

Malta Bend R-V School District

2021-2022

Mentor Handbook



*“Preparing Today’s Children for Tomorrow’s Challenges”*

Board Approved

# TABLE OF CONTENTS

INTRODUCTION	3
ESSENTIAL ELLEMENTS .....	3
WELCOME STATEMENT.....	4
NEW TEACHER ASSISTANCE PROGRAM .....	5
RATIONALE FOR THE PROGRAM .....	5
PURPOSE STATEMENT .....	5
DISTRICT PLAN .....	5
DISTRICT-WIDE COMMITTEE .....	5
MENTOR/TEACHER QUALIFICATIONS .....	6
GUIDELINES .....	6
RESPONSIBILITIES OF MENTORS .....	7
BEGINNING TEACHERS: THE HEART OF THE MATTER .....	8
PREPARING FOR THE FIRST DAY .....	9
INITIAL PROFESSIONAL CERTIFICATE (IPC) .....	10
PROFESSIONAL PLANS .....	11
PROFESSIONAL DEVELOPMENT PLANS .....	11
PROFESSIONAL IMPROVEMENT PLANS .....	11
PROFESSIONAL PORTFOLIO .....	11
PURPOSE .....	11
FOCUS .....	12
FORMAT/DESIGN OF PORTFOLIO.....	12
SUGGESTED CONTENT .....	12
PROFESSIONAL DEVELOPMENT PLAN .....	13
PORTFOLIO COLLECTION: STUDENT-GENERATED ARTIFACTS .....	15
PORTFOLIO COLLECTION; TEACHER-GENERATED ARTIFACTS .....	16
INSTRUCTIONAL TIPS .....	17
TEACHER-TO-TEACHER COACHING QUESTIONS .....	20
WAITING TIME BECOMES LEARNING TIME .....	21
EXAMPLES OF PRIMARY GRADE SPONGES .....	21
EXAMPLES OF UPPER ELEMENTARY SPONGES .....	22
MENTOR/MENTEE LOGS .....	23
TIPS FOR TEACHERS .....	27
THE FIRST DAY .....	28
THE FIRST FEW WEEKS .....	29
STANDARDS AND CRITERIA .....	29
TEACHER SELF-ASSESSMENT INVENTORY .....	30
NEW TEACHER/MENTOR OBSERVATION FORM	
MISSOURI PROFESSIONAL LICENSURE SYSTEM FOR TEACHERS	

**MALTA BEND R-V SCHOOL DISTRICT**  
**200 South Linn**  
**PO Box 10**  
**Malta Bend, MO 65339**

**INTRODUCTION**

Congratulations on your selection as a “Mentor” in the Malta Bend R-V School District. It is the goal of the Professional Development Committee, faculty, staff and administration to make the first year of teaching a positive experience that will help Mentees decide to make teaching a lifelong career.

**Essential Elements**

- A. A mentor program should be individualized and aligned with district goals and needs. It is difficult to achieve ownership and true understanding of a plan by simple replication. For this reason, the MSTA Mentoring Committee has gone beyond checklists to define essential components that allow a district to create a mentoring program based on its own goals, philosophy and beliefs.
  
- B. With legislation passed in 2003, beginning teachers are required to participate in a two-year mentoring program. A second-year teacher often starts the year knowing what does and does not work, without understanding why. The emphasis of second-year mentoring is to solidify the foundation established the first year by making adjustments based on experience. This process of refinement and understanding provides a chance for mature professional dialogue and collegiality.
  
- C. The beginning teacher should not be over-extended with out-of-field teaching assignments and/or extra-curricular duties. New teachers need time for reflection, self-evaluation, and affirmation. Stress and burnout are key reasons why teachers leave the profession.
  
- D. Collaboration time is a time to reflect with peers and mentors.



A mentor program increases the likelihood that a teacher will experience a positive introduction into teaching. It can be an effective way to help new teachers ease into their professional roles.

## Welcome to Malta Bend R-V School District

Malta Bend R-V is a rural district in Saline County, located in West-Central Missouri. Our District, according to the 2000 census, houses 765 patrons, 366 of which live in the two towns within the District, Malta Bend and Mt. Leonard. The remainder of the District is comprised of farms spread over approximately 90 square miles. Many individuals are involved with the farm industry, while others who live in town work in local industry such as Mid-Missouri Energy, or commute 10-15 miles to work in industry, factory, or retail jobs.

We are a small K-12 District with approximately 90 students. In addition to education, which we provide, some students also choose to attend a vocational school in Marshall, Missouri, their Junior and Senior years. They also have the opportunity to attend college level courses at Missouri Valley College in Marshall, Missouri during their senior year.

**WORKING TOGETHER IS SUCCESS**

*By Henry Ford*



## **NEW TEACHER ASSISTANCE PROGRAM**

### **RATIONALE FOR THE PROGRAM**

The New Teacher Assistance (NTA) Program is implemented to give supervision and role modeling to teachers new to the district as they assume responsibilities on par with the experienced teacher. This program is based on the following three assumptions:

- A. Induction into the teaching profession is a unique period, quite possibly the most difficult phase of teaching.
- B. Beginning teachers come into the profession with many advantages that, if tutored and channeled properly, can add positively to the school system.
- C. Those who are new to the profession can benefit from the support and expertise of skilled, experienced practitioners.

### **PURPOSE STATEMENT**

We, the faculty of the Malta Bend R-V School District, establish this New Teacher Assistance Program to involve experienced teachers in the indoctrination and guidance of teachers new to the system. This will assist in providing a safe and more secure environment in which new teachers can become established and further develops teaching and management skills; therefore, educational opportunities of each student are maximized.

### **DISTRICT PLAN**

The New Teacher Assistance Program will consist of the Professional Development Committee. The PDC will be responsible for general guidelines, general recommendations, and annual district-wide evaluation of the effectiveness of the program.

### **DISTRICT-WIDE COMMITTEE**

In addition to building representatives who make up the majority membership of the Professional Development Committee, the lead mentor teachers will be official members.

## Responsibilities of the PDC:

- A. Make district guidelines when necessary
- B. Monitor program
- C. Make yearly evaluation of program
- D. Recommend annual training

## **MENTOR/TEACHER QUALIFICATIONS**

- A. Mentors are assigned by the building principal to Mentees and approve by the Superintendent or designee and the school board.
- B. Mentors have completed a minimum of three (3) years of classroom teaching experience, including a minimum of two (2) years in Malta Bend R-V School District is preferred.
- C. Mentors have an understanding of the instructional process and the ability to transmit effective teaching strategies to other professional educators.
- D. Mentors are good listeners.
- E. Mentors exemplify teaching professionalism – serve as examples of ethical and attitudinal behavior.
- F. Mentors show sensitivity to the needs of the beginning teacher.
- G. Mentors are not overly judgmental.
- H. Mentors have effective interpersonal skills.

## **GUIDELINES**

Each beginning teacher in the Malta Bend R-V School District will have a mentor during the first two years of teaching.

- A. It is recommended that a Mentor work with one Mentee at a time.
- B. Principals should try to schedule some planning time or lunchtime for the Mentor and Mentee to occur at the same time during the school day if possible.
- C. If at all possible, the classrooms of the Mentor and Mentee should be in close proximity for ease of the conferencing and observations.

- D. It is recommended that all Mentors receive training prior to working with the Mentee.
- E. It is important to allow the Mentee up to two (2) full days of substitutes (funding to be taken from the PDC budget) to visit other teachers on his/her grade level in another district. These visits should be arranged by Mentor and principal.
- F. It is up to the discretion of the principal to provide additional substitutes to allow Mentees to visit other teachers in other district's at district expense.

## **RESPONSIBILITIES OF MENTORS**

The essence of mentoring is the individual relationship between an experienced professional and beginning teacher. The specific activities and strategies that the Mentor uses to help the Mentee grow and develop are important, but the qualitative nature of the relationship determines the success and effectiveness of the Mentor. The primary task of the Mentor is to establish a relationship with the Mentee based on mutual trust, respect, support, and collegiality. Specific responsibilities of the Mentor include:

- A. Meeting regularly with Mentee, both formally (at least once a month) and informally with great frequency at first.
- B. Guiding the Mentee through the daily operations of the school.
- C. Demonstrating lessons for the Mentee with not only the Mentor's class but with the Mentee's class, if possible. PDC funds will pay for up to one (1) substitute per semester for observations between Mentor and Mentee. Observations at other times can be accomplished during planning periods.
- D. Observing the Mentee's teaching and providing feedback. The Mentor for documentation purposes may keep scripting notes, and/or journal logs.
- E. Prepare Mentee for principal's evaluation and portfolio collection.
- F. Developing skills as a Mentor as well as a teacher.
- G. Supporting and counseling the Mentee.
- H. Maintaining a quarterly summary of meetings and/or contacts (see Mentor/Mentee Log, pages 20-22) and keeping a record of any scripting done during observations. You may want to refer to these notes in case a problem arises. Problems or concerns need to be discussed immediately with the principal.

- I. Making sure that Mentee understands all items on checklists. (see “Discussion Ideas Checklist”, page 8)
- J. Assisting Mentee in writing the professional development plan and implementing the plan for the first two years. (see pages 11-12)
- K. Being a role model in all aspects of professionalism.
- L. Submit the Mentor/Mentee Log to the Principal 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters. (see pages 20-22)

## BEGINNING TEACHERS: THE HEART OF THE MATTER

### Thoughts of a Novice

*Yesterday I met my first class,  
 So scrubbed, so fresh, so new...  
 Through four long years of college  
 I thought I'd know exactly what to do.  
 But no one told me about Jennifer  
 Who stares emptily into space...  
 Or Amy – always smiling and in her place.  
 Or little Josh whose father lost his job,  
 He fell asleep with a quiet nod.  
 Then there's Eric who takes everything apart.  
 Ah...he quickly found a way to my heart.*

*Such an AWESOME task...  
 This thing called TEACHING...  
 But it is so much more – it's REACHING.  
 Reaching out to others, sharing, caring...  
 Learning to go from the basics to the daring.*

*Help me to put things where they belong.  
 Grow with experience and learn to be strong.  
 Give me at least one friend to stand by me.  
 Someone who wants me to be all that I can be.  
 Someone to help me to understand my role.  
 The little things like hall duty or class role.  
 The larger things like dealing with children's lives  
 Am I ready...WILL I SURVIVE?  
 I want to, I have a lot to give...  
 So much to share about the way we live.*

*I need autonomy – to stand on my own.  
 But I don't ever need to feel completely alone.  
 I need to experiment, to learn from my mistakes.  
 Great is the reward – so high the stakes.  
 I have the systematic knowledge, I have the dream.  
 So tell me, colleagues of mine...  
 WHAT WILL YOU DO WITH ME?*





## Preparing for the First Day

Mentor will check each item discussed with Mentee

### Professional Responsibilities

- Develop and implement PDP
- Accumulation of artifacts and documentation for Teacher Portfolio
- In-service training log for PC I

### Safety Procedures

- Student Handbook
- Student checkout
- Fire/Tornado
- Permission to publish student's work
- School Nurse referrals

### Beginning Class

- Roll call, absent, tardy
- Academic warm-ups
- Distributing materials
- Class opening

### Room/School Area

- Shared materials
- Teacher's desk
- Drinks, bathroom
- Student storage/lockers
- Student desks
- Learning centers/stations
- Playground, school grounds
- Lunchroom, recess and hall procedures

### Classroom Management

- Rules and expectation
- Special needs students
- Passing out books/supplies
- Handing back assignments
- Assignments returned in timely manner
- Student movement in the room
- Signals for student's attention
- Organizing class materials
- Substitute information folder

### Instructional Activities

- Activities to do when work is done
- Movement in and out of small groups
- Expected behavior in group
- Bringing materials to school
- Putting away supplies/equipment
- Cleaning up
- Dismissing class

### Work Requirements

- Heading papers
- Use of pen or pencil
- Use of manuscript/cursive
- Writing on back of paper
- Neatness, legibility
- Incomplete/late work
- Make-up work (students absent)

### Communicating Assignments

- Posting assignments
- Orally giving assignments
- Homework assignments

### Checking Assignments in Class

- Students exchanging papers
- Marking and grading papers
- Turning in assignments
- Students correcting errors

### Curriculum/Assessment

- Implementation of Authentic Assessment components (scoring guides, prompts, graphic organizers, etc.)
- Malta Bend R-V School District grading scale
- Recording grades
- Student Portfolios
- Extra credit work
- Curriculum guide

### Academic Feedback

- Rewards and incentives
- Posting student work
- Communicating with parents
- Student's record of grades
- Written comments on assignments

*Getting to the Point!*

**Initial Professional Certificate (IPC)**



# Teacher Data Sheet

Teacher: \_\_\_\_\_

Requirements:

**Participate in an entry-year Mentor Program**

Year \_\_\_\_\_ Mentor signature \_\_\_\_\_

Year \_\_\_\_\_ Mentor signature \_\_\_\_\_

**Develop and implement a Professional Development Plan**

Year #1 (date) \_\_\_\_\_ Principal \_\_\_\_\_

Year #2 (date) \_\_\_\_\_ Principal \_\_\_\_\_

Year #3 (date) \_\_\_\_\_ Principal \_\_\_\_\_

**Complete 30 clock hours of in-service training**

Date \_\_\_\_\_ In-service Title \_\_\_\_\_ Proof attached

**Participation in Performance-Based Teacher Evaluations**

Date \_\_\_\_\_ Principal signature \_\_\_\_\_

Date \_\_\_\_\_ Principal signature \_\_\_\_\_

Date \_\_\_\_\_ Principal signature \_\_\_\_\_

**Participation in a Beginning-Teacher assistance program sponsored by a College or University**

Date \_\_\_\_\_ University/College site \_\_\_\_\_

**Complete three years of approved teaching experience**

Year #1 (year) \_\_\_\_\_ District \_\_\_\_\_

Year #2 (year) \_\_\_\_\_ District \_\_\_\_\_

Year #3 (year) \_\_\_\_\_ District \_\_\_\_\_

Submit this completed form.



## **PROFESSIONAL PLANS**

**Please refer to PBTE Guidelines Manual.** Professional plans are used to enhance and improve performance defined by the criteria. The professional plan includes identifiable and measurable objectives and appropriate means for achieving the objectives.

### **Professional Development Plans**

A Professional Development Plan is a requirement for all staff members. This is a teacher-generated plan, which will be implemented with the knowledge and consent of the supervisor. The plan may be written as an annual or multi-year process for professional development and may be developed individually or cooperatively with other teachers. The plan should indicate how the accomplishment of the goals will improve the quality of education for students.

Probationary teachers shall develop a Professional Development Plan with their mentor during the first year of teaching. Staff members may place this plan in their portfolios. During the subsequent probationary years, probationary teachers will work with their supervisors to develop a Professional Development Plan.

### **Professional Improvement Plans**

If a supervisor believes a teacher's performance on a criterion is below expectations, the supervisor will work with the teacher to develop and implement a Professional Improvement Plan. Supervisors are responsible for coordinating all Professional Improvement Plans and may seek additional assistance if appropriate. A staff member will not be rated "Needs to Improve" or "Unsatisfactory" unless an Improvement Plan, noting a deficiency for that criterion, preceded the Summative Evaluation Form.

## **PROFESSIONAL PORTFOLIO**

### **Purpose**

The Professional Portfolio is a part of the formative phase. Each teacher will develop a portfolio of material to demonstrate professional growth, self-assessment, and reflection about teaching effectiveness.

## **Focus**

Teachers are encouraged to maintain a focus on documentation that supports their impact on students. The portfolio content will be selected and maintained by the teacher. This professional portfolio will be reviewed annually by the teacher and supervisor.

## **Format/Design of Portfolio**

The format and design of the portfolio is up to the creativity of the individual teacher.

## **Suggested Content**

A statement of professional belief, lesson examples, student work, positive feedback to and from others, copies of grade reports from continuing education, photographs, video tapings, professional recognition, community service, news articles, committee work, mentor/mentee, extracurricular activities, attendance, innovative programs, professional organizations, published works, parent/student evaluations (verbal or written), self-evaluation.

## PROFESSIONAL DEVELOPMENT PLAN

Enrichment

Note: As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Teacher:            School: Malta Bend R-V School District

Grade/Subject:

Administrator/Supervisor:

Date:

Criteria:

Criteria # 9:

Related Building/CSIP Goal(s):

Goal 1: Develop and enhance educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objectives (applicable descriptors):

\*If more space is needed, please add additional pages.



Strategies for achieving objective(s):  
(Teacher and administrator/supervisor responsibilities)

Teacher will:

Administrator/Supervisor will:

Assessment methods and timelines:

Teacher's comments:

Administrator's/Supervisor's comments:

Plan developed

\_\_\_\_\_ Date / / \_\_\_\_\_ Date / /  
Teacher's Signature Administrator's/Supervisor's Signature

Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

Date plan reviewed

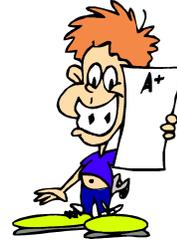
\_\_\_\_\_ Date / / \_\_\_\_\_ Date / /  
Teacher's Signature Administrator's/Supervisor's Signature

\* Signatures indicate that the above has been reviewed and discussed. Copies go to each teacher and administrator/supervisor.

\* If more space is needed, please add additional pages.

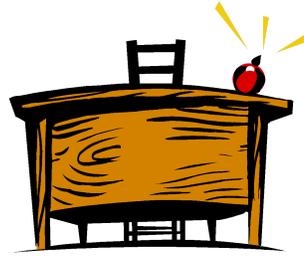


# Portfolio Collection Student-Generated Artifacts



Individual Student Work	Group Work	Media/Technology
<ul style="list-style-type: none"> <li>• Reports</li> <li>• Artwork</li> <li>• Recordings</li> <li>• Graphic Organizers</li> <li>• Stories</li> <li>• Problems</li> <li>• Experiments</li> <li>• Skills Test</li> <li>• Presentations</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations (videotapes)</li> <li>• Projects (pictures)</li> <li>• Simulation Games</li> <li>• Reenactments (videotapes)</li> <li>• Debates</li> <li>• Mock Trials</li> <li>• Experiments</li> <li>• Performances</li> </ul>	<ul style="list-style-type: none"> <li>• Cassettes</li> <li>• Videotapes</li> <li>• Slides</li> <li>• Multimedia</li> <li>• Computers</li> <li>• Photographs</li> <li>• Transparencies</li> </ul>
Student Reflections	Student Assessments	Parent Reactions
<ul style="list-style-type: none"> <li>• Reflective Logs</li> <li>• Journal Entries</li> <li>• Portfolio Reflections</li> <li>• Meta-Cognitive Strategies (KWL, PMI)</li> <li>• Transfer Strategies</li> <li>• Goal Setting</li> <li>• Artifact Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Rough/Final Drafts</li> <li>• Quizzes</li> <li>• Book Tests</li> <li>• Teacher-Made Tests</li> <li>• Diagnostic Tests</li> <li>• Standardized Tests</li> <li>• Interviews</li> <li>• Questionnaires</li> <li>• Peer Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Letters</li> <li>• Phone Calls</li> <li>• Visitations</li> <li>• Surveys</li> <li>• Back-to-School Nights</li> <li>• Conferences</li> <li>• PTA Meetings</li> </ul>

# Portfolio Collection Teacher-Generated Artifacts



Resources	Instructional Strategies	Observations
<ul style="list-style-type: none"> <li>• Summaries of Journal Articles</li> <li>• Reviews of Videotapes</li> <li>• Annotated Bibliographies</li> <li>• Interviews with Experts In Field</li> <li>• Workshops</li> <li>• Visitations</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Unit Plans</li> <li>• Books for Lessons</li> <li>• Processing Tools</li> <li>• Closure Pieces</li> <li>• Cooperative Grouping Techniques</li> <li>• Organizational Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Of a Mentor</li> <li>• By a Mentor</li> <li>• Of a Peer</li> <li>• By a Peer</li> <li>• By a Supervisor</li> <li>• Of Teachers at Other Schools</li> </ul>
Media/Technology	Reflections	Assessments
<ul style="list-style-type: none"> <li>• Transparencies</li> <li>• Slides</li> <li>• Cassettes</li> <li>• Videotapes</li> <li>• Internet</li> <li>• E-Mail</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Logs</li> <li>• Reflective Journals</li> <li>• Stern Questions</li> <li>• Peer Feedback</li> <li>• Response Journals</li> <li>• Reflections on Portfolio Entries</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Observation Checklist</li> <li>• Learning Logs</li> <li>• Reflective Journals</li> <li>• Interviews</li> <li>• Conferences</li> <li>• Teacher-Made Tests</li> <li>• Standardized Tests</li> </ul>

# Instructional Tips

Require participation by all students in whole group instruction by using the following strategies:

- Signal the class that someone else may be called on to add to, clarify or summarize another student's response.
- While some students are performing a task at the chalkboard, require others to do the same task in a workbook or worksheet.
- Call on students in a random or unpredictable pattern.
- Ask questions of the class in a fashion that implies that any one of them could be asked to respond.
- Make use of wait time after asking the question and after student's initial response.
- Have materials ready so that your planning and preparation are not the cause of students being off task.
- To keep students motivated, vary your routines and materials.
- Plan for and provide appropriate activities for the early finishers and the "nothing-to-do" students (not just more of the same). Consider provisions to meet the needs of slower paced students, such as modifying assignments, giving help or giving additional time. Beware of holding up the majority of the class for these slower paced students.
- Provide frequent shifts of activities as opposed to long periods of just listening, copying or completing multiple worksheets.
- Consider ways to reduce the time the students spend waiting: for the teacher, lining up, etc.
- Realize the busy work types of duplicating sheets may keep students occupied but may not be a worthy "on task" activity.
- Increase teacher-student academic interactions. Ask students more questions including open-ended, critical and creative types.
- Make certain that high, yet reasonable expectations for all students are clearly stated.
- Move around the room regularly and systematically to ensure on-task behavior and to answer student questions.
- Plan smooth transitions between instructional activities thereby reducing off-task behavior.
- Make a "to do" list every morning. Check off tasks as they are completed.
- Train students to hand papers in, right side up, with their names at the top, into your completed workbasket. Have a basket for each subject or class so papers are sorted for you.

- Assign each student a partner. When a student is absent, his/her partner can gather notes, handouts and assignments that the absent student has missed.
- When students check each other's papers, have the checker sign their name at the bottom. Students are then more careful.
- When you put student(s) names in your grade book, number the names in consecutive order. Have students write their name and number on their papers. You (or a student) can quickly put papers in order. You can easily see which papers are missing and, when they're corrected, they will be in the correct order to put into your grade book.
- Use an answer column along the right margin of the paper when doing math assignments from textbooks or short answer assignments. Have students transfer answers from the problem to the answer column. You can correct half a dozen papers at a time by looking at several answer columns. (Learning to copy answers into an answer column carefully is an important skill, especially for taking standardized tests.)
- Make a stencil from which you can cut out the answers to check multiple choice answer sheets.
- Put answers on transparency to have students check homework while you take attendance.
- Parents may be able to help with some clerical work such as typing a newsletter, preparing materials, preparing book club orders, laminating, etc.
- For short warm-up activities, cut worksheets into mini-strips, containing 4 or 5 items. This mini-worksheet can be done in a few minutes and helps to prepare students for the lesson to come.
- Designate one spot on the chalkboard where you write what students should do as soon as they enter your classroom. Teach students to look there and begin without wasting time. It will give an orderly beginning to your classes. (Good time to use a mini-worksheet, see above.)
- Write frequently used directions on a chart instead of the chalkboard. When needed, hang the chart on the chalkboard. Good idea for: assignment guidelines, book report outline, paper heading, studying for test, etc.
- Save time by designing your own lesson plan book. Take a page from your book and put in room numbers, times, subjects, special classes and any other constant features. Duplicate this page and, when you make your lesson plans weekly, you'll only need to add the lessons for the week.
- Place extra copies of worksheets in a "homework box." Students can help themselves for extra credit or extra practice.
- Identify your supplies (pencils, scissors, markers, etc.) with a masking or colored tape strip.
- Use an overhead projector to write class notes and presentations instead of the chalkboard. This way you can date and save them, use them again, give them to an absent student, or review them on another day.
- Ideas for "floating" teachers: Make a box or use an AV cart to keep your

“desk” materials with you as you travel from room to room.

- Instead of collecting checked homework every day, have students keep it in a folder and collect once a week for recording.
- Designate one day a week to send student work home to parents.
- Re-file your materials as soon as possible so you can find them later.
- Have a bulletin board that includes: special class schedules, announcements, lunch menu or important things you or your substitute might need.
- Use one calendar to keep track of future important events, pocket calendar, desk calendar, and lesson plan book, etc.
- Make two blank copies of student worksheets, one to use, one to file for future reference or to make copies for an answer key.
- Teach students to do as many clerical tasks (attendance, lunch count, etc.) as possible.
- Laminate often used materials for reuse in subsequent years.

# Teacher-to-Teacher

# Coaching Questions

<i>One way ...</i>	<i>A better way ...</i>
<p>What percentage of your students are learning?</p> <p>Why do you oppose inquiry?</p> <p>Are your students acting up again?</p> <p>Why did you do that?</p> <p>Were you able to follow your plan?</p> <p>How did your failure to model contribute to student failure?</p>	<p>What student behaviors will indicate to you that this lesson is successful?</p> <p>What did you observe your students doing to apply the learning?</p> <p>How did what you observed your students doing compare with what you had planned for them to do?</p> <p>When the student responded with the answer, what were your thoughts? (What were you thinking when...)</p> <p>What did you do that caused your students to perform that way?</p> <p>If you were to do this lesson again, how might you do it differently?</p>

- In what ways are the questions in the two examples different?

## Waiting Time Becomes Learning Time

Note: “Sponge activities” become learning opportunities that are sometimes lost during transitions, at the beginning and end of an assignment, or any lax time.

### Examples of Primary Grade Sponges

Be ready to tell one playground rule.
Be ready to tell the names of the students in our class which began with the letter ...
Be ready to draw something that is only drawn with circles.
Be ready to tell a good health habit.
(Have a color written on the board.) Have students draw that color.
Have the students write the number that comes between a pair of numbers (i.e. 31 and 33, 45 and 47, etc.).
(Have a word written on the board.) Have students make a list of words that rhyme with that word.

(Have a word written on the board.) Have students' list words with the same long or short vowel sound.
Have students write words listed on the board in alphabetical order.
Have students count on paper to 100 by 2s, 5s, 10s etc.
Have students draw animals that live on a farm, in the jungle, in water, etc.
Have students list or draw different fruits, vegetables, meats, etc.
Have students list things you can touch, things you can smell, big things, small things, etc.
Have students' list colors of the clothes they are wearing ... in alphabetical order.
"I Spy" – have students write or be ready to name something in the room that begins with the letter ____.
Have students list or draw something in the room that has the sound of short a, long a, etc.
Have students write the days of the week, the months of the year.
Have students draw or write the names of objects in the room that are in the shape of a triangle, circle, square, etc.
Have students write a word that begins or ends with certain consonants, blends, etc.
Have students write what they will remember to bring/to do tomorrow.

# Examples of Upper Elementary Sponges

List the continents of the world.
Make up three names for rock groups.
List as many kinds of windstorms as you can.
Choose a number. Write on the board. Students come up with ways to equal the number.
Have the student create the perfect seating arrangement for the class.
List as many teachers at the school as you can.
List as many states (or whatever you're studying) as you can.
List as many baseball teams as you can. (Either individually or in a small group)

Draw and label the parts of a flower. (or something you're studying)
Turn to your neighbor. One of you tells the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
Write the safety procedure you would do if a fire alarm would go off.
List five parts of the body above the neck that have three letters.
Practice with nouns by listing as many objects in the room as you can.
List one manufactured item for each letter of the alphabet.
Make a list of five things you do after school.
List one proper noun for each letter of the alphabet.
Write one kind of food beginning with each letter of the alphabet.
Name as many balls as you can that are used in sports games.
List or name as many U.S. presidents as you can.
List as many types or models of cars as you can.
List all the "non-common" colors you can (i.e. chartreuse). [art class]
List as many work tools as you can. [Industrial Arts class]
Name as many breakable items in a science classroom as you can.
List as many personal pronouns as you can.

My own list of sponges:




Notes

## MENTOR/MENTEE LOG

First Quarter



Please check all activities accomplished, and list the appropriate date(s).

**WE:**

**RECORD DATE ACCOMPLISHED**

- Met and got acquainted \_\_\_\_\_
- Discussed PDP/in-service hours by 1<sup>st</sup> of Oct. \_\_\_\_\_
- Set up weekly/biweekly meeting time \_\_\_\_\_
- Shared resource(s) \_\_\_\_\_
- Set date to observe in mentor's class \_\_\_\_\_
- Set date to observe mentee \_\_\_\_\_
- Discussed teacher evaluation \_\_\_\_\_
- Discussed first quarter grades and aren't-teacher conferences by early Oct. \_\_\_\_\_
- Scheduled meetings/in-service for this year \_\_\_\_\_
- Held question/answer period \_\_\_\_\_

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

Due to (Principal) _____ Date Due _____
--



Notes

## MENTOR/MENTEE LOG



# Second Quarter

Please check all activities accomplished, and list the appropriate date(s).

<b>WE:</b>	<b>RECORD DATE ACCOMPLISHED</b>
Met for informal discussions (in the hall/lunch)	_____
Celebrated together by	_____
Reflected about first quarter grades/ Conferences	_____
Discussed classroom management and discipline concerns	_____
Scheduled second classroom observation	_____
Reflected about what we saw	_____
Discussed professional development opportunities	_____
Scheduled a time to observe another teacher in his/her classroom	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

Due to (Principal) _____ Date Due _____
--



Notes

## MENTOR/MENTEE LOG

### Third Quarter





Please check all activities accomplished and list the approximate date it occurred on the form below:

<b>We:</b>	<b>Date:</b>
_____ Finalized PDP, copy sent to _____ at _____.	_____
_____ Finalized in-service hours form, copy sent to _____ at _____.	_____
_____ Set PDP goals for next year.	_____
_____ Evaluated program.	_____
_____ Celebrated/recognized accomplishments	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

**TIPS FOR TEACHERS**



- A. Do your homework – read your policy manual and acquaint yourself with the rules and procedures of your school’s opening and closing hours, attendance, fire and routine evacuation procedures, cafeteria rules, etc Prepare first day plans and materials. Know instructional objectives for your school and your grade.
- B. Review the curriculum guides and the textbook series you will be using. Prepare to make the first day a productive day of school. Prepare written lesson plans and have necessary materials ready for student use.
- C. Plan to start with a fairly traditional physical classroom set up and a temporary seating chart. This will help you learn students’ names and to see how your room will “work” when the tables and chairs are occupied.
- D. Have all classroom materials stored out of traffic areas.
- E. Provide space for students to store their belongings.
- F. Make the room a pleasant place to be. Add a personal touch with plants, posters, etc.
- G. Develop a signaling system to call attention to the importance of the following procedures. For example, you could use a hand signal to indicate that ‘silence’ is required.
- H. Prepare a list of materials students are expected to bring to each class period.
- I. Plan procedures for handling new students.
- J. Plan the beginning and ending of class periods.
- K. Plan procedures for distributing materials at the beginning of class and collection of materials at the end of class.
- L. Set procedures for laboratory class periods (clean-up, safety, materials).
- M. Set procedures for handling homework assignments.

## THE FIRST DAY



- A. Arrive early so you will have time to greet your colleagues and students who arrive early. You should be in your room before students arrive.
- B. Greet students with a smile. Have your name on the board so that students can learn to pronounce it and spell it.
- C. Be in control as soon as the first students enter the room. If they don't all come in at once, have some activities ready that will keep early students busy.
- D. Insist that students be seated when they arrive. You need to establish a good working climate as soon as possible.
- F. Review your main tasks. You need to establish a well disciplined classroom in which you have the attention of students, help them establish good work habits, and work with groups as well as individuals.
- G. Check attendance and have each student raise his/her hand when his/her name is called.
- H. Conduct a get-acquainted exercise.
- I. Keep beginning academic exercises brief and pleasant, but get the routine of the day started.
- J. State classroom rules and procedures positively and begin giving students the opportunity to practice them.
- K. Post classroom rules for all students to see.
- L. Teach classroom routines.
- M. Don't rush into heavy academics for the first day or two. Encourage students by reviewing things they know and complimenting them for knowing so much.
- N. Maintain maximum contact with and control over your students. Be ever-present, monitoring and watching.
- O. Handle behavior problems and disruptions promptly.

## THE FIRST FEW WEEKS

- A. Take advantage of every opportunity to meet with parents. Try to make sure they understand your goals and expectations for students. Don't let your first contact with parents be in connection with a negative incident.
- B. Keep a folder for every student and record plenty of observations and grades. Make sure you have enough information to assess each student's ability and effort fairly.
- C. Start classes on time.
- D. Always be prepared, there is no substitute for preparation.
- E. Motivate and challenge students with unusual projects and activities.
- F. Hold students accountable for their work.
- G. **NEVER leave the classroom unsupervised when students are present.**

## STANDARDS AND CRITERIA

THE PERFORMANCE-BASED TEACHER EVALUATION (see below)

THE NEW MISSOURI EVALUATION SYSTEM (refer to the Teacher Evaluation Manual)

### **Standard 1: The teacher fosters active student participation and success in the learning process.**

- Criterion 1:** The teacher provides a learning program for students to acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Criterion 2:** The teacher provides a learning program for the students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Criterion 3:** The teacher provides a learning program for the students to acquire the knowledge and skills to recognize and solve problems.
- Criterion 4:** The teacher provides a learning program for the students to acquire the knowledge and skills to make decisions and act as responsible member of society.

**Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.**

- Criterion 5:** The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
- Criterion 6:** The teacher provides feedback to students and family.
- Criterion 7:** The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides, IEP's and 504 plans.

**Standard 3: The teacher is prepared and knowledgeable of the content. The teacher effectively maintains students' on-task behavior.**

- Criterion 8:** The teacher demonstrates appropriate preparation for instruction.
- Criterion 9:** The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
- Criterion 10:** The teacher creates a positive learning environment.
- Criterion 11:** The teacher effectively manages student behaviors.

**TEACHER SELF-ASSESSMENT INVENTORY**

Refer to the *Missouri* Professional Development Guidelines *for* STUDENT SUCCESS form attached to the back of this plan.



## New Teacher Observation Form

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

Teacher Observed \_\_\_\_\_

Why did you choose to observe this teacher and/or lesson?

Area Highlighted (District Goals, Such as):

- |   |   |
|---|---|
| <input type="checkbox"/> Authentic Instruction  | <input type="checkbox"/> Authentic Assessment |
| <input type="checkbox"/> Multiple Intelligences | <input type="checkbox"/> Bloom's Taxonomy     |
| <input type="checkbox"/> Classroom Management   | <input type="checkbox"/> Other _____          |

Notes

How/What I will implement in my classroom:

## Mentor Observation Form

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

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

Skills Demonstrated (District Goals Such as):

- |   |  |
|---|--|
| <input type="checkbox"/> Authentic Instruction                          | <input type="checkbox"/> Authentic Assessment                                    |
| <input type="checkbox"/> Multiple Intelligences                         | <input type="checkbox"/> Bloom's Taxonomy  |
| <input type="checkbox"/> Knowledge of Content                           | <input type="checkbox"/> Knowledge of developmental characteristics of age group |
| <input type="checkbox"/> Knowledge of learning styles                   | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Demonstrates knowledge of classroom management |  |

Strengths:

To Work On:

How/What I will implement in my classroom:

**Missouri Professional Licensure System for Teachers**

**Initial Professional Certification (IPC)**

This four-year license is issued to new college graduates and to teachers with less than four years of experience. In order to maintain an IPC and qualify for a CCPC, a teacher must:

**Complete four years of contracted teaching experience:**

Year 1: \_\_\_\_\_  
Year 2: \_\_\_\_\_  
Year 3: \_\_\_\_\_  
Year 4: \_\_\_\_\_

**Follow a district-approved Professional Development Plan.**

**Participate in a two-year mentoring program:**

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

**Complete 30 contact hours of professional development, which may include hours in an appropriate college class. (Attach a list of training and note date, number of hours and subject matter.)**

**Performance-based evaluation**

**Career Continuous Professional Certificate (CCPC)**

This certificate will be continuous (life) based upon completion of 15 contact hours of professional development a year.

**Complete 15 contact hours of professional development, which may include hours in an appropriate college class. (Attach a list of training and note date, number of hours and subject matter.)**

Educators will be exempt from the state’s professional development requirement if they have a local Professional Development Plan (PDP) and meet two of the three of the following:

**Complete 10 years of contracted teaching experience:**

Year 1: \_\_\_\_\_  
Year 2: \_\_\_\_\_  
Year 3: \_\_\_\_\_  
Year 4: \_\_\_\_\_  
Year 5: \_\_\_\_\_  
Year 6: \_\_\_\_\_  
Year 7: \_\_\_\_\_  
Year 8: \_\_\_\_\_  
Year 9: \_\_\_\_\_  
Year 10: \_\_\_\_\_

**Compete a master’s degree:**

Date: \_\_\_\_\_  
College or University: \_\_\_\_\_

**Obtain rigorous national certification as approved by the State Board of Education.**