

*Union 98  
Teacher Induction  
Program Handbook*



*2007-2008*

*\*Year 2 Draft - Special thanks to Dan Conley  
and the Lakes Region School District  
for sharing ideas and templates!*

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## **Your Guide to a Career in Teaching in School Union 98**

Welcome to School Union 98 and to your new position as one of our highly valued professional educators. The profession of teaching can be both challenging and rewarding and we wish you all the best as you begin your journey in our school system.

Our New Teacher Induction Program is designed to support new teachers in their first and second years in the profession. This handbook provides an historical overview of our induction program process and provides a framework for the mentoring requirements. Please read it carefully to assure that you and your mentor understand the contents.

Shortly after being hired you will be assigned a mentor who will be meeting with you each week to support you and guide you as you are introduced to your school and all its nuances: the people, the students, its goals and mission. Think of yourself and your mentor as a teaching/learning team, one that will share challenges and successes during the year. Most mentoring teams find that the year working together is a mutually powerful learning experience, leading to greatly improved teaching practice and professional learning.

Take special care to plan the first few days and weeks in the classroom, which research tells us are crucial to the success of the rest of the year for you and your students. The planning can be an exciting opportunity to get to know your colleagues and school. Reach out to those in your school for guidance in this important period.

We have very high expectations for teachers here in Union 98 schools. We expect great results for our students and know that achieving these results often hinges on whether or not we can provide them with superb teachers. Therefore, we place a high value on every staff member's continual professional growth. Beginning teachers, in particular, receive a great amount of support for professional growth in their first two years. Our goal of wanting all beginning teachers to be super high quality requires that we observe, evaluate and provide you with feedback that will help improve your performance. Sometimes it can be confusing and intimidating. These evaluations are designed to inform you about the areas in which you need to learn and grow.

## Professional Support

### Your Principal's Role as Evaluator

Your first two years as a teacher in one of our schools is the probationary period in which you must demonstrate that you can be part of our teaching team. You must demonstrate that you are a superb teacher able to engage and inspire your students to learn and grow. In addition, you must show that you are a valuable member of your school team/community. Your principal is required to use the Supervision and Evaluation process to make several observations of you in your classroom in your first two years. For the most part, it is these observations, the evaluative feedback, and your resulting response that will give your principal the evidence they need in order to recommend you for a continuing contract after your probationary period.

### Your Mentor's Role

In response to Maine's Teacher Certification laws, Union 98 schools assign (for up to two years) mentors to all new teachers who do not have professional teaching certificates. During that time, your mentor is required to meet with you each week to assist you in getting acculturated with our school and help you get grounded in the work of the profession which is articulated in Maine's Beginning Teacher Standards. Your mentor is also required to make 3 formal observations on your instructional performance and give you feedback that will help you improve and grow as a teacher. Ultimately, your mentor is responsible for presenting your strengths to the Union 98 Teacher Certification Committee for a Maine Professional Teaching Certificate.

### Your New Teacher Leader's Role

In 2004, the Union 98 school committee recognized the need for beginning teachers to have someone in a non-evaluative role that they could turn to for advice and support in their first 2 years of teaching. The committee generously voted to create the position of New Teacher Leader, which has provided a valuable resource for our new teachers over the past several years. The New Teacher Leader will be checking in with you regularly and will not be evaluating you. Use them for advice with perplexing problems, as a sounding board for frustrations, and as a conduit for forming professional alliances with other colleagues in our school community.

Support Person	Formally observes me?	Outcome?	Provides me with instructional feedback and support?	Framework for feedback and support?	Responsible to?
<b>Principal</b>	Yes	Continuing Contract	Yes, required	Maine's Initial Teacher Standards	Superintendent
<b>Mentor</b>	Yes	Summary of professional strengths for Professional Certificate	Yes, required	Maine's Initial Teacher Standards	Certification Committee
<b>New Teacher Leader</b>	No	Moral Support	Yes, but only if you ask for it	No specific framework	Director of Curriculum

## **Teacher Induction Program-Rationale and Overview**

Each year we welcome new teachers into the teaching profession in our schools. They come with many talents, skills and dreams of positively impacting the lives of our students. Serving our students well as they grow academically, socially and emotionally is the primary focus of our school community. Our mission is to assure all children a high quality education emphasizing essential academic skills and preparing students to be personally and socially responsible students. Providing all teachers with the support they need to meet this challenge is critical to our success with this goal. Union 98 schools are dedicated to the success of all members of our school community—students and teachers. In order to support our new teachers and contribute to the enhancement of our students' learning we have developed this comprehensive induction program that engages new and veteran teachers in collegial, professional growth around mentoring and Maine's Initial Teacher Certification Standards.

### **What are the Goals of the Teacher Induction Program?**

- To improve teaching performance and student achievement
- To integrate new teachers into the culture and climate of our schools and school system
- To assist beginning teachers as they manage the challenges of starting out in this profession, such as making a positive impact on the lives of their students, and recognizing the professional responsibilities of working in a school and with colleagues
- To guide the professional development of beginning teachers through reflection on their practices and on student learning, help them find and refine their teaching styles
- To increase and improve recruitment, retention, and success of beginning teachers
- To encourage teacher leadership

### **Mission Statement**

The purpose of the Union 98 Teacher Induction Program is to provide support for teachers who do not possess Maine Professional Certification as they transition into the profession. As a result of this program, we will enhance the collegial environment in our schools and facilitate on-going professional growth for new and veteran teachers in order to facilitate enhanced student learning through more effective teaching.

The Union 98 Teacher Induction Program requires structured and regular support for beginning teachers in the areas of content knowledge and classroom effectiveness, integration of disciplines, differentiating for the learner, instructional planning, positive classroom environment, professional communication and engagement, assessment and evaluation, legal and ethical responsibilities, and professional contribution and involvement.

Trained Union 98 mentors are at the heart of the program. All mentors have been trained by certified DOE Mentor Trainers and are well versed in the needs of

- Beginning teachers,
- Maine's Initial Teacher Certification Standards,

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- Active listening and questioning skills,
- Cognitive coaching,
- Techniques for collecting data in the classroom,
- Teachers' developmental stages, and
- The nature of the mentoring relationship.

All active mentors **are required to attend** regular mentor support meetings during their tenure as mentors. This forum provides support for their continued growth as mentors.

#### **Who Does NOT Receive a Mentor?**

Teachers who hold Maine Professional Certification at the time of hire will not receive a mentor, but may opt to receive support from the Union 98 New Teacher Leader. Professionally certified teachers who are new to Union 98 schools will be guided through the recertification process by their building Certification Committee representative.

#### **Who DOES Receive a Mentor?**

Teachers working under Provisional, Targeted Needs, Conditional or Transitional certificates will be part of the Teacher Induction Program for up to two years and will follow guidelines toward certification specified in the Union 98 Certification Handbook.

Part-time teachers, long-term substitutes and teachers filling one-year positions who do not hold Maine Professional Certificates may receive support through the Teacher Induction Program. The level of mentoring support will be during orientation week at the initial meeting of beginning teacher, mentor, principal, and certification representative.

#### **What Kind of Support is Available for the Mentors?**

In addition to providing support for beginning teachers, Union 98 provides support for the mentors who are engaging in the important work of supporting and shaping new teachers. To begin, the active mentors attend mentor refresher training before school begins. This meeting provides the mentors with a brief reorientation to the mentoring process and timelines for documentation and procedures. Additionally, active mentors will participate in 4 support meetings each year during their mentoring term. Members of the Teacher Induction Program Advisory Council will facilitate these support meetings. The purpose is to provide time for mentors to practice mentoring skills and strategies. Mentors may seek advice from members of the mentoring support group.

#### **Matching Mentors with Beginning Teachers**

Mentors and beginning teachers will be matched thoughtfully to take into account subject area, grade level, building, and philosophy as much as possible.

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## **Role of Principal**

- In consultation with building Certification member, select mentor for beginning teacher
- Notify mentor and beginning teacher of orientation meetings/training sessions
- Call meeting with beginning teacher, mentor and building Certification Committee Representative to determine certificate needs and level of mentor support for beginning teacher
- Provide support for new teachers to visit other classrooms (2x per year)
- Provide an equitable new teacher duty assignment schedule
- Provide budgetary support for mentor program
- Promote training for new mentors

## **Role of Mentor**

### **Communication**

- Meet weekly with beginning teacher with a predetermined agenda.

**Meetings should be 1-hour minimum and scheduled outside of the contracted school day.**

- Familiarize beginning teacher with both the school and Union 98 cultures and goals
- Familiarize yourself and your beginning teacher with Certification Handbook
- Provide emotional support
- Problem solve with beginning teacher
- Arrange times for beginning teacher to visit other classrooms at least 2x per year (attend, if possible)

### **Documentation** (Use forms in appendix)

- Use Weekly Contact Log to complete documentation of meeting agenda and activities
- Perform formal observations and provide written feedback
- Write and submit competencies to Certification Committee
- Guide beginning teacher through Teacher Action Plan and certification process
- Submit requested documentation

### **Professional Development**

- Attend mentor refresher training and building new teacher orientation
- Coordinate network of support and resources for beginning teacher
- Meet with Mentor Support Group as scheduled

## **Role of Beginning Teacher**

### **Communication**

- Express needs to mentor
- Meet weekly with mentor with a predetermined agenda
- Read email daily

### **Documentation**

- Begin to compile evidence of Maine's Initial Teacher Certification Standards in a professional portfolio
- Write Teacher Action Plan based on Maine's Initial Teacher Certification Standards (with assistance from mentor)
- Assist mentor in completing documentation of weekly meetings (ex. sign as reasonable and accurate summary and/or comments)

### **Professional Development**

- Develop knowledge and familiarity with Maine's Initial Teacher Certification Standards
- Participate in formal observations by the mentor (including pre and post conferences)
- Visit other classrooms a minimum of 2x per year, mentor may attend

## **Role of Advisory Council**

- Provide specific written guidance in a handbook
- Facilitate mentor support group meetings
- Be available to meet and consult with Advisory Council throughout the school year, as needed
- Mediate differences between mentor and beginning teacher, as needed
- Advocate for mentor program

## **Confidentiality**

The relationship between the beginning teacher and the mentor is characterized by support and trust and is formative in nature. The mentor should remember that the role does not involve evaluation for the purpose of retaining the teacher in that particular district, but is, rather, an attempt to move the beginning teacher toward successful completion of requirements for professional certification. Consequently, information shared between the beginning teacher and the mentor is considered strictly confidential. Information shared in the mentoring relationship is not to be shared with anyone without the explicit knowledge and consent of the beginning teacher.

The mentor may believe that the beginning teacher would benefit from certain resources, or increased support from the administrator due to the challenges that the beginning teacher is facing. A beginning teacher may actually be better served when the three discuss, on occasion, issues related to instructional practice. The mentor must have the consent of the beginning teacher to share this information. The only exception to the confidentiality agreement is when the mentor is given information that violates Maine law that they are legally obligated to report to their supervisor.

## Mentoring Program Timelines

### In August

#### Principals

- In consultation with building Certification member, select mentors for beginning teachers
- Arrange and facilitate meeting with beginning teacher, mentor, certification representative to review beginning teacher's certification and mentoring needs
- Negotiate mentor compensation and have mentor complete Mentor Appointment Agreement

#### Director of Curriculum and Staff Development

- Arrange Mentor refresher training
- Set date for 1<sup>st</sup> meeting of mentor/beginning teacher/building Certification Committee Representative/Principal
- Coordinate and communicate revisions to Induction Program Handbook

#### Principals, Building Certification Representative, Mentor, Beginning Teacher

- Meet during orientation to determine beginning teacher certification needs
- Review beginning teacher TAP forms together
- Identify and document any circumstances that may necessitate fewer meetings and corresponding adjustment to mentor stipend
- Complete Mentor Appointment agreement and send to Supt's Office

### In September

#### Principals

- Check-in with mentor and beginning teacher

#### Mentor and Beginning Teacher

- Begin weekly meetings (1 hour minimum, with agenda).
- Document meetings on Weekly Mentor Time Record
- Complete Mentor/Beginning Teacher Match Survey and send to Director of Curriculum and Staff Development

#### Certification Committee

- Hold Teacher Action Plan Workshop for mentor, beginning teacher, principals, and Induction Advisory Council
- Document mentor appointments in Certification Committee Minutes

## In October

### Principals

- Check-in with mentor and beginning teacher
- Collect and review Weekly Mentor Time Record from mentors

### Mentor and Beginning Teacher

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record (turn in copy to principal)
- Mentor makes 1<sup>st</sup> formal observation documenting on Observation Form, file with your mentoring documents
- Complete TAP Orientation Checklist (part of TAP forms given to beginning teacher in August orientation meeting with principal and Certification Rep.)

### Induction Program Advisory Council members

- Facilitate Mentor Support Group

### Certification Committee

- Facilitate 2<sup>nd</sup> Teacher Action Plan Workshop for mentors and beginning teachers (Plans due at November Certification Committee meeting)

### Director of Curriculum and Staff Development/Principal

- Meet with teams as needed to mediate any mismatch issues surfaced by the Mentor/Beginning Teacher Match Survey

## In November

### Principals

- Check-in with mentor and beginning teacher

### Mentor and Beginning Teacher

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record

### Beginning Teacher

- Submit Teacher Action Plan, Orientation Checklist to building Certification Committee member no later than the 2<sup>nd</sup> week

## In December

### Principals

- Check-in with mentor and beginning teacher

### Mentor and Beginning Teacher

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record

### Beginning Teacher

- Continue weekly meetings with mentor

### **In January**

#### **Principals**

- Check-in with mentor and beginning teacher.
- Collect and review Weekly Mentor Time Record from mentors.

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record (turn in copy to principal)
- Mentor makes 2<sup>nd</sup> formal observation of beginning teacher
- Beginning Teacher completes Mid-Year Survey (in appendix) and returns it to Director of Curriculum and Staff Development

### **In February**

#### **Principals**

- Check-in with mentor and beginning teacher

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record

### **In March**

#### **Principals**

- Check-in with mentor and beginning teacher
- Collect and review Weekly Mentoring Record Sheets from mentors

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record (Turn in copy to principal)

### **In April**

#### **Principals**

- Check-in with mentor and beginning teacher

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record
- Mentor makes 3<sup>rd</sup> formal observation of beginning teacher
- Document successful completion of 1<sup>st</sup> TAP
- Begin developing 2<sup>nd</sup> TAP

### **In May**

#### **Principals**

- Check-in with mentor and beginning teacher

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
- Document meetings on Weekly Mentor Time Record
- 1<sup>st</sup> year Mentors submit draft Summary of Teacher Competencies, Annotated TAP and new TAP to Certification Committee (more details to follow)
- 2<sup>nd</sup> year Mentors submit Summary of Teacher Competencies, Annotated TAP, and new 5-year Professional Recertification Plan to Certification Committee (When writing the Summary of Competencies for beginning teachers, the mentor must write at least 3 competencies. 2 of the 3 summaries must address Standard 4 and Standard 6 of Maine's Initial Teacher Standards.

### **In June**

#### **Principals**

- Check-in with mentor and beginning teacher
- Collect and collate all Weekly Mentor Time Record sheets from mentors
- Sign mentor's Extracurricular Pay Request
- Send both to Director of Curriculum

#### **Mentor and Beginning Teacher**

- Weekly meetings (1 hour minimum, with agenda)
  - Document meetings on Weekly Mentor Time Record (Turn in copy to principal)
- Complete End-of-Year Survey and send to Director of Curriculum and Staff Development

### **In July**

- Induction Program Advisory Council to meet to debrief and revise

## APPENDIX

### Important Topics to Discuss with your Mentor/Principal

- \_\_\_\_\_ Curriculum
- \_\_\_\_\_ Power School
- \_\_\_\_\_ Union 98 Assessments (schedule, analysis)
- \_\_\_\_\_ Classroom management/ climate and related resources
- \_\_\_\_\_ School Discipline Code
- \_\_\_\_\_ Student and Faculty Dress Code
- \_\_\_\_\_ Faculty Absence (sick and personal leave forms), preparation for subs
- \_\_\_\_\_ Faculty duties
- \_\_\_\_\_ Homework policies/procedures/expectations
- \_\_\_\_\_ Non-instructional time supervision: hallway, bathroom, outside, busses, etc.
- \_\_\_\_\_ Early release/late arrival, and full day workshops
- \_\_\_\_\_ Use of copy machines/laminator/phones, etc.
- \_\_\_\_\_ Dates, timelines, deadlines, certification, course approval/payment
- \_\_\_\_\_ Teacher's contract
- \_\_\_\_\_ Stress
- \_\_\_\_\_ Meals – students and faculty
- \_\_\_\_\_ Recess/ Study Hall/ Advisory Time
- \_\_\_\_\_ Student attendance
- \_\_\_\_\_ Assemblies
- \_\_\_\_\_ Special Services
- \_\_\_\_\_ Field Trips

### **Protocol for Changing Mentors**

- If the fall Mentor Match Survey or other evidence indicates that a problem exists, the certification/induction committee representative and the principal will facilitate a meeting between the beginning teacher and the mentor to attempt to resolve issues between them and to improve their effectiveness as a team. This will be followed by a trial period of two months during which they continue to work together.
- Another meeting will then be held with the above parties to determine the success of any adjustments during this two month period, and the parties may, at this point, choose to continue on as a team, or to end the formal beginning teacher/ mentor relationship.
- If the match is ended at this point, a replacement mentor will be chosen in order to give the beginning teacher continued support during this critical period. Certification/induction committee members may serve as reserve mentors.

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**Mentor Application – Intent to Sponsor**

Date:

Name:

School:

Year of Mentor Training:

Location of Mentor Training:

- I am willing and able to mentor a new teacher in my building during the 20\_\_/20\_\_ school year.
- I can attend the mentor orientation and refresher on the Union 98 New Teacher Orientation day on August \_\_\_\_, 20\_\_.
- My professional certificate expires on June 30, 20\_\_.
- I understand that I am required to attend 4 Mentor Common Study meetings throughout the school year.

Special things we should know before assigning you to mentor a new beginning:

---

Signature

---

Date

---

Principal's Signature

---

Date

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**Observation Form (3x per year)**

Non-Professionally Certified Teacher:

Mentor:

Grade/Subject Observed:

Date of Pre Conference:

Date of Observation:

Date of Post Conference:

---

Focus of Observation:

Format of data collection:

Teaching Standards and Performance Indicators observed during the observation:

Beginning teacher and mentor follow up (Next steps?):

---

Signatures: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

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## Suggested Monthly Discussion Points

### **September**

First day of School  
Seating plans  
Class lists, forms  
Protocols  
Syllabus  
Grading  
Student Success Teams  
Union 98 priorities  
School goals  
Open House  
Conferences  
Athletics/early release  
DRA testing  
NWEA testing  
Power School data entry  
Teacher's room  
Budgets  
Teacher Action Plan  
Weekly meetings protocol/schedule

### **October**

Student Success Teams  
Dealing with holidays  
Individualized Education Plans  
Picture day/fund raisers  
Budgets  
Data gathering for conferences  
Curriculum  
Progress reports  
Grading  
NWEA analysis/student plans  
Complete Mentor/Beginning Teacher  
Match Survey

### **November**

Grading  
Conferences  
Professional days

### **December**

Progress reports  
Snow days  
Dealing with the impact of the  
holidays on learning  
Grading

### **January**

Mid Year NWEA  
Grading  
Observations  
Mid-Year survey

### **February**

Progress reports  
MEA testing  
Talking to parents  
Standardized testing  
Vacation

### **March**

Progress reports  
MEA testing  
Conferences  
Standardized testing

### **April**

Grading 3<sup>rd</sup> quarter  
Standardized testing  
Second formal observation completed

### **May**

End of course issues  
Preparation for finals  
Paperwork  
Promotion/Graduation  
Inventories  
third formal observation completed  
Writing Prompt  
NWEA testing  
DRA testing  
Complete End-of-Year Survey

### **June**

End of course issues  
Preparation for finals  
End of the year reports

### Sample Weekly Log

Date	Essence of Discussion
4/5/02 Time:  Standards: 1, 3, 8, 10	We are planning a unit on immigration to do in May. Today we looked at the Learning Results and district curriculum to see where our idea fits into the big picture. Also discussed some of her challenging students and ways to accommodate them. XX is having problems completing assignments. Seems as if he can't read the directions. Met during free period. Discussed importance of maintaining daily journal.
4/12/02  Standards: 1, 2, 3, 4	Met after school but too exhausted to accomplish much. Had our pre-conference for math class observation tomorrow. I will watch an introductory multiplication lesson  See attached notes.  Student XX needs to have directions repeated when he returns to his seat.
	VACATION WEEK!!
4/22/02  Standards: 3, 6, 1	Jane and I met during lunch today. We discussed student XX who is giving her fits about staying on task. We brainstormed ways that might help him with his work. She is going to try having another student read the directions with him. Talked about gathering resources for the next unit she is planning to do. Next time we meet we will look at ways to introduce the unit.
4/29/02  Standards: 1, 2, 6	We had to meet after school this time. We are always so tired it seems that we don't get much done. Next time we are going to get together before school. Brainstormed some ways to start the unit on immigration. Decided to send home a survey to find out what countries students families immigrated from to the United States. The problem student is having trouble keeping track of his pencil. Brainstormed some ways to keep him in pencils.
Comments: Jane is gaining confidence in her ability to plan interesting, and engaging lessons for her mix of students. She now offers more ideas than I can. We'll continue to work on adapting lessons for the diversity of students she has in her classroom. We are planning to attend the April 30 <sup>th</sup> Social studies conference being held at the university. (10)	

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### Weekly Log Template

Month:	Essence of Discussion
Date: Begin time: End time: Standards:	
Comments:	

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## **Weekly Mentoring Meeting Tips**

### **Recommended Materials:**

- Maine's Initial Teacher Certification Standards
- Union 98 Teacher Certification Handbook
- Teacher Induction Program Handbook
- Maine's Learning Results
- Weekly Meeting Log
- Curriculum resources
- School handbook
- Calendars and planners
- Current team/department/content work

### **Important Reminders:**

- Meet weekly, or more often when necessary
- Regularly scheduled meetings are more effective, and show "intentionality"
- Model professionalism
- Focus on one teaching standard for each meeting, or even several in a row
- Use your communication/listening/questioning skills
- Begin your meetings with a check in of emotions and health
- Use your Weekly Contact Logs to review where you have been and to decide where you are going. Listen to and help problem solve complaints for a short period of time, but don't encourage "venting" at each meeting
- Take responsibility to move the meetings to a higher level (use the Standards)
- Try to avoid personal stories and personal biases
- Share professional readings and professional development information
- Always end your meetings with closure, a review of progress, and your next meeting time
- Provide hope, perspective, and encouragement
- Document your meeting, it is as important as any official meeting

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**Weekly Mentor Time Record**  
**(submit copy at end of October, January, March, June to building principal)**

Date:  
Meeting start time:  
Meeting end time:  
Standards:  
Time spent outside regular meeting\*:  
**Total Time During this Week:**

Date:  
Meeting start time:  
Meeting end time:  
Standards:  
Time spent outside regular meeting:  
**Total Time During this Week:**

Date:  
Meeting start time:  
Meeting end time:  
Standards:  
Time spent outside regular meeting:  
**Total Time During this Week:**

Date:  
Meeting start time:  
Meeting end time:  
Standards:  
Time spent outside regular meeting:  
**Total Time During this Week:**

\_\_\_\_\_  
**Mentor Signature**                      **Date**

\_\_\_\_\_  
**Beginning Teacher Signature**                      **Date**

\_\_\_\_\_  
**Principal Signature**                      **Date**

\* (include documentation, writing competencies, observing, research, phone consulting, etc.)

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# School Union 98

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## EXTRACURRICULAR PAY REQUEST



DATE \_\_\_\_\_

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

NUMBER OF PREVIOUS YEARS EXPERIENCE \_\_\_\_\_ (not including current year)

AMOUNT DUE \_\_\_\_\_

### CHECK BELOW:

- |                   |  |   |
|-------------------|--|---|
| SOCCER            | <input type="checkbox"/> BOYS A                | <input type="checkbox"/> BOYS B   |
| SOCCER            | <input type="checkbox"/> GIRLS A               | <input type="checkbox"/> GIRLS B  |
| BASKETBALL        | <input type="checkbox"/> BOYS A                | <input type="checkbox"/> BOYS B   |
| BASKETBALL        | <input type="checkbox"/> GIRLS A               | <input type="checkbox"/> GIRLS B  |
| BASEBALL          | <input type="checkbox"/> BOYS A                | <input type="checkbox"/> BOYS B   |
| SOFTBALL          | <input type="checkbox"/> GIRLS A               | <input type="checkbox"/> GIRLS B  |
| CHEERLEADING      | <input type="checkbox"/>                       |   |
| ATHLETIC DIRECTOR | <input type="checkbox"/>                       |   |
| MENTOR            | <input type="checkbox"/>                       |   |
| GRADE ADVISOR     | <input type="checkbox"/> 8 <sup>TH</sup> GRADE | <input type="checkbox"/> 7 <sup>TH</sup> GRADE <input type="checkbox"/> 6 <sup>TH</sup> GRADE |
| BAND AND STAGE    | <input type="checkbox"/>                       |   |
| PLAY DIRECTOR     | <input type="checkbox"/>                       |   |
| MISCELLANEOUS     | <input type="checkbox"/>                       | _____   |

**FOR SCHOOL EMPLOYEES ONLY:** AS YOUR EXTRACURRICULAR PAY WILL BE ADDED ON TO YOUR REGULAR PAY, YOUR TAXES CAN BE SET SO IT WILL NOT TAKE SO MUCH OUT. PLEASE CHECK BELOW IF YOU WISH THIS DONE.

\_\_\_\_\_  
YOUR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE

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## Summary of Teacher Competencies

(Focused on 10 Teacher Certification Standards)

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Candidate performance demonstrating the following capabilities informs this standard.

*The ability to:*

- a. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
- b. Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- d. Models the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.
- e. Incorporates knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
- f. Explain important principles and concepts delineated within their discipline and link them with professional state and unit standards.

Strengths/Evidence

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**2.** Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.

*The ability to:*

- a. Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
- b. Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
- c. Pursue and acquire material and human resources in various disciplines for classroom use.

<b>Strengths/Evidence</b>



8/19/07

**4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard.**

*The ability to:*

- a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.
- c. Demonstrate originality in lesson development within the parameters of the existing school curriculum.
- d. Articulate lesson goals and provides educationally and ethically defensible rationales for those goals.
- e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

<b>Strengths/Evidence</b>

**5. Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.**

*The ability to:*

- a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
- b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- c. Monitor and adjust strategies in response to learner feedback.
- d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- g. Use educational technology to broaden student knowledge about technology as well as deliver instruction.
- h. Encourage all students to use technology and help them to access that technology.
- i. Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).

<b>Strengths/Evidence</b>



**7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard.**

*The ability to:*

- a. Advocate for students while respecting their privacy and rights to confidentiality.
- b. Identify strategies to link school, home, and community to enhance student performance and well-being.
- c. Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well-being.
- d. Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health.
- e. Describe ways to work with community agencies to foster student growth.
- f. Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

<b>Strengths/Evidence</b>

**8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard.**

*The ability to:*

- a. Describe the purposes of assessment.
- b. Use a variety of formal and informal strategies to assess student outcomes
- c. Match assessment strategies and instruments to Learning Results and program objectives.
- d. Use concepts of reliability, validity, and generalizability to design and improve high quality assessments
- e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness
- f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- g. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
- h. Involve learners in self-assessment and goal setting for learning.
- i. Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students

<b>Strengths/Evidence</b>



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**10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.**

*The ability to:*

- a. Be an active, contributing member of work teams and committees.
- b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- c. Utilize information gained from reading professional journals.
- d. Apply information gathered during attendance at professional conferences.
- e. Develop associations with organizations dedicated to learning.
- f. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- g. Stay abreast of and employ new teaching strategies and technologies.
- h. Develop and implement a personal development plan to enhance his/her professional growth.
- i. Maintain a professional demeanor and recognize the teacher's role as a model for students.
- l. Work with colleagues to achieve school and district goals and to address problems in the school.

<b>Strengths/Evidence</b>

I submit that beginning teacher, \_\_\_\_\_, has successfully completed the mentoring process and is ready to

- PROCEED TO YEAR 2, OR
- Receive a Professional Certificate

He/she has demonstrated competency with Maine's Initial Teaching Standards. Documented evidence was gathered during formal and informal observations.

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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4. Please rate (circle) the degree of match between you and your mentor.  
[Standards 9, 10]

\_\_\_\_\_  
1                      2                      3                      4                      5

Please briefly explain your response:

5. **Please indicate your name only if there is a need for a confidential conference** on your mentoring relationship.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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**Year-End Mentor Survey**  
**School Union 98 Mentoring/Induction Program**

Mentor: \_\_\_\_\_

Years in Program: 1 2

Date: \_\_\_\_\_

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Induction Program. It will be treated in strict confidentiality for program planning only. Thank you for your time and commitment! **Please return to Director of Curriculum.**

1. Was your beginning teacher in the same:

**building? team/department? grade?**

3. How helpful do you think you were to your beginning teacher regarding the following?

(1 = not at all, 2 = somewhat, 3 = quite a bit, 4 = very helpful)

- a. \_\_\_\_\_ Building policies
- b. \_\_\_\_\_ District Policies
- c. \_\_\_\_\_ Identifying Resources
- d. \_\_\_\_\_ Teaching Practices
- e. \_\_\_\_\_ Goal Setting (i.e. TAP)
- f. \_\_\_\_\_ Goal Completion
- g. \_\_\_\_\_ Content Support
- h. \_\_\_\_\_ Classroom Management
- i. \_\_\_\_\_ Classroom Observations
- j. \_\_\_\_\_ Professional Growth
- k. \_\_\_\_\_ Instruction Planning
- l. \_\_\_\_\_ Introduction to Staff

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4. What are the areas in which your beginning teacher needed the most help this year?

a. \_\_\_ b. \_\_\_ c. \_\_\_ d. \_\_\_ e. \_\_\_ f. \_\_\_ g. \_\_\_ h. \_\_\_ i. \_\_\_ j. \_\_\_ k. \_\_\_ l. \_\_\_

Other?

5. What positive impact has this year's work with your beginning teacher had in your teaching practice, and student achievement?

6. From your perspective, what are some ongoing challenges to supporting new teachers in our system?

7. What improvements to our Induction Program would help you support new teachers more effectively?

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**School Department**  
**Mentor Appointment**

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Social Security Number

You are hereby notified of your appointment as Mentor with duties to perform requirements as stated in the current **Union 98 Teacher Induction Program Handbook**. This appointment will begin on \_\_\_\_\_ and will end on \_\_\_\_\_. Your compensation will be \_\_\_\_\_.

This appointment is subject to termination by the Superintendent of Schools at his/her discretion on 14 calendar days' notice or payment in lieu thereof.

This appointment will be void unless the original, duly executed by the appointee, is received in the Office of the Superintendent of Schools on or before \_\_\_\_\_.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date