

Alden-Hebron District 19 Mentoring Program

First & Second Year Program

Alden-Hebron District 19, in partnership with our community, will educate and inspire our students to reach their individual potential enabling them to be responsible members of society.

Vision & Mission of the Mentoring Program

Vision Statement: Alden-Hebron District 19 is committed to ensuring that all students find success.

Mission Statement: Alden-Hebron District 19's mentoring program will enhance quality instruction by providing support for new teachers as they acquaint themselves with the District's policies and procedures while building relationships with students, staff, parents and the community at large.

Belief Statements: Alden-Hebron District 19 believes a quality mentoring program should:

- Encourage open lines of communication
- Encourage collaboration between staff
- Provide a safe and confidential environment to share teaching experiences that affect student success
- Provide opportunities to learn from each other through observations to aid professional growth
- Provide guidance and support in understanding and following district policies and procedures to ensure student success/safety
- Facilitate understanding and application of the Danielson Framework for Teaching to enhance curriculum and instruction

Roles & Responsibilities

The role of an Alden-Hebron District 19 mentor is to provide assistance to mentee(s), actively participate in professional conversations and provide constructive feedback to help mentees grow and develop professionally.

Responsibilities of a Mentor Teacher:

- Host a minimum of two meetings a month with mentee (except in the months of August & December)*
- Attend ½ day new teacher institute
- Meet ½ day with district administration to review mentor roles & responsibilities before the start of the school year
- Be familiar with district policies and procedures
- Meet quarterly with administration
- Conduct a minimum of two peer observations*
- Assume a proactive leadership role
- Be actively involved in Instructional coaching/facilitating

The role of a an Alden-Hebron District 19 mentee is to be open to assistance from mentor teachers, actively participate in professional conversations and be open to constructive feedback in order to grow and develop professionally.

Responsibilities of a Mentee Teacher:

- Attend a minimum of two meeting a month with mentor teacher (except in the months of August & December)*
- Attend new teacher orientation day(s)
- Meet quarterly with administration
- Actively participate in professional conversations
- Be receptive to instructional coaching
- Complete evaluation(s)
- Participate in a minimum of two peer observations*

*use the forms attached to document

Alden-Hebron District 19 Mentoring Program Peer Observation Form

Teacher _____

School _____

Observer _____

Date _____

Strengths	Domains/Components	Growth Opportunities
	Domain 1: Planning & Preparation 1a: Knowledge of content/pedagogy 1b: Knowledge of students 1c: Setting instructional outcomes 1d: Knowledge of resources 1e: Designing coherent instruction 1f: Designing student assessments	

Strengths	Domains/Components	Growth Opportunities
	Domain 2 : Classroom Environment 2a: Creating an environment of respect/rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior 2e: Use of Physical space	

Strengths	Domains/Components	Growth Opportunities
	Domain 3: Instruction 3a: Communication with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning 3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness	

Strengths	Domains/Components	Growth Opportunities
	Domain 4: Professional Responsibilities 4a: Reflecting on teaching 4b: Maintaining accurate records 4c: Communicating with families 4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism 4g: Attendance and punctuality	

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

August

The following items need to be discussed:

Year 1

1. Orientation (Building Routines)
2. Classroom set-up
3. Open House expectations

Year 2

1. Review and revise policies and procedures.
2. Review and revise beginning of year expectations.

Meeting Dates:

August: _____

Mentor _____

Mentee _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

September

The following items need to be discussed:

Year 1

1. Aims Web Testing
2. Map Testing
3. Peer Observation
4. Danielson/ Domain 4
5. Confidentiality

Year 2

1. Review goals from previous year
2. Using student data
3. Danielson/Domain 4
4. Peer Observation

Meeting Dates:

September: _____

Mentor _____

Mentee _____

September: _____

Mentor _____

Mentee _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

October

The following items need to be discussed:

Year 1

1. Report Cards
2. P/T Conferences
3. Danielson/ Domain 1

Year 2

1. P/T Conferences- Reflection from previous year.
2. Danielson/ Domain 1
3. Instructional Strategies Conversation

Meeting Dates:

October: _____

Mentor _____

Mentee _____

October: _____

Mentor _____

Mentee _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

November

The following items need to be discussed:

Year 1

1. Peer Observation
2. District Commitments
3. Finals
4. Danielson/ Domain 2

Year 2

1. Peer Observation
2. Danielson/ Domain 2

Meeting Dates:

November: _____

Mentor: _____ Mentee _____

November: _____

Mentor: _____ Mentee _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

December

The following items need to be discussed:

Year 1

1. End of Semester Grades
2. Discipline: Classroom Management

Year 2

1. Instructional Strategy
2. Formal Observation Discussion

Meeting Dates:

December: _____

Mentor: _____ Mentee: _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

January

The following items need to be discussed:

Year 1

1. Using Student Data
2. Peer Observation
3. Danielson/Domain 3
4. Student Retention

Year 2

1. Peer Observation
2. Danielson/ Domain 3
3. Student Retention

Meeting Dates:

January: _____

Mentor: _____

Mentee: _____

January: _____

Mentor: _____

Mentee: _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

February

The following items need to be discussed:

Year 1

1. ISAT
2. Review P/T conferences procedures
3. Review Retention Plan
4. Classroom Management

Year 2

1. ISAT
2. Instructional Strategies
3. Curriculum Development
4. Review Retention Plan

Meeting Dates:

February: _____

Mentor: _____ Mentee: _____

February: _____

Mentor: _____ Mentee: _____

Reflection:

Mentor/Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

March

The following items need to be discussed:

Year 1:

1. Peer Observation
2. Retention- Communication
with all stakeholders
3. Summative Conference Procedures

Year 2:

1. Peer Observation
2. Retention- Communication
with all stakeholders
3. Summative Conference Procedure

Meeting Dates:

March: _____

Mentor: _____

Mentee: _____

March: _____

Mentor: _____

Mentee: _____

Reflection:

Mentor Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

April

The following items need to be discussed:

Year 1

1. Planning and preparing for next School year
2. District commitments
3. Professional Growth Plans

Year 2

1. Instructional Strategies
2. Professional Growth Plans

Meeting Dates:

April: _____

Mentor: _____

Mentee: _____

April: _____

Mentor: _____

Mentee: _____

Reflection:

Mentor Mentee Monthly Agenda

Complete the form by initialing in the designated mentor or mentee slot and keep for your professional evidence.

May

The following items need to be discussed:

Year 1

1. End of year process
2. Finals/ Semester Grades
3. Reflection on Year 1

Year 2

1. End of year process
2. Reflection on mentoring program
3. Celebrate completion

Meeting Dates:

May: _____

Mentor: _____

Mentee: _____

May: _____

Mentor: _____

Mentee: _____

Reflection:

Suggested Topics for Professional Conversations

What is Confidential, What is Not?

What is Confidential?

- Your talk, dialogue with the mentor/mentee
- Student files, information contained therein such as grades, personal concerns
- Parent conferences information that is shared confidentially
- Personal feelings for co-workers, administration etc.
- Your evaluation comments
- Any information about another parent's child, when talking to the other parents/staff members
- Health concerns of students
- Students' names addresses, phone numbers

What is NOT confidential?

- Sharing teaching strategies
- Sharing knowledge about how students reacted, performed for you...what worked, what didn't
- Sharing positive things about students
- Sharing what you wish or care to reveal about yourself
- Concerns regarding child abuse that might be heard, or shared....you are a mandatory reporter and may share this with administration.
- Infectious enthusiasm for teaching
- General progress of a class, certain groups of students...how things are going

The Classroom & Beyond

- Attendance, Absent, Tardy
- Classroom Transitions
- Student Materials
- Grading (extra credit, rubrics, writing comments)
- Homework Policies (late work, missing work)
- Communicating with Parents
- Supplies
- Class Participation
- Substitute Teachers
- Field Trips
- Time Management
- Committees
- Drinks, Bathroom, Pencil Sharpening
- Expected Student Behaviors
- Behavior Consequences
- Recording Grades
- Rewards & Incentives
- Posting Student Work
- Printing, Cursive, Typed
- Safety Procedures (fire, tornado, bomb threat)
- Technology, E-mail
- Accident Reports
- Student Seating Arrangements

Surviving the First Year: Suggestions for Personal Survival

- Set high and consistent expectations
- Fight isolation in all aspects of your work
- Document communication
- Take care of yourself
- Love learning
- Support one another and seek wisdom from others
- Reach out for support early and all the time
- Be realistic
- Keep a sense of humor

Classroom Management Discussions

- Treat students with the same respect you expect from them
- Learn their names quickly and recognize their individual qualities
- Know the school discipline policy
- Provide a list of expectations
- Don't threaten or use sarcasm
- Avoid arguing with students
- Let each student start the day with a clean slate
- Get to know your students.
- Be fair, positive, consistent, firm, friendly
- Let the students know you care
- Have classroom routines
- Never humiliate
- Be mobile

Preparing for Substitute Teachers

- Provide your schedule
- Provide a seating chart
- Provide information about students with special needs (preferred seating, medical conditions etc.)
- Provide classroom rules and expectations
- Names of paraprofessionals in the room
- Procedures for sick students
- Names and schedules of students who leave the room for special reasons
- Provide procedures for attendance, lunch count etc.
- Provide detailed lesson plans
- Location of materials
- Names of helpful students
- Procedures for dismissal time

Instructional Strategies Conversation Suggestions

- Quad D Classrooms
- Rigor & Relevance
- Blooms Taxonomy
- Technology in the Classroom
- Feedback & Reflection
- Learning Centers
- Service Learning
- Problem Based Learning
- Simulation/Role Playing
- Presentations
- Guided Practice
- Graphic Organizers
- Engaged Learning
- Indicators of Engaged Learning
- Cooperative Learning
- Writing Across the Curriculum
- Reading Strategies
- Formative Assessments
- Summative Assessments
- Quarterly Assessments
- Grading Strategies
- Homework Policies
- Struggling Students

Indicators of Engaged Learning

Variable	Indicator of Engaged Learning	Indicator Definition
Vision of Learning	Responsible for learning	Learner involved in setting goals, choosing tasks, developing assessments and standards for the tasks, has big picture of learning and next steps in mind
	Strategic	Learner activity develops repertoire of thinking/learning strategies
	Energized by learning	Learner is not dependent on rewards from others: has a passion for learning
	Collaborative	Learner develops new ideas and understanding in conversations and work with others
Tasks	Authentic	Pertains to real world, may be addressed to personal interest
	Challenging	Difficult enough to be interesting but not totally frustrating, usually sustained
	Multidisciplinary	Involves integrating disciplines to solve problems and address issues
Assessment	Performance based	Involving a performance or demonstration, usually for a real audience and useful purpose
	Generative	Assessments having meaning for learner; maybe produce information, product or service
	Seamless and ongoing	Assessment is part of instruction and vice versa; students learn during assessment
	Equitable	Assessment is culture fair
Instructional Model	Interactive	Teacher or technology program responsive to student's needs, requests (menu driven)
	Generative	Instruction oriented to constructing meaning; providing meaningful activities/experiences
Learning Context	Collaborative	Instruction conceptualizes students as part of learning community; activities are collaborative
	Knowledge based	Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
	Empathetic	Learning environment and experiences set up for valuing diversity, multiple perspectives; strengths
Grouping	Heterogeneous	Small groups with persons from different ability levels and backgrounds
	Equitable	Small groups organized so that over time all students have challenging learning tasks/experiences
	Flexible	Different groups organized for different instructional purposes so each person is a member of different groups; works with different people
Teacher Roles	Facilitator	Engages in negotiation, stimulates and monitors discussion and project work but does not control
	Guide	Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
	Co-learner/co-investigator	Teacher considers self as learner; willing to take risks to explore areas outside his or her expertise, collaborates with other teachers and practicing professionals
Student Roles	Explorer	Students have opportunities to explore new ideas/tools, push the envelope in ideas and research
	Cognitive Apprentice	Learning is situated in relationship with mentor who coaches students to develop ideas and skills that stimulate the role of practicing professionals (engage in research)
	Teacher	Students encouraged to teach others in formal and informal contexts
	Producer	Students develop products of real use to themselves and others