



**Jefferson County
Schools
Teacher Mentoring
Program
2009-2010**

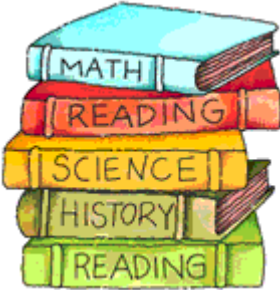
Jefferson County Schools

*Challenging Individuals to Achieve
Excellence*



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Your Service As a Mentor

Teaching is a complex and demanding professions. The first year teacher needs a support system to make the transition from theory to practice. Successful teaching depends on shared developmental experiences and collegial nurturing under the guidance of experienced professionals. To meet this need, the Jefferson County School District is committed to teachers helping teachers through a mentoring program. The teacher mentor will:

- be a cooperative agent among the various groups of involved educators.
- facilitate professional and personal growth.
- be supportive and instructive rather than evaluative.

Jefferson County's teachers have a commitment to excellence in education. Since the classroom teacher is the most important contributor to excellence, we have an interest and an obligation to see that beginning teachers become successful teachers.

The Jefferson County School Board has determined the induction program as a tenure requirement. Novice teachers are required to attend all meetings in order to be granted tenure. A novice teacher is a teacher who has not yet earned tenure and is new to the district. New veteran teachers will receive induction training sessions assigned by their building principals. A new veteran teacher is any teacher who has earned tenure but is new to the district. Attendance at induction sessions will be documented.



Criteria for Selecting Teacher Mentors

Mentor's Name: _____

Date: _____

Rank the items listed below by checking the appropriate column:

1 = Basic

3 = Proficient

5 = Exemplary

	1	3	5
A. Professional Competence and Experience			
Knowledge of pedagogy and subject matter expertise			
Collaborates with others			
Understand the policies and procedures of the school, district and teacher's association			

B. Attitude and Character			
Exhibits strong commitment to the profession			
Demonstrates resiliency and flexibility			
Eagerly shares information and ideas with colleagues			
Exhibits good humor and resourcefulness			
Willingly serves as a role model for others			
Enjoys new challenges			

C. Communication Skills			
Effectively articulates instructional strategies			
Listens attentively			
Offers critiques in a positive and productive way			
Maintains confidentiality			

D. Interpersonal skills			
Maintains trusting professional relationships			
Works well with individuals from different cultures			
Is approachable and easily establishes rapport with others			
Is patient and supportive			
Knows how to express care for professional and emotional needs of others			

Schedule & Syllabus – New Teacher Induction Program 2009-2010

You will need to bring the **New Teacher Induction** notebook to every meeting. This notebook will be given to you at the orientation meeting.



Mark your calendar! The following new teacher induction meetings are required of all teachers new to our system. All meetings will be held at Jefferson County High School, 4:00 – 6:00 p.m. unless otherwise noted. Please be prompt. Keep a log of the hours accumulated as they will serve as the required 12 hours of self-selected in-service credit and as SACS accreditation hours.

July 31, 2009	Learning the Ropes Orientation, 8:30-3:30 at Dandridge Elementary Welcome! Human Resources Intake Teacher Induction Program (TIP) Handbook Overview Introduction of Sponsors Lunch (Provided by Jefferson County Education Association) Meet the Director, Connie Campbell The New Standards and the Tennessee Diploma Project
August 3, 2009	Balanced Literacy at the Jefferson County Health Department 8:30-11:30 K-5 12:30-3:30 6-12 Teachers
August 18, 2009	The 2 C's: Curriculum and Classroom Management
September 15, 2009	TN Evaluation Model at Jefferson County High School Walk Through Snapshot
October 13, 2009	Literacy Strategies PreK-12
November 17, 2009	Classroom Management II
January 19, 2010	Diversity & Differentiated Instruction
February 23, 2010	Assessment & Data Driven Instruction
March 30, 2010	The Professional Educator
April 20, 2010	Evaluate & Celebrate at Carson-Newman College

Jefferson County Schools 2009-2010 Calendar

August 4, 2009	Administrative Day # 1 (Students Off)
August 5, 2009	Teacher In-service # 1 (Principal Directed) Students Off
August 6, 2009	STUDENT REGISTRATION DAY (Abbreviated Day for Students)
August 7, 2009	Professional Development Day # 1(System-wide)Students Off
August 10, 2009	Professional Development Day # 2 (System-wide) Students Off
August 11, 2009	Administrative Day #2 -Students Off Freshman Orientation and Parent meeting
August 12, 2009	First Full Day of School for Students
September 7, 2009	LABOR DAY HOLIDAY
September 8, 2009	Mid-term Progress Reports to Parents
October 8, 2009	1 st 9 Wks Ends (Day # 45)
October 15, 2009	Report Cards Go Home (1 st 9 wks Report)
October 16, 2009	Professional Development Day # 3 (System-wide) Students Off
October 19-20, 2009	FALL BREAK (Students & Staff)
November 12, 2009	Mid-Term Progress Reports to Parents
November 13, 2009	Professional Development Day #4 (System-wide) Students Off
November 25, 26,27	THANKSGIVING HOLIDAYS
December 16-17,	Exam Days (Full Days)
December 18, 2009	(1/2 Day -- Students) End of 2 nd 9 weeks
December 21-31	CHRISTMAS HOLIDAYS
January 1, 2010	New Year Holiday (Students & Staff)
January 4, 2010	Administrative Day #3 for Teachers & Administrators-Students Off
January 5, 2010	2 nd Semester Begins – Full Day for all students
January 14, 2010	2 nd 9 wks Report Cards go home
January 15, 2010	Inservice Day # 2 (Principal-Directed) (Students Off)
January 18, 2010	MLK HOLIDAY (Students and Staff)
February 2, 2010	Writing Assessments 5 th , 8 th , and 11 th
February 4, 2010	Mid-term Progress Reports for 3 rd Nine Weeks
February 12-15	Winter Break –Presidents’ Day (Staff & Students Off)
February 16, 2010	Inservice Day #3 (Principal-Directed)Students Off
March 12, 2010	3 rd 9 wks ends
March 15-19, 2010	SPRING BREAK
April 1, 2010	3 rd 9 wks Report Cards go home
April 2, 2010	GOOD FRIDAY HOLIDAY
April 5-9, 2010	TCAP Testing Grades 3-8
April 21, 2010	Mid-term Progress Reports for 4 th Nine Weeks
April 23, 2010	Professional Development Day #5 (Students Off) (System-wide)
April 23, 2010	KINDERGARTEN REGISTRATION
May 4, 2010	Election Day (No School for Students and Staff)
May 24-25, 2010	Exam Days (Full Days)
May 26, 2010	(1/2 Day –Students) – STUDENT LAST DAY
May 27, 2010	Administrative Day #4 for Teachers & Administrators (Teacher Last Day)

180 Student Days/5 Professional Development Days
 3 Scheduled In-Service Days/ 2 Self-Selected In-Service Days
 10 Paid Holidays
 4 Administrative Days
 1 P-T Conference Day (TBA at Local Schools)

Stockpiled days earned from extended day =13
 Days are allocated as: 5 Professional Development
 8- Snow Days



2009-2010 Testing Schedule

TCAP Testing Grades 3-8

<http://www.state.tn.us/education/assessment/tsachome.shtml>

- 4 Tests: Reading/Language Arts, Math, Science Social Studies and Science
- Testing Window: April 5-9, 2010 (Make-Up Date: April 9)

Writing Assessment Grades 5, 8, 11

- February 2, 2010 (February 3 – Make-Up Date)

Gateway and End of Course Exams (EOC) Grades 9-12

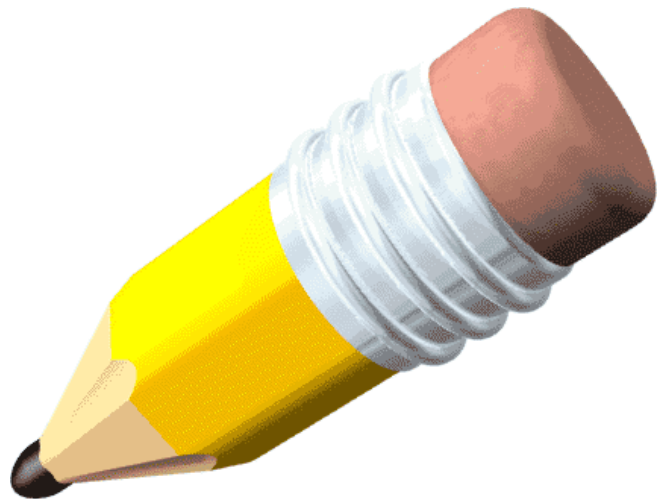
<http://www.state.tn.us/education/assessment/tshseochohome.shtm>

- **Fall EOC & Gateway 2009**
December 8-10 (Make-up Date:
December 10, 2009)
- **Spring EOC & Gateway 2010**
May 5-7 (Make-up Date: May 7, 2010)
- **ACT 11th Graders 2010**
March 9, 2010 (No make-up date)

To be scheduled:

1st Semester :

- ACT Explore Grade 8
- ACT Plan Grade 10



Yearly Calendar Topics for Mentors



- Make a personal contact
- Explain:
 - Open House procedures
 - Student registration forms
 - Where to locate the curriculum and BluePrint for Learning
 - How fees and money are handled
 - Dress code policy
 - Substitute teacher form and procedures (complete professional leave form for tech orientation session)
- Provide a tour of the school
- Introduce school faculty and support personnel
- Share your organization system, lesson plans and supplies

ASK: Do you have any questions or issues you want to discuss with me?



- Explain:
 - TN Evaluation Model
 - Grading policies and GradeBook Plus computer program
 - Emergency drill procedures
- Share Parent Teacher Conference tips and homework policies
- Review school calendar

ASK: Do you have any questions or issues you want to discuss with me?



- Explain:
 - 12 hours of self-selected in-service requirement
 - Cumulative records
 - Field trip and school pictures procedures
 - Email & parent communication
 - Personal leave policy and forms

ASK: Do you have any questions or issues you want to discuss with me?

November



- Review curriculum standards and new assessments
 - <http://jc-schools.net/dynamic>
- Explain grading periods
- Discuss classroom management strategies
- Suggest on Thanksgiving holiday the teacher walk out the door without taking school work.
- Science Fair

ASK: Do you have any questions or issues you want to discuss with me?

December



- Discuss holiday party procedures
- Review grading
- Explain End of Course and Gateway testing procedures, Grades 9-12
- Remind teachers in grades 5, 8, and 11 about upcoming Writing Assessment tests. Students should be brushing up on composition skills.

ASK: Do you understand the Four Square Writing Model?

January



- Review curriculum standards and new assessments
 - <http://jc-schools.net/dynamic>
- Tally self-selected in-service hours to date
- Remind teachers in grades 5, 8, and 11 about upcoming Writing Assessment tests. Students should be brushing up on composition skills.
- Evaluate classroom arrangement
- Discuss the RTI process (Response to Intervention, grades K-5)

ASK: Do you have any questions or issues you want to discuss with me?



- Remind teachers in grades 5, 8, and 11 that the Writing Assessment is the 1st week in February
- Explain Valentine party procedures
- Review curriculum standards and new assessments
 - <http://jc-schools.net/dynamic>
- Review classroom management plan
- Remind teachers that students should begin planning for the spring science fair

ASK: Do you have any questions or issues you want to discuss with me?



- Discuss:
 - Spring break plans
 - Upcoming TCAP assessment
 - Personal leave
 - Students who might need to be retained
- Review record keeping
- High School 11th Graders ACT test
- Remind teachers that student should complete plans for the spring science fair

ASK: Do you have any questions or issues you want to discuss with me?



- Discuss:
 - Teacher Evaluation
 - Spring Parent-Teacher Conferences
 - TCAP Tests: April 5-9
 - Spring fever and the need to keep students engaged. Suggest Interactive Websites and Basic Skills from the district website.
 - Self-selected in-service form submission
 - Field Day
 - Central Office Intent forms
 - Grades 9-12 End of Course testing

ASK: Do you have any questions or issues you want to discuss with me?



- Explain:
 - Grades 9-12 Gateway EOC Assessment
 - Year end procedures
 - Classroom inventories
 - Supply order forms
 - Grade book and key turn in procedures
 - Textbook/Library book collection and fines
 - Honors Programs
 - Graduation procedures
 - Clearing classroom and summer storage
 - HQ Documentation that should be on file with supporting documents at Central Office
 - Evaluation Documents on file in Central Office Summative and Future Growth Plan
 - SACS hours filed at building level
 - Cumulative Records (no unsupported comments)
 - Copy of Report Card in Cumulative Record
 - Plan Books
 - Instructional Materials – organized and in place
 - Textbook Inventory and Textbook orders submitted
 - Student Placement K-8
 - Computers Broken down/Technology/Hardware Storage
 - Special Education teachers: Your end of the year procedures will come in a memo from Debbie Berry.
 - Medical reimbursement plan from this academic year ends May 31st. You then have 90 days to file claims on this year 2009-2010.
 - Summer Address given to Treva Seals at Central Office for summer paychecks

Self-selected in-service for next year can be earned for workshops attended after July 1, 2010 if approved or offered by system.

Leaving the system? Exit Questionnaire filed with Human Resources Department

ASK: Do you have any questions or issues you want to discuss with me?



GOALS

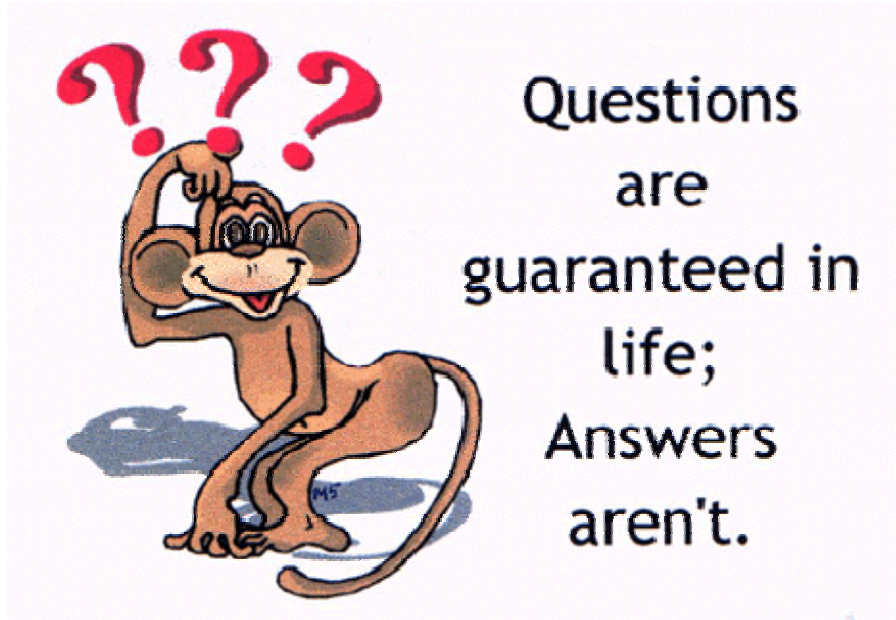
To ensure a successful mentor program, there must be commonly accepted goals. The Jefferson County School District's goals for a mentor program are:

1. **TO BRIDGE THE GAP BETWEEN STUDENT TEACHING AND THE TEACHING CAREER** There are too many adjustments to be made from college-based theory classes to actual classroom practices. Much time can be saved and foundering spared if beginning teachers have someone to introduce them to the intricacies of the school district, their individual school, and its personnel, and the rudiments of establishing classroom procedures and efficient practices.
2. **TO ENHANCE TEACHING PERFORMANCE** In a study by Huling-Austin and Murphy (1987), during an end-of-year interview, first year teachers were asked what changes they had made as a result of the assistance received through their induction programs. The researchers commented:

“It is interesting to note both the number and nature of the changes are mentioned. The list indicates most of the type that directly influence the quality of instruction with students. While it is difficult to quantify, based on the changes reported, it is reasonable to conclude that the teaching of the participating first-year teachers was improved as a result of their involvement in the induction programs.”
3. **TO IMPROVE PROFESSIONAL RELATIONSHIPS** Educational researchers David and Roger Johnson (1987) have analyzed the three structures of relationships among teachers: competitive, individualistic, and cooperative. They found that adult cooperation promotes:
 - higher achievement
 - more positive interpersonal relationships
 - greater social support
 - higher professional self-esteem
4. **TO IMPROVE THE PERSONAL AND SOCIAL WELL-BEING OF THE BEGINNING TEACHER** For many teachers, the first year may mean a move away from familiar settings and people to a situation where everything is unfamiliar – the town, the customs, the school, and the students. Mentees may need help in fitting into their surroundings. This could take a variety of forms, from helping to locate community resources to holding get-togethers so mentees can meet co-workers.
5. **TO IMPROVE THE EDUCATIONAL CLIMATE OF THE SCHOOL** When new teachers have emotional as well as instructional support from other educators, they are likely to have more confidence and to experience less stress and anxiety. As a result, a higher level of expertise and greater continuity will be achieved in the classroom and throughout the school.

6. **TO ENHANCE STUDENT ACHIEVEMENT** New teachers will be more confident, more competent, less stressed and have greater support resources. Collaborative experiences will lead beginning teachers to use advanced teaching techniques earlier in their careers, and students will benefit from having stronger, more effective teachers.
7. **TO ENHANCE THE IMAGE OF THE PROFESSION** Teachers, like doctors and lawyers, need a residency period where they are practicing the profession, yet have support and immediate feedback on their techniques. Mentor programs will align teaching with other professions, thereby improving the image of the profession.

THE ULTIMATE GOAL is to begin building long term professional growth. As indicated earlier, the three essentials of professional development – autonomy, collaboration, and time must not be overlooked. To foster growth, new teachers must be given structure as well as flexibility, and developmental opportunities must be supplied beyond the first year of teaching.



The Roles of A Mentor

Leadership

- A leader at school and/or district level, in professional organizations
- A developer of talents and strengths in adults and children
- A contributor to professional growth activities

Professional Role Model

- An expert in content, curriculum, and instruction
- An expert in communications and relationships
- A model team player

Coach

- An Expert in observing and supervision
- An expert in standards, policies, and politics
- A calculated risk taker
- A lifelong learner personally and professionally

Liaison, Facilitator, Relationship Builder

- Recognized reputation within the school community
- Knowledgeable about school's traditions, culture, and history
- A Networker with connections to others
- A seeker of opportunities and provider of experiences

Supporter

- An expert as an accepting, empathetic, nonjudgmental listener
- An encourager, promoter, success expector
- A persistent, committed, and consistent confidant
- A safety net



JEFFERSON COUNTY SCHOOLS

MENTOR TEACHER APPLICATION

Mentor Eligibility Requirements:

- ❖ At least 5 years of teaching experience
- ❖ Attend 2 mentoring training sessions.
NOTE: These sessions can be counted as 6 hours of self-selected in-service.
- ❖ Teacher Contact Hours: Year 1 - 60 hours during or after school; Year 2- 30 hours
NOTE: These hours must be documented on the mentoring log.
- ❖ Communicate through email with the Mentoring Coordinator (Bertie Jean French – frenchb@k12tn.net).

If selected to serve as a mentor teacher you will receive a \$300 stipend at the end of year 1 and a \$200 stipend at the end of year 2.

I am interested in being considered for the position of a mentor teacher in the district’s Teacher Induction Program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance. I believe I have the qualities for establishing a professional relationship with the beginning educator. I will be able to help the novice teacher face the realities of teaching, set appropriate goals, and model effective teaching practice.

Name: _____

School: _____

Grade Level/ Subject Area: _____

Phone (please supply a number at which you can be reached outside the school day): (_____) _____ - _____

Email Address: _____

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up to date on issues of curriculum and assessment?

3. What do you hope to gain by becoming a mentor?

Years Teaching in Current Position

Total Years Teaching experience

Previous cooperating teacher (for student teacher) experience.

Previous mentoring experience

Previous mentoring training (Please list courses attended)

I HAVE READ THE REQUIREMENTS AND RESPONSIBILITES OF A MENTOR AND WOULD LIKE TO BE CONSIDERED FOR 2009-2010 SCHOOL YEAR.

<hr/> Signature	<hr/> Date
------------------------	-------------------

The mentor teacher application may be submitted by email (frenchb@k12tn.net) or by fax (864-397-3301) no later than August 5, 2009. Principals will be consulted regarding final selection.

Mentor Commitment Record

Jefferson County Schools

Please Type or Print.
Submit this form to your building principal.

Contact Information

Mentor Name: _____

Grade Level or Content Area: _____

Mentee Name: _____

COMMITMENT VERIFICATION STATEMENT

I understand the minimum commitment is:

- **Year 1:** 60 hours
- **Year 2:** 30 hours

to be served as a mentor to _____.

In addition, I must attend two mentoring training sessions, which may serve as the self-selected in-service for the school year.

Signed _____

Date _____

Your commitment is greatly appreciated. Thank you. If you have any questions about this form or the program, please contact the Mentor Coordinator, Bertie Jean French (865-397-3194).

Please sign and return this form to your building principal.

MENTORING PROGRAM CONFIDENTIALITY POLICY

The mentoring program of the Jefferson County School District has been developed to ensure that each teacher new to the district be afforded the support of experienced teachers for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional practices, the environment must be risk-free and non-threatening; new teachers need to avail themselves of such help and willingly open their classrooms to their mentors. With this understanding as the foundation, the relationship between the mentor and new teacher will remain confidential and non-evaluative.

- Mentors will refrain from sharing any information regarding mentees with the mentee's colleagues, or students.
- At their discretion, new teachers may wish to share personal or evaluative information with either mentors or department chair(s) as a means of seeking help/advice.
- Should a mentee leave the district, professional ethics should maintain the confidentiality.

It is important to recognize the positive potential in the mentor-mentee relationship. The confidentiality and trust built into the partnership needs to prevail if it is to work to the benefit of the mentee, mentor, students, and the district.

CONFIDENTIALITY VERIFICATION STATEMENT

I understand the confidentiality requirements of my position as mentor of:

Signed _____

Date _____

Please sign and return this form to your building principal.

Mentor Log

Mentor: _____ School: _____

Teacher Assignment: _____ Year: 20__ to 20__

The mentor will initial and date the appropriate spaces in this log when mentoring conversations occur.

Learning Tasks (conversation topics)	Date	Time Frame # of minutes	Mentor's Signature	Mentee's Signature
Review "A Beginner's Guide to the First Weeks of School" (published by SCS).				
Lesson Plans: mentor and new teacher share plan books and discuss.				
Grade Book: mentor and new teacher share grade books and discuss (i.e. alternatives, percentages, subject per week, checkmarks, etc.				
PDP Development: Assisting the new teacher with creating goals, reviewing competencies, etc.				
IEP, Parent Conferences, Communication				
Curriculum Materials What is used in the new teacher's classroom? How are materials and groups utilized?				
New teacher checklist: Review Learning Environment Section.				
Success Stories! What is working for the new teacher at this time?				
New teacher checklist: Review Instruction Section.				
Revisit grading: How are parents responding to grades? Are papers sent home in timely manner?				
New teacher checklist: Review Assessment Section.				

Mentor: _____ **School:** _____

Teacher Assignment: _____ **Year: 20__ to 20__**

Learning Tasks (conversation topics)	Date	Time Frame # of minutes	Mentor's Signature	Colleague's Signature
Time Management: Revisit lesson plans. What is working for long-term planning?				
Discuss Observations: What will the mentor look for? What will the new teacher look for? Note: Observations ARE NOT evaluations or coaching sessions.				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				

Mentor: _____ School: _____

Teacher Assignment: _____ Year: 20__ to 20__

Learning Tasks (conversation topics)	Date	Time Frame # of minutes	Mentor's Signature	Colleague's Signature
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				
Topic:				

Total Mentoring Hours (with assigned mentor): _____

I certify that the dates and hours are correct as recorded.

Mentoring Teacher

Assigned Teacher

Please return this log to Mrs. Bertie French on/before April 28, 2010.