



# **Mentoring Program Portfolio 2018-2019**

Entry Year Teacher

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Mentor Teacher

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*“Learning is an individual activity, but not a solitary one. It is more effective when it takes place within a supportive community of learners.”*

*- Harry and Rosemary Wong*

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Dear Mentoring Program Participants:

Welcome to Norman Public Schools! The mentor teacher program for entry year teachers seeks to support our new teachers both personally and professionally in an effort to assist new teachers in becoming high performing educators.

Research indicates that student achievement depends, in part, on constructing a school culture that fosters growth for students and staff alike. We believe that mentors and new teachers will learn and grow in this process.

All entry year teachers need to review and understand (with their mentors) the Mentor Teacher Program Portfolio requirements which should be completed as a “partnership.” New teachers are also expected to attend New Teacher Induction. New Teacher Induction is designed to help new teachers acclimate to our district and assigned school site in a smooth, systematic, non-stressful manner. It provides new teachers with information and materials needed to increase their opportunities for success in the classroom during the first weeks of school.

We wish you every success in your new teaching experience, and stand ready to assist you in any way we can. Please feel free to contact the Office of Professional Development at any time for additional information and/or if you have any questions or concerns.

Sincerely,

Beth Albert

Executive Director of Staff Development and Student Achievement



## **Mentor Teacher Program**

### **Program Assistance**

Beth Albert  
Executive Director of Staff Development and Student Achievement  
Phone: 366-5866 [balbert@norman.k12.ok.us](mailto:balbert@norman.k12.ok.us)

Dawn Denton  
Secretary  
Phone: 366-5856 [ddenton@norman.k12.ok.us](mailto:ddenton@norman.k12.ok.us)

### **The Mentor-Inductee Partnership**

Mentors are certified teachers who have a minimum of three years of successful teaching experience. A mentor is defined as a consultant and advisor whose role is to support and guide, not to evaluate. Mentor teachers are appointed by their principal to assist new teachers to the profession. Mentors work collaboratively and non-judgmentally with new teachers to help assure a successful teaching experience. The partnership is formalized by a ***Mentor-Inductee Contract***, which is signed by both parties, who agree to work together for one school year.

## **Mentor**

### *ROLES AND RESPONSIBILITIES*

- To attend a partnering session with assigned inductee
- To listen
- To be available for consultation and assistance
- To establish lines of communication
- To support the inductee as advocate and professional confidant
- To schedule and meet with the inductee monthly (or more often, as necessary) at a time and place which has been mutually agreed upon
- To articulate district policies, procedures and expectations to the inductee
- To help the inductee understand the organizational culture
- To familiarize/guide the inductee with available resources in the district
- To share personal experiences and insights that may benefit the inductee
- To help the inductee set realistic goals and targets that will impact student learning
- To sign the *Mentor-Inductee Contract*
- To commit time to work with the new inductee for one year
- **To complete 3 peer observations of Inductee**

## **Inductee**

### *ROLES AND RESPONSIBILITIES*

- To attend a partnering session with your mentor
- To listen
- To attend *New Teacher Orientation*
- To sign the *Mentor-Inductee Contract*
- To ask questions, exchange ideas, and seek advice and information from the mentor
- To meet with the mentor monthly (or more often, as necessary), at a time and place which has been mutually agreed upon
- **To complete 3 peer observations**

## **New Teacher Liaison**

### *ROLES AND RESPONSIBILITIES*

- To listen
- To be available for consultation and assistance
- To establish lines of communication
- To schedule and lead monthly New Teacher Liaison meetings for all new teachers

**Designated Principal**  
*ROLES AND RESPONSIBILITIES*

- To assign peer/mentor teacher to new teacher as appropriate in a timely manner; gives consideration to grade level, subject taught and specialized expertise
- To listen
- To arrange time for both the mentor and inductee to conduct observations
- To supervise curriculum
- To check lesson plans
- To make classroom visits
- To complete required summative observations, sign off on the completed mentor log sheet, and submit paperwork to the Office of Professional Development

Role: **Inductee**                      Date\_\_\_\_\_

Signature\_\_\_\_\_

Role: **Mentor**                      Date\_\_\_\_\_

Signature\_\_\_\_\_

Role: **New Teacher Liaison**      Date\_\_\_\_\_

Signature\_\_\_\_\_

Role: **Principal**                      Date\_\_\_\_\_

Signature\_\_\_\_\_



## **MENTOR-INDUCTEE CONTRACT**

### **MENTOR'S COPY**

This is to certify that \_\_\_\_\_ (inductee) and  
\_\_\_\_\_ (mentor) have agreed to work  
collaboratively throughout the current school year in conjunction with the NPS  
Office of Professional Development.

*By signing, mentor and inductee both agree to the following requirements:*

- 1. To attend a required pre-school partnering orientation session*
- 2. To meet regularly, at the place(s) and the time(s) agreed upon by both parties for purposes of conferencing and consultation; three of these contacts must be within the first month of school, the remainder at approximately one-month intervals throughout the rest of the school year.*
- 3. To document and discuss in detail at least three classroom visitations/observations one of which must be within the first month of school*
- 4. To maintain and submit a completed Mentoring Program Portfolio to the principal or other school site administrator for review by May 15, 2019*
- 5. To complete and submit an exit survey to help evaluate and develop the program*

Inductee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **MENTOR-INDUCTEE CONTRACT**

### **INDUCTEE'S COPY**

This is to certify that \_\_\_\_\_ (inductee) and  
\_\_\_\_\_ (mentor) have agreed to work  
collaboratively throughout the current school year in conjunction with the NPS  
Office of Professional Development.

*By signing, mentor and inductee both agree to the following requirements:*

- 1. To attend a required pre-school partnering orientation session*
- 2. To meet regularly, at the place(s) and the time(s) agreed upon by both parties for purposes of conferencing and consultation; three of these contacts must be within the first month of school, the remainder at approximately one-month intervals throughout the rest of the school year.*
- 3. To document and discuss in detail at least three classroom visitations/observations one of which must be within the first month of school*
- 4. To maintain and submit a completed Mentoring Program Portfolio to the principal or other school site administrator for review by May 15, 2019*
- 5. To complete and submit an exit survey to help evaluate and develop the program*

Inductee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**MENTORS:**

**Attached please find the Documentation Log. In order to receive your stipend, 72 hours must be documented.**

**This form is a requirement of the Portfolio Plan and must be submitted to the Office of Professional Development (Attn. Dawn Denton) to receive the stipend.**

## Mentor Log Sheet

**Mentor** \_\_\_\_\_ **Inductee** \_\_\_\_\_

**Site** \_\_\_\_\_ **School Year** \_\_\_\_\_

[illegible]

[illegible]

Date	Activity	Hours
	TOTAL HOURS	

**Mentor Teacher Signature:**\_\_\_\_\_

**Principal Signature:**\_\_\_\_\_

## **Before School Starts**

*Not every item on these checklists make sense for every teacher to do when they first arrive. Identify appropriate activities given the experience of your Inductee, and then check off (✓) the items as you complete them.*

### **Building Tour**

\_\_\_ School location and general layout (grade level or departments)

\_\_\_ Arrival/Dismissal

\_\_\_ Teacher Parking

\_\_\_ Administrative Offices (Principal, AP)

\_\_\_ Counseling Offices

\_\_\_ Media Center and AV equipment

\_\_\_ Rooms for music, art, physical education, speech,resources, etc.

\_\_\_ Supply Room

\_\_\_ Book Storage Room

\_\_\_ Teacher Lounge

\_\_\_ Staff Restrooms

\_\_\_ Cafeteria

\_\_\_ Mail Room

\_\_\_ Copy equipment

\_\_\_ Teacher work areas

\_\_\_ Playground area

## Building Procedures/PBIS Common Procedures

- \_\_\_ Teacher attendance log; sign-in and sign-out policies
- \_\_\_ Hours for teachers and students
- \_\_\_ Student and Teacher dress expectations
- \_\_\_ Extra duties (hall, bus, etc.)
- \_\_\_ Lunch procedures
- \_\_\_ Emergency drills (fire, tornado, lock-down, etc)
- \_\_\_ Assembly seating and supervision
- \_\_\_ Student accidents, emergencies
- \_\_\_ Keys for room, building, alarm code

## Access to Resources

- \_\_\_ Classroom and teaching supply requisitions
- \_\_\_ PTA allocations
- \_\_\_ Shared equipment and materials
- \_\_\_ Technology access
- \_\_\_ Computer access for teachers and students
- \_\_\_ Textbooks, supplementary materials
- \_\_\_ School site duplicating services and supplies
- \_\_\_ Copyright procedures

## Communication

- \_\_\_ Accessing intercom, phone system, sending and receiving voicemail, School Status phone/email capabilities
- \_\_\_ Accessing and using computer e-mail
- \_\_\_ Inter-school mail
- \_\_\_ Guidelines and policies concerning communication with parents: letters, phone calls, and personal contacts
- \_\_\_ District web page and school site web pages

## Personal and Professional Decisions and Procedures

- \_\_\_ Understanding the recognized categories of absences
- \_\_\_ Procedures and expectations when you call in sick
- \_\_\_ Required paperwork for leave
- \_\_\_ Procedure for requesting personal or professional leave
- \_\_\_ Lesson plans for Guest Teachers
- \_\_\_ Emergency lesson plans (for unexpected or extended absence)
- \_\_\_ Faculty Meetings and Team Meetings
- \_\_\_ Required observations/ evaluations by administrators
- \_\_\_ Planning to collaborate and share with colleagues

## Sign-Off Signatures

Mentor \_\_\_\_\_ Date\_\_\_\_\_

Inductee\_\_\_\_\_ Date\_\_\_\_\_

## **Pre-School Week**

### Begin Building a Trusting Relationship

- \_\_\_ Mentor meets inductee(s) in predesignated area the first day
- \_\_\_ Mentor shares beliefs in:
  - The need for continual learning as professionals
  - The need to be open to feedback and learning
  - The power of collaboration
- \_\_\_ Mentor encourages inductee(s) to ask questions, confide, share concerns
- \_\_\_ Mentor introduces inductee to other staff: grade level chairperson, Dept. Head, team members, teacher librarian(s), resource teachers, office staff, custodial staff

### Procedures

- \_\_\_ Share lunch schedule and procedures (and recess procedures, where applicable)
- \_\_\_ Review the daily schedule, including planning period
- \_\_\_ Review plans for the first day
- \_\_\_ Discuss policy regarding visitors on campus
- \_\_\_ Discuss money collection procedures
- \_\_\_ Discuss policies and procedures for student out-of-class passes
- \_\_\_ Discuss Health Room policy
- \_\_\_ Review beginning of the year student forms, including emergency contact cards, identification cards, field trip permission forms, change of bus forms, etc.
- \_\_\_ First day attendance for students
- \_\_\_ Complete the First Day Checklist



## Curriculum

- \_\_\_ Review guides/manuals, Student Progression Plan, Code of Student Conduct, Faculty Handbook
- \_\_\_ Review curriculum maps for overview
- \_\_\_ Introduction to texts and available supplemental materials
- \_\_\_ Lesson plan procedures and expectations
- \_\_\_ Subject matter experts within the building/staff/district
- \_\_\_ Teaching teams or shared responsibilities (where applicable)
- \_\_\_ Grading procedures for day-to day record keeping (number of grades, state numerical and letter grade scale, weighting schemes, etc.)
- \_\_\_ Use of Infinite Campus
- \_\_\_ Special accommodations for IEP students
- \_\_\_ School, grade-level and District guidelines for homework/assignments

## Student Discipline

- \_\_\_ Common area behavior expectations for hallways, lunchroom, parking lots, recess areas
- \_\_\_ Establishing classroom behavior expectations
- \_\_\_ Posting of rules and procedures
- \_\_\_ Expected staff supervision outside of the classroom, including assigned morning Or afternoon duty obligations, school assemblies and other school sponsored events
- \_\_\_ Referral process for students, including special needs students

## Sign-Off Signatures

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## **Checklist for the First Day of School**

- \_\_\_ Bus list (where applicable)
- \_\_\_ Make bulletin board decisions; where to post announcements, calendar, menus, etc.
- \_\_\_ Make signs for room
- \_\_\_ Post your name, room number, schedules for lunch, other important information
- \_\_\_ Prepare name tags for student desks (elementary only)
- \_\_\_ Prepare class lists, seating charts, artifact/ portfolio folders (as needed)
- \_\_\_ Prepare take-home packets for students on the first day, including such items as an introductory letter to parents, class rules and procedures, homework policy, course overviews, assorted school forms, etc.
- \_\_\_ Consider the impact of dressing professionally
- \_\_\_ Check to see which students may be going to special classes
- \_\_\_ Gather and organize textbooks as necessary
- \_\_\_ Gather appropriate supplementary materials
- \_\_\_ Define and explain your classroom procedures and management
- \_\_\_ Write plans for the first day and the first week
- \_\_\_ Make sure you have community-building activities to do with your class
- \_\_\_ Duplicate written materials for the first few days

### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## **AUGUST**

- \_\_\_ Discuss and review Professional Development needs, upcoming service training, etc.
- \_\_\_ Discuss school norms and social traditions
- \_\_\_ Review and assemble Guest Teacher folder
- \_\_\_ Discuss the Homebound Program ( for students out of school on extended stays)
- \_\_\_ Be accessible during the first week of school planning
- \_\_\_ Review the District calendar for the upcoming year
- \_\_\_ Share bad weather and school closing procedures (online information, Infinite Campus notification, school contact tree)
- \_\_\_ Discuss indoor recess activities (elementary only)
- \_\_\_ Discuss DRA and Math Benchmarks (elementary only)
- \_\_\_ Discuss cumulative records and the issue of confidentiality
- \_\_\_ Avoid compromising situations when trying to discipline students
- \_\_\_ Determine award criteria
- \_\_\_ Learn assembly procedures
- \_\_\_ Review teacher evaluation procedures and upcoming observation

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date\_\_\_\_\_

Inductee\_\_\_\_\_ Date\_\_\_\_\_

## **SEPTEMBER**

- \_\_\_ Discuss and review Professional Development needs, upcoming service training, etc.
- \_\_\_ Review parent communication methods, conferences, timelines and record keeping
- \_\_\_ Plan together for Parent Night or Open House (create an outline for expectations, managing traffic flow, situations to avoid)
- \_\_\_ Review the school web page
- \_\_\_ Discuss classroom volunteers, student helpers, etc.
- \_\_\_ Discuss Book Order procedures ( Scholastic, etc.)
- \_\_\_ Consider attending a Parent Teacher Organization or School Improvement Team Meeting  
With your mentor
- \_\_\_ Review procedure for Progress Reports
- \_\_\_ Organize a year long calendar ( report cards, field trips, testing, activities, etc.)
- \_\_\_ Discuss contents of a professional portfolio
- \_\_\_ Strategize staff development opportunities
- \_\_\_ Review teacher evaluation procedures and upcoming observation

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date\_\_\_\_\_

Inductee\_\_\_\_\_ Date\_\_\_\_\_

## First Classroom Visitation/Observation by Mentor

Teacher:	School:	Mentor:
Lesson:		
Date:	Time In:	Time Out:

Y = Observed   N = Not Observed

### Conditions for Learning

Y	N	Class begins at bell
Y	N	Attendance taken
Y	N	Routines and procedures established
Y	N	Goals and scales posted/referenced
Y	N	Clear instructions given
Y	N	Students on task
Y	N	Specific praise used
Y	N	"Withitness" demonstrated

### Standards-Based Instruction

Y	N	Questions explicitly framed
Y	N	Varied activities
Y	N	Learning sequence evident
Y	N	Wait time provided
Y	N	Explanations clear and concise
Y	N	Lesson plans present
Y	N	Lesson closure/Reflection on learning

Commendables:

Observations:

Recommendations:

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

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

## First Observation by Inductee

Teacher:	School:	Inductee:
Lesson:		
Date:	Time In:	Time Out:

- How does the teacher start the class?
- How does the teacher get the student's attention?
- How does the teacher manage students who disrupt the learning environment?
- Does the teacher address positive behavior? What is the pace of the instruction? How do students respond to the pace?
- What procedures and routines are evident within the classroom?
- How does the teacher transition between activities?
- How do students interact with one another?
- How do students interact with the teacher?
- What does the teacher do when a student is off-task?

Other Observations:

Inductee: \_\_\_\_\_

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

## OCTOBER

- \_\_\_ Review field trip procedures and forms
- \_\_\_ Review classroom management and discipline
- \_\_\_ Review Halloween issues (sensitivity to religious concerns)
- \_\_\_ Set up a date and time for inductee to visit a classroom
- \_\_\_ Reconfirm date and time for next classroom observation
- \_\_\_ Analyze lesson plans for organization and pacing
- \_\_\_ Discuss possible interventions for individual students, as needed
- \_\_\_ Revisit student referral procedures
- \_\_\_ Review student portfolio expectations (cumulative folders) as appropriate
- \_\_\_ Review procedures for report cards
- \_\_\_ Discuss parent conferences
- \_\_\_ Review bilingual assistance available for conferences
- \_\_\_ Review schedule for state testing
- \_\_\_ Discuss appropriate procedures for classroom celebrations

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## Second Classroom Visitation/Observation by Mentor

Teacher:	School:	Mentor:
Lesson:		
Date:	Time In:	Time Out:

Y = Observed   N = Not Observed

### Conditions for Learning

Y	N	Class begins at bell
Y	N	Attendance taken
Y	N	Routines and procedures established
Y	N	Goals and scales posted/referenced
Y	N	Clear instructions given
Y	N	Students on task
Y	N	Specific praise used
Y	N	"Withitness" demonstrated

### Standards-Based Instruction

Y	N	Questions explicitly framed
Y	N	Varied activities
Y	N	Learning sequence evident
Y	N	Wait time provided
Y	N	Explanations clear and concise
Y	N	Lesson plans present
Y	N	Lesson closure/Reflection on learning

Commendables:

Observations:

Recommendations:

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

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



## Second Observation by Inductee

Teacher:	School:	Inductee:
Lesson:		
Date:	Time In:	Time Out:

- How does the teacher start the class?
- How does the teacher get the student's attention?
- How does the teacher manage students who disrupt the learning environment?
- Does the teacher address positive behavior? What is the pace of the instruction? How do students respond to the pace?
- What procedures and routines are evident within the classroom?
- How does the teacher transition between activities?
- How do students interact with one another?
- How do students interact with the teacher?
- What does the teacher do when a student is off-task?

Other Observations:

Inductee: \_\_\_\_\_

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

## **NOVEMBER**

- \_\_\_ Discuss needs and concerns
- \_\_\_ Share bulletin board ideas and holiday arts and crafts
- \_\_\_ Alert parents of possible student concerns
- \_\_\_ Explore additional professional development opportunities
- \_\_\_ Continue to contact each other by phone and email
- \_\_\_ Discuss in detail preparation for state assessments
- \_\_\_ Share instructional strategies such as cooperative learning and flexible grouping

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## **DECEMBER**

- \_\_\_ Discuss school traditions and district policies regarding holiday events and activities (e.g., Christmas trees, gift giving, sensitivity to religious issues)
- \_\_\_ Discuss upcoming social gatherings and staff activities
- \_\_\_ Detail a plan for dealing with the week before and after the holiday break
- \_\_\_ Check to be sure the Mentoring Program Portfolio is complete to this point
- \_\_\_ Review the fall semester experiences: highlights, struggles, goals
- \_\_\_ Discuss upcoming exam schedule and policies ( where applicable)
- \_\_\_ Design substantive, comprehensive exams (where applicable)
- \_\_\_ Plan for possible changes, student reassignments, etc., after the holidays

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## **JANUARY**

- \_\_\_ Review Professional Development Transcript in ERO
- \_\_\_ Make plans for additional classroom visits to observe other teachers
- \_\_\_ Plan activities for the second half of the year
- \_\_\_ Discuss parent conferences concerning academic progress
- \_\_\_ Consider enrolling in an appropriate professional development workshop
- \_\_\_ Review Valentine's Day party procedures (class lists) - elementary only

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date\_\_\_\_\_

Inductee\_\_\_\_\_ Date\_\_\_\_\_

### Third Classroom Visitation/Observation by Mentor

Teacher:	School:	Mentor:
Lesson:		
Date:	Time In:	Time Out:

Y = Observed   N = Not Observed

#### Conditions for Learning

Y	N	Class begins at bell
Y	N	Attendance taken
Y	N	Routines and procedures established
Y	N	Goals and scales posted/referenced
Y	N	Clear instructions given
Y	N	Students on task
Y	N	Specific praise used
Y	N	"Withitness" demonstrated

#### Standards-Based Instruction

Y	N	Questions explicitly framed
Y	N	Varied activities
Y	N	Learning sequence evident
Y	N	Wait time provided
Y	N	Explanations clear and concise
Y	N	Lesson plans present
Y	N	Lesson closure/Reflection on learning

Commendables:

Observations:

Recommendations:

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

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

### Third Observation by Inductee

Teacher:	School:	Inductee:
Lesson:		
Date:	Time In:	Time Out:

- How does the teacher start the class?
- How does the teacher get the student's attention?
- How does the teacher manage students who disrupt the learning environment?
- Does the teacher address positive behavior? What is the pace of the instruction? How do students respond to the pace?
- What procedures and routines are evident within the classroom?
- How does the teacher transition between activities?
- How do students interact with one another?
- How do students interact with the teacher?
- What does the teacher do when a student is off-task?

Other Observations:

Inductee: \_\_\_\_\_

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

## **FEBRUARY**

- \_\_\_ Share literature, research readings, and professional journals
- \_\_\_ Discuss timelines and deadlines that come up before Spring Break
- \_\_\_ Prepare for second required administrative observation/evaluation
- \_\_\_ Review state testing procedures
- \_\_\_ Discuss retention and promotion policy

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## **MARCH/APRIL**

- \_\_\_ Review Spring Break Calendar
- \_\_\_ Discuss reteaching and reinforcing academic behavior expectations after Spring Break
- \_\_\_ Review cumulative folder and student portfolio maintenance, where applicable
- \_\_\_ Review student report cards

**\_\_\_ Inductee completes and sends EXIT SURVEY to Professional Development Center by May 15**

**\_\_\_ Mentor completes and sends EXIT QUESTIONNAIRE to Professional Development Center by May 15**

**(NOTE: DO NOT LEAVE SURVEYS IN THE PORTFOLIO!)**

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_



## **MAY**

- \_\_\_ Discuss end-of-the-year events and traditions
- \_\_\_ Consider new ideas for putting the classroom in “end-of-the-year” order; tips for summer storage
- \_\_\_ Discuss room check-out procedure
- \_\_\_ Consider closure activities with the students
- \_\_\_ Review any variation in pay periods
- \_\_\_ Consider what changes you want to make next year

**SUBMIT TO PRINCIPAL BY MAY 8, 2019:**

**\_\_\_ COMPLETED NOTEBOOK (CHECK FOR SIGNATURES)**

Meeting Notes (reflecting upon your discussions):

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### **Sign-Off Signatures**

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Inductee \_\_\_\_\_ Date \_\_\_\_\_

## Supplemental Classroom Visitation/Observation by Mentor

Teacher:	School:	Mentor:
Lesson:		
Date:	Time In:	Time Out:

Y = Observed    N = Not Observed

### Conditions for Learning

Y	N	Class begins at bell
Y	N	Attendance taken
Y	N	Routines and procedures established
Y	N	Goals and scales posted/referenced
Y	N	Clear instructions given
Y	N	Students on task
Y	N	Specific praise used
Y	N	"Withitness" demonstrated

### Standards-Based Instruction

Y	N	Questions explicitly framed
Y	N	Varied activities
Y	N	Learning sequence evident
Y	N	Wait time provided
Y	N	Explanations clear and concise
Y	N	Lesson plans present
Y	N	Lesson closure/Reflection on learning

Commendables:

Observations:

Recommendations:

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

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

# ADMINISTRATOR'S VERIFICATION FORM

Mentor \_\_\_\_\_

Inductee \_\_\_\_\_

## Portfolio Submission Check List (✓)

___ Mentor/Inductee Contract	___ 2nd Inductee Observation
___ Before School Starts	___ November
___ Pre-School Week	___ December
___ First Day of School	___ January
___ August	___ 3rd Mentor Classroom Visitation
___ September	___ 3rd Inductee Observation
___ 1st Mentor Classroom Visitation	___ February
___ 1st Inductee Observation	___ March/April
___ October	___ May
___ 2nd Mentor Classroom Visitation	___ Exit Surveys sent to PDC

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*I have reviewed the documents in this portfolio and hereby certify that the participants listed above have submitted documentation of their professional collaboration throughout the current school year, and have thereby completed the requirements of the Norman Public School Mentor Teacher Program.*

Administrator's Signature: \_\_\_\_\_

School: \_\_\_\_\_

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

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**Return Completed portfolio to the  
Office of Professional Development on or before May 15, 2019**

*For Professional Development Use Only*

- ☐ Exit Survey received from Inductee
- ☐ Exit Questionnaire received from Mentor
- ☐ Professional Development Log/My-Points Record

Received by: \_\_\_\_\_

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

## **Inductee Exit Survey and Mentor Exit Questionnaire**

The **Inductee Exit Survey** is to be completed by the new teacher/inductee and sent to Beth Albert in the Office of Professional Development by May 15, 2019.

The **Mentor Exit Questionnaire** is to be completed by the peer teacher/mentor and sent to Beth Albert in the Office of Professional Development by May 15, 2019.

**Responses will be kept confidential.**

## 2018-2019 Mentor Teacher Program Inductee Exit Survey

Inductee Name \_\_\_\_\_

School Site \_\_\_\_\_ Principal \_\_\_\_\_

Please answer the following questions regarding the support and assistance you received from your assigned Mentor by checking the appropriate box:	YES	NO	SOMEWHAT
1. Has the assigned teacher been a help to you?			
2. Did you consider the support/assistance you received relevant to or helpful in:			
• Your subject area			
• Your grade level			
• Knowledge of resources			
• Knowledge of school-related issues			
• Knowledge of District Policies/Procedures			
• Knowledge of Parent Relationships			
• Knowledge of Professional Relationships			
3. My Principal/Asst. Principal was an additional resource for me to access for support and/or assistance:			
4. Was your Mentor able to answer your questions and/or concerns when you met?			
If no, why not?			
5. How often did you meet with your Mentor? ( you may answer number of times per week, month, or year)			
6. How long did your meetings last?			
7. Using a rating scale of 1 to 5, with 5 being the highest/best, I would rate the support and assistance I received from my Mentor as a: (Please Circle) <b>1   2   3   4   5</b>			
8. If I needed help, I felt I could comfortably and confidently ask the following resource personnel for assistance Please answer yes or no: Mentor _____ Principal/Asst. Principal _____ School Office _____ Other Teachers _____ District Office Personnel _____			
9. I would recommend my Mentor to other new teachers: Yes ____ No ____			
10. Please provide any additional input you feel would be helpful in assessing the support and assistance you received in the program:			

*Thank you for providing this very valuable information. Your responses will be kept confidential and the information will only be viewed by the Staff Development Office and will be used to evaluate, revise and improve the NPS Mentor Teacher Program.*

**NOTE: Respondent will return Exit Survey directly to Beth Albert at the Office of Professional Development by May 15, 2019**

## 2018-2019 Mentor Teacher Program Mentor Exit Questionnaire

Mentor/Peer Teacher Name \_\_\_\_\_ School Site \_\_\_\_\_

Please answer the following questions to the best of your ability regarding the Peer/Mentoring Program.

1. Was the Mentor Teacher Program Portfolio helpful to you in assisting your inductee? (circle) **YES NO**

2. If yes, how, and if no, why not?

\_\_\_\_\_

3. What would you change to improve it?

\_\_\_\_\_

4. Please rate your "mentoring experience" using a rating scale from 1 to 5, with 1 being the least positive and 5 being the most positive ( you may consider factors such as relationship, time spent, support given/received, and feedback from inductee, etc.)

(Please Circle) **1 2 3 4 5**

5. Please explain your rating (if 1, why was it so low, and if 5, why was it so high?)

\_\_\_\_\_

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### THIS SECTION TO BE SIGNED BY MENTOR

#### Peer Teacher/Mentor Statement of Agreement

\_\_\_\_ Yes, I would like to be a Peer Teacher/Mentor for the following school year, contingent upon Administrative recommendation.

\_\_\_\_ No, I would not like to mentor anyone next school year.

*Thank you for providing this very valuable information. Your responses will be kept confidential and the information will only be viewed by the Staff Development Office and will be used to evaluate, revise and improve the NPS Mentor Teacher Program.*

**NOTE: Respondent will return Exit Survey directly to Beth Albert at the Office of Professional Development by May 15, 2019**