

**SEK INTERLOCAL #637
MENTORING PROGRAM
2022-23**

I. Mission Statement

SEK Interlocal No. 637 recognizes the value of a mentor program. The purpose of this mentoring program is to provide teachers and certified staff (school psychologists, speech language pathologists, etc.) an opportunity to develop new skills, be provided with staff development that is meaningful and job specific, provide training and support, and enhance the skills a teacher may already possess.

SEK #637 believes that by providing a teacher the chance to grow, the result will be better prepared teachers. These educators, in turn, will be able to provide students with the best instruction possible.

Ultimately, the mentoring program will help teacher's develop a larger and more complete repertoire of teaching strategies that will improve professional practice, retain promising teachers, and maximize student success. This program then becomes a continuum of teacher development. The desired outcome can be summarized as follows:

“Good teachers, working with good teachers, become even better teachers”.

II. Goals

- To improve and increase knowledge in the area of school improvement.
- To improve and increase knowledge in the area of curriculum and instruction.
- To improve and increase knowledge in the area of technology as an educational tool.
- To improve and increase knowledge in the area of student development.
- To improve and increase knowledge in the area of professional development.
- To improve and increase knowledge in preparing for and facilitating local and state assessments.
- To improve and increase knowledge in the area of developing IEP's that address student needs in the Least Restrictive Environment along with meeting federal and state regulation.
- To improve and increase knowledge in the area of Common Core Standards.
- To gain a comprehensive understanding of the teacher evaluation process and how it can assist you in improving your effectiveness as an instructor.

III. Program Organization for the Mentor Teacher Program

A. Beginning Teacher Mentee (First year teacher/professional – New to the profession)

1. The beginning teacher-mentoring program will create structured and/or-planned contact time.

The mentor will have regular communication with the beginning teacher according to a flexible schedule developed by the pair during the first week of school. **Substitutes may be provided** to allow the mentor observation time of at least three times a year of mentee.

2. The expectations for participation by the administration and support by the district/interlocal.

SEK #637 Administrators will be expected to meet with the mentor teacher and the beginning teacher at the beginning of the school year. Monthly logs will be shared with the administration on the progress of the program. The SEK #637 Administrators are expected to provide regular opportunities for the observations between mentor and beginning teacher.

3. Confidentiality Issues.

Observations and suggestions made by the mentor are not to be used in the teacher evaluation process. If the beginning teacher receives unsatisfactory marks during the evaluation process, the mentor may be involved in formulating an improvement plan.

4. Length of mentoring program

Teachers new to the profession and working under a license that is not professional level will participate for two full calendar years in this formal, KSDE-approved mentoring and induction program.

B. New Teacher Mentee (New to SEK #637 – Not new to the profession)

1. The new teacher-mentoring program will establish structured and/or planned contact time.

The mentor will have regular communication with the new teacher for the first quarter of school, four (4) times during the second quarter, and four (4) times during the second semester according to a flexible schedule developed by the pair during the first week of school. **Substitutes may be provided** to allow the mentor and new teacher observation time. Weekly mentor-mentee communication through email or phone must occur throughout the year on the weeks where meetings do not occur.

2. The expectations for participation by the administration and support by the district/SEK Interlocal #637.

The SEK #637 administration will be expected to meet with the mentor teacher and new teacher at the beginning of the school year. Monthly logs will be shared with

#637 administrator and central administration, apprising them of the progress of the program. The SEK #637 administration is expected to provide regular opportunities for observation between the mentor and new teacher/professional.

3. Confidential Issues.

Observations and suggestions made by the mentor are not to be used in the teacher evaluation process. However, should the new teacher be placed on a growth plan during the evaluation process, the mentor may be asked to provide input with the consent of the new teacher.

IV. **Selection Process**

A. Criteria for mentor selection.

Mentors should be experienced and have had above average evaluations. Mentors will be selected at the discretion of SEK #637 administration based on the quality of their classroom/professional performance. If possible, mentors should be working in the same content area or comparable grade level as the mentee, with a minimum of three years of experience. Mentors must have a professional teaching license or professional license in the area of specialty. SEK #637 will establish a pool of mentors by the end of each school year.

B. Process used for mentor selection and matching them with the mentee.

The SEK #637 administration team will make mentor selection and assignment. Mentors and mentees will be paired by the date of the mentee's first contract day.

C. Process for reassignment if the mentor is unable to fulfill responsibilities.

SEK #637 Administrators may reassign mentors if requested by either teacher. Reassignment may also occur if the administration feels the pairing is not effective.

V. **Training**

A. Training and on-going support activities for mentoring.

Mentors and mentees will meet before the school year begins (August), or before being assigned a mentee if such assignment occurs after the start of the school year, to review all aspects of the program and to get acquainted. SEK #637 Administrators will provide training with the mentors prior to meeting the mentees. They will also meet with mentors and mentees to explain the administrator's role, to offer advisement, and to be available for guidance for both the mentor and mentee throughout the school term. Particular emphasis during the initial training will be on the mentor's role and strategies for building relationships with new teachers. Mentor training will address the following:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection
- Utilizing best instructional practices, classroom management, and organization);
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;

- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/system policies and procedures including student assessment, curriculum, guides and supplemental resources.

Ongoing mentor training will occur through a Professional Learning Community specifically for mentors created by SEK #637 administration in an effort to support mentors. This group is for mentors only and allows them to share ideas, lessons learned, gain required training, and other important information related to mentoring. Topics may include:

- The needs of new teachers.
- The importance of support and mentoring.
- Effective relationships between mentors and mentees.
- Providing physical support.
- Providing emotional support.
- Providing instructional support.
- Effective communication, including paraphrasing and questioning techniques;
Coach-teacher conversations
- Adapting a strategy to meet student needs or situations
- Different coaching systems
- Working with reluctant teachers
- Providing real time feedback
- How to provide feedback and allow new teacher to feel they have a trusted mentor.

B. The mentor program will align with other professional development activities.

The mentor will guide and assist the mentees in school improvement development activities by teaming together. The mentees will be given extended training in special education procedures/requirements. Professional development points will be given where appropriate.

C. Monthly scheduled mentee professional development activities from SEK #637.

SEK #637 administration will provide monthly professional development activities to the new teacher that are aligned with state initiatives and based on participant need. Examples may include the development of new teacher professional learning needs, classroom walkthroughs, writing a compliant IEP, and special education information relating to evaluation and programming. Mentor and Mentee logs (*see pages 10-11*) will be checked at each meeting to ensure a successful program.

VI. Professional Growth

A. Anticipated professional growth for mentors.

The mentor should improve his/her ability to observe and analyze teaching styles and effectiveness. This will often inspire improved instruction from the mentor and will allow the mentor to be a teacher leader.

B. Anticipated professional growth for mentees.

Mentees should experience significant growth in instructional techniques, ability to relate to students and parents, lesson planning, and evaluation instruments. Development of classroom management skills should elicit greater confidence. For the beginning teacher, close collaboration with an experienced teacher will likely lower frustration and stress levels.

VII. Program Evaluation

A. Needs Assessment.

Each mentee will complete a needs assessment at the beginning of each year of formal mentoring, and the results of this needs assessment will drive the content of each individual participant's mentoring experience. (See page 15).

B. Achievement of specified program goals.

The SEK #637 administration will check for completion of program goals, adherence to the timeline through a log review, and will review mentee's progress on formal evaluations. A survey will be distributed for the mentor and the mentee teacher at the end of the year to gather information about the program.

Accountability measures of program effectiveness will include, but not necessarily be limited to, retention data, evaluation of mentee progress on needs assessment, and feedback by the building principal.

C. Effectiveness of program in providing support and continuous assistance to the mentee.

The mentee will help develop/maintain logs and will be given the opportunity to suggest needed areas of support and training during the year through monthly log reviews. The year-end survey will allow for modification of this program to better suit the needs of future employees.

D. Effectiveness of the mentor selection and matching process.

The SEK #637 administration will check with the mentor and the mentee about the effectiveness of the match after one (1) month and again after three (3) months. Records should be kept to help with mentor selection in subsequent years.

E. Impact of the mentor program on the professional growth of the mentor and mentee.

Surveys will be administered to both members of the mentoring pair to determine their impressions of growth. The SEK #637 administration will complete a separate survey as a summary of the growth for the pair.

F. Degree to which mentors fulfilled roles and responsibilities.

The SEK #637 Administration will develop a form for the mentor to log activities. This log will be reviewed regularly to verify the mentor in fulfilling the duties required under the program. Additionally, all four areas of the Kansas Professional Education Standards will be

addressed within the formal structure of the mentoring program. Those four areas are learner and learning, content knowledge, instructional practice, and professional responsibility.

VIII. Sequence of Activities

Mentor and mentee will meet according to those schedules listed under Sections III, A & B, and keep a general log of times and topics (*see pages 10-11*). Suggested topics are listed on the following schedules. Each topic is simply a suggestion to develop dialogue. The participants will have the latitude to adjust the schedule or insert topics to make the discussion meaningful and timely. Logs will be checked regularly.

Second Year Mentee Activities

- IX.** *This is still in development but will include the required components of regular communication with mentor, observation of other classrooms, how to refine the IEP meeting process, specific scenarios, and a system for mentor to provide reflective verbal dialogue and feedback.*

Sequence of Activities for Beginning Teacher Mentorship Program

Suggested Dates

Suggested Activities

First Meeting	An orientation meeting for both mentors and mentee will take place during the Interlocal's orientation week. The mentor, mentee, and coordinator will meet to get acquainted prior to the first district in-service. The goal is that each person acquires a comprehensive understanding of the Mentor program and their roles/commitment within this process.
In-service Week (s)	Mentee receives new teacher orientation and training in local special education policies and procedures. (Through Local district in-service and SEK Interlocal #637 in-service)
Week 1	Mentor and mentee discuss and work on scheduling students and staff.
Week 2	Mentor reviews first week with mentee – weekly meetings conducted the remainder of the year. Mentor will prepare for first IEP meeting.
Week 3	Mentor reviews beginning teacher's lesson plans for first week. Mentor may choose to observe at least one class and gives feedback. These observations may be continued monthly through December.
Week 4	SEK Administrator meets with mentor and mentee to check on preliminary activity.
Week 5	Mentor and mentee will review Teacher Evaluation tool.
Week 6	Review of IEPs and other required paperwork.
Week 7	Mentor and mentee review instructional strategies to be able to implement immediately. Review IEPs to share state assessment selections with district.
Week 8	Mentor and mentee work on the progress reporting procedures and process.
Week 9	Observe, review and evaluate a class lesson.
Week 10	Review grading procedures (completion, recording, on-line submission, etc.).
Week 11	Parent-Teacher conference suggestions.
Week 12	Answer relevant questions (look at "Topics to be covered").
Week 13	Mentor observes a class activity of the mentee and gives feedback.
Week 14	Final review of caseload prior to December 1 st count.

Week 15	Ensure state assessment selections have been shared with district and answer other questions related to state assessments.
Week 16	Mentee observes a veteran teacher.
Week 17	Mentor and mentee review any professional development activities the mentee has attended to date and discuss how to implement any new strategies into their classroom. Look at professional development options based on local district or SEK #637 initiatives that may be offered on-site (Infinitec, TASN, etc.).
Week 18	Semester Finals/Semester Grades. Review mid-year performance.
Week 19	Review activities aligned with state assessment preparation.
Week 20	Mentor and mentee review progress of mentor program and need for revision. Answer relevant questions (look at “Topics to be covered”).
Week 21	Answer relevant questions (look at “Topics to be covered”) or other relevant needs.
Week 22	Mentee observes mentor or other teacher.
Week 23	Mentor observes mentee’s classroom and gives feedback.
Week 24	Mentor and mentee review state assessment procedures and current preparation for upcoming test window. Ensure testing practices have been reviewed and are understood.
Week 25	Answer relevant questions (look at “Topics to be covered”) or other relevant needs.
Week 26	Mentee observes a classroom that includes a student with an IEP. Using the IEP as a guide, determine how instruction was related to the IEP goals.
Week 27	Third quarter grades. Review of student progress reports.
Week 28	The mentor and mentee review progress made since the first formal evaluation and determine what additional activities/progress should occur in preparation for second formal evaluation.
Week 29	Review of state assessment activity (Q & A’s). Answer relevant questions (look at “Topics to be covered”).
Week 30	Review goals and determine direction of assistance for the remainder of the school year.
Week 31	Target areas for professional development for the summer and for next fall.
Week 32	Answer relevant questions (look at “Topics to be covered”) or other relevant needs.

- Week 33 Review yearly classroom progress and mentee’s strategies for the next school term. Develop end of the year reflection that can be shared with all Mentors and Mentees at final meeting – “What I learned and how I used it.”
- Week 34 Finals preparation and administration (strategies/focus).
- Week 35 School wrap-up (Q & A’s).
- Week 36 Mentoring program evaluation survey.

X. Monthly Log for Mentee

Please record meeting notes on a copy of this page. Be sure to include dates and times of your meetings and a general description of the topics discussed. Also comment on topics you recommend or assistance you may need from the administration.

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

Meeting # _____ **Date:** _____ **Time:** _____

Topics discussed:

Goal for next month: _____

Initialed by Mentor: _____ Initialed by Mentee: _____

XI. Responsibilities of the Mentor

The mentor teacher will provide support for the mentee in the following ways:

- Meet with the mentee on a regularly scheduled basis (documented on meeting log)
- Assist with and answer questions concerning classroom organization, lesson preparation, planning, record keeping, and classroom management.
- Advise on handling relationships with school personnel, district personnel, parents and members of the community.
- Inform about and answer questions concerning school policies and procedures (i.e. IEPs, standardized testing, state assessments, state/federal requirement, etc.).
- Assist with procuring supplies.
- Help develop a classroom management plan.
- Attend training session(s) and mentor meetings.

XII. Mentor/Mentee Topics to be Covered Throughout the Year:

Instruction:

- _____ SEK #637 IEP Development and procedures.
- _____ How to use the curriculum to plan what you will teach.
- _____ Lesson planning.
- _____ Lesson ideas.
- _____ How to plan for the year using the curriculum, standards, benchmarks.
- _____ Setting up grade book.
- _____ Assessment requirements.
- _____ Reports cards.
- _____ Parent/Teacher conferences.
- _____ How to get supplies, textbooks, AV equipment.
- _____ Record keeping.
- _____ Teaching tips across the curriculum.
- _____ Instructional strategies.
- _____ How to incorporate technology/internet access.
- _____ Homework expectations.
- _____ Enrichment and remedial materials and resources.

Other:

- _____ Review SEK #637 policies/guidelines
- _____ Classroom management/discipline referrals.
- _____ District/site policies and procedures on behavior/discipline.
- _____ Reinforcement systems.
- _____ Emergency resources for students: (counselor, nurse, etc.).
- _____ Sub folder, emergency lesson plans.
- _____ Teaming (i.e., general education staff, para-educators, related services personnel, administrations, etc.).
- _____ Test taking skills for standardized tests and state assessments.
- _____ Role in IEP meetings.
- _____ Student Improvement Team Referrals.

- _____ School rules.
- _____ Parent volunteers.
- _____ Where and who to go to for answers/information.
- _____ How and when you get paid!!!!!!!!!!!!

Note: Some of these topics may be covered along with others at the required in-service for mentors and mentees.

XIII. SEK #637 Mentoring Program Confidentiality Policy

Unless broader parameters have been established for confidentiality by the mentor and mentee through a joint agreement under the Boundary Setting clause (Section XVI), the following confidentiality limitations are to be followed by all parties:

- 1.) Mentor/Mentee discussions are to remain solely between these two parties for the duration of the mentoring relationship.
- 2.) Conversations between the mentor and mentee are not to be disclosed to building principals or SEK #637 administrators.
- 3.) When the formal mentoring relationship has ended, previous conversations and information about the relationship is not to be disclosed.
- 4.) Mentor/Mentees may not disclose conversations, impressions, or anything else that pertains to the relationship.
- 5.) Discussions between mentor and mentee are to remain between these two parties unless explicit permission is given to disclose the conversation.
- 6.) All issues will be kept confidential.
- 7.) Discussions of how the mentor and mentee relate to each other, is allowed.

XIV. Boundary Setting

A. Checklist for Assumption Testing

Instructions: Answer each statement with an “agree” or “disagree”. When you have jointly completed all items, decide whether there are other assumptions that you hold that should be added to the list. Each item should be reviewed with both the mentor and mentee. Allow for a full discussion of gaps before coming to consensus.

Boundaries

- _____ 1. What we discuss stays between us for as long as we are engaged in our mentoring relationship.
- _____ 2. If asked by your principal, I can freely disclose relevant conversations with your approval.
- _____ 3. After our formal mentoring relationship has ended, it is okay to talk about what we discussed or how long we related.
- _____ 4. If there is a demonstrated need to know, I can appropriately disclose our conversation, my impressions, or anything else that pertains to the relationship.
- _____ 5. What we say stays between us unless you give me permission to talk about it with others.
- _____ 6. Some issues will be kept confidential, while others will not.
- _____ 7. It is okay to discuss how we relate to one another but not the content of our discussions.
- _____ 8. It is okay to talk about what we talk about as long as it is positive.
- _____ 9. We should have unlimited access to each other during the relationship.
- _____ 10. Meetings between us must be set up in advance.
- _____ 11. Telephone calls to each other’s home are appropriate if absolutely necessary.

Mentor Signature

Beginning Teacher Signature

Date

Date

Beginning of the year NEEDS ASSESSMENT completed by the MENTEE (1st and 2nd year)

Mentee's Name: _____ **Date:** _____

Please mark your comfort level so the mentor understands your needs and areas of focus for the year. Complete at the first meeting in August.

	Not comfortable / Know very little on this topic	Somewhat comfortable but would like more on this topic	Feel very comfortable / Confident on this topic
IEP Development			
Role in the IEP meeting			
Paperwork Procedures (PWN, Notice of Meeting, Evaluations, etc)			
Creating appropriate environment/setting for students			
Organizing the classroom and student work/data			
Progress monitoring and data collection			
Using data to plan instruction			
Using curriculum to meet instructional needs			
Lesson planning			
Lesson ideas specific to certain topics:			
Building and District assessment requirements			
State assessment requirements for students at this level			
Report cards and Progress Reports			
Parent/Teacher conferences			
How to get and/or order supplies			
Documentation of parent contacts, administration requests, student concerns, ESI, and other record keeping			
Teaching tips			
Instructional strategies			
How to access technology and internet			
How to incorporate technology in the classroom			
Homework expectations			
Enrichment and remedial materials and resources			
What to do about discipline referrals			
Developing a classroom management system/plan			
District policies and procedures on behavior/discipline			
Reinforcement systems			
Emergency resources for students: (counselor, nurse, etc.)			
Sub folder, emergency lesson plans			
Teaming (i.e., general education staff, para-educators, related services personnel, administrations, etc.)			
Student Improvement Team (SIT) referrals			
School rules			
Where and who to go to for answers/information			
How and when you get paid			
How to manage paraprofessionals			

MENTOR APPLICATION

Name: _____ Grade/Content Area(s): _____

Educational Background:

Teaching Experience: (Including areas of exceptionality taught, content taught, etc.)

Teaching Style (strategies employed):

Reasons you are interested in serving as a mentor:

What you hope to achieve in the role of mentor:

Prep time/best time to meet: _____

Return application to your PDC Committee or Coordinator: _____

Date: _____