

Yorkshire-Pioneer Central School District

Induction Plan for Mentoring New Teachers



2010 - 2011

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* New York State Rubrics Separate Document Included

Pioneer Central School District

Our Vision

Pioneer students consistently demonstrate the skills, knowledge, integrity and understanding needed for success in life. They are motivated, self-confident, collaborative and civic-minded.

Our Mission

Pioneer schools develop curious, creative, critical thinkers. Our foundation is a learning environment that is safe, caring, inclusive and engaging. Our mission is realized by enabling children to reach their full learning potential in a supportive community.

Goal 1

Pioneer Schools will provide high quality and effective instruction through a consistent curriculum that engages students and meets their individual needs.

Goal 2

Pioneer Schools will create an environment that values and promotes respect and responsibility through positive relationships and collaborative teamwork that relates school to life.

Goal 3

Pioneer schools will be structured to support and sustain district initiatives that meet state mandates in a fiscally responsible manner.

Learning Principles

- *Staff, students and parents are partners in the learning process and each is accountable for student success*
- *Students' ability to learn is enhanced by feeling a sense of trust and belonging in a safe and caring environment*
- *Curriculum is purposefully designed to meet the needs of all learners*
- *Learning is valued and relevant and expectations are clear*
- *Feedback focused on learning is honest, direct, timely and meaningful*

District Initiatives

What Works in Schools - Curriculum Mapping, RTI - Response to Intervention, Formative Assessments , Grading Practices, Project Based Learning, Parent and Community Involvement, Safe and Orderly Environment, Professional Learning Community.

- Teachers - Instructional Strategies (Critical Thinking Strategies, Core Literacy), Differentiated Instruction, Marzano's Nine Instructional Strategies, Thoughtful Education, Classroom Management (Supportive Learning Environment), Curriculum Design (UbD)
- Student - Home Environment, Learned intelligence and background knowledge, vocabulary, motivation

Supportive Learning Environment -

PBIS, Character Education, Safe School Ambassador, Guidance Services, Capturing Kids Hearts, Mental Health Grant, RTI and Parent Involvement

Professional Learning Communities -

Technology, Wiki, Rubicon Atlas, CASL -Collaborative Analysis For Student Learning, Thoughtful Education building learning teams and clubs, Benchmark Data Review, NYS Data Analysis

I. Goals and Desired Outcomes of the Program

- To provide the best instructional and learning environment for students by ensuring the success and ongoing growth of our teachers
- To provide an environment to foster student and teacher success
 - To effectively implement the district mission and vision in teaching and learning
 - To develop teachers who foster critical thinking in an environment that is engaging and thoughtful
 - To assure that teachers work collaboratively and continuously reflect on professional practice to improve teaching and learning
 - To assure that teachers put kids first in a safe caring environment
- To promote the personal and professional well being of new staff members

II. Program Participants and Roles

District Administrator and/or New Teacher Coach

- Chair Induction Advisory Board
- Schedule, plan & implement the program
- Coordinate:
 - New Teacher Orientation during August
 - 1st year teacher's (and long-term substitutes in their 1st year) Mentoring Program
 - 2nd, 3rd, 4th and 5th year teachers' supports
- Coordinate mentor collaboration meetings:
 - Teachers' Center 30 hour course offering for 1st year teachers including a Thoughtful Education online course with reflective sessions;
 - Classroom coverage with the building principal to facilitate other classroom observations, meetings and consultations for the mentee
 - Opportunities for peer coaching
 - Meetings with mentor/mentee pairs/ or mentors for support and **Collaboration at least in November and January**
 - Orientation for other new professional staff by:
 - * including them in August orientation programming
 - * providing a one-on-one mentor if appropriate
- Provide peer coaching opportunities and training meetings
- Act as liaison between department/grade level chairs and individual teachers as needed to increase mastery of content, instructional strategies and classroom management
- Attend pertinent conferences/workshops and sharing information gained with new staff members
- Act as a confidential advisor (see Appendix A)
- Visit classrooms on invitation and provide feedback upon request



- Serve as a resource
- Serve as a coach to observe a lesson prior to formal observation by building principal or department director
- Informal visits to offer assistance
- Provide for opportunities for video taping, lesson critiquing and portfolio reviews
- Research mentor programs through visitations and professional literature
- Adjust the mentor/mentee pairing when necessary
- Collect data relevant for program evaluation
- Budget Development

Building/Department Administrators:

- Work closely with mentees and mentors to inform them of building and individual initiatives and needs.
- **Conduct regular meetings** with non-tenured teachers on topics such as:
 - Classroom Management - Admin. & veteran teachers share ideas and field questions
 - The Thoughtful Classroom
 - Tutorial on AIS Edge
 - Tutorial on CPS clickers
 - Grading/HW - Marzano
 - CKH/Advisor/Advisee
 - LMC - Resources and tools available to them
 - Technology/Rubicon Atlas/Pearson Benchmark
 - Special Education/Assistive Technology
- Facilitate faculty awareness and support for the mentoring program in the school and community
- Serve on a mentor selection committee
- Assist in development of schedules for participants (see V. Time Allocations)
- Assist with other scheduling for program activities
- Are invited to participate in mentor/mentee trainings
- Conduct formal observations and complete annual APPR

Mentees: (See *Mentoring Program Activities Chart* - page 12)

- All 1st - 3rd year non-tenured teachers in the district, including replacement long-term subs who teach a semester or more will be considered mentees.
- 4th and 5th year teachers will also participate in the mentoring program to extend their learning and have additional support from the district (*applicable for teachers hired after January 1st 2010*).
- In order to attain a permanent teaching certification license, beginning February 2004, all teachers in their first year of teaching are required to participate in one full year of a district supported mentoring program unless two or more prior years of teaching experience, but PCS will still require an appropriate level of mentoring.

- Mentees may be part time teachers on a permanent basis, long term substitutes who teach less than a semester as recommended by administration, and/or tenure teachers on track 3 as recommended by administration.
- Attend New Staff Orientation during August as provided by district
- Attend scheduled New Teacher workshops, pertinent meetings and Teachers' Center course.
- Work with the "coach" to improve classroom management and instructional skills
- Participate in scheduled professional discussions
- Attend and develop portfolio/action research training as provided by the district and present an individual/collaborative project at the Friends' Review at the end of the school year
- Commitment to the mentor-mentee relationship as evidenced by:
 - Positive attitude, high level professionalism with a focus on team work, and pride in a job well done
 - seeking mentor support as needed for professional duties, classroom management, instruction, etc.;
 - being open to constructive critique for improvement of instruction,
 - attempting/modifying/implementing instructional and classroom management suggestions; meeting with mentor on regular basis)
 - attending scheduled meetings with mentor or administrator
- Time Allocations for Mentees (1st year teachers): New teachers will receive a rigorous 5 day orientation program in August. The program is designed to be a meaningful learning experience for new teachers to understand the culture and expectations of the district. The program will include, but not be exclusive to: team building, training on district initiatives, exploration of the district's mission and vision, district overview "of how we do business", technology requirements/practice, classroom management strategies, business office procedures, etc. At the end of the orientation teachers will have a clear vision of what it means to be an employee of the Pioneer Central School District.
- Mentees will be released from their classroom to participate in peer coaching, classroom visitations or planning with grade level or content appropriate teachers for assistance for up to no more than 10% of the school year.
- Release time will be arranged and supported by the mentor/mentee, Program coordinator or building administrator. Necessary coverage will be provided.
- A 30 hour Teachers' Center course designed specifically for 1st year teachers will be conducted on specific district initiatives.
- Additional "pull out" days will be conducted on topics such as portfolio/action research development, technology, etc. (As per schedule on page 12)

Professional Expectations – Role of Participants

First Year Teacher

Beginning teachers in the Mentor Teacher Intern Program are expected to:

- Attend the New Teacher Orientation Days in August and (strongly recommended) 30 hour Teachers' Center course
- Attend Beginning Teacher group meetings (minimum of 4) with building principals
- Attend combined group meetings with mentors
- **Conduct a minimum of 4 visitations in other classrooms and include reflection with your mentor on each visitation**
- **Work with the "coach"**
- Use release time
- Complete program evaluations
- Meet weekly with your Mentor to discuss lesson plans, management, instruction, etc.
- Attend workshops designed especially for beginning teachers
- Maintain a log of all Professional Development Activities

Mentor of a First Year Teacher

A Mentor for a New Teacher in Pioneer's Mentoring Program is expected to:

- As appropriate, attend sessions of the New Teacher Orientation in August with your mentee (These days may be included as part of summer work days (includes 11 month employees).
- Introduce your mentee on Opening Day
- Familiarize your mentee with your building's physical layout, policies and procedures
- Maintain a log of mentoring activities detailing the amount of time and the nature of the mentoring activity
- Turn in a monthly log sheet of mentoring activities
- Insure that your mentee has necessary materials for the classroom including curriculum maps, manuals, textbooks, etc.
- Meet weekly with your mentee to discuss lesson plans, management, instruction, etc
- Attend Mentor Group meetings
- Attend combined group meeting with mentees
- Attend mentor training
- **Help identify and arrange for a minimum of 4 visitations in other classrooms for your mentee (ideally to observe together) and include reflection on the visitation with your mentee**
- Observe your mentee teaching a lesson a minimum of 4 times between October and April and include reflection time after each observation
- Use release time for visitations or coaching
- Complete program evaluations
- Assist your mentee with Open House and Parent Conference Day preparations
- Assist your mentee with the preparation of grades and/or report cards
- Maintain a log of all professional development Activities

Mentors:

- A teacher who is permanently certified, who demonstrates skills and dispositions of mastery of pedagogical skills, subject matter, superior teaching abilities that has an emphasis on student engagement and critical thinking skills, interpersonal relationship qualities, and a willingness to participate in the mentoring program.
- A tenured employee
- If needed, an approved retired Pioneer teacher volunteer could be recommended for approval to the Superintendent/BOE

One-on-One Mentor provided for 1st year teachers:

- Assists in interpretation and application of curriculum assessments and teaching strategies through visitations and feedback sessions to the classroom, peer coaching opportunities with mentee
- Attends scheduled mentor collaborated training meetings
- Involved in arranging with the building administrator and covering classrooms in order to facilitate mentoring meetings or meetings with the mentee.
- Meets with mentee to discuss implementation and planning directly related to instruction and classroom effectiveness
- Acts as a liaison between department/grade level chairs and mentee as needed to increase mastery of content. (These meetings will provide an opportunity to discuss implementation and planning directly related to instruction and classroom effectiveness.)
- Keeps records of mentoring:
 - logs contact hours spent with mentee
 - records mentoring done as per PDP timekeeper specifications and NYS regs
 - submits records to administrator (See Appendix B)
- Duties include informal observations of the mentees and informal evaluations of observations that will stimulate conversations with mentee about observations
- Acts as a confidential advisor (see Appendix A)
- Attends scheduled meetings with mentee, coach and/or administrator

Building Mentor (11 month employee)

- All duties as a one-on-one mentor

III. 2nd and 3rd Year Teachers

- Tenured teacher (11 Month employee), district Mentoring Program admin. and/or building admin./depart. director serve as a mentor resource for 2nd/3rd yr teachers
- Depart./grade level chairs in bldg. can be called upon to provide resources/ coaching.
- 2nd and 3rd year teachers will complete an individual/collaborative portfolio/action research project each year presented before a Critical Friends forum in the spring
 - 2nd year teachers will focus on Domains II and III
 - 3rd year teachers will focus on I
- Attend Teachers' Center courses "Year 2" and "Year 3" as a continuation of district supported mentoring plan
- Attend portfolio/action research design and preparation sessions as scheduled.

Mentor of Second and Third Year Teacher

An 11 month teacher and/or building administrator/department director may serve as mentor for a second year teacher or third year teacher and is expected to:

- Attend district training as appropriate
- Provide assistance, resources and advice as needed
- Meet periodically to address concerns and/or to “coach” as needed

The department/grade level chair in each building can be called upon to provide resources on request

Second and Third Year Teacher

Second and third year teachers are expected to:

- Continue the Thoughtful Education Teacher Center Courses
- Request assistance as needed
- If assigned - meet periodically with your mentor (11 Month employee, district Mentoring Program administrator and/or building administrator/department director)
- Complete a portfolio/action research project each year to be presented before a Critical Friends forum in the spring
 - 2nd year teachers will focus on Domains 2 and 4
 - 3rd year teachers will focus on Domain 1 and 3 with reflection on Domains I-III

IV. 4th and 5th Year Teachers

- Participate on a Building Learning team

V. Mentor Selection and Assignment

- Mentors may be:
 - Option 1 . . one-on-one mentor who is in same department/grade level as mentee
 - Option 2 . . 11- month employee who will mentor 1 or more new teachers in the same building
 - Option 3 . . volunteer veteran teacher serving as mentor of 1 or more mentees
- Mentor position(s) will be posted internally on an annual basis.
- Mentoring vacancies will be publicized by a written notice to the Association and by providing the posting to the business office, principal's office and faculty room in each school.
- Postings will include a description of the qualifications for the position/duties.
- The district administrator, with the recommendation of the building principals, will present qualified one-on-one mentor candidates to the superintendent for recommendation to the Board of Education for appointment. (If more than one qualified candidate is recommended for a specific mentoring assignment, the building administrator/director will make a recommendation to the Induction Advisory Board for consideration, selection and recommendation to the superintendent and the Board of Ed.)

- A one-on-one mentor will be assigned for each 1st year teacher (experienced or not); mentor must be in their subject area first, then if necessary by grade level and recommended by the building principal (may be assigned to an 11 month employee)
- One-on-one mentor or building mentors will be assigned to respective buildings based on the needs of each building, taking into consideration a mentor's classroom experience in elementary, intermediate, and high school.
- The position of one-on-one mentor or building teacher mentor may be extended yearly
- In case of a mentor/mentee pair relationship that is not suitable, a new one-on-one mentor will be appointed from the bank of candidates and/or recommendation by the building administrator.

VI. One-On-One Mentor or Building Mentor Training:

- Must attend district provided mentor training and any follow-up workshop(s)
- Must understand and be able to implement current programs/district initiatives

VII. Coach

- A peer coach is a non-judgmental support for new teachers to learn and grow in the district
- A peer coach will be available to:
 - Watch teachers in their classroom and provide feedback on curriculum, instruction and assessment
 - Provide information on district initiatives
 - Give suggestions on classroom management
 - Support teachers in the classroom as needed
 - Provide professional development opportunities
 - Facilitate professional discussions



VIII. Mentoring Program Activities

	Mentoring Provided	Staff Dev. Day/ Release Day Sessions	Teacher Center Course Classes + Reflection	Action Research/Informal Observations/Visitations	Building Prin./Dept. Director Responsible for:
				Action Research Focus	
				Informal Observations	
				New Teachers' Visitations to Other Classrooms	
Year 1	<p>Orientation</p> <p>1-on-1 mentor</p> <p>Teacher Ctr. Course</p> <p>Release Day Sessions</p> <p>Release time for observing best practices</p>	<p>Conduct a minimum of 4 visitations to observe mentor or other teachers</p> <p>Participate in coaching opportunities</p> <p><u>October.</u> - Technology</p> <p><u>November.</u> - Mtg w/Principal- TBA</p> <p><u>January.</u> - Mtg w/Principal- TBA</p> <p><u>February</u> - Technology</p> <p><u>March/April</u> - Thoughtful Ed. Action Research Presentations</p>	<p>Teachers' Center 30 hour</p> <p>Thoughtful Education Course One</p>	<p>Informal observations and "walk-throughs" done by 1-on-1 mentor/coach/Mentoring Program Administrator with opportunity to observe all 4</p> <p>Informal observations will be used facilitate discussion of and reflection on improving classroom management skills, promoting best practices in instructional strategies.</p> <p>Will allow new teacher an opportunity to "practice" before formal observations if requested</p> <p>The peer coach will provide support to teachers through watching teachers in the classroom and leading instructional conversations</p> <p>Walk-throughs will be conducted on a regular basis</p> <p>Required and arranged periodically by new teacher, mentor, coach or administrator. Visitation time followed by reflection and discussion. Substitute coverage provided</p>	<ul style="list-style-type: none"> Interviewing for new staff, making recommendation to the superintendent Providing materials/supplies to start up a classroom and/or prepare for duties Building specific orientations/monthly meetings - Appendix H component selection, observations/APPR, building culture, etc. Including new Special Ed. teachers, and other new professional staff in building orientations - familiarizing new staff with building culture, technology and building principal's expectations Planning training for their new staff as deemed necessary - if designed specifically for new teachers, keep Mentoring Prog Coordinator informed Work in collaboration with Mentoring Program Coordinator in suggesting and planning district wide staff development for new staff Formal observations
Year 2 2010	Action Research	<p><u>October.</u> - optional Action Research planning</p> <p><u>November.</u> - optional Technology Review</p> <p><u>February</u> - optional Action Research "Fine Tuning"</p> <p><u>March/April</u> - Action Research Presentations</p>	<p>Thoughtful Education Course Two</p> <p>Capturing Kids Hearts</p> <p>Differentiated Instruction</p>	Thoughtful Education Action Research - 2 nd /3 rd year focus	<ul style="list-style-type: none"> Basic material and supplies to start up a classroom and/or prepare for duties Appendix H component selection, observations/APPR, Formal observations
Year 3 2010	Action Research	<p><u>October.</u> - optional Action Research planning</p> <p><u>November.</u> - optional Technology Review</p> <p><u>February</u> optional Action Research "Fine Tuning"</p> <p><u>March/April</u> - Action Research Presentations</p>	<p>Thoughtful Education Course Three</p> <p>Capturing Kids Hearts</p> <p>Differentiated Instruction</p>	Action Research	<ul style="list-style-type: none"> Basic material and supplies to start up a classroom and/or prepare for duties Appendix H component selection, observations/APPR, Formal observations Tenure recommendations

Year 4 Start 10-11	Day Sessions as needed			Participation on a Building Learning Team strongly encouraged	
Year 5 Start 10-11	Day Sessions as needed			Participation on a Building Learning Team strongly encouraged	

IX. Annual Induction Program Advisory Board:

- This committee will include a number of people selected by the groups represented which includes: Administrators, BOE members, teachers to include PFA representatives, a college affiliated staff member, and district Mentoring Program administrator, with teachers having the majority (at least 51%).
- Consult and collaborate among the members on Induction Program development
- Aid in the mentor selection process
- Aid in the annual refinement of the Induction Program by analyzing data presented by the district Mentoring Program administrator.

X. Program Evaluation and Revision

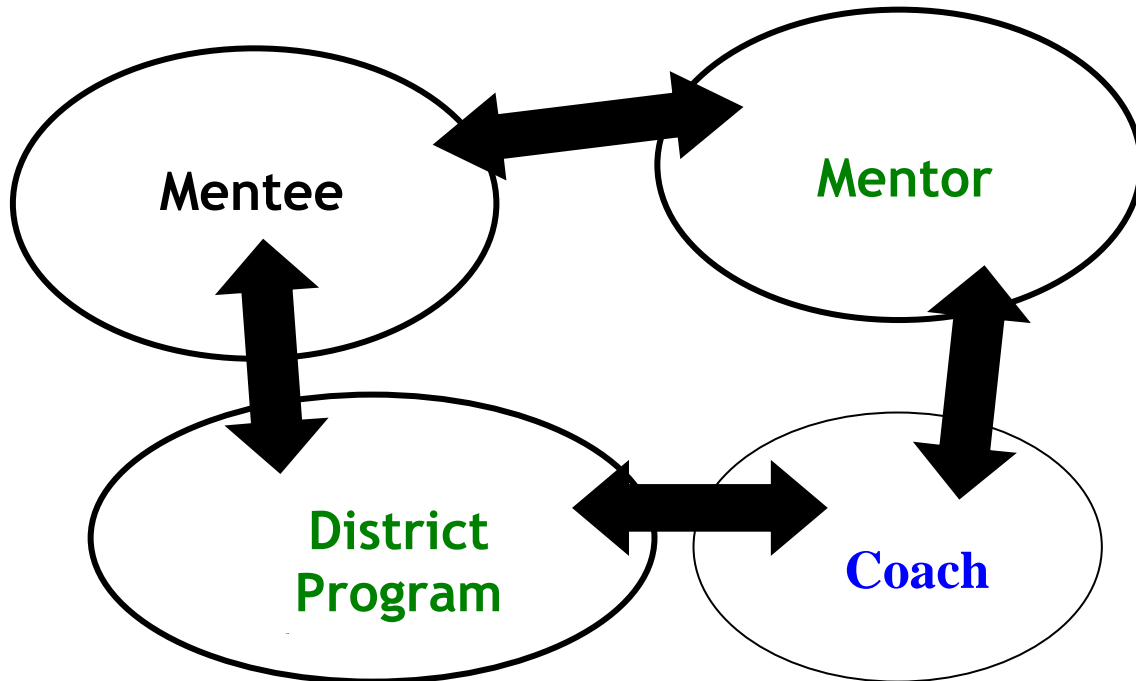
With the use of NYS' "Assessing the Development of a District's Teacher Mentoring Program" rubrics and the relevant data collected throughout the year, the program will be reviewed annually for any revisions or adjustments.

XI. Mentor Program Budget Allocations

- One-on-One mentors paid as per contract for department chairs
- 11-month mentor employees paid by 11-month salary
- Books, materials and supplies will be allocated through Title funds
- Substitute teachers salaries for coverage will be accounted for through the BOCES School Improvement Coser.

Appendix A

Confidential Communication Model



In this diagram, there are two way communications between the mentee and the district program administrator/mentor and between the mentee and their building/department administrator, while there is only one way communication between the building/department administrator and the district program administrator/mentor. There is no discussion initiated by the district program administrator /mentor to the building/department administrator. The mentee is free to discuss whatever he/she chooses with the administration, but the mentor does not share information about the mentee with the building/department administrator. This structure provides the mentee with the freedom to be open with the district program administrator/mentor and yet secure that no information is being passed to the building/department administrator.

This model does allow the building/department administrator to initiate discussions with the district program administrator /mentor relating to the areas of concern about the performance of a mentee. This gives greater clarity to the mentor's work because the mentor would hear first hand the building/department administrator's concerns rather than hearing them through the filter of the mentee.

Appendix B

PDP Timekeeper Logs

Teacher Mentor (TM) PDP Timekeeper Codes

TMI	TM (direct) Instruction - <ul style="list-style-type: none">✓ Explicit teaching of a skill set (using lecture or demonstrations).✓ District and other professional workshops/trainings
TMO	TM Observing - Noting and recording what you are watching with mentor/mentee time designated for reflection
TMP	TM (shared) Instructional Planning - <ul style="list-style-type: none">✓ Planning thoughtful, differentiated lessons with an identified purpose of the lesson✓ "Brain Storming" time on instructional strategies, lesson development, classroom management, professional practices, etc.
TMC	TM Coaching - A collaborative partnership to increase professional growth through conversation and reflection
TMR	TM Orientation - <ul style="list-style-type: none">✓ Mentor/Mentee - Orientation to the building, procedures, department/grade level✓ District - five days of training for new teachers to describe the district initiatives and build relationships between new teachers

Mentor Calendar Log - One-on-One Mentors' Reporting

(See form next page)

Mentor _____
 Mentee _____

Mentor Calendar Log

09- 10

Key – Teacher Mentor (TM) PDP Timekeeper Codes

TMI TM (direct) Instruction
TMO TM Observations
TMP TM (shared) Instructional Planning
TMC TM Coaching
TMR TM District Requirements/Orientation

Please total the hours each month by code.

Circle Month August Sept Oct Nov Dec Jan Feb Mar Apr May June

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Totals
1	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____
2	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____
3	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____
4	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____
5	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____	TMI _____ TMO _____ TMP _____ TMC _____ TMR _____

Total Hours for the Month (With a goal of a total at least 6 hours/month, add your combined code minutes accumulated) ➔

TMI _____ TMO _____ TMP _____ TMC _____ TMR _____



Appendix C

Draft of Strategic Plan to be included here

Appendix D



Program Evaluations

One-on-One Mentor Training Evaluation

Please rate the following on a scale of 1-4. Check the box in the appropriate column.

✓ **Scale:** 1 (waste of time) 2 (learned a few things) 3 (helpful) 4 (learned something/ideas were stimulated)

One-on-One Mentor Training	1	2	3	4	Comments
1. Goals, Reflection, and Perceptions					
2. Definition and Qualities of a Mentor					
3. Roles of a Mentor					
4. Four Mentoring Functions					
5. Benefits for All					
6. Challenges					
7. Roles of a Calendar Plan for the Year					
8. Documentation and PDP Timekeeper					

Any other general comments or suggestions? (use back if necessary)



One-on-One Mentor's End of the Year Evaluation

I compliment and thank you for taking on the position of a one-on-one mentor for a new professional staff member(s).

Your knowledge and wisdom have been greatly appreciated by your mentee.

Your candid insights when completing this survey will provide the basis for change and program improvement . . . sharing, learning and growing are important elements of all we do at Pioneer.

The results of the survey will be shared with the Mentoring Advisory Board and will enable all of us to assess our program's strengths and weakness. Planning for adjustments and improvements can be discussed and changes put in place for next year.

You have made a wonderful contribution to the success of our mentoring program!!!! Thank You!!!!!!!!!!!!!!

Please return to Terry Grajek at Arcade by May 25th.

Part One: General Information *(All information requested is optional)*

1. Year(s) at Pioneer _____ Grade Level/Subject Area Mentoring in _____
2. I mentored someone in . . . Regular Ed. Special Ed. Other _____
3. Years as a one-on-one mentor at Pioneer? _____
4. My mentee is . . . in my building in my grade level/subject/department.
 out of my building out of my grade level/subject/department.
5. I formally observed my mentee this year? yes ____ # times no
6. I informally observed my mentee this year? yes ____ # times no
7. My mentee informally observed me this year? yes ____ # times no

Part Two: Please answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale :** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

About Your Role as a One-on-One Mentor	1	2	3	4	Comments
1. I met regularly with my mentee.					
2. My mentee listens to feedback and reflects on professional practice.					
3. I introduced instructional approaches and strategies that have been helpful to my mentee. I followed up the instructional practices and lead discussions that improved teaching.					
4. My mentee and I collaborated to plan instruction for our students.					
5. I encouraged my mentee to think about the effectiveness of his/her teaching.					
6. I have had opportunity to reflect on data to help my mentee with prescriptive instructional strategies					
7. My principal/director was supportive of releasing me from my duties at times so I could meet/observe my mentee.					
8. Overall, I feel the mentor program was effective.					
9. I believe that the mentoring program was responsive to my mentee's needs.					
10. All the parts of the induction program (orientation, workshops, one-on-one mentors, and discussion board) support and encourage new teachers in the district.					

Additional comments (use back if necessary) -

Part Three: Assistance Offered -

Mark an **X** in the 1st “Assisted” column for all the topics in which you gave assistance.

Then grade yourself on how often you provided that assistance.

✓ **Scale:** 1 (Never) 2 (Sometimes) 3 (Usually) 4 (Frequently) 5 (Always)

Topics	I offered assistance in:						Comments (Use back if necessary)
		1	2	3	4	5	
Classroom Management, CKH/PBIS							
Literacy/comprehension instructional strategies							
Classroom Arrangement-Coaching							
Communication Skills with Parents/Colleagues							
Formal Evaluations by Administrator							
Community Information							
Stress Management Support							
Curriculum Resources/Materials							
Reflective Teaching							
District Policies/Procedures							
Building Level Policies/Procedures							
Effective Teaching Strategies- Thoughtful Education							
Student Social Issues							
Student Learning Styles-Thoughtful Education Differentiated Instruction							
Special Education Concerns							
Lesson Preparation-UBD- Thoughtful Ed							
Evaluating Student Work-RtI- CBM-Formative/Summative Assessments							
Other: be specific							

Additional comments (use back if necessary)

Part Four: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale :** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

About the One-on-One Mentor Training and Support	1	2	3	4	Comments
1. I believe that the training was adequate for my needs as a one-on-one mentor.					
2. I feel that the level of support for my role was adequate.					
3. I feel that I made a positive difference in my mentee's teaching skill level.					

Additional comments (use back if necessary) -

Part Five: Reflection and Evaluation

Please reflect on the questions below based upon your perception of the Mentoring Plan at Pioneer. Your written comments will be invaluable to the Advisory Board as we work to improve next year's program.

1. What was the most positive aspect of being a one-on-one mentor at Pioneer this year?

2. If you could change anything about the One-on-One Mentor plan, what would you change?

3. What advice do you have for next year's one-on-one mentors?

4. In what ways has you being a one-on-one mentor part affected you as a teacher?

5. What recommendations do you have for the Induction Advisory Board that would improve the one-on-one mentor part of the plan in future years?

PCS Induction Program-1st Year Professional Staff

End of the Year Evaluation

As this year comes to an end and you reflect back over all you have learned, accomplished and added to the success of Pioneer's students, please know that all your efforts have been much appreciated. On behalf of the district, I want to compliment you for the professional responsibility you have shown staying focused on your teaching, participating in district work, and professionally growing to benefit each child you touch.

Please take the time to share your reflections on this evaluation of Pioneer's New Teacher Orientation Program. Your candid insights when completing this survey will provide the basis for change and program improvement . . . sharing, learning and growing are important elements of all we do at Pioneer. Honestly assess the program's impact on you as you started your career with Pioneer Schools.

All individual responses will be kept anonymous. A composite of all responses will be shared and discussed with the program's Advisory Board in early June in order to incorporate changes for improvement in next year's program.

Thank you for your time and help!

Please send your evaluation back to Terry electronically or by hard copy through interdepartmental mail to Arcade) by May 25th.

Part 1: General Information

1. Grade Level or Subject Area? _____

_____ Regular ed. _____ Special Ed.

2. My mentor is . . .

____ in my building ____ in my grade level/subject ____ out of my building ____ out of my grade/subject

3. I observed my mentor this year? ____ Yes ____ # of times ____ No

4. I observed another teacher(s) in his/her classroom? ____ Yes ____ # of times ____ No

Part 2: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale :** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

About My One-on-One Mentor	1	2	3	4	Comments
1. I met regularly with my mentor.					
2. The amount of contact time with my mentor was adequate.					
3. My mentor introduces me to instructional approaches/strategies that were useful in my classroom.					
4. My mentor helps me obtain valuable resources.					
5. My mentor and I collaborate to plan instruction for our students.					
6. My mentor allowed me to lead discussions based on my individual needs.					
7. My mentor encourages me to think about the effectiveness of my teaching.					
8. My mentor helps me to grow as a professional.					
9. I have received meaningful feedback about my teaching from my mentor.					

Part 3: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ Scale: 1 (strongly **disagree**) 2 (disagree) 3 (agree) 4 (strongly **agree**)

About Summer 2005 Orientation	1	2	3	4	Comments
1. Orientation during the summer was valuable.					
2. The First Year Teachers' Center Course was valuable					
3. All the information needed for September was acquired during summer orientation.					

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Additional comments:

Part 4: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ Scale: 1 (strongly **disagree**) 2 (disagree) 3 (agree) 4 (strongly **agree**)

About New Teacher Workshops	1	2	3	4	Comments
1. The New Teacher Workshops I attended were valuable: The workshops I attended were: _____ _____ _____ _____					
2. The variety of workshops was very helpful.					
3. The time that workshops were held was appropriate.					
4. The number of workshops was sufficient.					

Other workshops I think would have been helpful:

Other comments regarding workshops:

Part 5: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ Scale: **1** (strongly disagree) **2** (disagree) **3** (agree) **4** (strongly agree)

About the PCS Induction Program	1	2	3	4	Comments
1. I believe that the induction program was responsive to my needs.					
2. All the parts of the induction program (orientation, workshops, one-on-one mentors, and discussion board) support and encourage new teachers in the district.					

Additional comments:

Part 6: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ Scale: **1** (strongly disagree) **2** (disagree) **3** (agree) **4** (strongly agree)

General Support	1	2	3	4	Comments
1. My building administrators support me.					
2. Special education administrators support me.					
3. District office administrators/staff support me.					
4. Colleagues and other staff support me.					
5. The PFA, my union, supports me.					

Additional comments:

Part 7: **Column 2 - ✓** all the topics in which you received some assistance this year .

Column 3 - Prioritize the importance of the training you received in **your top five topics** and rate them 1 to 5

Columns 4-8 - ✓ any source from which you received assistance this year (**mark all that apply**)

Topics	2 I received assistance in . . .	3 Rank from 1 to 5 your most important five topics	4 From building administrator/director	5 From orientation, workshops	6 From my college course work	7 From colleague	8 From Other source(s) - please list below
Classroom Management							
Listening Skills							
Classroom Arrangement							
Parent Conferences							
Communication Skills with Parents/Colleagues							
Formal Evaluations by Administrator							
Community Information							
Emotional Support							
Curriculum Resources/Materials							
Getting Involved With the School Community							
Reflective Teaching							
District Policies/Procedures							
Building Level Policies/Procedures							
Effective Teaching Strategies							
Student Social Issues							
Student Learning Styles							
Special Education Concerns							
Lesson Preparation							
Evaluating Student Work							

4. In what ways has the mentoring part of the program affected you as a teacher?

5. What recommendations do you have for the induction of new teachers at Pioneer in future years?



PCS Induction Program – 2nd and 3rd Year Teachers

End of the Year Evaluation

As this year comes to an end and you reflect back over all you have learned, accomplished and added to the success of Pioneer's students, please know that all your efforts have been much appreciated. On behalf of the district, I want to compliment you for the professional responsibility you have shown staying focused on your teaching, participating in district work, and professionally growing to benefit each child you touch.

Please take the time to share your reflections on this evaluation of Pioneer's New Teacher Orientation Program. Your candid insights when completing this survey will provide the basis for change and program improvement . . . sharing, learning and growing are important elements of all we do at Pioneer. Honestly assess the program's impact on you as you establish your career at Pioneer.

All individual responses will be kept anonymous. A composite of your responses will be shared and discussed with the program's Advisory Board in early June in order to incorporate changes for improvement in next year's program.

Please send your evaluation back to Terry electronically or by hard copy through interdepartmental mail to Arcade) by May 25th.

Thank you for your time and help!

Part 1: General Information

1. Year(s) at Pioneer? _____

2. Grade Level/Subject/Professional Area? _____

3. Category? _____regular ed. _____special ed.

4. At the beginning of school this school year, I had . . .

_____ one year teaching/professional experience.

_____ two or more years of prior teaching/professional experience. # of years _____

5. I observed another teacher(s)/professional in his/her classroom/at work _____ yes _____ # of times _____ no



Part 2: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ Scale: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

Continuing Supports	1	2	3	4	Comments
1. I still meet regularly with my 1 st year mentor.					
2. Considering my 1 st year mentor, department/grade level colleagues and other school resources, I feel I have adequate resources and support.					
3. My department/grade level chairperson is helpful.					
4. I can talk freely with my immediate colleagues.					
5. I have a colleague in the building with whom I am comfortable confiding.					
6. I have had enough opportunity and practice in the technological level of proficiency required of me at Pioneer.					
7. I am very satisfied with the level of support I am receiving from others at Pioneer.					
8. My principal offers support and feedback to help me be successful.					
9. Overall, I feel the mentor program is effective.					

Additional comments:

Part 3: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale:** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

About New Teacher Workshops	1	2	3	4	Comments
<p>1. The New Teacher Workshops I attended were valuable: The workshops I attended were:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					
<p>2. The variety of workshops was very helpful.</p>					
<p>3. The time that workshops were held was appropriate.</p>					
<p>4. The number of workshops was sufficient.</p>					

Other workshops I think would have been helpful:

Other comments regarding workshops:

Part 4: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale:** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

About the PCS Induction Program	1	2	3	4	Comments
1. I believe that the induction program was responsive to my needs.					
2. All the parts of the induction program (orientation, workshops, one-on-one mentor, Advisory Board . . .) support and encourage new teachers in the district.					

Additional comments:

Part 5: Answer the following questions based upon your perception of the Mentoring Plan at Pioneer.

✓ **Scale:** 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

General Support	1	2	3	4	Comments
1. My building administrators support me.					
2. Special education administrators support me.					
3. District office administrators/staff support me.					
4. Colleagues and other staff support me.					
5. The PFA, my union, supports me.					

Additional comments:

Part 6: Column 2 - ✓ all the topics in which you received some assistance this year .

Column 3 - Prioritize the importance of the training you received in **your top five topics** and rate them 1 to 5

Columns 4-8 - ✓ any source from which you received assistance this year (**mark all that apply**)

Topics	2 I received assistance in . . .	3 Rank from 1 to 5 your most important five topics	4 From building administrator/director	5 From orientation, workshops	6 From my college course work	7 From colleague	8 From Other source(s) - please list below
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Formal Evaluations by Administrator							
Community Information							
Emotional Support							
Curriculum Resources/Materials							
Getting Involved With the School Community							
Reflective Teaching							
District Policies/Procedures							
Building Level Policies/Procedures							
Effective Teaching Strategies							
Student Social Issues							
Student Learning Styles							
Special Education Concerns							
Lesson Preparation							
Evaluating Student Work							

Part 7: Please reflect on the questions below based upon your perception of the Mentoring Program at Pioneer.

Your written comments will be invaluable to the Advisory Board as we work to improve next year's program.

1. What was the most positive aspect of being a new teacher at Pioneer this year?

2. If you could change anything about the PCS Induction Program, what would you change?

3. What advice do you have for next year's new teachers?

4. In what ways has the mentoring part of the program affected you as a teacher?

5. What recommendations do you have for the induction of new teachers at Pioneer in future years?

