

**New Teacher Mentor’s**

**Handbook**

## Mission Statement

The Mission of the Lebanon County Career and Technology Center is to provide high school and adult students with the skill, knowledge, and understanding necessary to obtain employment, advance in careers, pursue postsecondary education and enrich their lives.

## Vision Statement

The vision of the Lebanon County Career and Technology Center is to provide a safe and rich learning environment where each student is encouraged to succeed in career and technical attainment and is valued for their unique talents and differences.

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**Characteristics of an effective Mentor is…**

1. They are a good listener.

2. They give constructive feedback.

3. They take a personal interest in their mentee.

4. They are enthusiastic about their role.

5. They treat others with respect.

6. They are a skilled teacher.

7. They demonstrate responsibility for the employee they're mentoring.

8. They are non-judgmental.

9. They have expertise in a certain field.

10. They take pride in their work.

Citation:

https://www.indeed.com/career-advice/career-development/important-characteristics-of-a-mentor

**PDE Chapter 49 and Mentorship**

The following was excerpted from the *Commonwealth of Pennsylvania, Department of Education, Induction Plan Guidelines*:

**Mentors**

Chapter 49 requires a mentor relationship between the inductee and the educator induction team. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code §49.16).

*Recommended* criteria are:

1. Similar certification and assignment
2. Outstanding work performance
3. Models continuous learning and reflection
4. Knowledge of district/school policies, procedures, and resources
5. Ability to work with students and adults
6. Willingness to accept additional responsibility
7. Mentor training or previous experience
8. Compatible schedules so the mentor and inductee can meet regularly
9. Training in use and application of the Standards Aligned System
10. Understanding the levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge
11. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
12. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
13. Developing assessments that are based on standards and eligible content
14. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS)

**Goals of the LCCTC Coaching/Mentor Program**

LCCTC Coaching and Mentor Program Goals:

The goal of providing mentorship to a new teacher is to offer a supportive encouraging environment to help the teacher become acclimated to and grow in his/her new role in education. Thus, providing students with a well-prepared and effective teacher. This also reduces stress by providing a support system, as well as creating an environment where Lebanon CTC will retain teachers on a long-term basis, reducing the negative effects of teacher turnover on student learning.

**Mentors help by**:

* Being a sounding board and supportive colleague
* Accessing resources
* Explaining or clarifying expectations
* Navigating the “hidden” culture of the educational community
* Offering guidance in aspects of the educational processes

**Lebanon CTC Mentor Teachers Responsibilities**:

Assist or help the new teacher to/with…

* Identify and priorities their most immediate needs
* Strategies to organize and manage the instructional program
* Modify or develop curriculum to meet Chapter 4 and Chapter 339 requirements
* Implement the strategic plan priorities relevant to his/her program
* Provide suggestions on instructional techniques, assessment, grading, and recordkeeping
* Content of the teacher handbook, policy manual, student handbook and teacher contract
* Suggestions on communicating with parents and staff
* Obtaining resources — materials, equipment, repairs, maintenance, and support services
* Support use of the student information system and learning management system
* Support new teacher in navigating the vocational certification process and professional development
* Meet with the new teacher a minimum of once a week for one hour ***beyond normal contract hours***, see Collective Bargaining Agreement
* Redirect serious concerns and situations to appropriate administrator or specialist
* Complete the mentor inductee activities checklist
* Complete all necessary forms, evaluations, and paperwork
* Attend group mentor meetings as scheduled at the end of each marking period
* Attend Induction meetings as requested

**MENTOR INSTRUCTOR SELECTION PROCESS**

Summary: It is important the a potential mentor understand all aspects of the new teacher induction process and the commitments in advance. Mentors are provided a stipend, outlined in the collective bargaining agreement, in the in exchange for their support and dedication to the new teacher.

Process for becoming a mentor:

1. The director will share the need for a new teacher mentor.
2. Interested Mentor Candidates are encouraged to review the mentor handbook, current CBA criteria, required activities, and complete the mentor survey to reflect on this opportunity before applying.
3. Interested teachers with the following qualifications should complete the application.
   1. Must be tenured.
   2. Similar program alignment will be considered
   3. Completed Vocational I certification and working towards Voc. II certification.
   4. Previous 3 years of a satisfactory evaluation rating or better
   5. Innovative teaching performance and strategies that result in improved student performance
   6. For additional information see Collective Bargaining Agreement article XXV section D.
4. The administrative team will review interested applicants and select the candidate that meets qualifications and is most appropriate to be paired with the new teacher.
5. New Mentor signs the mentor agreement.
6. The mentor is paid an annual stipend.

**Responsibilities of each Induction Participant:**

**CTE Director:** The Lebanon CTC Director oversees to implementation of and evaluates the induction process to ensure it meets the PDE required guidelines with fidelity.

**Assistant Director of Programs:** The assistant director of programs supervises the design of the induction program and works together with the instructional coach and other staff to implement the induction program, as well as supervises the new teachers’ and mentors’ participation in the program. Completion of mentor and new teacher induction activities gets reported to the assistant director of programs.

**Instructional Coach:** The instructional coach partners with the assistant director of programs in the design and implementation of the induction program. The instructional coach will organize meetings, present topics, invite and coordinate appropriate guest speakers for specific topics, track participations, and arrange instructional learning visits. The instructional coach will support mentors with guidance and training. The coach will review the induction program for quality by surveying current and past mentors and inductees, as well as check for compliance with PDE guidelines and make recommendations for additions or changes to the administrative supervisors.

**New Teacher:** New teachers should seek support from mentors, attend induction group sessions, meet with their mentors weekly to complete the mentor-inductee activities checklist, and communicate needs and concerns to their mentor, or to the instructional coach and/or administrator as soon as possible. New teachers will be provided with ongoing support and opportunities for additional training through induction. They should participate in instructional learning visits to other teachers classrooms and other career and technology centers as scheduled. Please attend all scheduled meetings and arrive on time. If a new teacher cannot attend a meeting, he/she should contact the assistant director of programs and instructional coach to coordinate a time to make it up.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELF SURVEY: SHOULD I BECOME A MENTOR? Adapted from - Barry Sweeny** www.teachermentors.com | | | | | |
| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
|  | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
| I see myself as being people oriented; I enjoy working with other professionals. |  |  |  |  |  |
| I am a good listener and respect my colleagues. |  |  |  |  |  |
| I am sensitive to the needs and feelings of others. |  |  |  |  |  |
| I recognize when others need support or independence. |  |  |  |  |  |
| I want to contribute to the professional development of others and share what I have learned. |  |  |  |  |  |
| I find rewards in service to someone who needs my assistance. |  |  |  |  |  |
| I am able to support professional growth and help others without taking charge within a professional framework. |  |  |  |  |  |
| I am able to adjust my schedule to more effectively meet the needs of others. |  |  |  |  |  |
| I am confident and secure in my knowledge and try to remain  up-to-date. |  |  |  |  |  |
| I enjoy the subject(s) I teach or the position I hold. |  |  |  |  |  |
| I set high standards for my students and myself. |  |  |  |  |  |
| I use a variety of methods to enhance student learning. |  |  |  |  |  |
| My students are engaged in active learning. |  |  |  |  |  |
| Others look to me for information about subject matter and methods. |  |  |  |  |  |
| Overall, I see myself as a competent professional. |  |  |  |  |  |
| I use my strengths to support my colleagues. |  |  |  |  |  |
| I am able to explain things at various levels of complexity and detail. |  |  |  |  |  |
| Others are interested in my professional ideas. |  |  |  |  |  |
| I am familiar with PDE’s POS and standards and use them to align my teaching. |  |  |  |  |  |
| ***Total number of checks in each column:*** |  |  |  |  |  |

|  |  |
| --- | --- |
| **Lebanon County CTC Mentor Application Form** | |
| **Part 1: Background Information** | |
| **Name**: | **Program**: |
| Years of Experience: | Past Mentor Experience: |
| **Last Year’s Evaluation Designation**: \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Distinguished | |
| **Part 2:** Please write a short statement describing why you would like to mentor new teachers. | |
|  | |
| **Part 3: Please Circle** **Yes or No to respond the questions below.** | |
| Yes / No - Are you willing to attend Mentor Training as required?  Yes / No - Are you willing to serve as a Mentor for two school years?  Yes / No - Do you participate in professional development opportunities?  Yes / No - Do you incorporate current best practices into your teaching? | |

# **Inductee and Mentor Activities and Discussion Checklist**

New Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Topic | Date | Mentor/Coach | Teacher Signature |
| Orientation/First Week | Building Tour |  |  |  |
| Orientation/First Week | -Introduction to Key Personnel  -Supporting students with special needs |  |  |  |
| Orientation/First Week | Safety Drills-  -Fire Drills  -Lock Downs:  -Locations outside, location for sheltering off-site  -Parent Communication & Introductions |  |  |  |
| First Week | Discuss anything the inductee needs the first week including classroom management and assembly behavior protocols |  |  |  |
| First Week | School Calendar and Daily Schedule,  Morning and Dismissal Procedures, Review Student Handbook |  |  |  |
| First Day or preservice orientation | Taking Attendance  Use of the “follow me” printer and copier |  |  |  |
| September | Teacher Absence Reporting |  |  |  |
| 2nd week of school | -Creating assignments and assigning grades in CSIU  Purchase Orders-forms and procedures  -Support with LMS |  |  |  |
| September | Substitute Plans  OAC: Review members and invite new industry members |  |  |  |
| September | Discipline Procedures and Entering Discipline in the SIS |  |  |  |
| September | CareerSafe:  Employability and Interview Skills  OSHA 10-hour Safety Training |  |  |  |
| September | CIP meetings w/PSU |  |  |  |
| Week | Topic | Date | Mentor/Coach | Teacher Signature |
| September | Review Classroom Management Plan and SAP referrals |  |  |  |
| Sept/Oct | CTSOs/Skills USA  -Requesting a field trip and field trip procedures |  |  |  |
| Fall before tours begin | Student Recruiting and marketing your program |  |  |  |
| October | OAC meetings-Fall requirements and procedures  Doc Available:  -Establishing and Operating Effective Occupational Advisory Committees  -Discuss Books needed-approved by OAC |  |  |  |
| October | NOCTI Pre-test and NOCTI basics (more will be covered in a meeting) |  |  |  |
| October-first week | How to sign into PAETEP to complete an evaluation response |  |  |  |
| End of October | Entering Final MP Grades, Report Card Comments |  |  |  |
| November | Show how to access the Staff Handbook and resources on the S drive |  |  |  |
| November | Prep for Open House |  |  |  |
| November | Review Teacher Evaluation Procedures |  |  |  |
| November | Requesting Professional Development or Conference-  Forms and procedures |  |  |  |
| December | NOCTI Pre-test Score Reports |  |  |  |
| December | Learning Walks and Observations |  |  |  |
| December | Field trip procedures  Remind Inductee to register for next PSU course |  |  |  |
| February | Student Recruiting and program marketing |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Topic | Date | Mentor/Coach | Teacher Signature |
| February | Registering for Voc. I courses and Tuition Reimbursement |  |  |  |
| February | Book orders due |  |  |  |
| March | OAC meetings-Spring requirements and procedures  Doc Available:  -Establishing and Operating Effective Occupational Advisory Committees |  |  |  |
| March | NOCTI-proctors, supplies, etc. |  |  |  |
| May | Awards Ceremony Student certificates |  |  |  |
| May | Review NOCTI Scores and discuss data informed planning |  |  |  |
| May | School Year Reflection |  |  |  |
| May/June | Review/Renew Emergency Certifications |  |  |  |
| June | End of Year Procedures |  |  |  |
| Choose 2 dates during early November and anytime in February-1 shop and 1 theory room visit no more than 45 minutes. | Mentor observes inductee teaching and provides non-evaluative feedback.  Note: *MUST schedule ahead so someone can cover the mentor’s class during this time.* Guidance will be provided on this process ahead of time. |  |  |  |
|  | Student Projects and Portfolios |  |  |  |
| May | Take an inventory of supplies with mentor and make a list of needed equipment, tools, and consumables (both in stock and needed) |  |  |  |

Coach will work with new teachers before starting in the classroom if they start mid-year.

**Mentor Resources and Training Topics**: (*page under construction*)

1. Intro to Mentoring: Mentor *NOT* Supervisor
2. Setting Expectations For Mentoring Meetings
3. What To Do When Personalities Clash.
4. Serious Student Behavior Issues
5. Stay on Topic in meetings when the Inductee just needs to vent!
   1. Redirecting Toxic Conversations: <https://www.instructionalcoaching.com/courage/>
   2. <https://www.instructionalcoaching.com/courage/>
6. Setting Boundaries (preservice discussion)
7. When they don’t take your advice and direction…