

Citrus County School District

Mentoring Principles, Procedures and Policy Handbook

2022-2023





MENTORING FOR SUCCESS

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Citrus County School District

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Mentor Program Rationale:

The reality of work in a public school classroom - applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues - may be one of the most challenging transitions faced by teachers in their entire professional careers. Mentor programs help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. The Citrus County School District believes that providing effective support will encourage those new to the teaching profession to remain on the job and improve student performance.

Research indicates that new teachers who are mentored receive higher ratings from their principals, develop better planning skills, handle discipline problems more effectively, conduct more productive classroom discussion, and remain in classrooms longer than teachers who are simply left to "sink or swim." Veteran teachers who serve as mentors report increased professional revitalization, less isolation, greater recognition, and a belief that they impact the profession more than teachers who are not involved in mentoring new professionals.

The Citrus County School District Mentoring for Success program reflects an inclusion of District, State, and Federal initiatives, and encompasses, but is not necessarily limited to, the following objectives:

- Retaining quality teachers;
- Improving beginning teachers' skills and performance;
- Supporting teacher morale, communications, and collegiality;
- Building a sense of professionalism, positive attitude;
- Facilitating a seamless transition into the first year of teaching;
- Putting theory into practice;
- Preventing teacher isolation; and
- Building self-reflection.

Mentor Criteria:

Citrus County School District embodies the belief and standard that there must be stringent and rigorous standards connected to those who fulfill the role of mentor teacher. The school principal can request that a teacher become a mentor; the teacher has the option of accepting or rejecting the offer. However, before approaching a teacher the principal must review the following mentor requirements and recommendations to insure that the teacher is fully qualified for the position. Only teachers who are recommended by the school principal and who are rated as Highly Effective or Effective can become a mentor.

Requirements:

- Completion of three or more years of teaching experience, with a minimum of one (1) year of teaching experience in Citrus County;
- Successful completion of an initial Clinical Educator Training (and an update each year);
- Rating of Highly Effective or Effective based on annual evaluations.

It is highly recommended that mentors should exhibit the following characteristics:

- Utilize data to drive instruction;
- Model effective teaching practices;
- Be well-planned and organized;
- Incorporate hands-on/active learning/authentic learning with balanced test preparation;
- Address different modalities such as kinesthetic, visual, and auditory;
- Exhibit positive and supportive interpersonal relationships with students and colleagues;
- Be open to the use of various types of technology as an instructional tool; and
- Teach using appropriate standards and curriculum with fidelity.

Other considerations involved in determining a mentor:

- Experience with the same content/grade level as the mentee
- Familiarity with the current school practices and procedures

Mentor Program Specific Outcomes:

Teacher Induction Program (TIP) participants with less than three years of teaching experience who are assigned a mentor will be able to successfully demonstrate the following by the end of the second year of the mentoring program:

1. Effective classroom management skills;
2. Effective standards-based lesson and unit planning;
3. Effective teaching methods;
4. Effective assessment and evaluation of student progress;

5. Effective use of comprehensive assessment data to accurately plan and address student needs;
6. Effective communication with students, parents, colleagues, and administrators.

Mentor Teacher Stipends:

The mentor is generally assigned a mentee for a two-year cycle. If the mentor fulfills the expectations of mentoring as expressed in this document, trainings, and other sources, the mentor will receive a stipend of \$514.00 per year, to be awarded annually upon the submission of a completed Mentoring Log by the assigned date. If a mentor withdraws from the role of mentor prior to the completion of the program, does not complete the required training components, or if a mentor does not submit a completed Mentor Log by the assigned date, the stipend will not be forthcoming.

Mentor Roles:

The mentor is

- A teacher
- A friend
- A guide
- A coach
- A role model

that provides

- Support
- Encouragement
- A listening ear
- A welcoming shoulder
- Constructive feedback
- Suggestions for improvement

and should consistently exhibit

- Professionalism
- A positive attitude
- The ability to plan and organize
- A love of children and teaching
- Excellence in teaching
- Good communication skills
- Good coaching skills
- Good conferencing skills

while being

- Understanding
- Supportive
- Trustworthy
- Empathetic
- Innovative
- Knowledgeable
- Open-minded
- Committed

Mentor Responsibilities:

The mentor has a number of responsibilities to fulfill during the two-year course of the mentoring cycle while maintaining the overall philosophy and fidelity of the Mentoring for Success Program. Refer to the Mentor Program Responsibilities Checklist for a specific listing of mentor responsibilities to his/her mentee.

Mentor Replacement:

Occasionally a mentor will be unable to fulfill his/her responsibilities to the mentee for part or for all of the program cycle. Personal/family illness, work issues, legal issues, incompatibility with the mentee are some, but not all, of the potential reasons for a mentor desiring to opt out of

the mentoring program. If this occurs the mentor will be replaced in the mentoring program as soon as possible, and is responsible for sharing the progress in the program with the replacement.

Mentor Forms:

1. Mentor Program Responsibilities Checklist

The expectations for and responsibilities of the mentor are extensive. The checklist in the Forms portion of this handbook is provided as a resource for the mentor's use. It encompasses a list of suggested activities and a recommended timeline for completing the activities. Many of these activities may be collaborative efforts that include additional professionals.

2. Mentoring Log

The Mentoring Log will be completed by the mentor during the course of each year of the current mentoring cycle. Signed by the mentor, mentee, and school administrator, this form is turned in to the Professional Development Department. The completion of the activities indicated on the Mentoring Log qualifies the mentor for the annual mentor stipend for the year. The Mentoring Log *must* be turned in *after* the mentee completes his/her TIP Log, but prior to the end of the regular school year in order to receive a stipend. **The stipend is issued in the June 30th paycheck.**

3. Mentor/Participating Teacher Agreement

The Mentor/Participating Teacher Agreement found in the Forms section of this handbook provides a working outline of the agreed expectations and performance of the mentor in the performance of his/her duties with the mentee during the two-year mentoring cycle. It also documents the participating teacher's agreement to work collaboratively with the assigned mentor. A signed copy of this agreement will be maintained by the mentor, building level administrator, and the Professional Development Department.

4. Observation Forms (separate document)

A crucial concept involved with mentoring involves high-level questioning, reflection, and discussion between the Mentor and Mentee.

Mentor Program Responsibilities Checklist (Year 1)

The expectations for and responsibilities of the mentor are extensive. The following checklist includes suggested activities and a recommended timeline for completing the activities. Many of these activities may be collaborative efforts that include additional professionals. Mentor responsibilities include but are not limited to the following:

Part I: Introductory – *Early* in the first nine weeks

Check the following tasks as you complete them with your mentee:

- Meet with the mentee as part of the Support Team
- Familiarize mentee with facility (i.e. tour of facility)
- Introduce mentee to team members, key resource people, aides, secretaries, counselors, custodians, etc.
- Demonstrate how to operate relevant software and technology
- Show mentee location of instructional materials and explain selection and access procedures
- Assist mentee in room arrangement
- Distribute supplies
- Assist mentee in obtaining/ordering other needed supplies as well as learning the process of obtaining needed supplies
- Guide mentee through CCSB websites and the District Intranet <https://ccsb.sharepoint.com/Intranet>, pointing out links to policies, procedures, and relevant information
- Guide mentee through FLDOE (www.fldoe.org) website, pointing out links to teacher certification, CPALMS, and other relevant information
- Remind mentee to carefully review faculty and student handbooks
- Review CCSB calendar
- Review master schedule and class schedule
- Review duty schedule and faculty meeting schedule
- Discuss procedures for distributing textbooks
- Review arrival/departure procedures relevant to students and teachers
- Discuss school duty locations, procedures, and expectations
- Demonstrate lunchroom procedures and discuss lunchroom conduct expectations
- Discuss the communication of student absences and tardies to the appropriate office
- Review school and grade level discipline plans with mentee
- Review rules and procedures for teachers and students for the use of cell phones, videos, laptop computers, iPads, and other technology in the classroom.

- Assist mentee in designing lesson plans in the manner expected by the school administration
- Assist mentee in designing and using Essential Questions/Lesson Focus Questions (daily learning objective)
- Share with mentee any daily or special scheduling requirements such as daily reviews, silent reading, computer lab, media center visits, etc.
- Review grade/course level objectives/standards and how to access them on the FLDOE website
- Explain procedures for Open House (if applicable)
- Review school expectations for parental contacts
- Offer suggestions and resources for classroom management
- Demonstrate how to enter grades and utilize all functions of school grading program
- Discuss how to properly receipt and account for school monies (as needed)
- Review safety plan before end of August – fire drill, tornado drill, bomb threat procedures

PART II: Responsibilities - First Nine Weeks

- Assist in creating a TIP Documentation folder
- Explain formal observation instrument
- Arrange a time for mentee to informally observe mentor (optional)
- Conduct formal observation of mentee; provide feedback
- Assist mentee in designing lesson plans in the manner expected by the school administration
- Discuss any school-based pre-testing information and requirements
- Discuss any special school-based instructional programs (such as iReady, Achieve 3000, Edgenuity, IXL, AVID, etc.)
- Review classroom management and discipline strategies and provide further recommendations as needed, particularly related to moving students from one place in the building to another
- Answer any questions regarding how to enter grades and assist as necessary
- Review grading policies
- Demonstrate how to prepare progress reports and report cards
- Share any relevant school-based report card procedures to include due dates, use of comments, special documentation, etc.
- Discuss contents of reading, writing, and/or math folders (as needed)
- Show mentee how to complete a maintenance request (as needed)
- Review student withdrawal procedures and policies (as needed)
- Remind mentee of services offered by school, school system, community resources, county office, etc. as well as how or where to access
- Familiarize mentee with Frontline – Professional Learning Management System (PLM)

- Review IEP process as well as strategies, modifications, and/or procedures to appropriately serve a special needs student
- View, reflect, and discuss district trainings
- Discuss how to plan a field trip and arrange for transportation (as needed)
- Demonstrate how to interpret and utilize student performance data
- Discuss allotment and spending of instructional funds
- Review policies related to celebrations and holidays
- Meet informally as needed to address any immediate concerns
- Assist in planning for parent conferences
- Assist in developing substitute teacher emergency teaching plan
- Attend new teacher Support Team Meeting

PART III: Responsibilities - Second Nine Weeks

- Review contents of TIP Documentation Folder
- Conduct informal observation of mentee; provide feedback
- Conduct formal observation of mentee; provide feedback
- Discuss delayed openings and inclement weather policies
- Review school's retention and failure policies
- Reflect on the teaching experience at mid-point and set goals for the remainder of the year.
- Review standardized testing objectives and modify pacing as necessary in order to meet objectives prior to testing period (if applicable)
- Review report cards, progress monitoring tools, etc., and assist mentee in identifying students in need of assistance
- Discuss strategies (including communication with parents) for helping students in need of assistance
- Assist with planning of holiday activities/programs
- Meet informally as needed to address any immediate concerns

PART IV: Responsibilities - Third Nine Weeks

- Review contents of TIP Documentation Folder
- Conduct informal observation of mentee; provide feedback
- Conduct formal observation of mentee; provide feedback
- Encourage continued parental contact
- Informally discuss what to expect during standardized testing
- Meet informally as needed to address any immediate concerns
- Provide suggestions for keeping momentum and interest for students

PART V: Responsibilities - Fourth Nine Weeks and Post Planning

- Review contents of TIP Documentation Folder
- Discuss procedures for closing out the year and explain school checkout procedures
- Provide suggestions on preparing mentally and physically for closing out the year
- Discuss policy and procedure for lost, damaged, or stolen books
- Discuss end of year paycheck procedures
- Review plans for end of year activities
- Explain to mentee procedures relative to final report cards
- Explain how to complete classroom inventory forms
- Explain how to complete textbook inventory forms
- Review any policies related to returning textbooks, resources, and keys
- Explain how room must be arranged for summer cleaning purposes including what to label and how to label it
- Assist with closing procedures as needed
- Review and discuss summer professional development opportunities
- Encourage mentee to think ahead about coming year
- Provide an overview of expectations and procedures for Year Two of the TIP Program
- Celebrate the successful completion of the school year

Year 2: Responsibilities

- Review Year 2 TIP requirements with mentee
- Assist with TIP Documentation Folder
- Complete mentoring responsibilities as indicated on Mentoring Log:
 - Sign** Mentor/Participating Teacher Agreement
 - Meet with mentee during the first weeks of school to identify needs and establish a plan for the year
 - Conduct two **Formative Observations** of mentee
 - Conduct **Informal Observations** of mentee
 - Meet with the mentee at least twice a month throughout the year to coach, provide information, share resources, and offer assistance as needed
 - Participate in the school-based mentor program
 - Attend District-wide end of year Mentor **Planning/Reflection Session**



CITRUS COUNTY SCHOOL DISTRICT MENTORING LOG

All fields must be completed and this form must be signed and dated by the mentor, the mentee, and the site-based administrator in order to qualify for the mentor stipend. Send completed form to the Director of Professional Development.

Mentor Name (print): _____ Employee ID# _____

Mentee Name (print): _____ Employee ID# _____

TASK	YEAR 1 COMPLETION DATE	YEAR 2 COMPLETION DATE
Complete all modules of the District-conducted Mentor Training.	Date: _____	Date: _____
Sign Mentor/Participating Teacher Agreement – Due September 30th	Date: _____	Date: _____
Meet with mentee during the first weeks of school to identify needs and establish a plan for the year.	1 st Meeting Date: _____	1 st Meeting Date: _____
Conduct Formative Observations of mentee (minimum of 3 for 1 st year TIP, minimum of 2 for 2 nd year) 1 observation prior to October 14th , 1 observation prior to December 9th , and 1 observation prior to April 7th	Date: _____	Date: _____
	Date: _____	Date: _____
	Date: _____	
Attend District-wide mid-year Mentor Review Session: January 24, 2023	Date: _____	Date: _____
Provide End of the Year Feedback	Date: _____	Date: _____

Interaction Log

Meet with the mentee on a **regular basis** (at least twice a month) to coach, share resources, and offer assistance as needed.

Month	Year 1: (date, type of contact, discussion points)	Year 2: (date, type of contact, discussion points)
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____



MENTOR/PARTICIPATING TEACHER AGREEMENT

As a mentor my primary role is to provide assistance and support to the mentee who has been assigned to me. I will implement the Citrus County School District Mentoring for Success program in order to enhance the development of the mentee. I will review all mentoring materials provided in the **Mentoring for Success Handbook**. I understand that all discussions and all data collected will be kept confidential and that I am responsible for assisting the participating teacher in the following:

- Demonstrating effective teaching practices by serving as a role model in teaching and professional behaviors,
- Observing the mentee both formally and informally,
- Meeting with the mentee at least two times per month,
- Conducting a pre-observation conference, observation and post observation conference for all formal observations,
- Conducting a reflective conference with the mentee for all informal observations,
- Reviewing and reflecting with the mentee regarding content from district trainings,
- Maintaining a Mentoring Log,
- Securing additional resources as needed,
- Providing assistance with the Teacher Induction Program Log and the documentation folder, and
- Attending mentor meetings and completing mentor trainings to support the needs of the participating teacher

As a new teacher (mentee) participating in the Citrus County School District **Teacher Induction Program (TIP)**, I agree to work collaboratively with my mentor. I will accept assistance, support, and suggestions in order to enhance my effectiveness as an educator. I understand that all discussions and all data collected will be kept confidential.

Mentor Signature/Date

New Teacher Signature/Date

Administrator Signature/Date

School

(Signatures indicate that we have discussed and agreed upon the above.)

NOTE: A completed copy of this document must be submitted to the Professional Development Department by the mentor.