

SPOTSYLVANIA COUNTY SCHOOLS' MENTOR TEACHER PROGRAM

Mentor Handbook



Adopted Fall 2000
Revised Summer 2009

ACKNOWLEDGEMENTS

The Spotsylvania County School System wishes to extend its gratitude to the teachers and administrators who work diligently on the Mentor Teacher Leadership Team. Their input and leadership are vital assets in the ongoing development of the Mentor Teacher Program.

2009-2010 Leadership Team

Individuals	Position	School/Department
Dr. Stephen Covert	Director	Administrative Services
Michelle Gordon	Recruitment & Retention Specialist	Administrative Services
Risa Tritt	Candidate Care Coordinator/ 7 th Grade Teacher	Chancellor Middle
Courtney Brannon	6 th Grade Teacher	Chancellor Middle
Kristine Lentz- Johnston	Spanish Teacher	Riverbend High School
Nicole Meredith	6 th Grade Teacher	Post Oak Middle
Charlie Sayers	7 th Grade Teacher	Post Oak Middle
Susan Street	Elementary Teacher	Parkside Elementary

What's New for 2009-2010?

We are incorporating the Mentoring in the 21st Century Program materials from Just Ask and intend to make clearer connections between the New Teacher Training (STAR program), the Leading the Learning initiatives and our Mentor Program.

SCORE! One of our major goals for 2009-2010 will be to utilize SCORE as a discussion tool and resource for new teachers and mentors. We want to hear your ideas on we can best incorporate this 20th century teaching and learning tool into our Mentor Program. Please email one of your Mentor Leadership Team members with your ideas!

**SPOTSYLVANIA COUNTY SCHOOLS’
MENTOR TEACHER PROGRAM**

“Success Through Progress”

RATIONALE

The Spotsylvania County Schools’ Mentor Program provides the beginning teacher/counselor and the teacher on an Intensive Support Plan the opportunity to receive the ongoing support, encouragement, and understanding necessary to experience success as a classroom teacher. The mentor program also recognizes exemplary tenured teachers as mentors who will provide leadership in assisting these teachers. Through this partnership, effective instruction will occur, enabling students to acquire the skills, competencies, and understanding necessary for success in a changing world.

The transition from the world of academia to the professional setting during the first year of teaching can be difficult. While beginning teachers come to the educational arena filled with enthusiasm, they may need assistance in the practical application of instructional skills necessary for effective and efficient student learning. It is important that beginning teachers and teachers on an Intensive Support Plan start the year not only understanding the educational expectations of Spotsylvania County Schools but also having the practical skills necessary for the implementation of educational theory.

Mentors will assist the mentees with the technical aspects of the job and support them through the initial phase of teaching. Through professional encounters, teachers will receive guidance from a selected role model. The pairing of the mentor and mentee should enhance competency, promote confidence, and create greater enthusiasm for teaching.

PROGRAM OBJECTIVES

The objectives of the mentor teacher program are to

- Retain quality teachers
- Enhance beginning teachers’ skills and performance
- Improve the quality of curriculum and instruction
- Promote effective, ongoing communication
- Support teacher morale and collegiality to prevent teacher isolation
- Build a sense of professionalism and positive attitude
- Facilitate a seamless transition into the first year of teaching
- Put educational theory into practice
- Encourage self-reflection

MENTOR QUALIFICATIONS AND DUTIES

Mentors must

- Hold continuing contract status in Spotsylvania County Schools.
- Be knowledgeable of the Virginia Standards of Learning and district curricula, policies, and procedures.
- Be knowledgeable of policies and procedures pertaining to No Child Left Behind and Adequate Yearly Progress.
- Understand and be able to model effective instructional techniques and classroom management skills.
- Exhibit effective communication skills, integrity, and confidentiality.

Mentor Teachers will

- Attend training workshops in August, October, November and January.
- Conduct informal observations of their mentee.
- Serve as a role model and advisor to the mentee.
- Assist mentees with content, curriculum, instructional techniques, time on task, classroom management strategies, and district policies and procedures.
- Meet with the mentee on a regular basis to provide guidance and support.
- Communicate division and state goals.
- Provide support with things "outside" the school building such as relocation and becoming acclimated with the community.
- Communicate building procedures and practices (getting a sub, buying lunch, etc.).
- When necessary, as an intervention, assist mentees in developing an Individualized Performance Plan.
- Collaborate with other mentors to provide support in ALL areas of the mentee's job.
- Evaluate the mentor teacher program through completion of online surveys and verbal feedback to program coordinators.

MENTOR CERTIFICATION

The Virginia Department of Education has recently added a Mentor Teacher designation which can be added to a teaching license. In order to add this designation, an individual must have achieved the Career Teacher designation (renewable teaching license + continuing contract status), be recommended for this distinction by the superintendent or designee, have served at least three years as a mentor, and have completed a state or local mentor teacher training program in accordance with the Board of Education Requirements for mentor teachers.

MENTOR COMPENSATION

- Recertification points for mentor teachers are available under Option 8 of the Virginia Recertification Manual (revised October 1995). One certification point will be awarded for each contact hour. Each mentor must maintain a Verification Log of contact hours spent with the mentee. Mentors should spend a minimum of 23 hours with their mentee during the first semester and a total of 45 hours for the school year. The verification log (see example on page 10) should be submitted to their building mentor coordinator or instructional coordinator for approval of hours by December 9, 2009 and again by May 21, 2010 for final approval of hours mentored.
- A mentor teacher may earn up to 45 points per year for a total of 90 points during the five-year recertification period.
- A stipend of \$450 will be awarded to mentor teachers for each mentee with whom they are paired.

EVALUATION

The school administration will meet with the mentors and mentees to introduce the mentorship program. The administrative team leader, instructional coordinator or building level mentor coordinator will meet in individual or small-group conferences periodically. The purpose of these conferences is for feedback, diagnosis, and/or prescription. At the conclusion of the mentorship program, there will be a final evaluation survey conducted on the effectiveness of the Mentor Teacher Program. Results of the evaluation will be compiled and analyzed. Necessary changes will be implemented for the following year.

Definitions

Mentee - a beginning teacher who has completed less than one year of successful full-time teaching experience OR a teacher who has been out of the classroom for an extended period of time OR a teacher who is teaching in a new subject area.

Mentor - a classroom teacher who has achieved continuing contract status (unless approved by Director of Human Resources) and who meets local mentor selection criteria. The mentors ideally work in the same building as the teachers they are assisting or if necessary in a different building but the same content area. A mentor should be assigned to no more than two teachers at any given time. Mentors guide teachers in the program through demonstrations, classroom visits, and consultations.

Mentor Leadership Team – a team of administrators and teachers who are appointed by the Human Resources Office to carry out the policies and procedures of the mentor teacher program

MENTOR/MENTEE OBSERVATIONS

It is recommended that mentors and mentees observe each other early in the school year, prior to summative evaluations and at other times as needed or recommended by the building principal. We ask that the mentor meet with the mentee prior to the observation to discuss specific items that will be targeted during the classroom visit. After the mentor observation has been completed, the mentor and mentee should meet again to discuss notes and targeted strategies. These are not formal or evaluative observations but a Peer Visit Guide has been included on the next page for optional use.

Spotsylvania County Mentor Teacher Program Performance Area Support Guidelines

- Using the following Performance Area Support document, mentors are required to discuss each topic with their mentee totaling 23 hours each semester for an annual total of at least 45 hours.
- Mentors should track their hours in a journal, chart or spreadsheet. The building level mentor coordinator should ask mentors to verify hours periodically throughout the school year to ensure adequate time is being spent supporting the mentee.
- Mentees must initial each topic discussed.
- Mentors must submit a signed copy of the New Teacher Performance Area Support Log on the following page to the building administrator responsible for the school's mentor program by December 9, 2009 and May 21, 2010.
- The building administrator responsible for the school's mentor program must notify Stephen Covert or Michelle Gordon of any mentor that did not complete the form by the dates specified or their stipend may be affected.

Spotsylvania County Mentor Teacher Program New Teacher Performance Area Support Log

Section I: Planning and Preparation

A. Demonstrates knowledge of subject or content area
 Content knowledge.....
 Instructional pedagogy and theories.....

B. Demonstrates knowledge of students
 Characteristics of age group.....
 Students' interests and cultural heritage.....
 Students' abilities, skills, and knowledge....
 Students' learning styles.....

C. Designs instructional plans based on school, division, and state goals
 Goals aligned with standards.....
 Clarity of objectives.....

D. Uses various learning strategies in daily/unit instruction
 Learning activities/projects/assignments...
 Learning groups in cooperative settings....
 Differentiation strategies.....

E. Prepares for the assessment and evaluation of student learning
 Variety of assessments/methods.....
 Meaningful criteria.....
 Collaborates with others in reviewing data.....
 Uses assessment data to drive instruction... ..

Section II: Delivery of Instruction

A. Helps students construct meaning; organize and present information clearly and accurately.....

B. Demonstrates the use of a variety of materials... ..

C. Incorporates the use of technology.....

D. Uses content specific vocabulary.....

E. Uses appropriate tone and voice inflection to emphasize important ideas.....

F. Circulates among students during instruction when appropriate.....

G. Motivates and engages students in active learning through task orientation.....

H. Provides continuous and ongoing assessment of student progress.....

I. Accommodates individual learning styles.....

J. Teaches accurate information.....

K. Challenges and inspires students to learn.....

L. Promotes critical and creative thinking to show connections/applications of the content to the real world.....

M. Uses skilled questioning techniques to promote active participation and to assess student learning... ..

Section IV: Communication, Community Relations, and Professionalism

Communication and Community Relations

A. Uses variety of media communication techniques to foster positive interactions.....

B. Establishes good rapport with parents through pro-active communication

C. Works collaboratively with staff, families, and community to support student success.....

Professionalism

A. Demonstrates Professionalism

B. Accepts constructive suggestions.....

C. Consistently maintains poise and self-control.

D. Maintains accurate records

E. Maintains good attendance and reports on time

F. Supports and follows school and division policies

G. Accepts responsibility for role in school improvement goals and activities.....

H. Performs duties as assigned by supervisors.....

I. Uses professional staff development and school in-service programs to enhance performance.. ..

J. Uses current research practice and content knowledge gained by reading, attending workshop/conferences, and/or taking college/university course(s).....

K. Uses school improvement and/or biennial school plan goals to enhance student achievement.....

L. Shares instructional ideas with colleagues.....

Section III: Classroom Management

A. Organizes classroom in a manner that is conducive to student learning

- Articulates and enforces school rules.....
- Establishes and uses procedures for class start-up, distribution and collection of materials, use of passes, and dismissal.....
- Develops orderly transition of activities.....
- Maintains safe and orderly classroom.....

B. Maintains Appropriate Discipline

- Communicated behavioral expectations
- Accepts primary responsibility for discipline... ..
- Responds to misbehavior appropriately while respecting the students' dignity.....

C. Develops a climate for learning

- Provides constructive criticism and readily acknowledges own mistakes.....
- Exhibits enthusiasm for teaching/learning process.....
- Establishes and maintains high expectations for learning.....
- Demonstrates sensitivity and warmth.....

As you discuss each of the topics above, please have the mentee initial on the line provided.

Mentor Name: _____ **1st Semester Hours:** **2nd Semester Hours:**

Location: _____

Building Level Mentor Coordinator Initials: _____

**Mentor Teacher Program Verification Log Supplement
For Special Education Teachers**

(Topics listed below must be covered with all new special education mentees in addition to the New Teacher Performance Area Support document.)

TOPIC	Mentee's Initials
Assist with accessing and reviewing the handbook with all special education procedures, timelines, acronyms, and the IEP online Training Manual.	
Help new teachers develop a system for keeping IEP and triennial timelines, using IEP online.	
Review procedures for Functional Behavioral Assessments and Behavioral Intervention Plans (give guidelines, when to begin process in regards to discipline procedures prior to Manifestation Determination meetings—if applicable).	
Give instructions/procedures on how to plan for and organize community-based instructional activities (if applicable).	
Assist with concerns or questions regarding IEP online.	
Share behavioral strategies for starting the school year.	
Assist in setting up the physical classroom to minimize behavior problems, and share strategies for creating a successful learning environment for students with disabilities.	
Help set up a positive behavior management system for difficult students.	
Discuss various discipline strategies and how to match these strategies to particular students.	
Share strategies for translating IEP goals and objectives into classroom lessons and activities.	
Give suggestions on how to collaborate with regular education teachers, specifically if team teaching an inclusion class.	
Help new teacher set up parent contact log to document notes, phone calls, and conferences.	
Talk about unique concerns of parents of special education students, and suggest ways to handle difficult situations.	
Identify strategies and resources to determine instructional levels and needs of each student.	
Invite the new teacher to attend one of your parent conferences.	
Discuss criteria for and content of any alternative assessment(s) available to students with IEP's (if applicable).	

Ideas for Monthly Activities & National Celebrations Calendar

<p style="text-align: center;"><u>August – September</u></p> <p><i>Golf Month (Aug.), Piano Month (Sept.), Native American Month (Sept.), Hispanic Heritage Month (9/15 – 10/15)</i> <i>National Chicken Month, National Rice Month, National Honey Month</i> Welcome package Help set up the classroom Have them over for dinner</p>	<p style="text-align: center;"><u>October</u></p> <p><i>Hispanic Heritage Month (9/15 – 10/15), Computer Learning Month, National Clock Month, Dinosaur Month</i> <i>National Pasta Month, National Pizza Month, National Seafood Month, Cookie Month, Caramel Month</i> Amazing Maze, Hayrides, & Pumpkin Patch at Belvedere Plantation Pumpkin Carving Party Ghost Tour (Fredericksburg, Williamsburg, or Old Town Alexandria) Hiking Trip in Shenandoah Canoe trip – Rappahannock River</p>
<p style="text-align: center;"><u>November</u></p> <p><i>Aviation History Month, America Recycles Day (11/15)</i> <i>National Peanut Lovers’ Month, Split Pea Soup Week (week of 2nd Monday)</i></p>	<p style="text-align: center;"><u>December</u></p> <p><i>Hi Neighbor Month, Thank You Month</i> Civil War Reenactment – Battle of Fredericksburg Secret Santa Gift Celebrate a Snow Day – on a REAL snow day, invite them over for building snowmen, cocoa, snowball fights, etc.</p>
<p style="text-align: center;"><u>January</u></p> <p><i>Tech Month, Book Blitz Month</i> <i>National Hot Tea Month, National Oatmeal Month, National Soup Month, Gourmet Coffee Month</i> Celebrate a Snow Day Winter Social</p>	<p style="text-align: center;"><u>February</u></p> <p><i>Black History Month, Mardi Gras</i> <i>National Snack Food Month, National Potato Lovers’ Month</i> Give a Valentine Gift Home buyers’ workshop</p>
<p style="text-align: center;"><u>March</u></p> <p><i>Women’s History Month, Music in our Schools Month, National Nutrition Month</i> <i>National Noodle Month, American Chocolate Week (4th week in March)</i> Give an Easter Basket Set up an Easter Egg hunt in the classroom.</p>	<p style="text-align: center;"><u>April</u></p> <p><i>National Poetry Month, Jazz Appreciation Month, Guitar Month</i> <i>National Humor Month</i> April Fool’s Day Prank (tasteful of course)</p>
<p style="text-align: center;"><u>May</u></p> <p><i>Mother Goose Day (5/1), National Bike Month, National Flower Month</i> <i>National Barbecue Month, National Egg Month, National Salad Month</i> Memorial Festivities at Maury Heights</p>	<p style="text-align: center;"><u>June</u></p> <p><i>National Dairy Month, National Fresh Fruit & Vegetable Month, National Iced Tea Month</i> Help take down the classroom.</p>
<p style="text-align: center;"><u>Any time Activities:</u></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> • Host a Game Night • Host a Movie Night • Brown Bag Lunch Exchange • Invite them over for dinner/Take them out to dinner • Attend local concert or speaker series: University of Mary Washington, Bluemont, Rappahannock Central Library • Surprise with Movie Tickets • Surprise with Gift Certificate to a Restaurant • Decorate their Classroom for their Birthday/Throw a Birthday Party • Tour the Fredericksburg Battlefields <ul style="list-style-type: none"> • Tour DC • Tour Charlottesville • Tour Richmond (Maymont Park, Science Museum, Lewis Ginter Botanical Gardens) • Tour Williamsburg/Jamestown/Yorktown • Spend a Day at Kings Dominion • Riverside Dinner Theater • Visit the Bug Box • Go Bowling </div> <p style="text-align: right; margin-top: 10px;">For up-to-date information, visit: www.TeachInSpotsy.com</p>	

Anticipation!!!

August – September

The Mentee’s Perspective

As the school year begins the mentee feels excited, enthusiastic, energized and ready to work. Many have recently graduated college and are eager to apply their mastery of education courses to change the world. Others are switching occupations and are looking forward to sharing their wisdom with the minds of the future. Regardless of their experience and enthusiasm, some also feel anxious and a little overwhelmed as they start a new career and/or settle into a new area.

The Mentor’s Role

The main goals during these initial weeks are to encourage your mentee to maintain their excitement and help them adjust to a new community - both socially and logistically.

Suggested actions:

- Establish communication with your mentee as soon as possible, and set a schedule for routine meetings.
 - Meet often with the mentee and focus on positives while addressing any concerns.
- Assist with the logistics of moving to a new area = offer suggestions for housing, grocery shopping, doctors and dentists, automobile repair shops, restaurants, entertainment, and short-cuts/alternate routes to avoid local traffic.
- Help your mentee arrange his/her classroom.
- Personally introduce your mentee to key members of the school community = custodians, secretaries, librarians, ITRT’s, and guidance counselors.
- Personally introduce him/her to POSITIVE teachers in the building, especially those within the same grade level or subject area.
- Explain procedures and expectations in your building – dress code, chain of command, requesting leave, getting a substitute, turning in lesson plans, using the copiers, etc.
- Encourage your mentee to hold on to that vision of what he/she expects teaching to be.
 - Encourage your mentee to keep a “Celebration Journal” or a “Why I Teach Journal” so that the mentee can form a habit of focusing on the positives from the first day.
 - Start a notebook of “Ideas for Next Year”. Throughout the year, make notes of things he/she would like to try or change next year.
- Look ahead to the events occurring in August through September and help your mentee prepare for them.
- Help your mentee to complete licensure paperwork and register for necessary licensure tests.

Important Dates and Reminders

Aug. 11-14	New Teachers Report
Aug. 13	New Teacher Family Reunion Picnic
Aug. 17-21	Teacher Workdays
Aug. 24	First Day of School
Sep. 15-17	Back to School Nights (Tues – Elem, Wed – High, Thur – Middle)
Sept 24	Interim Reports Issued
Sept 29	Parent-Teacher Conferences – ELEMENTARY

ENCOURAGE YOUR MENTEE!!!

Survival October – November

The Mentee's Perspective

Six weeks have passed and the honeymoon is over. Your mentee may feel like he/she has been spinning their wheels - working and working. They may have "lost" themselves in the job as they struggle with the day-to-day operations of the classroom. They are spending countless hours outside of school trying to keep up with planning lessons, grading assessments, managing student behavior, answering un-ending emails, accommodating IEP's, attending this and that meeting, etc. Their communication with family and friends has diminished and/or changed in nature to express fatigue and frustration. They may feel overwhelmed and they have begun to lose sight of their initial enthusiasm.

The Mentor's Role

The main goals of the mentor during this time are to provide ongoing encouragement and moral support, to help the mentee stay focused on the most important aspect of the job = helping students learn, to help them develop instructional strategies, and to remind them that they will succeed.

Suggested actions:

- Continue to meet with the mentee regularly and have him/her focus on their successes and positive experiences.
 - Help him/her recognize areas of growth and progress in their performance.
- Encourage them to maintain the reflective practice they began earlier in the year – continue to add to the Celebration Journal or the Why I Teach Journal and the Ideas for Next Year notebook.
- Observe your mentee teach if you have not already done so and provide positive and constructive feedback.
- Invite the mentee to observe you and other successful teachers so they can continue to model your best practices.
- Continue to help him/her form connections with other teachers and use their advice.
- Make sure your mentee is taking care of himself/herself – staying connected with family and friends, going to the gym or exercising regularly, sleeping and eating well, and taking the time for their own entertainment.
- Look ahead to the events for October through November and help your mentee prepare for them – end of the grading period, parent-teacher conferences, etc.

Important Dates and Reminders

Oct 30	End of 1 st Grading Period
Nov 2	Teacher Workday
Nov 3	School-based Professional Development (Student Holiday)
Nov 5	Report Cards Issued
Nov 11	Parent-Teacher Conferences – HIGH
Nov 12	Parent-Teacher Conferences – MIDDLE
Nov 25-27	Fall Break

WORK CLOSELY WITH YOUR MENTEE!!!

Disillusionment December - January

The Mentee's Perspective

Fall Break and Thanksgiving have provided a short and often timely break from school. Your mentee may feel somewhat re-energized but is probably already counting the days until Winter Break. Although the mentee has probably developed several routines, they may still be struggling with classroom management, planning lessons, and staying on top of grading. Many first year teachers question their ability and desire to teach during these months. They may be physically and mentally worn-out and are more susceptible to catching every flu bug that comes into the building.

The Mentor's Role

The main goals of the mentor during this time are again to provide ongoing encouragement and moral support, to help the mentee stay focused on the most important aspect of the job = helping students learn, and to remind them that they will succeed.

Suggested actions:

- Continue to meet with the mentee regularly –perhaps even more frequently than before - and have him/her focus on their successes and positive experiences.
 - Help him/her recognize areas of growth and progress in their performance.
 - Continue to help the mentee form connections with other teachers and to use their advice.
- Continue to help your mentee develop lessons and assessments.
 - Help them move away from “next-day survival planning” to longer-term weekly or unit planning.
 - Encourage them to maintain the reflective practice they began earlier in the year – continue to add to the Celebration Journal or the Why I Teach Journal and the Ideas for Next Year notebook.
- Make sure your mentee is taking care of himself/herself – staying connected with family and friends, going to the gym or exercising regularly, sleeping and eating well, and taking the time for their own entertainment.
 - Find out what his/her plans are for winter break. If they are unable to return home to their families, help them find people with whom to celebrate the holidays be it with you or someone else from the school community.
 - Encourage them to attend local holiday festivities – parades, Christmas home tours, concerts, etc.
- Look ahead to the events for December through January and help your mentee prepare for them – end of the first semester, midterm exams, benchmarks, parent-teacher conferences, etc.
- As Intent Forms are issued, talk to your mentee about their intentions for next year.
- Join your mentee at the January Social!

Important Dates and Reminders

Dec 3	Interim Reports Issued
Dec 21- Jan 1	Winter Break
Jan 18	Holiday for Students and Teachers
Jan 19-22	Early Dismissal – HIGH SCHOOL ONLY for midterm exams
Jan 22	End of 2 nd Grading Period and 1 st Semester
Jan 25	Teacher Workday
Jan 28	Report Cards Issued

Meet with your mentee somewhere outside of the school for more causal and enjoyable conversations.

Rejuvenation February - March

The Mentee's Perspective

We are half-way there! Many new teachers feel reborn and have a sense of accomplishment. They are feeling more confident regarding the day-to-day aspects of the job and look to the future with determination. Many start to develop longer-range goals and plans for the upcoming months. While they feel relief for making it this far, new obstacles loom. "How do I cover this much material in the few weeks left?" "How do I prepare the students for SOL tests?" "When do I stop teaching new material and start reviewing?"

The Mentor's Role

The main goals of the mentor during this time are again to provide ongoing encouragement and support, to help the mentee stay focused on helping students learn, and to help them develop plans for the few remaining months.

Suggested actions:

- Although they are feeling more confident, continue to meet with the mentee regularly.
- Continue to help your mentee develop lessons and assessments.
 - Help them map out the rest of the school year and develop plans to cover the material effectively and in a timely manner
 - Help them develop strategies for reviewing material and preparing them for SOL tests.
 - Help them move away from "next-day survival planning" to longer-term weekly or unit planning.
- Encourage them to maintain the reflective practice they began earlier in the year – continue to add to the Celebration Journal or the Why I Teach Journal.
- Help him/her recognize areas of growth and progress in their performance.
- Make sure your mentee is taking care of himself/herself – staying connected with family and friends, going to the gym or exercising regularly, sleeping and eating well, and taking the time for their own entertainment.
 - Remember that Valentines Day is in February and that some mentee's may be away from family, friends, and significant others.
 - Remember that Spring Break is the last week of March
- Look ahead to the events for February through March and help your mentee prepare for them
- Talk to your mentee about the summative evaluation process.

Important Dates and Reminders

Feb 3	Parent Conference Nights-High
Feb 4	Parent Conference Nights-Middle
Feb 12	Teacher Workday or Make-up Day
Feb 15	Teacher Workday or Make-up Day
Feb 25	Interim Reports Issued
Mar 2	Parent-Teacher Conferences – ELEMENTARY
Mar 12	Teacher Workday or Make-up Day
Mar 25	End of 3 rd Grading Period
Mar 26	Teacher Workday
Mar 31	Report Cards Issued

HANG IN THERE!!! You're both almost finished!!!

Reflection and Anticipation April - June

The Mentee's Perspective

As April rolls around, new teachers have had another long break and feel refreshed. The end of the year is certainly in sight. By this time, many mentees have "found their groove" and finally have time to genuinely reflect on the past year. They will remember what worked and what did not. They will start to think about the next school year and begin to anticipate returning in the fall as an experienced teacher. Although energized and confident, mentees are still concerned about the remaining weeks and how they will finish the school year.

The Mentor's Role

The main goals of the mentor during this time are to encourage the mentee to review their successes and near-successes for the past several months, help them prepare for the remainder of the current year, and help them develop a vision for next year.

Suggested actions:

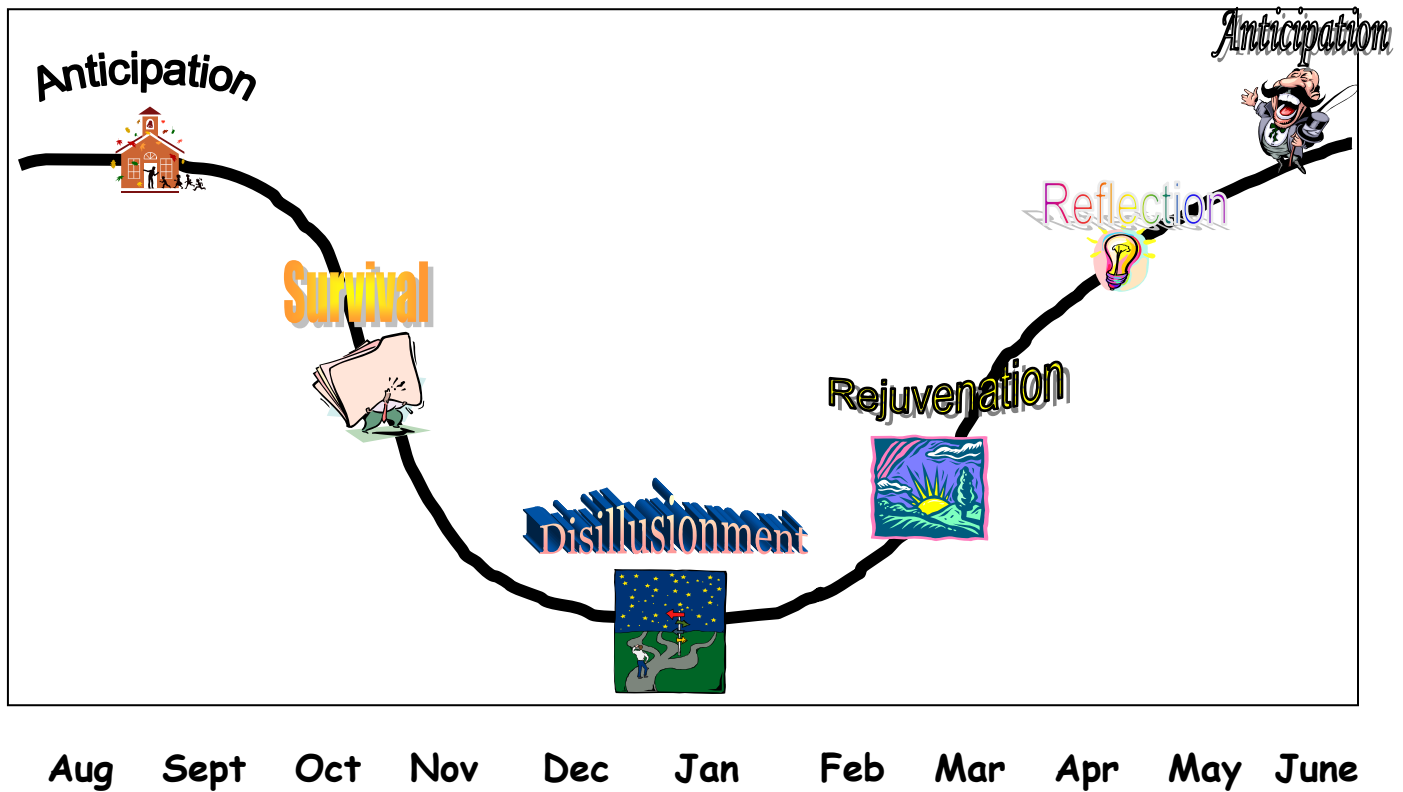
- Continue to help your mentee develop lessons and assessments.
 - Help them map out the rest of the school year and develop plans to cover the material effectively and in a timely manner
 - Help them develop strategies for reviewing material and preparing them for SOL tests.
 - Help them develop strategies for the end-of-the-year process = collecting textbooks, disassembling classrooms, storing materials for the summer, etc.
 - Help them develop strategies to identify areas of student weakness and techniques to revisit the material.
- Prepare your mentee for "Spring-induced" changes in student behavior – decreased focus, increased energy, tendencies to ignore dress codes, etc.
- Encourage them to review the reflective practice they began earlier in the year – continue to add to the Celebration Journal or the Why I Teach Journal.
- Help the mentee choose professional development programs for the summer based on his/her needs and interests.
- Look ahead to the events for April through June and help your mentee prepare for them
- Finish the year with a celebratory outing with your mentee outside of school.

Important Dates and Reminders

Apr 1	Holiday for students and teachers (make-up day)
Apr 2	Holiday for students and teachers (make-up day)
Apr 5-9	Spring Break
Apr 14	Parent-Teacher Conferences – HIGH
Apr 15	Parent-Teacher Conferences – MIDDLE
May	SOL TESTING
May 13	Interim Reports Issued
May 31	Holiday for Teachers and Students
June 8-11	Early Dismissal for Students and Teacher Workdays
June 11	Last Day of School – End of 4 th Grading Period and Second Semester
June 12	Teacher Workday

YOU MADE IT!!! CELEBRATE!!!

Phases of the First Year Teacher



*Thank you for giving your time, your wisdom and your support
to our new teachers!*