

CAPE ELIZABETH SCHOOL DEPARTMENT
EXTRA CURRICULAR POSITION

SEP 0 1 2010

DATE: September 1, 2010

TO: Cape Elizabeth School Board

FROM: Mary Brunns

RE: Recommendation -- Mentors for teachers as required by State Law

Name	Activity	School	# of Hours	Rate	Total Stipend	Funding (ie, School/Booster, etc)	New Position? (N/Y)	New hire? (N/Y)*	*If yes, provide a brief description of qualifications below or on a separate sheet.
Angela Schipani	Mentor for Erika Blauch	HS	NA	NA	\$1,500	School Board	No	No	
Gretchen McNulty	Mentor for Melissa Oliver	HS	NA	NA	\$1,500	School Board	No	No	
Joyce Bell	Mentor for Tatiana Green	HS	NA	NA	\$1,500	School Board	No	No	
Shari Robinson	Mentor for Amanda Kozaka	MS	NA	NA	\$1,500	School Board	No	No	
Cheryl Joys	Mentor for Nancy Carroll	MS	NA	NA	\$1,500	School Board	No	No	
Sonia Latendresse	Mentor for Jon Delisle	MS	NA	NA	\$1,500	School Board	No	No	
Joseph Doane	Mentor for Hannah Rhoner	MS	NA	NA	\$1,500	School Board	No	No	
Paul Casey	Mentor for Michael Burke	MS	NA	NA	\$1,500	School Board	No	No	
Susan Michaud	Mentor for Heather Geikie	PC	NA	NA	\$1,500	School Board	No	No	

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Janet Amberger	Mentor for Jason Harris	PC	NA	NA	\$1,500	School Board	No	No	
Angela Moore	Mentor for David Croft	PC	NA	NA	\$1,500	School Board	No	No	
Angela Moore	Mentor fr Susan Pillsbury	PC	NA	NA	\$1,500	School Board	No	No	
Sonia Latendresse	Mentor for Tom Marowiec	PC	NA	NA	\$1,500	School Board	No	No	
Debra Butterworth	Mentor for Joni Hewitt	System	NA	NA	\$1,500	School Board	No	No	

Maine's Definition of Effective Mentoring

“To coach is to convey a valued colleague from where he or she is to where he or she wants to be. “ Art Costa and Robert Garmston

Mentoring is the process by which a more experienced educator facilitates the growth of a beginning educator by acting as a coach, encouraging and modeling reflection, encouraging and modeling intentionality, focusing the beginning teacher on what is important, helping the beginning educator achieve his or her goals, assisting the him or her with career and professional development, connecting the beginning educator to others who can enhance his or her growth or development, and serving as a sounding board.

A mentor's support and sponsorship needs to include meeting regularly with the beginning educator. This meeting is at least thirty to forty-five minutes in length and should be regularly scheduled. At the beginning of the school year these meetings tend to focus on support issues and familiarizing the beginning educator with the school and the district. It is important for the mentor to familiarize the mentee with the culture of the school. The mentor serves as an advocate for the beginning educator, and assists him or her in finding resources. Mentors also provide emotional support and problem solve with the beginning educator.

As the mentor and mentee relationship evolves into more collegiality, the meetings focus on such issues as effective planning and instruction, differentiation, curriculum, assessment and student achievement. The mentor or mentee documents the weekly meetings. At all times effective mentors use effective listening and questioning techniques, such as paraphrasing, positive presuppositions and combining data and questioning rather than judging.

Mentors also observe the beginning educator and his or her classroom at least four times during the school year. The coaching cycle model is used for all four visits. This includes a planning conference, the observation, and the reflecting conference. Each element of the conference should be conducted in a timely manner to increase the likelihood of reflection and professionalism on the part of the beginning educator. The first observation should be informal. The other three observations are more formal, using the suggested data collection techniques of “class traffic”, “verbal flow”, “interaction analysis”, “selective verbatim”, “global scan”, “at task”, or other non-evaluative, objective observation technique. The mentor only collects data on the agreed upon topics. Throughout the coaching cycle and weekly meetings, mentors always maintain confidentiality and problem solve using positive conflict resolution. Their observations should be used for certification purposes only, and never for employment or evaluation reasons.

Due to the intensive and personal nature of this model of mentoring it is strongly recommended that mentors are assigned to only one beginning educator at a time.

Chapter 118 Support Systems: Standards and Procedures for Operation Comparison Chart

	Current Chapter 118	Revised Chapter 118
1		A timeline allowing SAU's to use the current Chapter 118 until August 2010, and allowing for a transitional period using both documents.
2	Local certification steering committees oversee the certification of their educators	Local certification steering committees oversee the certification of their educators
3	3 person support team guides the beginning educator through the initial certification process	1 mentor guides the beginning educator through the initial certification process
4	Locally approved mentor training is required	Maine Department of Education approved mentor training is required
5	Support team members meet with beginning teachers when convenient or as needed/ requested	Mentors meet with beginning teachers at "regularly scheduled meetings" (interpretation left up to local control)
6	Earning the initial professional certificate is based on demonstration of the Competencies Leading to Proficiency	Earning the initial professional certificate will be based on demonstration of Maine's Initial Teacher Certification Standards
7	"The following standards for professional growth leading to competency shall be the basis upon which a teacher action plan is drafted, observations and assessments made, and recommendations adopted for purposes of professional-level certification."	The following language was added: "... <i>observations and needs assessments made</i> ", and " <i>The indicators accompanying each standard are meant to be used holistically to inform the assessment of the standard.</i> " Clarifying that it is a " needs assessment " (added elsewhere the word "assessment" occurs) and each indicator does not need to be demonstrated to meet the standard.
8	The beginning educator must be observed 3 times per year by the support team members	The beginning educator must be observed 3 times per year by the mentor
9	The local certification steering committee shall include a majority of classroom teachers,... and at least one administrator	The Professional Learning Community Support System team shall include professionally certified educators, one administrator, and optionally educational technicians
10	Contains no language specific to the use of retired or inactive educators as support team members	The language, " recently active practitioners " was added to allow the use of mentors who may not be currently teaching, to increase the available pool.
11	Teacher Action Plan based on the " Standards for Professional Growth Leading to Competency "	Professional Certification Action Plan based on " Maine's Initial Teacher Certification Standards "
12	Local demonstration of the "Standards for Professional Growth Leading to Competency" will be used for issuing an initial Master Teacher Certificate	Local demonstration of the National Board Standards, or attainment of National Board Certification, will be used for issuing an initial Master Teacher Certificate

	Current Chapter 118	Revised Chapter 118
13	No language relating to state funding	Implementation of the local revised plan is dependent upon the receipt of <u>appropriate additional</u> funding through the EPS formula
14	The local certification steering committee “signs off” on teacher action plan and recommends professional certification	The local certification steering committee “signs off” on teacher action plan and recommends professional certification