

Mentor/Protégé Handbook

First & Second Year Teachers

Willard R-II School District
Professional Development Committee
2006-2007

OUR MISSION: To develop tomorrow's leaders by pursuing excellence today.



The HOW and WHY of the Willard R-2 Protégé/Mentor Program

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What is the Purpose of the Program?

Goals for Willard R-2 Beginning Teacher Assistance Program

* Provide a network of support for the beginning teacher

It is essential that the novice have opportunities to share hopes, frustrations, and fears with an empathetic listener. It is important to clarify at the outset that the program's main intent is to help the new teacher, not to evaluate his/her performance. Evaluation is important, but should be conducted separately from the assistance program.

* Increase the retention of effective teachers.

The greatest percentage of teachers leave the profession within their first five years of service and it is often the most academically talented who resign (Schlechty and Vance, 1803). With a potential teacher shortage on the horizon, it is imperative that school districts begin to consider better ways of retaining new teachers.

* Professional and personal benefits to experienced teachers who assist new teachers.

Retention of both experienced and beginning teachers must be a district goal. Offering additional opportunities and, ideally, increased compensation to individuals who are able and willing to serve as guide, coach, and model to new teachers is one way of adding prestige to the profession.

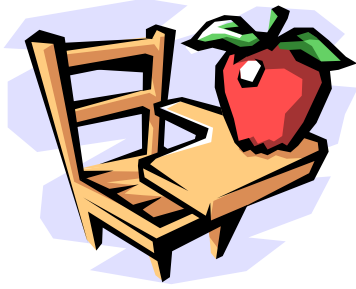
* Improve the teaching performance of beginning teachers.

When left to rely on their own limited resources, new teachers may develop inappropriate teaching techniques which later harden into teaching styles which inhibit their ability to be effective instructors. (McDonald, 1980)

* Foster the professional growth of the new teacher.

A new teacher especially needs to develop a sense of self-esteem which comes from viewing oneself as a competent professional.

Food for Thought



A Mentor:

-possesses valued skills
-is an educator
-supports a person, not a talent
-broadens the protégé's perspective
-provides opportunities for involvement
-encourages growth and achievement
-fosters activity in professional organizations
-allows oneself to be known as a person
-is a good listener

A Protégé....

- Perceives mentor as role model, experienced teacher, etc.
- Is open to suggestions from mentor
- Is honest in communications with the mentor
- Realizes each gains from the relationship
- Communicates needs and directs questions/concerns to mentor
- Evaluates progress with mentor
- Establishes a working relationship with mentor,
school and community members

I've come to the conclusion that I am the decisive element in my school.

It's my personal approach that creates the climate.

As a school employee, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or heal.

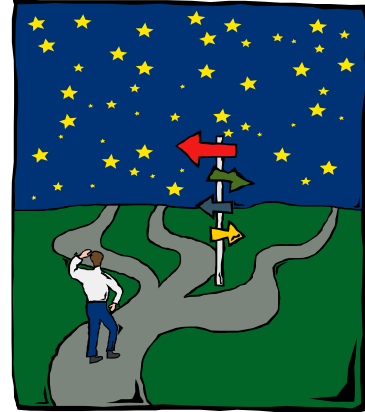
In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Problems for Beginning Teachers

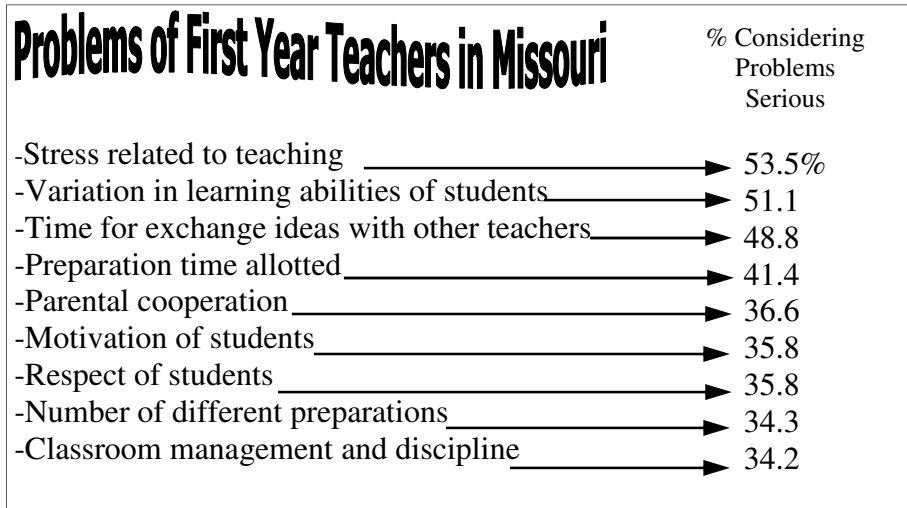
The 24 most Frequently Perceived Problems of Beginning Teachers

1. Classroom discipline
2. Motivating students
3. Dealing with individual differences
4. Assessing students' work
5. Relations with parents
6. Organization of class work
7. Insufficient materials and supplies
8. Dealing with problems of individual students
9. Heavy teaching load/insufficient prep time
10. Relations with colleagues
11. Planning of lessons and school days
12. Effective use of different teaching methods
13. Awareness of school policies and rules
14. Determining learning level of students
15. Knowledge of subject matter
16. Burden of clerical work
17. Relations with principals/administrators
18. Inadequate school equipment
19. Dealing with slow learners
20. Dealing with students of different cultures and deprived backgrounds
21. Effective use of textbooks and curricular guides
22. Lack of spare time
23. Inadequate guidance and support
24. Large class size

Problems?



Source: Vennman, Simon, "Perceived Problems of Beginning Teachers," Review of Educational Research, Summer 1984.



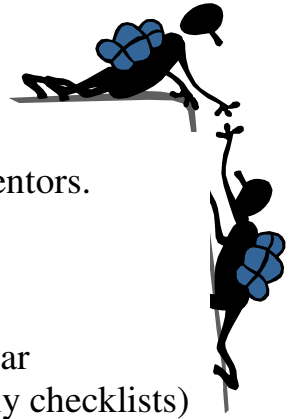
Who is the Professional Development Committee?



The Professional Development Committee is made up of representatives from each of the Willard R-2 school buildings and administrative offices. The responsibility of this committee is to provide professional development opportunities for the staff. The committee tries to align these opportunities with the current state reform. It is also the responsibility of the committee to help assist new teachers with the mentoring program. A list of the teachers in your building who are serving on the PDC committee can be found in the front of the staff calendar that is given to all employees at the beginning meeting of the school year.

If you have any questions about professional development, please feel free to contact the representative in your building.

Important Facts about Mentors



- ◆ Building administrators select and assign district teachers to become mentors.
- ◆ All mentors must attend training at the beginning of the school year.
- ◆ Mentors guide new teachers through the teacher/mentor process by:
 1. assisting with problems and questions that arise during the school year
 2. meeting with their protégés to review the Mentor Handbook (monthly checklists)
 3. helping the new teacher fill out a Professional Development Plan (PDP) which is required by the state to satisfy teacher certification requirements for teacher certification

What are the First Year Teacher's Responsibilities?

- ◆ Fulfill requirements for state licensing
- ◆ Keep a log of activities and workshops attended
- ◆ Attend a new teacher assistance program offered through a local university
- ◆ Complete a Professional Development Plan
- ◆ Complete and turn in all forms on time



What are the Second Year Teacher's Responsibilities?



- ◆ Continue logging activities and information for state licensing requirements
- ◆ Complete a Professional Development Plan
- ◆ Complete and turn in forms on time



What are the "New to District" Teacher's Responsibilities?

- ◆ Learn the operating procedures for the district
- ◆ Refer questions to the mentor assigned to you
- ◆ Complete and turn in all forms on time

Missouri Professional Licensure System For Teachers

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

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

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

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

- The requirements at the [IPC](#) level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
- Have a local professional development plan

OR

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

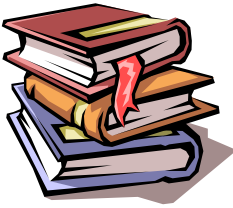
Central Office Checklist

Mentor: _____

Protégé _____

- _____ **Teaching certificate on file**
- _____ **Transcript on file, needed for: Salary schedule, Permanent file**
- _____ **Payroll deductions: insurance, annuities, credit union, etc.**
- _____ **Name changes or changes in beneficiaries**
- _____ **Check stub explanation**
- _____ **Policy book discussion**
- _____ **Insurance enrollment form**
- _____ **Life insurance enrollment form**
- _____ **W-4 federal tax and state tax form**
- _____ **Retirement form**
- _____ **Background Check**
- _____ **Current PBTE evaluation from previous district if applying for Career Ladder**

Date Reviewed _____



Month by Month Checklist

AUGUST

- _____ Special Events
- _____ Turn in schedule/syllabus
- _____ Student Records
- _____ Met and got acquainted
- _____ Go over Performance-Based Teacher Evaluation
- _____ View curriculum outlines and curriculum standards
- _____ Grading system and interim reports
- _____ Building discipline, forms and procedures
- _____ Professional organizations
- _____ Pre-approval for course work
- _____ Copy room and copy machine procedures
- _____ Extra duties and emergency drills
- _____ Cafeteria, lunch, and supervisory procedures
- _____ Supplies provided, obtaining, forms, etc.
- _____ Purchase orders
- _____ Request for personal, professional, and sick leave
- _____ Meet the teacher for elementary
- _____ Classroom Management

SPECIAL SERVICES

- _____ Develop Schedules
- _____ Receive supplies, return receipts to director
- _____ Review IEP'S
- _____ Diagnostic/staffing response.
- _____ Class list update/3 year re-evaluation
- _____ Copies of IEP'S to classroom teachers and administrators
- _____ Alternative case load worksheet
- _____ Update inventory
- _____ Turn in schedules (name, time, subject) to administrator

Date Reviewed _____



Month by Month Checklist

SEPTEMBER

Mentor: _____

Protégé _____



- ___ Special events
- ___ Testing required at specific grades
- ___ Pre-referral for special education
- ___ Alternate core curriculum strategies
- ___ Assembly procedures
- ___ Preparation for parent conferences
- ___ Mid-quarter grades
- ___ Student elections
- ___ P.T.O.
- ___ Open house
- ___ Prof. Growth, Prof. Leave, workshop & conference form procedures
- ___ Work on Professional Development Plan
- ___ Schedule observation of mentor/protégé
- ___ In-service days and work days
- ___ Parent/Teacher Relations

Date Reviewed _____



NOVEMBER

- ___ Special events
- ___ Elementary Honor Roll
- ___ Student Record Documentation
- ___ P.B.T.E. (Performance Based Teacher Evaluation)
- ___ Snow Days –Plan

SPECIAL SERVICES

- ___ Class list up-date

Date Reviewed _____

OCTOBER

- ___ Special events
- ___ First quarter grades/interim/progress reports
- ___ Parent/teacher conferences
- ___ Library media aids, Reading Circle
- ___ Student transfers/ moves
- ___ Field trips/school trips
- ___ Curriculum pacing/minutes of instruction
- ___ Drug education/Red Ribbon activities

SPECIAL SERVICES

- ___ Class list up-date
- ___ Review Compliance Plan

DECEMBER



- ___ Special events
- ___ Discuss Log of Activities
- ___ Student referrals to special services
- ___ A+ competencies at HS

Observation forms of protégé and mentors due by last day of semester

SPECIAL SERVICES

- ___ Child-count
- ___ Mid-year summaries
- ___ Alternate case load worksheet up-date
- ___ Class list update
- ___ Regression/recoupment exercise for ESY

Date Reviewed _____

Month by Month Checklist

Mentor: _____

Protégé _____



JANUARY

- ___ Special events
- ___ Retention/promotion policies
- ___ **Mid-year PDC evaluations for Mentor and protégé turned in to building rep. or Mentor chairman by last working day in January.**

SPECIAL SERVICES

- ___ IEP reviews/updates/conferences
- ___ Class list up-dates

Date Reviewed _____

FEBRUARY



- ___ Special events
- ___ **SPECIAL SERVICES**
- ___ Class list up-dates

Date Reviewed _____



MARCH

- ___ Special events
- ___ Required testing
- ___ Inventory/budget/requisitions
- ___ Teacher contracts
- ___ **SPECIAL SERVICES**
- ___ Special needs placement recommendations
- ___ Student reviews
- ___ Achievement testing procedures
- ___ Class list update
- ___ Alternate case load worksheet up-date

Date Reviewed _____

APRIL



- ___ Special events
- ___ Awards
- ___ **All PDC end-of-year evaluations turned in to building rep. or Mentor chairman.**

SPECIAL SERVICES

- ___ IEP conferences
- ___ Class list up-dates

Date Reviewed _____



Month by Month Checklist

Mentor: _____

Protégé _____

MAY

- ___ Special events
- ___ End-of-year forms
- ___ Final grade card distribution
- ___ Last day procedures
- ___ Work day schedule
- ___ Teacher check-out procedures
- ___ Graduation

SPECIAL SERVICES

- ___ Finalize class placements for next year
- ___ End of year summaries and evaluation
- ___ IEP conferences/schedule/review
- ___ May 1 census
- ___ Class list up-date

Date Reviewed _____

SUMMARY OF FORMS FOR FIRST YEAR TEACHERS

| FORMS FOR MENTORS | | | | FORMS FOR PROTÉGÉS | | | |
|---|------------------------|---|-----------------------------|---|------------------------|---|-----------------------------|
| Form # | Name of Form | Purpose of Form | Due Date | Form # | Name of Form | Purpose of Form | Due Date |
| | | | | P | Self-Evaluation | To record protégé's self-evaluation of the lesson taught while being observed by mentor | Last day of the semester |
| M-1A | Observation of Protégé | To record mentor's observation of protégé | Last day of the semester | P-1A | Observation of Mentor | To record protégé's observation of the mentor | Last day of the semester |
| <i>Mentor: 1 day observation of the Protégé is mandatory</i> | | | | <i>Protégé: 1 day observation of the Mentor is mandatory Second day observation of Mentor or colleague is optional.</i> | | | |
| M-1B | Mid-Year Evaluation | To evaluate progress of the new teacher | Last working day of January | P-1B | Mid-Year Evaluation | To evaluate the mentor and the mentor program | Last working day of January |
| M-1C | End-of-Year Evaluation | To do a final evaluation of the mentoring program | 4/20/2007 | P-1C | End-of-Year Evaluation | To do a final evaluation of the mentoring program | 4/20/2007 |
| M = Mentor | | | | P = Protégé | | 1 = First Year Teacher | |
| <p><i>Each form is due on the date specified. No late forms will be accepted without special permission of the PDC Committee.</i></p> | | | | | | | |

Mentor/Protégé Meeting Log

Mentor: _____ Protégé: _____

| Date | Time | Topic/s |
|------|------|---------|
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OBSERVATION OF PROTÉGÉ

(DUE LAST DAY OF THE SEMESTER)

(This form is designed to record mentor's observation of the protégé.)

Protégé: _____ Date: _____

Mentor: _____

Lesson/subject taught: _____

What is your evaluation of your protégé's . . .

1) Classroom presence:

2) Rapport with students:

3) Planning and preparation:

4) Instruction:

5) Assessment/Assessment tools:

6) Learning environment:

7) Professional responsibility/Growth:

8) Addressing special needs students:

9) Potential problems:

Mid-Year Evaluation

Form
M-1B

(Due by last working day of January.)

Mentor: _____ **Date:** _____

Protégé: _____

| | Dates / Time | Topics |
|-------------------------------|---------------------|---------------|
| Meetings with protégé: | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

Has protégé had any problems with: (If so, please explain)

- ___ using equipment _____
- ___ filling out forms _____
- ___ discipline _____
- ___ parents _____
- ___ purchase orders _____
- ___ lesson plans _____
- ___ other _____

What things have been helpful to you the first half of this school year?

Please add any other comments

End-of-Year Evaluation

Due April 20, 2007

Form
M-1C

Mentor: _____

Protégé _____

1. What was the most important information you learned at the mentor training?

2. What other information do you think should be included at the training?

3. What topics are important for **mentors** in helping protégés?
 - a.

 - b.

 - c.

4. What do you think is the number one concern of protégés during their first year of teaching?

5. If we didn't address this concern, in what ways do you think we could?

6. Is there anything else you would like to see in the Mentor/Protégé Handbook?

Professional Development Plan

Teacher _____

School Year _____ School _____

Supervisor _____

Content _____ Grade/Level _____

Professional Goals Related to Teaching and Learning

Professional Growth Verification

Activities

Timeline

Teacher's Signature

Date

Supervisor's Signature

Date

Log of Activities

Mentor: _____

Protégé: _____

| Topic | Title/Description | Date of Activity (m/d/y) | # Clock Hours | Attach attendance verification or provide presenter's signature |
|-------|-------------------|--------------------------|---------------|---|
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NOTE: Any workshop or training may be used toward the PC certification even if used for professional development or during the school day.

PROTÉGÉ'S SELF-EVALUATION

(DUE LAST DAY OF THE SEMESTER)

(This form is designed for self-evaluation of the lesson you taught.)

Teacher: _____ Date: _____

Mentor: _____

Lesson/subject taught: _____

What is your evaluation of your . . .

1) Classroom presence:

2) Rapport with students:

3) Planning and preparation:

4) Instruction:

5) Assessment/Assessment tools:

6) Learning environment:

7) Professional responsibility/Growth:

8) Addressing special needs students:

9) Potential problems:

OBSERVATION OF MENTOR

(DUE LAST DAY OF THE SEMESTER)

(This form is designed to record protégé's observation of the mentor.)

Mentor: _____ Date: _____

Protégé: _____

Lesson/subject taught: _____

What is your evaluation of your mentor' s . . .

- 1) Classroom presence:

- 2) Rapport with students:

- 3) Planning and preparation:

- 4) Instruction:

- 5) Assessment/Assessment tools:

- 6) Learning environment:

- 7) Professional responsibility/Growth:

- 8) Addressing special needs students:

- 9) Potential problems:

Mid-Year Evaluation

Protégé: _____

Mentor: _____

| Meetings with mentor: | Dates / Time | Topics |
|-----------------------|--------------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Have you had any problems with:

- ___ using equipment
- ___ filling out forms
- ___ discipline
- ___ parents
- ___ purchase orders
- ___ lesson plans
- ___ other

Has your mentor been:

- ___ easily accessible?
- ___ within convenient walking distance?
- ___ too busy?
- ___ critical?
- ___ an advice giver?
- ___ easy to talk to?
- ___ genuinely helpful?
- ___ a good listener?
- ___ too talkative?
- ___ other?

What things have been helpful to you the first half of this school year?

Please add any other comments

End-of-Year Evaluation

Due April 20, 2007

Mentor: _____

Protégé _____

1. What was the most important information you learned at the mentor/protégé training?

2. What other information do you think should be included at the training?

3. What topics are important for **protégés** when working with mentors?
 - a.

 - b.

 - c.

4. What was your number one concern during your first year of teaching?

5. If we didn't address this concern, in what ways do you think we could?

6. Is there anything else you would like to see in the Mentor/Protégé Handbook?

7. What advice would you give someone who is going to be a mentor?

SUMMARY OF FORMS FOR SECOND YEAR TEACHERS

| FORMS FOR MENTORS | | | | FORMS FOR PROTÉGÉS | | | |
|-------------------|-----------------------------------|---|-----------------------------|--------------------|----------------------------------|---|-----------------------------|
| Form # | Name of Form | Purpose of Form | Due Date | Form # | Name of Form | Purpose of Form | Due Date |
| | | | | P | Self-Evaluation (Optional) | To record protégé's self-evaluation of the lesson taught while being observed by mentor | Last day of the semester |
| M-2A | Observation of Protégé (optional) | To record mentor's observation of protégé | Last day of the semester | P-2A | Observation of Mentor (Optional) | To record protégé's observation of the mentor | Last day of the semester |
| M-2B | Mid-Year Evaluation | To evaluate progress of the new teacher | Last working day of January | P-2B | Mid-Year Evaluation | To evaluate the mentor and the mentor program | Last working day of January |
| M-2C | End-of-Year Evaluation | To do a final evaluation of the mentoring program | 4/20/2007 | P-2C | End-of-Year Evaluation | To do a final evaluation of the mentoring program | 4/20/2007 |

M = Mentor

P = Protégé

2 = Second Year Teacher

***Each form is due on the date specified.
No late forms will be accepted without special permission of the PDC Committee.***

Mentor/Protégé Meeting Log

Mentor: _____ Protégé: _____

| Date | Time | Topic/s |
|------|------|---------|
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OBSERVATION OF PROTÉGÉ

(DUE LAST DAY OF THE SEMESTER)

(This form is designed to record mentor's observation of the protégé.)

Protégé: _____ Date: _____

Mentor: _____

Lesson/subject taught: _____

What is your evaluation of your protégé's . . .

1) Classroom presence:

2) Rapport with students:

3) Planning and preparation:

4) Instruction:

5) Assessment/Assessment tools:

6) Learning environment:

7) Professional responsibility/Growth:

8) Addressing special needs students:

9) Potential problems:

Mid-Year Evaluation

Form
M-2B

(Due by last working day of January.)

Mentor: _____ **Date:** _____

Protégé: _____

| | Dates / Time | Topics |
|-------------------------------|---------------------|---------------|
| Meetings with protégé: | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |

Has protégé had any problems with: (If so, please explain)

- _____ using equipment _____
- _____ filling out forms _____
- _____ discipline _____
- _____ parents _____
- _____ purchase orders _____
- _____ lesson plans _____
- _____ other _____

What things have been helpful to you the first half of this school year?

Please add any other comments

End-of-Year Evaluation

Form
M-2C

Due April 20, 2007

Mentor: _____

Protégé _____

1. What was the most important information you learned at the mentor training?

2. What other information do you think should be included at the training?

3. What topics are important for **mentors** in helping protégés?
 - a.

 - b.

 - c.

4. What do you think is the number one concern of protégés during their first year of teaching?

5. If we didn't address this concern, in what ways do you think we could?

6. Is there anything else you would like to see in the Mentor/Protégé Handbook?

Professional Development Plan

Teacher _____

School Year _____ School _____

Supervisor _____

Content _____ Grade/Level _____

Professional Goals Related to Teaching and Learning

Professional Growth Verification

Activities

Timeline

Teacher's Signature

Date

Supervisor's Signature

Date

Log of Activities

Mentor: _____

Protégé _____

| Topic | Title/Description | Date of Activity (m/d/y) | # Clock Hours | Attach attendance verification or provide presenter's signature |
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NOTE: Any workshop or training may be used toward the PC certification even if used for professional development or during the school day.

PROTÉGÉ'S SELF-EVALUATION

(DUE LAST DAY OF THE SEMESTER)

(This form is designed for self-evaluation of the lesson you taught.)

Teacher: _____ Date: _____

Mentor: _____

Lesson/subject taught: _____

What is your evaluation of your . . .

- 1) Classroom presence:

- 2) Rapport with students:

- 3) Planning and preparation:

- 4) Instruction:

- 5) Assessment/Assessment tools:

- 6) Learning environment:

- 7) Professional responsibility/Growth:

- 8) Addressing special needs students:

- 9) Potential problems:

OBSERVATION OF MENTOR

(DUE LAST DAY OF THE SEMESTER)

(This form is designed to record protégé's observation of the mentor.)

Protégé: _____ Date: _____

Mentor: _____

Lesson/subject taught: _____

What is your evaluation of your mentor's . . .

- 1) Classroom presence:

- 2) Rapport with students:

- 3) Planning and preparation:

- 4) Instruction:

- 5) Assessment/Assessment tools:

- 6) Learning environment:

- 7) Professional responsibility/Growth:

- 8) Addressing special needs students:

- 9) Potential problems:

Mid-Year Evaluation

Form
P-2B

(Due by last working day of January.)

Protégé: _____

Mentor: _____

| Meetings with mentor: | Dates / Time | Topics |
|------------------------------|---------------------|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Have you had any problems with:

- ___ using equipment
- ___ filling out forms
- ___ discipline
- ___ parents
- ___ purchase orders
- ___ lesson plans
- ___ other

Has your mentor been:

- ___ easily Accessible?
- ___ within convenient walking distance?
- ___ too busy?
- ___ critical?
- ___ an advice giver?
- ___ easy to talk to?
- ___ genuinely helpful?
- ___ a good listener?
- ___ too talkative?
- ___ other?

What things have been helpful to you the first half of this school year?

Please add any other comments

End-of-Year Evaluation

Due April 20, 2007

Mentor: _____

Protégé _____

1. What was the most important information you learned at the mentor/protégé training?

2. What other information do you think should be included at the training?

3. What topics are important for **protégés** working with mentors?
 - a.

 - b.

 - c.

4. What was your number one concern as a teacher this year?

5. If we didn't address this concern, in what ways do you think we could?

6. Is there anything else you would like to see in the Mentor/Protégé Handbook?

7. What advice would you give to a teacher who is going to be a mentor?

In conclusion...

The PDC program is designed to pair up beginning teachers with experienced teachers in the district. The mentor can help with scheduling, behavior problems, curriculum information and hundreds of questions that arise at the beginning of a school year.

It is the desire of the PDC committee to ease the frustration that is associated with the first years of teaching. By having a mentor guide his/her protégé through the year's activities, new teachers and teachers new-to-the district can become more-productive and successful.

The PDC committee members appreciate the cooperation of mentors and protégés who schedule meetings together and turn in necessary forms on time. This makes our job so much easier.

Good luck for a very successful year!!!