

Waterloo School District Mentoring Program

Year I



Waterloo Jr. High School



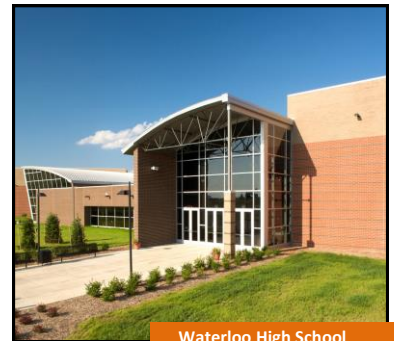
Gardner Elementary School



W. J. Zahnow Elementary



Rogers Elementary



Waterloo High School



Teacher Mentoring Program

Mission Statement

The mission of the Waterloo Community Unit District No. 5 mentoring program is to produce life-long educators by providing a nurturing, supportive educational environment, which recognizes individual needs and enables all teachers to succeed in tomorrow's challenges.

Goals

1. Provide assistance and support to improve classroom management and instructional strategies
2. Provide opportunities to improve teaching skills and knowledge of best practices in teaching
3. Establish a working relationship between mentors and mentees based on trust and respect

Program Objectives

1. To meet, discuss, in-service, and answer questions to enhance success in the teaching profession
2. To orient new teachers to district and building policies and procedures
3. To inform new teachers of support services available
4. To provide a two year program of assistance to new teachers
5. To inform and explain expectations of the teacher evaluation process
6. To provide training and support for mentors to become positive role models and peer coaches

Program Overview

1. In-service for mentors will be held prior to the opening day of school to review and discuss the mentoring process to ensure understanding of the goals and expectations of the mentoring program.
2. Mentors and mentees will be introduced prior to the beginning of the school year.
3. Mentors will receive information and copies of all materials used at New Teacher Orientation.
4. Teachers employed for the first year will have a *monthly* meeting with their mentors that will focus on specific agenda topics. (See agenda provided)
5. Second year teachers and mentors will have *quarterly* meetings that will focus on teaching strategies and assessments.
6. Classroom observation by mentor and mentee will occur during the school year.
7. Mentors will be responsible for the goals of the program:
 - Classroom management and discipline
 - Communications
 - Curriculum, assessment, data analysis
 - Technology
 - District organization and structure

Mentor Application

Teachers that become mentors serve as a valuable resource to a new teacher and play a vital roll in promoting Waterloo Community School District's belief of excellence in education. District mentors are professional educators who demonstrate excellence in the classroom and dedication to the teaching profession. Interested teachers who meet the qualifications and are willing to fulfill the requirements may apply to become a mentor.

Qualifications & Requirements

- Mentors should be a tenured teacher with a minimum of five years teaching experience in the district. Exceptions can be made by the principal.
- "Excellent" rating on the last evaluation.
- Promote excellence in education.
- Support the professional development process in the district.
- Agree to participate in all mentoring program activities.
- Support all goals of the mentor program.
- Teaching assignment should be in the same building as the new teacher, and if possible similar grade level and subject area.

Application

I wish to apply to become a mentor for a new teacher. I fulfill the above qualifications and agree to promote the goals of the program and participate in all required activities. I understand that I may be removed from the program for failure to perform as stated above. Any incentives provided to the mentor may be withheld for failure to abide by the requirements and responsibilities.

Mentor Teacher's Signature

Principal's Signature

Date

Please return this form to your building Principal.

Responsibilities of the Mentor

Mentors serve as professional role models in the teaching profession. Their experience and expertise can provide valuable support to a new teacher. To make the program a successful and rewarding experience for the new teacher; the mentor needs to fulfill many responsibilities.

- Provide support, nurturing, and assistance to enable the mentee to have a successful teaching experience
- Serve as a professional role model
- Serve as a coach and confidante, giving advice and support
- Respect confidentiality
- Assist the mentee in improving classroom management
- Encourage continuous improvement of instructional strategies
- Provide focus on the required district curriculum
- Work with other mentors in planning and implementing monthly agendas
- Attend each monthly agenda session
- Arrange the required observations with mentee
- Assist the mentee in implementing mentoring goals to improve instruction and student achievement
- Provide support and assistance in completing progress reports, grades, other forms, and parent teacher conferences
- Keep a journal of contacts and meetings with your mentee
- Complete mentoring evaluation form

Responsibilities of the New Teacher

The goal of the Mentoring Program is to assist new employees in making a new experience into a positive one for themselves and the children whose lives and education they impact. All teachers newly employed by the Waterloo Community Unit School District #5 will be included in the mentoring program and are expected to fulfill many responsibilities.

- Attend WCUSD New Teacher Orientation sessions
- Perceive the Mentoring Program as an opportunity for professional growth
- Communicate questions and concerns to mentors and accept assistance from an experienced teacher
- Attend monthly agenda sessions and implement concepts to improve the educational process in the classroom
- Work with the mentor to ensure a successful first year
- Complete all required forms and reports
- Participate in the planning of classroom observations with mentors
- Keep a journal of contacts and meetings with the mentor
- Complete Reflection Log Weekly

Responsibilities of the Principal

The building principal is a valuable resource in the mentoring program, providing support, advice and counsel. To ensure that each student is educated to meet tomorrow's challenges; the principal will provide each new teacher with assistance to continuously improve classroom management and instruction. To make the mentoring program successful for the mentors and mentees, the principal will fulfill many responsibilities.

- Select mentors that demonstrate excellence in education and a commitment to promote the teaching profession
- Select compatible mentors with regards to teaching assignment, schedule, and personality
- Respect the confidentiality of the mentoring process
- Provide encouragement and support to ensure success of the mentoring program
- Provide release time for mentor/new teacher observation
- Check in on the progress
- Communicate needs with Curriculum Coordinators

Observation Process

The Mentoring Program in Waterloo Community Unit District #5 is designed to assist new teachers in becoming educational professionals. As part of the process, the mentors and new teacher will have the opportunity to make classroom observations.

During September or October, the mentor shall observe the new teacher for a ½ day. After the observation is completed, a meeting will take place to discuss the observation. This should take place before any formal evaluation by an administrator.

During November or December, the mentor shall observe the new teacher for a ½ day. After the observation is completed, a meeting will take place to discuss the observation. Ideally, this should take place before any formal evaluation by an administrator.

During second and third quarters, the new teacher will have the opportunity to observe other exemplary district teachers for a ½ day. New teachers should make arrangements with their building principals to observe other classes to increase exposure to different teaching styles and strategies. After the observation is completed, the new teacher will reflect and summarize their observations.

Monthly Mentoring Agenda Topics

August

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Ordering Supplies
- Location of Shared Supplies
- Copy and Printing
- Lunch Count (Elementary)
- Taking Skyward Attendance
- Y-Time
- Ed Automate
- Entering Grades in Skyward
- Substitute Procedures
- Expectations, Procedures, and Rules for Classroom
- District Policy Manual
- Crisis Management Plan
- Possible ways to secure classroom

Communication

- Curriculum coordination with teachers in curricular area
- Homework Requests for absent students
- Daily Reflective Log process
- Other _____

Curriculum, Assessment, Data Analysis

- District Curriculum Guide
- Textbooks
- Course Expectations
- Other _____

Technology

- Log on procedures
- Passwords
- Skyward
- Gmail
- Integration into Curriculum
- Computer Lab Sign Up
- District Website
- Classroom Website
- Other _____

District Organization/Structure

- Contract
- Organizational Chart
- Entering CPDU's in ECS

Monthly Mentoring Agenda Topics

September

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Share classroom procedures and discipline policies
- Share and discuss discipline concerns & strategies
- Power struggles
- Lesson Plans
- Effective use of class time
- Skyward (grade book, tardies, grades, total points)

Communication

- Information of people and services in the building
 - School Nurse
 - Problem Solving Team Referrals
 - Social Work Request
 - Speech Therapy
 - Wellness Coordinator
 - Special Education
 - School Secretaries
 - Media Specialists
- Progress Reports
- Evaluation Process Preparation
- Communicating with parents about low grades
- Communicating with kids about low grades
- Communicating with the Principal

Curriculum

- Scope and Sequence
- Curriculum guides
- Course expectations

Technology

- Student log on procedures/passwords
- Computer lab sign up procedures and calendar
- Computer lab seating chart
- Technology support

District Organization/Structure

- Tour of other building by new teachers in that building
- Extra Duties (ball games, hall duty, morning & afternoon bus supervision)

Monthly Mentoring Agenda Topics

October

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Share ideas for bookkeeping procedures:
 - Grade Book
 - Attendance
 - Tardies
- Discuss grade procedures:
 - Appropriate quantity of grades
 - Calculations (points, percentages)
 - Proportionate vs. disproportionate weighting
 - Percentage of homework assigned vs. others
- Report card process
 - Grade disc
 - +, -, F
 - Comment codes
- Consistent implementation of classroom procedures and policies

Communication

- Parent/Teacher conferences
- District Services
 - Library
 - Technology
 - Special education
 - Health insurance
 - Curriculum

Curriculum, Assessment, Data Analysis

- ISBE.net
- Illinois Interactive Report Card

Technology

- Work order system
- Introduce to media specialists and building technician
- Wednesday workshops

District Organization/Structure

- Organizational chart of district
- Snow days
- School Reach

Monthly Mentoring Agenda Topics

November

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Effective use of class time
 - Share ideas on 3x5 card
 - Give copies to each other
- Communicating discipline expectations and policies with students
 - Discuss concerns
 - Share ideas/strategies
- Discuss & schedule classroom observations
- Observation Focus:
 - Classroom procedures
 - Effective use of time
 - Discipline
 - Teacher/student interactions

Communication

- Collaboration with teachers/library/teacher's aides/special education teachers
- Grade level meetings
- Arranging classroom observations
- Communicating logistics and individual schedule with office for classroom observations

Curriculum, Assessment, Data Analysis

- What is important?
- Meeting district and state goals

Technology

- Integration into instruction follow up
- Support services – media specialists and technicians
- Repairs
- ISBE.net – Educator Certification System

District Organization/Structure

- Holiday usage and scheduling
- Maintenance requests

Monthly Agenda Topics

December

(Please check mark when topic is discussed)

Mid Year Progress Check

- Documentation
- Agenda item suggestions
- Mid-year reflections

Monthly Agenda Topics

January

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Assignment Strategies
- Communicating with students
- Reinforcing classroom expectations, policies, and procedures with students
- Discipline (consistency, sending a positive message)

Communication

- Information on services available at Regional Office of Education
- Teacher relationships with teachers/administrators/community

Curriculum, Assessment, Data Analysis

- Preparing students to exceed IL State Standards
- PARCC (grades 3-8)
- SAT (grade 11)
- PSAT (if applicable)
- Professional development opportunities

Technology

- Cluster Usage
- Computer Lab Usage
- Research

District Organization/Structure

- School Board Policy

Monthly Agenda Topics

February

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Documentation of potential retentions and use of available services

Communications

- Communicating with students about low grades
- Communicating with parents about their student's low grades

Curriculum

- Variety of assessments
- Request an assessment from 3 other teachers
- Share assessment at mentoring meeting

Technology

- Concerns/needs
- Engaged learning units
- Software evaluation form & process
- Technology requests

District Organization/Structure

- Services available for struggling students
- Scheduling/teacher recommendations

Monthly Agenda Topics

March

(Please check mark when topic is discussed)

PARCC/SAT procedures

- Letter to parents
- Creating classroom environment to maximize results
- Testing schedule
- Testing dates
- Materials
- Preparing student materials
- Familiarizing teacher with instruction manual
- Collection & redistribution of materials
- Make up testing

Monthly Agenda Topics

April

(Please check mark when topic is discussed)

Classroom Management and Discipline

- Concerns/needs
- Supply Requisitions
- Technology Requests
- Software Requests

Sharing Glows and Grows for the year

- Share positive experiences with others:
- A trying experience that caused you to grow
- A project or other student work from a successful unit
- Your most successful classroom procedure
- A disciplinary situation that you handled well
- An innovative way to integrate technology into the classroom
- Other

Monthly Agenda Topics

May

(Please check mark when topic is discussed)

Year-end procedures

- Packing
- Marking furniture & equipment
- Securing equipment & textbooks
- Equipment repairs & cleaning
- Building check-out procedures
- Summer maintenance requests

Textbooks

- Textbook collection
- Assessing textbook fines
- Textbook rebinding
- Check textbook quantity for upcoming class

Grades

- 4th quarter
- Final exams
- Yearly grades
- Retentions

Summer Workshops

- Technology workshops
- Graduate classes
- Course approval

Mentoring Program

- Evaluations
- Suggestions/revisions
- Focus for year 2
 - Teaching strategies
 - Curriculum design
 - Assessments

Reflection Log # _____ the Week of _____

As a first year teacher in Waterloo Community Unit District #5, your day will be filled with new experiences. Some experiences will bring success while others will bring disappointment. You will learn from every experience, especially when you reflect on each day's events.

As part of our state approved Teacher Mentoring Program, a journaling/reflection process by all new teachers is required. One reflection is required per week for Quarters 1 and 2, and one reflection every two weeks for Quarters 3 and 4. Spend time each week to record your reflections of the week's events. You are to copy this sheet as needed and place complete log sheets in your binder. If you prefer, you may type these and print them out to be placed in your binder. You should be prepared to share your reflections with your mentor at each monthly meeting, or during your weekly contact if necessary. Find a system that works for you and your mentor. Mentors will be required to read and respond to the entries for their written analysis due each quarter. A schedule of required reflection log dates is attached to the end of this document.

Name _____

Class _____

Date _____

Time _____

1. What went well and why it was successful?
2. What caused concern and why?
3. What can I do to improve this area and what resources can I use?
4. What am I learning about my students?
5. What am I learning about myself?

District Mentoring Program Survey Mentor Teacher Survey

Your input is needed to assess the effectiveness of the mentoring program. Return to the building principal before _____. To increase the effectiveness of the program, a program survey will be completed at the end of each semester.

Instructions: Answer the following questions based upon your perceptions of the program using the following scale:

(SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, (SD) Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. I met regularly with my mentee. | SA | A | U | D | SD |
| 2. I can talk freely with my mentee. | SA | A | U | D | SD |
| 3. My principal provided me release time for required observations. | SA | A | U | D | SD |
| 4. I make a difference in the success of my mentee. | SA | A | U | D | SD |
| 5. I feel I have made a difference in this school by being a mentor. | SA | A | U | D | SD |
| 6. The mentor program is valuable for the new teacher. | SA | A | U | D | SD |
| 7. After coaching my mentee, I have found myself learning things that were beneficial to me as a teacher. | SA | A | U | D | SD |
| 8. The incentives provided are adequate. | SA | A | U | D | SD |
| 9. After mentoring a teacher, do you feel we should continue this practice? | | | Y | | N |

Mark an X by the following topic(s) where you gave specific assistance to your mentee.

_____ Classroom Management

_____ Discipline Strategies

_____ Relationships (Teacher/Admin./Community)

_____ Communications

_____ Curriculum

_____ Technology

_____ District Organization/Structure

District Mentoring Program Survey *Mentee Teacher Survey*

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Instructions: Answer the following questions based upon your perceptions of the program using the following scale:

(SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree, (SD) Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. I met regularly with my mentor. | SA | A | U | D | SD |
| 2. I can talk freely with my mentor. | SA | A | U | D | SD |
| 3. My mentor provided me with available resources. | SA | A | U | D | SD |
| 4. I believe my mentor is concerned with my success. | SA | A | U | D | SD |
| 5. My principal is supportive of providing observation time. | SA | A | U | D | SD |
| 6. Overall I feel the mentor program is effective. | SA | A | U | D | SD |
| 7. After participating and being mentored, do you feel we should continue this practice? | | | Y | | N |

Mark an X by the following topic(s) where you gave specific assistance to your mentor.

_____ Classroom Management

_____ Discipline Strategies

_____ Relationships (Teacher/Admin./Community)

_____ Communications

_____ Curriculum

_____ Technology

_____ District Organization/Structure

Reflection Log Due Dates

Quarter 1 Due Dates	Log Completed	Read by Mentor	Notes
Week #1			
Week# 2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Quarter 2 Due Dates	Log Completed	Read by Mentor	Notes
Week #1			
Week# 2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			

Quarter 3 Due Dates	Log Completed	Read by Mentor	Notes
Weeks #1 & 2			
Weeks #3 & 4			
Weeks #4& 5			
Weeks #6&7			
Weeks #8 & 9			
Quarter 4 Due Dates	Log Completed	Read by Mentor	Notes
Weeks #1 & 2			
Weeks #3 & 4			
Weeks #4 & 5			
Weeks #6 & 7			
Weeks #8 & 9			

Teacher Signature

Date

Mentor Signature

Date

Program Administrator Signature

Date