

SAU 83  
THE FREMONT SCHOOL DISTRICT

TEACHER MENTORING  
PLAN

SPRING 2016

Professional Development Committee Members

Laura Coyle, Teacher

Sarah Holmes, Teacher

Jill Leveille, Teacher

Irma MacEachern, Teacher

Carla Smith, Nurse

John Bridle, Interim Principal

Dr. Betsey Cox-Buteau, Superintendent

# Table of Contents

- MISSION & GOALS..... 3
- PROGRAM OVERVIEW..... 3
- PROGRAM PERSONNEL..... 4
  - How This Plan Fits in with the Teacher Support & Evaluation Plan..... 4
  - The Program Coordinator ..... 4
  - The Mentor ..... 5
    - Characteristics of a Mentor ..... 5
  - The Mentee..... 5
  - The Administrator ..... 5
- THE PROCESS & TIMELINE..... 6
  - Selection of the Program Coordinator..... 6
  - Selection of Mentors..... 6
  - Selection of Mentees ..... 6
  - Matching Mentors and Mentees ..... 6
  - The Mentoring Process & Timeline..... 7
    - The Mentor Job Description and Responsibilities ..... 7
    - The Mentoring Timeline..... 8
  - Conflict Resolution..... 9
  - Roles & Responsibilities of Administrators..... 9
  - Program Evaluation..... 10
- APPENDICES ..... 10
  - Appendix A – Mentor Program Coordinator Application Forms ..... 11
  - Appendix B – Candidate Mentor Application & Reflection Form ..... 13
  - Appendix C – Mentee Application Form ..... 16
  - Appendix D – New Teacher Checklists..... 18
  - Appendix E – Mid-Program Feedback Tool..... 22
  - Appendix F – Exit Survey..... 26
  - Appendix G – Example Mentor Training Day Agenda..... 28
  - Appendix H – Example New Teacher Workshop Day Agenda ..... 30

## MISSION & GOALS

It is the express desire of the Professional Development Committee in alignment with the Fremont School District 2015-2020 Strategic Plan to recruit, train, and retain a highly qualified professional staff.

Many factors affect a school district's ability to retain quality educators. Providing a guided path to success by matching vetted, seasoned professionals who are respected by the staff with developing educators, can assist the entry (or reassignment) of educators or professional staff taking on new assignments.

Teaching is a multi-dimensional activity; one where there are so many moving parts that it is that extremely rare individual who can walk in on day one and be prepared and proficient enough to meet the needs and expectations of the classroom and school. It is one of the few professions where a beginning educator is expected to step into the job on the first day of school with the same responsibilities and expectations for performance as a veteran teacher. Research shows that good mentoring programs can make a significant difference in the success of a new teacher; while teachers who start their careers without formal mentoring leave the profession at close to seventy percent more often than those who have taken part in a formal mentor program.<sup>1</sup>

"A study comparing high-achieving and low-achieving elementary schools with similar student characteristics found that differences in teacher qualifications accounted for more than ninety percent of the variations in student achievement in reading and mathematics."<sup>2</sup>

It is with this in mind that this document has been created as a tool to serve the new and reassigned teachers of Ellis School and to further serve the students by providing them with knowledgeable and acclimated staff who are ready to support their fellow educators.

## PROGRAM OVERVIEW

The Mentoring Program is a structured program of support for new and newly assigned teachers. This program is broken down into three stages:

1. The first stage focuses on acclimation to the school building, the community, and the students we serve, and preparing for the first six weeks of school. This includes ordering supplies, setting up the classroom, and communicating with parents and students prior to the start of school, as well as what to do to set classroom routines, behavioral expectations, and instruction with available resources.
2. The second stage involves active observation with constructive criticism and reflection on the art and science of teaching. This stage reviews curriculum, assessment, report cards, and parent communication. Instructional planning, classroom expectations, and behavioral strategies are

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<sup>1</sup> National Commission on Teaching and America's Future (2003). *No dream denied: A pledge to America's children*. New York, NY

<sup>2</sup> National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's Future*. New York, NY

reviewed and improved. The polishing of behavior strategies in the classroom and planning habits are also addressed here.

3. In stage three, the focus falls on honing instruction, as well as professional skills and responsibilities within the larger setting of the school. Participation in Professional Learning Communities (at the team and building levels) and being a contributing member of the school community are an important part of the teacher's ability to succeed and work well in the building. District and individual professional development goals are developed for the remainder of the teacher's certification cycle.

This program of learning will be flexible and match the needs of each individual mentee.

## **PROGRAM PERSONNEL**

### **How This Plan Fits in with the Teacher Support & Evaluation Plan**

The Fremont School District Mentoring Plan is written with the intention that it be non-judgmental and confidential. When confidentiality of interactions and discussions between the mentor and mentee are honored, there is a higher level of honesty and willingness to step out of the familiar and into the unfamiliar on both parts. Evaluation is not a part of this program. Evaluation occurs outside of this process between the supervising administrator and the teacher. No one will be mentored by their supervisor as a part of this supportive program.

The following areas do *not* fall under the expected confidentiality:

- Pupil and staff safety
- Substance abuse
- Criminal acts
- Harassment
- Child Abuse

This mentoring plan is part of the overall professional growth model of the Fremont School District. The Professional Growth Master Plan promotes learning through job-embedded activities. Please refer to the Professional Growth Master Plan to determine the number of mentor and mentee hours that qualify for the recertification process.

### **The Program Coordinator**

The program coordinator shall be a former mentor teacher or a building administrator as assigned by the principal. Preference will be given to former mentor teachers applying for the position. If the program coordinator is a teacher, the teacher shall receive compensation for the position (\$1000/year.) See the appendices for the program coordinator position application.

The job of the coordinator is to implement the mentoring program as outlined in this document.

## The Mentor

The choice of a mentor for any mentee in this process must be a carefully, and thoughtfully considered decision by the school principal who is the overseer of all staff in the building. Therefore, the mentors must be of the following character and experience, and strongly desire to be a mentor for new and reassigned staff members.

### Characteristics of a Mentor

The mentor should be recommended by a minimum of three staff members and elected by the school principal as having the following characteristics:

1. Is a respected educator and held in high regard by peers
2. Holds high expectations for student achievement
3. Models a variety of teaching methods and strategies
4. Respects and differentiates for all types of learners
5. Collaborates well as a member of a team
6. Has an effective working relationship with administration
7. Is knowledgeable of the policies and procedures of the school district, building, and the collective bargaining agreement
8. Demonstrates a consistently high level of knowledge of and consistent implementation of district curriculum, standards, and competencies
9. Uses daily written lesson plans and is able to demonstrate and articulate their implementation
10. Eagerly shares professional learning and his/her own classroom with other educators
11. Is articulate, listens well, is adept at asking clarifying questions to determine the root cause of a concern
12. Is able to provide constructive criticism effectively
13. Demonstrates a high level of organization and efficiency in carrying out her professional duties
14. Is able to fully maintain confidentiality
15. Is highly resourceful and able to seek out necessary information and support throughout the process

## The Mentee

The Mentee is a teacher assigned to the mentor program who is either

- New to the district
- A teacher who has been reassigned

## The Administrator

An Administrator is responsible for the oversight of the mentoring process. This administrator may be the principal, assistant principal, special education building coordinator, or other administrator as assigned by the principal.

## **THE PROCESS & TIMELINE**

### **Selection of the Program Coordinator**

The position of program coordinator will be posted in the building on April 1<sup>st</sup> each year. Applications will be accepted until April 20<sup>th</sup>. The building administration will meet, review the applicants and choose a program coordinator for the following school year. If there are no applicants, the principal will either act as program coordinator (uncompensated) or delegate the duty.

### **Selection of Mentors**

The position of mentor(s) will be posted in the building on May 1<sup>st</sup> each year. Applications will be accepted until May 15<sup>th</sup>. The program coordinator and building administration will meet and review the applicants and prospective mentors for the following school year. If there are no applicants, the program coordinator will be discharged from his/her duties (and receive a stipend of \$100) and mentoring duties will fall to the building administration for the following year.

Elected mentors will be notified by June 1<sup>st</sup> of their acceptance to the program. If they are accepted, they will be assigned a mentee as mentees become available. When matches are made, mentors will receive a contract to mentor for the coming school year. If no mentee is assigned to a particular mentor, that mentor will remain on the “available to mentor” list should another mentor be needed during that school year. (Compensation will be prorated to the starting month.)

### **Selection of Mentees**

All teachers new to the district shall be a part of the program. If a teacher does not feel that they would benefit from the program, they may submit their reasons to the building administration by September 15<sup>th</sup> of the new school year. The building administration will review the reasons and determine whether program participation is required.

### **Matching Mentors and Mentees**

Mentors and mentees will be matched as staff positions are filled. The program coordinator and building administration will meet at the earliest convenient date to review the mentor applications and the mentees and make matches.

Matches will be made upon the following criteria:

- Past mentoring experience
- Similar team membership
- Teaching a similar subject
- Personal experience (shared common experience)
- Personality compatibility (ability to empathize with mentee)
- Complementary compatibility (strength where the mentee may be weak)

## The Mentoring Process & Timeline

### The Mentor Job Description and Responsibilities

#### *Job Description*

Mentors must possess the following:

1. Have at least five years of experience in the Fremont School District
2. Possess in-depth knowledge of the staff handbook, parent/student handbook, professional growth model, employee manual, and school board policies.
3. Be up-to-date on applicable useful education law (IDEA, ADA, ESEA, liability, and other pertinent law and case law) or know where to find the answers
4. Must not have a letter of reprimand or employee improvement plan on file at the SAU.

The mentor will also need to have the personal skills to play these thirteen roles as outlined by the NEA.<sup>3</sup>

- Counseling – confidant, supporter
- Teaching – helping mentee define and refine teaching skills
- Challenging – encouraging the best
- Coaching – providing that gentle nudge in the right direction
- Observing – spending time in the mentee’s classroom
- Facilitating – creating opportunities for growth
- Training – sharing the mentoring experience with other teachers
- Master of up-to date Teaching Skills
- Tour Guide – assist mentees in navigating the terrain
- Advocate – assisting to get the new teacher involved
- Role Model – modeling the best of professionalism as an educator
- Reporter – sharing the positive aspects of mentoring with others
- Equal (Peer) – mentors do not supervise, they advise

#### *Roles & Responsibilities*

Mentors must take part in a two-day summer training institute coordinated by the administration. Also, mentors will have regular support meetings during the school year and may be required to attend additional training. Mentors will receive compensation for both training (\$100/day) and mentoring (\$1500/year).

Mentors will:

- Attend all mentor training and support sessions – including summer sessions

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<sup>3</sup> *A Better Beginning: Helping new teachers survive and thrive*, National Education Association, Washington, D.C.

- Spend at least one hour per week working outside of school hours in their capacity as a mentor during the school year. This includes meeting with their mentee(s) at least one-half to one hour per week with a higher concentration of longer meetings at the beginning of the school year.
- Be available to the mentee for consultation on an as needed basis outside of the regular time
- Observe the mentee in the first week of school, again in the first trimester, and once at the beginning of each successive trimester
- Require the mentee to observe the mentor in her classroom for a half day within the first six weeks of school
- Coordinate with the building administrator to arrange for substitute teachers as necessary to cover observation time
- Provide feedback to the mentee on observations within 48 hours
- Keep records of all contact with the mentee with regards to the mentor program including dates, times, dates of observations and general topics discussed during feedback
- Collaborate with mentees to determine areas in need of improvement and support such as classroom management, instructional strategies, curriculum, parent communication, etc.
- Provide resources to the mentee for all aspects of the job
- Attend new teacher orientation with the mentees
- Assist the mentee in closing out the school year with end-of-year procedures
- Assist the mentee with the recertification process

### **The Mentoring Timeline**

Mentors are expected to spend at least one hour per week working for or with the mentee during the first year. Most of that time (at least one hour) must be spent in meetings with the mentee.

The timeline for the standard mentor/mentee arrangement:

1. Spend a full day with the mentee prior to the start of the school year
  - a. Get to know each other
  - b. Clarify the expectations of the relationship during the school year
  - c. Go over the New Teacher Checklists (see the appendices) and other materials required in the summer mentor training institute
2. Attend the new teacher orientation day with the mentee as sponsored by the school administration
3. Schedule two one-hour meetings for each month of the school year. The first meeting must be during the first week (or part week) of school. All meetings are to be logged and summary notes taken and submitted to building administration.
  - a. The first meeting will review progress on the checklists.
  - b. The next meetings can plan to cover upcoming activities and requirements such as progress reports, special education modifications, etc.
4. Daily contact is recommended, but contact between Mentor and Mentee should occur at least 3 times per week. This should be casual in nature and can be simple check-ins. No logs are

necessary. This time can be an outline of the days, cover any small things that have come up, i.e. a recent email from a parent, a problem with a particular student, etc.

5. Monthly mentor meetings with building administration.
6. A minimum of three classroom observations of at least 40 minutes each.
7. Two mentee observations of the mentor in the first trimester.
8. End of year debrief.
9. End of year program evaluation questionnaire completed separately by both the mentor and the mentee and submitted to building administration. (See appendix)
10. Mentors may also have an additional questionnaire review meeting called by a building administrator.

## **Conflict Resolution**

Sometimes things don't go quite as planned. Should a conflict arise between a mentor and a mentee the following steps should be taken:

1. The pair should meet and discuss the concerns making every effort to resolve the issue(s) at this level.
2. If the mentor and mentee are unable to resolve their differences, either or both may bring the concern to the building administrator who will act as a mediator between the two parties.
3. The mentor and mentee will agree in writing to an action plan to resolve the concern.
4. A copy of the plan will be kept by the building administrator in a "Mentoring Program" file and not entered into either party's personnel files.
5. If either party does not successfully comply with the action plan, the building administrator should be notified.
6. Under the most difficult of circumstances, the mentor and mentee arrangement may be severed and the building administrator will assign a new mentor to the new teacher. The preference, though, is to find a way to make it work for the remainder of the given school year.

## **Roles & Responsibilities of Administrators**

Ultimately, the building principal is responsible for the administration of the mentoring program, but this may be in concert with a program coordinator who may be a teacher or another building administrator, as needed. Each of them will be responsible to report to the principal, who is responsible to see that the program is running appropriately.

1. The program coordinator will report to the superintendent.
2. The program coordinator will collaborate with building administration to review applicants to the program and choose and match mentors and mentees.
3. Administrators will participate in monthly meetings of mentors. Meetings will be scheduled at the convenience of all required to attend.
4. Administrators will solicit feedback from participants all year and will review data acquired through the use of the end of year survey with the program coordinator.
5. Administrators will assist the program coordinator in resolving conflicts, managing logistics, and providing substitute teachers.

## **Program Evaluation**

Each mentor and mentee will complete and return the program evaluation form (See the appendices) on or before June 1<sup>st</sup> of each year and submit it to the program coordinator. The program coordinator will be responsible to aggregate and disaggregate the data and present it to the building administration for review. A discussion and action plan will follow for the coming year.

# Appendix A – Mentor Program Coordinator Application Forms

**FREMONT SCHOOL DISTRICT**  
**MENTOR PROGRAM COORDINATOR APPLICATION FORM**

Please complete this form, attach three recommendations from other present Fremont teachers for this position, and turn the packet into the principal by April 1<sup>st</sup>.

NAME  TEACHING ASSIGNMENT

Number of years as a trained mentor in Fremont  Elsewhere

Number of total years teaching in a public school

Number of years at the following grade levels    Pre  K  1  2   
3  4   
5  6  7  8

What are your NH certifications?

Do you have experience as a Mentor Program Coordinator?  YES  NO

If so, how many years?

Why do you wish to be the Mentor Program Coordinator?

## **Appendix B – Candidate Mentor Application & Reflection Form**

# FREMONT SCHOOL DISTRICT

## Candidate Mentor Application & Reflection Form

### *Should I Become a Mentor?*

Read each statement and place an 'X' in the column which best characterizes the way you see yourself. Although there is no single "ideal profile," respondents who possess most of these qualities are likely to be successful mentors.

	<b>1 Strongly Agree</b>	<b>2 Agree</b>	<b>3 Neutral</b>	<b>4 Disagree</b>	<b>5 Strongly Disagree</b>
I am able to maintain confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see myself as being people-oriented; I like and enjoy working with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a good listener and respect my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sensitive to the needs and feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize when others need support or independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to contribute to the professional development of others and to share what I have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to find reward in service to someone who needs my assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to support and help without smothering, parenting, or taking charge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually am patient and tolerant when teaching someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy the subject(s) I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set high standards for my students and myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a variety of teaching methods and my students achieve well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others look to me for information about my subject matter and methods of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I see myself as a competent professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to offer assistance in areas that give others problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to explain things at various levels of complexity and detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others are interested in my professional ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# FREMONT SCHOOL DISTRICT

## Candidate Mentor Application & Reflection Form

Name:	<input type="text"/>	Date:	<input type="text"/>
Current Position:	<input type="text"/>	School:	<input type="text"/>
Total Years at SAU 83:	<input type="text"/>	Total Years in Education:	<input type="text"/>

If you are interested in becoming a mentor, please complete this application and submit it to your building principal by **April 14**.

Why do you want to be a mentor?

Have you ever been involved in a mentoring program, either as a mentor or a mentee? Choose: **Yes/No**

If so, what did you give/gain from the relationship?

What are your expectations for a mentoring relationship?

## **Appendix C – Mentee Application Form**

**FREMONT SCHOOL DISTRICT**  
**MENTEE APPLICATION FORM**

NAME  TEACHING ASSIGNMENT

NO. OF YEARS TEACHING THIS LEVEL/SUBJECT

*How do you feel that you could benefit most from having a mentor?*

*What would you look for in a mentor?*

## Appendix D – New Teacher Checklists

# FREMONT SCHOOL DISTRICT

## New Teacher Checklist A for First 3 months

THINGS TO FIND OUT ABOUT:	
<input type="checkbox"/>	The Community, its demographics, resources, etc.
<input type="checkbox"/>	Unwritten rules and customs (school culture)
<input type="checkbox"/>	Faculty parking
<input type="checkbox"/>	School layout
<input type="checkbox"/>	School safety plan
<input type="checkbox"/>	Emergency and fire drill procedures
<input type="checkbox"/>	School calendar
<input type="checkbox"/>	School hours
<input type="checkbox"/>	Late starts/early dismissals
<input type="checkbox"/>	Dress code
<input type="checkbox"/>	Lunch schedule and routine
<input type="checkbox"/>	Bell schedules
<input type="checkbox"/>	Dismissal procedures
<input type="checkbox"/>	Hall passes
<input type="checkbox"/>	Office procedures
<input type="checkbox"/>	Web2School Use for attendance and grading procedures
<input type="checkbox"/>	Procedures for ordering supplies
<input type="checkbox"/>	Procedures for classroom repairs
<input type="checkbox"/>	Use of copy machines
<input type="checkbox"/>	Computer/printer access
<input type="checkbox"/>	A/V equipment
<input type="checkbox"/>	Procedures for leaving school
<input type="checkbox"/>	Personal and professional leave
<input type="checkbox"/>	Securing substitute teachers
<input type="checkbox"/>	Office referrals
<input type="checkbox"/>	504 Plans
<input type="checkbox"/>	Special Education policies
<input type="checkbox"/>	Playground rules
<input type="checkbox"/>	Field trips
<input type="checkbox"/>	Grading policies
<input type="checkbox"/>	Homework policies
<input type="checkbox"/>	Progress reports
<input type="checkbox"/>	Open house procedure
<input type="checkbox"/>	Parent/teacher conferences
<input type="checkbox"/>	Mandatory reporting of child abuse, neglect, etc.
<input type="checkbox"/>	Child restraint issues
<input type="checkbox"/>	Budget procedures
<input type="checkbox"/>	Teacher support and evaluation procedures/Edivation
<input type="checkbox"/>	The master teacher's contract
<input type="checkbox"/>	Other: <input type="text" value="Staff Handbook, Employee Manual,"/>

# FREMONT SCHOOL DISTRICT

## New Teacher Checklist B Before School Starts

<b>THINGS TO DO BEFORE SCHOOL BEGINS:</b>	
<input type="checkbox"/>	Tour the building and meet the people listed on the Contact Checklist
<input type="checkbox"/>	Read all handbooks (Faculty Handbook, Parent/Student Handbook, Student Assignment Notebook) etc.
<input type="checkbox"/>	Prepare classroom for the first day (unpack textbooks, prepare bulletin boards, arrange desks, gather materials, etc.)
<input type="checkbox"/>	Review building schedule
<input type="checkbox"/>	Develop/prepare daily schedule
<input type="checkbox"/>	Prepare a letter to parents introducing yourself, your expectations, grading policies, etc.
<input type="checkbox"/>	Locate and review curriculum guides
<input type="checkbox"/>	Locate supplies
<input type="checkbox"/>	Review class lists
<input type="checkbox"/>	Prepare seating arrangements
<input type="checkbox"/>	Develop a classroom management (discipline) plan
<input type="checkbox"/>	Outline classroom procedures
<input type="checkbox"/>	Review bus procedures
<input type="checkbox"/>	Review assigned duties and responsibilities for assigned duties
<input type="checkbox"/>	Prepare lesson plans
<input type="checkbox"/>	Set up grade book.
<input type="checkbox"/>	Other: <input style="width: 500px;" type="text" value="Review Safety Plan/Emergency Response Procedures"/>

# FREMONT SCHOOL DISTRICT

## New Teacher Checklist C Before School Starts

<b>THINGS TO DO SHORTLY AFTER SCHOOL BEGINS:</b>	
<input type="checkbox"/>	Mark your calendar with important long and short-term dates (faculty meetings, in-service days, etc.)
<input type="checkbox"/>	Review confidential records (Individual Education Plans, health concerns, cumulative folders, etc.)
<input type="checkbox"/>	Prepare emergency substitute plans
<input type="checkbox"/>	Review the Faculty Handbook
<input type="checkbox"/>	Review budget procedures
<input type="checkbox"/>	Develop a three-year professional growth plan (see Professional Growth Handbook)
<input type="checkbox"/>	Review the Master Contract
<input type="checkbox"/>	Other: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

## **Appendix E – Mid-Program Feedback Tool**

# FREMONT SCHOOL DISTRICT

## Mid-Program Feedback Tool

*To be completed by teachers at the conclusion of the first trimester*

**Mentee Name:**

**Mentor Name:**

Please indicate whether you are  Mentor  Mentee

Is the program meeting your expectations? Yes / No

In what ways?

Please list all mentoring program components that you find useful.

Please list any mentoring program components that you consider not useful.

Do you have any suggestion to improve the program at this point? Yes / No

If yes, please specify:

Is the work you do in the mentoring program relevant to your experiences in the classroom? **Yes / No**

Comments:

Do you receive mentoring support in a timely manner? **Yes / No**

Comments:

What specific activities of the Fremont Mentoring Program have influenced what you do in the classroom?

How have these activities contributed to student achievement?

How does the Fremont Mentoring Program meet your needs as an education professional?

What mentoring services should be most strongly emphasized?

## **Appendix F – Exit Survey**

# FREMONT SCHOOL DISTRICT

## Exit Survey

*To be filled out by employee*

Employee:

Reason for leaving:  Contract not renewed  Voluntarily resigned

What reasons influenced your decision to leave your position/building? Check all that apply:

- Personal conflict
- Moving to another community
- Spouse moving for another job
- Unhappy with job responsibilities
- Insufficient salary
- Perceived lack of support
- Perceived poor job match
- Lack of feedback
- Retirement
- Other (specify):

Are you staying in the teaching profession? **Yes / No**

If no, what profession are you entering?

Relocating?

- In-state
- Out of state
- N/A

Please list the supports provided, or not provided, that influenced this decision:

## **Appendix G – Example Mentor Training Day Agenda**

**FREMONT SCHOOL DISTRICT**  
**MENTOR TRAINING DAY SCHEDULE**  
AGENDA

DAY 1

8am Registration/Coffee

8:30am Welcome  
Introductions

10am Break

10:15am Building a Foundation

- Mentor Relationship
- Effective Teaching
- Instructional Leadership

12pm Lunch

12:45pm Adult Learning

- Models
- Case Studies

2:15pm Questions and Answers  
Evaluation

DAY 2

8am Registration/Coffee

8:15am Model Mentor Characteristics

9:15am Cognitive Coaching

10:15am Break

10:30am Pre and Post Conference Skills

11:30am Lunch

12:15pm Setting Goals

1pm Letter to Myself  
Questions and Answers/Evaluation

## **Appendix H – Example New Teacher Workshop Day Agenda**

**Agenda**  
**New Staff Training**  
**8:00-3:00pm**  
**Ellis Media Center**

- 1. Coffee**
- 2. Introduction to Ellis School**
- 3. Welcome to Fremont School District**
  - a. Superintendent
  - b. Business office
  - c. Facilities Needs
- 4. Introduction to Special Education**
  - a. Special Education Building Coordinator
  - b. Director of Student Services
- 5. Community Groups**
  - a. Parent Teacher Association
  - b. Fremont Education Association
  - c. Ellis Support Staff
- 6. Technology (Presented by Director of Technology)**
  - a. Web2school
  - b. Gradebook
  - c. Website
  - d. AESOP
- 7. Introduction to Edviation**
- 8. Wrap-Up**