

ST. LOUIS PUBLIC SCHOOLS

2007 - 2008



BEGINNING TEACHER AND MENTOR HANDBOOK

801 N. 11th Street
St. Louis, MO 63101



**PROFESSIONAL
DEVELOPMENT**

St. Louis Public Schools

Diana M. Bourisaw, Ph.D.
Superintendent


















Dr. Dan Edwards
Assistant Superintendent

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Executive Director, Professional Development

Thank you to our valued partner:
The Parsons Blewett Memorial Fund

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IMPORTANT NOTE OF FORMS: The forms included in this handbook are intended for reference only. Official SLSPD forms designed for Beginning (1st Year) Teachers are available for printing and/or download as electronic files on the SLSPD web page at:

http://www.slps.org/professional_development/new_page_3.htm



DIANA M. BOURISAW, Ph.D.

Superintendent

LAURA S. BROCK, Ph.D.

Executive Director of Professional Development

2007-2008 School Year

Welcome to St. Louis Public Schools! You have accepted your role as a teacher with all the excitement and challenges of creating effective learning environments for all our students. We are honored to have you working with us on the SLPS team! Mentors are also welcomed with “open arms” to this crucial role of assisting the beginning teacher.

The information contained in this handbook is designed to provide the Mentor and Mentee with tools, structures, and ideas for working together effectively.

Mentors have the responsibility to guide, lead, and listen to their teacher “mentees.” Beginning teachers have the responsibility to communicate effectively so that needs and desires can be addressed by the mentor.

Thank you for embarking on this journey together. I hope that as you build your relationship together, you will also build your skills to meet the needs of every student. You have a direct and immediate impact on the children of SLPS! Thank you for giving your “best” to the children each and every day.

Sincerely,

Laura S. Brock, Ph.D.

Executive Director, Professional Development

Responsibilities / Qualifications

I. Mentor

Purpose: To provide support for the teacher new to the profession.

A. Qualifications

1. Knowledgeable
 - a. Subject area
 - b. School system
 - c. Pedagogy
2. Three years experience in St. Louis Public Schools (preferred)
3. Same grade level, subject and/or building (when possible)
4. Attends training and collaborative meetings
5. Personal Characteristics:
 - a. Cooperative
 - b. Able to listen
 - c. "Stable"
 - d. Flexible
 - e. Enthusiastic
 - f. Committed
 - g. Sense of humor
 - h. Positive
6. Selected/appointed by Building Administrator

B. Responsibilities:

1. Establish a regular time to meet with the new teacher (total of 30 hours throughout the year)
2. Assist in developing *SLPS Individual Professional Development Plan*, including determining professional goals
3. Maintain a detailed log of each meeting (log sheet provided or on SLPS website)
4. Assist in acclimating new teacher to the district and building
5. Serve as a resource for curriculum needs
6. Assist in arranging for an opportunity for the new teacher to observe another classroom(s).
7. Informally observe the new teacher
8. Provide feedback to the new teacher
9. Be an example!

C. Compensation:

1. \$150 per semester (for completing required tasks; total of \$300; Mentors/Coaches paid through other university programs are not eligible for this compensation, though voluntary participation is welcomed).
2. The professional reward of offering support to a new teacher!

II. Principal

A. Responsibilities

1. Select mentor based on qualifications
2. Monitor and support the mentor/new teacher relationship
3. Serve as a resource for the mentor and new teacher
4. Assists on team to develop and implement the new teacher *SLPS Personal Professional Development Plan*
5. Approve *SLPS Personal Professional Development Plan* which details resources needed for implementation
6. Sign and collect mentor log sheets by May 15th 2008.
7. Sign and collect PD Contact Hour Logs by May 15th 2008.

III. PDC

A. Responsibilities

1. Provides a budget for the mentor program
2. Evaluates the new teacher induction and mentor programs

IV. University Person

A. Responsibilities

The degree-granting institution (if a Missouri school) must provide a higher education faculty member to support its teacher graduate. The level of involvement of the higher education person is to be determined by the higher education institution.



PROFESSIONAL
DEVELOPMENT

MENTOR/CONSULTANT AGREEMENT

Date _____

Mentor Name _____
(Last) (First)

Home address _____
(Street, Apt. #)

(City – State – Zip)

Social Security Number _____

SLPS ID Number _____

Telephone numbers: (w) _____ (h) _____

School _____ Grade/Subject _____

Name of your Mentee _____

If your Mentee works at another school please note the school name: _____

Mentors will be provided with the Mentor/Consultant compensation of \$150.00 per semester for a total of \$300.00 for the 07-08 school year. You, the Mentor, must be in good standing with Parsons Blewett Foundation to qualify for payment.

A copy of the SLPS Mentor/Mentee Checklist for Semester One, Semester Two and the Mentor Log must be signed by the building principal and forwarded to Dr. Laura S. Brock, Executive Director of Professional Development upon completion.

Mentor/Consultant compensation will be paid in July, 2008 upon receipt of these signed, completed documents.

Agreement:

I, _____, agree to complete the tasks, activities, SLPS Mentor/Mentee Checklist and Log.

Signature and date



SLPS Mentor/Mentee Checklist and Log

Semester One 07-08

Due: _____

Name of Mentor: _____ Name of Mentee: _____

School _____

Initial and date when completed	Description of Required Activities
	Initial meeting with mentor to tour building, discuss procedures, and provide general orientation to school.
	Assist mentee with gaining access to information systems, data systems, or grading systems used by the school and/or district.
	Assist mentee in set-up of Outlook (e-mail system) and how to navigate for sending and receiving e-mails.
	Establish and carry out regular meeting times with mentee.
	Conduct a minimum of two observations in mentee's classroom and provide feedback.
	Follow-up with mentee after new teacher trainings or other workshops. Discuss any activities of teaching strategies that might be implemented or strengthened.
	Assist mentee in conducting at least two observations in mentor's classroom and hold follow-up conferences.
	Assist mentee in development and monitoring of their Personal Professional Development Plan.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Assist mentee in securing classroom supplies.
	Discuss preparation for Open House and/or Curriculum Night.
	Locate teacher's guides and curriculum guides.
	Develop daily schedule.
	Review curriculum, objectives, Grade Level Expectations (GLEs) and pacing guides.

SLPS Mentor/Mentee Checklist and Log

	Assist mentee in planning the first few weeks of lesson plans.
	Discuss classroom management and discipline strategies.
	Help mentee set up a substitute folder.
	Discuss procedures for requesting a substitute.
	Discuss emergency procedures.
	Discuss library/media resources (school library & instructional media services)
	Discuss grading system and help mentee set up their grade book.
	Discuss how to conduct successful parent/teacher conferences.
	Discuss end of quarter routines (assigning grades, filling in grade cards, etc.)
	Discuss professional development opportunities and how to register. Consider opportunities for funding through Parsons Blewett Foundation.
	Discuss how to obtain special services (special education, guidance, social work, ESOL, etc.)
	Review end of semester grading guidelines, procedures, and transitions for second semester.
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentee's wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

SLPSPD rev 8-28-07



Semester Two 07-08

Due: _____

Name of Mentor: _____ Name of Mentee: _____

School _____

Initial and date when completed	Description of Required Activities
	Continue to carry out regular meeting times with mentee (Enter dates and activities in the Mentor Log).
	Review MO Certification checklist with mentee to make certain he/she is on target with requirements.
	Complete observations in mentee's classroom with feedback provided and/or schedule time for collaborative planning with mentee. Four observations and/or scheduled times for collaborative planning are required this school year.
	Continue to ensure that mentee completes observations in mentor's classroom and/or other master teachers' classrooms, and participates in follow-up conferences.
	Continue to monitor progress of mentee's Professional Development Plan. (First year teachers are required to summarize progress on their PPDP by March 10.)
	Follow-up with mentee on what was learned during new teacher training sessions. Ask how he/she is using the information learned to improve his/her professional experience.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Discuss field trip procedures.
	Have a pep talk with your mentee who might be feeling overwhelmed. Discuss the importance of maintaining balance between professional and personal life.
	Discuss end-of-year procedures and check-out procedures for your building. Review tips and strategies for support in the Beginning Teacher and Mentor Handbook.

SLPS Mentor/Mentee Checklist and Log

	Have your mentee describe two students he/she has in class; one who has already provided a challenge in some way and the other being someone who is "lost in the crowd". Brainstorm ways to "reach" both of these students. Develop a short-term action plan for one week and commit to discussing the outcomes next week.
	Revisit Curriculum Documents. Assist mentee with planning to ensure that implementation of curriculum and pacing guides.
	Discuss MAP testing and preparing students for the MAP.
	Other Activity (describe)
	Other Activity (describe)
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentee's wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

DESE REQUIREMENTS FOR NEW TEACHERS

BEGINNING TEACHER ASSISTANCE PROGRAM (BTAP)

The Department of Elementary and Secondary Education (DESE) requires each new teacher classified as a Professional Certificate (IPC -- PC-I) to complete a beginning teacher assistance program. The program is offered by a Missouri college or university on topics of importance for beginning teachers.

MENTOR PROGRAM - Beginning 1st and 2nd Year Teachers

The Department of Elementary and Secondary Education (DESE) requires all new teachers to participate in a two year mentoring program approved and provided by the district. Mentor requirements are:

- every mentor will attend an orientation workshop at the start of every school year
- a mentor must have at least 3 years of teaching experience
- a mentor must be an exemplary teacher who demonstrates effective teaching practices
- it is preferred that the mentor teaches the same grade/subject as the mentee and in the same school
- mentors should be assigned to the new teachers the very first day of school
- mentors must observe and be observed by the mentees
- mentors must be given time in their schedule for collaboration with mentee other than planning period or after school
- a mentee will do a self-analysis to determine their needs from a mentor
- a mentee will upon completion of the mentoring program complete a post analysis to determine his strengths and weaknesses
- mentees would be a part of a cohort group that meets regularly with a facilitator for the purpose of sharing successes and challenges
- a professional video library may be established in the central location comprised of video tapes of lessons taught by master teachers (i.e. individuals who have been recognized as National Board certified or STARR teachers)

Required Procedures:

Principals assign a mentor and complete a Data Sheet for new, beginning 1st and 2nd year teachers (2nd year, if no mentor has been assigned previously)

Mentors assist mentees in completing the Mentor Log of activities

CONTACT HOURS

DESE requires all first year teachers earn thirty (30) contact hours of professional development within a four year period. School staff meetings cannot be counted as contact hours. New teachers keep Professional Development Contact Hour Certificates as evidence of their attendance and completion of Professional Development Activities and contact hours. The St. Louis Public Schools District provides a form for new teachers to record contact hours.

All completed Professional Development Contact Hour Logs are to be submitted to SLPS Professional Development forty-five (45) days prior to a new teacher's upgrade. PD Contact Hour Certificates and/or college transcripts must be kept on file for inspection upon request with the new teacher's building principal. The new teacher must also keep a file of these documents for his or her records. It is the new teacher's responsibility to submit all documentation to SLPS Professional Development in a timely fashion.

Contact Hour information (for "non-exempt" staff who must report hours) is gathered district wide from school locations and reported annually to DESE by SLPS Professional Development through the online "Educator's Professional Development Reporting Site" under Teacher Quality and Urban Education.

Although teachers with Career CPC certification are currently exempt from the reporting of contact hours by DESE regulation, it is the belief that all staff in the St. Louis Public School system should be engaged in high-quality professional development, modeling for students that adults too, regardless of station or status, are "Life-long Learners."

PERSONAL PROFESSIONAL DEVELOPMENT PLANS

St. Louis Public Schools District requires all staff to develop, maintain, implement and complete annual personal professional development plans. The District requires all certificated staff to annually complete a minimum number of contact hours. The staff member, in consultation with colleagues and the principal/supervisor, develops the plan around one or more goal areas (instruction, classroom management, interpersonal skills, and personal responsibilities) aligned to School Improvement Plan (SIP) or Unit goals and individual staff needs and skills. New teachers involved in the new teacher-mentoring program are required to have a plan for each of the four goal areas.

The plan goals, aligned to SIP goals, must focus on improving student academic achievement in a recognized Missouri Assessment Program (MAP) process or content standard area.

Personal professional development plans, Mentor Activity Logs, and Contact Hour Logs are to be maintained on site and ready for review upon request. All staff should keep copies of their materials for their personal record. Currently, teachers are required to

forward their materials to the Professional Development Division 45 days prior to certification upgrade.

District professional development is based on the “Standards for Professional Development” of the National Staff Development Council. The NSDC standards used to plan district professional development activities are:

- job embedded
- data driven
- results oriented
- collegial
- sustained over time
- goal focused

Required Professional Development Hours

1 college credit hour = 15 PD contact hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL)	60 total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Professional Cert - most core areas & librarians	30 total over 4 years	24 hours plus annual	15 annually until exempt	“
Career Education – (formerly vocational)	90 total over 4 years	24 hours plus annual	30 annually until exempt	“
Student Services	40 total over 4 years	24 hours plus annual	20 annually until exempt	“
Administration – superintendent	120 total over 4 years	24 hours plus annual	30 annually until exempt	“
Administration – principals, special ed. directors and career ed. directors	120 total over 4 years	24 hours plus annual	Years 5-10 must complete EdS degree in ed adm, C&I, or reading/literacy or 30 hours annually	Years 11-99 exempt with EdS degree or national certification
Provisional (2 years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
Temporary (1 year)	must complete 9 college credits annually	n/a	n/a	n/a

7-20-07 From DESE Professional Development Web Page @ http://www.dese.mo.gov/divteachqual/teachcert/PD_CHART.html

revPD 7-20-07



PERSONAL PROFESSIONAL DEVELOPMENT PLAN INSTRUCTIONS

All certificated employees of SLPS must complete a Personal Professional Development Plan (PPDP) as mandated by the Missouri Department of Elementary and Secondary Education. First year teachers must develop a plan for each of the four goal areas.

- Select Professional Development Goal(s) from the following list as they related to the unit or School Improvement Plan (SIP):
 - certificated staff:
 - Instruction
 - Management
 - Interpersonal Skills
 - Professional Responsibilities
- Complete a PPDP Action Plan to describe and track strategies/activities used to achieve your goal.
- Record all pertinent Professional Development Contact Hours accrued during the course of the school year on the Action Plan.
- Maintain a **Contact Hour Log** form.

Although not mandated by the State, non-certificated staff are encouraged to attend professional development training when possible and develop a plan of personal professional development concentrating on one of the following areas as it relates to the unit or School Improvement Plan (SIP.)

- non-certificated staff:
 - Instruction
 - Communication
 - Leadership Development
 - Job Specific Training

Personal Professional Development Plans are due to principals by October 15.

An electronic, downloadable copy of this form is available at www.slps.org/professional_development/documents.htm



PROFESSIONAL DEVELOPMENT PERSONAL PROFESSIONAL DEVELOPMENT PLAN

School Year 20__ -- __

Name _____ Position _____

School/Location _____ Years experience in position _____

Goal areas -- certified staff:	Circle one goal area:	Instruction	Management	Interpersonal Skills	Professional Responsibilities
Goal areas -- non-certificated staff	Circle one goal area:	Instruction	Communication	Leadership Development	Job Specific Training
School Improvement Goal:					
Desired outcomes: (Personal areas of self improvement in terms of knowledge/skills/performance products, evidence of learning, use of skills acquired.)					
Student impact: (connection/contribution to the learning environment.)					

PPDP ACTION PLAN

School Year 20__ --

Name _____ Goal area from page 1. _____

ACTION PLAN

RECORD OF COMPLETION







PROFESSIONAL DEVELOPMENT STRATEGIES (Read, write, research, participate in, observe, collect, etc.)	EVIDENCE OF COMPLETION (Journal, PD contact hour certificates, etc.)	DATE ACHIEVED	CONTACT HOURS

Total Contact Hours _____

Staff Member Signature _____ Supervisor's Signature _____ Date Started _____ Date Completed _____

PD rev. 4-2-07

What do we know about beginning teachers?

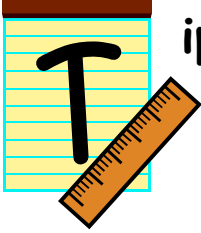
1. Nationwide 25% of new teachers leave the profession during the first three years.
2. The conditions under which new teachers complete the first year of teaching are fairly predictive of success in their teaching career and of their retention in the profession.
3. New teachers are more influenced by their new school setting than by their recent educational training.
4. Administrators and teacher colleagues have control over many of the issues that contribute to the working conditions of the new teachers.
5. Attrition rate among the most academically qualified teachers is attributed to working conditions within the school:
 - ❖ Larger classes
 - ❖ More difficult students
 - ❖ Floating room assignments
 - ❖ Too many preparations
 - ❖ Preparations not in area of training
 - ❖ Additional non-teaching duties
6. Conditions contributing to attrition in addition to the demands of teaching include: unrealistic/unmet expectations, isolation, and organizational “sink or swim” philosophy. Specific teaching concerns are:
 -  Classroom management and discipline
 -  Student motivations
 -  Managing instructional tasks (organizing work, individualizing assessments and assignments, planning, instruction, and locating materials and resources)
 -  Managing non-instructional demands of the position (establishing relationships with students, parents and colleagues: managing extracurricular assignments; enlisting assistance of other staff members.)
 -  Adjustment to the physical demand of teaching
 -  Sacrificing leisure time
7. Lack of supervision can contribute to the problems of the beginning teacher. Unaided new teachers make and repeat costly errors.
8. New teachers do not want to appear incompetent or meddlesome by asking questions.

PERCEIVED PROBLEMS

of Beginning Teachers

<u>Rank Order</u>	<u>Problem</u>
1	Classroom discipline
2	Motivating students
3	Dealing with individual differences
4	Assessing student work
5	Relations with parents
6	Organization of class work
7	Insufficient materials and supplies
8	Dealing with problems of individual students
9	Heavy teaching load/insufficient prep time
10	Relations with colleagues
11	Planning of lessons and school days
12	Effective use of different teaching methods
13	Awareness of school policies and rules
14	Determining learning level of students
15	Knowledge of subject matter
16	Burden of clerical work
17	Relations with principals/administrators
18	Inadequate school equipment
19	Dealing with slow learners
20	Dealing with students of different cultures and deprived backgrounds
21	Effective use of textbooks and curricular guides
22	Lack of spare time
23	Inadequate guidance and support
24	Large class size

Source: Veenman, Simon, "Perceived Problems of Beginning Teachers,"
Review of Educational Research, Summer, 1984.



Tips for Providing Assistance

Mentors can directly assist their protégés by:

- Making time available on a regular basis to address the protégés concerns and progress, and to ensure interaction.
- Helping the protégé organize and manage materials.
- Helping the protégé develop and maintain a recordkeeping system.
- Responding to specific requests by the protégé.
- Informing the protégé about workshops and other activities and opportunities for professional involvement.
- Helping the protégé to understand the written and unwritten rules and norms in the school and community.
- Observing the protégé and providing feedback to facilitate professional growth.
- Helping the protégé develop a classroom management system.
- Helping the protégé develop a discipline plan.
- Assisting in the protégé's socialization to the school environment.
- Modeling and/or suggesting technique for conferencing with parents.
- Acting as a confidant for the protégé to express personal/professional concerns.
- Helping the protégé assess his/her skills. Including skills that he/she already possesses.
- Modeling skillful teaching strategies.
- Helping the protégé diagnose students' learning styles and modify teaching strategies to meet all students' learning styles and modify teaching strategies to meet all students' needs.
- Bringing new methods, materials and resources to the attention of the protégé and providing assistance in their implementation.
- Conferring with the protégé regarding effective ways of meeting student learning objectives and district instructional goals.
- Providing examples of unit plans and course syllabi.
- Giving feedback on the protégé's efforts to try his/her own ideas, teaching style, and classroom management plan.
- Identifying resource people, e.g., the principal and staff development specialists (if available) in the district, along with those in district and regional support agencies.

TIPS *for Mentors*

I. Introduce yourself!

- A. Call or visit your new teacher as soon as you are appointed a mentor.
- B. Arrange a meeting prior to the first day of new-teacher orientation.
- C. Outline briefly your role as a mentor.
- D. Do not overwhelm him/her with “all he/she needs to know” in the first hour. Reassure him/her that you are available during the orientation week and during the year.

II. Suggestions for the first mentor-new teacher meeting at school:

- A. Go over the new teacher’s class list to help him/her get to know her students before school begins.
- B. Set up routine meeting times.
- C. Give him/her a calendar of important school events.
- D. Organize a question/answer notebook to be used when you meet.
- E. Help the new teacher prepare a folder for substitutes. Explain the procedure to be followed if the teacher must be absent from school.
- F. Arrange for someone to answer emergency questions in case you are not available.

III. Other Ideas to try:

- A. Plan a special welcome: send a balloon, make some fudge, bake cookies, or write an encouraging note for the first day of school. It will be a tough day for a new person.
- B. Explore mutual interests in professional organizations and offer to attend meetings together.
- C. Obtain a current copy of the school’s yearbook for the new teacher. Match staff photos with names and room/job assignments.
- D. Help the new teacher ready his/her room for the opening of school.

IV. Throughout the year:

- A. Update the school calendar regularly. Each school event is the new teacher’s first experience.
- B. Help the new teacher prepare for Open House and parent conferences.
- C. Keep the new teacher abreast of course offerings, either credit or for enrichment at local colleges and universities, as well as within the district.
- D. New teachers to the St. Louis area appreciate help with finding cultural and recreational activities and events.
- E. Continue to meet regularly with your new teacher.
- F. Listen! The teacher may just need to vent feelings sometimes.

V. Consider discussing the idiosyncrasies of the building:

- A. Discuss the special rules for your building (whether you may leave during the school day, whether or not to apply tape to the walls, etc.)
- B. Provide the list of PTO Officers (if applicable).
- C. Explain parking regulations and consequences for failure to comply.
- D. Detail the time schedules for the building (time the building is open and locked, or who can open it in an emergency, ways to handle doctor's appointments, days of leave, or conference attendance procedures).
- E. Explain the procedures for copying materials, securing audio-visual equipment, morning announcements, etc.
- F. Describe the lounge rules for faculty activities (coffee funds, flower funds, Friday treats, etc.)
- G. Explain the procedures for scheduling events on the building's or district master schedules.
- H. Detail budget procedures. How does one acquire supplemental supplies in an emergency? Who pays for supplies and equipment?

Personnel

(from Who's Who in Your School? By Sally A. Hudson in the INSTRUCTOR MAGAZINE. September, 1986. pp. 23-24 summarized)

Help new teachers answer the following questions related to personnel:

A. Custodians

- 1. What are their names?
- 2. Which one will work on your hallway, in your classroom?
- 3. Where are they headquartered?
- 4. How can a teacher secure their help? For special events? In an emergency?
- 5. Are there any special procedures that the custodial staff requires (chairs on the desk at the end of the day, window shades pulled, lights out, etc.)

B. School Secretaries

- 1. What are their names and responsibilities?
- 2. What office machines are available for teachers? (copiers, etc.)
- 3. How can you obtain the usual office supplies? (chalk, paper, staplers, scissors, etc.)
- 4. Is there a teacher's assistant? What can we expect him/her to do? How much lead time does he/she require?
- 5. What teacher-kept records are required for you?
- 6. How is school wide attendance handled?
- 7. How can teachers make and receive phone calls during the day?
- 8. Who is the school nurse, what are his/her hours and what are the services he/she provides?

C. School Cafeteria

1. Who are the staff and what are their hours?
2. What lunches are available for teachers and students and at what prices?
3. What responsibilities will the teacher have in the cafeteria?

D. Principal

1. How and why might a teacher refer a student to the principal or assistant principal?
2. When and where are faculty meetings?
3. What responsibilities will you have outside of your classroom?
4. What school traditions are there to be aware of (spring fair, sixth grade camp, student-run musical, etc.)?
5. How are assemblies planned and handled?
6. What roles do principals and other staff members play in evaluating teachers? What is expected for the teacher in an evaluation?

E. The Library and/or Media Center

1. Who comprises the library staff and what are their responsibilities?
2. When may students visit the library? How do they check out materials? For how long?
3. Where are the student records kept? Who has access to these records? What is the procedure to check a student's record?
4. What kinds of grading system and report cards are used?
5. What state and national tests are given to students? When?
6. What special services do counselors provide students and teachers?

F. Special Teachers

1. Who are the specialists in the building and district? (special education, vocal and instrumental music, art ESL, physical education, teachers of the gifted, and instructional aides).
2. How are these teachers scheduled, normally and for special events or projects?

INFORMAL OBSERVATION PROCESS

The  Step Process:

Step 1: Pre-Observation Conference

- What is the lesson? What led to it and what will follow?
- What will the students learn?
- What behaviors/activities do you expect from the students?
- What strategies/techniques will you use?
- How will you know the students have learned?
- What, specifically, do you want me to observe?
- Are there any unusual circumstances of which I should be aware?

Step 2: The Observation

- The observer records specific data agreed to in pre-observation conference. The data will be shared and analyzed during the post observation conference.

Step 3: Post Observation Conference

- How did you feel during the lesson?
- Were the behaviors/activities of the students what you expected?
- How do you see the attainment of your objective by the students?
- **SHARE THE DATA!!!**
- When you teach this lesson again, will you make any changes?

Data-Driven Discussions Consulting, Collaborating, and Coaching

Coaching and mentoring involve a variety of strategies that fall along a continuum. When partners use **consultation** strategies, one partner is the expert giving advice to the other (learner). In **collaboration**, both partners share expert and learner roles. **Coaching**, through questioning, facilitates thinking, planning, and reflecting around classroom practice.

Mentoring and Coaching Approaches	Consultation	Collaboration	Coaching
Purpose	<p>Give advice to...</p> <ul style="list-style-type: none"> clarify goals plan for, observe, and provide feedback about teaching practice improve teaching practice create resources provide follow-up 	<p>Plan, observe, provide feedback, and refine instructional strategies to...</p> <ul style="list-style-type: none"> expand the knowledge base of both partners improve practice and student learning results share resources and expertise develop collegial, professional relationships and diminish professional isolation 	<p>Help new teachers think about and reflect on their professional work and its impact on student learning.</p>
Roles	<p>A mentor or coach who...</p> <ul style="list-style-type: none"> provides formal or informal opportunities to plan, observe, and reflect on professional practice clarifies problems and successes gives advice regarding solutions, resources, or changes in practice when needed 	<p>Mentors and new teachers who as colleagues...</p> <ul style="list-style-type: none"> enter a partnership targeting areas of their practices for examination and then providing and receiving feedback collaborate as critical friends to improve teaching and student learning 	<p>A mentor or coach who...</p> <ul style="list-style-type: none"> asks insightful questions to coach a partner's decision-making and reflective process helps a colleague examine the relationship between perceptions, attitudes, thinking, and behaviors that will affect student learning
Knowledge	<p>The mentor or coach...</p> <ul style="list-style-type: none"> is a skillful teacher or administrator is able to describe or demonstrate effective teaching/administrative strategies has a thorough understanding of the curriculum being taught practices good listening and communication skills is sensitive to other's needs is effective in establishing rapport 	<p>The mentor and new teacher...</p> <ul style="list-style-type: none"> plan for and focus on developing skills and/or improving practice practice good listening and communication strategies are sensitive to each other's needs are open to observation of and feedback on their teaching practice are effective in establishing rapport 	<p>The mentor or coach...</p> <ul style="list-style-type: none"> is a good role model is effective in establishing rapport practices good listening and communication strategies asks appropriate questions



Being Mentored
A Guide for Protégés
(excerpts from the book by Hal Portner)

Principles For Success

Protégés get the most out of being mentored when they are able to contribute to the development and maintenance of the mentoring partnership. You will be contributing to the mentoring relationship when you do the following:

- Do what you say you will do.
- Let your mentor know if you are unable to follow through on a promise, and suggest an alternative.
- Unless given permission by your mentor, treat in confidence whatever of personal nature he or she tells you or what you observe.
- Where your mentor offers some information or opinion or asks a question, respond to his or her statement or query before going on to another topic.
- Where you feel comfortable doing so, express your feelings and ideas, even though you may not always agree with them.
- Periodically check out your assumptions of what your mentor was thinking and feeling as well as what was said.

Protégés get the most out of being mentored when they are able to ask for help; especially when they know who and how to ask. You will get helpful responses to your requests when you do the following:

- Understand that you have not only the responsibility but also the right to ask your mentor for help.
- Be comfortable about asking other teachers for help.
- Ask for help in ways other than verbally.
- Be willing to ask teachers outside your school and district for help.
- Respect your right to ask for help as long as you do not infringe on the rights of others by doing so.
- When you ask for help, decides whether you are asking for action, information, or emotional support.
- Limit your question and requests to what you really want or need.

Protégés get the most out of being mentored when they are aware of what they still need to know and how and where to address those needs. You will be able to plan ahead and better address your needs when you can do the following:

- If you are not sure of something, seek more information.
- Identify and deal with the most pressing need-to-know items first.
- Seek out and use resources to help you address your priorities.
- Share your progress with your mentor.

Protégés get the most out of being mentored when, in addition to working with their mentors, they seek out and create opportunities to exchange information and support with their peers. You will have created opportunities to interact professionally with peers when you do the following:

- Join the peer support/learning group that your school district or college provides.

Protégés get the most out of being mentored when they are able to take responsibility and be proactive in the mentoring process. You will be taking responsibility when you do the following:

- Take the initiative when it comes to having your needs as a protégé met.
- Avoid making assumptions about your mentor's plans and expectations.
- Solicit feedback from your mentor as a way to improve your teaching.
- Receive feedback objectively.
- Attempt to construct ways to learn from seemingly untenable situations.
- Take responsibility for your personal well-being.
- Contribute to the learning of other educators.

Protégés get the most out of being mentored when they not only take advantage of invitations to observe others teach but also create their own opportunities. When you observe others, you will benefit most when you do the following:

- Identify teachers other than your mentor whom you would like to observe.
- Try to arrange opportunities to observe others when invitations to do so are not forthcoming.
- Inform the principal of any observation visits you plan to carry out.
- Withhold judgment until you have had the opportunity to reflect on and consider what you have observed.
- Focus on a particular aspect of the class or lesson you are observing.

- Help organize a support and discussion group if no such opportunity for networking is provided by your school district or college.
- Subscribe to and use Internet chat-boards for teachers.

We all have our own styles and ways of doing things; some work, others don't. Often, it is by trying out new strategies and behaviors that we learn and improve. Changing what we do and how we do it involves risks, including the risk of making things worse and the risk of being ridiculed if things go wrong.

Taking a risk can open up a new learning experience. Before you take a risk, however, consider its potential effect on yourself and others. Once you are certain that it will do no harm and will likely lead to some benefit, don't hold back. Do it the best you can. If possible, get your mentor's support.

Protégés get the most out of being mentored when they are willing to try something new or to try doing something differently in order to learn to teach better. You will be likely to make such risk taking more beneficial and less risky when you do the following:

- Be willing to go "out on a limb," if need be, to follow through on your convictions.
- Resist the impulse to take a risk until you have considered its ramifications.
- Do not take a risk if there is any possibility that doing so will cause harm.
- Once you have decided to take an informed risk, do so with confidence.

As a “new kid on the block,” you bring a new set of eyes, a new perspective, and new energy to a school. You have the ability to contribute to the mentoring program’s development, to improvement in the way your school operates, and perhaps even to the revitalization of some burned-out teachers.

Protégés get the most out of being mentored when they are able and willing to give something back in return. You will be contributing to the operation, culture, and overall improvement of your mentoring program and school when you do the following:

- Provide relevant feedback that assist in the mentoring program’s evaluation and revision efforts.
- Actively seek out opportunities to help with projects or programs that would result in students learning materials being used more effectively.
- Look for opportunities to share and use your past experience to help students, other teachers, and your school.
- Share your enthusiasm for teaching and learning with your more experienced colleagues.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

1. Work with the mentee to analyze a lesson plan that did not work.
2. Remind the mentee of an important form that is due.
3. Introduce the mentee to other staff members.
4. Share an instructional resource with the mentee.
5. Go to lunch with the mentee to celebrate a teaching success.
6. Show the mentee how to access student records.
7. Help the mentee plan a strategy for solving a classroom management problem.
8. Avoid taking personal responsibility for the mentee's failures.
9. Observe the mentee's class to collect data on an instructional problem.
10. Listen to the mentee share a personal or professional frustration.
11. Demonstrate an instructional technique.
12. Collaborate with the mentee in planning/teaching a unit.
13. Make a video- or audio- tape of the mentee for self-analysis.
14. Attend a workshop with the mentee.
15. Go to breakfast with the mentee once a week.
16. Encourage the mentee to reflect on a critical classroom event.
17. Advise the mentee on how to relate to another staff member.
18. Protect the mentee by maintaining confidentiality.
19. Alert the mentee to a behavior that you know may be self-defeating.
20. Confront and resolve an interpersonal conflict with the mentee.
21. Invite the mentee to a TGIF get-together.
22. Be self-disclosing with the mentee.
23. Assess the mentee's level of commitment and maturity.
24. Adapt supervisory practice to the mentee's developmental level.
25. Advise the mentee on the pitfalls of parent conferencing.
26. Take the mentee on a tour of the community or school district.
27. Counsel the mentee on a personal problem.
28. Refer the mentee to appropriate resource persons.
29. Encourage the mentee to participate in professional organizations.
30. Invite the mentee to systematically observe your teaching.
31. Hold and express high expectations for the mentee.
32. Be on the lookout for survival behaviors.
33. Give the mentee specific feedback.
34. Patiently answer the mentee's questions.
35. Laugh at oneself.
36. Model professionalism for the mentee.
37. Discuss a current educational issue with the mentee.
38. Help the mentee learn to write better test items.
39. Advise the mentee on how to better manage his or her time.
40. Share a personal success or failure.
41. Be congruent in mentoring beliefs and actions (walk the talk).
42. Remind the mentee of an important building or district policy.
43. Assist the mentee in keeping better student records.
44. Be positive.
45. Ask the mentee's opinion on a professional idea.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

46. Brainstorm with the mentee a list of possible solutions to a problem.
47. Know the research on problems and concerns of mentees.
48. Share a professional article with the mentee.
49. Show the mentee how to fill out grade cards.
50. Model a disposition to inquiry.
51. Be open and honest with the mentee.
52. Encourage the mentee to try a new instructional strategy.
53. Hold a pre-observation conference with the mentee.
54. Help the mentee learn how to write better instructional objectives.
55. Advise the mentee of professional opportunities.
56. Display personal enthusiasm for teaching.
57. Positively reinforce a mentee's desirable behavior.
58. Check the mentee for understanding.
59. Use research findings as the focus of systematic observations.
60. Take a personal interest in the mentee's career development.
61. Don't take yourself too seriously.
62. Believe in the meaningfulness of your work.
63. Avoid sending mentees mixed messages.
64. Practice active listening.
65. Assist the mentee in reviewing instructional materials.
66. Provide the mentee with important information on a student.
67. Express the belief that all children can learn.
68. Know what it takes to build a trusting relationship.
69. Help the mentee understand issues on professional ethics.
70. Praise the mentee specifically.
71. Counsel another mentor on a mentoring issue or problem.
72. Encourage the mentee to attend a school athletic event or play.
73. Design and carry out an action research project with the mentee.
74. Help the mentee improve their classroom questioning technique.
75. Demonstrate for the mentee how to begin or close a lesson.
76. Appreciate the complexity of teaching.
77. Be sensitive to the mentee's nonverbal messages.
78. Share personal success and failures.
79. Show the mentee how to more effectively use instructional technology.
80. Let the mentee know their problems and concerns are not unique.
81. Commend the mentee in front of a colleague.
82. Encourage the mentee to collect and analyze student feedback.
83. Model a positive disposition toward professional growth.
84. Express interest in the mentee's personal hobbies, travels, etc.
85. Advise the mentee on how to resolve an interpersonal conflict.
86. Arrange for the mentee to observe a colleague.
87. Protect the mentee from unjust criticism.
88. Practice patience.
89. Reflect on when it is time to speak and when it is time to listen.
90. Recognize that not all mentor-mentee relationships are made in heaven.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

91. Help the mentee interpret the culture of the school.
92. Help the mentee understand the history of the district.
93. Script a lesson for the mentee.
94. Encourage the mentee to vary their instructional strategies.
95. Remind the mentee of the power of teacher expectations.
96. Value your own knowledge and experience.
97. Pursue excellence in your own classroom.
98. Accept change.
99. Accept the mentee.
100. BELIEVE THAT YOU CAN MAKE A DIFFERENCE!

WEB SITES FOR NEW TEACHERS

http://www.slps.org/professional_development/new_page_3.htm

Web Sites for New Teachers

Tips for New Teachers

www.hannahmeans.bizland.com - New teacher guide book

www.adprima.com/ideamenu.htm - Ideas for new teachers

www.ed.gov/teachers/become/about/survivalguide/index.html

www.teachersfirst.com/new-tch.shtml - New teacher resources, tips

www.education-world.com/a_admin/admin139.shtml - Links to online mentoring, networking, and professional development

General/Lesson Plans

www.school.discovery.com/schrockguide/edlearn.html - Kathy Schrock's Guide for Teachers (discovery channel)

www.proteacher.com - Teaching practices, child development, etc.

www.austega.com/education/articles/effectivepraise.htm - Effective praise

www.sitesforteachers.com/index.html - Sites for teachers

www.teacherplanet.com/calendar/01-JAN.html - 150 Theme-based resource pages

www.712educators.about.com/cs/activelistening/a/activelistening.htm - Active listening

www.mrsalphabet.com/links.html - Kindergarten alphabet worksheets and games

www.education-world.com/research - On-line reference tools, maps, dictionaries, etc.

www.educationworld.com/a_lesson/lesson131.shtml - First day of school icebreakers 2000 (vol. 4)

www.encarta.msn.com - Lesson plans and information resources

www.coreknowledge.org - Lesson plans

www.logo.com/index.html - Fun and creative educational software

www.microsoft.com/education - Microsoft tutorials, lesson plans, etc. Comprehensive website that uses age, theme, product and learning areas to create tailored lesson plans and ideas.

Web Sites for New Teachers

www.teachnet.org - Lesson plans, online discussions, idea exchange, etc.

www.wested.org - Educational texts

www.thegateway.org - Lesson plans

www.theeducatorsnetwork.com/lessons/index.htm - Lesson plans

www.brainpop.com Lessons and quizzes with high visual appeal

www.enchantedlearning.com Elementary teaching tools including dual language picture dictionaries

www.learnnc.org - The North Carolina Teachers' Network - Lesson plans and classroom technology

Science

www.gooseholler.com/main/soft/testpg.html - Science quizzes

www.sierraclub.org/education - Sierra Club educational materials on ecology and conservation

www.2nsta.org/sciencesites/ - National Science Teachers Association's list of recommended science web sites

Language Arts Sites

www.paragraphpunch.com - Guides paragraph writing. Helpful in teaching structure, grammar and proofreading. Interactive and comprehensive.

www.sdcoe.k12.ca.us/score/cyberguide.html - Cyberguides for the study of the most frequently read literature. A comprehensive site containing the California Language Arts standards and supplemental units with complex literary themes.

www.graphic.org/goindex.html - Graphic organizers

www.k-6educators.about.com/es/literaturebooks/index.htm - Elementary school educator's sample summer reading list

www.expage.com/4writing - Writing skills, "Make Writing Fun"

History/Civics

www.archives.gov/digital_classroom/teaching_with_documents.html - National Archives and Records Administration (NARA) teaching with documents lesson plans

Web Sites for New Teachers

www.besthistorysites.net/USHistory.shtml - A list of the top five U.S. history web sites

www.vcdh.virginia.edu/teaching/vclassroom/vclasscontents.html - 7-12 lesson plans and paper topics of American History

www.kids.gov/k_history.htm - Links to the CIA Homepage for Kids, Library of Congress, government web sites in Spanish, and many more.

Math

www.forum.swarthmore.edu/teachers - Math focused lesson plans

www.coolmath4kids.com - Math games including lemonade stand, math jigsaw puzzles, and brain benders.

www.aplusmath.com - Math flash cards, worksheets, and homework helper

www.aaamath.com - Practice sheets for basic math skills K-12

www.cuisenaire.com - Hands-on math and science products, K-12

www.enc.org - Eisenhower National Clearinghouse for math and science, lessons, software, etc.

www.illuminations.nctm.org - Standards-based lesson plans for math K-12

Classroom Management

www.geom.umn.edu/%7edwiggins/plan.htm - High school classroom management plan

www.newideas.net - Helpful hints for teachers with ADD and ADHD kids

www.education-world.com/a_curr/curr261.shtml - Ten teacher-tested tips for classroom management

www.education.indiana.edu/cas/tt/v1i2/what.html - A test to help determine your classroom management profile.

www.inspiringteachers.com/tips/management/index.html - Classroom management strategies

Associations, Foundations, etc.

www.nea.org - National Education Association

Web Sites for New Teachers

www.aft.org - American Federation of Teachers

www.ed.gov - US Department of Education

www.ascd.org - The Association for Supervision and Curriculum Development (ASCD)

www.glef.org - The George Lucas Educational Foundation

www.nbpts.org - National Board for Teaching Standards

www.nsd.c.org - National Staff Development Council

www.pdkintl.org - Phi Delta Kappa International

www.schoolcounselor.org - American School Counselor Association

www.nctm.org - National Council of Teachers of Mathematics

Miscellaneous

www.freetranslations.com - Free translations. Type in text, select language and translation appears. Translation may not be 100% accurate but is it is close.

www.portaportal.com - Bookmarks your selected website for access from multiple computers

Induction and Mentoring Web Sites

Alabama

www.alsde.edu/html/sections/section_detail.asp?section=75&footer=sections

Alaska

www.educ.state.ak.us/Educators.html

Arizona

www.ade.state.az.us/resourcecenter/teacher_resources.asp

Arkansas

www.arkedu.state.ar.us/teachers/#Mentoring

California

www.btsa.ca.gov/

Connecticut

www.state.ct.us/sde/dtl/t-a/best/beginningteachingguide/bt_guide.pdf

Delaware

www.doe.state.de.us/NewTchrMentor/newtchrmentor.htm

Florida

www.teachinflorida.com/logon/logondefault.asp?fromPage=Telementoring

Georgia

www.doe.k12.ga.us/support/recognition/mentor.asp

Idaho

www.sde.state.id.us/Dept/teachers.asp

Illinois

www.isbe.net/recertification/i_inductmentorprg.htm

Iowa

www.state.ia.us/educate/ecese/tqt/tc/resources.html

Kansas

www.ksde.org/cert/Mentoring.htm

Louisiana

www.doe.state.la.us/lde/pd/623.html

Maine

www.maine.gov/education/aarbec/

Massachusetts

www.doe.mass.edu/eq/mentor/r_mentor.html

Michigan

www.michigan.gov/mde/0,1607,7-140-5235_6947-32580--,00.html

Induction and Mentoring Web Sites

Minnesota

www.education.state.mn.us/html/080612.htm

Mississippi

www.mde.k12.ms.us/mtc/

Missouri

www.dese.mo.gov/divteachqual/teachrecruit/TTPMentoring.html

Montana

www.opi.state.mt.us/Supt/NewsStories/0441E7EF1C.nclk

Nebraska

www.nde.state.ne.us/EEC/Mentor%20Teacher/TextHP.html

New Hampshire

www.ed.state.nh.us/TQE/TQE.htm

New Jersey

www.state.nj.us/njded/profdev/mentoring/newsletter/

New Mexico

www.teachnm.org/prof_dev_opportunities/beg_teacher_mentoring.htm

New York

www.highered.nysed.gov/tcert/resteachers/teacherinduction/teacherinduction.htm

North Carolina

www.ncpublicschools.org/mentoring_novice_teachers/mentoren.htm

Ohio

www.ode.state.oh.us/TeachingProfession/Teacher/Professional_Development/

Oregon

www.ous.edu/aca/otrm/mentoring.htm

South Carolina

www.myscschools.com/reports/adept.htm

Texas

www.tea.state.tx.us/awards/toy/network.html

Virginia

www.pen.k12.va.us/VDOE/newvdoe/legislat.PDF

Washington

www.k12.wa.us/profdev/tap/faq.aspx

Wisconsin

www.dpi.state.wi.us/dlsis/tel/pdf/tiehndbk.pdf

“Web Sites for New Teachers” & “Induction and Mentoring Web Sites” from *Just ASK Publications*, ASK Inc.



DATA SHEET FOR NEW SLPS TEACHERS

This form is not used for the purpose of hiring, but for SLPS PD to assist teachers new to the district in their ongoing professional development. Please complete this form and return to SLPS PD.

Date this form was completed _____

Name _____ (Please print legibly) (Last) (First) (Mid Initial)

Date hired _____ School _____ Grade/Subject _____

I have not been assigned to a school. Check if applicable _____ (if checked, note today's date) _____

Home address _____ (Street address - Apt. Number) (City - State - Zip)

Home telephone number (Please include area code.) _____

Cell phone or alternate number (Please include area code.) _____

I currently have an SLPS Intranet Account. Check if applicable yes _____ no _____

My home email address is: _____

Missouri Teaching Certification (circle one) Temporary Provisional PC- II IPC CPC Career CPC Life

Special Certification (Program) _____

Check all the following statements that apply:


- _____ I have no prior teaching experience (Other than student teaching.)
_____ I have no prior public school teaching experience, but taught in parochial and/or private school.
_____ I have taught for one semester at SLPS.
_____ I have taught for one year at SLPS.
_____ I have _____ years experience teaching in Missouri.
_____ I have _____ years experience teaching in another state or states.

OTHER MENTORING INFORMATION

Please check all that apply:

- _____ I am part of the CTCP (Career Transition) program through UMSL.
_____ I am a member of Teach for America.
_____ I am part of the Fontbonne Special Education Program
_____ I am part of the Fontbonne Speech Implementation Program
_____ I am part of the MU Teaching Fellowship Program.
_____ Other mentoring program _____
_____ I currently have an SLPS mentor who is assigned at _____ school.

(If the item directly above is checked) My mentor's name is: _____

FINAL		 St. Louis Public School District 2007-2008 Academic Year Calendar							
WK	S	M	T	W	Th	F	Sa	August '07	Teachers 15 days/Students 10 days
				1	2	3	4	6 10.5 Month Staff Returns to work.	
5	SRW	7	8	9	10	11		13 10 Month Staff Returns to work.	
12	SRW/OA	OA	OA	OA	OA	OA	18	13-17 Opening Activities Week (2 District-wide Professional Development, 2 Classroom Prep., 1 Principal's Day.)	
1	19	FC	21	22	23	24	25	20 First Class Day	
2	26	27	28	29	30	31			
							1	September '07	Teachers 20 days/Students 18 days
3	2	H	4	5	6	7	8	3 Holiday - Labor Day (No School)	
4	9	10	11	12	13	14	15	21 Professional Development (No Students)	
5	16	17	18	19	20	PD	22	26 Interim Progress Reports for Quarter 1	
6	23	24	25	PR	27	28	29		
7	30								
		1	2	3	4	5	6	October '07	Teachers 23 days/Students 21 days
8	7	8	9	10	11	12	13	19 Professional Development (No Students)	
9	14	15	16	17	18	PD	20	19 Quarter 1 ends (42 days 270.9 hours)	26 * Parent Conferences (No Students) Conferences to be held 3 hrs. after school on 10/25 and 3 hrs. morning 10/26
10	21	SQ	23	24	25	PCD*	27	22 Second Quarter begins	Conference Break Day - 3 hrs. p.m. 10/26
11	28	29	30	31					
				1	2	3		November '07	Teachers 22 days/Students 18 days
12	4	5	6	7	8	9	10	12 Holiday - Veterans' Day (No school)	
13	11	H	13	14	15	16	17	20 Interim Progress Reports for Quarter 2	
14	18	19	PR	PD	H	H	24	21 Professional Development (No Students)	
15	25	26	27	28	29	30		22&23 Holiday - Thanksgiving (No school)	
							1	December '07	Teachers 21 days/Students 14 days
16	2	3	4	5	6	7	8	14 Professional Development (No Students)	
17	9	10	11	12	13	PD	15	19-21 High School Exams	
18	16	17	18	19	20	21	22	24&25 Holiday - Christmas (No school)	
19	23	H	H	WB	WB	WB	29	26-31 Winter Break (No School)	
20		WB						31 Quarter 2 ends (39 days 251.6 hours)	First Semester Totals 81 days / 522.5 hours
			TQ/H	PD	CR	4	5	January '08	Teachers 23 days/Students 20 days
21	6	7	8	RC	10	11	12	1 Holiday - New Year's (No school)/Third Quarter begins	
22	13	14	15	16	17	18	19	2 Professional Development (No Students)	9 Report Cards
23	20	H	22	23	24	25	26	3 Classes Resume	21 Holiday - Martin Luther King Day (No school)
24	27	28	29	30	31			8 * MAP-A Begins	30 * MAC II Begins
					1	2		February '08	Teachers 21 days/Students 19 days
25	3	4	5	PR	7	8	9	6 Interim Progress Reports for Quarter 3	
26	10	11	12	13	14	PD	16	15 Professional Development (No students)	
27	17	H	19	20	21	22	23	18 Holiday - President's Day (No school)	
28	24	25	26	27	28	29			
							1	March '08	Teachers 21 days/Students 14 days
29	2	3	4	5	6	PD	8	2 * MAP-A Ends	17-21 Spring Break (No school)
30	9	10	11	12	13	14	15	7 Professional Development (No students)	24 Classes Resume ** MAP Begins
31	16	FQ/SB	SB	SB	SB	SB	22	10 * MAC II Ends	28 * Parent Conferences (No Students) Conferences to be held 3 hrs. after school on 3/27 and 3 hrs. morning 3/28.
32	23	CR**	25	26	27	PCD*	29	14 Quarter 3 ends (48 days 309.6 hours)	Conference Break Day - 3 hrs. p.m. 3/28
33	30	31						17 Fourth Quarter begins	
			1	2	3	4	5	April '08	Teachers 22 days/Students 21 days
34	6	7	8	9	10	11	12	25 **MAP Ends	
35	13	14	15	16	17	PD	19	18 Professional Development (No students)	
36	20	21	22	23	24	25**	26	30 Interim Progress Reports for Quarter 4	
37	27	28	29	PR					
				1	2	3		May '08	Teachers 22 days/Students 20 days
38	4	5	6	7	8	PD	10	9 Professional Development (No Students)	
39	11	12	13	14	15	16	17	26 Holiday - Memorial Day	
40	18	19	20	21	22	23	24	30 Last Class Day	
41	25	H	27	28	29	30	31	30 Quarter 4 ends (46 days 296.7hours)	Second Semester Totals 94 days/ 606.3 hours
	1	2	3	4	5	6	7	June '08	
	8	9	10	11	12	13	14	9 Summer School Begins	
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		
	29	30							
		1	2	3	H	5		July '08	
	6	7	8	9	10	11	12	4 Holiday - Independence Day (No school)	
	13	14	15	16	17	18	19	18 6 Week Summer School Ends	
	20	21	22	23	24	25	26		
	27	28	29	30	31				
Totals for the 2007/2008 School Year								Students 175 days @ 6hr. 27 min. (6.45 hours/day) = 1128.75 hours Teachers 210 days (175 instruction, 12 PD, 2 Classroom Prep, 2 PCD, 10 holidays; 4 WB and 5 SB).	