

# **RSU No. 5 Peer Mentor and Support Handbook**

**Approved by the RSU No. 5 Board of Directors:**

April 10, 2019

## **Your Guide to a Career as an Educator in RSU No. 5**

Welcome to **RSU No. 5** and to your new position as one of our highly valued professional educators! The profession of teaching can be both challenging and rewarding, and we wish you all the best as you begin your journey in our school system.

Our Peer Mentor and Support Handbook is designed to guide teachers. This handbook provides an overview of our program process and a framework for the requirements. Please read it carefully to assure that you understand the contents.

Shortly after being hired, you will be assigned a mentor who will be meeting with you regularly to support and guide you as you are introduced to your school and all its nuances: the people, the learners, its goals and mission. Think of yourself and your mentor as a teaching/learning team, one that will share challenges and successes during the year. It is expected that mentoring teams will find the year working together a mutually powerful learning experience that leads to greatly improved teaching practice and professional learning.

Take special care to plan the first few days and weeks in the classroom, which research tells us are crucial to the success of the rest of the year for you and your learners. The planning can be an exciting opportunity to get to know your colleagues and school. Reach out to those in your school for guidance in this important period.

We have high expectations for educators in RSU No. 5 schools. We expect great results for our learners and know that achieving these results often hinges on whether or not we can provide them with exemplary teachers. Therefore, we place high value on every staff member's professional growth. Beginning teachers, in particular, receive a great amount of support for professional growth. Our goal of wanting high-quality teachers for our learners requires that we observe and provide you with feedback that will help improve your performance. Sometimes it can be stressful; but please keep in mind that these observations and reflections are designed to inform you about areas in which you do well, as well as areas in which you need to learn and grow.

## **Rationale**

*Chapter 180: Performance Evaluation and Professional Growth Systems* establishes standards and procedures for implementation of performance evaluation and professional growth systems (PEPG systems) for educators, as required in Chapter 508 of Title 20-A of the *Maine Revised Statutes*. It defines terms, identifies professional practice standards for use in PEPG systems, establishes criteria that must be met by student learning and growth measures used in a PEPG system and requires involvement of educators in implementation of systems. The rule establishes a Peer Mentor and Support Program that must be in place to support staff in their professional plan.

## **Professional Support**

### **Your Supervisor's Role as Evaluator**

Your first three years as a teacher in one of our schools is the probationary period in which you must demonstrate that you have the skills and ability to be part of our teaching team. You must demonstrate that you are an effective teacher able to engage and inspire your learners to grow. In addition, you must show that you are a valuable member of your school team/community. Your administrator(s) will make several observations during your first three years. It is these observations, the evaluative feedback, your resulting response, your growth plan progress, and your SLO completion that will give the administration the evidence needed in order to recommend you for a continuing contract after your probationary period.

### **Your Mentor's Role**

In response to Maine's PEPG Systems law, RSU No. 5 schools assign mentors to all new teachers. Your mentor has been formally trained in the Maine's Mentor Modules. To be eligible to mentor, teachers must

1. Hold a Maine professional teaching certificate,
2. Have a summative evaluation score of effective or higher,
3. Have at least three years of teaching experience,
4. Employ sound educational practice in the classroom,
5. Be committed to collaborative practices, and
6. Be a skillful communicator able to adapt to different communication styles.

As your RSU No. 5 experience begins, your mentor is required to meet with you regularly in getting acculturated with our school and help you get grounded in the work of the profession. Your mentor is also required to make formal observations of your instructional performance and give you feedback that will help you improve and grow as an educator. Your mentor does not evaluate you for the purpose of recommending or not recommending you for a continuing contract—that is the role of building administrators/supervisors.

## **Peer Mentor and Support Program Overview**

Each year we welcome new educators in our schools. They come with many talents, skills, and dreams of positively impacting the lives of our learners. Serving our learners well as they grow academically, socially, and emotionally is the primary focus of our school community. Our mission is “To inspire and support every learner by challenging minds, building character, sparking creativity and nurturing passions.” Providing all teachers with the support they need to meet this challenge is critical to our success with this mission.

RSU No. 5 schools are dedicated to the success of all members of our school community—learners and educators. In order to support our new teachers and contribute to the enhancement of learning, we have developed this comprehensive program that engages new and veteran teachers in collegial and professional growth.

### **What Is the Mission of the Peer Mentor and Support Program?**

The purpose of the RSU No. 5 Peer Mentor and Support Program is to provide support for teachers. As a result of this program, we will enhance the collegial environment in our schools and facilitate ongoing professional growth for educators. This process embeds the required Peer Review component of the PEPG System.

### **What are the Goals of the Peer Mentor and Support Program?**

- To strengthen teaching performance and student achievement;
- To integrate new educators into the culture and climate of our schools and school system;
- To assist beginning educators as they manage the challenges of starting out in this profession, such as making a positive impact on the lives of their learners and recognizing the professional responsibilities of working in a school and with colleagues;
- To guide the professional development of educators through reflection on their practices and on learning in order to help them develop and refine their teaching styles; and
- To encourage educator leadership.

Trained RSU No. 5 mentors are at the heart of the program. All mentors have been trained in the Maine Mentor Model and are well versed in the needs of

- Beginning educators,
- Active listening and questioning skills,
- Cognitive coaching,
- Techniques for collecting data in the classroom,
- Educators’ developmental stages, and
- The nature of the mentoring and coaching relationship.

***All active mentors are required to attend four mentor support meetings per year during their tenure as mentors.*** This forum provides support for their continued growth as mentors.

### **Who Receives a Mentor?**

All educators new to RSU No. 5 receive a mentor. Those who are brand new to education will receive a second year of mentoring. A second year for all other educators will be at the discretion of the building administrator. (See Appendix J)

### **What Kind of Support Is Available for Mentors?**

In addition to providing support for new educators, RSU No. 5 provides support for the mentors who are engaged in the important work of supporting and shaping teachers. Active mentors will participate in four support meetings each year during their mentoring term. The mentor chair will plan and facilitate these support meetings as needed. The purpose is to provide time for mentors to practice mentoring skills and strategies. Mentors may seek advice from members of the mentoring support group.

### **How Are Mentors Matched with Educators?**

The Assistant Superintendent ensures that the Mentor Chair and administrators thoughtfully match mentors and educators by taking into account subject area, grade level, and philosophy as much as possible.

### **Role of Assistant Superintendent**

- Ensures all new educators in RSU No. 5 have a mentor; including educators hired after the start of the school year
- Ensures mentors and/or educators are notified of New Educator Induction meetings/training sessions as applicable;
- Ensures *Mentor Appointment Agreement* for each mentor is completed, and that a copy is sent to the Superintendent's office, and another is kept for school records;
- Ensures mentees are supported in visiting other classrooms;
- Acquaints administrators with the contents of this handbook;
- Provides budgetary support (stipend) for the Peer Mentor and Support Program;
- Promotes training for new mentors; and
- Ensures the Mentor Chair collects and maintains a file of *Mentor Time Records* from all mentors.

## **Role of Mentor Chair**

### **Communication**

- Provides administrators with a list of mentor trained educators and availability;
- Collaborates with administrators on mentor assignments;
- Be available to meet and consult throughout the school year, as needed;
- Mediates differences between mentor and newly hired educator, as needed;
- Advocates for Peer Mentor and Support Program; and
- Ensures mentors understand their responsibilities outlined in this handbook.

### **Documentation**

- Collects and maintains a file of *Mentor Time Records* from all mentors.

### **Professional Development**

- Plans for and trains new mentors; and
- Plans and holds four Mentor Support Group meetings per school year.

## **Role of Mentor**

### **Communication**

- Meets with educator regularly with a predetermined agenda;
- Familiarizes educator with both the school and RSU No. 5 procedures and goals;
- Familiarizes self and mentee with the RSU No. 5 evaluation process;
- Familiarizes self and mentee with the RSU No. 5 Strategic Plan;
- Provides emotional support;
- Problem-solves with educator; and
- Arranges time, if appropriate, for educator to visit other classrooms during the school year.

### **Documentation** (forms in appendix)

- Uses *Mentor Anecdotal Record* to complete documentation of meeting agenda and activities;
- Uses *Mentor Time Record* to document meetings and time spent on

mentor responsibilities.

- Performs a minimum of 3 formal observations and provides written feedback;
- Guides educator through Professional Growth Plan for recertification;
- Submits requested documentation; and
- Submits *End-of-Year Mentor Survey*.

### **Professional Development**

- Coordinates network of support and resources for newly hired educator; and
- Meets with Mentor Support Group four times per year.

### **Role of Newly Hired Educator**

#### **Communication**

- Advocates needs to mentor;
- Meets with mentor regularly with a predetermined agenda; and
- Is responsive to communication.

#### **Documentation**

- Maintains a professional portfolio for recertification (certificates, contact hours, courses taken);
- Writes *Professional Growth Plan* based on the adopted Marshall Rubrics (with assistance from mentor); and
- Assists mentor in completing *End-of-Year Mentor Survey*

#### **Professional Development**

- Develops knowledge and familiarity with Marshall Rubrics; and
- Participates in observations.

## Confidentiality

The relationship between the new educator and the mentor is characterized by support and trust and is formative in nature. The mentor should remember that the role does not involve evaluation for the purpose of retaining the teacher in a particular district. Consequently, information shared between the mentee and the mentor is considered strictly confidential. Information shared in the mentoring relationship is not to be shared with anyone except the Mentor Chair without the explicit knowledge and consent of the mentee.

The mentor may believe that the mentee would benefit from certain resources or increased support from the administrator or another teacher because of challenges that the new educator is facing. A mentee may actually be better served when these individuals are, on occasion, included in discussions of issues related to instructional practice. **The mentor must have the consent of the mentee to share this information.** The only exception to the confidentiality agreement occurs when the mentor is given information that he/she is legally obligated to report to his/her supervisor because Maine law has been violated.

## Protocol for Changing Mentors

If the fall *Newly Hired Educator and Mentor Match Survey* or other evidence indicates that a problem exists, the Mentor Chair will facilitate a meeting between the mentee and the mentor to attempt to resolve issues between them and to improve their effectiveness as a team. The mentee may request to have an administrator participate in the meeting as well. This will be followed by a trial period of two months during which they will continue to work together.

If the match is ended at this point, a replacement mentor will be chosen in order to give the newly hired educator continued support during this critical period.

## Timelines

### In August/Early September

#### **Mentor and Newly Hired Educator**

- Meet during New Educator Induction day in August to determine newly hired educator needs.

#### **Assistant Superintendent**

- Ensure that mentors are selected for newly hired educators;
- Ensure all active mentors for the current school year have completed the *Mentor Appointment Agreement*; and
- Communicate revisions to the *Peer Mentor and Support Program Handbook*.

#### **Mentor Chair**

- Meet with Assistant Superintendent to review mentor assignments and schedule dates for Mentor Support meetings.

### In September

#### **Mentor and Newly Hired Educator**

- Begin meetings (with agenda).
- (Mentor) document meetings on *Mentor Anecdotal Record*
- Conduct a “drop in,” informal observation to identify issues that may need to be discussed early in the school year (e.g., classroom routines, classroom management, etc.)—no written observation required.

#### **Mentor Chair**

- Hold *Professional Growth Plan* Workshop for mentors and newly hired educators.

#### **Local Credentialing Committee (LCC)**

- Document mentor appointments in LCC minutes.

## In October

### **Mentor and Newly Hired Educator**

- Continue meetings (with agenda).
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) document meetings on *Mentor Time Record* (turn in copy to the Mentor Chair).
- (Newly Hired Educator) complete *Beginning Teacher and Mentor Match Survey* and send to the Assistant Superintendent.
- (Mentor) conduct 1<sup>st</sup> formal observation using the *Observation Form* and file a copy with your mentoring documents.

### **Mentor Chair**

- Facilitate Mentor Support Group meeting.
- Remind mentors and newly hired educators that the Professional Growth Plan is due by October 15.
- Meet with teams as needed to mediate any mismatch issues surfaced by the *Newly Hired Teacher and Mentor Match Survey (Appendix G)*. (Mentee may request to have an administrator present.)

### **Mentor and Newly Hired Educator**

- (Mentor) Submits mentee's *Professional Growth Plan* to Local Credentialing Committee building rep by October 15.
- (Mentee) Submits *Professional Growth Plan* to mentor prior to October 15.

## In November

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*
- (Mentor) conduct drop-in/walk-through observations when able.

## **In December**

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) conduct drop-in/walk-through observations when able.

## **In January**

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) document meetings on *Mentor Time Record* and turn in to Mentor Chair.
- (Mentor) make 2<sup>nd</sup> formal observation of mentee using the *Observation Form* and file a copy with your mentoring documents—this observation could be used to provide evidence of their Professional Growth Goals if desired by mentee.

## **In February**

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) conduct drop-in/walk-through observations when able.

## **In March**

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) make 3<sup>rd</sup> formal observation of mentee using the *Observation Form* and file a copy with your mentoring documents— this observation could be used to provide evidence of their Professional Growth Goals if desired by mentee.
- (Mentor) document meetings on *Mentor Time Record* and turn in to Mentor Chair.

## In April

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- Document completion of Professional Growth Plan to submit to building administrator(s)/supervisor by April 1.

## In May

### **Mentor and Newly Hired Educator**

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (1<sup>st</sup>-year mentors) submit observations to Local Credentialing Committee.
- (2<sup>nd</sup>-year mentors) submit observations to Local Credentialing Committee.
- (Mentor) Submit *Certification Recommendation Form* (Appendix F) to LCC by May 1st.

## In June

### **Mentor and Newly Hired Educator**

- (Mentor) document meetings on *Mentor Time Record*.
- (Mentor) complete *End-of-Year Mentor Survey* and send to Asst. Superintendent.
- (Mentor) submit all *Mentor Time Records* to Mentor Chair

### **Mentor Chair**

- Facilitate Mentor Support Group meeting
- Meet to debrief and revise program guidelines, if necessary.

## **APPENDICES**

(Appendices may be revised prior to the beginning of each new school year based on user feedback.)

## Appendix A: Observation Form- (3 times per year)

(Attach additional sheets if enough space is not provided).

Newly Hired Educator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Observation #: \_\_\_\_\_

Date of Pre-conference:	
Date of Observation:	
Date of Post-conference:	

Focus of Observation (established during Pre-conference):

Data Collection Tool(s):

Elements from Marshall Rubrics observed during the observation:

Newly hired educator and mentor follow-up (next steps?):

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Newly Hired Educator's Signature

\_\_\_\_\_  
Date

**Reminder: Do not include any confidential material on this form.**

## Appendix B: Suggested Monthly Discussion Points

### August/September

- ◆ Establishment of Mentor-Mentee relationship
  - Peer Mentor and Support Program Handbook/process, including appendices of forms that need to be completed
  - Mentee's background; perceived strengths and challenges
  - Purpose of informal drop-in observation by mentor
- ◆ Review Building Level Expectations and Culture
  - Discipline
  - Duties
  - Supplies
  - Lunch procedure
  - Field work
- ◆ Machines (copier, laminator)
- ◆ Building procedures
  - Building access codes
  - Fire drills/emergencies
  - Health services available (e.g., nurse, social worker) and procedures for health referrals
  - PLCs
  - Common Time/Study hall procedures
  - RTI A and B
  - Assistance Team process
  - PowerSchool/Attendance / Grading/Empower
  - Absences/Substitutes
- ◆ Classroom management

- Expectations
- Class lists
- Seating plans
- Substitute folders
- Supervision of Ed Techs
- Forms
- ◆ Communication
  - Parents
  - Phone tree
- ◆ District/school forms
- ◆ Website content
- ◆ Special Services
  - IEP's
  - 504's
  - GT
  - ESL
- ◆ Policies (Target Solutions)
  - Internet Use
- ◆ Testing/Assessment Timeline
- ◆ Effective Teaching
- ◆ Technology
  - Technology support
  - Saving to server
- ◆ Professional Growth Plans
- ◆ SLOs

### October

- ◆ RSU district mission/vision/core beliefs
- ◆ School handbook
- ◆ Assemblies
- ◆ Holidays and impact on learning
- ◆ Picture day
- ◆ Progress reports
- ◆ Parental contacts/conferences
- ◆ Curriculum
- ◆ PSAT testing (high school)
- ◆ 1<sup>st</sup> formal observation

- ◆ Newly Hired Educator and Mentor Match Survey
- ◆ Professional Growth Plan and Initial SLO review
- ◆ Data meetings
- ◆ Weather days and impact on learning

#### **November**

- ◆ Scoring
- ◆ Trimester report cards (K-8)
- ◆ Conferences
- ◆ Visit another teacher (as needed)
- ◆ Analyzing and Using Data
- ◆ Data collection tools
- ◆ Budgeting Process

#### **December**

- ◆ Holidays and impact on learning
- ◆ Sensitivity to cultural diversity

#### **January**

- ◆ Semester report cards (9-12)
- ◆ Effective Teaching (check-in)
- ◆ 2<sup>nd</sup> formal observation

#### **February**

- ◆ Trimester Progress Reports
- ◆ Preparation for spring testing (Assessment Timeline)
- ◆ Communication with parents
- ◆ Visiting a classroom/teacher (as needed)

#### **March**

- ◆ Trimester report cards (K-8)
- ◆ Curriculum
- ◆ Referrals for special ed
- ◆ Spring testing

- ◆ 3<sup>rd</sup> formal observation

#### **April**

- ◆ Professional Growth Plan evidence
- ◆ Transition meetings

#### **May**

- ◆ Testing –Assessment Timeline
- ◆ Transitions (Grades 2, 5, and 8)
- ◆ Inventories

#### **June**

- ◆ End-of-Year Mentor Survey
- ◆ Report cards (K-12)
- ◆ Summer programming
- ◆ Closing up classrooms
- ◆ End-of-year paperwork

## Appendix C: Mentor Anecdotal Record

Month	Essence of Discussion
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Comments:</i>	

Appendix C: Sample

<b>Date and Standards</b>	<b>Essence of Discussion</b>
<p>4/5/10 9:20-10:05</p>	<p>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 learners and ways to accommodate them. ___ is having problems completing assignments. Seems as if he can't read the directions. Met during free period. Discussed importance of maintaining daily journal.</p>
<p>4/12/10 3:00-3:45</p>	<p>Met after school but too exhausted to accomplish much. Had our pre-conference for math class observation tomorrow. I will watch an introductory multiplication lesson See attached notes. Learner ___ needs to have directions repeated when he returns to his seat.</p>
	<p><i>Vacation Week!</i></p>
<p>4/22/10 11:00-12:00</p>	<p>Jane and I met during lunch today. We discussed learner ___ 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 learner 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.</p>
<p>4/29/10 2:45-4:00</p>	<p>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 learners families immigrated from to the United States. The problem learner is having trouble keeping track of his pencil. Brainstormed some ways to keep him in pencils.</p>
<p>Comments:</p> <p>Jane is gaining confidence in her ability to plan interesting, and engaging lessons for her mix of learners. She now offers more ideas than I can. We'll continue to work on adapting lessons for the diversity of learners she has in her classroom. We are planning to attend the April 30th social studies conference being held at the university.</p>	

## Appendix D: Mentoring Meeting Tips

### Recommended Materials:

- *RSU No. 5 Local Credentialing Committee Plan (2019)*
- *Peer Mentoring and Support Handbook*
- *Maine Learning Results: Parameters for Essential Instruction (2007)*
- *Mentor Anecdotal Record*
- Curriculum resources
- School handbook
- Calendars and planners
- Books or online tools that recommend protocols for meetings

### Important Reminders:

- Meet regularly. (Regularly scheduled meetings are more effective and show “intentionality.”)
- Model professionalism and take responsibility for making sure meetings are focused on the Professional Growth Plan and Marshall Rubrics.
- Use your communication/listening/questioning skills.
- Begin your meetings with a brief check-in (e.g., How are things going? Is there anything I should know before we get started?)
- Use your *Mentor Anecdotal Records* to review where you have been and to decide where you are going.
- Listen to and help problem solve complaints for a short period of time, but don’t encourage “venting” at each meeting.
- Take responsibility to move the meetings to a higher level (use the *Marshall Rubrics* as a guide).
- Try to avoid personal stories and personal biases.
- Share professional readings and professional development information.
- Always end your meetings with closure, a review of progress, and your next meeting time.
- Provide hope, perspective, and encouragement.
- Document your meeting.

## Appendix E: Mentor Time Record

(Submit copies at end of October, January, March, June to the Mentor Chair)

Month	Total Time This Week
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Mentor Signature:</i> _____ <i>DATE:</i> _____	
<i>Mentee Signature:</i> _____ <i>DATE:</i> _____	

## Appendix F: Certification Recommendation Form

As a mentor, I have completed all of my observations of my mentee and provided appropriate support throughout the process.

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

As a new educator, I have completed the requirements outlined by the Maine Department of Education.

\_\_\_\_\_  
Signature of New Educator

\_\_\_\_\_  
Date

### Certification Support System Recommendation:

I, \_\_\_\_\_, \_\_\_\_\_,  
(Name) (Position)

recommend that the following certification action be taken by the Maine Department of Education:

Staff member:  
\_\_\_\_\_

School: DCS PES MSS  
(Circle one.) MLS FMS FHS

**FROM**

**TO**

\_\_\_ Conditional

\_\_\_ Professional

\_\_\_ Professional

\_\_\_ Other \_\_\_\_\_

For the endorsement:

\_\_\_ Completion of pre-approved courses, CEUs, contact hours

\_\_\_ Receipt of passing test scores

\_\_\_ Completion of other requirements: \_\_\_\_\_

\_\_\_ Extenuating circumstances which necessitate additional time to complete requirements

### NOTES:

\_\_\_\_\_  
Signature of Local Credentialing Committee Chair

\_\_\_\_\_  
Date

(Submit this form to the RSU No. 5 Local Credentialing Committee Chairperson by May 1st.)

## Appendix G: Newly Hired Educator and Mentor Match Survey

In late October, beginning educators complete this survey and **return it to the Assistant Superintendent**. This information is confidential, and will only be shared with permission of the newly hired teacher.

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

1. Please circle the rating that best represents the support you have received from your mentor.

1 (low)                      2                      3                      4                      5 (high)

Please briefly explain your response:

2. Please rate (circle) the degree of match between you and your mentor.

●—————→  
1 (low)                      2                      3                      4                      5 (high)

Please briefly explain your response:

3. Please indicate your name only if there is a need for confidential conference on your mentoring relationship.

Name: \_\_\_\_\_

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

*Please return this survey to the Assistant Superintendent.  
Thank you very much for your input.*

## **Appendix H: End-of-Year Mentor Survey RSU No. 5's Peer Mentor and Support Program**

Mentor: \_\_\_\_\_

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

Newly Hired Educator: \_\_\_\_\_

Year 1 Year 2 (circle one)

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Peer Mentor and Support Program. It will be treated in strict confidentiality for program planning only. Thank you for your time and commitment! **Please return to the Assistant Superintendent.**

1. Was your mentee:  
in the same building?    YES    NO  
content area?            YES    NO  
grade level?              YES    NO
  
2. How helpful do you think you were to your mentee?
  
3. What are the areas in which your mentee needed the most help this year?
  
4. What are the areas in which your mentee continues to need the most support?



## Appendix I: Mentor Appointment Agreement

Educator's Name (Mentor): \_\_\_\_\_

Thank you for your willingness to serve as a mentor for a newly hired educator in RSU No. 5. You have been appointed as a mentor for \_\_\_\_\_ who will be teaching at \_\_\_\_\_. Mentor duties are outlined in ***RSU No. 5's Peer Mentor and Support Handbook***.

This appointment will begin on \_\_\_\_\_ and will end on \_\_\_\_\_.

Your compensation will be \$\_\_\_\_\_ providing that you fulfill the responsibilities outlined in the ***RSU No. 5's Peer Mentor and Support Handbook*** including all required mentor support meetings.

This appointment is subject to termination by the Superintendent of Schools at his/her discretion on 14 calendar days' notice or payment in lieu thereof.

This appointment will be void unless the original copy of this agreement, duly executed by the appointee, is received in the Office of the Superintendent of Schools on or before \_\_\_\_\_.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

***Please return to the Office of the Superintendent. Thank you.***

## Appendix J: Peer Mentor and Support Program Expectations

Certification and Level of Experience of New Hire	Length of Time with Mentor	Yearly Observations	Focus of Professional Growth Plan	Professional Growth Plan
Provisional, Conditional, or Professional educators with previous experience and an already existing plan that are new to RSU5.	1 year	3	Use previous plan from prior district if approved through RSU5's LCC. Educator must provide acceptable evidence of plan completion. Otherwise, develop new plan based on need using the Marshall Rubrics.	Mentees develop and share plan with mentor. All plans will be for one year plans.
Conditional for Regular Education and brand new to education.	2 years	3	Develop plan based on need using the Marshall Rubrics. Start with Classroom Management and Lesson Planning if needed.	
Conditional in Special Education in Year 2 or 3 of Conditional.	1-2 years*	3	Develop plan based on need using the Marshall Rubrics for your area.	
Conditional in Special Education in Year 1 of Conditional after 7.14.18	1 year	3	*Mentor Provided by Maine Alternative Certification and Mentoring Program through MDOE.	
Non-classroom: Guidance, Instructional Coaches or Strategists, ESL, Social Worker, and others (if not professional) with less than three years experience in this position.	1- 2 years	3 (observations can be defined differently)	Develop plan based on need using the Marshall Rubrics for your area.	
Non-classroom: Guidance, Instructional Coaches or Strategists, ESL Social Worker, and others (if professional) with more than three years experience	1 year	3	Develop plan based on need using the Marshall Rubrics for your area.	