

## Mentor Teacher

It is the goal of Bon Homme School District to provide every opportunity for new teachers to be successful in the teaching profession. To this end, the administration shall assign mentor teachers to all new teachers during their first year teaching in the district. This policy and any rules adopted by the South Dakota Board of Education shall govern the district's mentor teacher program. Teachers who wish to serve as a mentor may volunteer to be considered by notifying their principal in writing. All mentor teachers will be chosen by the principal after consultation with the Superintendent and will be approved by the School Board.

### Definitions:

- (1) [Mentee or] "New teacher," a person who possesses a teaching certificate issued by the State of South Dakota, is employed at least half-time by a school district, [is not familiar with that school district] and has not taught previously in that school district.
- (2) "Formal assistance," is a program provided by a mentor teacher to a beginning teacher [or an experienced teacher new to the district] that includes direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, and other assistance intended to enhance the professional performance and development of the beginning [or new] teacher;
- (3) "Mentor teacher," shall:
  - a) Have at least five years verified teaching experience with at least one of those years being within the past seven years; or
  - b) Have at least five years teaching experience and can document experience within the past seven years in an educational field relative to the five Core Propositions of the National Board Professional Teaching Standards\*; and
  - c) Possesses a valid or expired teaching certificate or license.

Source: 30 SDR 26, effective September 3, 2003.

\*Five Core Propositions of the National Board Professional Teaching Standards:

- 1) Teachers are committed to students and learning
- 2) Teachers know the subjects they teach and how to teach those subjects to students
- 3) Teachers are responsible for managing and monitoring student learning
- 4) Teachers think systematically about their practice and learn from experience
- 5) Teachers are members of learning communities

Source: <http://www.nbpts>

### Selection and Compensation

At the discretion of the administration, each new certified teacher (first year in the Bon Homme School District) may be appointed a mentor by the building principal to provide formal assistance for one year. The mentor will be located in the same building as the new teacher and will, if possible, teach or have had experience teaching in a similar subject matter.

The mentor teacher will receive an extra duty assignment as per negotiated agreement (see handbook) on the salary schedule for this role. A mentor may be appointed to a new teacher who is less than full time, as determined by the administration. For individuals less than full-time, the mentor fee, and meeting requirements may be prorated at the discretion of the administration.

If available, and as determined by the building principal, a mentor teacher may be required to attend a training or in-service on their role as a mentor.

Documentation of meetings, agendas, and an evaluation summary must be turned in to the building principal at the end of the school year tracking the mentor/mentee experience.

## Role of the Mentor

### **Orientation**

The mentor role will begin at the contract offer. The mentor will be responsible for setting up meetings (as needed) with the new teacher to provide information about entering the school district and the community, which may include assistance with the following:

- housing
- moving or transition from one community to another
- job responsibilities
- understanding the culture of the community and school district
- child care
- locating medical care and or other community services

### **Preservice**

The mentor will meet with the mentee at the beginning of the school year on a weekly basis (or more often if needed). The mentor will assist the new staff member in becoming acquainted with other staff members and the routine of the school day. Items covered may include (but are not limited to):

- grading system
- use of Bon Homme campus system
- technology issues
- policies and handbook
- playground rules
- duties (including any extra duty assignments)
- social issues in working with the staff
- setting up schedules

### **During the School Year**

The mentor/mentee relationship will be one year in length, unless indicated by the building principal and/or Superintendent. The mentor will be responsible for setting up meeting times and locations with the mentee at a mutually convenient time and place. Meetings and/or contacts will be weekly the first quarter of the school year, bi-weekly the second quarter, and then as needed for the balance of the school year with a minimum number of meetings being once a month. At least once each quarter, or more often if needed, the building principal will be included in a meeting. Logs of meetings must be kept. A summation of meetings and activities must be completed quarterly by both the mentor and mentee and turned in to the building principal. At the end of the year, the mentor and mentee will complete an evaluation of the mentor process and turn in the completed form to their building principal.

The mentor will assist the new staff member in these areas:

- student management procedures
- parent communication
- understanding of content area
- involvement in the school and community
- participation in school events
- selection of professional development activities
- completion of district paperwork or routine procedures

### **Supervision and Assistance**

Both the mentor and mentee are encouraged to form a team with the building principal for support and assistance through the mentoring process. Regular and on-going discussions with the principal will help to make the program a smooth and pleasant experience for both staff members.

Legal Reference: SDCL 13-43-55.1

Adopted: July 13, 1992

Revised: July 8, 1996; March 8, 2010

## Evaluation of Mentor/Mentee Program

To be completed by the mentor and mentee at the end of the program and turned in to the building principal.

Were the numbers and frequencies of the meetings adequate and appropriate?

Please describe the value of orientation and preservice contacts for you:

Please site one incident in which this relationship helped you (mentee) or in which you were able to provide help (mentor).

Do you have suggestions for making this process better in the future?

Comments about the mentor/mentee process: