

Mentor and Mentee Packet for Professional Certification

This packet is designed to explain the certification procedure for MSAD #54. ALL teachers not professionally certified must complete the activities outlined in this packet.

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Mentor Roles and Responsibilities

Documentation/Communication

- Meet with mentee and Certification Steering Committee by end of October
- Complete an initial informal observation within first two months of school
- Assist Beginning Teacher in writing PCAP based on Maine's Initial Teacher Certification Standards
- Read and respond to district requests, i.e., email, surveys, etc., within the prescribed timeline
- Complete documentation of observations
- Complete three formal observations of Beginning Teacher
- Complete and submit Contact Logs with the December and April information.

Professional Development

- Acquire knowledge of and familiarity with Maine's Initial Teacher Certification Standards
- Attend district induction workshops, as applicable
- Participate in induction-related activities with Beginning Teacher, as applicable

Support/Sponsorship

- Familiarize Beginning Teacher with the culture of the school
- Meet weekly with the Beginning Teacher
- Advocate for the Beginning Teacher
- Assist Beginning Teacher in finding resources
- Provide emotional support
- Problem-solve with Beginning Teacher
- Request help for Beginning Teacher, as needed

Beginning Teacher Roles and Responsibilities

Communication

- Meet with mentor and Certification Steering Committee by end of October
- Express needs to mentor
- Read and respond to district requests, i.e., email, surveys, etc.

Documentation

- Write PCAP based on Maine's Initial Teacher Certification Standards
- Assist Mentor in completing documentation of meetings
- Complete documentation within set timelines

Professional Development

- Acquire knowledge of and familiarity with Maine's Teacher Certification Standards
- Attend district workshops
- Participate in district induction-related activities with Mentor
- Participate in three formal observations by the mentor per year until professionally certified
- Visit other classrooms as needed
- Work towards completion of goals as written in the PCAP

Month: Sample Weekly Contact Log

	Essence of Discussion	Discussion Points
Date: Begin time: End time: Standards:		<ul style="list-style-type: none"> • first day of school • seating plans, • class lists, forms, • guidance dept., • ground rules • syllabus/goals • Open House • Parent-Teacher Conferences • athletics/early release • staff room protocol • Initial Professional Certification Plan (PCAP) • Weekly meetings w/ Mentor • Forms to be filled out
Date: Begin time: End time: Standards:		<p>Areas Discussed <i>Circle all that apply</i></p> <ul style="list-style-type: none"> • Classroom Environment • Pedagogy • Standards • Content/Materials
Date: Begin time: End time: Standards:		Other _____
Date: Begin time: End time: Standards:		

Beginning Teacher

Mentor

Dat

Sample --- April Weekly Mentoring Log

Date	Essence of Discussion	Critical Points for April
4/5/02 Time: Standards: 1, 3, 8, 10	We are planning a unit on immigration to do in May. Today we looked at the Learning Results and district curriculum to see where our idea fits into the big picture. Also discussed some of her challenging students and ways to accommodate them. XX is having problems completing assignments. Seems as if he can't read the directions. Met during free period. Discussed importance of maintaining daily journal.	<ul style="list-style-type: none"> • Grading 3rd quarter • time change • standardized testing • second formal observation completed
4/12/02 Standards: 1, 2, 3, 4	<p>Met after school but too exhausted to accomplish much.</p> <p>Had our pre-conference for math class observation tomorrow. I will watch an introductory multiplication lesson See attached notes.</p> <p>Student XX needs to have directions repeated when he returns to his seat.</p>	
	VACATION WEEK!!	
4/22/02 Standards: 3, 6, 1	Jane and I met during lunch today. We discussed student XX who is giving her fits about staying on task. We brainstormed ways that might help him with his work. She is going to try having another student read the directions with him. Talked about gathering resources for the next unit she is planning to do. Next time we meet we will look at ways to introduce the unit.	
4/29/02 Standards: 1, 2, 6	We had to meet after school this time. We are always so tired it seems that we don't get much done. Next time we are going to get together before school. Brainstormed some ways to start the unit on immigration. Decided to send home a survey to find out what countries students families immigrated from to the United States. The problem student is having trouble keeping track of his pencil. Brainstormed some ways to keep him in pencils.	
Comments: Jane is gaining confidence in her ability to plan interesting, and engaging lessons for her mix of students. She now offers more ideas than I can. We'll continue to work on adapting lessons for the diversity of students she has in her classroom. We are planning to attend the April 30 th Social studies conference being held at the university. (10)		

Beginning Teacher

Mentor

Date

Mentoring Meetings Guidelines

- 1. Recommended Materials: (* esp. beginning meetings in Fall)**
- 2. Maine's Initial Teacher Certification Standards**
- 3. Maine's Learning Results**
- 4. Weekly Meeting Log**
- 5. *Local curriculum documents**
- 6. *School or district handbook**
- 7. Bloom's Taxonomy and other similar tools**
- 8. Calendars and Planners**
- 9. Current team/department/content work**
- 10. *Certification/Course Approval Forms & Procedure**

Important Reminders:

- 1. Meet weekly, or more often when necessary (i.e. high stress/work times of year, see weekly logs)**
- 2. Regularly scheduled meetings are more effective, and show “intentionality”.**
- 3. Model professionalism**
- 4. Focus on one of the teaching standards for each meeting, or even several in a row.**
- 5. Use your communication/listening/questioning skills.**
- 6. Begin your meetings with a check in of emotions and health.**
- 7. Use your Weekly Contact Logs to review where you have been and to decide where you are going.**
- 8. Listen to and help problem solve complaints for a short period of time, but don't encourage “venting” at each meeting.**
- 9. It is your responsibility to move the meetings to a higher level (use the Standards & Bloom's questioning).**
- 10. Try to avoid personal stories and personal biases (“It isn't about you.” :)**
- 11. Share professional readings and professional development information (conferences, workshops, books, courses).**
- 12. Always end your meetings with closure, a review of progress, and your next meeting time, place, and tentative agenda.**
- 13. Provide hope, perspective, and encouragement.**
- 14. Document your meeting, it is as important as any official meeting (i.e. PET, SAT, P/T Conf.).**
- 15. “Trust the Process, Trust the Chaos, Trust the People, Trust Yourself!”**

Maine's Initial Teacher Certification Standards

- 1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students**
- 2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.**
- 3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development.**
- 4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**
- 5. Understands and uses a variety of instructional strategies and appropriate technologies.**
- 6. Creates and maintains a classroom environment which supports and encourages learning.**
- 7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.**
- 8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.**
- 9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.**
- 10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.**

Criteria for the Initial Professional Teacher Certification Plan (PCAP)

- I. The purpose of the PCAP is to provide professional support and guidance to teachers seeking Professional Certification.
- II. The plan must be based on an assessment on the candidate's strengths and needs (gathered from informal observations and mentor/mentee meetings).. The use of **Maine's Initial Teacher Certification Standards** is also instrumental in developing the goals of the plan. The candidate and mentor determine this plan together.
- III. **ALL** candidates seeking Professional Certification, (e.g., Provisional, Transitional, Conditional, Targeted Needs, etc.), with assistance from their mentor, must prepare a PCAP.
- IV. The PCAP:
 - A. must be developed and submitted to the CSC by December break.
 - B. must describe particular goals for professional growth pertinent to the candidate's needs and grade or content area(s) taught.
 - C. must identify and demonstrate which of the ten **Maine's Initial Teacher Certification Standards** apply for each goal. [Each standard and performance indicator(s) as they pertain to the written goal(s) must be recorded in the first column of the PCAP.]
 - D. must specify particular routes toward attaining expressed goals by including activities/strategies, resources/materials, evaluative evidence, and completion date for each goal of the plan (written in respective columns on the PCAP).
 - E. must contain specific, attainable goals pertaining to the candidate's needs, which can be assessed and which address the Ten Standards listed at the top of the form. ("To attain professional certification" is NOT an acceptable goal.)
- V. The candidate must meet with his/her mentor in order to inspect the initial PCAP for any needed revisions before submission to the CSC.
- VI. The PCAP must be submitted for initial approval by December break.

Teacher Observation Form

This form is to be used for the three formal observations that the beginning teacher and mentor complete during the year. Add pages if needed.

Beginning Teacher_____ Mentor_____

Grade & Subject Observed_____

Date of Planning Conference: _____

Date of Observation: _____

Date of Reflecting Conference: _____

(Planning Conference)

Focus of observation ("What am I looking for?"):

Format of data collection ("How will I collect this data?"):

(Observation)

Maine's Initial Teacher Certification Standards and Performance Indicators observed and summary:

(Reflecting Conference)

Beginning teacher and mentor follow up:

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Signatures:

\_\_\_\_\_  
Beginning Teacher

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

\_\_\_\_\_  
Mentor

## MENTOR SIGN-OFF SHEET

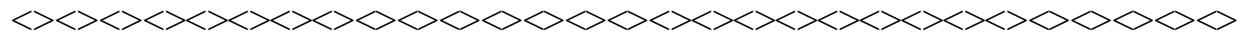
This certifies that \_\_\_\_\_  
has successfully completed the requirements necessary to achieve professional certification.

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Signature of Mentor

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Date



Please attach a letter stating whether the provisional/conditional teacher has demonstrated competency and **is recommended for professional certification.**

*CSC use only*

|                             |      |
|-----------------------------|------|
|                             |      |
| CSC Chairperson's signature | Date |

