

# Waterloo School District Mentoring Program

## Year II



Waterloo Jr. High School



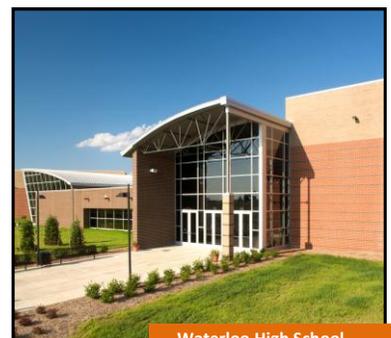
Gardner Elementary School



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 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 second year teacher, and if possible similar grade level and subject area.

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## 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.

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Mentor Teacher's Signature

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Principal's Signature

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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
- Arrange and attend monthly meeting on prearranged topic
- 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 Year II 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.

- 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 meetings with mentor prepared with a topic(s)
- Work with the mentor to ensure a successful second 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 bi-quarterly reflections

## ***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 continue to assist second year teachers in becoming educational professionals. As part of the process, the mentors and second year teachers will have the opportunity to make classroom observations.

During September or October, the mentor shall observe the second year 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 second year 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 second year teacher will have the opportunity to observe other exemplary district teachers for a ½ day. Second year teachers should make arrangements with their building principals to observe other teachers/classes to increase exposure to different teaching styles and strategies. After the observation is completed, the second year teacher will reflect and summarize their observations.



## 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

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- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 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