Perry Mentoring Program

**New to Perry**

**with teaching experience**



*Excellent instruction every day in every class for every student.*

# Purpose of the Mentoring Program

Perry Community School District (PCSD) will involve new teachers in a comprehensive induction program that will include the following:

* Multiple years of support
* Regular, intensive, well-structured time spent with trained mentors who provide instructional coaching and personal and contextual support
* Opportunities to observe experienced teachers
* Ongoing formative assessment, including formal observation cycles in which mentors observe the classroom and provide feedback
* Ongoing professional development and networking opportunities for both new teachers and mentors
* Participation in quarterly coaching cycles with an Instructional Coach

# Mentor Program Details

Teachers involved in the mentor program are in one of the following categories:

* A teacher in their first year of the teaching profession
* A teacher with one year of teaching experience
* A teacher with experience, new to the Perry Community

# Mentor Coordinator, Instructional Coaches, and Mentors

**Shannon Cline**

Mentor Coordinator - Second Year

Phone: 515-494-7171

Email: Shannon.Cline@g.perry.k12.ia.us

Professional accomplishments:

* Bachelor of Science Iowa State University, K-6 Elementary, K-8 Social Studies, K-12 Athletic Coach

Teaching history in the district:

* Elementary Teacher (5th grade) August 2008 - June 2016



**Laura Coller**

Instructional Coach - Second Year

Phone: 319-551-8993

Email: Laura.Coller@g.perry.k12.ia.us

Professional accomplishments:

* Bachelor of Arts University of Northern Iowa, Elementary and Middle Level Education, K-8 Social Studies
* Reading Endorsement K-12 Morningside

Teaching history in the district:

* Reading (7th grade) August 2007 - June 2016

**Jessica Harstad**

Instructional Coach - First Year

Phone: 515-230-2492

Email: Jessica.Harstad@g.perry.k12.ia.us

Professional accomplishments:

* Bachelors of Arts Upper Iowa University, Elementary Education, Reading and Language Arts K-8
* Bachelors of Science in Dietetics with Distinction Iowa State University

Teaching history in the district:

* Elementary Teacher (3rd Grade) August 2014 - May 2016
* Middle School Reading Interventionist August 2016 - June 2017

**Nathan Horgen**

Instructional Coach - Second Year

Phone: 515-494-7171

Email: Nathan.Horgen@g.perry.k12.ia.us

Professional accomplishments:

* Bachelor of Arts University of Northern Iowa, Masters of Education Drake University, K-6 Elementary, K-8 Social Studies, K-8 Science, Middle School Endorsement

Teaching history in the district:

* Elementary Teacher (5th grade) August 2006 - June 2009
* Math (6th grade) August 2009 - June 2015
* Math (7th grade) August 2015 - June 2016

**Brenda Mintun**

Instructional Coach - Second Year

Phone: 712-490-6760

Email: Brenda.Mintun@g.perry.k12.ia.us

Professional accomplishments:

* Bachelor of Arts Briar Cliff College, English and Writing
* Masters of Arts University of South Dakota, Literature

Teaching history in the district:

* English III (11th grade), Workplace Writing (12th grade), English I (9th grade), Composition III (11-12th grade), Cheerleading Coach, Student Council Sponsor August 2003 - June 2016

**Jennifer Nicholson**

Instructional Coach - Second Year

Phone: 706-252-2849

Email: Jennifer.Nicholson@g.perry.k12.ia.us

Professional accomplishments:

* Bachelor of Arts, University of Northern Iowa, K-6 Elementary Classroom, K-8 Reading, K-8 Language Arts, K-8 Social Studies, K-12 Athletic Coach
* Masters of Arts Capella University

Teaching history in the district:

* Elementary Teacher (2nd Grade) August 2012 - June 2014
* Title Reading Teacher August 2014 - June 2016



Elementary Mentors Middle School Mentors High School Mentors

Shaylena Bell Angie Beaudet Adam Bloom

Janna Bjork Sarah Iben Curt Cornelius

Elizabeth Marburger Cindy Jafvert Kris Finn

Hannah Marburger Teresa Kresse

Amy McCord Lisa Schumacher

Torey McElroy

Jennifer Molitor

Kellie Seales

**AUGUST/SEPTEMBER**

Monthly Mentor Mentee Agenda

1. August/September Checklist - mentor will determine what is important to know now
2. What are the building discipline procedures? (I need to clarify with my mentor)
3. Begin Instructional Coaching Cycle #1 before September 15, 2017 - this can be ITPDP related
4. *The Highly Effective Teacher* by Jeff C Marshall (Optional Book Study)
   1. Read Preface, Introduction, Needs Assessment (pages ix-9)
   2. Complete Needs Assessment Instrument (pages 10-11)
   3. Calculate totals
   4. Read Recommend next steps
   5. Identify TIP to begin with

**Mentee Meetings**

August 7-9, 2017 (This counts as Week 1)

**Weekly Mentee Meetings**

Week 1 August 7, 8, and 9; 16, 17, 18, 21, 22

Week 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Invite a coach

Week 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Make sure I know how to use PowerSchool. Ask my mentor or an instructional coach for help.\*

**Classroom observation by mentor:**

Observation #1      Scheduled date:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_

            Schedule Instructional Coach to cover class

Mentor coverage (If needed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

       Debriefing and Observation Reflection date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**August/September Checklist**

**Getting Ready:**

* Meet building level secretaries and custodians
* Anything technology related - Rich Nichols, Nancy Iben, or Angie Heck
* Access the AEA website and complete the required trainings [Blood borne Pathogens, Right to Know, Mandatory Reporter, Chapter 103, ELP Modules (if not done August 7-9)]
* Use classroom phone and **set up voicemail** (3456, enter extension, then dial 9)
* Use of building copy machine, copy paper, copy machine for scanning/emailing documents
* Create sub folder and emergency sub plans - building secretary can help
* Hidden rules of the building (parking, Friday attire, getting hot lunch, detentions, parent contact)
* Find mailbox - check it at least once a day
* Locate teacher’s lounge and teacher restrooms
* Access Power School and TalentEd (or least know what it’s for)
* Locate where to place outgoing mail and interoffice mail
* Back to school night/freshmen 101

**School Rules and Expectations:**

* How to report bullying/harassment
* School Rules and Procedures:  lunchroom, hallway, recess, etc.
* Student handbook/Teacher handbook
* Calendar (early outs, meetings, etc.)
* Professional development expectations and calendar
* Content and Language Objectives posted every day
* Extra duty nights (Senior Awards, Music Concerts, National Honor Society, Math/Reading Night)
* Building duty responsibilities (hall duty)
* Wednesday night rehearsals or practices done by 6:00 P.M. (family night)
* Wednesday shortened schedule every week
* People in the building who can serve as Spanish interpreters for phone calls, talking with parents
* People in the building who can help translate written communication into Spanish
* HR forms (leave, graduate coursework approval, etc.) - Joyce Scott
* AESOP (must be done by 7:00 A.M., if not make sure to call building principal)

**Middle School Only:**

* Advisory- daily schedule and expectations
* Power Up
* Explain all the other classes students in your grade might be in
* Standards-Based Grading
* Missing and late work policies
* Homework and Homework Club
* Computer and computer bag expectations
* Back to School Night

**High School Only:**

* Classroom expectations
* What to expect on the first day of school?
* Hidden rules; supervising assemblies, food in classrooms, earbuds, jeans days
* Teaching in a block and lesson plan requirements
* Review high school class syllabus. How to write a course description?
* Who does each guidance counselor service?
* What is connections?  Curriculum?
* Collaboration period all week except Wednesday
* Explain classes: I Jag, Pass, Success 101
* Technology questions
* Homework
* Missing and late work

**Elementary Only:**

* FAST, Benchmark Literacy, and Everyday Math
* AM Procedures (breakfast, when students begin entering classrooms, 8:10 bell rings)
* PM Dismissal Procedures (PACES, walk bus students to the gym at 3:35)
* Discuss how the Master Schedule shows where all grade levels are throughout the day
* What are the expectations for Back to School Night?
* School Supply List – What resources are available in the building to provide supplies for students who aren’t able to provide them?
* What resources are available in the bookroom? Office supply room?

**Upcoming dates and events:**

* Homecoming
  + High School - Do you have an idea for volunteer day? Review typical homecoming
  + Middle School - homecoming dress up days, JayFeather events
  + Elementary - Cheerleaders come to put on tattoos

**IPI - This is something to speak with my mentor about mid/late September:**

* Instructional Practices Inventory (IPI)
  + Student active engaged learning 6
  + Student learning conversations 5
  + Teacher led instruction 4
  + Student work with teacher engaged 3
  + Student work with teacher not engaged 2
  + Total disengagement 1

**OCTOBER**

Monthly Mentor Mentee Agenda

1. October Checklist
2. Parent-Teacher Conferences
3. What supports do I need?
4. What formative assessment strategies am I using?
5. Instructional Coaching Cycle #1 complete with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly Mentor Mentee Meetings**

Week 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom observation of a model teacher by a mentee**

Observation #2 Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule Instructional Coach

Mentee coverage\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Debriefing date with mentor    \_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observation notes

**October Checklist**

**Social Media:**

* Review expectations the district has for teachers on social media
* How can social media be used in the classroom?
* Under NO circumstances should I be ‘friends’ with students on social media

**Lesson Planning:**

* Substitute lesson plans - now I know what a typical day looks like, update sub folder
* Semester mapping (high school)

**Fall Conferences:**

* Scheduling
* Topics of discussion
* Attire expectations
* When do you eat during conference nights?

**Heartland AEA:**

* Where are AEA Print Shop orders processed and delivered for the building?
* What delivered materials are available from Heartland Area Education Agency (AEA)?  Where are these materials picked up and dropped off?
* What online resources are available on the AEA website?

MackinVIA, BookFlix, TrueFlix, Mystery Science plus many more

* + Password for the district:  haea11
  + Usernames for each building
    - Elementary:  5184perrye
    - Middle School:  5184perrym
    - High School:  5184perryh

**Other:**

* My mentor needs to make sure I am on all the right building and district email lists
* Have I been contacting parents for positive and negative behaviors? If not, it’s time to start

**Upcoming dates and events:**

* Veterans Day (High School)
* Thanksgiving
* Thanksgiving break

**NOVEMBER/DECEMBER**

Monthly Mentor Mentee Agenda

1. November/December Checklist
2. Begin Instructional Coaching Cycle #2 before Thanksgiving break
3. *The Highly Effective Teacher* by Jeff C Marshall (Optional Book Study)
   1. Work though TIP of choice identified in August/September
      1. Answer and discuss each question with mentor
      2. Complete rubric for each TIP

**Bi-Monthly Mentor Mentee Meetings**

Nov. 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nov. 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dec. 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dec. 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Formal Observation #1 (It might be January) Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Planning conference Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation of teaching Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection of lesson Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**November/December Checklist**

**Finishing first semester**

**Many of these are things that I will only need to learn how to do when they come up**

* Create and submit a requisition - building secretaries are a great resource
* Submit a transportation request - Troy Griffith
* Access and use HEART database
* Teacher evaluation documents through the district web page; account questions contact Kevin Vidergar, Director of Teaching & Learning
* Parent communication expectations and how to form partnerships with parents & families
* Meet the School Community Liaison - Megan Maylum, located at the elementary
* Planning lessons around winter break
* End of semester expectations
* Plan for 2nd semester, review course pacing guide (high school)
* Review content and language objectives
* Reflect on 1st semester
* How am I managing stress? Speak with my mentor or a coach if I need ideas



**JANUARY**

Monthly Mentor Mentee Agenda

1. Revisit first semester goals and discuss with mentor
2. Instructional Coaching Cycle #2 complete with: \_\_\_\_\_\_\_\_\_\_\_\_
3. Set goals for second semester
4. Complete Semester One Reflection Form - Posted in Google Classroom
5. Discuss a unit with my mentor
   1. Analyze student assessments
      1. To what degree do student assessments meet my expectations?
      2. What can be done to improve the quality of student learning?

**Bi-Monthly Mentor Mentee Meetings**

Jan. 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jan. 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom observation by mentor:**

Observation #3      Scheduled date:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule 2 Instructional Coaches

1. Mentor classroom coverage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Coach to go with Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Debriefing with mentee date    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observation notes

**FEBRUARY**

Monthly Mentor Mentee Agenda

1. February Checklist
2. Parent-Teacher Conferences Preparation
3. Read the Marigolds and Walnut Trees article found in Google Classroom prior to submitting the February monthly reflection
4. How am I differentiating to meet the needs of all learners?
5. Begin Instructional Coaching Cycle #3 before February 9, 2018

**Bi-Monthly Mentor Mentee Meetings**

Feb. 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feb. 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Formal Observation #2 (It might be March) Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Planning conference Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation of teaching Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection of lesson Scheduled date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**February Checklist**

**Lesson Planning**

* Review pacing guide (High School)
* What am I doing to ensure my plans are promoting high levels of student learning and engagement?

**Standards-Based Grading**

* Reflect on current practices
* What surprises me about standards-based grading?
* What do I need to improve upon when it comes to assessing students?
* Discuss returning papers, updating grade book, and giving feedback

**IPI - Review with mentor if needed**

* Instructional Practices Inventory
  + Student active engaged learning 6
  + Student learning conversations 5
  + Teacher led instruction 4
  + Student work with teacher engaged 3
  + Student work with teacher not engaged 2
  + Total disengagement 1

**Upcoming dates and events**

* Spring break
* Spring conferences

**MARCH**

Monthly Mentor Mentee Agenda

1. Discuss parent teacher conferences
2. What support do I need as I plan for next year? Maybe attend a conference this summer.
3. Instructional Coaching Cycle #3 complete with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Go through Iowa Assessments protocol with my mentor; what it looks like to administer tests, filling in bubbles, etc.

**Bi-Monthly Mentor Mentee Meetings**

March 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

March 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**March Checklist**

**Bell Ringers/Ending Strong:**

* Do I use bell ringers daily/begin class?
* What is the purpose of bell ringers?
* How do I begin and end each class period?

**Stress Management**

* What do I look like when I am stressed out?  How do students respond to me when I am stressed?
* What causes me the most stress in my day?  How can that stress be reduced?
* What is one thing I enjoy doing?  Take time to fit that into my schedule.
* Re-Read the *ABCs For First Year Teachers*.  Reflect on the list. Located on the next page.

**Getting Involved**

* Interested in working extra duty events to make money? (Volleyball games, track meets, etc.) Contact Mr. Tom Lipovac.
* Extra duty pay sheet located in each building office. Make sure to get paid for working events.

**Formative Assessment**

* What formative assessments have I used this year?
* Which strategies worked best?
* What are some individual, partner, small group, whole group strategies?
* How do I keep track of student data?

**Upcoming dates and events**

* Field day/Field trips

**APRIL/MAY**

Monthly Mentor Mentee Agenda

1. Reflect on second semester goals
2. Begin Instructional Coaching Cycle #4 before April 2, 2018
3. Complete Semester Two Reflection Form - Posted in Google Classroom
4. *The Highly Effective Teacher* by Jeff C Marshall (Optional Book Study)
   1. Work though another TIP of choice
      1. Answer and discuss each question with mentor
         1. Questions/discussions should be reflected with mentor/instructional coach
5. Complete rubric for each TIP

**Bi-Monthly Mentor Mentee Meetings**

Apr. 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Apr. 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

May 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

May 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom observation by mentor: This is optional as determined by the mentor**

Observation #5      Scheduled date:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_

            Schedule Instructional Coach to cover classes

1. Mentor coverage \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Coach to go with Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_

       Debriefing date    \_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observation Reflection

**Resources**

Breaux, Annette L. and Harry K. Wong. *The New Teacher Induction: How to Train, Support and*

*Retain New Teachers*. Mountain View, CA: Harry Wong Publications, Inc. 2003.

*CHAMPS*. Sprick, Randalls. Pacific Northwest Publishing. 2009.

Costa, Arthur and Robert Garmston. *Cognitive Coaching: A Foundation for Renaissance*

*Schools.* Norwood, MA: Christopher Gordon, 1994.

DePaul, Amy. *Survival Guide for New Teachers. U.S. Department of Education*. Available at:

[www.edgov/teachers/become/about/survivalguide/pdf](http://www.edgov/teachers/become/about/survivalguide/pdf)

*Induction for the 21st Century Mentoring Training Handbook*: Illinois State Board of Education

and Regional Office of Education Initiative 2005.

Ingersoll, Richard and Smith, Thomas. (March 2004). “Do Teacher Induction and Mentoring

Matter?” *NASSP Bulletin* Vol. 88. No. 638.

Lipton, Laura and Bruce Wellman. *Mentoring Matters: A Practical Guide To Learning Focused*

*Relationships*. Sherman, CT: Mira Via, 2001.

Pitton, D. *Mentoring Novice Teachers: Fostering a Dialog Process*. Skylight Training and

Publications, Inc., 2000.

Rowley, James. “The Good Mentor*.” Educational Leadership*, May 1999.

Rutherford, Paula. *21st Century Mentor’s Handbook*. Alexandria, VA: ASK Publications, 2005.

*Tapping the Potential: Retaining and Developing High Quality Teachers*. New Teachers Alliance

for Excellent Education. Available at: [www.all4ed.org](http://www.all4ed.org)

*Teacher Mentor Program Handbook: A Reference for Mentors and Protégés*. Hinsdale

Township High School District 86. 2003.

Wong, Harry K. *The First Days of School*. Harry K. Wong Publications 2009.