

# Mentor/Protégé Handbook

New-to-District 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.

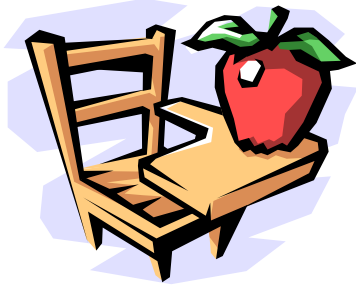
### \* Improve the teaching performance of beginning teachers.

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.

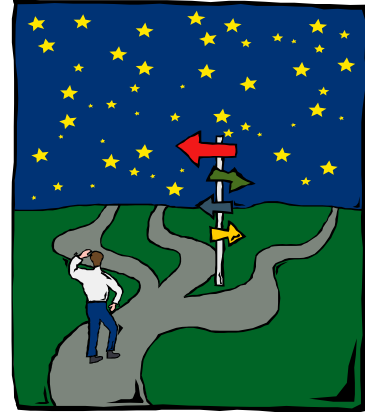
In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

# Problems for Beginning Teachers

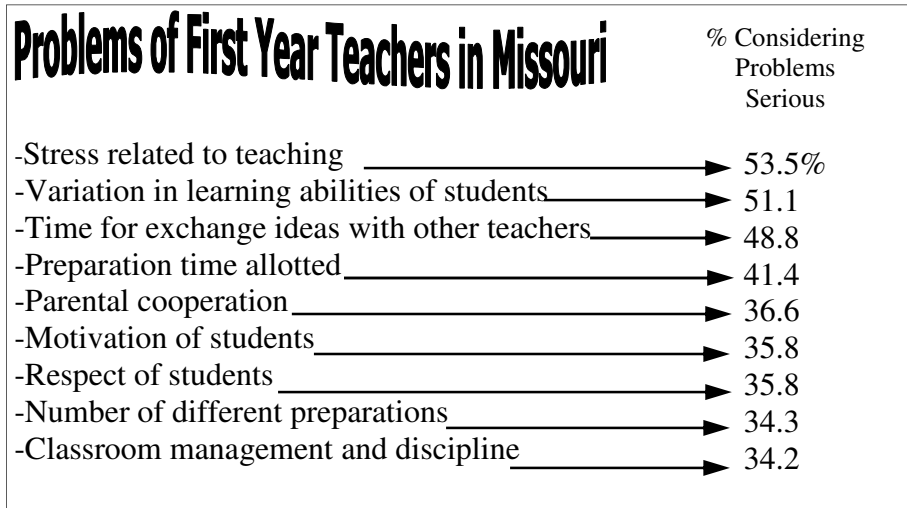
## The 24 most Frequently Perceived Problems of Beginning Teachers

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.



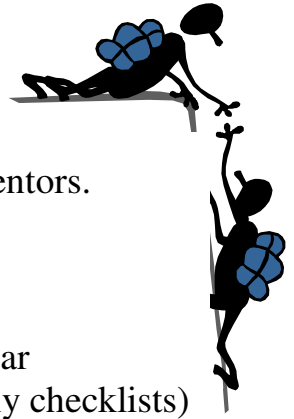
# Who is the Professional Development Committee?



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](#).



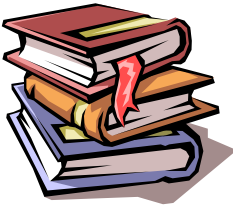
# Central Office Checklist

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



## 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** \_\_\_\_\_

Mentor: \_\_\_\_\_

Protégé \_\_\_\_\_



## 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 NEW-TO-DISTRICT 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
M-B	Mid-Year Evaluation	To evaluate progress of the new-to-district teacher	Last working day of January	P-B	Mid-Year Evaluation	To evaluate the mentor and the mentor program	Last working day of January
M-C	End-of-Year Evaluation	To do a final evaluation of the mentoring program	4/20/2007	P-C	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.*



# Mid-Year Evaluation

(Due by last working day of January.)

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Protégé:** \_\_\_\_\_

	Dates / Time	Topics
<b>Meetings with protégé:</b>	_____	_____
	_____	_____
	_____	_____
	_____	_____

**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?**

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**Please add any other comments**

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# 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



# Mid-Year Evaluation

Form  
P-B

(Due by last working day of January.)

**Protégé:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

<b>Meetings with mentor:</b>	<b>Dates / Time</b>	<b>Topics</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**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 were special concerns that you had as a new teacher to our district?
  
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 a teacher who is going to be a mentor a teacher new to our district?

# **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!!!**