



Mentoring Handbook

2011-2012

Mentor Information and Resources

All of my mentors in their own way personified excellence and courage, shared and instilled a vision and hope of what could be, not what was.

What they all had in common was their respectful treatment of me. They expressed no sense of limits on my potential or on who they thought I could become...

Taken from *Lanterns, A Memoir of Mentors*
by Marion Wright Edelman

Denver Public Schools

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Denver Public Schools

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August 2011

Dear DPS Mentor:

Welcome to the 2011–2012 Denver Public Schools’ mentor program! We are excited about your involvement. Your mentor/mentee relationship will contribute to the success and retention of new educators and most important, the learning of our students. We are here to ensure that you have the resources you need to make the most of this important partnership.

The contents of this handbook will guide you through the mentoring process and act as a resource. We urge you to share this book with your mentee, as there is specific information in here for him or her. Please read it thoroughly to become familiar with the different components of the Induction program. Critical components include:

- Roles and responsibilities,
- Timelines and deadlines,
- **Online confirmation/documentation system**
- Stipend information.

Information incorporated in this handbook, as well as the handbook itself, can be found at http://neweducators.dpsk12.org/mentor_resources

Please email your questions, comments, or concerns to newteachersandmentors@dpsk12.org

The real key to your influence with me is your example...

Stephen R. Covey

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Mentor and Principal/Supervisor Roles and Responsibilities

Mentors

DPS mentors are leaders in the education profession. Mentors continually improve their own professional practices through structured dialogue and reflection. They are aware of mentee needs and are personally and professionally committed to new educator growth and success.

Mentors are committed to:

- Maintaining confidentiality: *Communication between mentors and mentees must remain confidential and shall not be used for evaluation purposes. The mentor's role is to move the new educator's practice forward while building a trusting relationship.*
- Agreeing to one year of service.
- Contacting mentees within 7 days of assignment.
- Having a minimum of 20 mentoring hours per semester with each assigned mentee.

Mentor expectations

- Focus on moving mentees to effective, professional, autonomous practice
- Meet regularly, balancing scheduled times and "as needed" sessions
- Listen and respond to mentees' needs and concerns
- Model lessons and professional responsibilities
- Schedule and participate in classroom visits and pre- and post-conferences
- Provide constructive, concise feedback on performance
- Individualize mentees' planning and goals

All verification of your work will be done through automated emails that are linked to the Employee Self-Service (ESS) system. Further information about the ESS system and how it works is available online through the new teacher website.*

** The exception to this is anyone who is mentoring a special service provider (psychologist, social worker, etc.) a special education teacher, or art, music, theatre or drama teacher. All of the mentorships **will be verified by department heads.** For special education it includes (M/M, MI, MI-A, MI-S, AN, PLAN, DHH, Itinerants/Resource Teams, TRAN, ELC, IK, ICOM)*

Principals/Supervisors

- Carefully and appropriately match mentors and mentees
- Complete and enter information online through (ESS) forms for mentor assignments
- Provide in-building information to mentees (such as policies or procedures)
- Understand communication between mentors/mentees is confidential and never evaluative

Mentee Roles and Responsibilities

(Mentors please share this page with your mentee)

New Educators' First Year Induction Requirements

New educators must complete these **four** required Induction components during their first year.

1. **Attend New Educator Institute** (August 6, 2011) Make-up session date can be found online at <http://neweducators.dpsk12.org/>
 - **Sign up for make-up sessions online** at <https://secure2.dpsk12.org/PLD>.
2. **Complete Induction videos/quizzes component** available at <http://neweducators.dpsk12.org/videos>
 - Print and save each confirmation email.
3. Participate in **ongoing professional development** (minimum of 16 hours).
 - District professional development and PDU offerings are listed on the Online Registration System at <https://secure2.dpsk12.org/PLD>
 - **Participation in professional development will be confirmed through an automated email in late April/Early May**
 - Use the provided professional development log to track all courses and remember to keep all certificates. This tracking is for your own records as you will need it for license renewal in the future.
4. Receive **mentoring** for two semesters. Mentees have responsibilities. These partnerships require active participation from both parties.
 - Actively engage in mentoring partnerships. Be willing to ask questions, reflect, and exchange ideas with colleagues.
 - Attend and be prepared for all meetings with mentors.
 - Participate in 20 or more hours of mentor/mentee contact per semester
 - Mentors or mentees can keep track of the partnership through the provided mentor logs (for your files only)
 - **Mentor hours will be confirmed through an automated email at the end of each semester (December and May)**

New Educator FAQs

Why do I need to participate in and complete Induction?

Induction fulfills three purposes. It meets the Colorado state mandate for all educators who are new to school districts, allowing you to become familiar with district policies and procedures. It ensures you receive support you need as a new educator through professional development and mentoring. Lastly, it allows educators with initial licenses to be eligible to apply for professional licenses and serves as recertification hours for those who already hold professional licenses.

Do I have to complete Induction if I hold a Colorado Professional License?

You need to complete **at least two components**: attending NEI and completing the online video component. The third component, professional development, you will not be asked to confirm. The fourth, mentoring is something that should be discussed with your principal. You do have the option to be waived if you both agree this is the best decision.

How many professional development hours do I need to complete Induction?

You must earn a minimum of 16 hours of professional development during the first year of teaching.

Do school/building professional development hours count?

Yes.

Can PDU hours be listed on my Professional Development Log?

Yes.

How do I obtain the Induction Certificate?

After completing all Induction components, DPS will issue an Induction Certificate. You must attach the Induction Certificate to your CDE application to obtain a Colorado Professional License.

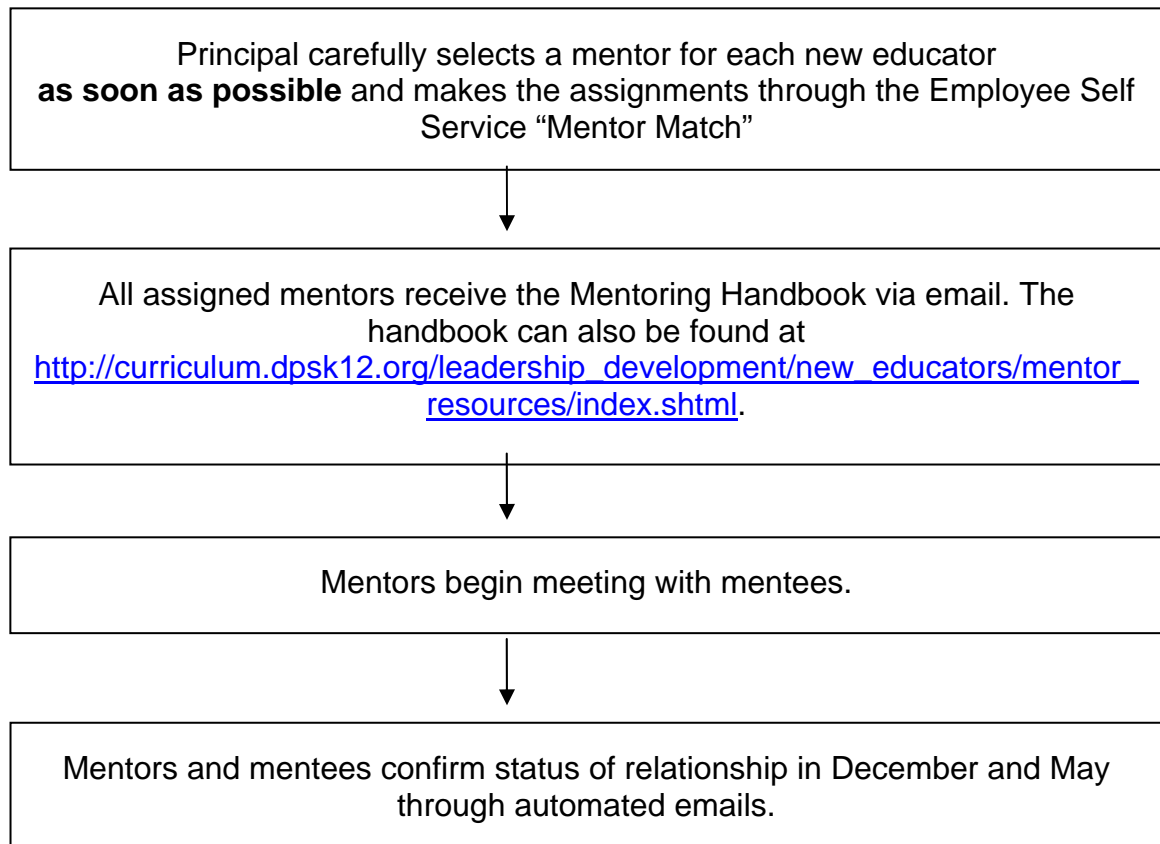
How do I check Induction Program progress?

This will be done by looking at your training history in the Employee Self Service (ESS) system. Please see attached screen shots to walk you through this process.

Do I need to keep any logs or turn in any paperwork?

Any log you keep is for your records only. The Induction Office is no longer collecting paperwork. Everything is being tracked online through the Employee Self Service system.

Mentor Assignment Procedure



Note: Mentors and mentees have a 30-day window to determine compatibility of original matches. If both parties decide the match is not suitable, they should **not** continue. Both parties are responsible for informing principals/supervisors of needed change and recommending new mentors. Principals/supervisors make final decisions. If changes are made, principals/supervisors inform log back into mentor match and reassign the mentee.

This 30-day window is a one-time option for initial pairings only. Mentor/mentee assignments can only change once.

Mentor Stipend Rates and Deadlines

Mentors earn a stipend at the end of each semester after both the mentor and mentee have replied to the email asking to confirm semester completion (at least 20 hours of mentoring).

1. While logs are **not submitted** it is a good idea to record meetings as they occur in the provided Mentor Log. Be specific, but brief.
2. It is critical to stipend payment that both mentor and mentee respond to the email asking for semester completion confirmation. This must be done no later than December 15. This deadline is there to ensure you receive payment in your **January** paycheck.

Supervisors inform the induction office of completion.

<p style="text-align: center;">2011-12 Stipend Rates</p> <p style="text-align: center;">One Mentee \$225.63</p> <p style="text-align: center;">Two Mentees \$422.87</p> <p style="text-align: center;">Three or More Mentees \$465.22</p>
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Documents that will help you plan and track the mentorship.

- Mentor Log**—Log mentor/mentee contact hours and summarize each activity or meeting
- Mentor Reflection**—Summarize, reflect, and evaluate your mentoring experience each semester, which helps improve mentor program.
- Mentor Planning Worksheet**—Plan with mentee, identify mentee needs, and create common goals at the beginning of each semester.

Mentees

- New Educator Professional Development Log**—New educators record all professional development sessions attended throughout school year **for their own records.**

Principals/Supervisors

- All principal tracking is done through the Employee Self Service “Mentor Match” system.

EXCEPTION: Supervisors/Department Heads for special service providers (psychologist, social worker, etc.) special education teachers, or art, music, theatre or drama teachers – please keep track of your mentor matches and send lists to the Induction Office at newteachersandmentors@dpsk12.org

Mentor Planning Worksheet



Mentor Planning Worksheet

Semester (*circle one*):

Mentor Name:

Mentee Name:

FALL SPRING

Mentor School:

Mentee School:

- Mentor and mentee use this worksheet to establish a relationship and identify semester needs and goals.
- Mentors use one Mentor Planning Worksheet per mentee each semester.
- Upon completion, copy Mentor Planning Worksheet for both mentor and mentee.

Identify mentee's three main needs.

1)

2)

3)

Identify a plan to meet each mentee need.

1)

2)

3)

List mutual goals for both mentor and mentee.

1)

2)

3)

Mentor Log



Mentor

Mentee

Mentor Name:

Mentee Name:

Mentor School:

Mentee School:

Semester (*circle one*): **FALL** **SPRING**

- Record description, date, and hours of your interactions with your assigned mentee.
- At least 20 hours per semester.

Activity or Meeting Name and Description—What was accomplished?	Date	Hours
Total Hours		

Mentor Log

SAMPLE Mentor Log



Mentor

Mentee

Mentor Name: SAMPLE

Mentee Name: SAMPLE

Mentor School: DPS SCHOOL

Mentee School: DPS SCHOOL

Semester (*circle one*): **FALL** SPRING

- Record description, date, and hours of **each** of your interactions with your assigned mentee.
- At least 20 hours per semester

Activity or Meeting Name and Description—What was accomplished?	Date	Hours
Creating learning environments (classroom arrangement)	August 14	2
Getting to know the building (school layout and resources)	August 16	1
Lesson planning (planning for differentiation)	September 5	1
Career goals (SGO) planning and professional development conversation	September 12	1
Parental involvement (teacher's role and timeline (preparation))	August 27	1.5
Observation (transitioning from lesson to lesson)	October 9	1.5
Post-observation discussion and clarification	October 10	1
Incorporate Literacy in the Home workshop	October 11	6
Behavior management issues (engaging all students)	November 3	1
Discussing goals and filling out paperwork	November 24	1.5
Faculty meetings, sit together, discuss agenda, partner in professional development	August–December	10
Total Hours		27.5

Mentor Log

Mentor Reflection



Semester (*circle one*):

Mentor Name:

Mentee Name:

FALL SPRING

Mentor School:

Mentee School:

- Use this form to reflect on and evaluate your mentor experience.
- Optional: Fax to Induction Office at 720-423-2120

What creative ways did you use to overcome the challenge of having enough time to meet?

How did your work with your mentee to enhance student learning?

List three mentoring activities that contributed to the success of your relationship.

As a mentor, what types of support did you find most helpful?

What types of contact did you have with your mentee (*check all that apply*)?

Phone Email Observation Conferences Social Other (*explain below*)

Thank you for being a mentor and for your leadership in supporting the success of a new educator at Denver Public Schools.

Mentor Signature:

Date:

Mentor Reflection

Mentor and Principal/Supervisor Timelines and Deadlines

Mentors

August 2011

- Mentees attend New Educator Institute (NEI) August 6. If hired after Institute, check Online Registration System for make-up session.
- Mentees complete online video/quiz component.
- Mentor and mentee both respond to confirmation email generated by the principal assignment.
- Mentors begin meeting with mentees.

December 2011

- First semester confirmation email will be sent. Please respond no later than December 15.
- Stipends paid in end of **January** paycheck.
- Ask your mentee if he or she has completed online video component and if necessary, NEI make-up session.

May 2012

- Second semester confirmation email will be sent. Please respond no later than May 15.
- Stipends processed for **June** paycheck.

Supervisors/Department Heads – notify Induction Department of all mentor completions by December 15 and May 15.

For mentoring examples, see Sample Mentor Log on page 12.

Principals/Supervisors

August 2011

- Schedule meetings with mentors and mentees to discuss assignments.
- Complete online Mentor Match form through the Employee Self Service system.
- Mentors and mentees confirm assignment through emails generated by principal assignment. Principal must re-assign mentee if either party declines initial match.
- Support relationships, including scheduling substitute times for observation/coaching sessions.

December 2011 and May 2012

- Check progress on mentor/mentee relationships.

Reminder: All communication between mentors and mentees is confidential and may not be used for evaluative purposes.

Commonly Used Acronyms

ADD—Attention Deficit Disorder	IEP—Individual Education Plan
ADHD—Attention Deficit Hyperactivity Disorder	ILP—Individual Literacy Plan
ALP—Alternative Licensure Program	IS—Instructional Superintendent
AP—Assistant Principal	LD—Learning Disability
AYP—Adequate Yearly Progress	LEP—Limited English Proficient
BOE—Body of Evidence	NCLB—No Child Left Behind
CBLA—Colorado Basic Literacy Act	NEA—National Education Association
CBM—Curriculum-Based Measures	NTIC—New Teacher Induction Coach
CDE—Colorado Department of Education	ORF—Oral Reading Fluency
CEA—Colorado Education Association	PD—Professional Development
CELA—Colorado English Language Assessment	PDU—Professional Development Unit
CSAP—Colorado Student Assessment Program	RtI—Response to Intervention
DCTA—Denver Classroom Teacher Association	SAL—Site Assessment Leader
DPS—Denver Public Schools	SAR—School Accountability Report
DRA2—Developmental Reading Assessment	SGO—Student Growth Objective
DTF—Denver Teaching Fellow (ALP)	SIOP—Sheltered Instruction Observation Protocol
DTR—Denver Teacher in Residence (ALP)	SIP—School Improvement Plan
EDL2—Evaluación del desarrollo de la Lectura	SIT—Student Intervention Team
ELA—English Language Acquisition	SLT—School Leadership Team
ELL—English Language Learners	SMART Goal—Specific, Measurable, Achievable, Relevant, and Timely
ESL—English as a Second Language	SpEd—Special Education
FRL—Free and Reduced Lunch	SPF—School Performance Framework
GT—Gifted and Talented	TFA—Teach for America (ALP)
HG—Highly Gifted	TIR—Teacher in Residence (ALP)
HGT—Highly Gifted and Talented	

Online Information and Resources

Online Mentor Resources –In the past, Lead Mentors spent a large portion of their time on gathering mentor resources, pooling knowledge, speaking to and videotaping current mentors and mentees in order to capture valuable information that will serve as a top choice for all DPS mentors as they embark on building a relationship with each mentee. These resources can be found by going to

http://neweducators.dpsk12.org/mentor_resources

Learning Lab Protocol. Learning labs provide a structure to an observation to ensure the learning of the observer is of utmost importance while keeping the environment safe for all participants. Learning labs have been used effectively in many initiatives in the past in DPS making it likely that many of your faculty members are familiar with the structure. You can access a suggested protocol for the learning labs at

http://curriculum.dpsk12.org/leadership_development/new_educators/addl_resources/index.shtml

Educational Leader.com A dynamic professional development website all DPS teachers have free access to 24 hours a day, seven days a week. Educators can sharpen skills by accessing research-based study modules, videos of lessons and classroom management techniques, downloadable classroom resources, message boards and chat rooms, and live Ask an Expert sessions. Over 150 modules are particularly designed to support:

- new teachers with modules on classroom management and the first few weeks of the school year
- literacy supports for literacy teachers and all other content areas (for example, vocabulary development and comprehension in non-fiction)
- instructional coaches including facilitators, mentors and other teacher leaders.

Modules include videos, audio presentations, written materials, live Q & A formats with national experts and teachers, discussion boards/chats, journal prompts, assessments and sample lessons. (continued)

Site registration directions can be found at:

http://curriculum.dpsk12.org/leadership_development/new_educators/addl_resources/EducationLeaderWebsiteprocedures1.pdf

All new educator information including handbooks, worksheets, general information, and latest updates are also available online at the New Educator Program Web site at <http://neweducators.dpsk12.org/>

Program Contact



We want you to be able to get information you need when you need it. Check the New Educator Program website for all induction related information. In addition, contact us about anything related to program stipends and for general information about new educators and the mentor program.

Induction Office

*	Email Address	newteachersandmentors@dpsk12.org
	Fax Number	720-423-2120
	Location	900 Grant Street, Room 400