

# Columbia County School System

## Mentor Teacher Handbook



### Table of Contents

Mission Statement/Program Rationale.....pg 2  
Mentor Program Criteria/Outcomes..... pg 3  
Mentor Program Responsibilities/Timelines.....pgs 4-9  
Mentor Program Forms.....pgs 10-11

# Mentor Teacher Program

## Mission Statement:

The mission of the Columbia County School System is to provide “a world-class education for all students.” To achieve this result, the system is committed to helping new teachers make a successful transition into teaching by providing effective support and expertise gained from a professional relationship with veteran teachers. By building an environment of trust, confidentiality, nonjudgmental interactions and mutual respect, we will provide the tools needed for new teachers to experience success in the classroom.

## Mentor Program Rationale:

The Columbia County School System has participated in the state of Georgia mentor teacher program since its inception. With the elimination of the state program in 2006, the school system is redesigning a mentor program to address our specific needs and to afford greater flexibility to address individual school needs.

Along with a rigorous curriculum, appropriate textbooks and supplemental materials, and effective use of technology, Columbia County strives to hire highly qualified teachers who can challenge the students to produce their best work. As retiring teachers are replaced by the best college graduates, the importance of mentoring becomes obvious. Because 46% of teachers leave the field within their first five years in the state of Georgia, because turnover is expensive in terms of hiring and training new teachers, and because student performance is hurt by this turnover, Columbia County has created an effective mentoring program for teachers new to the field and to the county. The program provides not only the basic information of the day-to-day duties of a classroom teacher but also successful methodologies for maintaining exceptional academic, behavioral, and attendance standards. The outcome of this program will be confident, effective, dedicated teachers.

## Program Goals:

1. To retain quality teachers
2. To acclimate new teachers to the profession and/or school
3. To guide professional growth
4. To create a welcoming, nurturing environment for teachers new to the school
5. To improve beginning teachers' skills and performance
6. To support teacher morale and communications
7. To facilitate a seamless transition into the profession or school
8. To create a non-threatening relationship so that the new teacher can discuss areas of concern without fear of reprisal
9. To introduce/socialize new teachers to the staff and community
10. To provide a good model of teaching and classroom management

**Mentor Teacher Criteria:**

1. Demonstrates exemplary teaching ability by modeling effective teaching strategies and classroom skills
2. Is an experienced teacher in the assigned grade level and subject areas
3. Exhibits strong commitment to the teaching profession
4. Demonstrates ability to plan and organize
5. Is willing to share ideas, resources, lesson plans, teaching strategies and time
6. Is an effective communicator
7. Holds high expectations for self and others

**Mentor Program Outcomes:**

Beginning teachers and new teachers to the system who successfully complete the mentor program will be able to:

1. demonstrate effective classroom management skills,
2. create standards-based lesson plans and unit plans,
3. use effective teaching methods,
4. assess and evaluate student progress,
5. use comprehensive assessment data to accurately plan and address student needs,
6. communicate effectively with students, parents, colleagues and administrators.

**Mentor Teacher Stipends and will be paid in July 2010.**

One semester:	\$250
Full year:	\$500

## Mentor Program Responsibilities, Activities and Timelines

### Preplanning Responsibilities - July 21<sup>st</sup>, 2009 (NTI) – August 7<sup>th</sup>, 2009

School Year: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Name of Mentee: \_\_\_\_\_

**Please check the following tasks as you complete them with your mentee:**

- Attend 3-day New Teacher Orientation, meet with county administrators and meet with mentor
- Familiarize mentee with facility (i.e. tour of facility)
- Introduce mentee to team members, key resource people, librarians, office manager, aides, secretaries, counselors, custodians, etc
- Demonstrate how to operate relevant software and technology
- Show mentee location of instructional materials and explain how to select and access the same
- Assist mentee in room arrangement
- Distribute supplies
- Assist mentee in obtaining/ordering other needed supplies
- Guide mentee through CCBOE website pointing out links to policies, procedures, and GDOE as well as any other relevant information
- Remind mentee to carefully review faculty and student handbooks
- Review school system calendar
- Review master schedule and class schedule
- Review duty schedule and faculty meeting schedule\*
- Discuss procedures for distributing textbooks
- Review arrival/departure procedures relevant to students and teachers
- Demonstrate lunchroom procedures and discuss lunchroom conduct expectations
- Discuss the communication of absences and tardies to the office
- Review school and grade level discipline plans with mentee
- Show mentee how to write lesson plans in the manner expected by the school administrative team
- Share with mentee any daily or special scheduling requirements such as daily reviews, silent reading, computer lab, media center visits, etc.
- Review grade level objectives/standards and how to access the same
- Explain procedures for open House
- Emphasize need for accurate and complete documentation
- Review school Expectations for parental contacts
- Offer suggestions and resources for classroom management
- Demonstrate how to enter grades and utilize all functions of grading program
- Discuss how to properly receipt and account for school monies
- Review safety plan before end of August

\*The mentee should not be assigned additional duties for a least the first semester of school.

**Preplanning Responsibilities - July 21<sup>st</sup>, 2009 (NTI) – August 7<sup>th</sup>, 2009 - Validation**

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

**Responsibilities - First Nine Weeks – August 10<sup>th</sup>, 2009 – October 9<sup>th</sup>, 2009**

**School Year:** \_\_\_\_\_

**Name of Mentor:** \_\_\_\_\_

**Name of Mentee:** \_\_\_\_\_

**Please check the following tasks as you complete them with your protégé:**

- Explain formal observation instrument and procedures associated with the same
- Arrange a time for mentee to informally observe mentor
- Arrange a time for mentor to informally observe mentee and provide feedback
- Discuss any school-based pre-testing information and requirements
- Discuss any special school-based instructional programs such as Accelerated Reader
- Review classroom management and discipline strategies and provide further recommendations as needed particularly related to moving students from one place in the building to another
- Answer any questions regarding how to enter grades and assist as necessary
- Review grading policies
- Demonstrate how to prepare progress reports and report cards
- Share any relevant school-based report card procedures to include due dates, use of comments, special documentation, etc.
- Discuss contents of reading, writing, and/or math folders
- Show mentee how to complete a maintenance request (as needed)
- Review withdrawal procedures and policies
- Remind mentee of services offered by school, school system, community resources, county office, etc. as well as how or where to access or visit the same
- Review and explain the SST process to include forms and meetings
- Explain IEPs as well as strategies, modifications, and/or procedures to appropriately serve a special needs student
- Discuss how to plan a field trip and arrange for transportation
- Demonstrate how to interpret and utilize data in the permanent record
- Discuss allotment and spending of instructional funds and PTO monies
- Review policies related to celebrations and holidays
- Meet informally as needed to address any immediate concerns
- Provide suggestions for parent conferences
- Develop substitute teacher emergency teaching plan
- Attend building mentee/mentor meeting

**Responsibilities - First Nine Weeks – August 10<sup>th</sup>, 2009 – October 9<sup>th</sup>, 2009 - Validation**

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

**Responsibilities - Second Nine Weeks – October 10<sup>th</sup>, 2009 – December 18<sup>th</sup>, 2009**

**School Year:** \_\_\_\_\_

**Name of Mentor:** \_\_\_\_\_

**Name of Mentee:** \_\_\_\_\_

**Please check the following tasks as you complete them with your protégé:**

- Discuss delayed openings and inclement weather policies
- Review school's retention and failure policies
- Reflect on the teaching experience at mid-point and set goals for the remainder of the year.
- Review standardized testing objectives and modify pacing as necessary in order to meet objectives prior to testing period
- Review report cards and target students in danger of retention
- Discuss communication of possible retention to parents
- Assist with planning of holiday activities/programs
- Meet informally as needed to address any immediate concerns
- Observe another teacher
- Mentee and mentor observe each other
- Attend mentor/mentee meeting

**Responsibilities - Second Nine Weeks – October 10<sup>th</sup>, 2009 – December 18<sup>th</sup>, 2009 –  
Validation**

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

**Responsibilities - Third Nine Weeks – January 5<sup>th</sup>, 2010 – March 12<sup>th</sup>, 2010**

**School Year:** \_\_\_\_\_

**Name of Mentor:** \_\_\_\_\_

**Name of Mentee:** \_\_\_\_\_

**Please check the following tasks as you complete them with your protégé:**

- Arrange a time for mentee to informally observe mentor
- Arrange a time for mentor to informally observe mentee and provide feedback
- Encourage continued parental contact
- Informally discuss what to expect during standardized testing
- Meet informally as needed to address any immediate concerns
- Provide suggestions for keeping momentum and interest for students as well as teachers
- Assist mentee in determining budget needs for the upcoming year

**Responsibilities - Third Nine Weeks – January 5<sup>th</sup>, 2010 – March 12<sup>th</sup>, 2010 - Validation**

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

**Responsibilities - Fourth Nine Weeks and Post Planning – March 13<sup>th</sup>, 2010 – May 26<sup>th</sup>, 2010**

**School Year:** \_\_\_\_\_

**Name of Mentor:** \_\_\_\_\_

**Name of Mentee:** \_\_\_\_\_

**Please check the following tasks as you complete them with your protégé:**

- Discuss procedures for closing out the year and explain school checkout procedures
- Provide suggestions on preparing mentally and physically for closing out the year
- Discuss collecting money for lost, damaged, or stolen books
- Review plans for end of year activities
- Demonstrate how to update cumulative records
- Explain to mentee procedures relative to final report cards
- Explain how to complete classroom inventory forms
- Explain how to complete textbook inventory forms
- Review any policies related to returning textbooks, resources, and keys
- Explain how room must be arranged for summer cleaning purposes including what to label and how to label it
- Assist with closing procedures as needed
- Provide verbal and/or written feedback about protégé's teaching experience including strengths and weaknesses
- Encourage mentee to think ahead about coming year
- Celebrate the successful completion of the school year

**Responsibilities - Fourth Nine Weeks and Post Planning – March 13<sup>th</sup>, 2010 – May 26<sup>th</sup>, 2010**

**Validation**

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

## 2009-2010 Mentor/Mentee Assignment

Mentor Name: \_\_\_\_\_ Social Security#: \_\_\_\_\_  
School: \_\_\_\_\_

Mentee	New to CCBOE	Beginning Teacher
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Check semester(s) when mentor services will be provided:  
\_\_\_\_\_ First Semester      \_\_\_\_\_ Second Semester

I have reviewed the Mentor Teacher Program for Columbia County Schools. I understand and agree to carry out mentor responsibilities as outlined within the program and agree to work with the mentee(s) named in this application. Any payment to which I am entitled will be paid on approximately June 30<sup>th</sup>.

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

