

Ashe County Schools

# Mentor Resources

2013-2014



## INTRODUCTION

It is the expectation of Ashe County Schools that beginning teachers (BTs) are provided with the assistance needed to ensure their success in teaching. In an effort to do this, the HR Department provides an orientation for BTs. In addition, mentors are assigned to each new teacher and works with the throughout the three year induction. A monthly newsletter is sent to each BT with helpful reminders and tips for success. The most important assistance provided to beginning teachers comes from the mentors serving each teacher. We appreciate your willingness to serve in this capacity. If you have questions concerning your BT, please feel free to contact the director of Human Resources (246-7175) for assistance.

The major goal of the mentor is to provide support in administrative processes, best instructional practices and carry out the following tasks:

- ✓ Facilitate the adjustment and success of BTS
- ✓ Support and encourage BTS
- ✓ Act as positive role models for new teachers
- ✓ Share with BTS the objectives, culture, and expectations of the school and school system.
- ✓ Promote professional growth, self-confidence, and success on the part of the BTS
- ✓ Assist the BTs in developing decision-making skills
- ✓ Assist the BTS in lesson planning, classroom management, disciplines, time management, teaching strategies, motivation, and other areas as needed

Your efforts as a mentor are much appreciated. We hope the information in this book will be helpful to you as you work with our beginning teachers.

## FREQUENTLY ASKED QUESTIONS

### 1. Who are appropriate mentors?

Appropriate candidates for mentors include school-based teachers on the same grade level or in the same subject area (if possible) or program facilitators (not school-based administrators). The Department of Public Instruction lists the following criteria to be part of the screening process for paid mentors:

- Career status
- Completed 4 years of successful teaching experience
- Licensure in the field in which the mentor is assigned, when possible
- Well above average evaluation on the current performance appraisal instrument
- Mentor training

### 2. Who assigns mentors?

The principal assigns mentors. He/she will try to find a good match in terms of subject area and grade level.

### 3. What training to mentors in North Carolina need?

All paid mentors need 2 days of approved mentor training. Ashe County Schools HR Department will offer mentor training during the year. In order to register for the mentor training, you must request an application from the HR Department. Your principal must approve your application.

### 4. Who determines which mentors get paid?

The legislature made provision to pay most mentors of first and second-year, beginning teachers. Ashe County Schools will pay mentors \$100 per month for serving one BT and a maximum of \$200 for serving 2 or more BTs.

### 5. Who qualifies to have a mentor?

- Any teacher with less than six months of previous teaching experience prior to teaching in North Carolina public schools. This includes teaching in any setting, including private, out-of-state, or any other setting where the teacher is given credit for a teaching year for salary purposes. This experience does not include student teaching, substituting, or tutoring.

- Second year teachers who qualified under the stipulations listed above (as long as they were eligible for a paid mentor their first year with **less** than six months of previous teaching experience).
- First year support staff (media specialists, counselors, social workers, psychologists, and speech and language specialists) who have not previously been teachers. They can have a paid mentor for one year only.
- Mentors for third year teachers are not paid; some first and second year teachers must be assigned unpaid mentors if they had previous teaching experience before entering the BT program. (Example: a teacher may have taught in another state or in a private school for less than three years. NCDPI will assign him/her a BT designation. State law states that the new teacher must be assigned a mentor, but the state makes no provision to pay!

**6. When will mentor pay begin for this year?**

Mentor pay begins the first day of the contract year or later if the mentor is assigned after that date. Mentor pay will be included in the monthly pay check for state paid employees.

**7. Does a mentor get paid for mentoring a substitute who eventually will become a BT?**

No. Mentor pay is not available until the teacher is actually a beginning teacher. Furthermore, if a BT leaves and is replaced by a substitute teacher (or an experienced teacher who is not a BT), the mentor pay is suspended when the BT leaves.

**8. What should be done if a mentor or BT goes on leave or suspension or the beginning teacher leaves employment?**

Your schools should notify HR immediately. Mentors get paid only if they are actively mentoring. Mentors who are paid after their BT leaves must refund the overpayment to payroll?

**9. Do mentors who are assigned more than one BT receive pay for each BT?**

Yes, Ashe County Schools will pay up to \$200 per month to mentors serving two or more BTs and \$100 per month to mentors serving one BT.

## 10. What is the mentor expected to do for a BT?

A mentor should spend a **minimum of 20 minutes per week** with the BT1, a **minimum of twice a month** with the BT2, and a **minimum of once a month** with the BT3 and document all meetings on the Mentor Log (Mentor, BT, and Induction Support Coach must sign log). BTs and mentors should keep copies of the mentor log. A mentor is expected to help the BT.

- ✓ Learn about the school, including a tour of the facility
- ✓ Assist with procedures and policies of the school
- ✓ Acquaint them with the Policies and Procedures manual of Ashe County Schools (available on ACS website)
- ✓ Assist with technology (Home Base/SEA System)
- ✓ Introduce the BT to other staff members
- ✓ Advise/assist the BT with instruction, classroom management, and parent relationships
- ✓ Observe the BT and provide feedback as a coach

Refer to the section, “Mentor Timeline Checklist,” in the back of this handbook for more specific suggestions.

## 11. What are the most common hurdles for BTs?

Most BTs have a challenge with classroom management and discipline. Making and using good lesson plans and developing a good organizational system are common problems. At the elementary level and in exceptional children’s classrooms, developing good working relationship with teacher assistants can all be difficult.

## 12. What determines if a newly hired teacher is a BT?

Several factors are involved, including amount of experience and school system where he/she formerly taught. Also, the teacher must work for 6 consecutive months in the same school system in order to get credit for a BT year. Anyone who comes after a determined December date will not have enough time to be a BT. The Human Resources Department, in conjunction with the Department of Public Instruction, makes the final determination of BT status.

## 13. What defines a lateral entry teacher?

The lateral entry policy allows skilled individuals outside of the public education system to enter the teaching profession. Lateral entry license holders are subject to the regulations that apply to other beginning teachers in North Carolina. They must also meet program and testing requirements with three years.

BT Year

**14. What do Ashe County Schools require for new teachers?**

Based on state policy, first year BTs are required to attend a three day new teacher orientation. (A make-up session for late hires will be held in January). BT1s are required to attend monthly focus professional development meetings. The state of North Carolina requires that all BTs show evidence of continuous professional growth.

**15. Are all new professional employees BTs?**

No. Student service personnel such as counselors, speech pathologists, social workers, psychologists, and media specialists, are not included in the BT program.



**BT Name:** \_\_\_\_\_ **1<sup>st</sup> year**

**Date you began teaching:** \_\_\_\_\_

**School and Teaching Assignment:** \_\_\_\_\_

**Please check when completed:**

\_\_\_\_\_ I participated in the ACS New Teacher Orientation

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

\_\_\_\_\_ I participated in the ACS focus seminars (a minimum of 10 hrs. required)

\_\_\_\_\_ Completed NCEES orientation

\_\_\_\_\_ Administrator Observation 1 by Oct. 31

Acknowledged and Marked Complete in NCEES

\_\_\_\_\_ Administrator Observation 2 by Jan. 31

Acknowledged and Marked Complete in NCEES

\_\_\_\_\_ Administrator Observation 3 by March 31

Acknowledged and Marked Complete in NCEES

\_\_\_\_\_ Peer Observation

Acknowledged and Marked Complete in NCEES

\_\_\_\_\_ Summative Evaluation by May 1

Acknowledged and Marked Complete in NCEES

\_\_\_\_\_ PDP/Initial—Mid-Year—End

Acknowledged by administrator and mentor  
Marked Complete in NCEES

\_\_\_\_\_ Professional Development Log

Signed by administrator and mentor

\_\_\_\_\_ Mentor Log

Signed by administrator and mentor

*Dates of observations may vary due to inclement weather*

Extracurricular Duties Request Form \_\_\_\_\_ Applicable \_\_\_\_\_ Not applicable

**Notes from BT1 year:**



**BT Name:** \_\_\_\_\_ **2nd year**

**Date you began teaching:** \_\_\_\_\_

**School and Teaching Assignment:** \_\_\_\_\_

**Please check when completed:**

- |  |  |
|--|--|
| _____ <b>Administrator Observation 1 by Oct. 31</b>  | <b>Acknowledged and Marked Complete in NCEES</b>                             |
| _____ <b>Administrator Observation 2 by Jan. 31</b>  | <b>Acknowledged and Marked Complete in NCEES</b>                             |
| _____ <b>Administrator Observation 3 by March 31</b> | <b>Acknowledged and Marked Complete in NCEES</b>                             |
| _____ <b>Peer Observation</b>                        | <b>Acknowledged and Marked Complete in NCEES</b>                             |
| _____ <b>Summative Evaluation by May 1</b>           | <b>Acknowledged and Marked Complete in NCEES</b>                             |
| _____ <b>PDP/Initial—Mid-Year—End</b>                | <b>Acknowledged by administrator and mentor<br/>Marked Complete in NCEES</b> |
| _____ <b>Professional Development Log</b>            | <b>Signed by administrator and mentor</b>                                    |
| _____ <b>Mentor Log</b>                              | <b>Signed by administrator and mentor</b>                                    |

***Dates of observations may vary due to inclement weather***

Extracurricular Duties Request Form \_\_\_\_\_ Applicable \_\_\_\_\_ Not applicable

**Notes from BT2 year:**





**BT Name:** \_\_\_\_\_ **3rd year**

**Date you began teaching:** \_\_\_\_\_

**School and Teaching Assignment:** \_\_\_\_\_

**Please check when completed:**

- |   |  |
|---|--|
| _____ Administrator Observation 1 by Oct. 31  | Acknowledged and Marked Complete in NCEES                            |
| _____ Administrator Observation 2 by Jan. 31  | Acknowledged and Marked Complete in NCEES                            |
| _____ Administrator Observation 3 by March 31 | Acknowledged and Marked Complete in NCEES                            |
| _____ Peer Observation                        | Acknowledged and Marked Complete in NCEES                            |
| _____ Summative Evaluation by May 1           | Acknowledged and Marked Complete in NCEES                            |
| _____ PDP/Initial—Mid-Year—End                | Acknowledged by administrator and mentor<br>Marked Complete in NCEES |
| _____ Professional Development Log            | Signed by administrator and mentor                                   |
| _____ Mentor Log                              | Signed by administrator and mentor                                   |

*Dates of observations may vary due to inclement weather*

Extracurricular Duties Request Form \_\_\_\_\_ Applicable \_\_\_\_\_ Not applicable

**Notes from BT3 year:**