Christiana Middle School

Teacher

Mentor Program

2015-2016

**The Roles of A Mentor**

**Leadership**

* A leader at school and/or district level, in professional organizations
* A developer of talents and strengths in adults and children
* A contributor to professional growth activities

**Professional Role Model**

* An expert in content, curriculum, and instruction
* An expert in communications and relationships
* A model team player

**Coach**

* An expert in observing and supervision
* An expert in standards, policies, and politics
* A calculated risk taker
* A lifelong learner personally and professionally

**Liaison, Facilitator, Relationship Builder**

* Recognized reputation within the school community
* Knowledgeable about school’s traditions, culture, and history
* A Networker with connections to others
* A seeker of opportunities and provider of experiences

**Supporter**

* An expert as an accepting, empathetic, nonjudgmental listener
* An encourager, promoter, success expector
* A persistent, committed, and consistent confidant
* A safety net

**The Goals of Our Mentorship Program**

To ensure a successful mentor program, there must be commonly accepted goals. The Christiana Middle School’s goals for a mentor program are:

**TO BRIDGE THE GAP BETWEEN STUDENT TEACHING AND THE TEACHING CAREER** There are too many adjustments to be made fromcollege-based theory classes to actual classroom practices. Much time can be saved and foundering spared if beginning teachers have someone to introduce them to the intricacies of the school district, their individual school, and its personnel, and the rudiments of establishing classroom procedures and efficient practices.

**TO ENHANCE TEACHING PERFORMANCE** In a study by Huling-Austinand Murphy (1987), during an end-of-year interview, first year teachers were asked what changes they had made as a result of the assistance received through their induction programs. The researchers commented:

“It is interesting to note both the number and nature of the changes are mentioned. The list indicates most of the type that directly influence the quality of instruction with students. While it is difficult to quantify, based on the changes reported, it is reasonable to conclude that the teaching of the participating first-year teachers was improved as a result of their involvement in the induction programs.”

**TO IMPROVE PROFESSIONAL RELATIONSHIPS** Educationalresearchers David and Roger Johnson (1987) have analyzed the three structures of relationships among teachers: competitive, individualistic, and cooperative. They found that adult cooperation promotes:

* + higher achievement
	+ more positive interpersonal relationships
	+ greater social support
	+ higher professional self-esteem

**TO IMPROVE THE PERSONAL AND SOCIAL WELL-BEING OF THE BEGINNING TEACHER** For many teachers, the first year may mean amove away from familiar settings and people to a situation where everything is unfamiliar – the town, the customs, the school, and the students. Mentees may need help in fitting into their surroundings. This could take a variety of forms, from helping to locate community resources to holding get-togethers so mentees can meet co-workers.

**TO IMPROVE THE EDUCATIONAL CLIMATE OF THE SCHOOL** Whennew teachers have emotional as well as instructional support from other educators, they are likely to have more confidence and to experience less stress and anxiety. As a result, a higher level of expertise and greater continuity will be achieved in the classroom and throughout the school.

**TO ENHANCE STUDENT ACHIEVEMENT** New teachers will be moreconfident, more competent, less stressed and have greater support resources. Collaborative experiences will lead beginning teachers to use advanced teaching techniques earlier in their careers, and students will benefit from having stronger, more effective teachers.

**TO ENHANCE THE IMAGE OF THE PROFESSION** Teachers, likedoctors and lawyers, need a residency period where they are practicing the profession, yet have support and immediate feedback on their techniques. Mentor programs will align teaching with other professions, thereby improving the image of the profession.

**THE ULTIMATE GOAL** is to begin building long term professional growth. Asindicated earlier, the three essentials of professional development – autonomy, collaboration, and time must not be overlooked. To foster growth, new teachers must be given structure as well as flexibility, and developmental opportunities must be supplied beyond the first year of teaching.

**Yearly Calendar Topics to Discuss with Mentor**

**August**

Make a personal contact

Explain:

o Open House procedures

o Student registration forms

o Where to locate the Scope and Sequence

o How fees and money are handled

o How to use the phone to call room to room

o How to assign lockers, fill out locker rosters, student lock costs

o How to distribute textbooks, fill out forms

o Homecoming week – pep rally schedule changes and dress up days

o Dress code policy (teachers and students)

o Substitute teacher policies

o Marks system and discipline policies

Provide a tour of the school

Introduce to school faculty and support personnel

Share your organization system, lesson plans and supplies, resources etc.

**September**

Explain:

o TEAM

o Grading policies and Grade Book computer program

* Students with IEP’s
	1. Emergency drill procedures

Share Parent Teacher Conference tips and homework policies

Review school calendar (Be mindful of progress reports)

**October**

Explain:

o 12 hours of in-service requirement

o Cumulative records (located in guidance)

o Parent communication

o Personal leave policy and forms

Discuss:

o Proctoring a standardized test (EXPLORE)

o SAT and RTI2 processes, what to do for failing/struggling students

**November**

Explain:

o Grading periods (and progress reports)

Discuss:

o Classroom (and stress management) management strategies

o Ideas for activities the two days before Thanksgiving Break

**December**

Discuss holiday celebration procedures

Discuss snow day policies for teachers

Review grading policies

Remind teachers about upcoming Writing Assessments. Students should be brushing up on composition skills across content areas.

**January**

Review Scope and Sequence

Review Classroom Management Plan

Tally in-service hours to date

Remind teachers about upcoming Writing Assessments. Students should be brushing up on writing skills across content areas.

Evaluate classroom arrangement

**February**

Remind teachers about Writing Assessment period

Explain holiday celebration procedures

Review Scope and Sequence and Essential Learnings

Remind teachers that students should begin planning for major projects.

**March**

Discuss:

o Spring Break Plans o TCAP testing

o Personal Leave

* 1. Students at risk for being retained

Review record keeping (attendance/grades)

**April**

Discuss:

o Spring Parent-Teacher Conferences

o In-service should be completed

o Field Day/Cougar Carnival/5K

o Central Office Intent forms

o TCAP Testing

**May**

Discuss:

o Year end procedures

o Classroom inventories

o Grade book and key turn in procedures

o Textbook/Library book collection and fines

o Awards Day/Night procedures

o Clearing classroom and summer storage

o Evaluation Documents on file and Future Growth Plan

o Cumulative Records

o Instructional Materials – organized and in place

o Textbook Inventory and Textbook orders submitted