



# **Mentor Handbook**

**2023-2024**

# Table of Contents

<b>Welcome to the School District of Washington</b>	<b>3</b>
<b>Motto</b>	<b>3</b>
<b>Mission</b>	<b>3</b>
<b>Vision</b>	<b>3</b>
<b>Strategic Plan Focus Areas 2023-2027</b>	<b>3</b>
<b>The Importance of Mentoring</b>	<b>4</b>
<b>Relationships - Mentor, Protégé, and Administrator</b>	<b>4</b>
<b>Establishing Trust and Rapport</b>	<b>4</b>
<b>Purpose of Mentoring</b>	<b>5</b>
<b>Goals</b>	<b>5</b>
<b>Participants</b>	<b>5</b>
<b>Mentor Qualities and Expectations</b>	<b>6</b>
<b>Roles and Responsibilities</b>	<b>7</b>
<b>Mentor</b>	<b>7</b>
<b>Protégé</b>	<b>7</b>
<b>Administrator</b>	<b>8</b>
<b>Compensation for Mentors</b>	<b>8</b>
<b>Planning the Lesson Observation</b>	<b>10</b>
<b>Before the Observation</b>	<b>10</b>
<b>After the Observation</b>	<b>11</b>
<b>Lesson Reflection</b>	<b>11</b>
<b>Mentor Checklist</b>	<b>12</b>
<b>Lesson Observation Form - 1st Quarter (ALL COMPLETE)</b>	<b>13</b>
<b>Lesson Observation Form - 2nd Quarter (Year 1 and 2 ONLY)</b>	<b>14</b>
<b>August Weekly or Monthly Contact Log</b>	<b>15</b>
<b>September Weekly or Monthly Contact Log</b>	<b>16</b>
<b>October Weekly or Monthly Contact Log</b>	<b>17</b>
<b>November Weekly or Monthly Contact Log</b>	<b>18</b>
<b>Mentoring Program Self-Assessment</b>	<b>19</b>
<b>Mentoring Program Self-Assessment</b>	<b>21</b>
<b>Protégé Survey</b>	<b>23</b>
<b>Mentor Checklist</b>	<b>25</b>
<b>Lesson Observation Form - 3rd Quarter (Year 1 and 2 ONLY)</b>	<b>26</b>
<b>Lesson Observation Form - 4th Quarter (ALL Complete)</b>	<b>27</b>

<b>December Weekly or Monthly Contact Log</b>	<b>28</b>
<b>January Weekly or Monthly Contact Log</b>	<b>29</b>
<b>February Weekly or Monthly Contact Log</b>	<b>30</b>
<b>March Weekly or Monthly Contact Log</b>	<b>31</b>
<b>April Weekly or Monthly Contact Log</b>	<b>32</b>
<b>Mentoring Program Self-Assessment</b>	<b>33</b>
<b>Mentoring Program Self-Assessment</b>	<b>35</b>
<b>Protégé Survey</b>	<b>37</b>
<b>Educator Certification</b>	<b>39</b>
<b>Initial Professional Certificate</b>	<b>39</b>
<b>Upgrading From the Initial Certificate to Career Certificate</b>	<b>39</b>
	<b>40</b>
<b>Career Continuous Professional Certificate</b>	<b>40</b>
<b>Current certificate holders</b>	<b>40</b>

# Welcome to the School District of Washington

## Motto

*We are Washington. We care. We contribute. We LEARN.*

## Mission

Our Mission is to inspire achievement, character, and personal growth in all students as they pursue and succeed in college, careers, and life.

## Vision

The School District of Washington will provide an inspiring educational environment by means of challenging, relevant, and purposeful learning experiences designed to prepare students for their future. We are committed to an engaged and customized approach to education. We encourage innovation and creativity developed to help our students explore their purpose and passion as they acquire the skills and attributes necessary to be college and career ready.

## **Strategic Plan Focus Areas 2023-2027**

The CSIP/Strategic Planning Team received input from District stakeholders through the use of surveys and meetings to establish the PRIDE focus areas:

### **BLUE JAY**

- P** Prepare Students for Post-Graduation Success
- R** Recruit, Retain, and Develop Quality Staff
- I** Increase Student Achievement, Engagement, and Support
- D** Demonstrate Focus on Governance and Asset Management
- E** Ensure a Positive Climate and Culture

# The Importance of Mentoring

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and the mentor. These gifts can be greatly enhanced through understanding, planning, and reflective practices. As with classroom instruction and all endeavors, the magic of the mentoring relationship takes shape through planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this manual should guide you to a supportive mentoring relationship.

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 or new to the district 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 large part, by good teaching and positive relationships. 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.

## Relationships - Mentor, Protégé, and Administrator

- ✧ The mentor's responsibility is to provide their protégé with support and guidance, not for formal evaluation.
- ✧ If a concern surfaces, the mentor's first obligation is to communicate with the protégé in an attempt to alleviate the concern and/or solve the problem.

## Establishing Trust and Rapport

One of the most important factors in mentoring is good communication. Communication has both verbal and nonverbal components. Approximately 65% of the message is nonverbal through posture, gesture, proximity, muscle tension, and facial expression. The other 35% comes from the verbal message through pitch, volume, inflection, pace, and the words used. Talking and communicating are not the same. Communicating involves:

- **Listening:** for understanding, facts, and feelings. Create a positive,

comfortable environment for listening. Listen until it is your turn to speak. Seek permission to consult or share advice. Often people benefit and grow from simply having someone to listen to what they have to say.

- **Looking:** Make eye contact; pay attention to the whole person. Is the speaker smiling, frowning or neither? Watch the speaker's body language. Show interest by leaning forward and moving closer with respect for personal space.
- **Leveling:** Be honest about what you are feeling and thinking. Use "I" statements when responding. Accept the speaker's feelings.
- **Confidentiality:** Maintaining confidentiality in this relationship is extremely important. Key to the relationship is a sense of trust. This relationship is to support the practice of teaching, not to evaluate. Maintain two-way communication throughout the mentoring year. Confidentiality is ethically required in order for mentoring to occur. Only break confidentiality if there is a safety concern.

## Purpose of Mentoring

The purpose of the School District of Washington Mentoring Program is to provide teachers with support, collegial connections, and guidance throughout the first two years of their career and to support teachers new to the district during their first year in the district or position.

### Goals

1. To provide guidance and modeling in classroom management and effective teaching techniques
2. To reduce the challenges of the transition into teaching including transitions to different positions within the district
3. To build confidence and independence
4. To maximize the retention of highly qualified teachers

### Participants

- All new certified staff in their first two years of teaching.
- In-district teachers who change positions will participate for one year. (Elementary to secondary, speech to classroom teacher, special education to regular, etc.)
- All teachers new to the School District of Washington with more than three years experience shall participate for one year.
- All teachers new to the School District of Washington with less than three years experience shall participate for two years. (Year 1 and 2).

# Mentor Job Description

A mentor is an experienced teacher, effective communicator, professional role model, peer coach, and a developer of talent, not an evaluator.

## Mentor Qualities and Expectations

1. Mentors should have a minimum of five years teaching experience, and preferably three years of experience in the School District of Washington.
2. Mentors shall be chosen collaboratively by administrator(s) and members of the Curriculum, Instruction, and Assessment Office. Ideally, mentors will teach in the same grade or content area as the protégé. Alternative assignments may be made based upon a situation where the protégé is the sole teacher in a grade or content area or there is a lack of mentor availability in that area.
3. Mentors must demonstrate continued professional growth by obtaining additional degrees and/or certifications; attending professional conferences, seminars, workshops, or other growth opportunities.
4. Mentors are to maintain an exemplary Performance Based Teacher Evaluation.
5. Mentors are expected to demonstrate knowledge of curriculum objectives, instructional strategies, assessment, classroom management, and discipline.
6. Mentors will respect confidentiality and display positive interpersonal relationships.
7. Mentors should exemplify a passion for teaching and learning.
8. Mentors will assist their protégé in understanding district processes and procedures.
9. **Mentors to teachers participating in Year 1 or 2 of the two year mentoring program will submit all documentation to JoAnn Spreckelmeyer in the Curriculum Department at [joann.spreckelmeyer@sdownmo.org](mailto:joann.spreckelmeyer@sdownmo.org) prior to the end of each semester **(by December 15 and May 1).****
10. Mentors will read the mentor handbook and sign the Mentor Agreement indicating understanding of the mentor role and expectations and return to JoAnn Spreckelmeyer at [joann.spreckelmeyer@sdownmo.org](mailto:joann.spreckelmeyer@sdownmo.org).

## Roles and Responsibilities

### Mentor

1. Serve as a role model in all aspects of the profession including developing professional goals and a plan for implementing those goals.
2. Understand mentor expectations and sign the Mentor Agreement.
3. Track and document necessary components of the mentor program.
4. Keep a log of [professional development hours](#).
5. Observe the protégé and provide reflection/feedback on the presented lesson.
  - Teachers in Year 1 or 2 of the mentoring program will complete quarterly observations. (Quarters 1 and 3 observe your mentor or other experienced teacher in a related field. Quarters 2 and 4 present lessons observed by your mentor.)
  - Teachers new to the district with more than 3 years experience or transferring positions within the district will complete semester observations. (Semester 1 observe mentor or teacher in a related field. Semester 2 present lesson observed by mentor.)
6. Support, guide, encourage, and assist the protégé in professional development.

### Protégé

1. Teachers with four or less years of experience or on initial certification will develop professional goals and a plan for implementing those goals to be kept on file in the district. (This is a DESE requirement for ALL teachers, regardless of years of service.)
2. Participate in Beginning Teacher Assistance Program within the first two years of teaching, required for DESE certification upgrade.
3. Attend additional professional development beyond the professional development sessions offered on PD days and/or required by all teachers.
4. Keep a log of professional development hours. **DESE requires at least 15 hours of professional development per year.** The [PD log](#) can be located on our district website under the staff tab. Additionally, proof of



hours accumulated is required for DESE certification upgrade.

5. Seek support and assistance from mentor and/or instructional coordinator(s) as needed.
6. Observe mentor or other experienced teachers as required.
  - Teachers in Year 1 or 2 of the mentoring program will complete quarterly observations. (Quarters 1 and 3 observe your mentor or other experienced teacher in a related field. Quarters 2 and 4 present a lesson observed by your mentor.)
  - Teachers new to the district with more than 3 years experience or transferring positions within the district will complete semester observations. (Semester 1 observe mentor or teacher in a related field. Semester 2 present lesson observed by mentor.)
7. Collaborate and reflect with the instructional coordinator(s).

### **Administrator**

1. Respect the confidentiality of the mentor/protégé and the instructional coordinator/protégé relationships.
2. Support the mentor/instructional coaching process.
3. Advise on mentor/protégé pairings and assignments.
4. Support substitutes when mentors/protégés or instructional coordinator(s) are observing, if needed.

### **Compensation for Mentors**

1. The mentor shall receive \$300.00 when mentoring a protégé in Year 1 of the two year mentoring program and \$150.00 when mentoring a protégé in Year 2 of the mentoring program or in the one year\* mentoring program. (\*For teachers new to the district with 3 years or more teaching experience or transferring positions within the district.) When two mentors are assigned in the same year, the compensation is split evenly per semester.
2. In order to receive payment of a stipend the mentor must:
  - read mentor training documents and sign mentor agreement,
  - complete all required observations, and
  - turn in all paperwork to JoAnn Spreckelmeyer in the Curriculum Department at [JoAnn.Spreckelmeyer@sdownmo.org](mailto:JoAnn.Spreckelmeyer@sdownmo.org).

## **Paperwork Includes:**

- a. Weekly Calendar Log – (protégés in their first year of the mentoring program)
- b. Monthly Calendar Log – (protégés in their second year of the mentoring program or with 3 or more years of teaching experience)
- c. Observation Forms and Conversation Suggestions
  - Teachers in Year 1 or 2 of the mentoring program will complete quarterly observations. (Quarters 1 and 3 observe a mentor or other experienced teacher in a related field. Quarters 2 and 4 present a lesson observed by your mentor.)
  - Teachers new to the district with more than 3 years experience or transferring positions within the district will complete semester observations. (Semester 1 observe mentor or teacher in a related field. Semester 2 present lesson observed by mentor.)
- d. Mentor/Protégé Program Self-Assessment
- e. 1st through 3rd year Protégé Survey
- f. Mentor Checklists

# Planning the Lesson Observation

*These questions may be used to establish lesson expectations, set observation goals, and reflect on observations. It is not necessary to use all the questions for every observation.*

## Before the Observation

### 1. Lesson focus and objectives (connection to the curriculum)

- What is the focus of the lesson?
- What is the lesson's objective?
- Were clear learning targets posted to provide clarity of expectations to students?
- What standards will be covered in the lesson?
- What assessment have you given your students previously?
- How do you know that this is the appropriate objective for your students?
- How does the objective connect to the curriculum?
- How will you engage students and provide higher order thinking opportunities?

### 2. Understand the teaching strategies

- What teaching strategies will you use?
- What research/theory supports your decision?

### 3. Determine the assessment strategy

- How will you assess student learning (formative/summative)?
- What will you do if a student has already mastered the skill?
- What will you do if the student does not master the skill?

### 4. Share other related information

- What else will be helpful for me to know about your lesson or students?

### 5. Clarify the mentor's role (what should I look for?)

- What specifically would you like me to look for in your class today?
- What is the specific focus for the observation? What data would be helpful for you?

*Examples include:* Teacher verbal/nonverbal behaviors; student verbal behaviors; differentiation opportunities; student engagement.

## **After the Observation**

1. How did my activities match my objective?
2. Was the learning appropriate for these students?
3. What did I consciously design that went well?
4. What did I base my instructional design on?
5. What is the next sequential step for the learners?
6. What effective teaching skills did I use in the lesson?
7. Which teaching skills may I need to refine, based on students' learning?
8. What specifically would I do differently to improve the learning process?
9. For core content areas, did my lesson cover the Missouri Learning Standards targeted at the appropriate depth of knowledge level (see DESE Item Specifications and/or proficiency scales)?

## **Lesson Reflection**

- As I reflect on the lesson, to what extent were the students cognitively engaged in the work?
- How did the lesson allow for students to engage in activities and learning situations that required critical thinking or problem solving?
- What feedback did I receive from students indicating they achieved understanding of the content?
- Did I consider, or indicate, to students how I planned to assess them on the information presented/practiced?
- How did I utilize formative assessment to make instructional decisions throughout my lesson?
- If I had the opportunity to teach this lesson again to this same age group of students, what would I do differently?
- If there was one thing from this lesson that I could share with a colleague, what would it be?
- Did I make relevant connections to real-world applications during this lesson?

# Mentor Checklist

First Semester \*

**Mentor Name** \_\_\_\_\_, please print

**Protégé Name** \_\_\_\_\_, please print

Directions: Initial and date activities upon completion.

\_\_\_\_\_ **Read and understand the Mentor Handbook. Sign and return the Mentor Agreement**  
Initial

\_\_\_\_\_ **Observations-Turn in Lesson Observation Form-Qtr 1 & 2**  
Initial

\_\_\_\_\_ **Meet regularly with the protégé** *weekly during the first year/monthly the second year*  
Initial

\_\_\_\_\_ **Turn in calendar journal for August - November**  
Initial

\_\_\_\_\_ **Complete and submit Protégé Survey**  
Initial

\_\_\_\_\_ **Assist in the development of the protégé's professional development plan and professional development log**  
*{SDOW requirement for all teachers, DESE requirement for certificate upgrade}*  
**Documentation of Additional Workshop Attendance by Protégé**  
*Three optional workshops required yearly*

<i>Title of workshop</i>	<i>Date</i>

\*Pages 12-24 should be sent to JoAnn Spreckelmeyer in the Curriculum Department at [JoAnn.Spreckelmeyer@sdownmo.org](mailto:JoAnn.Spreckelmeyer@sdownmo.org) by **December 15th**

**Lesson Observation Form - 1st Quarter (ALL COMPLETE)**  
**(Observation of mentor or other teacher)**

---

Name of observer

---

Date

---

Name of teacher being observed

- Lesson plans, preparation, and organization of classroom:

- 
- 
- Student cognitive engagement, student practice, use of student ideas:

- 
- 
- Formative and/or summative assessment utilized:

- 
- 
- Problem solving and critical thinking strategies used:

- 
- 
- Classroom management and relationship development:

- 
- 
- Comments: \_\_\_\_\_
-

**Lesson Observation Form - 2nd Quarter (Year 1 and 2 ONLY)**  
**(Observation of protégé)**

---

Name of observer

---

Date

---

Name of teacher being observed

- Lesson Plans, preparation, and organization of classroom:

---

---

- Student cognitive engagement, student practice, use of student ideas:

---

---

- Formative and/or summative assessment utilized:

---

---

- Problem solving and critical thinking strategies used:

---

---

- Classroom management and relationship development:

---

---

- Comments: \_\_\_\_\_

---

## August Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Topics:</b>
Date:		<b>First Two Weeks:</b> <ul style="list-style-type: none"> <li>• Lumen</li> <li>• Duties</li> <li>• Open House</li> <li>• 1st Day of School</li> <li>• Email and Voicemail accounts</li> <li>• Review yearly calendar: PD Days, work days, etc.</li> <li>• Sub Plans: Procedures and who to notify</li> <li>• Discuss upcoming events</li> <li>• Classroom management plan and procedures</li> <li>• Classroom set-up</li> <li>• Grading: Hints and tips</li> <li>• Lesson Plan expectations</li> <li>• Copy codes</li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_



## September Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Progress reports</li> <li>● Preparing for Parent/Teacher Conferences</li> <li>● Sub Plans: AESOP</li> <li>● Parent Contacts</li> <li>● Drills</li> <li>● PD Log</li> <li>● How to handle difficult people/situations, conflicts, resolutions</li> <li>● Observation dates and times - 1st Quarter</li> <li>● 1st - 3rd year Protégé complete survey and discuss with mentor</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching strategies</li> <li>○ Practicing rules and procedures</li> </ul> </li> <li>● Curriculum questions</li> <li>● Lesson Planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## October Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Report Cards</li> <li>● Data gathering for Parent/Teacher Conferences</li> <li>● School policies regarding holiday events and activities</li> <li>● Professional Development log</li> <li>● Finalize observation dates and times - 2nd Quarter</li> <li>● Review 1st - 3rd year Protégé with mentor and develop a strategies to address concerns</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching strategies</li> <li>○ Practicing rules and procedures</li> </ul> </li> <li>● Curriculum questions</li> <li>● Lesson Planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## November Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>• Time Management                             <ul style="list-style-type: none"> <li>◦ Professional &amp; Personal balance</li> </ul> </li> <li>• Review Assessment schedule</li> <li>• Progress reports</li> <li>• Procedures for school closing</li> <li>• Professional Development Log</li> <li>• Providing specific feedback to students</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>• Classroom Management                             <ul style="list-style-type: none"> <li>◦ Success</li> <li>◦ Challenges</li> <li>◦ Engagement and discipline</li> <li>◦ Transitions</li> <li>◦ Teaching strategies</li> <li>◦ Practicing rules and procedures</li> </ul> </li> <li>• Curriculum Questions</li> <li>• Lesson Planning Success and challenges</li> <li>• NEE Support                             <ul style="list-style-type: none"> <li>◦ Review indicators</li> <li>◦ Log into NEE and EdHub website</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## Mentoring Program Self-Assessment

**Mentor Name:** \_\_\_\_\_

**Protégé Name** \_\_\_\_\_

SDOW <b>MENTOR</b> SURVEY -1 <sup>st</sup> Semester	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The goals and objectives of the program are clearly defined.					
I feel supported in this mentoring program.					
The structure of the program made it easy to perform my role.					
The program requirements are just right.					
The time commitment for each interaction was just right.					
The match between my protégé and myself met my needs.					
We meet regularly.					
We use the time we have together effectively.					
We were confident about what to do when we started.					
I use the Mentor Handbook as a reference and organizational tool.					
I experienced learning and growth during the process.					
We had meaningful conversations.					
The relationship will continue beyond the formal process.					
I feel optimistic about my career.					
I feel more a part of my profession.					
I feel the program was worth my time and effort.					
Developmental areas were defined and recommendations made.					
This experience increased my effectiveness.					

I feel that my protégé needs more help than I have resources to provide.					
The professional development piece with the mentoring program is effective and appropriate.					
<p>Please provide specifics about the mentoring relationship with your protégé.</p> <p><b>Strengths-</b></p>   <p><b>Areas of Growth-</b></p>   <p><b>Recommendations-</b></p>   					

## Mentoring Program Self-Assessment

**Mentor Name:** \_\_\_\_\_

**Protégé Name** \_\_\_\_\_

SDOW <b>PROTÉGÉ</b> SURVEY – 1 <sup>st</sup> Semester	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The goals and objectives of the program are clearly defined.					
I feel supported in this mentoring program.					
The structure of the program made it easy to perform my role.					
The program requirements are just right.					
The time commitment for each interaction was just right.					
The match between my mentor and myself met my needs.					
We meet regularly.					
We use the time we have together effectively.					
We were confident about what to do when we started.					
I experienced learning and growth during the process.					
We have meaningful conversations.					
The relationship will continue beyond the formal process.					
I feel optimistic about my career.					
I feel more a part of my profession.					
I feel it was worth my time and effort.					
Developmental areas were defined and recommendations made.					
This experience increased my effectiveness.					
The professional development piece with the mentoring program is effective and appropriate.					

Please provide specifics about the mentoring relationship with your mentor.

**Strengths-**

**Areas of Growth-**

**Recommendations-**

## Protégé Survey

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time.

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

\*Protégés complete this survey in **September** and with your mentor to celebrate your strengths and develop a plan to address your areas of concern. Complete this survey again in **February** and with your mentor to celebrate your growth and develop a plan to address your areas of concern.

Protégé Needs	1	2	3
<b>Classroom Management</b>			
Anticipating and preventing disruptions in the classroom			
Setting up and organizing classroom, lab and/or shop area			
Strategies to use with disruptions occur			
<b>Student Motivation</b>			
Motivating difficult students			
Working with special needs students			
<b>Socio-Cultural Awareness of Sensitivity</b>			
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			
<b>Classroom Instruction</b>			
Adapting my knowledge and expertise to effective lessons for students			
Following curriculum guides & planning lessons that align to national and state standards			
Using a variety of teaching strategies for a variety of student learners			
Writing a syllabus and/or lesson plan			
<b>Technology in the Classroom</b>			
Keeping up with the changes in technology			
Ways to get the latest instructional technology in my classroom			
Lumen			
<b>Time Management</b>			
Balancing personal and professional obligations			
Organizing my time and work on a daily basis			
Timing of lessons and activities			



Using class time efficiently			
<b>Protégé Needs</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Accountability</b>			
Administering assessments			
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			
<b>Workload</b>			
Balancing my personal and professional responsibilities			
Meeting deadlines of district and/or building paperwork			
Organizing and managing my classroom, lab and/or shop			
Preparing lessons/activities for multiple courses			
Supervising extracurricular activities			
Working with a difficult or overloaded class			
<b>Solitary Work Environment</b>			
Feeling of loneliness and isolation/lack of adult interaction			
Finding appropriate professional learning opportunities			
Participating in professional organizations			
<b>Relationships with Parents and Colleagues</b>			
Developing collaborative relationships with my mentor(s) and colleagues			
Preparing for parent teacher conferences and back to school night			
Promoting my program and career opportunities for students			
Working effectively with administration and colleagues			

**Please provide specifics for areas of growth:**

**Strengths:**

**Weaknesses:**

# Mentor Checklist

## Second Semester\*

**Mentor Name** \_\_\_\_\_ please print

**Protégé Name** \_\_\_\_\_ please print

Directions: Initial and date activities upon completion.

\_\_\_\_\_ **Read and understand the Mentor Handbook. Sign and return the Mentor Agreement** (if new to mentoring this semester)  
Initial

\_\_\_\_\_ **Observations-Turn in Lesson Observation Form-Qtr 3 & 4**  
Initial

\_\_\_\_\_ **Meet regularly with the protégé** *weekly during the first year/monthly the second year*  
Initial

\_\_\_\_\_ **Turn in calendar journal for December - April**  
Initial

\_\_\_\_\_ **Complete and submit Protégé Survey**  
Initial

\_\_\_\_\_ **Submit a copy of Beginning Teacher Assistance Program completion** *{if required}*.  
Initial *Submit certificate of completion to Human Resources. (dawn.miller@sdownmo.org)*

**Documentation of Afterschool Workshop Attendance by Protégé**  
*Three optional workshops required yearly*

<i><b>Title of workshop</b></i>	<i><b>Date</b></i>

\*Pages 25-38 should be sent to JoAnn Spreckelmeyer in the Curriculum Department at [JoAnn.Spreckelmeyer@sdownmo.org](mailto:JoAnn.Spreckelmeyer@sdownmo.org) by **May 1st.**

**Lesson Observation Form - 3rd Quarter (Year 1 and 2 ONLY)**  
**(Observation of mentor or other teacher)**

---

Name of observer

---

Date

---

Name of teacher being observed

- Lesson plans, preparation, and organization of classroom:

---

---

- Student cognitive engagement, student practice, use of student ideas:

---

---

- Formative and/or summative assessment utilized:

---

---

- Problem solving and critical thinking strategies used:

---

---

- Classroom management and relationship development:

---

---

- Comments: \_\_\_\_\_

---

**Lesson Observation Form - 4th Quarter (ALL Complete)**  
**(Observation of protégé)**

\_\_\_\_\_  
Name of observer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Teacher being observed

- Lesson plans, preparation, and organization of classroom:

\_\_\_\_\_  
\_\_\_\_\_

- Student cognitive engagement, student practice, use of student ideas:

\_\_\_\_\_  
\_\_\_\_\_

- Formative and/or summative assessment utilized:

\_\_\_\_\_  
\_\_\_\_\_

- Problem solving and critical thinking strategies used:

\_\_\_\_\_  
\_\_\_\_\_

- Classroom management and relationship development:

\_\_\_\_\_  
\_\_\_\_\_

- Comments: \_\_\_\_\_

\_\_\_\_\_

## December Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Report Cards</li> <li>● End of semester procedures</li> <li>● Professional Development log</li> <li>● Providing feedback to students</li> <li>● Review second semester calendar</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Classroom Management                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching strategies</li> <li>○ Practicing rules and procedures</li> </ul> </li> <li>● Curriculum questions</li> <li>● Lesson planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## January Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>• What to expect second semester</li> <li>• Review school calendar for second semester</li> <li>• Time management                             <ul style="list-style-type: none"> <li>◦ success</li> <li>◦ challenges</li> </ul> </li> <li>• Evaluate and reflect on growth experiences from first semester</li> <li>• Professional Development log</li> <li>• Providing feedback to students</li> <li>• Assessment review</li> <li>• Schedule observation times - 3rd quarter</li> </ul>
Date:		<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>• Curriculum questions</li> <li>• Lesson planning                             <ul style="list-style-type: none"> <li>◦ Success</li> <li>◦ Challenges</li> </ul> </li> <li>• NEE Support                             <ul style="list-style-type: none"> <li>◦ Review indicators</li> <li>◦ Log into NEE and EdHub website</li> </ul> </li> <li>• Review 1st semester grades and disciplines                             <ul style="list-style-type: none"> <li>◦ Recognize and celebrate accomplishments</li> <li>◦ Adjust classroom management and instructional practices as needed</li> </ul> </li> </ul>
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## February Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>● Evaluate and reflect on growth experiences from first semester</li> <li>● Professional Development log</li> <li>● Progress Reports</li> <li>● Field Trips</li> <li>● District and/or State testing</li> <li>● 1st - 3rd year Protégé complete survey again and discuss with mentor growth as well as areas of concern</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Curriculum questions</li> <li>● Lesson planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>● NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> <li>● Review 1st semester grades and disciplines                             <ul style="list-style-type: none"> <li>○ Recognize and celebrate accomplishments</li> <li>○ Adjust classroom management and instructional practices as needed</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## March Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>• Field Trips</li> <li>• District and/or State testing</li> <li>• Curriculum Fair</li> <li>• Concerns or Needs</li> <li>• Review 1st - 3rd year Protégé survey and develop a plan to continue to address areas of concern. Compare with first semester survey to celebrate growth.</li> <li>• Professional Development log</li> <li>• Schedule 4th Quarter observations</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>• Classroom Management                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> <li>○ Engagement and discipline</li> <li>○ Transitions</li> <li>○ Teaching strategies</li> <li>○ Practicing rules and procedures</li> </ul> </li> <li>• Curriculum questions</li> <li>• Lesson planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>• NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_



## April Weekly or Monthly Contact Log

	Essence of Discussion	<b>Discussion Points:</b>
Date:		<p><b>Informational/Procedural</b></p> <ul style="list-style-type: none"> <li>• Professional Development log (Due date reminder)</li> <li>• Begin discussing bringing the year to a close</li> <li>• Teacher Contracts</li> <li>• End of year activities</li> <li>• Report Cards</li> <li>• Teacher check-out procedure</li> <li>• State and District testing schedules</li> </ul> <p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>• Curriculum questions</li> <li>• Lesson planning                             <ul style="list-style-type: none"> <li>○ Success</li> <li>○ Challenges</li> </ul> </li> <li>• NEE Support                             <ul style="list-style-type: none"> <li>○ Review indicators</li> <li>○ Log into NEE and EdHub website</li> </ul> </li> <li>• Review 2nd semester grades and disciplines                             <ul style="list-style-type: none"> <li>○ recognize and celebrate accomplishments</li> <li>○ adjust classroom management and instructional practices as needed</li> </ul> </li> <li>• Adjustments for next year</li> </ul>
Date:		
Date:		
Date:		

**Please sign:**

Protégé \_\_\_\_\_ Mentor \_\_\_\_\_

## Mentoring Program Self-Assessment

Mentor Name: _____	Protégé Name _____				
SDOW <b>MENTOR</b> SURVEY – 2 <sup>nd</sup> Semester	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The goals and objectives of the program are clearly defined.					
The structure of the program made it easy to perform my role.					
The program requirements are just right.					
The time commitment for each interaction was just right.					
The match between my protégé and myself met my needs.					
We meet regularly.					
We use the time we have together effectively.					
I use the Mentor Handbook as a reference and organizational tool.					
I experienced learning and growth during the process.					
We had meaningful conversations.					
The relationship will continue beyond the formal process.					
I feel optimistic about my career.					
I feel more a part of my profession.					
I feel it was worth my time and effort.					
This experience increased my effectiveness.					
The professional development piece with the mentoring program is effective and appropriate.					

**(Please complete questions on the next page.)**

**Please provide specifics about the mentoring program:**

**Strengths-**

---

**Areas of Growth-**

---

**Recommendations-**

## Mentoring Program Self-Assessment

**Mentor Name:** \_\_\_\_\_

**Protégé Name** \_\_\_\_\_

SDOW <b>PROTÉGÉ</b> SURVEY-2 <sup>nd</sup> Semester	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The goals and objectives of the program are clearly defined.					
I feel supported in this mentoring program.					
The program requirements are just right.					
The time commitment for each interaction was just right.					
The match between my mentor partner and myself met my needs.					
We meet regularly.					
We use the time we have together effectively.					
I experienced learning and growth during the process.					
We have meaningful conversations.					
The relationship will continue beyond the formal process.					
I feel optimistic about my career.					
I feel more a part of my profession.					
I feel it was worth my time and effort.					
This experience increased my effectiveness.					
The professional development piece with the mentoring program is effective and appropriate.					

**(Please complete questions on the next page.)**

**Please provide specifics about the mentoring program:**

**Strengths-**

---

**Areas of Growth-**

---

***Recommendations-***

## Protégé Survey

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time.

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

\*Protégés complete this survey in **September** and with your mentor to celebrate your strengths and develop a plan to address your areas of concern. Complete the survey again in **February** and with your mentor to celebrate your growth and develop a plan to address your areas of concern.

Protégé Needs	1	2	3
<b>Classroom Management</b>			
Anticipating and preventing disruptions in the classroom			
Setting up and organizing classroom, lab and/or shop area			
Strategies to use with disruptions occur			
<b>Student Motivation</b>			
Motivating difficult students			
Working with special needs students			
<b>Socio-cultural Awareness of Sensitivity</b>			
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			
<b>Classroom Instruction</b>			
Adapting my knowledge and expertise to effective lessons for students			
Following curriculum guides & planning lessons that align to national and state standards			
Using a variety of teaching strategies for a variety of student learners			
Writing a syllabus and/or lesson plan			
<b>Technology in the Classroom</b>			
Keeping up with the changes in technology			
Ways to get the latest instructional technology in my classroom			
Lumen			
<b>Time Management</b>			
Balancing personal and professional obligations			
Organizing my time and work on a daily basis			
Timing of lessons and activities			

Using class time efficiently			
<b>Protégé Needs</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Accountability</b>			
Administering assessments			
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			
<b>Workload</b>			
Balancing my personal and professional responsibilities			
Meeting deadlines of district and/or building paperwork			
Organizing and managing my classroom, lab and/or shop			
Preparing lessons/activities for multiple courses			
Supervising extracurricular activities			
Working with a difficult or overloaded class			
<b>Solitary Work Environment</b>			
Feeling of loneliness and isolation/lack of adult interaction			
Finding appropriate professional learning opportunities			
Participating in professional organizations			
<b>Relationships with Parents and Colleagues</b>			
Developing collaborative relationships with my mentor(s) and colleagues			
Preparing for parent teacher conferences and back to school night			
Promoting my program and career opportunities for students			
Working effectively with administration and colleagues			

**Please provide specifics for areas of growth:**

**Strengths:**

**Weaknesses:**

# Educator Certification

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 at least 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 at least thirty (30) contact hours of professional development for an IPC upgrade; successfully complete at least 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 at least 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.