

Mentor Program for New Teachers

H. E. L. P.

Helping New
Educators
Learn the
Profession



San Benito Consolidated Independent School District 2018-2019 Mentor Teacher Program Handbook

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MISSION

The mission of the San Benito CISD Mentor Teacher Program is to:

- help new teachers (1-3 years) improve their practice,
 - Year One: Intensive Support
 - Year Two: Moderate Support
 - Year Three: Support as needed
- learn professional responsibilities, and
- ultimately improve student learning
- increase the effectiveness and retention of early career teachers.

The program promotes professional growth in an atmosphere that is collegial and non-judgmental.

GOALS

- To provide new teachers with support, encouragement, and guidance from their mentors, other colleagues, principals, and district leaders.
- 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 curriculum planning/training and an Orientation Day prior to the beginning of school.
- To familiarize first through third teachers with curricula, materials and professional development opportunities.
- To ensure confidentiality between mentor and mentee.
- To provide opportunities for new teachers to observe other excellent teachers in the district.
- To retain skilled, committed teachers who are dedicated to providing high quality instruction.

**Note: New teachers are defined as having one year or less classroom experience.*

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NEW TEACHER ORIENTATION

ORIENTATION DAY

An Orientation Day is typically held the week prior to the start of the school year.

Orientation Day activities will include: (mentors do not attend this meeting)

□ Presentations:

- Welcome by Dr. Nate Carman, Superintendent of Schools
- Instructional Technology Sessions:
 - TEKS Resource System
 - South Texas Curriculum Project
 - Pearson (Elementary), Edgenuity (Secondary)
 - Think Central
 - Google Suite
 - Istation
 - Eduphoria
 - Strive, Aware, Workshop
 - StemScopes
 - District Hardware Initiative
 - Chromebooks
 - Epson Projectors and Smart Boards
 - District Website Navigation
 - Skyward
- Human Resource
- Special Education
- Bilingual Education

The San Benito CISD provides a mandatory Teacher Mentor Program for teachers in their first – third year of teaching and for those experienced teachers who are new to the district. Through the Teacher Mentor Program new teachers in their first year of teaching (mentees) are matched with an experienced MENTOR. The mentor and the mentee will engage in a variety of professional development activities throughout the year that fosters growth in their own practices and in student learning. New teachers learn from experienced teachers; schools increase the possibility of retaining strong, well-trained educators, and most important, student achievement is ultimately improved.

Through this program a collegial and collaborative environment is created that provides MENTEES with a systematic structure of support from a team consisting of the mentor, administrators, teachers, and other colleagues. MENTEES become familiar with their school and district, their professional growth is guided, and they gain a better understanding of their professional responsibilities. The Teacher Mentor Program is a fundamental part of the San Benito CISD's Professional Development Plan and the individual school's Improvement Plans.

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PROFESSIONAL LEARNING

In collaboration with Professional Development Director

Monthly Professional Learning for MENTEES

August	Classroom Management & Routines/Procedures
September	TTESS Goal Setting: Determining Needs
October	Instructional Planning/TRS (TEKS Resource System) 5 E Model
November	Lead4ward Instructional Playlist
February	Increasing Student Engagement via Differentiation of Instruction
May	Celebrating a Successful Year and Planning for the Future

Professional Learning for MENTORS

September	Mentor Orientation and Professional Learning
September	Assisting Mentees with Classroom Management
October	Instructional Planning
January	Instructional Protocols (Differentiation of Instruction)
May	Celebrating a Successful Year and Planning for the Future

STANDARDS

San Benito CISD's Teacher Mentor Program shall meet the following minimum:

- An orientation for beginning teacher and all other incoming teachers.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.
- Opportunities for new teachers to observe other excellent teachers in the district and to participate in study groups (i.e.: Professional Learning Communities)

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MENTOR SELECTION and CRITERIA

Experienced educators selected to serve as mentors must:

- have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance.
- complete a mentor training program provided by the district

Selected educators that actively serve as a mentor will receive Professional Hourly compensation as stipulated in the “consultant contract”.

The Mentor will be paid \$30 an hour, not to exceed 20 hours per week, to mentor a mentee.

There is not a limit on the number of teachers supported by one mentor.

Educators who apply to be a mentor are advised to pay close attention to the criteria listed below.

- A commitment to the goals of the district mentoring plan.
- Teaching expertise that reflects excellent content knowledge of the state curriculum frameworks.
- An awareness of the merits of different teaching styles and pedagogical strategies/methods.
- An ability to teach to the diverse learning styles of students.
- Is knowledgeable about the resources and opportunities in the district and is able to act as a referral source to the novice teacher.
- Is willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year.

CORE MENTORING ACTIVITIES

The mentoring relationship is shaped by the activities that a MENTOR and MENTEE participate in together.

SBCISD will provide release time for both the mentor and the mentee to engage in regular classroom observations and other mentoring activities. These activities should help the mentee improve upon practice and develop an understanding of the Professional Standards for Teachers. The activities may include but not be limited to:

- Meeting frequently during the school year to plan curriculum and lessons.
- Observing the mentee’s classroom.
- Providing an array of assistance to mentees, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice.
- Analyzing and assessing the mentee’s practice in relation to evaluation criteria in order to help the mentee improve his/her teaching effectiveness.

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PARTICIPANT'S ROLES AND RESPONSIBILITIES

MENTEE:

- Attend all scheduled mentoring sessions (minimum 4 of 6). These sessions are scheduled with consideration to: state and district policies for mentees, teachers' schedules, and the needs of the program. If Mentee does not attend 4 of the 6 Professional Learning Sessions he/she shall not be rated higher than **"DEVELOPING"** in Domain IV: Professional Practices and Responsibilities.
- Play an active role in the mentoring relationship. A mentee can do this by offering critical reflections on her/his own practice and by identifying areas in which assistance is needed.
- Seek out help. The mentee must understand that he or she must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- Observe experienced teachers at work. The mentee with the help of his/her mentor should participate in a schedule of observations of experienced teachers. The mentee is encouraged to keep a log to record and reflect on the diversity of their styles.
- Participate in a support process for maintaining a mentor/mentee relationship. If an unresolvable issue arises in the mentor/mentee relationship, the mentee can request a meeting with the Teacher Mentor Facilitator to help reach a resolution.
- Participate regularly in programs organized for beginning teachers. These include, but are not limited to, support groups, professional development seminars and beginning teacher workshops.

EXPECTATIONS OF MENTEES

- Displays consistent punctuality for school arrival, meetings, activities, etc.
- Consistently uses a positive tone of voice and speech
- Dresses professionally all the time; unless otherwise authorized (e.g.: Football Fridays, College Days, etc.)
- Supports the district, school administration, other teachers, and students in a positive and encouraging manner. Focuses on implementing and supporting the campus improvement plan
- Meets, communicates, and cooperates with the mentor, other teachers, and campus administration
- Follows procedures and complies with campus and district policies, procedures, and guidelines
- Attends faculty meetings and other mandatory/optional professional learning
- Attend 4 of 6 Professional Learning Sessions
- Communicates with students and parents in a timely manner that allows students to be academically and behaviorally successful
- Seeks additional professional learning that will improve quality of teaching and classroom management
- Exhibits professional conduct at all times inside and outside of school

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CLASSROOM CONTENT

- Develops and implements lesson plans that meet state and district guidelines
- Lesson plans are turned in on time and in the correct format per campus administrator
- Uses instructional materials from the curriculum frameworks or which are teacher-created that will effectively facilitate student learning and follow District's scope and sequence
- Implements effective strategies which develop critical thinking skills
- Seeks help on a timely basis when needed

CLASSROOM MANAGEMENT

- Attends behavior management training during the first year of employment. Once the school year starts, look in Eduphoria Workshop and register for appropriate sessions.
- Utilizes classroom management techniques that will engage students in learning and will also effectively control classroom behavior.
- Communicates the classroom management system and student code of conduct to students and parents in accordance with campus and district policies.

MENTOR (NOT evaluators!)

- **Ensure a strong start to the year.** Mentors can MENTEES launch into a productive year by making sure they know where to obtain all needed materials and by explaining the routines and schedules that are pertinent to them.
- **Provide instructional support.** This includes, but is not limited to:
 - Providing regular opportunities for mentee(s) to observe exemplary teaching.
 - Participating in discussions following lessons that draw upon reflective thinking techniques.
 - Conferencing with the MENTEE following observed lessons.
 - Maintaining open communication with MENTEE either face to face or electronically.
 - Supporting teaching and learning standards of the state curriculum frameworks;
 - Refining various teaching strategies.
 - Addressing issues such as classroom management and communicating effectively with parents.
 - Recognizing and addressing multiple learning styles and individual student needs.
- **Provide professional support.** MENTEE need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Principals and Directors as well as MENTORS should be a resource for information on evaluation and professional practice.
- **Provide personal support.** MENTORS can help relieve the stress on first time teachers by introducing to key faculty members and with support and encouragement help the beginning teacher to put problems in perspective.

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- **Maintain a confidential relationship with the MENTEE.** It is important that the MENTEE is confident that the dialogue they have with their MENTOR is safe and secure and that they will get nurturing and supportive feedback from their MENTOR. In no way should confidential information be shared from MENTEE or MENTOR to administration, except in the event that someone's actions put students or others at risk.
- **Participate in a support process for maintaining a MENTOR/MENTEE relationship.** If an unresolvable issue arises in the MENTOR/MENTEE relationship, the MENTEE will request to meet with the Teacher Mentor Facilitator and the MENTOR to reach a resolution to the issue. If no resolution is reached, the MENTEE will request to meet with the MENTOR, the Mentor Teacher Facilitator, and the Principal for further discussion to reach a resolution.
- **Serve as a liaison.** The MENTOR should have the knowledge and skills to refer the MENTEE to other teachers and educational resources, so that the MENTEE is exposed to a variety of perspectives and instructional practices.
- **Serve as a resource.** Inform the MENTEE of opportunities and supports provided by various professional associations.
- Attend 4 District Wide scheduled mentor meetings throughout the year.

The mentor will be provided assistance and guidance to the mentee in accordance with the Teacher Mentor Program Handbook.

CHARACTERISTICS OF A MENTOR

- Consistently uses a positive, encouraging, and helpful tone of voice and speech
- Shows professionalism in attire, attitude and interactions with students and school personnel all of the time
- Supports the district, school administration, other teachers, and students in a positive and encouraging manner
- Focuses on implementing and supporting the campus improvement plan
- Shares information and knowledge about school policies and procedures
- Is *CONFIDENTIAL* with regard to the relationship between MENTEE and MENTOR as well as among the staff as a whole
- Demonstrates excellent communication skills and a desire to work collaboratively with other Mentors

MENTORING MEETINGS WITH MENTEE

- Respond to MENTEE's immediate needs and concerns
- Review and monitor progress towards goals established during coaching conversations
- Assist MENTEE in planning lessons and locating appropriate instructional resources
- Assist MENTEE in utilizing student data to guide instruction
- Support MENTEE in developing efficient and effective classroom routines and procedures

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CORE MENTORING ACTIVITIES

The mentoring relationship is shaped by the activities that a Mentor and Mentee participate in together.

SBCISD will provide release time for both the mentor and the MENTEE to engage in regular classroom observations and other mentoring activities. These activities should help the MENTEE improve upon practice and develop an understanding of the Professional Standards for Teachers. The activities may include but not be limited to:

- Meeting frequently during the school year to plan curriculum and lessons.
- Observing one another's classroom.
- Co-teaching the beginning teacher's class.
- Providing an array of assistance to MENTEES, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice.
- Analyzing and assessing the MENTEE'S practice in relation to evaluation criteria in order to help the MENTEE to improve his/her teaching effectiveness.

YEAR 1 & YEARS 2 – 3 MENTOR'S ROLES AND RESPONSIBILITIES

Mentors will provide examples of good teaching and support for MENTEES formally by:

Year 1 Program

- Modeling lessons as MENTEES observe
- Providing MENTEES with a lesson overview and a focus topic on some aspect of the lesson or on teaching
- Providing MENTEES with examples of reflective thinking related to the observed lesson
- Writing a question for reflection about the lesson for MENTEE response
- Guiding discussion of the lesson focus, content, and questions that arise
- Polling new teachers for suggestions for topics for the next MENTEE observation
- Establishing a time after the lesson for MENTEES to record reflections on their observations and discussion

Year 2 Program

- Observing lessons taught by one of the teachers in the mentoring group
- Becoming a participant in the discussion that follows
- Teaching at least one lesson for mentor and mentoring group
- Recording reflections or information related to discussion and/or lesson

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Mentors will provide support for MENTEES formally or informally by:

- Discussing self-assessment tool as a guideline for support
- Providing guidance in classroom or small group management: structure, routines, and expectations
- Guiding short and long-term planning that coincides with APS curriculum and pacing guides and state Standards
- Assisting with refining and differentiating instructional strategies
- Administering assessments, interpreting and using the results to guide instruction
- Sharing the knowledge of available resources and materials in and out of district
- Encouraging and facilitating MENTEE'S observations of other excellent teachers teaching Other Responsibilities of the Mentor:
- Maintains an Information Form* of any observations and meetings to document topics addressed, dates, and amount of time spent
- Reviews reflection responses and provides feedback as requested
- E-mails or communicates in some form to the MENTEE to arrange for coverage in advance of an upcoming observation of mentor and other colleagues' classrooms
- Reminds MENTEE (s) to maintain the appropriate documentation of mentoring activities on the Teacher Mentor Verification Forms
- Participates in the New Teacher Orientation and 3 mentor meetings a year including annual Assessment of the Teacher Mentor Program

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PRINCIPALS/ADMINISTRATION ROLES AND RESPONSIBILITIES

PRINCIPAL, ASSISTANT PRINCIPAL, CURRICULUM IMPLEMENTATION DIRECTORS, AND/OR OTHERS

The roles and responsibilities of the Principal may vary by level. In an elementary school, the principal will assume all the responsibilities below. In a secondary school, the Principal may choose to share the following responsibilities with the Assistant Principal, Department Leaders, or other School Leaders. The responsibilities of the administrator will include, but are not limited to the following.

- **Meet with MENTEE no less than once/month** separate from building meetings to review timely topics and to answer related questions. Topics may include but not limited to:
 - Beginning of Year Procedures
 - Open House procedures
 - Progress Reports/Report Cards
 - Assessment deadlines
 - Evaluation of teachers (T-TESS)
 - Conferences with parents
 - Professional development opportunities
 - Collegial practices
 - Program issues
- **Establish a school culture** that is built on collegiality and supports collaboration among new and veteran teachers.
- **Ensure reasonable working conditions** for the MENTEE/s that will promote a successful first year. That might include assigning the MENTEE a moderate teaching load, few extra---curricular duties.
- **Promote and encourage** opportunities for the MENTEE to observe exemplary teachers in their building and across the district.
- **Provide support and encouragement** to all new staff by listening and remaining open to new teacher ideas and suggestions regarding school policy, scheduling, personnel, student concerns, and curriculum issues.
- **Engage in periodic check-ins** with the new staff and/or MENTORS regarding the mentoring progress with full understanding and respect for the confidentiality between MENTOR and MENTEE.
- **Participate in a support process for maintaining a MENTOR/MENTEE relationship.** If an unresolvable issue arises in the MENTOR/MENTEE relationship, the MENTEE will request to meet with the Teacher Mentor Facilitator and the mentor to reach a resolution to the issue. If no resolution is reached, the MENTEE will request to meet with the mentor, the Teacher Mentor Facilitator, and the Principal for further discussion to reach a resolution.
- **Verify MENTEE has attended 4 of 6 Professional Learning Sessions.** If Mentee does not attend 4 of the 6 Professional Learning Sessions he/she shall not be rated higher than “DEVELOPING” in Domain IV: Professional Practices and Responsibilities.

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TEACHER MENTOR FACILITATOR

- Plans Summer New Teacher Training and Curriculum Planning and New Teacher Orientation with colleagues.
- Presents overview of Teacher Mentor Program to new teachers.
- The Teacher Mentor Facilitator, in collaboration with Campus Principal, will assign a mentor to all identified mentees in Grades Pre – K through 12.
- Provides mentor training
- Provides follow-up training meetings during the school year (4 times/year)
- Provides support to new teachers and mentors throughout the year via e-mail, visits and observations.
- Monitors and collects mentoring logs.
- Conducts surveys from MENTEES and MENTORS that lead to program improvements.
- Updates program data (e.g., changes in assignment, roles, program description).
- Meets with Assistant Superintendent of Administrative Services on a regular basis to review program progress.
- Meets with Superintendent, Principals and Curriculum Implementation Directors as needed to discuss program progress and/or issues.

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MENTOR AND MENTEE AGREEMENT

MENTORS and MENTEES will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face meeting.
2. Professional Development: Seek opportunities for professional growth and attend together i.e. new teacher trainings, behavior management training, other professional development offered by the district.
3. Maintain **Confidentiality**: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor agree.
4. Feedback: Provide feedback to each other during weekly meetings/communication, discuss goals, and seek alternatives to reach those goals.

MENTOR _____

MENTEE Employee ID# _____

Mentor email

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MENTEE _____

MENTEE Hire Date (month) _____

MENTEE's email

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Campus _____

Principal's Name _____

Date _____

Mentor Signature

Mentee Signature

MENTOR: Please email, mail or deliver to: Imonsevalles@sbcisd.net

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CLASSROOM OBSERVATION CHECKLIST

Mentor: _____

Date: _____ Time: _____

MENTEE _____

Observation # _____

Student Engagement:

☐ Students demonstrate knowledge of efficient routines, transitions and procedures (3.1)

☐ Students are 100% engaged in the lesson (3.3)

☐ Teacher addresses off-task behaviors in a way that does not disrupt lesson momentum (3.2)

☐ Teacher provides specific, concrete, sequential, and observable directions for behavior and academics (3.2)

☐ Lesson has a quick pace with little to no idle time (3.1)

Notes

Essential Content:

☐ Teacher delivers lesson content clearly, accurately, and with coherence (1.1; 2.2)

☐ Teacher posts and clearly communicates a measurable objective that is aligned to the state standards (1.1; 2.3)

☐ Teacher provides accommodations and modifications as needed to ensure all students are able to attain learning goal (1.3; 2.4)

☐ Lesson focuses on content that advances students towards grade level expectations (1.1)

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MENTOR _____

Date _____ Time _____

MENTEE _____

Observation # _____

Demonstration of Learning

☐ Teacher accurately checks for student understanding in order to assess students' progress towards mastery of the learning objective (e.g. during direct instruction, guided/independent practice & exit ticket) (2.5; 1.2)

☐ Students have opportunities to express learning through writing and speaking utilizing academic language (1.4; 2.1)

☐ Student responses, work and interactions demonstrate that most students are on track to mastering the objective (2.1)

Notes

Academic Ownership

☐ Teacher poses questions or provides lesson activities that require students to provide meaningful oral or written evidence to support their thinking (1.4; 2.1)

☐ Students are provided opportunities to respond and give feedback to their peers' thinking, ideas or answers (1.4; 2.3)

☐ Students try hard to complete academic work and answer questions, even if the work is challenging (2.1; 2.3)

☐ Students complete an appropriately challenging amount of the cognitive work during the lesson (reading, writing, discussing, analyzing, problem-solving) (3.3; 1.4; 1.3)

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COACHING CONVERSATION TEMPLATE

1. **WOW:** What did the teacher do well? (be as specific as possible).
2. **WONDER:** (What could the teacher work on to immediately improve instruction? (Be as specific as possible).
3. **MODEL** (How will the mentor model the skill for the teacher?)
4. **PRACTICE** (How will the teacher practice the skill DURING the coaching conversation?)

Mentor Teacher Program Verification Forms

To All Identified MENTORS/MENTEES:

In compliance with the state-mandated district Teacher Mentor Program, please use the following forms to record and document your professional mentoring activities in years 1-3 in the San Benito Consolidated Independent District. There is a form for Year 1 and one form for Years 2-3. You are responsible for completing and keeping each form.

It is essential that you keep track of your mentoring activities on each form by:

- Listing the date of the activity
- Checking off the type of activity
- Listing the specific activity
- Recording the number of hours that you have participated in the activity
- Having your mentor or provider initial each entry.

At the end of each school year you must give a copy of both forms to your building or department head as evidence of your completion of YEAR 1-3 Teacher Mentor Program.

A letter will be written validating your completion of the Program and a copy will be sent the Assistant Superintendent of Administrative Services.

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MENTEE NEEDS ASSESSMENT

Date: _____

This is tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your MENTOR/MENTEE experience.

Please describe yourself on the following questions.

You may record your comments or just discuss each point with your mentor and/or your mentoring group.

1. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments?
2. What are your three strongest assets as an educator?
3. What are three areas of concern as an educator new to SBCISD or new to a grade?

Please discuss, email, mail or deliver to your MENTOR.

Verification Form (Log) MENTEE Year 1-3

School:_____ **Mentor's Name:**_____

Types of Activities: **PD**-Professional Development **PP**-Building/District Policy & Procedures **CI**-Curriculum and Instruction

[illegible]

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Mentoring Activity Log

Mentor: _____

MENTEE (s): _____

Date	Time Spent	Description of Activity

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General Education MENTEE: _____

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done

Proficient: Comfortable with responsibilities but have room to grow

Expert: Mastery of the area and could train others/share expertise

Areas of Support to Consider	FALL	WINTER	SPRING
CLASSROOM MANAGEMENT	E	P	N
1. Setting up the classroom environment			
2. Creating classroom rules			
3. Enforcing classroom rules			
4. Dealing with crisis in the classroom			
5. Implementing behavior management techniques			
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies			
7. Ability to set up and follow routines			
EXPECTATIONS	E	P	N
1. Identifying those students in the classroom with IEPs and 504 Plans, reading the plans, and implementing the classroom accommodations indicated			
2. Understanding the referral process			
3. Using technology as a tool			
4. Understanding and Implementing emergency protocol –building, health, behavior			
TEACHING			
1. Locating and using grade-level district standards, pacing guides, and state standards			
2. Differentiating instruction			
3. Motivating students			
4. Using a variety of teaching strategies			
5. Familiarity with content for grade level(s) taught			
6. Understanding testing procedures and materials			
7. Familiarity with district materials and programs at grade level(s) taught			
8. Providing students with clear and complete modeling of lessons and lesson expectations			
RELATIONSHIPS	E	P	N
1. Communicating with parents			
2. Working with grade level teams			
3. Collaborating with colleagues			
4. Working with special education staff			
5. Working with administration			
6. Asking for help			

Self-assessment occurs 3 times/year: beginning, middle, and end of year.

Self-assessment should be referenced regularly as a guideline for support.

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Special Education MENTEE: _____

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done

Proficient: Comfortable with responsibilities but have room to grow

Expert: Mastery of the area and could train others/share expertise

Areas of Support to Consider	FALL	WINTER	SPRING
CLASSROOM MANAGEMENT	E	P	N
1. Setting up the classroom environment			
2. Creating classroom rules			
3. Enforcing classroom rules			
4. Dealing with crisis in the classroom			
5. Behavior Management			
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies			
7. Ability to set up and follow routines			
EXPECTATIONS	E	P	N
1. Working knowledge of special education regulations and practices.			
2. Using technology as a tool			
3. Understanding and Implementing emergency protocol – building, health, behavior			
TEACHING	E	P	N
1. Locating and using grade-level district standards, pacing guides, and state standards			
2. Differentiating instruction			
3. Motivating students			
4. Using a variety of teaching strategies			
5. Familiarity with content for grade level(s) taught			
6. Understanding testing procedures and materials			
7. Familiarity with district materials and programs at grade level(s) taught			
8. Providing students with clear and complete modeling of lessons and lesson expectations			
RELATIONSHIPS	E	P	N
1. Communicating with parents			
2. Working with related service providers			
3. Working with regular education staff			
4. Giving Direction			
5. Working with Administration			
6. Taking Direction			
7. Asking for help			
IEP's			
1. Administering standardized tests, interpreting results, writing academic evaluations			
2. Writing goals and objectives			
3. Data collection and analysis			
4. Presenting information/facilitating meetings			
5. Knowing your caseload and attached timelines			

Self-assessment occurs 3 times/year: beginning, middle, and end of year.

Self-assessment should be referenced regularly as a guideline for support.

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MENTEE

- Meets with mentoring group on the scheduled mentoring session times and dates
- Maintains a courteous and quiet presence while observing a lesson
- Presents an overview and a focus topic for lessons being observed in the mentoring session
- Maintains a reflection Journal of classroom observation and discussion/reflections of observed lessons.
- Reviews reflection responses with mentor if desired.
- Maintains Teacher Mentor Program Forms of all mentoring activities (Year 1-2)*
- Requests coverage from principal to attend mentoring sessions or other observations.

Mentor Checklist

Introduce the MENTEE to the Campus Personnel

Staff Member	Check when Complete
Principal	
Assistant principal	
Campus monitors	
Athletic coaches	
Counselors	
Custodial Staff	
Department personnel	
Librarian	
Main office personnel	
Nurse	
RtI Teacher (Response to Intervention)	
Cafeteria Staff	
Dean of Instruction	
Special Education Staff	
Computer Lab Manager	
Fine Arts Teacher	
Other teachers in grade level/cluster	
Other teachers in school	
Other	

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BUILDING PROCEDURES

Building Procedures

The mentor will orient the new teacher concerning the following procedures:

Procedures	Check when Complete
Checking out equipment	
Copy machine and workroom areas	
Emergency fire exits and routes	
Locating and checking out audio-visual equipment	
Smart board procedures and use	
Securing school materials and doors	
Sending students to the nurse	
Student attendance and tardy policies	
Student recess and cafeteria	
Student restroom use/hall passes	
Reporting teacher absences	
Telephone use for teachers	
Tornado and other inclement weather related emergencies	
After school student pick up, dismissal and bus schedules	
Auditorium/Gym (seating and order of entry)	
Beginning of day	
Dress code for teachers and students	
Infractions/office referrals	
Rules for hallway, cafeteria, playground and/or school grounds	
Student cell phone policy and use	
Student illness or injury	
Study hall / Tutorial guidelines	
After school student pick up, dismissal and bus schedules	

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GATHER and LOCATE RESOURCES

The mentor will orient the MENTEE with the following and help with implementation if needed.

Resources	Check when Complete
Lesson Plans	
Grade Book (SKYWARD)	
Cumulative Files	
Schedules	
Student Code of Conduct	
Ancillary materials for content area/s	
Employee Handbook	
Testing scores for students	
Campus forms	
Locating textbooks, workbooks, and teacher's editions (LINKS to sites)	
Instructional Consumable supplies (dry erase markers, pens, paper clips, etc.)	
Interactive Projector accessories	
Document Camera Accessories	
CLASS LIST	
IEP/504 Plans	
Keys	
Uploading of lesson Plans	
Opening Schedule for teachers and students	
RtI Plans	
Department resources (books, videos, maps, overheads)	
Professional Organization information materials	
TRS (TEKS RESOURCE SYSTEM)	
Other	

INFORMATION FOR STUDENTS

Information	Check when Complete
Supply List	
PBIS/Discipline plan typed and ready for parent and student signature	
Parent Letter Home	
Emergency forms/information	
Syllabus for semester/year	
Team/class rules and consequences	
Other:	

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CLASS PROCEDURES

Procedures	Check when Complete
Start of class routine, where to post objectives, homework folders/assignments, how to leave the class when the bell rings, heading on assignments, makeup assignments	
Seating Chart	
Student rosters/names/addresses and attendance information	
Bus and transportation forms/information for each student	
Detention process and paperwork	
Discipline process and paperwork	
Tardy passes/hall rules	
In-house suspension process and paperwork	
Positive recognition awards/ideas, rules on candy, etc. (How do students earn rewards, how to process awards fairly, etc.)	
Using the restroom	
Getting a drink of water	
Computer use	
Library use	
Working in pairs and/or small groups	
Sharpening pencils	
Voice level for whole group and small group work	
Getting class materials out and ready for use	
Baskets or boxes for student files and folders	
Communicating with parents	
Graded work/homework	
Seating charts	
Student rosters/names/addresses and attendance information	
Other:	

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PROCEDURES to LEARN

Procedures	Check when Complete
Back to School Night (early fall and spring)	
Parent/counselor/student meetings	
Field Trips	
Professional development opportunities (including early release days and professional day)	
Testing preparation (spring) and analysis	
Enrichment programs	
Athletic contests/games	
Musical and theatrical performances	
All school dances	
Student registration/placement for next year (early spring)	

POLICIES and PROCEDURES to LEARN

Category	Check when Complete
Attendance and tardiness policy	
School homework policy, relating to absences due to illnesses, field trips, family vacations	
Reporting teacher absences (sick and personal days)	
AV equipment	
Library: checking out books, bringing a class for research, putting readings on reserve	
Substitute folder for unexpected absences	
Fire Drill and Evacuation routes	
Lunch schedules and rotations if applicable	
Grading Policy	
Drug/alcohol policy	
Bullying Policy	
Cell phone policy	
Other	

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SHORT and LONG-TERM PLANNING

Category	Check when Complete
Personal and professional goal planning (PDP)	
Classroom management, routine, and discipline	
Curriculum planning with team/dept. head/PLC	
Assessment: philosophy, goals, and methods	
Professionalism and collegiality, including school culture, expectations, appropriate dress, etc.	
Recertification plan, including professional development points, workshops, in-service credits, etc	
Balance in personal and professional life	
Peer observations of each other and other teachers	
Student learning issues: SPED students, interpreting IEPs, and 504 plans, working with SPED staff	
Calendar of school meetings and topics; grade/subject/campus/district/state testing	
Other	

PARENTAL INVOLVEMENT

Category	Check when Complete
Open House: Acceptable Communication, handouts, sign in sheets, etc.	
Explain policies and classroom rules in a letter to be signed and returned	
Grading	
Homework	
Calculating a report card grade	
Classroom rules	
Supplies needed	
Syllabus for the semester and year	
Activities	
Communication: email, letters, home, communication apps, telephone numbers	
Class visitation	
Special Events	
School Calendar	
Testing Schedule for the class and state guidelines	
Provide a copy of “improvement needed” notices	
Types of awards and recognition	
Classroom Expectations	
Other:	

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EFFICIENT and EFFECTIVE CLASSROOM PROCEDURES

Category	Check when Complete
Are materials easy for students to reach and use?	
Arrange desks/tables so that all students can see you at all times. (Students' backs should not be to teachers)	
Arrange desks and/or tables and computer/laptops	
Can you move around the classroom to assist students easily with the current room arrangement?	
Organize areas for storage of materials	
Placement and creation of bulletin boards	
Visibility in the classroom: Will students be able to see you from your primary teaching area?	
Other:	

CLOSING of SCHOOL

Category	Check when Complete
End of the year Checklist/activities	
Collecting and storing textbooks	
Procedure for lost/damaged textbooks	
Clean up classroom	
Return AV equipment and library materials	
Final grade	
Turn in grading books and keys	
Promotion/Graduation Ceremony	
Awards Assemblies	
Summer School Forms	

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September Checklist for Teacher Mentors

“Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish.”

~ Sharon Feiman-Nemser

Mentoring is a partnership created to help support new teachers by providing them with an experienced teacher to confidentially discuss topics and to provide guidance. As a mentor, we hope you will find that this experience provides you with great satisfaction by helping a colleague and an opportunity to grow as a teacher leader in the building.

Remember, we all faced our first days in our classroom with excitement, anxiety and feelings of being overwhelmed. Hopefully you had a wonderful mentor who provided the guidance which made those first few years more bearable. This will be your chance to pass your wisdom and experiences to help your MENTEE cover the how wonderful it is to be part of the SBCISD campus staff.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of **SEPTEMBER**. Please use these topics as starting point for discussions.

These are not the only concerns or questions your mentee may have so please add to the list as needed.

TOPIC	
	Show location of resources (class room supplies, copy machines, lab materials, and other teacher resources)
	Share first day/week activities—provide guidance on organizing the first day & first week
	Established a scheduled time to meet with your mentee for the first semester.
	Make sure the teacher understands the grading program, how to set up the spreadsheets, how to email student progress to parents, and input grades
	Make sure teachers were supplied with TRS (TEKS Resource System) curriculum/guides for the courses they teacher, teacher editions of books, ancillary resources for the course
	Introduce your mentee to other teachers, particularly staff members in their department and close proximity to their room.
	Make sure the technology including all necessary computer programs are working properly. Also make sure all their equipment is in the classroom and in good working order.
	Discuss and/or provide samples of course syllabi, classroom procedures, grading policies, attendance policies, and classroom set up.
	Make sure your mentee understands the evacuation and take cover procedures.
	Discuss staff norms such as dress code, lunch, and the social events which occur throughout the year (over the hump days, cook offs, and homecoming traditions).
	Prepare your mentee for some of the school traditions such themed football games, powder puff football, or the schools endless legacies.
	Assist mentee in completing T-TESS self-evaluation
	Assist mentee in developing teacher goals for the new goal setting component of T-TESS.

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October Checklist for Teacher Mentors

"With the right leadership and work environment, employees will excel."
~ Brenda Nyhus

For new teachers, after the anticipation of the first couple of weeks subsides they often reach a phase of survival. The survival phase is often a product of information overload. In the first month or so of teaching there are so many "firsts" that they often don't know if they are coming or going. So during this month, your mentee will need some extra attention, please take a moment to discuss the following topics and anything else that may be on your mentee's mind.

TOPIC	
	Check to make sure emergency lesson plans are in place. Encourage the teacher to have enough material for 2-3 days just in case.
	Discuss formal observation(s) or upcoming observations
	Observe mentee's classroom teaching sometime between October through December (at least one observation each month during this time frame)
	Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
	Discuss how their classroom management & discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following semester.
	Review how grades are reported & how grade reports will be distributed to parents
	Discuss parent/teacher conferences including tips in how to conduct, handling parent issues, support staff available and what to prepare.
	Explain the spirit week and homecoming activities.
	Discuss T-TESS and the goals established.
	Show the teacher where they may find opportunities for staff development or attend conferences. (Eduphoria)
	Make sure the teacher has received proper documentation or has access to necessary information for special education students, students with 504s, Response to Interventions, ELL Strategies, or are provided with other special services.

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November/December Checklist for Teacher Mentors

"Life just is. You have to flow with it. Give yourself to the moment. Let it happen."

~Jerry Brown

The months of **November and December** often bring about a lot of stress in a person's professional and personal lives. Unfortunately for new teachers this is compounded by the fact that the rose colored glasses about their career choice start to fade and they may be growing frustrated because everything did not work out as perfectly as they imagined. Your mentee may feel overwhelmed, mental and physical fatigue may be setting in, and may even question their ability as an educator. In addition to list below, take some time to share with your mentee times currently or from the past which did not work out as you had planned and some of the strategies you used to get past them. Please after meeting about the topics below, take a moment and point out all the wonderful ways your mentee has been successful.

TOPIC	
	Discuss parent teacher conferences experience
	Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive
	Discuss parent communication
	Share "tricks of the trade" to get through the upcoming weeks and preventing burn out
	Discuss concerns/successes of students
	Discuss the common assessment guidelines and procedures
	Talk about the end of semester procedures
	Review inclement weather procedures and how they will be notified
	Share information from observations
	Discuss district and school holiday events and local happenings
	Start discussing changes the teacher would like to make for 2nd semester
	Make sure the teacher has all necessary materials for new classes they teach second semester. If no classes change makes sure they still have everything they need for all classes.

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January Checklist for Teacher Mentors

“The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments.”

~David Joseph Schwartz

Winter break provides everyone a chance to step away from the day to day and get a chance to rejuvenate the spirit. For your mentee this gives them a chance to catch their breath and find new promise in the career path they chose. Your mentee will return with new hope now that they have completed the first ½ of the school year. Often you will find that your new mentee has emerged from survival mode has started looking more at long term teaching strategies, becoming more focused on curriculum, and has a sense of being more organized. As they look to the start of the new semester, your mentee will start reflecting on their practices from the first semester and may make adjustments to their classroom procedures. Your mentee has made it to the top of the hill and can see where they need to go from here. Please make sure you discuss the topics below during your mentor/mentee meeting this month.

TOPIC	
	Discuss mid-year progression or completion of T-TESS Goals
	Discuss common assessment practices including testing procedures and testing ethics.
	Marking semester grades
	Calculating semester grades
	Discuss the highs and lows of the semester
	Changes they would like to make for second semester
	Take a look at their new schedule and verify they have all necessary materials to effectively teach this course.
	Discuss strategies for working with struggling students
	Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc. Remember these can be to acknowledge something a student is doing right or well, not always as means to correct a behavior or discuss a concern.
	Discuss how to prepare students for upcoming exams. Also share the common review guidelines of ethical and unethical practices.
	Review the exam schedule and the use of time once the students leave.
	Establish times for mentor/mentee meeting for second semester.

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February/March Checklist for Teacher Mentors

"The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth."

~Dan Rather

During the months of February and March, your mentee should start adjusting to the new semester and possibly the new faces in front of them. February often brings about a sense of exhaustion from the students and staff. The affects of the winter blahs start sinking in and people are starting to look forward to spring. During this time it is important to check in with your mentee to make sure they are able to keep what they are feeling right now in perspective. One way you can help them is to have them reflect on positive changes they made throughout the year. Also point out that they should to focus them on how much they have learned about being an educator over their short time in this position. This should help them see the big picture instead of the one or more puzzle pieces they are still trying to figure out. In addition, there are some topics below concerning items they need aware of.

TOPIC	
	Review upcoming district and building activities
	Discuss learning resources to suggest to parents when ask how they can help support their student's learning.
	Discuss upcoming observations and formal observations, walk-throughs, evaluation process, etc.
	Schedule a time to observe mentee's classroom teaching--between February and May.
	Have your mentee observe another teacher's classroom—between February and May.
	Discuss upcoming parent teacher conferences
	Discuss STAAR testing procedures and schedule.
	Discuss reviewing procedures and rules for students who will participate in STAAR testing
	Share some of professional organizations in your mentee's discipline or area of interest.
	Look for potential workshops or classes to enroll in to help guide your mentee with areas they wish to pursue or may want additional strategies or knowledge
	Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish.

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April Checklist for Teacher Mentors

"If we had no winter, the spring would not be so pleasant: if we did not sometimes taste of adversity, prosperity would not be so welcome".

~Anne Bradstreet

April brings to the school new challenges for all new teachers. Students are shedding their heavy clothing, the winter blahs are starting subside, and spring fever starts to set in. For teachers who have seniors, the season ailment called senioritis becomes an epidemic. Students are spending less time focused on what they can be doing in the classroom and more time thinking about the approaching summer or spring break trip. Keeping a student who has always been motivated focused on the task at hand becomes a huge challenge even for the most seasoned veteran. Your mentee may face new frustrations and need to lean on you again at this midpoint in the semester. In your monthly meeting please take time to discuss the topics below and any other topics you or your mentee may find important.

TOPIC	
	Discuss their evaluations
	Marking grades
	Continued partnerships with parents through communication
	Discuss your observations of your mentee's classroom. Remember to keep criticism constructive, highlight improvements and things they do well, and provide references to people, websites, or books which may assist them in preparing for next year.
	Discuss their visit to another teacher's classroom. Inquire what they liked, what they thought might work well for them, and observations they made about how the teacher related to the students.
	Review upcoming district and building events.
	Make sure they are aware of ordering procedures for the upcoming year.
	Discuss strategies for dealing with spring fever and senioritis.
	Review their T-TESS and discuss their goals and if they felt they were on track to accomplishing them. Have them start compiling ideas about their goals for next year.

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May/June Checklist for Teacher Mentors

"If I had to select one quality, one personal characteristic that I regard as being most highly correlated with success, whatever the field, I would pick the trait of persistence. Determination. The will to endure to the end, to get knocked down seventy times and get up off the floor saying, "Here comes number seventy-one!" ~Richard M. Devos

The end of the year is quickly approaching with still so much to do. Your mentee is probably feeling a great sense of relief and success for they survived the year as an untenured teacher. During this time take a moment to celebrate both your guidance as a mentor and the growth your mentee has made. **May and June** are great times to reflect on what happened over the course of the year and build anticipation for a great year to come. During your final meetings, this year with your mentee make sure you also find time to discuss the topics below.

TOPIC	
	District and building level activities including prom, honors convocation, graduation, etc.
	School traditions for the end of the year.
	Closing the classroom for the end of the year.
	Check out procedures
	Look at next year's calendar
	Discuss any changes to courses being taught during the new school year and any necessary preparations.
	Make sure you share summer contact information just in case.
	Cover how to mark final grades and what to do with corrected exams.
	Celebrate the year!