs Assessment Form"
- Discuss year-end activities (grades, student checkout, book repair & check-in, and teacher check-out)
- Discuss items the new teacher might do differently next year
- Discuss upcoming summer school events

Mentoring Activity Log

Mentor: _____ Mentee: _____

Date	Time Spent	Description of the Activity

Peer-to-Peer Classroom Observation Form

Teacher: _____ Teacher Observed: _____

Date: _____ Time: _____ Subject: _____

1. Focus on Curriculum
1a. What is the learning objective?
2. Focus on Instruction
2a. Identify Instructional Practices ____ Discussion ____ Learning Centers ____ Direct Questions ____ Modeling ____ Hands On Experiments ____ Testing ____ Presentation ____ Providing Practice Opportunities ____ _____
2b. Identify grouping format ____ Whole group ____ Small group ____ Paired ____ Individual
2c. Identify research-based instructional strategies ____ Identify similarities and differences ____ Cooperative Learning ____ Summarizing/note taking ____ Setting objectives/feedback ____ Reinforcing effort/recognition ____ Generating/testing hypotheses ____ Nonlinguistic representations ____ Cues/questions/advanced
3. Focus on the learner
3a. Identify student actions ____ Listening ____ Speaking ____ Working with hands-on ____ Reading ____ Writing
3b. Identify instructional materials ____ Computer software ____ Overhead/board/flip chart ____ Web sites ____ Manipulatives ____ Published print materials ____ Student created materials ____ Worksheets ____ Textbook
3c. Level of class engagement (5 being the best) Students on task 5 4 3 2 1
3d. Use of student-teacher game ____ Yes ____ No

Observer Reflection: In what ways has the lesson you've observed impacted your thinking and/or future classroom practices?

Needs Assessment Form

Mentor: _____ Mentee: _____

Indentified Need	Strategies to Address Need	Timeline	Needed Resources