

Mentor/Protégé Handbook 2013-2014



EXCELSIOR SPRINGS
S C H O O L D I S T R I C T
— *Together, Achieving Excellence* —

*Approved by the Board of Education
August 12, 2013*

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Introduction to the Mentor/Protégé Program

“Together, Achieving Excellence”

<http://essd40.com>

“Nobody made a greater mistake than he who did nothing because he could only do a little.”

--Edmund Burk

Goals and Objectives for the Mentor/Protégé Program

Goal

Provide a mentoring program for teachers new to ESSD which will assure professional growth for both the teacher and the mentor.

Objectives

- To provide a mentor for beginning teachers in compliance with certification guidelines.
- To provide training and assistance for teachers new to ESSD in their development of classroom skills.
 - demonstrate understanding and organizing of subject matter for student learning.
 - use district assessment data to make purposeful decisions regarding selecting and applying effective instructional strategies.
 - demonstrate instructional strategies to meet the diverse needs of all students.
 - create a positive environment that engages all students.
 - develop a classroom management plan.
- To provide planned support, guidance, and feedback for teachers new to ESSD.
- To help mentors refine their own instructional skills in the process of serving as mentors to teachers new to ESSD.

“Take into account that great love and great achievements involve great risks.”

--Dahlai Lama

ESSD Mentor/Protégé Program

The ESSD Mentor/Protégé Program has been developed for all teachers new to ESSD in order to best meet their needs. Teachers will fall into one of the following three categories:

First –year Teacher

1st Year in the teaching profession/Missouri Certification Process:

2-year commitment with the mentor

1st Year Requirements

Monthly Meeting with Mentor

Develop a Professional Development Plan (PDP)

Peer observations of two experienced teachers

Professional Teaching Journal (Minimum 1 per month)

Attendance of at least two BEST Workshops

2nd Year requirements

Monthly meeting with mentor

Develop a Professional Development Plan (PDP)

Peer observations of two experienced teachers

Professional Teaching Journal (Minimum 1 per Month)

Second-Fourth Year Teacher

2nd - 4th year in the teaching profession/Missouri Certification Process:

1-year commitment with the mentor

Requirements:

Monthly meeting with the mentor

Develop a Professional Development Plan (PDP)

Peer observations of two experienced teachers

Professional Teaching Journal (Minimum 1 per month)

Year 5+ Teacher

Fifth year and beyond in the teaching profession/Missouri Certification Process:

1 year commitment with the mentor

Requirements:

Quarterly meeting with mentor

Develop a Professional Development Plan (PDP)

Peer observations of two experienced teachers

“The first responsibility of a leader is to define reality. The last is to say thank you.”
~ Max DePree

Role of the Mentor

The role of a mentor is to serve as:

- ◆ **TEACHER** teaches specific skills necessary for successful job performance.
- ◆ **ADVISOR** gives advice based on a high degree of competence and extensive experience; guides the Protégé in understanding school policies and unwritten rules.
- ◆ **COUNSELOR** provides emotional support and encouragement.
- ◆ **ROLE MODEL** models professionalism and demonstrates realistic ways of solving problems with energy and self-confidence.
- ◆ **PROTECTOR** provides a safe environment where the new teacher can make mistakes without losing self-confidence and acts as a buffer between the Protégé and staff.
- ◆ **COMMUNICATOR** establishes open lines of communication through which concerns can be discussed clearly and effectively.
- ◆ **COACH** provides an ongoing professional relationship that helps teachers produce extraordinary results. NOT an evaluator.

Staff Development Activities/Calendar

2013 – 2014 Professional Development Calendar

<i>Date</i>	<i>Time</i>	<i>Description</i>	<i>Location</i>
<i>July 29</i>	8:00-3:00	Summer Institute-Building Based	
<i>July 30</i>	8:00-3:00	Summer Institute-Building Based	
<i>July 31</i>	8:00-3:00	Summer Institute-District Based-Connected Educator Series	
<i>Aug. 1</i>	8:00-3:00	Summer Institute-District Based-Upgrading our Schools to the 21st Century	
<i>Aug. 5 – 9</i>		New Teacher Orientation – Instructional Coaches/Administrators	
<i>Aug. 12 – 14</i>		Teacher In-Service	
<i>Aug. 30</i>		In-Service- Network of Effective Educators	
Sept. 3		Paragraphs due at Central Office for Sept.19-20 In-Service – all buildings	
<i>Sept. 5</i>	4:00	PDC Meeting	Central Office
<i>Sept. 11</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>Sept. 19</i>		In-Service (P.M.) District Day-21st Century Teaching and Learning	
<i>Sept. 20</i>		In-Service Building Based	
<i>Oct. 3</i>	7:30 – 2:30	PDC Workday	Central Office
<i>Oct. 9</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>Oct. 24</i>		Parent Teacher Conferences (P.M.)	
<i>Nov.7</i>	4:00	PDC Meeting	Central Office
<i>Nov. 13</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>Dec. 5</i>	4:00	PDC Meeting	Central Office
<i>Dec. 11</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
Dec. 20		Paragraphs due at Central Office for Jan. 17 In-Service – all buildings	
<i>Jan. 9</i>	4:00	PDC Meeting	Central Office
<i>Jan. 15</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>Jan. 17</i>		In-Service Building Based	
Feb. 3		Paragraphs due at Central Office for Feb. 14 In-Service – all buildings	
<i>Feb. 6</i>	4:00	PDC Meeting	Central Office
<i>Feb. 12</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>Feb. 13</i>		Parent Teacher Conferences (P.M.)	
<i>Feb. 14</i>		In-Service Building Based	
<i>March 6</i>	4:00	PDC Meeting	Central Office
<i>March 16-18</i>		MSDC-Show-Me Conference - Plug Into Professional Learning	
<i>March 12</i>	3:00 & 4:00	Protégé Meeting at respective buildings	
<i>April 3</i>	4:00	PDC Meeting	Central Office
<i>April 9</i>	3:00 & 4:00	Mentors/Protégé Meeting –at respective buildings	
<i>May 7</i>		Mentor/Protégé Meeting- Reflections at respective buildings	
<i>May 8</i>	7:30-2:30	PDC Workday	Central Office

Revised 5/22/2013 “To get what we’ve never had, we must do what we’ve never done.”

EXCELSIOR SPRINGS SCHOOL DISTRICT 2013-2014 School Calendar

July 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					1

October 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				1

January 2014

S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					1

April 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legend:

Begin Qtr	31	End Qtr	31
No School		In-Service	
Half-Day		Parent/Teach. Conf.	

Grading Periods	
1st Qtr 10/16	3rd Qtr. 3/13
2nd Qtr 12/20	4th Qtr. 5/16
Mid-Term Dates	
1st Qtr 9/13	3rd Qtr. 2/06
2nd Qtr 11/18	4th Qtr. 4/16
3/31-5/16 MAP Testing Window	
Elementary Party Dates	
Fall - October 31	
Winter - December 19	
Valentine's - February 13	
Professional Development Dates	
8/12-14	11/13
9/19 (1/2 day)	1/17
9/20	2/14
1 Flex PD Day (7 hrs)	
174 School Days	
183 Teacher Contract Days	

Revised

8/5-8/9 New Teacher In-Service
8/12-8/14 Teacher In-Service
8/15 First Day of School
8/30 No School / In-Service
9/2 No School-Labor Day
9/19 Half-Day / In-Service
9/20 No School / In-Service
10/11 Homecoming
10/24 Parent Teacher Conf.
10/25 No School
11/27-11/29 No School / Thanksgiving
12/23-1/3 No School / Winter Break
1/17 No School / In-Service
1/20 No School / Martin Luther King
2/13 Half-Day / Parent Teacher Conf.
2/14 No School / In-Service
2/17 No School / Presidents' Day
3/14 No School (poss. make-up day)
3/17 No School (poss. make-up day)
3/31-5/16 MAP Testing Window
4/18-4/21 No School / Spring Break
4/21 (Poss. make-up day)
5/16 Graduation
5/20 Planned Last Day
5/21-5/23 Make-Up Days*
5/26 Holiday - Memorial Day
5/28 Summer School - First Day

Based on dates that school is cancelled due to inclement weather will determine the order that make-up days are used. Regardless, May 21-23 will be the first make-up days.

Early Dismissal Times	
Elementary 11:53 am	
Secondary 10:38 am	
Wednesday Dismissal Times	
Elem. 2:42 pm and Sec. 1:27 pm	
Homecoming Dismissal Times	
Elem. 1:35 pm / Sec. 12:30 pm	

Board Approved 1/14/2013

*“To get what we’ve never had, we must do what we’ve never done.”
--Anonymous*

Monthly Topics

August	Prepare for the first day - Open House - Performance Based Teacher Evaluations - Using Curriculum Guides to plan instruction and assessments - Supplies -Taking attendance
September	Planning/ Lesson Design - PDP –Professional Development Portfolio - Homework, make-up work policy- Principal Observation/Communication - School policies, procedures - Discuss school norms, social traditions, review standard operating procedures - Keeping a gradebook- Managing classroom instruction - Maintaining student discipline - Planning for a substitute – Parent-Teacher Conferences
October	Keeping Records - Progress Reports - Report Cards - Parent-Teacher Conferences - Documentation - Modifications and students with special needs - Maximizing academic learning time-Student motivation
November	Parent Conferences, How did it go? - Field Trips - Extra Activities – Forms - Professional Development
December	Students with concerns: What do I do? Who can help?
January	MAP- Procedures for ending and beginning the semester - Promoting positive relationships with students and teachers - Plan activities for second semester - Review first semester experiences
February	Share professional reading - Use of the community resources, speakers - field trips
March	Assessments - Testing Strategies - Preparing for testing
April	Completion of PDP - Professional Responsibilities - Professional Reading - End-of-the-year procedures
May	Celebrating - Planning for next year - Goals - Wrapping up the School Year

“Many of life’s failures are men who did not realize how close they were to success when they gave up.” --Thomas Jefferson

Informal Discussions

Any concerns of beginning teachers are valid subjects for frequent informal discussions with your mentor. New teachers often find more difficulty in implementing school procedures than teaching students. Possible topics include:

- Classroom management
- Managing time, including striking an appropriate balance between personal and professional time
- Motivating students, especially working with students who have special needs
- Managing classroom instruction including: planning instruction, finding resources and materials, evaluating student progress, and coping with a wide variance of student ability in the same class
- Experiencing feelings of isolation
- Developing positive relationships with parents, administrators, colleagues, and students
- Coping with the workload
- Building checklist
- Using the curriculum guides to plan lessons-what should be taught and tested
- Preparing for the first few days of school
- Performance Based Teacher Evaluation process

“Courage is fear holding on a minute longer.”

George S. Patton

Expectations for Mentors-Protégé Meetings

AUGUST

- _____ Meet/Welcome your Protégé and introduce to staff
- _____ Set up schedule for monthly meetings
- _____ Develop collegial relationship
- _____ Communication with Administration and Support Staff
- _____ PDC In-service schedule
- _____ Provide support and help for Protégé to begin the year
- _____ Curriculum guides and resources
- _____ Share resources (Show where to find supplies, materials, etc.)
- _____ Introduce standard operating procedures
- _____ Observation and feedback
- _____ Professional Development Plan for ESSD
- _____ PBTE
- _____ Other

Mentor’s Signature

Protégé’s Signature

SEPTEMBER

- _____ Informal meetings (share events and happening of the day)
- _____ Monthly conference
- _____ Discuss school norms, traditions, etc.
- _____ Professional Development Plan (PDP)
- _____ Develop collegial relationship
- _____ Observation and feedback
- _____ Review standard operating procedures
- _____ Promoting positive relationships with students and parents
- _____ Parent-Teacher Conferences and grade reporting (HS)
- _____ Professional Development Plan for ESSD
- _____ PBTE
- _____ Other

Mentor’s Signature

Protégé’s Signature

“Perseverance is not a long race; It is many short races, one after another.”
--Walter Elliot

OCTOBER

- _____ Monthly conference
- _____ Observation and feedback
- _____ Informal discussions
- _____ State Requirements for Professional Development/District Opportunities
- _____ Review PDP
- _____ Parent-Teacher Conferences and report cards (MS and Elem)
- _____ Professional Development Plan for ESSD
- _____ PBTE
- _____ Other

Mentor’s Signature

Protégé’s Signature

NOVEMBER

- _____ Monthly conference
- _____ Observation and feedback
- _____ Informal discussions
- _____ Review PDP
- _____ PBTE
- _____ Other

Mentor’s Signature

Protégé’s Signature

DECEMBER

- _____ Monthly conference
- _____ Informal discussions
- _____ Review PDP
- _____ Professional Development Plan for ESSD
- _____ PBTE
- _____ Other

Mentor’s Signature

Protégé’s Signature

“Whether you think you can, or think you can’t...you’re right.”
--Henry Ford

JANUARY

- Monthly conference
- Observation and feedback
- Informal discussions
- Review PDP
- Professional Development Plan for ESSD
- Other

Mentor’s Signature

Protégé’s Signature

FEBRUARY

- Monthly conference
- Observation and feedback
- Informal discussions
- Review PDP
- Professional Development Plan for ESSD
- Other

Mentor’s Signature

Protégé’s Signature

MARCH

- Monthly conference
- Observation and feedback
- Informal discussions
- Review PDP
- Professional Development Plan for ESSD
- Other

Mentor’s Signature

Protégé’s Signature

“They don’t care how much you know until they know how much you care.”
--Anonymous

APRIL

- Monthly conference
- Observation and feedback
- Informal discussions
- Professional Development Plan for ESSD
- Prepare for the end of the school year
- Other

Mentor’s Signature

Protégé’s Signature

MAY

- Monthly conference
- Observation and feedback
- Informal discussions
- Ending the school year
- Professional Development Plan for ESSD
- Other

Mentor’s Signature

Protégé’s Signature

“The only thing that stands between a person and what they want in life is the will to try it and the

Building Information Checklist

There are a wide variety of concerns that you may need to address. Examining this information before the need arises will help you get organized. See your department chair, buddy teacher, mentor and/or building administrator for assistance

Attendance Procedures (PowerSchool)
Benefits, Insurance, Taxes, etc.
Bus Duty Assignments
Central Office Contact information School
Community resources
Counselor Referrals
Curriculum Guides
Daily Schedule
Discipline Referrals
District Calendar
Early Dismissal/Late Arrival Schedules
Emergency Management Plan
Emergency Procedures for Classrooms
Field Trips
First Day Policies and Procedures
Grade Checks
Grading Procedures (Pinnacle)
Homework Policy
Lesson Plans
Library resources checkout procedures
List of Special Service Students/Needs
Location of Student Files
Mission and Vision Statements
Newsletters
Parent Phone Calls and Meetings
Parent Teacher Conference Registration Form
PBTE
Professional Development Opportunity Form
Reporting Child Abuse
School Board
School Map
School Nurse Referrals

School Rules and Procedures
Sick Leave/Personal Day
Special Needs Procedures
Student Handbook
Support Staff names and responsibilities
Technology Resources
Textbooks
Tornado/Fire Drill Procedures
Website

Note: Protégé should use this log to record all formal and informal contact with your mentor.

Protégé: _____

Mentor: _____

MENTOR CONTACT LOG

Date	Activity	Time Spent	Date	Activity	Time Spent

Turn in completed log to Assistant Superintendent for Curriculum and Instruction before the end of the school year.

Mentor's Signature

Protégé's Signature

“If I were a student in my class, would I want to come back tomorrow?”
--Rick Wormili

Professional Development

Teachers should work with their mentor in planning their professional development by:

- Sharing views concerning possible career paths and goals.
- Asking questions, seeking strategies, locating resources.
- Becoming involved in professional activities.
- Discussing the mentor’s own professional development plan.
- Setting short and long term professional goals.
- Seeking assistance from the Mentor in areas such as certification and continuing education requirements.

Use the In-Service Log found on page 40 to record all professional development activities including district, building, college credit, workshops, seminars, etc. A copy of the log must be turned in annually to Deb Foster, Payroll and Benefits Coordinator, at Central Office.

Requirements for Professional Development Plans

The ESSD requires all teachers to have a Professional Development Plan (PDP) as part of the annual evaluation process. The intent of the plan is that it be a tool for both the administrator and teacher to foster the continual growth and development of professional skills of the teacher.

Since the PDP is tied to certification and evaluation, thus contract renewal, the building administration should take the primary responsibility for the initial development of the plan with the teacher. The PDP should be personalized at the building level with specific targets identified by the teacher and administration. The PDP must be approved and signed by the administrator by September 30.

It is the responsibility of the teacher to review progress of the PDP on an on-going basis, and update the PDP as needed, in collaboration with the administrator. The administrator and the teacher should update the PDP at least once each year or as needed.

“The key to wisdom is this—constant and frequent questioning, for by doubting we are led to question and by questioning we arrive at the truth.”

--Peter Abelard

Steps for Writing a PDP

1. Decide on an area of focus. The teacher and the administrator should meet and discuss potential area for the PDP development.
2. Determine if the PDP is aligned with the CSIP-Plan for Excellence and the building school improvement plan.
3. Write the objective for the PDP. State in specific terms what the teacher will be doing. The objective should relate to improving student achievement.
4. Determine strategies for achieving the objective. Clearly define the activities and sources of collaboration used to meet the objective.
5. Define the administrator’s role.
6. Outline the assessment method(s) and time lines. Determine the data to be collected and how it will be analyzed to determine the effectiveness of the new strategy, curriculum, or activity.
7. Sign and date forms when completed.

Additional information regarding the PDP, is located in the Performance Based Teacher Evaluation (PBTE) booklet.

Peer Observation Process

The ESSD Mentor/Protégé Program includes observation and feedback of two experienced teachers. This is accomplished by:

1. The beginning teacher observing the mentor, and/or
2. The mentor arranging for the beginning teacher to observe two experienced teachers.

Feedback Conferences should be scheduled with the experienced teacher after each observation. This conference should focus on the instructional process and classroom management. Teachers should use the Peer Observation Worksheet on page 21.

Peer Observation Worksheet

Teacher's Name _____ Observer's Name _____

Content area _____ Date _____ Time _____

Objective(s) for the lesson: _____

Concept/Skill observed (Please circle)

Instructional Delivery Method

- Class discussion/cooperative learning (specify structure)
- Group work
- Guided practice/modeling/hands on/experiments/laboratory work
- Learning centers
- Lecture
- Peer evaluation
- Question and answer
- Seat work
- Student presentations

Instructional Strategies

- Advanced organizers
- Graphic organizers
- Non-linguistic representations
- Problem-based/project based learning
- Research (generating and testing hypotheses)
- Similarities And differences
- Summarizing and note-taking

Notes taken during the lesson by the observer:

“Getting to know someone is not a task, it is an art.”
--Pierce LeBlanc

Observation and Feedback Process

The formal Mentor/Protégé observation/feedback process has three parts:

1. Pre-observation conference
2. Observation
3. Post-observation conference

The mentor and protégé will engage in the formal observation/feedback process at least twice a semester, with the initial observation taking place before the initial formal PBTE observation. Observation/feedback forms are located on page 24.

Pre-observation Conference

The mentor and protégé should determine the goal of the observation and what the mentor should observe and record. During the pre-conference the dates/times/length of observation and post-conference should be agreed upon, determine where the observer is to sit in the class, and discuss the lesson plan. (Only one or two teaching behaviors or strategies should be observed)

Observation

The mentor will observe and record behaviors and strategies during a class period.

Post-observation Conference

The mentor and protégé will meet after the observation to reflect upon and discuss the lesson. This will be the time for the mentor and protégé to establish goals for improvement.

Principles of Receiving Feedback

During the pre-observation and post-observation conferences, some of the following strategies will be helpful:

- **Breathe**
This may seem overly simple, but remembering to do it can make a difference. Taking full breaths will help your body to relax and your brain to focus.
- **Specify the behavior about which you want feedback**
The more specific you can be, the more helpful the feedback will be.
- **Listen Carefully**
Don't interrupt or discourage the person giving feedback. Don't be defensive (“It wasn't my fault . . .”) and don't justify (“I only did that because . . .”).

“Every artist was first an amateur.”
--Ralph Waldo Emerson

Principles of Receiving Feedback (Continued)

During the pre-observation and post-observation conferences, some of the following strategies will be helpful:

- **Clarify your understanding of the feedback**
You need to get clear feedback in order for it to be helpful. Ask for specific examples, e.g. “Can you describe what I do or say that makes me appear aggressive to you?”.
- **Summarize your understanding of the feedback**
Paraphrase the message in your own words to let the person know you have heard and understood what was said.
- **Take time to sort out what you heard**
You may need time to think about what was said and how you feel about it or to check with others before responding to the feedback. This is a normal response but should not be used as an excuse to avoid the issue or make changes.

Observation/Feedback Process Form

Teacher's Name: _____ Date of Visit: _____

Mentor's Name: _____ Time/Period: _____

I. Lesson Overview (Lesson Outline):

II. Observation Focus:

A.

B.

III. Pertinent Information:

IV. Observation Notes:

.

V. Teacher Reflection:

VI. Goals for Improvement:

“If I were asked to give what I consider the single most useful bit of advice for all humanity, it would be this: Expect trouble as an inevitable part of life, and when it comes, hold your head high. Look it squarely in the eye, and say, “I will be bigger than you. You cannot defeat me.”

--Ann Landers

Kansas City Regional Professional Development Center BEST Workshops

Each Year 1 Teacher is required to attend two or more BEST workshops provided by the Kansas City Regional Professional Development Center at Union. The BEST workshops meet the requirements of the Excellence in Education Act mandating beginning teacher assistance programs.

BEST (Building Educational Support for Teaching) workshops are an opportunity to meet other teachers in the region and share ideas and concerns, gain support from colleagues, and learn effective instructional strategies. BEST workshops are free and meet the requirements of the Excellence in Education Act mandating beginning teachers’ assistance. BEST workshops are held once a month at three locations.

Year 1 Teachers are required to document the BEST workshops attended and send a copy of the certificate of attendance to the Assistant Superintendent of Curriculum and Instruction prior to the end of their first year.

Register on-line at <http://education.umkc.edu/kcrpdc>

“Seek the lofty by reading, hearing and seeing great work at some moment every day.”
--Thornton Wilder

Professional Teaching Journal

Teachers are required to keep a Professional Teaching Journal. This journal is intended to be a place for the teacher to reflect on teaching successes, problems, issues, questions, as well as insights and any other issues desired. The Journal is located on the following pages. Protégés are required to turn the Journal in to the Assistant Superintendent for Curriculum and Instruction by the end of the school year.

“We are what we repeatedly do. Excellence, therefore, is not an act but a habit.”
--Aristotle

Professional Teaching Journal

August:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Nothing will ever be attempted if all possible objections must first be overcome.”
--Samuel Johnson

Professional Teaching Journal

September:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Knowing is not enough; we must apply. Willing is not enough; we must do.”
--Johann Wolfgang von Goethe

Professional Teaching Journal

October:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Leadership: The art of getting someone else to do something you want done because he wants to do it.”

--Dwight D. Eisenhower

Professional Teaching Journal

November:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

'The Athenians, alarmed at the internal decay of their Republic, asked Demosthenes what to do. His reply: "Do not do what you are doing now."'

--Joseph Ray

Professional Teaching Journal

December:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“I cannot give you the formula for success, but I can give you the formula for failure which is: Try to please everybody.”

--Herbert Bayard Swope

Professional Teaching Journal

January:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Imagine every day to be the last of a life surrounded with hopes, cares, anger, and fear. The hours that come unexpectedly will be so much more the grateful.”

--Horace

Professional Teaching Journal

February:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

--John Quincy Adams

Professional Teaching Journal

March:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Happiness is not a matter of events, it depends upon the tides of the mind.”
--Alice Meynell

Professional Teaching Journal

April:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

“Winning isn't everything, but wanting to win is.”

--Vince Lombardi

Professional Teaching Journal

May:

Successes:

Concerns/Problems:

Possible Solutions:

Questions:

Certification Requirements

“We gain strength, and courage, and confidence by each experience in which we really stop to look fear in the face ... we must do that which we think we cannot.”

--Eleanor Roosevelt

Missouri Certification

In 2003, legislation created a two-tier plan of professional classification that replaced the previous four-level plan of certification (IPC – Initial Professional Certificate; PCI – Professional Class I; PCII – Professional Class II; and CPC – Continuous Professional Certificate). The two-tier plan follows:

The **INITIAL PROFESSIONAL CERTIFICATE (IPC)** is valid for four years and is assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years;
- Successful completion of 30 contact hours of professional development, which may include college credit (1 college credit = 15 PD contact hours);
- Participation in a Beginning Teacher Assistance program;
- Successfully participate in a performance-based teacher evaluation;
- Complete four years of approved teaching experience; and
- Have a local professional development plan.

The **CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)** is valid continuously for 99 years dependent upon an individual’s meeting the following:

- The requirements at the IPC level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development, which may include college credits (1 college credit = 15 PD contact hours); and
- Have a local professional development plan.

The **HIGH QUALITY CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (High Quality CCPC)** is valid continuously depending on an individual meeting the following:

- Applicant has demonstrated continued progress with his/her professional development plan that is on file with our district AND TWO OF THE THREE FOLLOWING ITEMS:
- Applicant has completed ten (10) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.
- Applicant has completed a master’s degree in education or in an area of certification.
- Applicant has completed National Board Certificate.

For more information about the revised certificate process, call the teacher certification office at the Department of Elementary and Secondary Education (573) 751-0051 or go to the website: <http://services.dese.mo.gov/divteachqual/teachercert/certclass.html>

Missouri Online Certification System

All certification requests will be made through the online educator certification system.

1. To access the new system, you will first be required to **register a user name and password**. You will access the webpage to create your user name and password at the following website: <https://k12apps.dese.mo.gov/webLogin/login.aspx>. Here, you will click on "Register" and follow the directions to register the user name that will be used to link to your profile from now on in the certification system.

NOTE: You should create only one user name. If you have previously registered for one and you cannot remember what it is, you may request that your user name be emailed to you on the login page. It is extremely important that you remember the user name and password you created. These will be used to access your certification record and all future applications you wish to submit to the Department. Creation of multiple user names will lock the system and you will be unable to access your profile page and certification record.

2. After you have your user name and password established, you will need to use them to log in to the DESE Web Applications. Once you have logged into the system, you will then need to click on the link entitled "**Educator Certification System - Request Educator Access.**" You may need to open the title "Officer of Educator Quality" to view the links listed below it. This is done only once, and you will not be asked to do it again.
3. Once you have requested access as an Educator, you will then click on the "[Educator Certification System](#)" link under "Office of Educator Quality" to enter the Certification System and create a "profile," or if you are already certified, you will be able to view your existing profile in the certification system.

NOTE: If you are prompted to enter your SSN and DOB and it gives you a message that they are already linked to another profile, this is because you are trying to log into the certification system with another user name and not the one already tied to your SSN.

4. You should now be in the new Certification System where you can access your records and apply for a Missouri certificate. By completing the online profile AND an application, you will be able to access your certificate within a few weeks. The new system will also show the status of your background clearance, education records, and Praxis scores.

You may always access your certification account by choosing "DESE Web Applications" at the [DESE Homepage](#) or at [DESE Educator Certification](#). As you complete your online profile and application, you will take the following steps:

Profile Page

- Once you have entered your information on the Profile page, you will then need to click the "Save Profile" button.
- You should use your proper/legal name that matches the name on your transcript. You may also add former names.
- If you enter an incorrect name, social security number, date of birth or gender, you must contact DESE to correct this information. You may contact Educator Certification at 573.751.0051 or certification@dese.mo.gov
- Next you will complete your contact information. If contact information is already entered and something needs changed, click on "Edit Contact Information."

Education—Located on the left side of your profile in the menu tree.

- You may select the colleges and universities you have attended.
- If you send transcripts, the Educator Certification address is located on the Education Screen. Please make sure to include your educator ID with the documents. You can do this by writing the number on your paperwork or printing your profile screen and attaching it.

New Applications—Found on the left side of your profile in the menu tree.

- You may select the application which corresponds to the type of certificate for which you are applying.
- Substitute Areas of Certification - Career Technical (substituting for a vocational class), Content Area (regular substitute), and Person with a Missouri Teaching Certificate

Conduct and Investigations

- Please answer the conduct questions on the application truthfully.

Sign & Submit

- Read this carefully before electronically signing. This provides DESE with information and gives them permission to investigate.

Additional Information Available on the Profile Page

- Click on the gray bars to view the status of your fingerprints, Praxis II scores, and the status of any application you have submitted.
- School districts will also be able to view your fingerprint status, as well as any Praxis II tests that you have passed.

Printing Your Missouri Teaching Certificate

- With this online system, you will **not** be mailed a paper certificate. You will be able access your certificate electronically and print your own certificate.
- When your certificate is issued, you will click to the left of your profile page on the "Certificate Status" link. This link is where you will view and print your Missouri Certificate.

Reminders:

- If you hold a provisional certificate or are working on alternative certification, it is your responsibility to complete the requirements prior to the expiration of the certificate.
- It is your responsibility to complete and document that the requirements have been met to advance to the next classification.
- Continued employment with the district is contingent upon proper certification issued by DESE.

Mentoring Survey

1. Please rank the following statements. The following activities have helped me grow as an educator.

Monthly/Quarterly Meetings	Strongly Disagree	Disagree	Agree	Strongly Agree
PDP Plan	Strongly Disagree	Disagree	Agree	Strongly Agree
Mentor observation and feedback process	Strongly Disagree	Disagree	Agree	Strongly Agree
Peer observations	Strongly Disagree	Disagree	Agree	Strongly Agree
BEST workshop (if applicable)	Strongly Disagree	Disagree	Agree	Strongly Agree
Professional reflective journals	Strongly Disagree	Disagree	Agree	Strongly Agree
New teacher week	Strongly Disagree	Disagree	Agree	Strongly Agree

2. Which of these activities contributed the most to your professional growth? Please explain why?

3. How would you improve one of the activities listed above?

4. Please rank the following statements.

My mentor facilitated opportunities for me to learn about and/or observe best practices.	Strongly Disagree	Disagree	Agree	Strongly Agree
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I received the assistance and support from my mentor I needed to become an effective educator and part of the instructional team.	Strongly Disagree	Disagree	Agree	Strongly Agree
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My mentor was a trusted source for advice and support and respected the confidentiality of the mentoring relationship.	Strongly Disagree	Disagree	Agree	Strongly Agree
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Structures were in place to allow me to collaborate with my mentor.	Strongly Disagree	Disagree	Agree	Strongly Agree
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Other supports (grade-level teams, department teams, etc.) were in place to allow me to grow as an educator.	Strongly Disagree	Disagree	Agree	Strongly Agree
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5. What additional supports would you have benefited from as part of the mentor program...

Before the school year started?

During the first month of school?

Throughout the year?

Looking forward to next year?

6. Please rank the following statements. In acting as a mentor, my instructional coach...

Treated me as an equal. Strongly Disagree Disagree Agree Strongly Agree

Encouraged me to set my own goals to grow as an educator. Strongly Disagree Disagree Agree Strongly Agree

Actively sought out my opinion and acted on it to support me as an educator. Strongly Disagree Disagree Agree Strongly Agree

Reflected on my classroom experiences with me. Strongly Disagree Disagree Agree Strongly Agree

Worked with me to develop the best ideas possible. Strongly Disagree Disagree Agree Strongly Agree

Supported me as I put new knowledge and ideas into practice. Strongly Disagree Disagree Agree Strongly Agree

Encouraged a shared learning environment where I felt safe to contribute my own ideas, concepts, strategies and passions. Strongly Disagree Disagree Agree Strongly Agree