

Gasconade County R-1 School District

Hermann, Missouri



Mentor/Protégé Handbook 2020-2021

Welcome to Gasconade County R-I Schools

Mission

The mission of the Gasconade County R-I School District is to enable our students to reach their potential and to become responsible citizens.

Vision

We envision all Gasconade County R-I School District students prepared for success as lifelong learners and responsible citizens.

We envision Gasconade County R-I School District as a safe and caring community that supports and enhances learning and teaching.

Beliefs

- 1. All students can achieve their potential.**
- 2. All students and personnel will be respectful.**
- 3. The school environment must be safe, nurturing, and supportive of learning and teaching.**
- 4. Effective learning requires the partnership of students, parents, staff, and community.**
- 5. Meaningful education promotes lifelong learning and prepares students to be responsible citizens.**

Governance Plan (CSIP)

(Comprehensive School Improvement Plan)

- **Facilities**
 - The Superintendent and administrative team will develop a process in order to prepare a long-range facilities plan based on enrollment, department and capital needs, as well as the financial considerations of the District.
- **Fiscal Resources**
 - The District will analyze its finances in relation to fund-raising activities and develop a proposal for the Board.
 - The Superintendent will direct an evaluation of all major capital equipment currently in place, and major equipment needed, in order to budget for future expenses.
- **Safety and Security**
 - The Superintendent will direct an analysis of the Safety and Security systems and best practices of the District that yields recommendations with budgetary implications.
- **Future-Focused Instructional Programming**
 - Create systems and processes, specifically at the secondary level, to conduct a complete course audit to ensure classes are rigorous and aligned to Science, Technology, Engineering, Arts, and Mathematics (STEAM) and 21st century learning. Identify courses that may need to be added, revised/resourced, or deleted based upon the priorities of the community relative to students' post-secondary pathways.
 - Establish a committee to research scheduling options (block/modified block versus traditional) for high school in order to make a recommendation that provides the most benefits for students, teachers, and District in light of outcome studies, programming for 21st century learners, trending needs of students, enrollment, budget, etc.
- **Instructional Innovation with Technology**
 - Determine infrastructure capacity and deployment of existing personnel to support the technology initiatives and needs of the District.
 - Vertically articulate the technology and digital literacy skills students will master by the end of each grade level and course for grades Kindergarten-12.
 - Teachers will refine meaningful integration of instructional technology into teaching and learning, aligned to the District's technology competencies for students, to facilitate engagement and achievement in a digital-age.
- **Whole Child Support and Growth**
 - Examine District data, developing trends, and approaches for proactively teaching and responsively managing students' social/emotional/behavioral needs to determine the need for or adequacy of systems of support for students.
 - The Superintendent and/or designee(s) will continue to systematically support educators with the implementation of PLCs and Multi-Tiered Systems of Support (MTSS) (universal screening, data teams, high-quality Tier 1 instruction, including behavior, systematic interventions, etc.) in order to meet the needs of all students.
- **Data-informed, Effective Teaching/Learning Systems**
 - On a quarterly basis, the Board will receive a report on the implementation of District initiatives and student achievement.
 - Develop, publicize, and at least annually update the District Scorecard with baseline and target data to track and communicate measurable, key objectives.
- **Recruitment/Retention of High-Quality Staff**
 - Implement salary and extra-duty schedules that compensate all employee groups competitively relative to comparison schools and local employers, as applicable, within the realities of school finances.

(Please visit the district website for more detailed information regarding the Governance/CSIP plan and to find the specific, measurable, attainable, relevant and time-bound steps in place to help reach each goal.)

Gasconade County R-1

Mentor/Protégé Program

The Gasconade County R-1 Mentor/Protégé Program has been established to provide mentoring services to teachers employed by the district who have less than two years of teaching experience in public education. Administrators will do their best to assign a new teacher a mentor teacher who is experienced in the new teacher's subject area and/or grade level. This mentor will provide systematic guidance to the new teacher until the teacher has completed two years of teaching experience.

This mentoring program is designed to provide growth and learning to both the protégé and the mentor in a collaborative relationship. Mentoring provides a confidant for a beginning educator in a relationship where each contributes and grows. Mentors offer feedback, model pedagogy, assist with planning, help analyze student work and data, and provide emotional support in a reciprocal relationship where personal and professional growth flourishes. This manual offers a snapshot of the mentoring year(s). The focus is on the journey, not just the destination.

Student success is achieved, in part, by good teaching. Mentoring, when built on collaborative relationships, is powerful in supporting, developing, and retaining quality teachers in the profession. The magic of teaching can be contagious when shared through a mentoring partnership.

Mentors are the experienced teachers selected to work with the new and returning teacher protégés throughout the school year. The mentor:

- Communicates regularly with the protégé to provide support throughout the school year.
- Collaborates with the protégé to identify the needs and match experiences to meet those needs.
- Offers ideas and strategies on classroom management, including labs, discipline, working with parents, and other needs as indicated by the protégé.
- Attends required mentoring meetings.
- Encourages the protégé to attend professional meetings relevant to content area needs.
- Consults with administrators whenever help is needed with the mentoring experience.
- Ensures protégé completes all required documentation and obligations.

Protégés are teachers new to the profession of teaching. The protégé:

- Works closely with the mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help the protégé meet challenges and needs arising in the classroom and when working with students and parents.
- Works with the mentor to better understand and meet the needs of state required reporting and expectations.
- Attends and participates in required mentoring meetings with the mentor and other professionals.
- Communicates with the mentor to request advice, resources, and answers to questions.
- Completes all required documentation and obligations.

Mentoring is

Collegial not Competitive
Professional not Social
Specific not General
Confidential not Evaluating
Dynamic not Static

Mentor Rules and Responsibilities

The mentor teacher will help the beginning teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first two years. The following duties will help the mentor accomplish these goals:

- Informal contacts with the protégé.
- Formal contacts with the protégé.
 - During the new teacher's first year the mentor will arrange at least 30 minutes of meetings each week between the mentor and the protégé. The mentor will arrange a meeting between the building principal, mentor, and protégé (triad meeting) once a month the first year.
 - During the second year the mentor/protégé meetings will occur at least every other week, and the triad meeting will be at least once a quarter.
- Direct assistance in the form of answering any questions, serving as a resource for locating materials, providing immediate feedback, and assisting with day to day concerns.
- Role modeling.
- Demonstration.
- Observation and feedback.
 - The mentor will observe the new teacher at least once a quarter for one class period the first year. This can be done more often if the mentor feels it is needed. One of these observations should be completed and discussed before the building principal formally observes the protégé.
 - Observations by the mentor need to be conducted once a semester the second year of the protégé's employment.
- Keeping a mentor log updated.
- Attending quarterly meetings with representatives from the Professional Development Committee (Maranda), other mentors, and protégés. The purpose of these meetings will be to turn in any paperwork and have any questions answered about the mentor/protégé program.
- Assist the beginning teacher with creating and completing a Professional Development Plan.

A Note to Mentors....

We understand that mentoring requires a significant amount of time but it is an extremely important commitment. We appreciate your dedication to our profession and district as you strive to guide a beginning teacher through their first couple years in this rewarding profession.

Along with the documents that must be submitted outlined in the following chart, you will also meet/ make contact with your protege at least twice weekly for at least 30 minutes with first year teachers and every other week with second year teachers. Triad Meetings will occur between building principals, mentor, and protégé each month for first year teachers and each quarter for second year teachers.

There will be a meeting each quarter with mentors, protégés, and Maranda (PDC representative) to turn in quarterly documentation and touch base on needs. These meetings will be brief (about 15-30 min) and will usually occur before school.

The Professional Development Committee provides a \$400 stipend for mentoring a first year teacher, and a \$200 stipend for mentoring a second year teacher. It is your responsibility to ensure that **all** documentation is completed and turned in at these quarterly meetings and that all requirements of the program are met. Payment of this stipend is contingent upon the mentor meeting all guidelines as outlined in the Mentor Handbook. All documentation is required prior to receiving mentor pay at the end of each year. **Failure to meet all obligations will result in deductions to the stipend.**

Please keep in mind that observations are NOT evaluations. All interactions shared between a mentor and protégé must be held in confidence to develop an atmosphere of mutual respect.

If you have any questions, please contact Maranda Anderson.

manderson@hermann.k12.mo.us

573-486-2116 ext 1306

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers and point out unexpected delights along the way.” -L.A. Daloz

Mentor Documentation Checklist

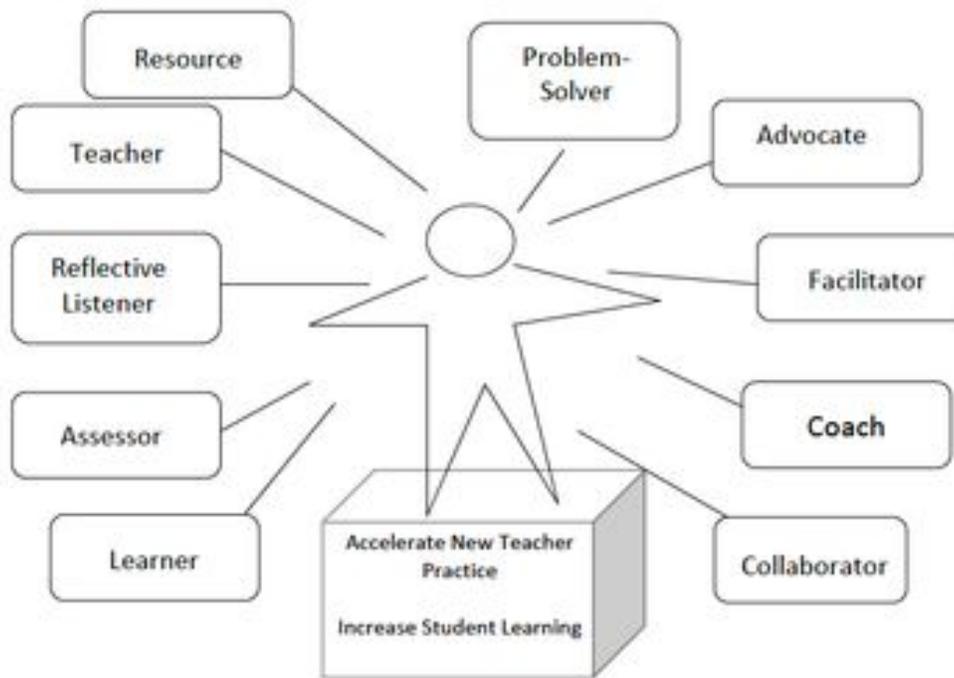
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Documentation Needed	Date Submitted
Year 1	
Orientation Checklist	
First Quarter Mentor/Protégé Log	
First Quarter Observation by Mentor	
First Quarter Observation by Protégé	
Second Quarter Mentor/Protégé Log	
Second Quarter Observation by Mentor	
Second Quarter Observation by Protégé	
Third Quarter Mentor/Protégé Log	
Third Quarter Observation by Mentor	
Third Quarter Observation by Protégé	
Fourth Quarter Mentor/Protégé Log	
Fourth Quarter Observation by Mentor	
Fourth Quarter Observation by Protégé	
Needs Assessment of Individual Goals Checklist	
Beginning Teacher Assistance Program Documentation	
Year 2	
First Quarter Mentor/Protégé Log	
First Semester Observation by Mentor	
First Semester Observation by Protégé	
Second Quarter Mentor/Protégé Log	
Third Quarter Mentor/Protégé Log	
Fourth Quarter Mentor/Protégé Log	
Second Semester Observation by Mentor	
Second Semester Observation by Protégé	
ONGOING (To be turned in at the end of each year)	
Mentor's Log (Complete one <u>year 1</u> and one <u>year 2</u>) (Document all meetings on this log and turn in at the end of each year)	
Professional Development Log (will complete <u>yearly</u>) (Turn in a copy <u>year 1 and year 2</u> to Maranda, PLUS a copy <u>EACH</u> year to principals.)	

Confidentiality

The mentor, beginning teacher, and the building principal can and should work together as a team for a successful induction of the beginning teacher. It is important, however, to respect and maintain the confidentiality of the mentor/protégé relationship. A mentor serves as a “confidential consultant” to the protégé. Therefore, a mentor agrees not to talk to the protégé’s principal/supervisor about the teaching practices of the protégé. To inspire an atmosphere of mutual respect between the mentor and the protégé, all interactions between the two must be held in confidence.

Instructional Mentor Roles



Mentor Roles

Mentors play a number of roles in their work with beginning teachers. In their work, they must learn to balance each of these areas to ensure beginning teachers receive a well-rounded experience.

Beginning Teacher Responsibilities

A beginning teacher will have the duties and responsibilities that other teachers have, as well as the following responsibilities that go along with the mentor program:

- Attending an induction program before the beginning of school.
- Informal contacts with mentor.
- Formal contacts with mentor (guidelines are in the Mentor Rules).
- Observation of other classrooms. **At least four observations of one class period in length need to be completed the first year.** These observations should be done within the district when possible. However, observations outside the district are also acceptable with prior approval. If the beginning teacher would like to observe at another district, the request should be discussed at a triad meeting and details worked out.
- Preparing a Professional Development Plan.
- Attending quarterly meetings with representatives from the Professional Development Committee (Maranda), other mentors, and protégés. The purpose of these meetings will be to turn in any paperwork and have any questions about the mentor/protégé program answered.
- Attending a Beginning Teacher Assistance (BTA) program.
- Keeping a log to document all requirements of the mentor/protégé program.

TOP TEN Beginning Teacher Mistakes

- Not asking for help
- Starting every great idea you hear of immediately
- Inconsistency
- Not getting to know your colleagues
- Not figuring out class procedures
- Not being prepared to engage the strong students and support the struggling ones.
- Not finding an organizational system
- Not prioritizing
- Not keeping a copy of everything turned in
- Not taking care of themselves

Administrator's Responsibilities

The administrator will have the following responsibilities:

- Choosing a mentor for a beginning teacher.
- Meeting with the mentor and the beginning teacher at least once a month the first year and at least once a quarter the second year. The administrator will not discuss the beginning teacher with the mentor without the beginning teacher present. Likewise, he or she will not discuss the mentor with the beginning teacher without the mentor present.
- Reviewing the beginning teacher's Professional Development Plan on a regular basis.
- Assuring that the mentor/protégé relationship is effective. Part of this responsibility is to make sure that the mentor is accountable for observations. The administrator may assign a new mentor if there are significant personal concerns or unforeseen problems. When mentor changes are made, payment will be prorated. The mentor, protégé, or administrator may broach the subject of change. In such cases, the administrator and the Professional Development Committee must work together to protect the dignity of those involved.

Missouri Teacher Standards

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practices to provide high academic achievement for all students.

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Student engagement in subject matter

Quality Indicator 3: Disciplinary research and inquiry methodologies

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional, and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Differentiated lesson design

Quality Indicator 5: Prior experiences, multiple intelligences, strengths, and needs

Quality Indicator 6: Language, culture, family and knowledge of community values

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group, and independent learning

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, school, and community culture

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual, and physical differences

Quality Indicator 3: Learner expression in speaking, writing, and other media

Quality Indicator 4: Technology and media communication tools

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities, and ethical practices

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet student needs

Quality Indicator 3: Cooperative partnerships in support of student learning

For Additional Information: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

<https://dese.mo.gov/sites/default/files/02-GrowthGuide.pdf>

Educator Certification

Missouri now has a two-tiered certification plan. Information needed to upgrade a certificate can be found at: <https://dese.mo.gov/educator-quality/certification/upgrading-initial-certificate-career-certificate>

Initial Professional Certificate

This **four-year** license is issued to new college graduates and to teachers with less than four years of experience. In order to maintain your initial certificate and qualify for your career certificate, you must:

- Complete a criminal background check.
- Participate in a district mentoring program for a minimum of two years.
- Complete 30 contact hours of professional development, which may include hours in an appropriate college class.
- Participate in a beginning teacher assistance program (BTA). These hours do not count toward your professional development hours.
- Successfully complete an annual performance-based teacher evaluation.
- Have a district approved professional development plan.
- Complete four years of teaching as defined by the State Board of Education.

UPGRADING FROM THE INITIAL CERTIFICATE TO CAREER CERTIFICATE

The classification, Initial Professional Certificate (IPC) or Initial Career Education Certificate (ICEC), is valid for four (4) years from the date of issuance. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date.

During the four (4) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Career Continuous Professional Certificate (CCPC) or Continuous Career Education Certificate (CCEC), both valid for 99 years:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.
2. Participate in a district-provided **mentoring program** for two (2) years. Your school will assign an appropriate teacher to be your mentor;
3. Successfully complete thirty (30) contact hours of professional development for an IPC upgrade; successfully complete ninety (90) contact hours of professional development for an ICEC upgrade.
4. Participate in a **beginning teacher assistance program** offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA; and
5. Successfully participate in your employing school's annual Performance Based Teacher Evaluation process.
6. Develop and implement a professional development plan that is on file with the district.

Career Continuous Professional Certificate

This certificate will be continuous (life) based upon completion of 15 contact hours of professional development per year, which may include hours in an appropriate college class. Career educators must continue to participate in yearly performance-based teacher evaluations.

Educators will be exempt from the professional development requirement if they meet any two of the following standards.

- Complete 10 years of teaching as defined by the state board of education.
- Complete a master's degree.
- Obtain rigorous national certification as approved by the state board of education.

Current certificate holders

Holders of PCI, PCII and CPC certificates will be issued the appropriate level of certification based on their teaching experience and fulfillment of requirements. Holders of lifetime certificates issued prior to Sept. 1, 1988, will continue to be exempt from new certification laws.

Common Educational Acronyms and Terms

504	Section 504 of the Rehabilitation Act of 1973
A+ Schools Program	A program that encourages students to stay in school, make career plans, tutor younger students, and graduate with the skills and knowledge required for career success or to pursue advanced education.
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Disorder/Hyperactivity Disorder
Advocate	Someone who takes action to help someone else
Affective engagement	Feeling interested, proud, excited, happy, and amused during a learning activity.
AIDES	Classroom Assistants
AP	Advanced Placement. A program that enables high school students to complete college-level courses for college placement and/or credit.
APR	Annual Performance Report
ASCD	Association for Supervision and Curriculum Development
ASL	American Sign Language
Assistive Technology	Design and training for use of equipment and devices to help a child overcome or adapt to special needs (e.g., communication devices, walkers, special spoons or bowls).
AU	Autism
AYP	Adequate Yearly Progress
BCT	Bearcat Time
BD	Behavior Disorder
Behavioral engagement	Observable time-on-task, compliance, and participation in a learning activity.
BIP	Behavior Intervention Plan
BSIP	Building School Improvement Plan
BYOC	Build Your Own Curriculum
CCR	College and Career Readiness
CI	Cognitively Impaired
Classroom Observation	6-8 times a year, unannounced short drop-ins, and focused on specific indicators.
CLE/GLE	Course Level Expectations/Grade Level Expectations
Cognitive	The mental effort, such as concentration, meaningful processing, and monitoring one's

engagement	thinking during a learning activity.
CSIP	Comprehensive School Improvement Plan
CTA	Community Teachers Association
CTE	Career and Technical Education
CWC	Class Within a Class
DD	Developmental Disabilities
DESE	Department of Elementary and Secondary Education
Developmental Delay	When a child's growth or skill development is not that of most other children the same age.
DFS	Division of Family Services
Diagnostic Summary	Written synthesis of information regarding all areas of functioning, as derived from the evaluation and diagnostic staffing conference.
Disability	Impairment associated with a person's limitations in everyday activities.
DOK	Depth of Knowledge
EC	Early Childhood
ECSE	Early Childhood Special Education
ED	Emotional disturbance; emotional disorder
ELA	English Language Arts
ELL (EL)	English Language Learners
ELO	Expected Learning Outcome
EOC	End of Course Exam
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
Essential Questions	Questions that target the learning objective and frame the UOI learning goal. These questions promote higher-level thinking and deep, enduring understanding. These cannot be answered in one sentence, and set the stage for further questions. These are open-ended, arguable, complex, and meaningful to students' real lives.
ESSA	Every Student Succeeds Act (replaces No Child Left Behind)
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
Formative assessment	Part of the instructional process to evaluate what students have gained from a particular learning experience. Formative assessments do not always carry a great deal of value in the grading process.

FRL	Free/Reduced Lunch
FTE	Full Time Equivalent
FY	Fiscal Year
GATE	Gifted and Talented Education
GCTA	Gasconade County Teachers Association
GED	General Education Development
GLE	Grade Level Expectation
GPA	Grade Point Average
Guiding questions	More detailed questions that support the essential question. These questions assist the learner in answering the essential question(s) and cannot be answered in one sentence. These questions promote quality discussions and may lead to new questions.
HI	Hearing Impaired
HOH	Hard of Hearing
Horizontal alignment	Alignment of the curriculum across one grade level or content area.
IC	Infinite Campus
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
ISS	In-school Suspension
LA	Language Disability
LAP	Local Assessment Plan
LD	Learning Disability
LEP	Limited English Proficiency
LI	Language Impairment
LRE	Least Restrictive Environment
MAESP	Missouri Association of Elementary School Principals
MAP	Missouri Assessment Program
MAP-A	Missouri Assessment Program-Alternate
MASA	Missouri Association of School Administrators
MASCD	Missouri Association for Supervision and Curriculum Development
MASSP	Missouri Association for Secondary School Principals
MCSA	Missouri Council of School Administrators
MD	Multiple Disabilities

MELL	Migrant English Language Learner
MI	Mental Illness
MNEA	Missouri National Education Association
MOSIS	Missouri Student Information System
MR	Mental Retardation/Mentally Retarded
MSBA	Missouri School Board Association
MSCA	Missouri School Counselor Association
MSHSAA	Missouri State High School Activities Association
MSIP	Missouri School Improvement Program
MSTA	Missouri State Teachers Association
MTSS	Multi-tiered System of Support
NCLB	No Child Left Behind
NEA	National Education Association
NEE	Network for Educator Effectiveness
NWEA	Northwest Evaluation Association
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHI	Other Health Impaired
OSS	Out-of-School Suspension
OT	Occupational Therapy; occupational therapist
PARA	Paraprofessionals (classroom instructional assistants, aids)
PAT	Parents As Teachers
PBIS	Positive Behavior Intervention and Supports
PDC	Professional Development Committee
PDP	Professional Development Plan
PEP	Professional Enrichment Plan
PIP	Professional Improvement Plan
PLC	Professional Learning Community
Prior Notice	Parents must receive written notice before the public agency or service provider proposes or refuses to initiate or change the identification, evaluation, or placement of a child or the provision of early intervention services to a child and a child's family.
Procedural Safeguards	Policy established to protect the rights of all parties involved in the education of children with disabilities.

PSRS	Public School Retirement System
PT	Physical Therapy; physical therapist
PTE	Part-time Equivalent
Redcat	A speech amplification device
RPDC	Regional Professional Development Center
Rtl	Response to Intervention
SEL	Social Emotional Learning
SI	Speech Impairment
SIS	Student Information System
SLD	Specific Learning Disability
SLO	Student Learning Objectives
SLP	Speech Language Pathology; speech language pathologist
SPED	Special Education
Student Survey	Survey which can be administered to students to measure perceptual data on teacher effectiveness of the priority teaching indicators.
Summative assessment	found outside of the instructional process and are given periodically to determine at a particular point in time what students know and do not know (unit tests, MAP and EOC). Unlike formative assessments, summative assessments typically carry a larger amount of weight within the grading process.
Triad meeting	A meeting of the mentor, protege, and administrator/supervisor.
UOI	Unit of Instruction
Vertical alignment	Alignment of the curriculum across several grade levels or content areas.
VI	Visually Impaired
YCDD	Young Child with Developmental Delays

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**Forms to be
COMPLETED
(and submitted as indicated)**

(Year 1)

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Orientation Checklist

The following tasks should be completed before the first day of classes. This is just a partial listing. There may be building specific tasks that are not included. Mentors please include anything that you feel would be beneficial for your protégé to know. This form should be completed, signed, and returned to Maranda at the first mentor/protégé first quarterly meeting.

Task	Date Completed
1. Provide a tour of the building and grounds.	
2. Discuss school discipline policy, procedures, and rules.	
3. Provide instruction on the use of the copier, laminator, fax, SmartTV/SmartBoards, and other equipment.	
4. Inform protégé of the location and use of supplies.	
5. Provide information on the procedure for use of library materials and equipment.	
6. Familiarize protégé with clerical responsibilities concerning grade book, plan book, progress reports, report cards, attendance, lunch money, Infinite Campus, PO's, etc.	
7. Provide protégé with information about supervision duties (before school, after school, lunch, etc.)	
8. Discuss scheduling	
9. Discuss classroom management techniques	
10. Familiarize protégé with opening day procedures, making rules, establishing routines, classroom appearance, and atmosphere.	
11. Discuss factors that influence teaching (assemblies, special needs students, parties, field trips, testing, etc.)	
12. Be sure protégé has a copy of the curriculum and digital access to all necessary programs/tools.	
13. Acquaint protégé with incentive programs.	
14. Discuss lesson presentation and preparation.	
15. Acquaint protégé with professional and school organizations.	
16. Discuss channels for parent/teacher communications.	
17. Provide information on social events such as staff parties, Christmas, etc.	
18. Discuss Mentor/Protégé Log, responsibilities of beginning teacher, first day procedures, dismissal procedures, etc.	
19. Acquaint protégé with emergency procedures (fire, tornado, intruder, earthquake, etc.)	

Mentor Signature _____ Date _____

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Gasconade County R-1 Schools

Mentor/Protégé Log

First Quarter/Year 1

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Got acquainted/completed Orientation Checklist			
Discussed Portfolio (documentation, logs, observations, checklists)/In-service (PD) requirements			
Set weekly meeting time			
Shared resources			
First protégé observation by mentor completed			
First mentor observation by protégé completed			
Discussed teacher evaluation process			
Discussed first quarter grades and parent/teacher conferences			
Held question/answer period			
Held September triad meeting with principal			
Held October triad meeting with principal			
Attended all weekly mentor/protégé meetings and logged time			
Reviewed curriculum and Missouri Learning Standards			
Attended first quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Second Quarter/Year 1

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Second protégé observation by mentor completed			
Second protégé observation of another teacher completed			
Discussed teacher evaluation process			
Discussed second quarter grades and parent contacts			
Held question/answer period			
Held November triad meeting with principal			
Held December triad meeting with principal			
Attended all weekly mentor/protégé meetings and logged time			
Discussed professional development opportunities			
Attended second quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Third Quarter/Year 1

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Third protégé observation by mentor completed			
Third protégé observation of another teacher completed			
Discussed third quarter grades and parent contacts			
Held question/answer period			
Held January triad meeting with principal			
Held February triad meeting with principal			
Attended all weekly mentor/protégé meetings and logged time			
Discussed professional development opportunities			
Discussed a new/innovative teaching strategy			
Reviewed PD hours and updated log			
Evaluated mentor/protégé relationship			
Attended third quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Fourth Quarter/Year 1

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Fourth protégé observation by mentor completed			
Fourth protégé observation of another teacher completed			
Discussed teacher evaluation process			
Discussed fourth quarter grades and parent contacts			
Held question/answer period			
Held March triad meeting with principal			
Held April triad meeting with principal			
Attended all weekly mentor/protégé meetings and logged time			
Discussed professional development opportunities for the summer			
Finalized PD hours/copied hours for protégé, Maranda, and principal			
Discussed testing procedures			
Discussed end of year activities/responsibilities			
Evaluated Mentor/Protégé Program			
Discussed ways to improve for next year			
Attended fourth quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 1/First Quarter/Year 1

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Mentor Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 2/Second Quarter/Year 1

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 3/Third Quarter/Year 1

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 4/Fourth Quarter/Year 1

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 1/First Quarter/Year 1

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 2/Second Quarter/Year 1

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 3/Third Quarter/Year 1

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 4/Fourth Quarter/Year 1

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Post-Conference Discussion Questions

Use these questions to guide the post-observation conference.

Keep this copy blank and make additional copies as needed.

1. Did activities match the objectives being taught?
2. Was the learning appropriate for these learners?
3. What did the teacher consciously design that went well?
4. Did the students achieve the performance objective? Why or why not?
5. What is the next sequential step for the learners?
6. Based on how well the students learned, what teaching skills should be refined?
7. List ways that the teacher helped students learn.
8. List things the teacher could do differently to help students learn more effectively.

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Gasconade County R-1 Schools

Needs Assessment Inventory of Individual Goals

Complete this inventory after your first year of teaching. Review the information below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time. Together decide what can be improved upon for your second year of teaching.

Ratings: 1-low level of concern or interest, 2-moderate level of concern or interest, 3-high level of concern or interest

Beginning Teacher Needs	1	2	3
<i>Classroom Management</i>			
Anticipating and preventing disruptions in the classroom			
Setting up and organizing classroom (seating, lab and/or shop area, etc)			
Strategies to use when disruptions occur			
<i>Student Motivation</i>			
Motivating difficult students			
Working with special needs students			
<i>Socio-cultural Awareness of Sensitivity</i>			
Working with students from diverse cultures and ethnicity			
Working with students who are at-risk, abused, come from complicated home lives, are pregnant, or transient			
<i>Classroom Instruction</i>			
Adapting my knowledge and expertise to effective lessons for students			
Developing curriculum/lessons that align to national and/or state standards			
Using a variety of teaching strategies for a variety of student learners			
Writing a syllabus and/or lesson plan			
<i>Technology in the Classroom</i>			
Keeping up with changes in technology			
Ways to get the latest technology for instruction in my classroom			
<i>Time Management</i>			
Balancing personal and professional obligations			
Organizing my time and work on a daily basis			
Timing of lessons and activities			
Using class time efficiently			

Continued on Back

Accountability			
Administering assessments (formative/summative)			
Assessing and reporting student learning			
Matching classroom learning objectives to assessments with standards			
Understanding my legal rights and responsibilities as a teacher			
Using a variety of assessment strategies in grading			
Workload			
Balancing my personal and professional responsibilities			
Meeting deadlines of district and/or building paperwork			
Organizing and managing my classroom			
Preparing lessons/activities for multiple courses			
Supervising extracurricular activities			
Working with a difficult or overloaded class			
Solitary Work Environment			
Feeling of loneliness and isolation/lack of adult interaction			
Finding appropriate professional learning opportunities			
Participating in professional organizations			
Relationships with Parents, Students, Colleagues and Community Members			
Developing collaborative relationships with my mentor and colleagues			
Preparing for parent conferences, Open House, parent involvement activities, etc...			
Developing appropriate relationships with students			
Working effectively with administration and colleagues			
Finding opportunities to get involved in our community			

**Forms to be
COMPLETED
(and submitted as indicated)**

(Year 2)

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Gasconade County R-1 Schools

Mentor/Protégé Log

First Quarter/Year 2

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Discussed first quarter grades and parent contacts			
Held question/answer period			
Held first quarter triad meeting with principal			
Attended all mentor/protégé meetings (every other week) and logged time			
Discussed professional development opportunities			
Attended first quarter meeting with Maranda (PDC)			
Revisited Documentation & PD requirements			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Second Quarter/Year 2

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
First semester protégé observation by mentor completed			
First semester protégé observation of another teacher completed			
Discussed second quarter grades and parent contacts			
Held question/answer period			
Held second quarter triad meeting with principal			
Attended all mentor/protégé meetings (every other week) and logged time			
Discussed professional development opportunities			
Attended second quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Third Quarter/Year 2

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Discussed third quarter grades and parent contacts			
Held question/answer period			
Held third quarter triad meeting with principal			
Attended all mentor/protégé meetings (every other week) and logged time			
Discussed professional development opportunities			
Attended third quarter meeting with Maranda (PDC)			

Mentor Signature _____

Protégé Signature _____

Notes:

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Gasconade County R-1 Schools

Mentor/Protégé Log

Fourth Quarter/Year 2

Please document all activities accomplished.

Activity	Mentor Initials	Protégé Initials	Date
Discussed classroom problems			
Shared resources			
Second semester protégé observation by mentor completed			
Second semester protégé observation of another teacher completed			
Discussed fourth quarter grades and parent contacts			
Held question/answer period			
Held fourth quarter triad meeting with principal			
Attended all mentor/protégé meetings (every other week) and logged time			
Discussed professional development opportunities			
Attended fourth quarter meeting with Maranda (PDC)			
Turned in all paperwork to Maranda (PDC)			
Finalized PD hours/copied hours for protégé, Maranda, and principal			
Discussed professional development opportunities for the summer			
Evaluated Mentor/Protégé Program			

Mentor Signature _____

Protégé Signature _____

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 5/First Semester/Year 2

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Protégé

The beginning teacher should have the opportunity to observe more experienced teachers throughout the school year. The mentor should help with the planning of these observations.

Observation 6/Second Semester/Year 2

Date of Visit _____

Type of Class _____

Time: From _____ To _____

Teacher Observed _____

What I would like to observe/learn:

One thing I learned today was:

A strategy I will try in my classroom is:

I would like the following assistance, materials, or follow-up:

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 5/First Semester/Year 2

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Classroom Observation by Mentor

The mentor and protégé will have a pre-observation conference and a post-observation conference. The mentor will provide feedback in positive terms. The mentor is not an evaluator during the observation. The observation is meant as a means to meet the needs of the beginning teacher.

The mentor's feedback is always in strict confidence.

Observation 6/Second Semester/Year 2

Protégé's Name: _____

Type of Class _____

Date of Visit: _____

Mentor Teacher _____

Time: From _____ To _____

Pre-Observation Conference

- Discuss the lesson plan, objectives, activities, material to be taught.
- What strategies will be used?
- What specifically does the protégé want observed?

Observation

- The mentor should use personal notes during the observation process.

Post-Observation Conference

- Discuss data objectively.
- Discuss strategies/techniques that would be beneficial to the protégé.
- Discuss areas of focus for future observations and other activities.

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Gasconade County R-1 Schools

Post-Conference Discussion Questions

Use these questions to guide the post-observation conference.

Keep this copy blank and make additional copies as needed.

1. Did activities match the objectives being taught?
2. Was the learning appropriate for these learners?
3. What did the teacher consciously design that went well?
4. Did the students achieve the performance objective? Why or why not?
5. What is the next sequential step for the learners?
6. Based on how well the students learned, what teaching skills should be refined?
7. List ways that the teacher helped students learn.
8. List things the teacher could do differently to help students learn more effectively.

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