

Mentor Program

Handbook



2018-19 District Mentor Contact Information

Mentor	Assignment	Office Location	Phone
Susan Bianchi	District Secondary Instructional Mentor	Jefferson High School Room: C33	952-806-7846
Andrew Bassani	District Elementary Instructional Mentor	Westwood Elementary School Room: 216	952-806-7239
Chris Reano	District Special Ed Instructional Mentor	Educational Services Center Room: 313	952-681-6511

Bloomington Public Schools

Revised July 2018

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Adams

District Mentor Program Goals

The Bloomington Mentor Program was established in 1989 to unite experienced and newly hired staff in making the transition from theory to practice. The program works toward these goals:

- ❑ To become knowledgeable about resources, procedures, curricula and graduation standards to meet the needs of students in Bloomington Schools.**
- ❑ To gain knowledge of strategies and standards that lead to ongoing student success in Bloomington Schools.**
- ❑ To develop and refine the skills related to: classroom management, equity, school/home communication, and differentiated instruction.**
- ❑ To gain confidence and competence as an educator.**
- ❑ To be open and receptive to feedback from the mentor(s) and colleagues, in order to develop the practice of reflection of one’s own teaching and professional work.**
- ❑ To identify and work toward individual professional goal(s) .**

Mentoring Program 2018-19 Overview

Nontenured Staff Support

<i>Support Staff</i>	<i>Focus Area</i>
<i>District Mentors</i>	<p><i>Feedback on/Support with:</i></p> <ul style="list-style-type: none"> ● <i>Equitable Classroom Practices – focus area</i> ● <i>Instructional strategies</i> ● <i>Content specific information -<u>Elem. & Spec. Ed. only</u></i> ● <i>Facilitator for reflective dialogue</i> ● <i>Due Process - <u>Spec. Ed. only</u></i> ● <i>Resources liaison</i>
<p><i>Building Administrators/Special Education Supervisor</i></p>	<p><i>Formal Evaluator:</i></p> <ul style="list-style-type: none"> ● <i>Goal setting coach</i> ● <i>Instructional strategies – building specific context</i> ● <i>PLC – building specific context</i> ● <i>Support</i>
<p><i>Content Mentors</i> <i>Instructional Specialists</i> <i>Team Leaders</i> <i>Department Leads</i></p>	<p><i>Feedback on/Support with:</i></p> <ul style="list-style-type: none"> ● <i>Curriculum content – focus area</i> ● <i>Curriculum assessments, pacing, planning and resources</i> ● <i>Instructional strategies – content specific context</i> ● <i>PLC support</i> ● <i>Building specific information</i> ● <i>Department/Team information</i> ● <i>Support</i>

Mentor Program Expectations

Participating in the Bloomington Mentor Program is a condition of employment for all new staff – regardless of experience.

Program expectations include the following:

- Attend all sessions of the New Staff Induction.
- Participate in at least two formal observations and pre/post-conferences with your district mentor, one occurring in each of the first two trimesters.
- Participate in a third formal meeting during the third trimester.
- Be prepared for some informal observations. Your district mentor will stop by unannounced, no post-conference is needed.
- Work with Content Mentor.
- Attend monthly new staff seminars.
- Ask for help whenever it is needed.

Teachers who do not comply with these expectations may be required to repeat the program. Please be aware that any coaching/extra-curricular activities, and all other meetings will need to be rearranged on these days. Practices should be scheduled for a different time, or if you prefer, have another coach take your team on these days.

First Year Mentoring Program

District Mentors facilitate monthly seminars for ongoing staff development

- District Mentors coordinate monthly meetings for active teacher learning
 - Topics included but not limited to
 - Standards-based curriculum design
 - Student Engagement
 - Equitable Classroom Practices
 - Differentiated Instruction
 - Formative and Summative Assessments
 - Working collaboratively with peers, parents, and administrators.
 - Routines & Procedures

District Mentors observe teachers in classroom setting, including:

- Two formal observations during trimesters one and two
- One formal meeting during trimester three
- Regular informal visits
- Facilitate reflective dialogue on instructional strategies

District Mentors and Content Mentors provide ongoing support with:

- Finding resources (materials and/or colleagues)
- Standards based lesson planning
- Writing letters of recommendation
- Modeling lessons
- Logistics

New Staff are encouraged to observe their content mentor during the year.

A half-day sub will be provided for this time.

First Year Mentoring Seminar Schedule

18 - 19

610A	610	601
Elementary 4:00-5:15	Secondary 3:15 – 4:45 p.m.	Sp. Ed Sec. 3:15 - 4:15 p.m. Elem. 4:15 - 5:15 p.m.
<ul style="list-style-type: none"> ★ Tuesday, Sept. 25 (full day during school day) ★ Thursday, October 25 ★ Thursday, November 15 (1/2 day NTL choice) ★ Thursday, December 13 ★ Thursday, January 17 ★ Thursday, February 14 ★ Thursday, March 21 ★ No April session due to testing ★ Thursday, May 16 	<ul style="list-style-type: none"> ★ Thursday, September 20 ★ Thursday, October 25 ★ Thursday, November 15 (1/2 day NTL choice) ★ Thursday, December 13 ★ Thursday, January 17 ★ Thursday, February 14 ★ Thursday, March 21 ★ No April session due to testing ★ Thursday, May 16 	<ul style="list-style-type: none"> ★ Wednesday, Sept. 19 (full day during school day) ★ Thursday, October 25 ★ Thursday, November 15 (1/2 day NTL choice) ★ Thursday, December 13 ★ Thursday, January 17 ★ Thursday, February 14 ★ Thursday, March 21 ★ No April session due to testing ★ Thursday, May 16
<p>Locations for these meetings will be posted on the TV monitor inside Door “5” at ESC.</p>		
<p><i>Activities that occur during after-school hours will be compensated at the district contracted hourly rate.</i></p>		

All-day meetings on 9/19 (SpEd) & 9/25 (Elem) are to be held in the Board Room (610)

Elementary Content Mentors

Year-long curriculum support for K-5 regular ed classroom teachers

Elementary Content Mentor Roles and Responsibilities

- ❑ The content mentor will meet with their mentee during induction week, on Wednesday, August 22 from 8:00 a.m. - 3:30 pm.
- ❑ The content mentor will receive a \$500 stipend* after the requirements have been met (June 1). Requirements include:
 - August – ensure that the mentee is ready to start the school year, has all curriculum materials, standards and assessments necessary and has an understanding of building procedures (cover information on checklist from new teacher week and before school starts sections)
 - Monthly checklist - initialed monthly and returned by May 16th to Sue Solberg at ESC
 - Other support as needed

Becoming an Elementary Content Mentor

- ❑ Any teacher with at least one year of teaching experience in Bloomington is eligible to become a content mentor
- ❑ Content Mentors will be assigned only one mentee per year, except in special situations
- ❑ Assignments are made by building principals and mentors

*\$125 stipend will be paid for the day working with mentee during induction week

\$375 stipend will be paid for the remainder of the year - to be shared if more than one mentee

If you are content mentor for more than one mentee, you will be paid \$375 for each new staff member (some exceptions to this rule)

Elementary Content Mentors Checklist 2018-2019

On the second day of New Staff Induction Week (NSIW) - New teacher will be meeting for a day with a content mentor. Content mentors should focus on the following items, and any other items he/she feels necessary for a successful beginning to the school year. After the completion of the activities, both the new teacher and content mentor should initial the last column. The content mentors should plan on meeting with the new teacher at least once per month to cover the items listed on the table that follows. ***Both should initial once list is completed.***

Time Frame	Activities	Initials
<p>During NSIW August 22, 2018 8:00 am - 3:30 pm</p>	<p>Please review the following information with your new teacher as they pertain to your grade level or content area.</p> <ul style="list-style-type: none"> ● Classroom and team procedures ● Elementary Assessment Conferences-Scheduling, what to prepare, assessment procedure ● Back to School Open House - time, expectations, what to prepare ● Class Lists ● Supplies - (Schoolwide, Classroom, etc.) ● Classroom Schedule (Library/Computer Lab Visits) ● Find & Review Standards & Curriculum Resources ● Plan first few weeks of school together ● Procedures <ul style="list-style-type: none"> ○ Classroom procedures as they relate to routines ○ Parent Volunteer expectations and suggestions ○ Transportation - Arrival and Dismissal Procedures ○ Lunchroom and Recess Procedures ○ Field Trips ○ Behavior Management Procedures/Discipline Policies in and out of the classroom ○ Discuss needs for getting room ready for the first day of school ○ Attendance Procedure ○ Intervention/EL/Specialists Programs and Schedules 	
<p>Before School Starts</p>	<p>Many of these items will come up during team planning. If not, please make time to go over these topics with your new teacher before school starts.</p> <ul style="list-style-type: none"> ● Support in getting classroom operational <ul style="list-style-type: none"> ○ Suggestions for set-up, morning procedures, lunch count, etc. ○ Managing students' school supplies ○ Paperwork Management Systems ○ Overview of acronyms (PLC, PRF, EBD, RTI, etc.) ○ Gradebook/record keeping system ○ Lesson Plan system <p>Assessments (MAP, MCA, Reading, BEKA, Running Records, DIBELS, etc.)</p> <ul style="list-style-type: none"> ● Fire and Emergency Drill Procedures ● Severe Weather Procedures ● Procedures for Nurse's Office ● Permanent Record Folder Procedures (PRF) Take time to 	

	<p>review them.</p> <ul style="list-style-type: none"> ● Committees and Instructional Coordinator contacts (district & building) ● Communication Expectations - Home to School Communication cont. <ul style="list-style-type: none"> ○ Academic Feedback ○ Website, Newsletters, E-mail, Phone Calls, other uses of technology ○ School Homework ○ Translator Use ● Accountability Procedures <ul style="list-style-type: none"> ○ PLC's, Q-Comp, Principal Observations ○ Infinite Campus/BPS Hub <ul style="list-style-type: none"> ■ How to Add Data ■ Current Class Data ● Teacher Absence Procedures <ul style="list-style-type: none"> ○ Using Skyward and Aesop (bookmark it) ○ Building Procedure for Students/Teacher ○ How to Prepare for a Guest Teacher <ul style="list-style-type: none"> ■ Sample Lesson Plan ■ Prepare Folder/Binder/Tub ● Resources and Equipment <ul style="list-style-type: none"> ○ SMARTboard, ELMO, Projector, iPads, Chromebooks, Computers, Laptops, etc. ○ Guided Reading Materials, Teacher Resource Books, Intervention Resources, etc. ○ Please bookmark the following sites for them: <ul style="list-style-type: none"> ■ Google Apps ■ Staff Development Site ■ Infinite Campus ■ Skyward ■ TIES Attendance/Report Cards/My View ■ Raz-Kids ■ Brain Pop and Brain Pop Jr. ■ Health Teacher ■ Any other sites frequently used like Rand Mc Nally, Xtra Math, IXL 	
<p>Before the End of September</p>	<ul style="list-style-type: none"> ● Curriculum Night/Parent Info. Night? ● Community Resources/Volunteers ● Procedures for Assemblies ● Follow up on all previous items ● Check in on classroom management ● Find out how things are going with lesson Implementation, supplies, classroom procedures ● Discuss use of any fall assessments ● Procedures for ISST at your building ● Fall Party Procedures ● Conferences Expectations (work to collect, assessments to share, scheduling, dinner, etc.) ● Check in on lesson implementation, supplies, classroom procedures, classroom management 	
<p>Before the End of October</p>	<ul style="list-style-type: none"> ● Special Celebration Days (Muffins with Moms, Donuts with Dads, Grandparents Day, etc.) ● Check in on lesson implementation, supplies, classroom procedures, classroom management 	

Before the End of November	<ul style="list-style-type: none"> • Review Mid-Year Assessments/ Rubrics & Grading Procedures • Winter Parties/Winter Break Homework • Check in on lesson implementation, supplies, classroom procedures, classroom management 	
Before the End of December	<ul style="list-style-type: none"> • Reporting Procedures • Check in on lesson implementation, supplies, classroom procedures, classroom management 	
Before the End of January	<ul style="list-style-type: none"> • How to use Mid-Year assessment information for instructional planning • Check in on lesson implementation, supplies, classroom procedures, classroom management 	
Before the End of February	<ul style="list-style-type: none"> • Testing Procedures (MCA, MAP, etc.) • Plan for spring conferences (data collection, student work, summer school referrals) • Check in on lesson implementation, supplies, classroom procedures, classroom management 	
Before the End of March	<ul style="list-style-type: none"> • Review Testing Procedures (MCA, MAP, etc.) • Check in on curriculum implementation, supplies, classroom procedures, classroom management 	
Before the End of April	<ul style="list-style-type: none"> • End of the Year Preparations • Assessments • PRFs • Reporting 	
Before the End of May	<ul style="list-style-type: none"> • Clean up/Check out Procedures • End of the year activities and events 	

Mentees please bring completed form to your New Teacher Seminar on May 16th.

Secondary Content Mentors

Year-long curriculum support for 6-12 regular ed classroom teachers

Secondary Content Mentor Roles and Responsibilities

- The Content Mentor will meet with their mentee during induction week, on Wednesday, August 22 from 8:00 a.m. - 3:30 pm.
- The content mentor will receive a \$500 stipend* after the requirements have been met (June 1). Requirements include:
 - August – ensure that the mentee is ready to start the school year, has all curriculum materials, standards and assessments necessary and has an understanding of building procedures (cover information on checklist from new teacher week and before school starts sections)
 - Monthly checklist - initialed monthly and returned to our final seminar on May 16.
 - Other support as needed

Becoming a Secondary Content Mentor

- Any teacher with at least one year of teaching experience in Bloomington is eligible to become a content mentor
- Content Mentors will be assigned only one mentee per year, except in special situations
- Assignments are made by building principals

*\$125 stipend will be paid for the day working with mentee during induction week

\$375 stipend will be paid for the remainder of the year - to be shared if more than one mentee

If you are content mentor for more than one mentee, you will be paid \$375 for each new staff member (some exceptions to this rule)

Secondary Content Mentors Checklist 18-19

On the second day of New Staff Induction Week (NSIW) – New teachers will be in their buildings for a day with a content mentor. Content Mentors should focus on the following items, and any other he/she feels necessary for a successful beginning to the school year. After the completion of the activities, both the new teacher and content mentor should initial the last column. The Content Mentors should plan on meeting with the new teacher at least once per month to cover the items listed on the table that follows. ***Both should initial once list is completed.***

Timeframe	Activities	Initials Mentor/ Mentee
During NSIW	<p>Please review the following information with your new teacher as they pertain to your grade level.</p> <ul style="list-style-type: none"> ● Classroom and team procedures ● Back to School Open House – time and expectations ● Class lists ● Schedules ● Procedures: <ul style="list-style-type: none"> ○ Classroom procedures as they relate to routines ○ Parent Volunteer expectations and suggestions ○ Transportation – Arrival and Dismissal Procedures ○ Lunchroom and Recess Procedures ○ Field Trips ○ Quiet Room Procedures/Behavior Management Procedures ○ Discuss needs for getting room ready for the first day of school ○ Discipline ● Supplies ● Review Curriculum ● Begin planning first weeks of school – getting through the first day and first 6 weeks 	

Secondary Content Mentors Checklist 18-19

Timeframe	Activities	Initials Mentor/ Mentee
Before School Starts	<p>Many of these items will come up during team planning. If not, please make time to go over these topics with your new teacher before school starts.</p> <ul style="list-style-type: none"> ● Support in getting classroom operational <ul style="list-style-type: none"> ○ Suggestions for beginning class procedures ○ Attendance and Tardies ○ Paperwork management ○ Overview of acronyms (PLC, PRF, EBD, etc...) ○ Grade book/record keeping ○ Lesson plan book ● Testing (MAP, MCA, DRA, Ktest, Classroom Assessments, PLC Common Work, etc...) ● Fire and emergency drill procedures ● Severe weather procedures ● Procedures for nurses office ● Permanent Record Folder Procedures (PRF) ● Committees and contacts (ie: curriculum and building committees) ● Communication expectations - home/school communication <ul style="list-style-type: none"> ○ Academic feedback ○ Website – newsletters – e-mail ○ Translator use ● Accountability Procedures <ul style="list-style-type: none"> ○ PLC's ○ Data site (access and information available) ● Teacher Absence Procedures <ul style="list-style-type: none"> ○ Building procedures for students and teachers ○ Preparing for a reserve teacher ○ Sub folder <ul style="list-style-type: none"> ■ Example of plans for a sub ● Resources and Equipment <ul style="list-style-type: none"> ○ Curriculum website ○ AV materials ○ Technology 	

Secondary Content Mentors Checklist 18-19

Before the end of :	Activities	Initials Mentor/ Mentee
September	Curriculum focused discussion covering unit packing, teacher resources, or scope and sequence.	
October	Curriculum focused discussion covering assessments and grading.	
November	Curriculum focused discussion covering essential standards, rubrics, or tracking systems.	
December	Curriculum focused discussion covering classroom differentiation in your content area or grade level.	
January	Analyze, evaluate, and develop interventions for students with special needs.	
February	Discuss and develop long and short term goals for your content area or grade level.	
March	Mentee observes Mentor teach and post conference. Request ½ day sub, cost covered by staff Development.	
April	Reflect on 1 st year in the classroom; share strengths/weaknesses and biggest successes involving your content area or grade level.	
May	Have lunch together, lesson plan together, or discuss end of year procedures.	

Please bring completed form to Seminar on May 16th.

Special Education Content Mentors

Year-long support for Special Education Certified Staff

Special Education Roles and Responsibilities

- The Content Mentor will meet with their mentee during induction week, on Wednesday August 22 from 8:00 am -3:30 pm.
- The Content Mentor will receive a \$500 stipend* after the requirements have been met (June 1) Requirements include:
 - August - ensure that the mentee is ready to start the school year, has all materials, list of students on case load, and an understanding of department and building procedures (cover information in checklist from new teacher week and before school starts section)
 - Monthly checklist - initialed monthly and returned to our final seminar on May 16
 - Other support as needed

Becoming a Special Education Content Mentor

- Any teacher with at least one year of teaching experience in Bloomington Schools is eligible to become a content mentor
- Content Mentors will be assigned only one mentee per year, except in special situations
- Assignments are made by special education supervisors

*\$125 stipend will be paid for the day working with mentee during induction week

\$375 stipend will be paid for the remainder of the year - to be shared if more than one mentee

If you are content mentor for more than one mentee, you will be paid \$375 for each new staff member (some exceptions to this rule)

Special Education Content Mentors Checklist 2018-2019

During New Staff Induction Week (NSIW) - New teacher will spend time with their content mentor. Content mentors should focus on the following items, and any other he/she feels necessary for a successful beginning to the school year. After the completion of the activities, both the new teacher and content mentor should initial the last column. Content mentors should meet with the new teacher at least once per month to cover the items listed on the table that follows. Both initial once list is completed.

Timeframe	Activities	Initials
During NSIW	<p>Please review the following information with your new teacher as they pertain to your grade level:</p> <ul style="list-style-type: none"> • Classroom and team procedures • Back to School Open House - time and expectations • Caseload List <ul style="list-style-type: none"> ○ Dates of all known IEPs and ERs • Schedules- where to get them • Procedures: <ul style="list-style-type: none"> ○ Position expectations <ul style="list-style-type: none"> • roles and responsibilities ○ Information about SWIM/ Due Process ○ Transportation - Arrival and Dismissal/ Special Transportation Procedures ○ Lunchroom and Recess Procedures ○ PLCs and team meetings ○ Quiet Room/ Behavior Management Procedures ○ Who schedules IEPs ○ Assessment Tools (who scores, who administers) ○ Discipline policies ○ Attendance- how to document ○ Intervention/specialists ○ Adaptation Page of IEP- how/when to share with general education staff 	
Before School Starts	<ul style="list-style-type: none"> • Supplies - (don't forget about Companies to Classrooms) • Review Curriculum available (Ruth Murray can help) • Begin planning first weeks of school - getting through the first day and first 6 weeks • Suggestions for classroom procedures <ul style="list-style-type: none"> ○ Managing students' supplies ○ Computerized attendance and lunch count ○ Paperwork management ○ Overview of acronyms (PLC, PRF, EBD, etc...) ○ Grade book/record keeping ○ Lesson plan book 	

Special Education Content Mentors Checklist 2018-2019

Timeframe	Activities	Initials
Before School Starts	<ul style="list-style-type: none"> • Testing (MAP, MCA, DRA, Ktest, Classroom Assessments, etc...) • Fire and emergency drill procedures • Severe weather procedures • Procedures for nurses office • Permanent Record Folder Procedures (PRF) • Committees and contacts (ie: curriculum and building committees) • Communication expectations - home/school communication <ul style="list-style-type: none"> ○ Academic feedback ○ Website - newsletters - e-mail ○ School homework hotline ○ Translator use ** How to use for IEP meetings!** • Accountability Procedures <ul style="list-style-type: none"> ○ PLC's ○ Data site (access and information available) <ul style="list-style-type: none"> ■ How to add data ■ Review multiple measures page • Teacher Absence Procedures <ul style="list-style-type: none"> ○ Building procedures for students and teachers ○ Preparing for a reserve teacher ○ Sub folder <ul style="list-style-type: none"> ■ Example of plans for a sub ■ How to request a sub (add site to bookmarks) • Resources and Equipment <ul style="list-style-type: none"> ○ SMARTboard and Notebook lessons ○ Elmo ○ Technology (please go to each of these sites with your mentor and add to their bookmarks) <ul style="list-style-type: none"> ■ Curriculum wiki ■ Google.apps (for BPS) ■ Staff Development Site ■ Skyward ■ Raz-Kids, Brain Pop, Health Teacher 	

Special Education Content Mentors Checklist 2018-2019

Before the end of:	Activities	Initials
September	Community Resources/Volunteers Procedures for assemblies Follow up on all items covered before school Discuss classroom management Check in on scheduling, managing caseload Discuss evaluation procedures for re-eval and new eval	
October	Procedures for TAT/SST/PST at your building Discuss conference expectations - data and work to collect, student folders, effective scheduling of conferences Set plan to observe content mentor in action Check in on Oct. seminar topics Check in on curriculum implementation, highlight essential standards and assessments Check in on IEP/ER scheduling- spacing out work	
November	Testing Accommodations (MCAs) Check in on Nov. seminar topics Check in on curriculum implementation, highlight progress monitoring, data collection	
December	Review mid-year assessments, grading procedures and progress Check in on Dec. seminar topics Check in on curriculum implementation, highlight differentiation	
January	Reporting procedures Check in on IEP/ER load, help to plan/organize Talk about needs for 2 nd half of the year Check in on Jan. seminar topics Check on curriculum implementation, create short/long term goals	
February	Using progress reporting data to change instruction as needed Check in on Feb. seminar topics Check in on curriculum needs	
March	Testing procedures(MCA/MAP) small group planning Spring conferences - data, student work, summer school referrals Check in on March seminar topics Check in on curriculum implementation, highlight technology	
April	Testing procedures (MAP/MCA) Check in on April seminar topics Reflect on curriculum, instruction, and organizational changes	
May	Preparations for end of year End of Year progress reporting Clean up/Check out procedures End of year activities: highlight closing relationships	

Please bring completed form to Seminar on May 16th.

Second Year Mentoring Program

The Second Year Program for 2018-19 will continue to focus heavily on reflection. The second year staff will be given the opportunity to observe district colleagues in their classrooms and to reflect on their experiences with their district mentor, who will accompany them to the observations.

Details & Expectations:

- The district mentor will contact staff with possible observation days and times. Staff will also be asked what type of observations they would prefer to do. After these decisions are made, the district mentor will create a schedule.
- All second year staff will do at least one observation during the 2018-19 school year with the flexibility to do more if desired.
- Observations will take approximately three to four hours (a 1/2 day) to observe teachers and to debrief afterward with district mentor.
- Second year staff need to fill out a “Professional Leave Form”. On the form, please indicate that the Learning and Teaching Dept. will be paying the cost of the sub. **The form should be sent to Sue Solberg in the Learning and Teaching Dept. at ESC after approval of your supervisor. Then call for a 1/2 day sub.**
- There are no after school sessions. The district mentor will be scheduling one formal observation, or two lesson-planning sessions during the 2018-19 school year and when possible, visit for informal observations.

Third Year Support

Third year teachers have no formal mentor program requirements, but have the option for observations by the Instructional Mentor and/or Q-Comp Coaches.

Job Description for Nontenured Staff

***Nontenured Staff:** A probationary teacher or veteran teacher who works with a district mentor or an identified building content mentor. All teachers new to the Bloomington Public Schools will be expected to participate in a year of mentoring. The purpose of the mentoring experience is to provide a common base of information about the Bloomington School District.*

The nontenured staff will:

Be Open to New Experiences and Ideas

- ❑ Participate in mentee orientation and on-going training sessions
- ❑ Learn about resources, procedures, standards and students' needs
- ❑ Be knowledgeable of building, district and state policies, regulations and schedules
- ❑ Observe a variety of instructional methods

Communicate with Colleagues

- ❑ Meet with district and building content mentors on a regular basis
- ❑ Attend conferences involving mentor, nontenured staff, principal, or Staff Development/Mentor Director when need arises
- ❑ Utilize the expertise of staff
- ❑ Participate in team/department planning

Cooperate with Mentor-Teacher

- ❑ Observe instructional strategies, classroom management and teaching techniques of the mentor teachers
- ❑ Participate in pre-conferences and post-conferences conducted by the mentors in conjunction with classroom observations
- ❑ Be open to constructive ideas and suggestions from the mentors
- ❑ Participate in observations of colleagues
- ❑ Work with the mentors in goal-setting/personal development plans

Become Professionally Involved in the Total School Community

- ❑ Participate in building activities and committee(s)
- ❑ Participate in extra-curricular activities
- ❑ Communicate with parents/guardians
- ❑ Become familiar with the diverse needs of community

Job Description for District Mentors

District Mentor: *All Bloomington staff with a minimum of five years of teaching experience in the Bloomington School District are encouraged to apply. District mentors are released from his/her regular teaching assignment to work with nontenured staff for 3-5 years of service. A district mentor must apply for the position and be accepted by the Department of Learning and Teaching. Mentors are required to participate in ongoing training as identified by the Bloomington Schools.*

District Mentors will assist the professional growth and development of new staff through proven best practices in curriculum, instruction and assessment and by providing feedback and encouragement to new staff.

The District Mentor will:

Act as an Advocate and a Role Model

- Help nontenured staff feel welcomed and valued
- Work to establish a relationship with nontenured staff based on mutual trust, respect and collegiality
- Provide encouragement, challenge, and guidance

Participate in Mentor Orientation and Training

- Take part in orientation and training to enhance teaching and mentoring skills
- Evaluate Mentor Program effectiveness

Communicate with Colleagues

- Contact nontenured staff on a regular basis for informal or formal observations and conferences
- Encourage professional development opportunities
- Help nontenured staff learn about resources, procedures, curricula standards, students' needs, building and district policies, regulations and schedules
- Promote a smooth transition between teacher preparation and the reality of a classroom
- Participate in three-way conferences when necessary
- Promote the Mentor Program
- Provide written and oral feedback and encourage self-reflection

Serve as Demonstration/Resource Teacher

- Provide opportunities for nontenured staff to observe the mentor and other teachers
- Conduct training which includes the sharing of new and alternative materials, methods and resources
- Share expertise in planning and supervision of paraprofessionals (when appropriate)
- Collaborate on special unit or topic
- Act as liaison between nontenured staff and instructional specialist
- Assist nontenured staff with goal-setting/personal development plans
- Provide opportunities for peer observations, including specific objectives and follow-up discussions

