

LAKE REGION SCHOOL DISTRICT  
Mentoring/Induction Program  
For New Teachers

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H. E. L. P.

*Helping New  
Educators Learn the  
Profession*

# Lake Region School District

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## **Acknowledgements and Thanks**

H.E.L.P. Manual Editors 2004:

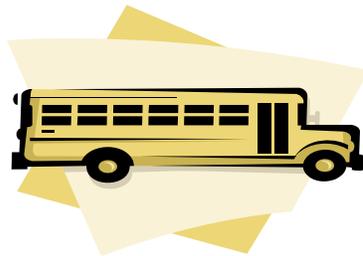
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*A 2003 Beginning Teacher: “I came into this district knowing so little about teaching in a public school. Now I feel confident that I will have a successful career in teaching, thanks to (my mentor).”*





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# Your Road Map to a Career in Teaching in Lake Region School District

*“The dream begins most of the time with a teacher who believes in you, who tugs and pushes, and leads you on to the next plateau, sometimes poking you with a sharp stick called “truth”.”*

*-Dan Rather*

**W**elcome to Lake Region School District, and your new position as one of our highly valued and professional educators. The profession of teaching is a noble one! It is also one that can prove challenging and rewarding, both qualities we desire in our learning environment, and in our workplace. Throughout this manual there are tips, strategies, policies, procedures, and resources that we hope you will find useful and interesting..

This manual is organized by the commonly perceived needs of beginning teachers. It is not our intent that you read it from beginning to end, but instead use it as a road map for your first two years as a new teacher in Lake Region. It may be useful to you to take a few minutes and flip through the whole manual to “get a feel” for how it is organized and what sections contain information that you are most interested in right now. It is advisable to carefully read each section at some time to assure that you and your mentor understand the contents. This may be something to review and discuss at your first few weekly meetings.

 **First** you should receive this manual and meet your mentor. That meeting will be the gateway into your school and all its nuances: the people, the culture, the students, and the mission.

Think of yourself and your mentor as a teaching/learning team, one that will share challenges and successes during the year. Most teams find that the year working together is a powerful learning experience for both, leading to greatly improved teaching practice and professional learning. The time you spend planning now will pay off greatly in the future.

During the days just prior to the opening of school, you and your mentor will meet in your building to prepare for the school year. In particular you should plan the first few days and weeks, which research tells us are crucial to the success of the rest of the year for you and your students. This planning can be an exciting

**The right tool for the job!**

opportunity to get to know your new colleagues and school. Reach out to those in your school for guidance in this important period.

**Things you will need to plan for success in the classroom:**

- “Curriculum Guides” for all the subjects you teach (These can be downloaded from our “First Class” server. Ask your Technology Integrator for help if need be.).
- A copy of the Maine Learning Results (“the purple book”). One was given to you at Orientation, unless you already owned one.
- “Curriculum Maps”/Syllabi for your grade level/course, and the preceding and following grade levels/courses.
- Textbooks, if used, for all the subjects you teach
- Supplementary curricular materials such as worksheets, maps, assessments, hands-on learning tools, audio-visual aides, planned units, & technology
- Handbooks, calendars, schedules, and policies for your school and district
- Planning aides such as the Daily Plan Book, Daily Grade Book, etc.
- Time to read through these materials and become familiar with them.



## II Tips and Tricks

### Important people to know

Find out the names of these people and record them on this page.

Principal \_\_\_\_\_

Asst. Principal/Head Teacher \_\_\_\_\_

Dept. Head/Chair \_\_\_\_\_

Special Ed. Case Manager \_\_\_\_\_

Secretary \_\_\_\_\_

Librarian \_\_\_\_\_

Technology Integrator \_\_\_\_\_

Custodian \_\_\_\_\_

Head Cook \_\_\_\_\_

Recertification Representative \_\_\_\_\_

Teacher's Association Representative \_\_\_\_\_

### **Questions to Ponder**

Do you know where and how to get: the forms you need for school events (field trips, accidents, etc.); classroom supplies; curricular materials; student information; important policies and rules; schedules?

Have you carefully read your contract?

Do you know whom to call if you are going to be out?

Do you know where to meet during a fire drill?

Do you know the procedures for lock down?

Do you know what is supposed to be in your sub folder?

Did you know that you could have tuition paid for by the district?

Do you know who to list your personal property with?

Do you know where to get AV equipment?

How will you set the tone and climate of your relationship with students, parents, and colleagues?

Have you thought about your professional development goals this year? What would you like to learn more about as a teacher?

What does the whole year look like, and what are the benchmark events (Common units, assessments, reporting periods, parent teacher conferences, field trips, social events)?



## TOP TEN STEPS FOR THE NEW TEACHER

- 1. Lesson Plans - Overplan! Overplan! Overplan!**  
You can never go wrong when you have too many activities planned. It is much easier to NOT DO an activity than it is to think of one at the last minute.
- 2. Vary your activities.**  
Alternate a fun activity with a rule/procedure or other teacher activity.
- 3. Make day of the week folders.**  
Use manila folders and label each one in a different color with the day of the week. You could also use colored manila folders. Laminate. Place lesson plans and materials for each day in these folders.
- 4. Have a substitute folder ready.**  
Include procedures and detailed daily schedule, math practice sheet, journal topics, grade level team members' names and room numbers. Place this in the day of the week folder, or agreed upon spot in your school. You can add to this throughout the year, to update.
- 5. Posters of rules and consequences, agreed upon by the entire class.**  
Laminate and hang where students can easily see them.
- 6. Poster with daily schedule written out.**  
Laminate and hang where students can easily see it.
- 7. Get important student forms.**  
Office referral, discipline, counselor referral, Technology Use Form.

8. **Organize files in the filing cabinet.**

If you do not do this before school starts, you'll be swamped and will never have the time to do it. Whenever possible, handle paperwork ASAP to avoid losing it, etc.

9. **Know what students are going to do with supplies.**

Have a procedure ready when they walk in the door...Keep?...Stack in the corner?...Take up?

10. **Welcome notes for students.**

Write out the same note for every student and do not write student names on these. This will save you time and trouble. You may want to include a pencil or other incentive with the note.



## **TOP TEN WAYS TO KEEP IN TOUCH WITH PARENTS**

- Web site
- Voice mail/voice bulletin board
- Newsletters
- Academic calendar
- Email
- Fax
- Bulletin board outside of classroom
- Notes
- Fun stationary with information
- Phone



## **TOP TEN WAYS TO INVOLVE PARENTS IN THE CLASSROOM**

- Tutor students in a specific area
- Read to students
- Guest speaker
- Model real-life applications of concepts learned
- Help monitor learning centers or lab stations
- Help with school-wide events/projects
- Help with culminating activity for a unit of study
- Chaperone a field trip
- Bring in needed supplies for a special project
- Help with classroom clerical tasks.



## HOW TO MAKE THE MOST OF AN OPEN HOUSE

### ELEMENTARY

1. **Have a wish list ready...**

Have a fun way of requesting help and supplies from the parents. An easy way is to make an apple wish list. Use the cut to cut out apple shapes. Then, write on each apple one thing that you need for your classroom. Ask the parents to draw one or two apples from either a basket or a tree. If you don't know everything you'll need, keep the apple basket/tree in your room for parents to pick from throughout the year. Let parents know when new items have been added to the basket/tree.

2. **Do not hold conferences....**

This will take more time than you can imagine. Parents will be lined up in front of your door for hours. In addition, conferences should be done privately, not when other parents and students are wandering around. If parents press you to answer specific questions, ask them to set a parent teacher conference with you at another date where you can feel free to answer their questions fully and confidentially. Write it down on your calendar to show you are serious about meeting them.

3. **Don't sit behind your desk...**

This may seem tempting with all those papers waiting to be graded, but you want to make a great impression on your parents so that they will work with you in the future. Be accessible!

4. **If you plan a specific activity make it short and sweet, and have handouts.**

Most families will be drifting in and out of your classroom. While some may stay the whole time, others will only stay a few minutes.

5. **Have students act as guides for their parents...**

Let the students do all the work during the open house. You have worked hard enough. Use a couple of days to prepare. Display students work on the walls, and put student projects and papers on their desks for easy viewing. Encourage your students to teach their parents about class activities by looking through their collection of work.

6. **Have activities prepared that do not require your direction...**

If you feel you need something to keep parents and students busy, find puzzles, math games, flash cards, logic problems and reading games used in your curriculum. Laminate the directions and place them on the tables along with the activity. Make sure the students are aware before they leave school on the day of the open house that they are responsible for entertaining their parents and demonstrating their own work.

## SECONDARY

1. **Display student work around the room and in the hallways for parents to view...**  
Parents may or may not look at the work depending on their schedule. You may need to point out that work is displayed and encourage your students to show their parents around.
2. **Be prepared to explain your classroom policies and procedures and have handouts.**  
Generally, middle and high schools have the parents follow their child's schedule. Each session will last no more than 20 minutes. You will have one or 2 sessions with no parents due to your planning and team time. Use this time to catch up on work, or check out the teacher's lounge and see if there are any treats waiting.
3. **Make your talk fun and interesting...**  
Your parents have worked all day too. The last thing they want is to be talked at by some teacher. Give them the information with some humor. Have a few teaching cartoons displayed on the overhead.
4. **Have your information typed out for the parents to take home...**  
Instead of speed talking your way through your classroom expectations, procedures, upcoming units, field trips, etc., type it out for your parents to take home. Highlight a few things in your speech and then encourage parents to read the rest when they get home.



### 16 WAYS TO BE A SMARTER TEACHER

1. **Students take risks when teachers create a safe environment.**  
Students have to acknowledge what they don't know, take risks and rethink what they thought they knew. That can be uncomfortable - even scary - situation for anyone. A little warmth goes a long way.
2. **It's not about you; it's about them - "a guide on the side"**  
The best teachers see themselves as guides. They share what they know but they understand they are not the focus - their students and their learning are.
3. **Study your students.**  
It's not enough to know your material. You need to know the people you are teaching - their talents, prior experience and needs.
4. **Great teachers exude passion as well as purpose.**  
The difference between a good teacher and a great one is not expertise. It comes down to passion, passion for the material and passion for teaching. The desire is infectious.
5. **Students learn when teachers show them how much they need to learn.**

Students need to see the gap between where they are and where they need to be. Once they see that, they can begin to learn.

**6. Keep it clear even if you can't keep it simple.**

One of the chief attributes of a great teacher is the ability to break down complex ideas and make them understandable. The essence of teaching - and learning - is communication.

**7. Practice - vulnerability without sacrificing credibility.**

Sometimes the best answer a teacher can give is "I don't know". Instead of losing credibility, the teacher gains students' trust and that trust is the basis of a productive relationship. Acknowledging what you don't know shows that you are still learning, that the teacher is, in fact, still a student.

**8. Teach from the heart.**

The best teaching isn't formulaic; it's personal. Develop your own teaching style based on your experience and watching exemplary teachers (your mentor, for example).

**9. Repeat the important point.**

If you want your listener (student) to remember something, you need to give it to them more than once. The first time you say something, it's heard. The second time, it's recognized. The third time it's learned, especially if practiced. The challenge then, is to be consistent without becoming predictable or boring.

**10. Good teachers ask good questions, and keep asking until they really understand.**

Effective teachers understand that learning is about exploring the unknown and that such exploration begins with good questions: Questions that open a door to a deeper understanding.

**11. You are not passing out information.**

The best instructors are less interested in the answers than in the thinking behind them. They help people learn how to think on their own rather than telling them what to think.

**12. Stop talking - and start listening.**

Effective learning is a two-way street: it's a dialogue, not a monologue.

**13. Learn what to listen for.**

Listening is what the students have to say helps them assemble the information and organize their thoughts. Allow them the opportunity to speak to the issues going on in the lesson and the class. Contextualized information is more easily understood and retained.

**14. Let the students teach each other.**

You are not the only one your student learns from. They also learn on their own and from their peers. Allow the students to work together to form deeper understandings.

**15. Avoid using the same approach for everyone.**

Good teachers believe that every student can learn, but they understand that students learn differently. Some are visual, some grasp the abstract, some learn best by reading. The effective teacher must adopt a differentiated approach.

16. **You are always teaching.**

Effective teaching is about the quality of the relationship between the teacher and the student. It does not begin and end with the bell. Your every action and word with students is teaching. Be aware of your influence at all times: in the hall, the cafeteria, the playground, etc.



## Important Topics to Discuss with your Mentor

- \_\_\_\_\_ **Curriculum:** Curriculum Maps, assessments, texts and support materials
  - \_\_\_\_\_ **Maine’s Learning Results** (see appendix)
  - \_\_\_\_\_ **Classroom management**/climate and related resources
  - \_\_\_\_\_ **School Discipline Code**
  - \_\_\_\_\_ Faculty Absence (sick and personal leave forms), **preparation for subs**
  - \_\_\_\_\_ Faculty **duties**
  - \_\_\_\_\_ **Homework** policies/procedures/expectations
  - \_\_\_\_\_ **Non-instructional time** supervision: hallway, bathroom, outside, busses, etc.
  - \_\_\_\_\_ Early release/late arrival, and full day **workshops**
  - \_\_\_\_\_ Use of **copy machine**/laminator/etc.
  - \_\_\_\_\_ **Dates**, timelines, deadlines, certification, course approval/payment
  - \_\_\_\_\_ **Teacher’s contract**
  - \_\_\_\_\_ **Dress code** (student & faculty)
  - \_\_\_\_\_ **Stress**
  - \_\_\_\_\_ **Meals** – students and faculty
  - \_\_\_\_\_ **Recess/Study Hall/Advisory Time**
  - \_\_\_\_\_ Student **attendance**
  - \_\_\_\_\_ **Assemblies**
  - \_\_\_\_\_ **Special Education**
  - \_\_\_\_\_ **Field Trips**
  - \_\_\_\_\_ **Other:**
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- 

Also see lists of possible “hot topics” on each Weekly Log Documentation Form.



## Getting the Most Out of Professional Development

1. **Take the learning into your own hands.** Remember that you are the one who needs the benefit from this information. Come to the session with an open mind and a willingness to learn. Model life long learning.
2. **Do not take anything else to do.** Although you run the risk of being bored, take a chance to be proactive in your learning.
3. **Request meaningful activities and information.** Wait for, and then take the opportunity to request practical ways to apply and implement the information to your own teaching area.
4. **Don't be afraid to ask questions.** Go ahead and speak up. If something is confusing you, raise your hand and ask for clarification. The workshop will not do you any good if you sit through it half confused. Most presenters want to help.
5. **Go with a positive attitude.** We are always saying this to our students and it applies to us as well. If you walk into a staff development meeting with a poor attitude and no intention of learning anything, then you will have wasted a day.
6. **Encourage others around you to maintain a positive outlook regarding the workshop.** We all know teachers who prefer to sit in the back and complain about the workshop before it even begins. This negative attitude can infect everyone around that person which causes a chain reaction throughout the room. Instead of responding to a negative comment with a negative comment, try to infect that person with your positive attitude.
7. **Provide specific constructive feedback to the presenters.** If the workshop still ends up making it on your worst list, let those in charge know why it was a complete bust. Don't forget to start out with one or two positive comments first. Be sure to offer a couple of suggestions for correcting the problem. Think about what you might need as a follow up to this, and request further professional development.
8. **Request and keep documentation of all activities.**



## “Who’s Who” in SAD # 61

### LAKE REGION SCHOOL DISTRICT

Office of the Superintendent of Schools  
Frank Gorham, Superintendent  
Kathleen Beecher, Asst. Superintendent  
207/647-3048 or 693-5682

#### Principals

Principal –Cheryl Turpin - Crooked River Elementary School – 207/627-4291  
Principal – Andrea Lane – Sebago Elementary School – 207/787-3701  
Principal - Beverly Chalmers – Stevens Brook Elementary School - 207/647-5675  
Principal - June Conley – Songo Locks School – 207/693-6828  
Principal - Charles Lomonte – Lake Region Middle School – 207/647-8403 or 693-6218  
Principal - Roger Lowell – Lake Region High School – 207/693-6221 or 647-3581

#### Directors

Director – Zane Clement–Adult & Community Education, Bridgton Memorial Sch. – 207/647-5054  
Director – Daniel J. Conley – Mentoring/Induction Program- 207/647-3048, ext. 531  
Director – Lisa Hanson – Special Education - Casco Memorial – 207/627-4578  
Director - Roseanne (Rosie) Schacht – Lake Region Vocational Center – 207/647-3481

### DISTRICT

CONTACT PERSON	RESPONSIBILITY	TELEPHONE
Cathy Gerrish	Sec. Sup, Certification, Sick Leave	207/647-3048 x528
Becky Dyer	Payroll, Sick Leave, Personal Leave	207/647-3048 x524
Julie Ridlon	Personnel, Course reimbursement, Medical Leave, New Employee Packets	207/547-3048 x521
Sherrie Weese	Insurance, Maine State Retirement	207/647-3048 x523
Julie Johnson	Subs. (no later than 6am or 9pm)	207/647-3226

### SPECIAL EDUCATION

Department – Casco Memorial – 207/627-4578  
Barbara Monck – Director’s Secretary – 207/627-4578 x21  
Maureen Quinn – Special Services Secretary – 207/627-4578 x23  
Darleen Perry – Special Services Clerk – 207/627-4578 x32  
Kevin Geel/Mark Schrader – Special Education Coordinators – 207627-4578



# Induction Program Information and Data

## **LAKE REGION SCHOOL DISTRICT: COMPREHENSIVE TEACHER INDUCTION PROGRAM**

Lake Region School District is dedicated to the success of all members of our school community—students and teachers. In order to support our new teachers and contribute to the enhancement of our student’s learning we have developed this comprehensive induction program that engages new and veteran teachers in collegial, professional growth around mentoring and Maine’s Beginning Teacher’s Standards.

### **Mission Statement**

The purpose of Lake Region School District’s induction program is to provide a supportive professional community for teachers who are new to the district or a particular school or grade level. As a result of this program, we will enhance the collegial environment in our schools and facilitate on-going professional growth for new and veteran teachers that lead to more effective teaching and enhanced student learning.

### **Induction Program Goals**

- To integrate new teachers into the culture and climate of our schools and our school district.
- To assist beginning teachers to manage the challenges that are common to all teachers.
- To enhance new and veteran teacher’s professional development through professional learning and reflection on their practice and on student learning.
- To increase and improve recruitment, retention, & success of beginning teachers.
- To encourage teacher leadership in the district.
- To improve teaching performance and student achievement
- To meet N.C.L.B. mandates (Teacher Quality Enhancement)

## Program Description

- All new teachers will engage in the program at some level, but the program must be differentiated for individual differences in teaching background, education, certification, and placement.
- The mentor/mentee relationship must be confidential, and whenever possible, match in subject area, grade level, building, and philosophy.
- The program should consist of: summer orientation for participants, weekly meetings between mentors and mentees, monthly seminars on selected topics germane to new teachers, yearly recruitment and training of new mentors, and release time for participation in workshops scheduled.
- Coordination with all involved agencies/stakeholders will be on a regular basis.
- Hours spent in the program by mentors are to be documented and lead to recertification credit.
- Yearly summative program evaluation and update will occur.
- Release time will be provided for participants to work together on a regular basis wherever possible (i.e. shared planning time and lunches).
- All activities will be documented thoroughly by participants, and program components revised using data collected.



## **Mentor Role and Responsibilities**

### **Communication**

- Read and respond to district requests, i.e., email, surveys, etc., within the prescribed timeline
- Distribute any induction program materials from district to Beginning Teacher
- Request help for Beginning Teacher if needed

### **Documentation**

- Assist Beginning Teacher in writing TAP based on Maine's Teaching Standards
- Complete and submit documentation of weekly meetings and observations

### **Professional Development**

- Acquire knowledge of and familiarity with Maine's Teacher Certification Standards
- Attend district induction workshops
- Participate in induction related activities with Beginning Teacher
- Complete an initial informal observation within first month of school
- Complete three formal observations of Beginning Teacher
- Attend Summer Institute/Orientation

### **Support/Sponsorship**

- Meet weekly with the Beginning Teacher
- Familiarize Beginning Teacher with the culture of the school
- Advocate for the Beginning Teacher
- Assist Beginning Teacher in finding resources
- Provide emotional support
- Problem solve with Beginning Teacher



## **Beginning Teacher Role and Responsibilities**

### **Communication**

Express needs to mentor

Read and respond to district requests, i.e., email, surveys, etc.

### **Documentation**

Keep a reflective journal

Write TAP based on Maine's Teaching Standards

Assist Mentor in completing documentation of weekly meetings

### **Professional Development**

Acquire knowledge of and familiarity with Maine's Teacher Certification Standards

Attend district workshops

Participate in district induction related activities with Mentor

Participate in three formal observations by the mentor per year until professionally certified

Visit other classrooms minimum 2 x per year

## **Exit Process for Beginning Teachers and Mentors**

- The local certification/induction coordinator and committee, with input from the building principal, will assign the beginning teacher a mentor for the school year.
- At the end of the first two months, the coordinator will distribute a survey to beginning teachers and mentors to assess the effectiveness of the beginning teacher/mentor match.
- If the survey indicates that no problems exist, the match will continue until one or the other expresses the need to reevaluate the match.
- If the survey indicates that a problem exists, the coordinator, certification/induction committee representative and the principal will facilitate a meeting between beginning teacher and the mentor to attempt to resolve issues between them and to improve their effectiveness as a team. This will be followed by a trial period of two months during which they continue to work together.
- Another meeting will then be held with the above parties to determine the success of any adjustments during this two month period, and the parties may, at this point, choose to continue on as a team, or to end the formal beginning teacher/mentor relationship.
- If the match is ended at this point, a replacement mentor will be chosen in order to give the beginning teacher continued support during this critical period. It is highly recommended that districts have a reserve pool of mentors to use in such circumstances. Also, certification/induction committee members may serve as reserve mentors.

# Year-End New Teacher Survey Results, June, 2005

All figures may not equal total number of respondents due to some missing answers or answers of “NA”. Responses are recorded as: **response: number of responses**, i.e. number per month: number of people reporting that number per month. All responses are in **bold print**.

Years in Program:   **1 year: 11 Mentees**                      **2 years: 6 Mentees**

1. Was your mentor in the same:   **building: 16 “yes”**    **department: 10 “yes”**    **grade: 14 “yes”**

2. Approximately how many times per month did you meet with your mentor?

**2 times: 7      3 times: 2      4 times: 8      5 times: 0      More than 5 times: 1**

3. How helpful was your mentor regarding the following:

	not at all	somewhat	quite a bit	very helpful
<b>a. Building Policies</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>7</b>
<b>b. District Policies</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>10</b>
<b>c. Identifying Resources</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>9</b>
<b>d. Teaching Practices</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>8</b>
<b>e. Goal Setting</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>11</b>
<b>f. Goal Completion</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>8</b>
<b>g. Content Support</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>8</b>
<b>h. Classroom Management</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>7</b>
<b>i. Classroom Observations</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>14</b>
<b>j. Professional Development</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>9</b>
<b>k. Instructional Planning</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>6</b>
<b>l. Introductions to Staff</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>9</b>

- **Mentees rated their Mentor “quite or very helpful” in all areas a majority of the time, while c., e., f., and i. were rated the highest. These activities: “identifying resources; goal setting; goal completion; and classroom observations”, constitute a large part of the formal tasks of a Mentor.**

4. What are the areas in which you needed the most help this year? (Check off letters from Question 3, above) **Number of checks for each letter.**  
 a. 5    b. 3    c. 6    d. 3    e. 8    f. 4    g. 8    h. 7    i. 1    j. 3    k. 4    l. 1

5. To what extent do you consider yourself knowledgeable about Maine’s Initial Teacher Certification Standards (“Ten Teaching Standards”)? (Circle one) **“X” plots approximate placement of majority of responses on a continuum from lowest to highest rating.**

very little      somewhat      quite knowledgeable      very knowledgeable

Responses: 0                      3                      11    X                      4

6. To what extent do you attribute any increased knowledge of these standards to this year’s work with your mentor? (Circle one)

not at all      somewhat      quite a bit      to a great extent

Responses: 0                      7                      X                      7                      5

7. To what extent do you consider yourself knowledgeable about Maine’s Learning Results? (Circle one)

very little      somewhat      quite knowledgeable      very knowledgeable

Responses: 0                      2                      7                      X                      9

8. To what extent do you attribute any increased knowledge of these standards to this year’s work with your mentor? (Circle one)

not at all      somewhat      quite a bit      to a great extent

Responses: 1                      9    X                      7                      1

9. What positive impact has this year's work with your mentor had in your teaching practice, and student achievement? **Similar responses were categorized, with the number of responses given.**

- “My Mentor helped me plan curriculum and stay on schedule” – 4
- “Observations and meetings with my Mentor helped me reflect on my practice and improve my teaching” -4
- “My Mentor helped me feel confident in my teaching and gave me personal support during stressful times” – 6
- “My Mentor spent many of our meetings helping me with questions about my certification and required classes.” – 3
- My Mentor helped me to acclimate to Maine’s Learning Results, and the District.” – 3

10. What are some ongoing challenges to supporting new teachers in your school or department?  
**Similar responses were categorized, with the number of responses given.**

- “We need more time in the schedule for: weekly meetings; scoring assessments together; classroom observations; etc.” - 7
- “The changing curriculum and assessments, along with the paperwork responsibilities make it hard to stay focused.” – 6
- “Isolation due to being in a portable and lacking curriculum materials.” – 4
- “Certification questions and paperwork were difficult.” - 2

11. As you end this school year, please check the box below that best describes you plans:

- Expect to have a long-term career in this district – **10**
- Expect to have a long-term career in teaching, but likely to move to another district/state – **3**
- Expect to have a short-term career in teaching, and go back to school – **0**
- Expect to have a short-term career in teaching, and leave for another profession – **0**
- Unsure – **5**
- Comments: **Similar responses were categorized, with the number of responses given.**
- “I want to stay here as long as the budget cuts don’t cut my position” – **5**



**Year-End Survey Data Collected: May 20<sup>th</sup>, 2004**

All figures do not equal total number of respondents due to some missing answers or answers of "NA".

1. Was your mentee/mentor in the same building/department as you? NO: 4 YES: 13

Key: *Times per mo: number of ppl. reporting*

2. Approximately how many times per month Mentees Mentors  
 did you meet with your mentee? 3:3 / 4:6 / 5:3 / >5:6 (Avg. = 4 per mo.) 3:2/ 4:5/ 5:3/ > 5:7 (Avg. = 4.9per mo.)

3. How helpful was your mentor regarding the following?

Key: 1= not at all, 2= somewhat, 3= quite a bit, 4= very helpful Number of Responses/Total Respondents

	<u>Mentees</u>	<u>Mentors</u>
a. Building Policies	15/18= 83% "quite or very helpful"	12/17= 71% "quite or very helpful"
b. District Policies	16/18= 89% "quite or very helpful"	12/17= 71% "quite or very helpful"
c. Identifying Resources	16/18= 89% "quite or very helpful"	14/17= 82% "quite or very helpful"
d. Teaching Practices	17/18= 94%"quite or very helpful"	11/17= 65%"quite or very helpful"
e. Goal Setting	15/18= 83% "very helpful"	11/17= 65% "quite or very helpful"
f. Goal Completion	15/18= 83% "quite or very helpful"	12/17= 71% "quite or very helpful"
g. Content Support	15/18= 83% "quite or very helpful"	10/17= 59% "quite or very helpful"
h. Classroom Management	16/18= 89% "quite or very helpful"	8/17= 47% "quite or very helpful"
i. Classroom Observations	18/18= 100%"quite or very helpful"	12/17= 71%"quite or very helpful"
j. Professional Development	15/18= 83% "quite or very helpful"	14/17= 82% "quite or very helpful"
k. Instructional Planning	16/18= 89% "quite or very helpful"	10/17= 59% "quite or very helpful"
l. Introduction to Staff	14/18= 77%"quite or very helpful"	8/17= 47%"quite or very helpful"

**Weekly Contact Logs of Mentor/Mentee Meetings**

Weekly meeting data from Aug. 2003 through Mar. 2004

<u>Month</u>	<u>Hours Spent</u>	<u># of Meetings</u>	<u>Logs Rec'd/Teams</u>	<u>Avg. Length</u>
<u>August</u>	3.5	7	5/15	30 min.
<u>September</u>	48	83	22/25	35 min.
<u>October</u>	60	76	21/25	47 min.
<u>November</u>	43.5	74	20/25	35 min.
<u>December</u>	25.5	39	15/22	39 min.
<u>January</u>	39	60	15/21	39 min.
<u>February</u>	29	49	14/21	36 min.
<u>March</u>	20	35	7/21	34 min.
Total:	268.5 Hrs.	423 Mtgs	119 Logs	38 Min. avg.

# Maine's Initial Teacher Certification Standards

Discussed in mentor's/mentee's weekly logs during 2003 - 2004:

<u>Standard</u>	<u>Number of References</u>
1. Content Knowledge	38
2. Integration of content areas	18
3. Understanding the unique learner	38
4. Planning instruction	60
5. Instructional strategies/technologies	43
6. Classroom environment/management	26
7. Communication w/stakeholders	40
8. Assessment	40
9. Ethical/legal responsibilities	45
10. Professional development/contributions	50



## -2004 Year End New Teacher Survey

### 12. What positive impact has the Mentoring/Induction Program had in your teaching practice?

(Confidential responses from '03-'04 mentees in program.)

- A. I'll always say that the most valuable aspect of the relationship was the **support I felt and feel still**. There were lots of ups and downs, but knowing I had a support system was invaluable. I would say it was so important because **it gave me confidence to grow**.
- B. Someone to **talk out ideas** with and **get local information** from.
- C. Great friend, great **guidance**, awesome **support**, challenging thoughts
- D. Having XX as my mentor has been extremely valuable to me this year. I came in to this district knowing so little about teaching in a public school. Now I **feel confident that I will have a successful career** in teaching, thanks to XX.
- E. Wow! Let's just say that **if I hadn't had a mentor I'm not sure I'd be back next year**. XX helped me "get through" a very trying year.

- F. My mentor helped me **understand and feel successful with new curriculum and assessments**, helped me become familiar with kindergarten traditions and customs in our school, helped me set up me schedule and structure throughout my day (1<sup>st</sup> time with full day!) She **helped me survive and become comfortable and happy in a new school!**
- G. XX was fantastic. She **kept me aware of day to day needs, as well as upcoming deadlines**. I felt comfortable going to her for anything, and will continue in the coming years.
- H. **I am more confident and better prepared** to meet the demands of teaching.
- I. **It has given me the confidence each day** to continue doing my best the students in my classroom.
- J. **I feel the mentoring program was a huge positive influence in my first year**. I had so many questions; I didn't know where to start. My mentor always pointed in the right direction **and made my stress level stay at a manageable level**.
- K. My mentor has helped with materials, lesson plans, discipline, and general teaching information. **Without the mentor program my year would have been less successful**.
- L. The program enhanced the feeling of "there's someone to talk to about problems". **The moments of consulting with someone who does what you do are invaluable**.
- M. I appreciated knowing that X was incredibly knowledgeable about Special Education paperwork, and legal issues.
- N. I have been exposed to a wide variety of teaching styles, **and I've learned a lot from those who supported me**.
- O. **Chance to meet with and talk to someone about issues** and not feel like I was pestering them.
- P. **This program has been essential to helping me having a positive first year teaching**. My mentors were very different and knowledgeable which allowed me to get 2 perspectives on everything. They were confidential, supportive, and uplifting. **They provided me with resources, information, and knowledge about the school. They made me feel less isolated**.
- Q. It has given me a great resource person. To have one person to talk to about anything has **helped my teaching because I don't have to be stressed about the other stuff. I can just think about my teaching**.



## IV

# Appendix: Forms, Policies, and Procedures

## **CONTENTS:**

**Lake Region School District Teacher Observation Form**

**“Weekly Mentoring Meetings” reminders and recommendations**

**Education’s Acronyms “Alphabet Soup”**

**Weekly Mentoring Contact Logs**

**Teacher Action Plan for Maine Professional Teaching Certification: TAP**

**Maine’s Initial Teacher Certification Standards**

**Lake Region School District Basic Steps of the Certification Process**

**Lake Region School District Course Approval Process**

**Guidelines for Confidentiality between Mentor and Beginning Teacher**

**Definition of Mentoring**

**District Trained Mentors by Grade Level and Content Area/Specialty**

# Lake Region School District Teacher Observation Form

This form is to be used for the three formal observations that the beginning teacher and mentor complete during the year, due: November 15<sup>th</sup>, February 15<sup>th</sup>, and May 15<sup>th</sup>. Specific observation data is not submitted, only this summary form. Add pages if needed. This form is available in electronic form on Induction Webpage. Thank you.

Beginning Teacher \_\_\_\_\_ Mentor \_\_\_\_\_

Grade & Subject Observed \_\_\_\_\_

Date of Pre-Conference: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date of Post-Conference: \_\_\_\_\_

Focus of observation (“What am I looking for?”):

Format of data collection (“How will I collect this data?”):

Maine’s Initial Teacher Certification Standards and Performance Indicators observed and summary:

Beginning teacher and mentor follow up:

\_\_\_\_\_  
Signatures: \_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

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

## Weekly Mentoring Meetings

### **Recommended Materials:**

- Maine's Initial Teacher Certification Standards
- Maine's Learning Results
- Weekly Meeting Log
- Local curriculum documents
- School or district handbook
- Bloom's Taxonomy and other similar tools
- Calendars and Planners
- Current team/department/content work

### **Important Reminders:**

- Meet weekly, or more often when necessary (i.e. high stress/work times of year, see weekly logs)
- Regularly scheduled meetings are more effective, and show "intentionality".
- Model professionalism.
- Focus on one teaching standard for each meeting, or even several in a row.
- Use your communication/listening/questioning skills.
- Begin your meetings with a check in of emotions and health.
- Use your Weekly Contact Logs to review where you have been and to decide where you are going.
- Listen to and help problem solve complaints for a short period of time, but don't encourage "venting" at each meeting.
- Take responsibility to move the meetings to a higher level (use the Standards).
- Try to avoid personal stories and personal biases.
- Share professional readings and professional development information.
- Always end your meetings with closure, a review of progress, and your next meeting time.
- Provide hope, perspective, and encouragement.
- Document your meeting, it is as important as any official meeting (i.e. PET, SAT, P/T Conference)



## Education's Acronyms ("Alphabet Soup")

- **B.I.P.** Behavior Intervention Plan
- **B 504** A plan for modification to the environment to support learning.
- **C.L.A.S.** Comprehensive Local Assessment System
- **D.R.A.** Developmental Reading Assessment
- **D.W.A.** Developing Writer's Assessment
- **F.A.P.E.** Free And Public Education
- **H.Q.T.** Highly Qualified Teacher
- **I.D.E.A.** Individuals With Disabilities Education Act
- **I.E.P.** Individual Education Plan
- **I.S.S.** In School Suspension
- **L.A.D.** Local Assessment Design
- **M.A.P.** Maine Assessment Portfolio
- **M.E.A.** Maine Educational Association, or Maine Educational Assessment
- **M.L.R.** Maine Learning Results
- **N.C.L.B.** No Child Left Behind
- **T.A.P.** Teacher Action Plan
- **P.E.T.** Pupil Evaluation Team
- **S.A.T.** Student Assistance Team
- **SPED** Special Education
- **S.I.P.** School Improvement Plan
- **S.A.D.** School Administrative District
- **P.A.A.P.** Personal Alternative Assessment Portfolio
- **P.A.P.** Preliminary Action Plan

### April Weekly Contact Log (EXAMPLE)

Date	Essence of Discussion	
4/5/02 Time:  Standards: 1, 3, 8, 10	We are planning a unit on immigration to do in May. Today we looked at the Learning Results and district curriculum to see where our idea fits into the big picture. Also discussed some of her challenging students and ways to accommodate them. XX is having problems completing assignments. Seems as if he can't read the directions. Met during free period. Discussed importance of maintaining daily journal.	<b>Critical Points for April</b> <ul style="list-style-type: none"> <li>• Grading 3<sup>rd</sup> quarter</li> <li>• time change</li> <li>• standardized testing</li> <li>• second formal observation completed</li> </ul>
4/12/02  Standards: 1, 2, 3, 4	Met after school but too exhausted to accomplish much. Had our pre-conference for math class observation tomorrow. I will watch an introductory multiplication lesson  See attached notes.  Student XX needs to have directions repeated when he returns to his seat.	
	<b>VACATION WEEK!!</b>	
4/22/02  Standards: 3, 6, 1	Jane and I met during lunch today. We discussed student XX who is giving her fits about staying on task. We brainstormed ways that might help him with his work. She is going to try having another student read the directions with him. Talked about gathering resources for the next unit she is planning to do. Next time we meet we will look at ways to introduce the unit.	
4/29/02  Standards: 1, 2, 6	We had to meet after school this time. We are always so tired it seems that we don't get much done. Next time we are going to get together before school. Brainstormed some ways to start the unit on immigration. Decided to send home a survey to find out what countries students families immigrated from to the United States. The problem student is having trouble keeping track of his pencil. Brainstormed some ways to keep him in pencils.	
Comments: Jane is gaining confidence in her ability to plan interesting, and engaging lessons for her mix of students. She now offers more ideas than I can. We'll continue to work on adapting lessons for the diversity of students she has in her classroom. We are planning to attend the April 30 <sup>th</sup> Social studies conference being held at the university. (10)		

\_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

### August Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		Orientation: <ul style="list-style-type: none"> <li>• running the copier</li> <li>• mail box</li> <li>• phone system</li> <li>• attendance</li> <li>• lunch count</li> <li>• student illness during class</li> <li>• crisis management</li> <li>• safety/fire drills</li> <li>• routine duties</li> <li>• introduction to support staff</li> <li>• daily routine</li> <li>• homework routines</li> <li>• study hall</li> <li>• dealing with interruptions</li> <li>• celebrations</li> <li>• field trips</li> <li>• awareness of special days</li> </ul>
Date: Begin time: End time: Standards:		<b style="text-align: center;">Areas Discussed</b> <i style="text-align: center;">Circle all that apply</i> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		

\_\_\_\_\_

Beginning Teacher

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

### September Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• first day of school</li> <li>• seating plans,</li> <li>• class lists, forms,</li> <li>• guidance dept.,</li> <li>• ground rules</li> <li>• syllabus/goals</li> <li>• Open House</li> <li>• Parent-Teacher Conferences</li> <li>• athletics/early release</li> <li>• staff room protocol</li> </ul>
Date: Begin time: End time: Standards:		<p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_

Beginning Teacher

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

### October Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• dealing with holidays</li> <li>• picture day/fund raisers</li> <li>• data gathering for conferences</li> <li>• progress reports</li> </ul> <p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p>
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_

Beginning Teacher

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

### November Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• grading</li> <li>• parent-teacher conferences</li> <li>• applying for professional days</li> <li>• MEA: Reading, Writing, and Health</li> </ul>
Date: Begin time: End time: Standards:		<p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

### December Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• progress reports</li> <li>• snow days</li> <li>• dealing with the impact of the holidays on learning</li> <li>• data gathering for January grades</li> </ul> Other _____
Date: Begin time: End time: Standards:		<p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

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Beginning Teacher

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Mentor

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Date

### January Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• reflection on first half of year</li>   <li>• projection on second half of year</li>   <li>• grading 2<sup>nd</sup> quarter</li>   <li>• first formal observation completed</li> </ul> Other _____
Date: Begin time: End time: Standards:		<p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul> Other _____
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

## February Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• tournament fever</li> <li>• vacation</li> </ul> Other _____  <p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p>
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul> Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

### March Weekly Contact Log

	<b>Essence of Discussion</b>	<b>Discussion Points</b>
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• progress reports</li> <li>• possible conferences</li> <li>• standardized testing</li> </ul> Other _____
Date: Begin time: End time: Standards:		<p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

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Beginning Teacher

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Mentor

---

Date

### April Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• grading 3rd quarter</li> <li>• time change</li> <li>• standardized testing</li> <li>• second formal observation completed</li> </ul>
Date: Begin time: End time: Standards:		Other _____  <p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_

Beginning Teacher

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

### May Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• pass/fail, end of course issues</li> <li>• preparation for finals</li> <li>• paperwork</li> <li>• inventories</li> <li>• end of the year reports</li> <li>• third formal observation completed</li> </ul> Other _____  <p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul> Other _____
Date: Begin time: End time: Standards:		

\_\_\_\_\_

Beginning Teacher

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

### June Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> <li>• pass/fail, end of course issues</li> <li>• preparation for finals</li> <li>• paperwork</li> <li>• inventories</li> <li>• end of the year reports</li> </ul>
Date: Begin time: End time: Standards:		Other _____  <p style="text-align: center;"><b>Areas Discussed</b> <i>Circle all that apply</i></p> <ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Pedagogy</li> <li>• Standards</li> <li>• Content/Materials</li> </ul>
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		
Date: Begin time: End time: Standards:		

\_\_\_\_\_  
Beginning Teacher

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

## Teacher Action Plan for Maine Professional Teaching Certification: T.A.P.

**DIRECTIONS:** Beginning teachers (with their mentors) will develop a Teacher Action Plan, by November 15, following the guidelines of the district certification process. Maine's Initial Teacher Certification Standards and Performance Indicators will serve as the benchmarks for obtaining a professional teaching certificate. One activity may apply to several Standards. All Ten Teaching Standards must be met to receive a professional teaching certificate. This form may need updating in year two. The green sheet must be signed and submitted. Copies should be made and kept by the mentor and beginning teacher. See "Basic Steps of Certification Process" form for more info.

Name: _____	Position/Subject Area: _____	School: _____
Mentor: _____	Position/Subject Area: _____	School: _____
School Year: _____	T.A.P. Year: 1    2    3    (circle one)	

<p><u>Maine's Initial Teacher Certification Standards:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Content/Subject Area</td> <td style="width: 33%;">2. Integration of Disciplines</td> <td style="width: 33%;">3. Differentiating for The Learner</td> </tr> <tr> <td>4. Planning of Instruction</td> <td>5. Instructional Strategies/Technologies</td> <td>6. Positive Classroom Environment</td> </tr> <tr> <td>7. Communication/Engagement</td> <td>8. Assessment/Evaluation</td> <td>9. Legal/Ethical Responsibilities</td> </tr> <tr> <td>10. Professional Contribution/Involvement</td> <td></td> <td></td> </tr> </table>	1. Content/Subject Area	2. Integration of Disciplines	3. Differentiating for The Learner	4. Planning of Instruction	5. Instructional Strategies/Technologies	6. Positive Classroom Environment	7. Communication/Engagement	8. Assessment/Evaluation	9. Legal/Ethical Responsibilities	10. Professional Contribution/Involvement			<p><u>Certification Dates</u></p> <p>Target: _____</p> <p>Completion: _____</p> <p>Certification Expiration: _____</p>
1. Content/Subject Area	2. Integration of Disciplines	3. Differentiating for The Learner											
4. Planning of Instruction	5. Instructional Strategies/Technologies	6. Positive Classroom Environment											
7. Communication/Engagement	8. Assessment/Evaluation	9. Legal/Ethical Responsibilities											
10. Professional Contribution/Involvement													

<p><u>Focus Standards:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Performance Indicators:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Activities/Strategies:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Resources:</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p><u>Standard</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Evidence of Completion</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

**Signatures:** Mentor: \_\_\_\_\_ Date: \_\_\_\_\_ Beginning Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Maine's Initial Teacher Certification Standards

- 1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students**
- 2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.**
- 3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.**
- 4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**
- 5. Understands and uses a variety of instructional strategies and appropriate technologies.**
- 6. Creates and maintains a classroom environment which supports and encourages learning.**
- 7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.**
- 8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.**
- 9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.**
- 10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.**



**Targeted Need/Conditional Certificates**

- For initial certification, you must send to the Department of Education an “Initial Certification” form, a copy of your “Official” transcripts, which you request from the University you attended, and a check made out to the Treasurer, State of Maine for \$50.00.
- If you are given a Targeted Need or Conditional Certificate, you will receive a letter from the State informing you about what you need to do to complete your requirements for certification. This will include if you need an affidavit sent in from the Superintendent, any course work needed, or any tests that are required.
- Send a copy of this letter and your certificate to the Recertification Secretary.
- Complete a Teacher or Preliminary Action Plan which will include listing three teachers for your support team, one of which will be your mentor. The teachers must hold a Professional Certificate and have taught for 3 years (in the District preferred.). Also, one of the teachers on your Support Team must be in your area of teaching.
- You will need to have 3 observations by your support team (or your mentor) for each year until you receive a professional certificate. Due dates for the observations are: November 15, February 15 and May 15.
- The letter you received from the State with the requirements needed for full certification will be your guide for what you need to do. If you are required to take course work, you usually need 6 credits each year.
- Each time you take a course/workshop for credits you will need to complete a pink “Course Project Approval Form.” (You also need to complete an “Administrative Course Approval Form” if you want the District to pay for the course or are able to use the credits for salary schedule placement.)
- Transcripts should be sent to the Recertification Secretary.
- Upon completion of 6 credits, you will complete a “Recap of Certification Work Completed,” send it to the Recertification Secretary.
- In March or April of the year your certificate expires, you will receive your “Recertification Renewal” form from the Department of Education.
- Once all your observations and course work are completed and sent to the Central Office, fill out the “Recertification Renewal” form.
- Send the Certification Renewal Form to the Recertification Secretary to be signed by the Support System Chairperson
- If you will be on a Targeted Need or Conditional Certificate the following year, the Recertification Secretary will also need to complete an Affidavit of Employment, which is signed by the Superintendent
- Along with your Recertification Renewal Form and the Affidavit, you will need to send to the Department of Education an “Official” transcript showing the courses you have completed for this certification period
- Once your Certification Renewal form is signed it will be sent back to you, along with the appropriate affidavit
- Keep a copy of all the documents you will be sending to the Department of Education
- Mail the signed Recertification Renewal form, your “official” transcripts, and the Affidavit of Employment to the Department of Education by certified mail, so that you have proof that they have received your materials.
- Once you receive your new certificate (and updated letter if you receive one), send a copy to the Recertification Secretary

**Transitional Certificate**

This is when you already have a Professional Certificate in one area and are transferring to another area.

- Complete an “Initial Certification Application” as it is a new endorsement area
- Complete a “Proposal/Timeline for a Transitional Endorsement” form (available at the Central Office)
- Send the “Proposal/Timeline for a Transitional Endorsement” form to the Recertification Secretary to be signed by the Support System Chair
- The Recertification Secretary will complete a Transitional Endorsement Affidavit
- Once all forms are signed, the Recertification Secretary will send them back to the employee to send in with the “Initial Certification Application” and a check for \$50 to Treasurer, State of Maine (You may need to send a copy of your official transcript also)
- You will receive a letter from the State telling you what course work, etc. is necessary to be fully certified.
- Send a copy of this letter to the Recertification Secretary, along with your certificate.
- Complete a “Preliminary Action Plan” (You do not need a support team.)
- You usually need to complete 6 credits during the year. Each time you take a course/workshop for credits you will need to complete a pink “Course Project Approval Form” prior to taking the class. (You also need to complete an “Administrative Course Approval Form” if you want the District to pay for the course or are able to use the credits for salary schedule placement.)
- Once the course is completed, send transcripts to the Recertification Secretary
- In March or April of the year your certificate expires (it will expire each year until you have completed all the requirements), you will receive your Certification Renewal form from the Department of Education.
- Upon completion of 6 credits or the number of credits required, you will complete a “Recap of Certification Work Completed”
- Once all your transcripts have been sent to the Central Office, fill out the Certification Renewal Form and send it to the Recertification Secretary for signature by the Support System Chair
- You will also need to fill out a “Proposal/Timeline for a Transitional Endorsement” form for course work you plan to take the following year
- Keep a copy of all forms that will be sent to the Department of Education
- Mail your Recertification Renewal form, the “Transitional Endorsement Affidavit,” “Proposal/Timeline” and your “Official” Transcripts showing the course work completed during the year to the Department of Education.
- Once you get your new certificate, send a copy to the Recertification Secretary.

## LAKE REGION SCHOOL DISTRICT COURSE APPROVAL PROCESS

Complete a yellow Administrative Course Approval Form by filling in the following information:

- Complete Lines 1. through 6.
  - 7. Credits Requested For: Check if you would like to be reimbursed or if you would like Advanced Payment
    - If you check “Reimbursement,” your school/department will issue a purchase order made out to you for the cost of the course plus fees. The purchase order will be sent with your course approval form to the Central Office for processing. You will need to submit a receipt or a cancelled check to Julie Ridlon at the Central Office in order to be reimbursed for the course. She will forward the receipt or cancelled check to the Accounts Payable Department.
    - If you check “Advanced Payment,” your school/department will issue a purchase order made out to the respective school for the cost of the course plus fees. The purchase order will be paid upon receipt of an invoice from the college or whoever is offering the course.
- NOTE: If a purchase order is not accepted by the school or organization, please have your school/department indicate on the purchase order that it must be a pre-payment.
- Tuition Cost and Fees – Include the cost of the tuition and any related fees. (Books are not paid by the District).
    - Teachers who are matriculated into a graduate program are eligible to have up to the cost of nine (9) graduate credits at the University of Maine Orono graduate rate and up to \$100 of fees paid per course (The maximum amount for 2005-06 is \$2,766)
    - Teachers who are not matriculated into a graduate course are eligible to have up to the cost of six (6) graduate credits at the University of Maine Orono graduate rate and up to \$100 of fees paid per course. (The maximum amount for 2005-06 is \$1,844)
    - Educational Technicians are eligible to have up to the cost of 9 undergraduate credits paid at the University of Southern Maine undergraduate rate. The maximum for 2005-06 is \$1,494)
    - Teachers who take approved course work in excess of the reimbursement cap, may be reimbursed the following year up to the annual reimbursement rate.
  - Certification – Check the type of certificate you currently have
  - Current Placement – This is your current salary placement
    - Track is the salary column you are on
    - Step is the salary step you are on (Example: B+0 Step 7 = (Track – B+0) (Step – 7)
  - Number of Credits Approved Beyond Current Degree
    - Write in how many credits have been approved for salary schedule placement since receiving your latest degree. This helps you keep track of where you currently are and will help you when you get close to moving to a new salary column

Second side:

- o Write a short statement on why you are taking the course/workshop
- o Sign and date the form
- o Submit the form to your school office or the Special Education Office (if you are in the Special Education Department) for your Principal/Director to sign. A purchase order will also be processed.
- o Your form and the purchase order will be sent to Julie Ridlon for approval by the Superintendent of Schools.
- o Upon approval by the Superintendent, a signed copy will be returned to you and another copy will be given to Accounts Payable.

**YOU ARE RESPONSIBLE FOR REGISTERING FOR THE CLASS/WORKSHOP.**

**Upon receipt of your transcripts, please send two copies to Julie Ridlon or Cathy Gerrish. They will be sure one copy is used for salary schedule placement and the other for Recertification.**

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**If the course will also be used for Recertification, you will need to complete a pink Course/Project Approval form PRIOR to taking the class. This form can be forwarded with your “Administrative Course Approval Form” to your school office or Barbara Monck at Casco Memorial School if you are in the Special Education Department. The Course Approval forms and purchase order will be sent to Julie Ridlon at the Central Office. Julie will give the Course/Project Approval form to Cathy Gerrish, the Recertification Secretary.**

**Summary of Credits:**

If you have a Bachelor’s Degree and were hired prior to 2000-01, you are eligible to move to the B+12, B+24, B+36, and B+48 columns upon completion of graduate credits only.

If you were hired for the 2000-01 school year or after, you can move to the B+12 column only and then must have a Master’s Degree to move to the Master’s column.

If you have a Master’s Degree, you can use college credits, c.e.u. credits or contact hours to move on the salary schedule. (Contact hours earned from September 2003 or after can be used – prior to that, they were not accepted.)

- The accumulation of 1.5 ceu’s = 1 credit
- The accumulation of 15 contact hours = 1 credit

**Workshops/Conferences**

When you participate in a workshop/conference, please complete the Administrative Course Approval Form even if the course does not offer credits or contact hours. This will help in tracking payments, etc.

A workshop or conference can be used for salary schedule placement, if it meets the following conditions:

- A. The workshop/conference awards C.E.U.’s or contact hours.
- B. Participation must be during non-paid time.
- C. Participation must be documented.