

Slate Valley Unified Union School District

EDUCATOR MENTORING PROGRAM

2020-2021

In a completely rational society, the *best of us* would be TEACHERS
and the rest of us would have to settle for something less
because *passing civilization along* from one generation to the next
ought to be the *highest honor* and the *highest responsibility* anyone could have.
~Lee Iacocca

[Mentoring Google Site](#)

Why Teacher Mentoring?

“Teaching is an occupation that loses many of its newly trained members very early in their careers,” says national researcher Richard Ingersoll. The National Center for Educational Statistics shows about one third of America’s teachers are leaving the field during their first three years of teaching. At the five year mark nearly half will have left. Teaching is one of the only professions that expect new hires to assume all the responsibilities of the experienced employee with little support from the system.

Being a novice teacher can be overwhelming. A good mentoring program supports new teachers while they transition from theory to practice. Mentoring programs also help transition more experienced teachers into new teaching assignments. Supporting the well-being of these new teachers will improve the quality of instruction. Mentoring has been shown to decrease the number of teachers leaving the profession. Students are the greatest benefactors of the support given to new teachers.

Mission Statement

The mission of the Slate Valley Unified Union School District’s Educator’s Mentor Program is to provide students with quality instruction by promoting the professional development of all educators.

Purpose

The purpose of the Educator’s Mentor Program is to aid the transition of school professionals and encourage best practices through collaboration with experienced educators.

Goals

To reduce feelings of isolation, improve performance, increase retention and satisfaction, and encourage openness and dialogue between educators.

To create an “integrated professional culture” (Johnson, 2002) with characteristics such as:

- frequent and meaningful interaction among all faculty members of all experience levels;
- higher expectations for increased teacher contribution to their school’s learning community;
- curriculum guidance;
- collaborative planning; and
- peer observation

To continue to increase educator quality, which is essential for desired learning outcomes, as required by Vermont and federal law and regulations.

- Vermont School Quality Standards state that each school should implement a mentoring system for professional staff in their first two years of employment.
- Title II of No Child Left Behind provides schools with the opportunity to receive grant funds to develop and implement initiatives to develop mentoring and induction programs.

Program Components

The Educator Mentor Program is a structured program to train, orient, assist and support an educator who is new to the profession, new to the school, or new to a grade level or specialty area. The focus is on the one-to-one mentoring relationships that pair a new teacher with a more experienced colleague and may also include orientation days and a series of workshops/seminars for groups of educators.

The SVUUSD Mentor program has two components. Mentors will work with their mentees on the Components of Professional Practice as set forth in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. Mentees will also meet on a regular basis for seminars/meetings on various topics of interest and need.

The level of participation in the mentoring program will be determined by a combination of the type of license held by the teacher, previous teaching experience, and administrative recommendation, etc. Final decisions about placement in the program will be made by the Curriculum Director.

Program Categories

Category I – Two (2) Years in New Educator Mentoring Program
Educator with 0-5 years’ experience in endorsed area and new to district and hold a provisional, emergency, or Level 1 license, at the discretion of the building principal in collaboration with curriculum director.
Intensive Year: <ul style="list-style-type: none"> ● Participation in the New Teacher Orientation Program the first year. ● 15 hours of one-to-one meetings with mentor(s) ● 5 hours of instructional coaching and ● 5 hours of mentor and/or mentee meetings as a school or Supervisory Union. ● Completion of a mentoring log with the signature of mentor, mentee, and building principal
Supportive Year: <ul style="list-style-type: none"> ● 6 hours of one-to-one meetings with mentor(s) ● 3 hours of instructional coaching and ● 5 hours of mentor and/or mentee meetings (seminars) as a school or Supervisory Union. ● Completion of a mentoring log with signature of mentor, mentee, and building principal ● Completion of log sheet signed by both mentee and mentor and final reflection/evaluation of the program.

Category II – One (1) Year in New Educator Mentoring Program
New teachers to the district who are re-entering or have more than 5 years’ experience in the profession or changing a teaching assignment, and hold a Level II license, at the discretion of the building principal in collaboration with curriculum director.

Supportive Year:

- Participation in the New Teacher Orientation Program the first year.
- 6 hours of one-to-one meetings with mentor(s)
- 3 hours of instructional coaching and
- 5 hours of mentor and/or mentee meetings (seminars) as a school or Supervisory Union.
- Completion of a mentoring log with signature of mentor, mentee, and building principal
- Completion of log sheet signed by both mentee and mentor and final reflection/evaluation of the program

Category III – One (1) Year in New Educator Mentoring Program

Teachers NOT NEW to the district, but have a change in their teaching assignment or begin teaching under a new endorsement will have a district instructional coach and mentor available at the discretion of the building principal in collaboration with curriculum director.

Supportive Year:

- 6 hours of one-to-one meetings with mentor(s)
- 3 hours of instructional coaching and
- 5 hours of mentor and/or mentee meetings (seminars) as a school or Supervisory Union.
- Completion of a mentoring log with signature of mentor, mentee, and building principal
- Completion of log sheet signed by both mentee and mentor and final reflection/evaluation of the program

Category IV – 1 - 2 Years in New Educator Mentoring Program

Those holding non-instructional professional licenses such as nurses, counselors, depending on their licensure level and years of experience may have one or two years in the mentoring program, at the discretion of the building principal in collaboration with curriculum director.

Intensive Year:

- Participation in the New Teacher Orientation Program the first year.
- 17 hours of one-to-one meetings with mentor(s)
- 5 hours of instructional coaching or workshops/trainings on applicable topics and
- 3 hours of mentor and/or mentee meetings as a school or Supervisory Union.
- Completion of a mentoring log with the signature of mentor, mentee, and building principal

Supportive Year:

- Participation in the New Teacher Orientation Program if not done in previous year
- 8 hours of one-to-one meetings with mentor(s)
- 3 hours of instructional coaching or workshops/trainings/webinars on applicable topics and
- 3 hours of mentor and/or mentee meetings (seminars) as a school or Supervisory Union.
- Completion of a mentoring log with signature of mentor, mentee, and building principal
- Completion of log sheet signed by both mentee and mentor and final reflection/evaluation of the program

Mentoring Team Members and Roles

Superintendent/Curriculum Coordinator/Mentor Coach

- Encourages eligible teachers to become mentors

- Works with Principals to select mentors and match mentors with mentees. Every effort will be made to match a mentee with a mentor who matches most of the following characteristics (in order of importance based on 2020 mentee feedback):
 - Same school building
 - Same content area or specialty focus
 - Same grade level expertise
- Respects confidentiality of the mentor-mentee relationship
- Promotes the Educator Mentor Program within the community
- Meets on a regular basis with the Coordinator(s)
- Re-assign a mentor if necessary.
- Coordinate with the business office for financial reimbursement for teachers participating in mentoring activities.
- Actively seek additional grant money that can be used to finance the mentor program.
- Share resources for professional development opportunities.

Instructional Coaches

- Coordinate and communicate mentoring activities throughout the year.
- Meet with each school during group meeting sessions.
- Provide instructional coaching 5 hours for Category 1, 3 hours for Category 2 and as needed Category 3 and 4.
- Arrange Mentor training sessions with the Curriculum Coordinator and mentors as applicable.
- Works with administrators to match mentors with mentees.
- Annually review and evaluate the effectiveness of the mentor program with Administration.

Principal

- Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
- Orients the mentees to the building-specific expectations (with the help of the mentors) before the start of the school year.
- Works with the Curriculum Coordinator to select mentors and to match mentors with mentees
- Respects confidentiality of mentor-mentee relationship
- Resolves minor building level issues or concerns
- Checks in frequently with mentors and mentees within their building, and signs completed mentoring logs for both mentees and mentors
- Promotes the Educator Mentoring Program within the community
- Allow for and support release time to complete mentor/mentee classroom visits.
- Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Coordinator and/or Mentoring Coach.

Mentor

- Completes mentor training (Pathwise and/or other training)
- Sets meeting dates/agenda for group mentoring sessions/seminars and emails agenda and any requests for facilitation to the Mentor Coach prior to their meetings
- Communicates general plan for one-on-one mentoring schedule to Mentor Coach by October 1.
- Meets on a regular basis with mentee and completes log
- Leads by example and serves as a resource, completes reflection/evaluation form
- Maintains a confidential relationship with the new teacher
- Provides a variety of perspectives rather than only one perspective
- Serves as a "go-to" person and models analytical and reflective practice
- Engages colleagues in welcoming, supporting, and collaborating with new staff members
- Joins mentee at group mentoring sessions/seminars when possible
- Meets regularly with Principal in regards to mentoring information/needs
- Participates in trainings, seminars, and monthly meetings

- Conducts at least one peer (mentee) observation per year, and facilitates opportunities for the mentee to observe colleagues.
- Attends New Staff Orientation in August, including the social time of the lunch and the afternoon hours of orientation at individual schools as part of the allotted hours.
- Communicates with mentee prior to the start of the school year, and if possible supports the mentee in the initial set up of his/her classroom or office space as part of the allotted hours.

Mentee

- Meets on a regular basis with mentor (at least 3 times a month in the beginning of the year, then tapering off if determined reasonable; minimum of 30 minutes each meeting), signs mentor's log to confirm mentoring hours
- Commits to attend and engage in group mentoring sessions/seminars and individual mentoring meetings
- Completes reflection/evaluation forms as requested throughout the year
- Meets as needed with Principal or Mentor Coach in regards to mentoring information/needs
- Observes other teachers teaching, planning, reflecting, and conferencing and/or allows mentor to observe their teaching, planning, reflecting, and conferencing
- Joins and actively participates in school events and initiatives
- Participates in professional development opportunities and/or instructional coaching depending on the category

Responsibilities of a Mentor

- Develop a collegial/professional relationship with mentee.
- Orient the new staff member to the district, his/her school, and/or the building procedures.
- Attend new staff orientation luncheon and afternoon orientation at building.
- Participate in twice-yearly mentor trainings and calibrations
- Gather and share necessary resources to assist the initial educator with planning efforts (ie, assessment calendar, data, etc.).
- Discuss the teacher's responsibilities and expectations within the district, building, team, grade level.
- Establish a system of on-going communication with the educator and a schedule of face to face meetings.
- Provide professional contacts as needed for the initial educator to meet content specific, grade level specific, and teaching strategy needs.
- Complete Mentor Training Program (Pathwise or other).
- Provide support to their mentee in the areas of classroom management, planning, instruction and assessment, and other professional responsibilities.
- Meet regularly with their mentee (minimum of 20 hours for Intensive or 11 hours for Supportive documented hours per school year).
- Complete peer observation with mentee at least once per year with pre and post dialogue concerning the observation.
- Keep a mentoring log of hours and topics addressed. Signatures of mentor and building principal will be required.
- Attend required meetings.
- Complete end-of-year reflection/evaluation form.
- Schedule observations as requested by mentee.

Qualities of a Good Mentor

<p>Mentors are:</p> <ul style="list-style-type: none"> ● service oriented ● committed to the role of mentor ● accepting of new teachers ● respected by peers ● flexible ● approachable ● trustworthy ● confident ● non-judgmental ● open to new ideas ● good listeners ● positive/optimistic ● people oriented ● empathetic 	<p>Mentors have:</p> <ul style="list-style-type: none"> ● a valid Vermont Teaching License ● at least five years of teaching total, or three years of teaching experience within SVUUSD. ● successfully completed a Mentor Training Course (Pathwise or other). ● been recommended, selected and approved by the administration based on teaching and leadership skills displayed. ● agreed to abide by the expectations stated as “Responsibilities of a Mentor.” ● strong instructional support skills ● strong time management skills ● knowledge of available resources/models ● strong communication skills
---	---

Program Compensation

<h3 style="margin: 0;">Mentor Stipends</h3> <p style="margin: 0;">Full payment will be contingent on attendance at all scheduled events and completion of all requirements.</p>		
<p>Intensive</p> <p>\$625</p>	<p>Supportive</p> <p>\$325</p>	<p>Stipends for other situations (such as long term subs and teachers who are hired mid-way into the year) will be determined individually on a pro-rated basis</p>

Mentor/Mentee Agreement of Confidentiality And Commitment to the Mentoring Program

I understand and will fulfill my responsibilities as outlined in the Slate Valley Unified Union School District's Mentor Program. I will make time to have meaningful interactions with my mentor/mentee, and will be prepared for and fully present for these interactions. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Signature of mentor: _____ Date: _____

Signature of mentee: _____ Date: _____

Appendix I: Suggested Topics

Mentor/Mentee Suggested Topics for the First Weeks of School

This is a long list and will likely require several hours in the first few weeks to review with mentees

Mentor: School: Extension #: Preferred way to communicate:	Grade Level/ Subject Area: School Year: Birthday: Prep time: Lunch time:
Mentee: School: Extension #: Preferred way to communicate:	Grade Level/ Subject Area: School Year: Birthday: Prep time: Lunch time:

Task / Topic	Notes	Date Addressed
New Staff Orientation		
Establishing Meeting Times & share with Mentor Coach		
Define the roles of coach and mentor		
Community Information		
Technology Systems, etc.		
Building Calendars		
Google: Data Share, etc.		
Handbooks & Emergency Procedures		
Make sure mentee knows where to access State Standards: CCSS, NGSS, C3; District and State Initiatives		
Introduction to Staff		
Telephone Procedures, set and access voice mail		
Use of Building Equipment		

Classroom Supplies		
Textbooks, manuals, etc		
Cumulative files		
Tour of building		
Office Procedures		
Lunchtime Routine		
Supervisory Duties		
Classroom Preparation		
Review Teaching Methods/ Best Practices		
First Day Planning		
First Week Planning		
Report Cards/Grading Practices, PBGRS, PLPs		
Open House date and prep		
Organizational Systems		
Daily Tasks		
PowerSchool, SIMS (Student Information Management System)		
Parent Volunteers		
Classroom Schedule (intervention blocks, advisory, Freshman Lab, etc.)		
Special Schedules		
Assemblies and Special Events		
Early Release Days, In-service Days, etc.		
Building Culture		
Building Procedures (requesting a day off, calling in sick, etc.)		

Mentor/Mentee Suggested Topics for the Fall Months

This list will take several one hour meetings over the course of the fall months

Task	Notes	Date Addressed
Student behavior documentation		
Develop/implement classroom management strategies		
Rtl (Response to Instruction/Intervention) teams		
Walk through basic introduction to district programs that apply to the position (ie: Foundations, Read 180, FastMath, et cetera) -- possibly done by coach depending on mentor's knowledge		
Orient the mentee to the Planning Tool and Educator Guide tools		
Spend a session together walking through the PLP for your grade level as if you were a student		
Special Ed. referral processes, IEP		
EST, 504, SWP services referral process		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
Homework policies, makeup/late work		
Recordkeeping, gradebook, attendance		
Grading philosophy, proficiency-based learning		
Refine computerized grading systems		
Help prioritize workload		
Positive parent contacts and set up log for recording		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schedules/activities, field trip procedures		

Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		
Staff Meetings		
Assessment Windows and Local Assessment Plan		
Seating Plans, Class Lists, forms		
Goals in Teachpoint and plan to achieve them		
Picture Day procedures		
SVU Holiday policy		
Classroom management concerns		
Organizational/recordkeeping skills		
Parent-teacher conferences prior to scheduled dates		
First report card		
Standardized exam policies, sample tests		
Mentor helps mentee set up and reflect on an observation of a colleague		
Prep for principal evaluation/observation, forms		
Information process for professional development opportunities		
Holidays		
Data Submission		
Special Events, Delayed Openings, Snow Days, Early Release Days, etc.		
End of semester/trimester procedures		
Reflect on areas for growth		
Grading		
Parent-Teacher Conferences		
Professional Development		

Progress Reports		
Snow Days		
Dealing with the impact of holidays on learning		
Assessments		
Learning Styles		

Mentor / Mentee Suggested Topics for the Winter Months

This list will take several one hour meetings over the course of the winter months

Task	Notes	Date Addressed
Plan Mid-year Target Assessment		
Probationary Policy for New Teachers		
Mentee to observe Mentor or other colleague and reflect		
Reflection on first half of year		
Projection on second half of year		
Grading Terms		
Clarify Formal Observations vs. Walkthroughs		
Budget Process & Procedure		
Vacation planning		
Encourage new things		
Review retention issues, summer school options, etc.		
Involvement in and contributions to K- 12 curriculum articulation early release day or grade level release day meetings		
ALIS licensing and documentation		
Progress Reports		
Possible Conferences		
SBAC manuals and online certifications		
Field trip procedures		
Summer school enrollment and retention procedures		
Suggestions for keeping momentum & student interest		
Contract signing procedures		

Mentor / Mentee Suggested Topics for the Spring Months

This list will take several one hour meetings over the course of the spring months

Task	Notes	Date Addressed
Plan end-of-year Universal Screeners, Data Retreat		
Transfer/retention procedures for specific students		
Student clustering/needs for next year		
Grading		
Time change		
Standardized Testing		
Second Mentee/Mentor Observation and reflection		
End-of year student activities and field trips		
Procedures for planning field trips		
Supervision expectations off campus		
Suggestions for keeping momentum & interest		
Student clustering needs for next year		
Encourage thank you notes to parents/staff		
Pass/Fail, end of course issues		
Preparation for assessments		
Paperwork		
Inventories		
End of the year reports		
Requisitions		

Optional third mentor/mentee observation completed and reflection		
End-of year checkout		
Final grading procedures		
Mentor program feedback & record data to be shared		
Celebrate Successes		

Appendix 2: Observation Materials

Mentor/Mentee Observation Sheet

Date:	Class:
Teacher:	
Observer:	

Pre-observation: What am I looking for? (Mentor)

Observation Notes (Mentor)

Action Plan: (Mentor)

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?

