

SAU#58

MENTORING

PROGRAM

SAU#58 MENTORING PROGRAM MISSION

The communities of Stark, Stratford, and Northumberland have worked diligently to provide school systems that hold high expectations for their students, staffs, and administrators. There is a vision in all three school districts that students be taught by educators who are certified, highly qualified and well-trained. To help achieve this vision, SAU#58 has developed a mentoring program which supports and challenges teachers and facilitates their growth. This structured support will promote professional growth through classroom visitations and learning-focused conversations resulting in well-trained teachers who will have a positive impact on the intellectual, social, and emotional development of all students in SAU#58.

The specific goals of the SAU#58 mentoring program are:

1. To foster in teachers the exemplary teaching practices outlined in SAU 58's Staff Evaluation Handbook.
2. To help teachers make the connection between instructional theory and actual classroom practices.
3. To assist teachers with the alignment of lesson plans and practices to the Common Core State Standards through the SAU curricula.
4. To support teachers in life-long learning.
5. To sustain a supportive learning culture within all schools in SAU#58.
6. To foster continuous improvement in student performance.
7. To assist in the recruitment and retention of quality teachers in SAU#58.
8. To ensure teachers teaching outside their areas of certification become certified as quickly as possible
9. To ensure plans of non-certified non-HQT teachers are developed as quickly and efficiently as possible.

MENTORING SELECTION PROCESS

The school principal will be responsible for selecting mentors and matching the mentors with newly hired teachers. When selecting mentors, the principal will consider whether or not the candidates meet the Mentor Qualifications; the desire of the candidate to be a mentor; the subject area or grade level of the candidate and mentor; and the appropriateness of the mentor/mentee match. In all cases, the decision will be made by the school administration pending Superintendent approval.

MENTOR QUALIFICATIONS

SAU#58 seeks mentors who meet the following criteria:

1. NH certification with a minimum of three years teaching experience and at least one year in the school where the mentee will be teaching, whenever possible.
2. A commitment to the goals, expectations, and procedures of the mentoring program.
3. Possess strong, clear communication skills.
4. Are collaborative, supportive and objective.
5. Have a good understanding of the school and the community culture.
6. Exhibit a strong grasp of effective teaching practices as well as the Common Core State Standards and SAU 58 curricula.
7. Acknowledge the importance of reflection in the teaching profession.
8. Can maintain strict confidentiality within the mentor/mentee relationship.
9. Willing to participate in any mentor training required by the SAU.

COMPENSATION/BENEFITS FOR MENTORS

SAU#58 appreciates the time and effort mentors provide to assist teachers new to one of their school districts and have approved compensation according to the following:

1. A \$500 stipend will be paid to mentors of first year teachers for one full year of mentoring services.
2. Mentors of candidates on an Alternative IV will receive \$500 for each year of mentoring services (not to exceed a total of \$1500.00).
3. Funding for stipends will come from Title grants, when possible.
4. Mentors and mentees (except mentees on Alternative IV and Alternative V plans) can receive staff development credits which they can apply to their professional growth plan.

ROLES, RESPONSIBILITIES AND EXPECTATIONS FOR MENTORS

The following responsibilities and expectations have been identified as being critical to the success of a mentor in guiding a new teacher:

1. Attend/participate in any scheduled training for mentors.
2. Make the necessary time commitments (up to three years for Alternative IV educators) to the mentor/mentee relationship.
3. Document all mentoring activities. Keep a log of dates, times met, topics discussed for staff development purposes. (See mentor log in appendix.)
4. Establish regular (***weekly for the first three months, then bi-weekly for the remainder of the school year***) conferencing times to discuss mentee needs and concerns, provide ongoing support, and plan and reflect on classroom practices.
5. Orient the mentee to the school, the district, and the community. This will include helping the mentee in adjusting to the school culture, policies, procedures, resources, and personnel (see checklist in appendix).
6. Provide support to the mentee. This should include providing feedback on curriculum, teaching practices, and classroom management strategies through frequent, informal classroom visits (see checklist in appendix).
7. Provide feedback from Domains 2 and 3 on the forms in the SAU Supervision Handbook during a classroom observation. (The information from these forms shall not be used in formal evaluative write ups.) Although only one formal observation is required through our Supervision handbook, other drop in visits are recommended.

8. Assist the mentee in reflecting upon his/her teaching practices. This can involve discussions that occur after the mentee observes the mentor or another teacher, as well as from the mentor observing the mentee's classroom.
9. Arrange for the mentee to observe a class other than the mentor's at least once, or more if recommended by the mentor.
10. Attend any school or district orientation meeting for your mentee.
11. Maintain and respect confidentiality of all mentor/mentee activities.
12. Assist the mentee in developing his/her professional development plan or Alternative IV or Alternative V plan.
13. Maintain a non-evaluative relationship with the mentee.
14. Participate in the evaluation of the mentoring program.

MENTEE ELIGIBILITY

Ideally, the SAU#58 Mentoring Program will serve all newly hired teachers in the Stark, Stratford, and Northumberland School Districts. Mentee will include:

1. Beginning educators with less than five years of teaching experience.
2. Experienced educators with five or more years of teaching experience, but new to SAU#58, one of the school districts, a grade level or a certification area.
3. Educators seeking NH certification via an Alternative II, IV, or V plan.

RESPONSIBILITIES AND EXPECTATIONS FOR MENTEES

In order to provide assistance and support, which will help the mentee have a positive impact on the academic, social and emotional growth of his/her students, mentees are required to:

1. Make the necessary commitment of time to the mentor/mentee relationship.
2. Attend regularly scheduled meetings (weekly for the first three months and bi-weekly for the remainder of the year) to discuss needs and issues and to reflect on classroom practices.
3. Welcome your mentor into your classroom for non-evaluative classroom visitations. Visits will be preceded by a planned conversation in which you and your mentor will identify issues and what data the mentor will collect. The visits will be followed by a reflective conversation in which the data collected will be reviewed and a plan developed as to what you might do as a result of what you learned. Your mentor will not be evaluating your lesson, but his/her goal will be to help you see your lesson through another pair of eyes.
4. Observe your mentor at least once and another teacher at least once within the school year.
5. Maintain and respect confidentiality for all mentor/mentee activities.
6. Keep a personal log (for your own use) of dates, times and topics discussed with your mentor.
7. Provide feedback regarding the program to the administrator at the conclusion of the mentor/mentee relationship.

ESCAPE CLAUSE

Both the mentor and the mentee will benefit from an escape clause should either party feel uncomfortable or dissatisfied with the mentoring program or the mentor/mentee “match”. The following recourse is available should a problem arise:

1. The mentee or mentor will approach the school principal to identify and discuss the issue(s).
2. The principal, mentor and mentee will meet in an attempt to resolve this issue(s).
3. If no resolution possible, the principal will arrange for a new mentor.

RESPONSIBILITIES AND EXPECTATIONS OF SCHOOL ADMINISTRATION

School administrators play an essential role in the success of the Mentoring Program of SAU#58 by:

1. Informing all new teachers of the mentoring process and carefully match mentors and mentees.
2. Providing the time and support necessary for mentors and mentee to meet in order to satisfy the requirements of the program.
3. Meeting with mentors and mentees at the beginning of the school year for an orientation of new staff members.
4. Maintaining confidentiality in the mentor/mentee relationship.
5. Provide coverage for classroom observations, when necessary.
6. Addressing concerns about the new teacher with the teacher, not the mentor.
7. Following the established protocol should the “escape clause” be invoked.
8. Working with the Superintendent and the School Boards to provide any necessary financial support for the Mentoring Program in SAU#58, if necessary. Financial support might include mentor training, materials, funds for substitutes, etc.
9. Review the strengths and weaknesses of the mentor program with mentors and mentees.

RESPONSIBILITIES AND EXPECTATIONS OF THE SUPERINTENDENT

As the chief executive official of SAU#58, the Superintendent of Schools provides valuable assistance to any mentoring program by:

1. Communicating the value and the benefits of the SAU#58 Mentoring Program.
2. Promoting the implementation of the mentoring program with the administration team.
3. Serving as the final approval for the school administration's recommendations of potential mentors.
4. Encouraging the district school boards to support the mentoring process and to provide any necessary financial aid.
5. Recognizing and acknowledging the contributions of program mentors.
6. Seeking feedback from principals regarding the strengths and weaknesses of the program.

SAU 58 Mentor Checklist

Mentor's Name _____ School _____

New Staff Member _____ School Year _____

General Information

Date	Initials (Mentor and Mentee)	
_____	_____	Orientation to Building/Facilities
_____	_____	District Handbook Reviewed
_____	_____	School Handbooks Reviewed (teacher and student)
_____	_____	Fire Drill and Lockdown procedures
_____	_____	Building Personnel
_____	_____	Teacher Schedule/Bell Schedule
_____	_____	District Calendar
_____	_____	Locating Materials and Supplies
_____	_____	Preparing Bulletin Boards
_____	_____	Technology/Multimedia Availability
_____	_____	Building Forms and Procedures (attendance, referrals, etc.)
_____	_____	Grading/Assessment
_____	_____	Parent Communication
_____	_____	IEPs, 504s, and Health Alert Lists
_____	_____	Evaluation Process

Curriculum

_____	_____	Classroom Management
_____	_____	Procedures for Distributing Textbooks and Other Materials
_____	_____	Core Curriculum Content Standards
_____	_____	Curriculum Guides
_____	_____	Lesson Plan Format
_____	_____	Teaching Strategies
_____	_____	Progress Reports, Grading Guidelines, Report Cards

Professional Development

_____	_____	Staff Development Plan
_____	_____	Record of Professional Development Hours (MLP)
_____	_____	Professional Day Approval Procedures
_____	_____	IPDP and Annual Goals
_____	_____	North Country Educational Services
_____	_____	Reimbursement