

# **Hillsboro R-3**

# **Mentor/Peer Consultant**

# **Handbook**

2022 - 2023



Come to the edge Life said.  
They said: We are afraid.  
Come to the edge Life said.  
They came. It pushed them . . .  
And they flew.  
Guillaume Apollinaire

**Hillsboro R-3 School District**  
**#20 Hawk Drive**  
**Hillsboro, MO 63050**  
**636-789-0000**



HILLSBORO R-3 DISTRICT  
MENTOR/PEER CONSULTANT HANDBOOK

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## 5 CSR 80-850.045 Mentoring Program Standards

A successful mentoring program will include but may not be limited to the standards listed below and in the Missouri Professional Development Guidelines for Student Success which is hereby incorporated by reference and made a part of this rule:

**Standard 1:** Mentoring programs should be designed with at least the following scope and purpose:

1. Program size is carefully defined;
2. Program expectations are clearly stated;
3. Available resources are secured and available; and
4. Program expectations and support are balanced.

**Standard 2:** At least the following mentoring incentives, appropriate to the circumstances, should be used:

1. Peer support is provided to the mentor;
2. Release time is provided as appropriate to the circumstances; and
3. Financial support is provided as appropriate to the circumstances.

**Standard 3:** Mentors should be prepared for the mentoring experience with at least the following:

1. Mentors understand program expectations; and
2. Mentors receive training as appropriate to their work; (e.g. subject matter, coaching skills, technology, etc.).

**Standard 4:** Strategies for mentor selection and matching should be designed and implemented including but not limited to the following:

1. Mentors selection criteria are designed;
2. An efficient and effective mentor selection process is operational; and
3. Formal and informal mentor/protégé matching strategies are utilized as appropriate to the circumstances.

**Standard 5:** At least the following information regarding the effectiveness of the mentoring experience should be collected, analyzed and evaluated:

1. Evaluation is designed to focus on criteria related to successful mentoring experiences; and
2. Protégés, mentors, and program administrators provide feedback on program effectiveness.

## INTRODUCTION

### **TO THE MENTOR**

“If you have been selected to serve as a mentor for a new teacher, you should be honored. Someone, somewhere, has recognized your successes in the classroom and your leadership qualities. And, hopefully you have been well trained in the art of mentoring. If not, please insist on it! No matter how good your teaching skills may be, mentoring is different from teaching, and it requires structured training.

As a mentor, you will play the role of teacher, friend, guide, coach, and role model. You will be expected to provide support, encouragement, a listening ear, a welcoming shoulder, constructive feedback, and suggestions for improvement. You will be required to exhibit professionalism, the ability to plan and organize, a love of children and optimistic attitude. You will be responsible for maintaining confidentiality, sharing knowledge, skills, and information with the new teacher, meeting frequently with the new teacher, observing the new teacher, providing demonstration lessons for the new teacher, familiarizing the new teacher with school policies, procedures, and culture, and participating in ongoing professional improvement activities. And, above all, you must be understanding, supportive, trustworthy, empathetic, innovative, knowledgeable, open-minded, reform-minded, and committed.

Does this sound a little overwhelming? Well, rest assured that your efforts will be rewarded a hundred-fold, because you will be positively affecting the lives of the new teachers you mentor, which will have a direct impact on every student that will ever enter their classroom doors.

Congratulations on being selected to mentor a new teacher, and thank you for accepting the challenge.”

### **COMMON NEW-TEACHER CHALLENGES**

Though all new teachers face a variety of challenges in the classroom, there are several that seem common to most. In fact, these are the same challenges that remain common for many seasoned teachers throughout their careers. These challenges include the following:

*Cited from: Breaux, Annette L. 101 “Answers” for NEW TEACHERS and THEIR MENTORS*

- Dealing with the overall management of the classroom.
- Effectively handling discipline problems.
- Dealing with difficult students.
- Dealing with difficult coworkers.
- Planning effectively, managing time wisely.
- Remaining calm and professional in the face of unnerving situations.
- Utilizing the most effective teaching strategies.
- Accommodating individual differences in students.
- Engaging students in critical thinking.

**QUESTION:** How can new teachers have a successful year?

- Mentors make the difference in dealing with these challenges.
- Mentors support our new staff.
- Mentors also need support and training.
- Strong mentors = strong start to the school year for new teachers and their students.

\* The Professional Development Committee (PDC) intends this handbook to be a positive, workable, and effective instrument that will help produce a mentoring program that provides meaningful assistance and encouragement for the new teacher in Hillsboro R-3 School District. \*

## **MENTOR PROGRAM RESPONSIBILITIES FOR THE MENTOR SPECIALIST**

- Meet with PDC administrator concerning new teacher check list, number of new teachers, mentors, etc.
- Contact all building principals to confirm mentor selection, names of new teachers.
- Initial meeting with new teachers and mentors, explanation of program, observation techniques, completing timesheets, and use of forms.
- Follow-up meeting with new teachers and mentors (2 sessions).
- Meet with individuals that missed scheduled meetings.
- Notification to mentor teachers to schedule and complete observation time during 1st semester.
- Notification to mentor teachers to schedule and complete 2nd semester, ½ day for observation and assistance.
- End of year notifications that checklists, observations, and timesheets need to be turned in to Central Office (CO).
- Review research for best practices for the Mentor Program.

## **GUIDELINES AND RESPONSIBILITIES OF MENTOR TEACHERS**

**Documentation of these activities should be recorded on the Mentor timesheet.**

- Attend the initial meeting to meet your assigned first year teacher and for an explanation of duties and responsibilities.
- Be available the first week of school to assist the new teacher with start-up procedures.
- Make appointments with new teacher to specifically review items on DESE required plan such as: attendance, grade book (lesson plan section vs. record keeping section), behavior management, MO Assessment Programs (MAPs), etc.
- Make appointment to observe new teacher and/or new teacher to observe established teacher. Suggested minimum is 2x per month. Logging mentor time on monthly timesheet.
- Plan release time (½ day twice a year) for completing required DESE paperwork, observing another mentor teacher, mentor teacher observing you, or observing other colleagues for specific techniques.
- Monitor DESE paperwork for the new teacher.
- Turn in all required documentation of mentoring activities into CO. Use copies of the forms provided in this handbook. *Make copies for your file.*
- All documents to be given to Mentor Supervisor prior to last day of school or upon request.

## **NEW TEACHER RESPONSIBILITIES**

**Documentation must be received for stipend to be released to the mentor.**

New teachers to the Hillsboro R-3 School District are required to meet the following guidelines. These guidelines were established to give the new teacher the best possible start to a successful teaching career in our school district. Teachers new to our district, with no experience, will be assigned a Mentor for two years. Teachers new to our district, with prior teaching experience, will be assigned a Peer Consultant for at least one year.

### **REQUIREMENTS FOR NEW TO THE DISTRICT TEACHERS**

- The new teachers will attend a training session hosted by the Mentor Specialist at the beginning of the year and as scheduled throughout the year.
- The new teachers must create, maintain, and update a Professional Development Plan (PDP) throughout the year with the support of the Building Principal.
- The new teachers must meet with their mentor once a month, documenting these meetings on the Monthly Checklist.
- The new teacher will plan release time in coordination with the mentor for purposes of observation and collaboration (up to ½ half day two times per year).
- *Make copies for your file.*

**Your certification is YOUR responsibility**

DESE Help Guide for New Online Certification System: <https://dese.mo.gov> (click on Educator Certification)

## PAST/PREVIOUS CERTIFICATION REQUIREMENTS

**LIFE CLASSIFICATION** refers to certificates issued and maintained without completing any further requirements after the initial issue. These certificates were issued until September 1, 1988.

This classification will continue to be valid for the life of the teacher. If a teacher who holds a lifetime certificate adds a new subject area, the new area will be placed in the initial or career continuous professional classification. For example, a teacher holds a lifetime elementary certificate and has taught for seven years, then completes the requirements for a special reading certificate in 2003. Upon application, a new certificate is issued showing the Lifetime Elementary Education (1-8) and an initial Professional Classification (PC) Special Reading (K-12) which will expire in 2007.

**PROFESSIONAL CLASSIFICATION (PC)** began in September 1988, and included a four-level plan of certification which was based upon the academic preparation and teaching experience of the applicant. The State Board of Education approved a revision effective in 1993 and was rescinded in August 2003\*\*. It included a three-level plan:

- PCI** (Professional Class I) Valid for 3 years, for qualified teachers with less than 3-years teaching experience.
- PCII** (Professional Class II) Valid for 7 years, **PCI** completing minimum requirements to advance.
- CPC** (Continuous Professional Certificate) Valid for 10 years, **PCII** meeting requirements to advance, and 10 years teaching experience

## CURRENT CERTIFICATION REQUIREMENTS

**In 2003, legislation created a two-tier plan of Professional Certification:**

### **INITIAL PROFESSIONAL CERTIFICATE (IPC)**

Valid for four years, assigned to new teacher education program graduates and/or 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 certification, a teacher must complete the following: (*note: all items listed below are in our Mentor Program*):

- 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.

### **CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)**

Valid continuously depending on an individual meeting the following:

- The requirements at the **IPC**, **PCI**, **PCII** or **CPC** level;
- Successful, yearly completion of 15 contact hours of PD which may include college credits; and
- Have a local professional development plan

OR

- Two of the three following items:
  1. Ten (10) years of teaching experience;
  2. A Master's Degree; or
  3. National Board certification.

**HILLSBORO R-III SCHOOL DISTRICT**  
**MONTHLY CHECKLIST FOR K-6**

**AUGUST**

- Meet, welcome your protégé
- Attend mentor workshop
- Develop collegial relationship
- Review procedural checklist items
- Maintain personal records/documentation (keep a file)

**SEPTEMBER**

- Informal meetings
- Monthly conference
- Review PD log
- Meet with principals (explain plan)
- District/building start-up activities
- Progress reports

**OCTOBER**

- 1<sup>st</sup> Quarter report cards
- Parent/teacher conferences
- Homecoming activities
- Halloween/Fall parties
- Scheduling half day observations
- Other

**NOVEMBER**

- Thanksgiving activities
- Other

**DECEMBER**

- Christmas activities
- Other

**JANUARY**

- Workday
- 2<sup>nd</sup> Quarter report cards
- 1<sup>st</sup> Semester grades on permanent records
- Start MAP like assessments
- Test taking skills
- Communication with parents
- Possible retention list

**FEBRUARY**

- Valentine parties
- Dr. Seuss Night – Primary building
- Science Night – Elementary building
- Current retention list
- Test taking practice
- MAP/Terra Nova practice

**MARCH**

- Test taking practice
- State testing/Terra Nova practice
- 3<sup>rd</sup> Quarter grades
- Recognition dinner
- Other

**APRIL**

- MAP testing – Elementary & Intermediate
- Terra Nova – Primary building
- Pow Wow – Primary building
- Mid Quarter reports – all buildings
- Other

**MAY**

- Career Day - Primary & Intermediate bldg.
- Spring Family Night – Elementary building
- Play Day – Primary building
- Track & Field Day – Elementary & Intermediate
- Fishing Day – Elementary building
- Permanent records – all buildings
- Room preparations – all buildings
- End of year check-out procedures – all bldgs
- Complete & submit New Teacher paperwork



**HILLSBORO R-III SCHOOL DISTRICT**  
**MONTHLY CHECKLIST FOR 7-12**

**AUGUST**

- Meet, welcome your protégé
- Attend Mentor workshop
- Develop collegial relationship
- Review procedural checklist items
- District/start-up activities
- Maintain personal records/documentation (keep a file)

**SEPTEMBER**

- Informal meetings
- Monthly conference
- Review PD tracking
- Meet with principals
- Progress reports
- Review End of Course (EOC) requirements with your principal

**OCTOBER**

- Homecoming activities
- Attend Mentor workshop
- 1<sup>st</sup> Quarter report cards
- Informal meetings
- Monthly conferences
- Other

**NOVEMBER**

- Early release times
- Thanksgiving break
- Preparing for final exams
- Informal meetings
- Monthly conferences
- Other

**DECEMBER**

- Prepare for finals
- Holiday related events
- Student assemblies/concerts
- Semester courses
- Collecting textbooks/student debts
- Other

**JANUARY**

- Work day/meetings/submitting grades
- MAP preparation
- 2<sup>nd</sup> semester pacing
- Other

**FEBRUARY**

- MAP practice exams
- 3<sup>rd</sup> quarter progress reports
- 3<sup>rd</sup> quarter grades
- Other

**MARCH**

- Spring break
- Observation of new teacher
- Teacher Recognition dinner
- Other

**APRIL**

- MAP procedures
- End of the year field trip information
- Other student awards/certificates
- Other

**MAY**

- Prom related information
- Graduation information
- End of the year ceremonies/assemblies
- Student debts
- Purchase orders
- End of the year check-out procedures
- Room preparation for summer school
- Increase student supervision
- Complete & submit all New Teacher paperwork

**HILLSBORO R-III SCHOOL DISTRICT  
MONTHLY CHECKLIST/ TIMESHEET\***

**K-12  
Semester 1**

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Date: \_\_\_\_\_

BEG \_\_\_\_\_ END \_\_\_\_\_

ARR. \_\_\_\_\_  
LVE. \_\_\_\_\_

MON	TUES	WED	THURS	FRI	SAT

Dept: \_\_\_\_\_

Date: \_\_\_\_\_

New Teacher \_\_\_\_\_

Employee Signature \_\_\_\_\_

**FOR OFFICE USE ONLY:**

TOTAL DAYS \_\_\_\_\_ OR HRS \_\_\_\_\_  
WORKED

SICK LV. \_\_\_\_\_ PERS. \_\_\_\_\_ OTHER \_\_\_\_\_ UNPD \_\_\_\_\_

HOLIDAYS \_\_\_\_\_ VACATION \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature Indicating Approval

\* Mentor will submit all timesheets. New Teachers have checklist only to submit.

**Mentor Complete and Return**

**HILLSBORO R-3 SCHOOL DISTRICT  
PROCEDURAL CHECKLIST**

*Please review all items relevant to the building/position*

New Teacher Name: \_\_\_\_\_

Mentor Name \_\_\_\_\_

**A. Grading**

- |                        |             |
|------------------------|-------------|
| 1. Grade Book/Computer | Date: _____ |
| 2. Homework Policy     | Date: _____ |
| 3. Grading Scale       | Date: _____ |
| 4. Progress Report     | Date: _____ |
| 5. Grade Cards         | Date: _____ |
| 6. Permanent Records   | Date: _____ |
| 7. Retention Policy    | Date: _____ |
| 8. Parent Conferences  | Date: _____ |
| 9. Other               | Date: _____ |

**B. MAP/Testing Procedures**

- |                                   |             |
|-----------------------------------|-------------|
| 1. Administration/Time & Training | Date: _____ |
| 2. Interpretation/Data Analysis   | Date: _____ |

C. Curriculum & Materials Date: \_\_\_\_\_

D. Lesson Plans Date: \_\_\_\_\_

E. Substitute Teacher Process Date: \_\_\_\_\_

- |                |             |
|----------------|-------------|
| 1. Requesting  | Date: _____ |
| 2. Preparation | Date: _____ |

F. Field Trips Date: \_\_\_\_\_

G. Discipline Procedures Date: \_\_\_\_\_

**H. Supervision Responsibilities**

Gr. K-6

- |                               |             |
|-------------------------------|-------------|
| 1. Art/Music/P.E./Library     | Date: _____ |
| 2. Hall/Recess/Bus/Lunch Duty | Date: _____ |
| 3. Rainy Day Procedures       | Date: _____ |

Gr. 7-12

- |                                |             |
|--------------------------------|-------------|
| 1. Hall/Lunch Duty             | Date: _____ |
| 2. Departmental Responsibility | Date: _____ |
| 3. Graduation                  | Date: _____ |

I. Textbook/Material Procedures Date: \_\_\_\_\_

J. Classroom Inventory Date: \_\_\_\_\_

K. Classroom Environment Date: \_\_\_\_\_

L. Lunch Count/Responsibilities Date: \_\_\_\_\_

M. Attendance Policy Date: \_\_\_\_\_

N. AV/Media Resources/Library Date: \_\_\_\_\_

**HILLSBORO R-3 SCHOOL DISTRICT  
PROCEDURAL CHECKLIST - continued**

- O. Emergency Procedures
  - 1. Nurse Date: \_\_\_\_\_
  - 2. Building Date: \_\_\_\_\_
  - 3. Drills/Crisis Plans Date: \_\_\_\_\_
  
- P. Student Scheduling Changes Date: \_\_\_\_\_
  
- Q. Requisitions/Materials/Supplies Date: \_\_\_\_\_
  
- R. Duplicating/Copy Procedures Date: \_\_\_\_\_
  
- S. Teacher Evaluation Date: \_\_\_\_\_
  
- T. Special Education Services Date: \_\_\_\_\_
  
- U. Extra-Curricular Activities Date: \_\_\_\_\_
  
- V. Professional Organizations Date: \_\_\_\_\_
  
- W. Professional Development Date: \_\_\_\_\_  
(ex. PLC'S/early outs, Travel request, and reimbursement procedures)
  
- X. Policies
  - 1. School Board Date: \_\_\_\_\_
  - 2. Building Handbook Date: \_\_\_\_\_
  
- Y. Scholl & Community Communication Date: \_\_\_\_\_
  
- Z. Other \_\_\_\_\_ Date: \_\_\_\_\_

Professional Development Participation:  
Use Professional Development Core Data Reporting Form for the current school year (will be provided).

This form is to be reviewed and signed by each of the following staff members.  
Form to be submitted by New Teacher at end of year.

New Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

Building Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**End of the Year- New Teacher Submit**

**OBSERVATION LOG FOR MENTOR/NEW TEACHER**

*\*Use this log to document half day release times for mentor and new teacher. Observations are required.*

<b>OBSERVER/ OBSERVEE</b>	<b>OBSERVATION (summarize)</b>	<b>COLLABORATION/ REFLECTION</b>	<b>DATE/ TIME</b>
Observer:  Teacher Observed:			
Observer:  Teacher Observed:			
Observer:  Teacher Observed:			
Observer:  Teacher Observed:			
Observer:  Teacher Observed:			

Observer's Signature: \_\_\_\_\_

**Mentor Complete and Return**

**SCHOOL YEAR 2022-2023**  
**PROFESSIONAL DEVELOPMENT (PD) LOG**

All professional development is now tracked through Frontline. Instructional/tutorial videos are available – click on the ? in the upper right hand corner when in Frontline, then click on Frontline Support, scroll down the page to topic you are interested in.

Travel Request / PD submission

All Travel Requests are to be completed online through Frontline. Allow 4 weeks prior to travel for the approval process. Once the training has been completed you must complete the Professional Development Feedback portion of the electronic form and submit for final approval.

The 2003 Missouri law change requires annual PD for Initial and Career Continuous holders. All certified staff employed during the 2022 - 2023 school year must log all professional development activities through Frontline. Lifetime certificate holders are exempt if it is in the area in which you are currently teaching.

The PD log is to be complete for a review by the Curriculum and Instruction Department at CO at the end of the year as part of your teacher checkout. Please remember the PD information you need to provide is for the entire 2022-2023 school year. We will be sending out a district reminder sometime in April/May.

The Curriculum and Instruction Department will be keeping PD logs completed each year and New Teacher documentation. **It is best practices to also track your PD hours and documents that you send to CO.**

Attached is the table depicting the required professional development hours. Find your classification on the left hand side of the table and then complete the log with your PD hours. If you are not sure of an exact date of your PD please just do the best that you can. Contact hours are the actual number you were in attendance for workshops and/or seminars. Each college credit = 15 PD contact hours. As an example: a 3-hour course = 45 PD contact hours.

- New Teachers to the district- if you have any questions or concerns with filling out this form please contact your mentor.

If you have any more questions please call Melissa Hildebrand at ext. 6005 or you can visit the DESE website at [www.dese.mo.gov](http://www.dese.mo.gov).

*Attachments:*

*Table for Required Professional Development*

# Required Professional Development Hours

1 college credit hour = 15 PD contact hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
<b>Adult Education &amp; Literacy (AEL)</b>	60 total	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
<b>Professional Cert</b> - most core areas & librarians	30 total	24 hours plus annual	15 annually until exempt	“
<b>Career Education</b> – (formerly vocational)	90 total	24 hours plus annual	30 annually until exempt	“
<b>Student Services</b>	40 total	24 hours plus annual	20 annually until exempt	“
<b>Administration</b> – superintendent	120 total	24 hours plus annual	30 annually until exempt	“
<b>Administration</b> – principals, special ed. directors and career ed. directors	120 total	24 hours plus annual	<b>Years 5-10</b> <u>must</u> complete EdS degree in ed adm, C&I, or reading/literacy or 30 hours annually	<b>Years 11-99</b> exempt with EdS degree or national certification
<b>Provisional</b> (2 years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
<b>Temporary</b> (1 year)	must complete 9 college credits annually	n/a	n/a	n/a

**PROFESSIONAL DEVELOPMENT (PD) GOALS**

**Goal #1:** We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission.

**Goal #2:** Every student will be provided the opportunity to successfully complete the educational process.

**Goal #3:** We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

**Goal #4:** We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

**Goal #5:** We will maintain fiscal practices that will meet current and future educational programs.

**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN GOALS (CSIP)**


**Goal #1:** Hillsboro R-3 School District will provide a healthy, safe, and effective environment conducive to learning that meets or exceeds state standards.

**Goal #2:** Hillsboro R-3 School District Board of Education will govern the district in an efficient and effective manner by providing leadership and representation to benefit students, staff, and patrons of the district.

**Goal #3:** Hillsboro R-3 School District promote, facilitate, and enhance parent, student and community involvement in District educational and outreach programs.



## PROFESSIONAL DEVELOPMENT FEEDBACK FORM

This is an example of the Professional Development Feedback form that is located in Frontline. This form is required after you complete the professional development activity. Instructional/tutorial videos are available – click on the  in the upper right hand corner when in Frontline, then click on Frontline Support, scroll down the page to topic you are interested in.

### General Info

User  
Activity Title  
Building  
Submitted  
Marked Complete

### Prof. Dev. Feedback

Would you recommend this conference to others? Why?

List three strategies from this conference that you plan to use in your classroom or area of employment.

How will you share the information that you learned with others? Please check all that apply.

WRITTEN SUMMARY  
BUILDING PRESENTATION  
TRAIN-THE-TRAINER  
OTHER

Date Information Will Be Presented?

**Click Save To Exit**

## NEW TEACHER PROGRAM QUESTIONNAIRE

The Professional Development Committee (PDC) requests that you complete the following questionnaire. This will help in evaluating the Mentor Program.

Beginning Teachers (circle one)

I. I am a:            1<sup>st</sup> year Beginning Teacher            1<sup>st</sup> year Experienced Teacher            2<sup>nd</sup> year Teacher

II. Time spent with mentor teacher:

a. Estimate amount of time spent with mentor on a monthly basis: \_\_\_\_\_

b. Was release time adequate?        Yes            No

c. Observations of other teachers completed:

How was it beneficial?

Is more time needed? If yes, why?

III. Assignment of mentor

a. Would you prefer to be assigned the same mentor for both years?        Yes            No

Why? or Why not?

b. Is it helpful for the mentor be in the same department or grade level?        Yes            No

Reasons:

IV. Resources

a. Were adequate teaching resources available to you?                                Yes            No

What other resources did you need/expect?

b. Did the mentoring program administrator role meet your needs?                                Yes            No

Why? or Why Not?

V. What worked for you in the mentoring program? (Be specific)

VI. What did not work for you in the mentoring program? (Be specific)

VII. Please list any suggestions for next year. (ex: 3 day orientation, PLC'S, training time w/ mentors etc.)

**NEW TEACHERS**  
**List of Items to be Completed and Submitted**  
**To your building Principal**

1. Hillsboro Monthly Checklist
2. Hillsboro R-3 School District Procedural Checklist
3. Observation Log
4. Professional Development Log. Keep a copy for your personal file/portfolio.
5. Professional Development Plan (located in the Performance Based Teacher Evaluation) to Building Principal for your Building Personnel File - Keep copy for your personal records/portfolio
6. Survey for New Teachers

*Throughout the year you will be asked, along with all certified staff, to complete additional information and submit it to either your Building Principal or to the CO. When asked to do so please keep a copy for your personal file/portfolio.*

**Mentors**  
**List of Items to be Completed and Submitted**  
**To your Mentor Specialist**

1<sup>st</sup> year Mentors

1. Monthly/Checklist Timesheet
2. Observation Log for ½ day release time.
3. Assist your new teacher in submitting items to CO (email will be sent at the end of school year)

2<sup>nd</sup> year Mentors

1. Monthly Timesheet
2. Observation Log

**Please Mark Your Calendars!**

Contact numbers: 636-789-0000

Melissa Hildebrand	Assistant Superintendent	(Central office)	ext. 6005
Diane Scanga	Dist. Rec./Curriculum Sec.	(CO)	ext. 6015
Lori Wood	K-6 Mentor Specialist	(Primary)	ext. 5359
Kevin Gillespie	7-12 Mentor Specialist	(High School)	ext. 1213