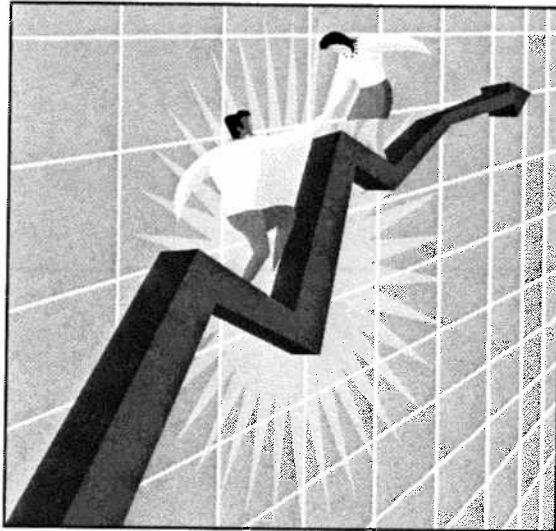


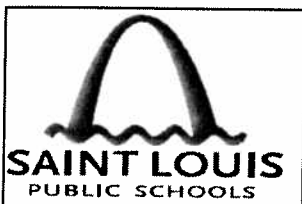
**ST. LOUIS
PUBLIC SCHOOLS**

2011 - 2012



**BEGINNING TEACHER
AND MENTOR
HANDBOOK**

801 North 11th Street
St. Louis, MO 63101



St. Louis Public Schools

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Superintendent

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Mentor Meeting Dates for 2011—2012

November 2, 2011

December 13, 2011

March 28, 2012

May 15, 2012

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IMPORTANT NOTE ON FORMS: The forms included in this handbook are intended for reference only. Official SLPS PD forms designed for beginning (1st Year and 2nd Year) teachers are available for printing and/or downloading as electronic files on the SLPS PD web page at:

http://www.slps.org/professional_development/new_page_3.htm



KELVIN ADAMS, PH.D.
Superintendent

NICOLE WILLIAMS, PH.D.
Deputy Superintendent of Academic Services

Audrey Jackson
Director of Professional Development

2011-2012 School Year

Welcome to St. Louis Public Schools! You have accepted your role as a teacher with all the excitement and challenge of creating effective learning environments for all of our students. We are honored to have you working with us on the SLPS team! Mentors are also welcomed with “open arms” to this crucial role of assisting the beginning teacher.

The information contained in this handbook is designed to provide the mentor and mentee with tools, structures, and ideas for working together effectively.

Mentors have the responsibility to guide, lead, and listen to their teacher “mentees.” Beginning teachers have the responsibility to communicate effectively so that needs and desires can be addressed by the mentor.

Thank you for embarking on this journey together. I hope that as you build your relationship together, you will also build your skills to meet the needs of every student. You have a direct and immediate influence on the students of SLPS!

Thank you for giving your “best” to the children each and every day.

Sincerely,

Audrey Jackson
Director, Professional Development

Responsibilities / Qualifications

Mentor

Purpose: To provide support for the teacher new to the profession.

Qualifications

Knowledgeable

Subject area
School system
Pedagogy

Three years experience in St. Louis Public Schools (preferred)

Same grade level, subject and/or building (when possible)

Will attend training and collaborative meetings.

Personal Characteristics:

Cooperative
Able to listen
Flexible
Enthusiastic
Committed
Sense of humor
Positive

Selected/appointed by building administrator

Responsibilities:

Establish a regular time to meet with the new teacher (total of 30 hours throughout the year).

Assist in developing *SLPS Individual Professional Development Plan*, including determining professional goals.

Maintain a detailed log of each meeting (log sheet provided or found on SLPS website).

Assist in acclimating new teacher to the district and building.

Serve as a resource for curriculum needs

Assist in arranging for an opportunity for the new teacher to observe in other classrooms.

Responsibilities (continued):

Informally observe the new teacher

Provide feedback to the new teacher

Be an example!

Compensation:

\$150 per semester (for completing required tasks; total of \$300; mentors/coaches paid through other university programs are not eligible for this compensation, though voluntary participation is welcomed).

The professional reward of offering support to a new teacher!

Principal's Responsibilities

Select mentor based on qualifications

Monitor and support the mentor/new teacher relationship

Serve as a resource for the mentor and new teacher

Assist the team in developing and implementing the new teacher *SLPS Individual Professional Development Plan*

Approve *SLPS Individual Professional Development Plan* which details resources needed for implementation

Sign and collect mentor log sheets by 1-20-12 (1st semester)
and 5-04-12 (2nd semester)

Sign and collect PD Contact Hour Logs by last day of school.

University Person/Responsibilities

The degree-granting institution (if a Missouri school) must provide a higher education faculty member to support its teacher graduate. The level of involvement of the higher education person is to be determined by the higher education institution.



MENTOR/CONSULTANT AGREEMENT

(for each Mentee, complete an additional form - total 2 maximum)

Date _____

For the Academic Year: 20____ to 20____

Mentor's Name _____
(Last) (First)

Home address _____
(Street, Apt. #)

(City - State - Zip)

Social Security Number _____

SLPS ID Number (optional) _____

Telephone numbers: (w) _____ (h) _____

School _____ Grade/Subject _____

Name of Mentee _____

The above mentee is a (Check One) : 1st year teacher 2nd year teacher

Mentors will be provided with the Mentor/Consultant compensation of \$150.00 per semester for a total of \$300.00 for the 09-10 school year per mentee (maximum two). Certificated teachers must have completed at least two full-time years of satisfactory teaching in a public school to serve as mentors.

A copy of the SLPS Mentor/Mentee Checklist for Semester One, Semester Two and the Mentor Log(s) must be signed by the mentor and building principal and forwarded to Dr. Laura S. Brock, Executive Director of Professional Development upon completion or no later than the dates for 2009-2010 below.

SEMESTER ONE LOGS DUE: Friday, January 8, 2010

SEMESTER TWO LOGS DUE: Friday, April 30, 2010

Mentor/Consultant compensation will be paid in July, 2010 upon receipt of these signed, completed documents and fulfillment of mentor activities.

Agreement: I, _____, agree to complete the tasks, activities, in the SLPS Mentor/Mentee Checklist and Log (if another mentor log was used, please attach a copy to document the activities checked/dated). I understand that payment of my stipend is contingent upon receipt of the Mentor/Mentee Checklist and Log by the Professional Development Division at the close of each semester at a time to be set forth by SLPS PD above. I further agree to attend all Mentor/Mentee activities outlined in the New Teacher/Mentoring Program.

This document must bear all three signatures to constitute an agreement. All materials must be received by the PD Division by the deadlines indicated above. Every effort by the PD Division will be made to confirm, within a reasonable time, the receipt of materials received by the deadline. Payment of a stipend will be issued only to those mentors have signed mentor agrees on file with the PD Division and whose materials are received by the deadline.

As the recipient of the stipend, it is the mentor's responsibility to deliver the mentor logs and checklists to the PD Division under the terms of this agreement. Mentees must keep signed copies of the completed Mentor Logs and Checklists for their records.

Signature of Mentor and date

Signature of Supervising Principal or Administrator and date

Signature of Director of Professional Development and date

SLSPD rev 7-14-09



Semester One – School Year _____

Due: _____

Name of Mentor: _____ Name of Mentee: _____

School _____

Initial and date when completed	Description of Required Activities
	Initial meeting with mentor to tour building, discuss procedures, and provide general orientation to school.
	Assist mentee with gaining access to information systems, data systems, or grading systems used by the school and/or district.
	Assist mentee in set-up of Outlook (e-mail system) and how to navigate for sending and receiving e-mails.
	Establish and carry out regular meeting times with mentee.
	Conduct a minimum of two observations in mentee's classroom and provide feedback.
	Follow-up with mentee after new teacher trainings or other workshops. Discuss any activities or teaching strategies that might be implemented or strengthened.
	Assist mentee in conducting at least two observations in mentor's classroom and hold follow-up conferences during the 1 st semester.
	Assist mentee in development & monitoring of their Individual Professional Development Plan.
	Introduce mentee of building's Student Services and Special Education Staff. Assist mentee in learning procedures for medical emergencies and concern. Assist mentee in learning procedures for IEP's and evaluations.
	Discuss MAP testing and preparing students for MAP.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Assist mentee in securing classroom supplies.
	Discuss preparation for Open House and/or Curriculum Night.

SLPS Mentor/Mentee Checklist and Log – New, 1st Year Teacher – 1st Semester

	Locate teacher's guides and curriculum guides.
	Develop daily schedule. (Elementary level)
	Review curriculum, objectives, course syllabi, Grade Level Expectations (GLEs) and pacing guides.
	Assist mentee in planning the first few weeks of lesson plans.
	Discuss classroom management and discipline strategies.
	Help mentee set up a substitute folder.
	Discuss procedures for requesting a substitute.
	Discuss emergency procedures.
	Discuss library/media resources (school library & instructional media services)
	Discuss grading system and help mentee set up their grade book.
	Discuss how to conduct successful parent/teacher conferences.
	Discuss end of quarter routines (assigning grades, filling in grade cards, etc.)
	Discuss professional development opportunities and how to register. Consider opportunities for funding through Parsons Blewett Foundation.
	Discuss how to obtain special services (special education, guidance, social work, ESOL, etc.)
	Review end of semester grading guidelines, procedures, and transitions for second semester.
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentees wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

SLPSPD 7-10-08



Semester Two – School Year _____

Due: _____

Name of Mentor: _____ Name of Mentee: _____

School _____

Initial and date when completed	Description of Required Activities
	Continue to carry out regular meeting times with mentee (Enter dates and activities in the Mentor Log).
	Review MO Certification checklist with mentee to make certain he/she is on target with requirements. <i>See SLPS Beginning Teacher and Mentor Handbook.</i>
	Complete observations in mentee's classroom with feedback provided and/or schedule time for collaborative planning with mentee. 2 observations and/or scheduled times for collaborative planning are required 2 nd Semester. (Four total during the year.)
	Continue to ensure that mentee completes observations in mentor's classroom and/or other master teachers' classrooms, and participates in follow-up conferences.
	Continue to monitor progress of mentee's Individual Professional Development Plan. First year teachers are required to summarize progress on their IPDP as required by the building principal.
	Reflect with mentee on what was learned during new teacher training sessions. Ask how he/she is using the information learned to improve his/her professional experience.
	At the close of the school year direct mentee to reflect on strengths and weaknesses and summarize these thoughts on paper.
	Discuss MAP testing and preparing students for the MAP.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Provide support for your mentee who might be feeling overwhelmed. Discuss the importance of maintaining balance between professional and personal life.
	Discuss end-of-year procedures and check-out procedures for your building. Review tips and strategies for support in the Beginning Teacher and Mentor Handbook.

SLPS Mentor/Mentee Checklist and Log – New, 1st Year Teacher – 2nd Semester

	Have your mentee describe two students he/she has in class; one who has already provided a challenge in some way and the other being someone who is "lost in the crowd". Brainstorm ways to "reach" both of these students. Develop a short-term action plan for one week and commit to discussing the outcomes next week.
	Revisit Curriculum Documents. Assist mentee with planning to ensure the implementation of curriculum and pacing guides.
	Other Activity (describe)
	Other Activity (describe)
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentee's wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

SLPSPD 7-10-08



Semester One – School Year _____

Due: _____

Name of Mentor: _____ Name of Mentee: _____

School _____

Initial and date when completed	Description of Required Activities
	Initial meeting with mentor to tour building (if applicable), review/discuss procedures, and provide general orientation to school (if applicable).
	Review Individual Professional Development Plan and reflections on strengths and weaknesses from the end of the first year to guide plan of action.
	Review with mentee gaining access to information systems, data systems, or grading systems used by the school and/or district.
	Review Outlook (e-mail system) and how to navigate for sending and receiving e-mails.
	Establish and carry out regular meeting times with mentee.
	Conduct a minimum of two observations in mentee's classroom and provide feedback during the first semester.
	Reflect with mentee after 2 nd year teacher trainings or other workshops. Discuss any activities or teaching strategies that might be implemented or strengthened.
	Assist mentee in conducting at least two observations in mentor's classroom and hold follow-up conferences.
	Assist mentee in development & monitoring of their Individual Professional Development Plan.
	Discuss MAP testing and preparing students for MAP.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Assist mentee in securing classroom supplies (if applicable).
	Review/discuss preparation for Open House and/or Curriculum Night.
	Locate teacher's guides and curriculum guides. (if applicable).

SLPS Mentor/Mentee Checklist and Log for 2nd Year Teachers – 1st Semester

	Develop daily schedule. (Elementary level)
	Review curriculum, objectives, Grade Level Expectations (GLEs) and pacing guides.
	Assist mentee in planning the first few weeks of lesson plans.
	Review classroom management and discipline strategies.
	Review/update mentee's substitute folder.
	Review procedures for requesting a substitute.
	Review/discuss emergency procedures.
	Review/discuss library/media resources (school library & instructional media services)
	Review/discuss grading system and help mentee set up their grade book.
	Review/discuss how to conduct successful parent/teacher conferences.
	Review/discuss end of quarter routines (assigning grades, filling in grade cards, etc.)
	Discuss professional development opportunities and how to register. Consider opportunities for funding through Parsons Blewett Foundation.
	Review/discuss how to obtain special services (special education, guidance, social work, ESOL, etc.)
	Review end of semester grading guidelines, procedures, and transitions for second semester.
	Other Activity (describe)
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentees wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

SLPSPD 7-10-08



SLPS Mentor/Mentee Checklist and Log for 2nd Year Teachers – 2nd Semester

Semester Two – School Year _____

Due: _____

Name of Mentor: _____ **Name of Mentee:** _____

School _____

Initial and date when completed	Description of Required Activities
	Continue to carry out regular meeting times with mentee (Enter dates and activities in the Mentor Log).
	Review MO Certification checklist with mentee to make certain he/she is on target with requirements. See SLPS Beginning Teacher and Mentor Handbook.
	Complete observations in mentee's classroom with feedback provided and/or schedule time for collaborative planning with mentee. Four observations and/or scheduled times for collaborative planning are required this school year.
	Continue to ensure that mentee completes observations in mentor's classroom and/or other master teachers' classrooms, and participates in follow-up conferences.
	Continue to monitor progress of mentee's Individual Professional Development Plan. 2 nd year teachers are required to summarize progress on their IPDP as required by the building principal.
	Reflect with mentee on what was learned during 2 nd year teacher training sessions. Ask how he/she is using the information learned to improve his/her professional experience.
	Discuss MAP testing and preparing students for the MAP.

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee:
	Provide support for your mentee who might be feeling overwhelmed. Review/discuss the importance of maintaining balance between professional and personal life.
	Review/discuss end-of-year procedures and check-out procedures for your building. Review tips and strategies for support in the Beginning Teacher and Mentor Handbook.
	Revisit Curriculum Documents. Assist mentee with planning to ensure that implementation of curriculum and pacing guides.

SLPS Mentor/Mentee Checklist and Log for 2nd Year Teachers – 2nd Semester

	Other Activity (describe)
	Other Activity (describe)
	Other Activity (describe)
	Other Activity (describe)

I verify that the above information is accurate and complete:

Signature of Mentor: _____ date _____

Signature of Mentee: _____ date _____

Signature of Principal: _____ date _____

Mentor and Mentee must maintain copies of this document for their personal record. Mentee's wishing to upgrade to CPC certification must provide a copy of this signed document at the time of upgrade.

SLPSPD 7-10-08

DESE REQUIREMENTS FOR NEW TEACHERS

BEGINNING TEACHER ASSISTANCE PROGRAM (BTAP)

The Department of Elementary and Secondary Education (DESE) requires each new teacher classified as a Professional Certificate (IPC -- PC-I) to complete a beginning teacher assistance program. The program is offered by a Missouri college or university on topics of importance for beginning teachers.

MENTOR PROGRAM - Beginning 1st and 2nd Year Teachers

The Department of Elementary and Secondary Education (DESE) requires all new teachers to participate in a two year mentoring program approved and provided by the district. Mentor requirements are:

- every mentor will attend an orientation workshop at the start of every school year
- a mentor must have at least 3 years of teaching experience
- a mentor must be an exemplary teacher who demonstrates effective teaching practices
- it is preferred that the mentor teaches the same grade/subject as the mentee and in the same school
- mentors should be assigned to the new teachers the very first day of school
- mentors must observe and be observed by the mentees
- mentors must be given time in their schedule for collaboration with mentee other than planning period or after school
- a mentee will do a self-analysis to determine their needs from a mentor
- a mentee will upon completion of the mentoring program complete a post analysis to determine his/her strengths and weaknesses
- mentees would be a part of a cohort group that meets regularly with a facilitator for the purpose of sharing successes and challenges
- a professional video library may be established in a central location comprised of video tapes of lessons taught by master teachers (i.e. individuals who have been recognized as National Board certified or STARR teachers)

Required Procedures:

Principals assign a mentor and complete a Data Sheet for new, beginning 1st and 2nd year teachers (2nd year, if no mentor has been assigned previously). Forward to SLPS PD by the end of the first week of school.

Mentors assist mentees in completing the Mentor Log of activities

CONTACT HOURS

DESE requires that all first year teachers earn thirty (30) contact hours of professional development within a four year period. **School staff meetings cannot be counted as contact hours.** New teachers keep Professional Development Contact Hour Certificates as evidence of their attendance and completion of Professional Development activities and contact hours. The St. Louis Public Schools District provides a form for new teachers to record contact hours.

All completed Professional Development Contact Hour Logs are to be submitted to the SLPS Professional Development office forty-five (45) days prior to a new teacher's upgrade. PD Contact Hour Certificates and/or college transcripts must be kept on file for inspection upon request with the new teacher's building principal. The new teacher must also keep a file of these documents for his or her records. It is the new teacher's responsibility to submit all documentation to the SLPS Professional Development office in a timely manner.

Contact Hour information (for "non-exempt" staff who must report hours) is gathered district wide from school locations and reported annually to DESE by SLPS Professional Development through the online "Educator's Professional Development Reporting Site" under Teacher Quality and Urban Education.

Although teachers with Career CPC certification are currently exempt from the reporting of contact hours by DESE regulation, it is the belief that all staff in the St. Louis Public School system should be engaged in high-quality professional development, modeling for students that adults too, regardless of station or status, are "Life-long Learners."

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

St. Louis Public Schools District requires all staff to develop, maintain, implement and complete annual individual professional development plans. The District requires all certificated staff to annually complete a minimum number of contact hours (15). The staff member, in consultation with colleagues and the principal/supervisor, develops the plan around one or more goal areas (Classroom Environment, Instruction, Planning and Preparation, and Professional Responsibilities) aligned to School Improvement Plan (SIP), CSIP, MSIP or Unit goals and individual staff needs and skills. New teachers involved are required to have two (2) goals. One should be in the area of Classroom Environment. The second goal is to be determined by the new teacher in consultation with his or her mentor and/or principal.

The plan goals, aligned to SIP goals, must focus on improving student academic achievement in a recognized Missouri Assessment Program (MAP) process or content standard area.

Individual professional development plans, Mentor Activity Logs, and Contact Hour Logs are to be maintained on site and ready for review upon request. All staff should keep copies of their materials for their personal record. Currently, teachers are required to forward their materials to the Professional Development Division 45 days prior to certification upgrade.

District professional development is based on the "Standards for Professional Development" from *Learningforward* (formally NSDC). *Learningforward's* standards used to plan district professional development activities are:

- job embedded
- data driven
- results oriented
- collegial
- sustained over time
- goal focused

Required Professional Development Hours

1 college credit hour = 15 PD contact hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL)	60 total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Professional Cert - most core areas & librarians	30 total over 4 years	24 hours plus annual	15 annually until exempt	"
Career Education - (formerly vocational)	90 total over 4 years	24 hours plus annual	30 annually until exempt	"
Student Services	40 total over 4 years	24 hours plus annual	20 annually until exempt	"
Administration – superintendent	120 total over 4 years	24 hours plus annual	30 annually until exempt	"
Administration – principals, special ed. directors and career ed. directors	120 total over 4 years	24 hours plus annual	Years 5-10 <u>must</u> complete EdS degree in ed adm, C&I, or reading/literacy or 30 hours annually	Years 11-99 exempt with EdS degree or national certification
Provisional (2 years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
Temporary (1 year)	must complete 9 college credits annually	n/a	n/a	n/a

7-15-09 from www.dese.mo.gov

Home>> Educator Quality>> Educator Certification>>Professional Development>>

Required Professional Development Hours for All Educators

http://www.dese.mo.gov/divteachqual/teachcert/PD_CHART.html



CONTACT HOUR LOG

Date	Topic	Location	Which Individual Professional Development Plan Goal, District Initiative, School Improvement Goal, CSIP or MSIP Goal does this activity address?	Contact Hours

Date submitted _____

Total contact/clock hours _____

Name _____

School/Location _____

signature of employee date

signature of administrator/supervisor date

Instructions for Individual Professional Development Plan

(IPDP)

1. Fill out the information at the top of page 1.
2. Choose a building/district goal. If a 1st/2nd year teacher one goal must be “Classroom Environment”. The other goal(s) can be chosen from the Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan, or an area of professionalism that you would like to improve in.
3. Write objectives/questions to explain the expected or desired outcome of successful implementation of these goals.
4. Complete the information at the top of page 2 and transfer the goals from page 1.
5. Complete the Action Plan. Choose strategies to meet the goals. (Ex: Observe in 3 classrooms to see how they are set up.) As strategies are implemented decide how to keep track of them. (Ex: PD contact hours, log, and journal.) Keep track of the dates on which each strategy is implemented.
6. Decide what assessment tool(s) will be used to measure mastery/success of the goals.
7. Complete the “Results of Actions” **after** the action plan has been completely implemented. Include specific examples of the results of implementing your action plan. The effect on student achievement should be included.
8. Complete the “Personal Reflection” **after** the action plan has been completely implemented. Include specific examples.
9. Have the principal and/or mentor sign the IPDP.



St. Louis Public Schools Individual Professional Development Plan Planning Form

Name: _____ Signature: _____

Date Initiated: _____ Principal's/Supervisor's Signature: _____

Building: _____ Date: _____ Mentor's Signature: _____

(For 1st and 2nd year, beginning teachers, new to the profession, teacher's mentor must review and sign this document.)

Check one below
Certificated Non-Certificated

Check one below, if applicable
1st Year Teacher 2nd Year Teacher

All employees must select at least one goal per year. **Year 1 and 2 beginning teachers** (new to the profession) should select **"Classroom Environment"** as one of the goals and at least one additional goal.

District/Building Goal(s):
Question(s)/Objective(s): What is desired?
Action Plan: What are the steps and/or activities for achieving the objective and what is the calendar for completion? (Complete in detail on the IPDP Action Plan Form – page 2 of this document.)
Assessment: What methods will you use to measure results?
Results of Actions: What was the impact on student achievement?
Reflections: What are your thoughts about this experience?

SLPS PD – IPDP -- 1

IPDP ACTION PLAN FORM

Name: _____

Goal(s) from page 1: _____

(Note: Year 1 and 2 beginning teachers (new to the profession) should select "Classroom Environment" as one goal. Other possible goals include Instruction, Planning and Preparation, and Professional Responsibility, among others.)

ACTION PLAN	RECORD OF COMPLETION	
STRATEGIES (Read, write, research, participate in, observe, collect, etc.)	EVIDENCE OF COMPLETION (Journal, PD contact hour certificates, etc.)	DATE ACHIEVED

Date Completed _____

Staff Member Signature Date

Principal's/Supervisor's Signature Date

Mentor Signature (required if the above is a 1st or 2nd year teacher) Date



St. Louis Public Schools Individual Professional Development Plan Planning Form

Name: Jane Smith

Signature: _____

Date Initiated: 8/25/09

Principal's/Supervisor's Signature: _____

Building: School Anywhere Date: 8/25/09 Mentor's Signature: _____

(For 1st and 2nd year, beginning teachers, new to the profession, Teacher's mentor must review and sign this document.)

Check one below

Certificated Non-Certificated

Check one below, if applicable

1st Year Teacher 2nd Year Teacher

All employees must select at least one goal per year. **Year 1 and 2 beginning teachers** (new to the profession) should select **"Classroom Environment"** as one of the goals and at least one additional goal.

District/Building Goal(s): Classroom environment Differentiated instruction
Question(s)/Objective(s): What is desired? Classroom environment will be conducive to learning. Lessons will be differentiated to meet the diverse needs of all learners.
Action Plan: What are the steps and/or activities for achieving the objective and what is the calendar for completion? <small>(Complete in detail on the IPDP Action Plan Form – page 2 of this document.)</small>
Assessment: What methods will you use to measure results? Teacher Evaluation-MSIP 4 th cycle observation form Student achievement Acuity Benchmark data
Results of Actions: What was the impact on student achievement? Students were engaged with lessons more throughout the year. According to the MSIP observation form, at the beginning of the school year students were engaged 50% of the time. By the end of the school year, student engagement had increased to 80%. Student achievement also increased. On average student achievement on the Acuity/Benchmark tests increased 15%.
Reflections: What are your thoughts about this experience? There was a learning process on my part as the teacher as I learned to differentiate instruction and create a classroom environment that my students felt comfortable in. To differentiate instruction I used multiple cooperative instruction strategies, such as jigsaw, gallery walks, think-pair-share, and others. I also conducted interest surveys and learning style surveys to be able to group students with other students that they would work well with. I also used that information to design lessons to keep students engaged and focused on learning. After reading articles about classroom environment and visiting different classrooms I decided to implement some of the strategies that I saw or read about. One of the strategies was a raffle ticket behavior plan. Students would earn raffle tickets for good behavior throughout a lesson or class period. At the end of the lesson/class period the students would turn in their tickets and the teacher would pick a few. The lucky few would then receive a reward. I found that this worked very well because the students were having their positive behavior reinforced. It almost turned into a competition between the students as to who could earn the most tickets. The students' positive behavior increased while the negative behavior decreased.

SLPS PD – IPDP -- 1

IPDP ACTION PLAN FORM

Name: Jane Smith

Goal(s) from page 1: Classroom Environment, Differentiated Instruction

(Note: Year 1 and 2 beginning teachers (new to the profession) should select "Classroom Environment" as one goal. Other possible goals include Instruction, Planning and Preparation, and Professional Responsibility, among others.)

ACTION PLAN	RECORD OF COMPLETION	
STRATEGIES (Read, write, research, participate in, observe, collect, etc.)	EVIDENCE OF COMPLETION (Journal, PD contact hour certificates, etc.)	DATE ACHIEVED
<ul style="list-style-type: none"> • Classroom Environment <ul style="list-style-type: none"> ○ Observe 3 classrooms to see how they are set up ○ Read 3 articles on classroom environment to find strategies to use in my classroom • Differentiated Instruction <ul style="list-style-type: none"> ○ Read 3 articles about differentiated instruction to find strategies to use in my classroom ○ Observe 3 classrooms to see how differentiated instruction strategies are used effectively ○ Participate in professional development at the district or local level (Ex: workshop) 	<ul style="list-style-type: none"> • Log, Journal • Journal • Journal • Log, Journal • PD contact hours, PD certificates 	<ul style="list-style-type: none"> 9/14, 10/4, 12,8 8/25, 12,7, 5/15 8/30, 12/18, 5/10 9/14, 10/4, 12,8 10/17, 3/4

Date Completed 5/25/10

Staff Member Signature Date

Principal's/Supervisor's Signature Date

Mentor Signature (required if the above is a 1st or 2nd year teacher) Date

What do we know about beginning teachers?

Nationwide 25% of new teachers leave the profession during the first three years.

The conditions under which new teachers complete the first year of teaching are fairly predictive of success in their teaching career and of their retention in the profession.

New teachers are more influenced by their new school setting than by their recent educational training.

Administrators and teacher colleagues have control over many of the issues that contribute to the working conditions of the new teachers.

Attrition rate among the most academically qualified teachers is attributed to working conditions within the school:

- Larger classes
- More difficult students
- Floating room assignments
- Too many preparations
- Preparations not in area of training
- Additional non-teaching duties

Conditions contributing to attrition in addition to the demands of teaching include: unrealistic/unmet expectations, isolation, and organizational “sink or swim” philosophy. Specific teaching concerns are:

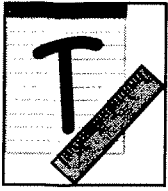
- Classroom management and discipline
- Student motivations
- Managing instructional tasks (organizing work, individualizing assessments and assignments, planning, instruction, and locating materials and resources)
- Managing non-instructional demands of the position (establishing relationships with students, parents and colleagues: managing extracurricular assignments; enlisting assistance of other staff members.)
- Adjustment to the physical demand of teaching
- Sacrificing leisure time

Lack of supervision can contribute to the problems of the beginning teacher. Unaided new teachers make and repeat costly errors.

New teachers do not want to appear incompetent or meddlesome by asking questions.

of Beginning Teachers

<u>Rank Order</u>	<u>Problem</u>
1	Classroom discipline
2	Motivating students
3	Dealing with individual differences
4	Assessing student work
5	Relations with parents
6	Organization of class work
7	Insufficient materials and supplies
8	Dealing with problems of individual students
9	Heavy teaching load/insufficient prep time
10	Relations with colleagues
11	Planning of lessons and school days
12	Effective use of different teaching methods
13	Awareness of school policies and rules
14	Determining learning level of students
15	Knowledge of subject matter
16	Burden of clerical work
17	Relations with principals/administrators
18	Inadequate school equipment
19	Dealing with slow learners
20	Dealing with students of different cultures and deprived backgrounds
21	Effective use of textbooks and curricular guides
22	Lack of spare time
23	Inadequate guidance and support
24	Large class size



Tips for Providing Assistance

Mentors can directly assist their protégés by:

- Making time available on a regular basis to address the protégés concerns and progress, and to ensure interaction.
- Helping the protégé organize and manage materials.
- Helping the protégé develop and maintain a recordkeeping system.
- Responding to specific requests by the protégé.
- Informing the protégé about workshops and other activities or opportunities for professional involvement.
- Helping the protégé to understand the written and unwritten rules and norms in the school and community.
- Observing the protégé and providing feedback to facilitate professional growth.
- Helping the protégé develop a classroom management system.
- Helping the protégé develop a discipline plan.
- Assisting in the protégé's socialization to the school environment.
- Modeling and/or suggesting technique for conferencing with parents.
- Acting as a confidant for the protégé to express personal/professional concerns.
- Helping the protégé assess his/her skills, including skills that he/she already possesses.
- Modeling skillful teaching strategies.
- Helping the protégé diagnose students' learning styles and modify teaching strategies to meet all students' needs.
- Bringing new methods, materials and resources to the attention of the protégé and providing assistance in their implementation.
- Conferring with the protégé regarding effective ways of meeting student learning objectives and district instructional goals.
- Providing examples of unit plans and course syllabi.
- Giving feedback on the protégé's efforts to try his/her own ideas, teaching style, and classroom management plan.
- Identifying resource people, e.g., the principal and staff development specialists (if available) in the district, along with those in district and regional support agencies.

TIPS *for Mentors*

Introduce yourself!

- Call or visit your new teacher as soon as you are appointed a mentor.
- Arrange a meeting prior to the first day of new-teacher orientation.
- Outline briefly your role as a mentor.
- Do not overwhelm him/her with “all he/she needs to know” in the first hour. Reassure him/her that you are available during the orientation week and throughout the year.

Suggestions for the first mentor-new teacher meeting at school:

- Go over the new teacher's class list to help him/her get to know his or her students before school begins.
- Set up routine meeting times.
- Give him/her a calendar of important school events.
- Organize a question/answer notebook to be used when you meet.
- Help the new teacher prepare a folder for substitutes. Explain the procedure to be followed if the teacher must be absent from school.
- Arrange for someone to answer emergency questions in case you are not available.

Other Ideas to try:

- Plan a special welcome: send a balloon, make some fudge, bake cookies, or write an encouraging note for the first day of school. It will be a tough day for a new person.
- Explore mutual interests in professional organizations and offer to attend meetings together.
- Obtain a current copy of the school's yearbook for the new teacher. Match staff photos with names and room/job assignments.
- Help the new teacher ready his/her room for the opening of school.

Throughout the year:

- Update the school calendar regularly. Each school event is the new teacher's first experience.
- Help the new teacher prepare for Open House and parent conferences.
- Keep the new teacher abreast of course offerings, either credit or for enrichment at local colleges and universities, as well as within the district.
- New teachers to the St. Louis area appreciate help with finding cultural and recreational activities and events.
- Continue to meet regularly with your new teacher.
- Listen! Sometimes the teacher may just need to vent feelings.

Consider discussing the idiosyncrasies of the building:

- Discuss the special rules for your building (whether you may leave during the school day, whether or not to apply tape to the walls, etc.)
- Provide the list of PTO Officers (if applicable).
- Explain parking regulations and consequences for failure to comply.
- Detail the time schedules for the building (time the building is open and locked, or who can open it in an emergency, ways to handle doctor's appointments, personal time off days, or conference attendance procedures).
- Explain the procedures for copying materials, securing audio-visual equipment, morning announcements, etc.
- Describe the lounge rules for faculty activities (coffee funds, flower funds, Friday treats, etc.)
- Explain the procedures for scheduling events on the building's or district master schedules.
- Detail budget procedures. How does one acquire supplemental supplies in an emergency? Who pays for supplies and equipment?

Help new teachers answer the following questions related to personnel:

Custodians

1. What are their names?
2. Which one will work on your hallway, in your classroom?
3. Where are they headquartered?
4. How can a teacher secure their help? For special events? In an emergency?
5. Are there any special procedures that the custodial staff requires (chairs on the desk at the end of the day, window shades pulled, lights out, etc.)

School Secretaries

1. What are their names and responsibilities?
2. What office machines are available for teachers? (copiers, etc.)
3. How can you obtain the usual office supplies? (chalk, paper, staplers, scissors, etc.)
4. Is there a teacher's assistant? What can we expect him/her to do? How much lead time does he/she require?
5. What teacher-kept records are required for you?
6. How is school wide attendance handled?
7. How can teachers make and receive phone calls during the day?
8. Who is the school nurse, what are his/her hours and what are the services he/she provides?
9. Where are the student records kept? Who has access to those records? What is the procedure for checking a student's record?

School Cafeteria

- Who are the staff and what are their hours?
- What lunches are available for teachers and students and at what prices?
- What responsibilities will the teacher have in the cafeteria?

Principal

How and why might a teacher refer a student to the principal or assistant principal?
When and where are faculty meetings?
What responsibilities will you have outside of your classroom?
What school traditions are there to be aware of (spring fair, sixth grade camp, student-run musical, etc.)?
How are assemblies planned and handled?
What roles do principals and other staff members play in evaluating teachers? What is expected for the teacher in an evaluation?
What kind of grading system and report cards are used?
What state and national tests are given to students? When

The Library and/or Media Center

Who comprises the library staff and what are their responsibilities?
When may students visit the library? How do they check out materials? For how long?

Special Teachers

Who are the specialists in the building and district? (special education, vocal and instrumental music, art, ESOL, physical education, teachers of the gifted, and instructional aides).
How are these teachers scheduled, normally and for special events or projects?
What special services do counselors provide for students and teachers?

INFORMAL OBSERVATION PROCESS



The Step Process:

Step 1: Pre-Observation Conference

What is the lesson? What led to it and what will follow?
What will the students learn?
What behaviors/activities do you expect from the students?
What strategies/techniques will you use?
How will you know the students have learned?
What, specifically, do you want me to observe?
Are there any unusual circumstances of which I should be aware?

Step 2: The Observation

The observer records specific data agreed to in the pre-observation conference. The data will be shared and analyzed during the post observation conference.

Step 3: Post Observation Conference

How did you feel during the lesson?
Were the behaviors/activities of the students what you expected?
How do you see the attainment of your objective by the students?
SHARE THE DATA!!!
When you teach this lesson again, will you make any changes?

Data-Driven Discussions Consulting, Collaborating, and Coaching

Coaching and mentoring involve a variety of strategies that fall along a continuum. When partners use **consultation** strategies, one partner is the expert giving advice to the other (learner). In **collaboration**, both partners share expert and learner roles. **Coaching**, through questioning, facilitates thinking, planning, and reflecting around classroom practice.

	← Consultation	Collaboration	→ Coaching
Mentoring and Coaching Approaches			
Purpose	Give advice to... <ul style="list-style-type: none"> clarify goals plan for, observe, and provide feedback about teaching practice improve teaching practice create resources provide follow-up 	Plan, observe, provide feedback, and refine instructional strategies to... <ul style="list-style-type: none"> expand the knowledge base of both partners improve practice and student learning results share resources and expertise develop collegial, professional relationships and diminish professional isolation 	Help new teachers think about and reflect on their professional work and its impact on student learning.
Roles	A mentor or coach who... <ul style="list-style-type: none"> provides formal or informal opportunities to plan, observe, and reflect on professional practice clarifies problems and successes gives advice regarding solutions, resources, or changes in practice when needed 	Mentors and new teachers who as colleagues... <ul style="list-style-type: none"> enter a partnership targeting areas of their practices for examination and then providing and receiving feedback collaborate as critical friends to improve teaching and student learning 	A mentor or coach who... <ul style="list-style-type: none"> asks insightful questions to coach a partner's decision-making and reflective process helps a colleague examine the relationship between perceptions, attitudes, thinking, and behaviors that will affect student learning
Knowledge	The mentor or coach... <ul style="list-style-type: none"> is a skillful teacher or administrator is able to describe or demonstrate effective teaching/administrative strategies has a thorough understanding of the curriculum being taught practices good listening and communication skills is sensitive to other's needs is effective in establishing rapport 	The mentor and new teacher... <ul style="list-style-type: none"> plan for and focus on developing skills and/or improving practice practice good listening and communication strategies are sensitive to each other's needs are open to observation of and feedback on their teaching practice are effective in establishing rapport 	The mentor or coach... <ul style="list-style-type: none"> is a good role model is effective in establishing rapport practices good listening and communication strategies asks appropriate questions



**Being Mentored
A Guide for Protégés
(excerpts from the book by Hal Portner)**

Principles For Success

Protégés get the most out of being mentored when they are able to contribute to the development and maintenance of the mentoring partnership. You will be contributing to the mentoring relationship when you do the following:

- Do what you say you will do.
- Let your mentor know if you are unable to follow through on a promise, and suggest an alternative.
- Unless given permission by your mentor, treat in confidence whatever of personal nature he or she tells you or what you observe.
- Where your mentor offers some information or opinion or asks a question, respond to his or her statement or query before going on to another topic.
- Where you feel comfortable doing so, express your feelings and ideas, even though you may not always agree with them.
- Periodically check out your assumptions of what your mentor was thinking and feeling as well as what was said.

Protégés get the most out of being mentored when they are able to ask for help; especially when they know who and how to ask. You will get helpful responses to your requests when you do the following:

- Understand that you have not only the responsibility but also the right to ask your mentor for help.
- Be comfortable about asking other teachers for help.
- Ask for help in ways other than verbally.
- Be willing to ask teachers outside your school and district for help.
- Respect your right to ask for help as long as you do not infringe on the rights of others by doing so.
- When you ask for help, decide whether you are asking for action, information, or emotional support.
- Limit your questions and requests to what you really want or need.

Protégés get the most out of being mentored when they are aware of what they still need to know and how and where to address those needs. You will be able to plan ahead and better address your needs when you can do the following:

- If you are not sure of something, seek more information.
- Identify and deal with the most pressing need-to-know items first.
- Seek out and use resources to help you address your priorities.
- Share your progress with your mentor.

Protégés get the most out of being mentored when, in addition to working with their mentors, they seek out and create opportunities to exchange information and support with their peers. You will have created opportunities to interact professionally with peers when you do the following:

- Join the peer support/learning group that your school district or college provides.

Protégés get the most out of being mentored when they are able to take responsibility and be proactive in the mentoring process. You will be taking responsibility when you do the following:

- Take the initiative when it comes to having your needs as a protégé met.
- Avoid making assumptions about your mentor's plans and expectations.
- Solicit feedback from your mentor as a way to improve your teaching.
- Receive feedback objectively.
- Attempt to construct ways to learn from seemingly untenable situations.
- Take responsibility for your personal well-being.
- Contribute to the learning of other educators.

Protégés get the most out of being mentored when they not only take advantage of invitations to observe others teach but also create their own opportunities. When you observe others, you will benefit most when you do the following:

- Identify teachers other than your mentor whom you would like to observe.
- Try to arrange opportunities to observe others when invitations to do so are not forthcoming.
- Inform the principal of any observation visits you plan to carry out.
- Withhold judgment until you have had the opportunity to reflect on and consider what you have observed.
- Focus on a particular aspect of the class or lesson you are observing.

- Help organize a support and discussion group if no such opportunity for networking is provided by your school district or college.
- Subscribe to and use Internet chat-boards for teachers.

We all have our own styles and ways of doing things; some work, others don't. Often, it is by trying out new strategies and behaviors that we learn and improve. Changing what we do and how we do it involves risks, including the risk of making things worse and the risk of being ridiculed if things go wrong.

Taking a risk can open up a new learning experience. Before you take a risk, however, consider its potential effect on yourself and others. Once you are certain that it will do no harm and will likely lead to some benefit, don't hold back. Do it the best you can. If possible, get your mentor's support.

Protégés get the most out of being mentored when they are willing to try something new or to try doing something differently in order to learn to teach better. You will be likely to make such risk taking more beneficial and less risky when you do the following:

- Be willing to go "out on a limb," if need be, to follow through on your convictions
- Resist the impulse to take a risk until you have considered its ramifications.
- Do not take a risk if there is any possibility that doing so will cause harm.
- Once you have decided to take an informed risk, do so with confidence.

As a “new kid on the block,” you bring a new set of eyes, a new perspective, and new energy to a school. You have the ability to contribute to the mentoring program’s development, to improvement in the way your school operates, and perhaps even to the revitalization of some burned-out teachers.

Protégés get the most out of being mentored when they are able and willing to give something back in return. You will be contributing to the operation, culture, and overall improvement of your mentoring program and school when you do the following:

- Provide relevant feedback that assist in the mentoring program’s evaluation and revision efforts.
- Actively seek out opportunities to help with projects or programs that would result in students learning materials being used more effectively.
- Look for opportunities to share and use your past experience to help students, other teachers, and your school.
- Share your enthusiasm for teaching and learning with your more experienced colleagues.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

1. Work with the mentee to analyze a lesson plan that did not work.
2. Remind the mentee of an important form that is due.
3. Introduce the mentee to other staff members.
4. Share an instructional resource with the mentee.
5. Go to lunch with the mentee to celebrate a teaching success.
6. Show the mentee how to access student records.
7. Help the mentee plan a strategy for solving a classroom management problem.
8. Avoid taking personal responsibility for the mentee's failures.
9. Observe the mentee's class to collect data on an instructional problem.
10. Listen to the mentee share a personal or professional frustration.
11. Demonstrate an instructional technique.
12. Collaborate with the mentee in planning/teaching a unit.
13. Make a video- or audio- tape of the mentee for self-analysis.
14. Attend a workshop with the mentee.
15. Go to breakfast with the mentee once a week.
16. Encourage the mentee to reflect on a critical classroom event.
17. Advise the mentee on how to relate to another staff member.
18. Protect the mentee by maintaining confidentiality.
19. Alert the mentee to a behavior that you know may be self-defeating.
20. Confront and resolve an interpersonal conflict with the mentee.
21. Invite the mentee to a TGIF get-together.
22. Be self-disclosing with the mentee.
23. Assess the mentee's level of commitment and maturity.
24. Adapt supervisory practice to the mentee's developmental level.
25. Advise the mentee on the pitfalls of parent conferencing.
26. Take the mentee on a tour of the community or school district.
27. Counsel the mentee on a personal problem.
28. Refer the mentee to appropriate resource persons.
29. Encourage the mentee to participate in professional organizations.
30. Invite the mentee to systematically observe your teaching.
31. Hold and express high expectations for the mentee.
32. Be on the lookout for survival behaviors.
33. Give the mentee specific feedback.
34. Patiently answer the mentee's questions.
35. Laugh at oneself.
36. Model professionalism for the mentee.
37. Discuss a current educational issue with the mentee.
38. Help the mentee learn to write better test items.
39. Advise the mentee on how to better manage his or her time.
40. Share a personal success or failure.
41. Be congruent in mentoring beliefs and actions (walk the talk).
42. Remind the mentee of an important building or district policy.
43. Assist the mentee in keeping better student records.
44. Be positive.
45. Ask the mentee's opinion on a professional idea.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

46. Brainstorm with the mentee a list of possible solutions to a problem.
47. Know the research on problems and concerns of mentees.
48. Share a professional article with the mentee.
49. Show the mentee how to fill out grade cards.
50. Model a disposition to inquiry.
51. Be open and honest with the mentee.
52. Encourage the mentee to try a new instructional strategy.
53. Hold a pre-observation conference with the mentee.
54. Help the mentee learn how to write better instructional objectives.
55. Advise the mentee of professional opportunities.
56. Display personal enthusiasm for teaching.
57. Positively reinforce a mentee's desirable behavior.
58. Check the mentee for understanding.
59. Use research findings as the focus of systematic observations.
60. Take a personal interest in the mentee's career development.
61. Don't take yourself too seriously.
62. Believe in the meaningfulness of your work.
63. Avoid sending mentees mixed messages.
64. Practice active listening.
65. Assist the mentee in reviewing instructional materials.
66. Provide the mentee with important information on a student.
67. Express the belief that all children can learn.
68. Know what it takes to build a trusting relationship.
69. Help the mentee understand issues on professional ethics.
70. Praise the mentee specifically.
71. Counsel another mentor on a mentoring issue or problem.
72. Encourage the mentee to attend a school athletic event or play.
73. Design and carry out an action research project with the mentee.
74. Help the mentee improve their classroom questioning technique.
75. Demonstrate for the mentee how to begin or close a lesson.
76. Appreciate the complexity of teaching.
77. Be sensitive to the mentee's nonverbal messages.
78. Share personal success and failures.
79. Show the mentee how to more effectively use instructional technology.
80. Let the mentee know their problems and concerns are not unique.
81. Commend the mentee in front of a colleague.
82. Encourage the mentee to collect and analyze student feedback.
83. Model a positive disposition toward professional growth.
84. Express interest in the mentee's personal hobbies, travels, etc.
85. Advise the mentee on how to resolve an interpersonal conflict.
86. Arrange for the mentee to observe a colleague.
87. Protect the mentee from unjust criticism.
88. Practice patience.
89. Reflect on when it is time to speak and when it is time to listen.
90. Recognize that not all mentor-mentee relationships are made in heaven.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

91. Help the mentee interpret the culture of the school.
92. Help the mentee understand the history of the district.
93. Script a lesson for the mentee.
94. Encourage the mentee to vary their instructional strategies.
95. Remind the mentee of the power of teacher expectations.
96. Value your own knowledge and experience.
97. Pursue excellence in your own classroom.
98. Accept change.
99. Accept the mentee.
100. **BELIEVE THAT YOU CAN MAKE A DIFFERENCE!**



What Families Want to Know

Approximately 50 family members from several Wisconsin school districts were asked in an informal survey what they would like to say to teachers and what information they would find most beneficial in helping their children learn. Following, is a synopsis of their responses.

Families Want to Belong

- I want to belong.
- Welcome me to the school—don't shut me out.
- Invite me to school—take the initiative.
- Ask for my input, but don't intimidate me.
- Tell me how I can participate in school activities.
- I would like to be a member of an advisory council or family involvement committee.

Families Want Information

- Tell me the philosophy of the school, the channels of authority, and the general goals of each subject studied.
- Tell me the best time to call the teachers, the names of the staff, and their telephone numbers.
- Send me a weekly or monthly newsletter, which lists school events, community resources, and enrichment programs.
- I need to learn strategies I can use with my children when dealing with alcohol and drug prevention, video games, TV programs, peer pressure, and study skills.
- I would appreciate family education workshops or videos to learn about communicating with teens, how to motivate children to study, social pressures, curfews and family rules, college applications, and helping with homework.

Families Want Teacher Contact

- I would like my children's teachers to let me know when and where I can call them.
- Because I work, I need school meetings scheduled during evenings or on weekends.
- Let me know what my children are studying.
- I want to meet the teachers at least once a month.

- Keep communications clear, brief, and simple, not overly technical.

Families Want to Help

- Give me specific ideas about how to complement what my children are learning in school or to strengthen their skills.
- I need ideas for enrichment to supplement my children's classes.
- What can I do to help with homework?
- I need to know what teachers expect at each grade level in emotional, social, and cognitive growth areas.
- If a problem arises with schoolwork, contact me immediately—don't wait for weeks.
- What are your expectations of my children?
- I'd like a family attendance day so I can understand my children's classes better.

Families Want Teachers to Love and Discipline Their Children

- Do something to make my children feel good about themselves.
- Make rules clear and don't put up with inappropriate student behavior.
- Relax when students are acting normally.
- Remind yourselves that you are an important influence in children's lives.
- If I complain about something, don't "take it out" on my children.
- Avoid stereotyping children.
- Praise students for good efforts.
- Contact me about good news, too, not only about problems.
- Care about my children.



Ideas for Holding Successful Parent-Teacher Conferences

Teachers need the help of families to do the best possible job of educating children. Parent-teacher conferences offer teachers and parents the chance to consider new ideas and suggestions for helping children learn. Together, they can discuss children's progress, behavior, motivation, and reasons behind successes and failures.

Many schools also encourage parents to bring their child to the conference. Some schools, especially in the upper elementary and middle grades are conducted with the student acting as discussion leader.

Schools and teachers should schedule conferences with the families of individual children early in the term to discuss the progress and potential of the child. Some of the topics that may be discussed are:

- the child's overall ability to do school work.
- the child's progress in all the subject areas.
- samples of the child's work.
- special abilities or interests the child shows.
- books and materials used in the classroom.
- social skills exhibited by the child in and out of the classroom.

Preparing for the Conference

Teachers may contact the family by telephone or letter to arrange a conference. Check with your school principal or other staff members to find out how your school notifies and signs up families for the conferences.

Many schools, for example, send a sign-up sheet home with students so families can choose the three best times for conferences. Confirm in writing the time for the conference. (Following are samples of a letter and questions for families and teachers that may be duplicated and sent to families before the conference.)

Teachers can improve the family-teacher relationship by encouraging family cooperation, inviting suggestions, welcoming family members' help, recognizing individual and cultural differences, respecting children's feelings, and living up to professional expectations. Teachers must not preach, downgrade family situations, overlook cultural differences in families, or use offensive expressions such as "a broken home."

The parent-teacher conference should be held in a location that allows private, uninterrupted conversation. Families and teachers should be seated on the same level—preferably away from the teacher's desk. Arrange for comfortable seating, with good lighting and ventilation. Organize samples of the children's work and test results so they are easily accessible and will complement the conference plan.

Teachers should write down the topics they plan to discuss with families. Teachers need to know beforehand what they hope to accomplish, communicate, and suggest, and what specific steps can be recommended for families to help improve their children's education. Teachers should discuss children's strong points as well as things that need improving.

During the Conference

Give waiting families folders of their children's work. It makes waiting easier.

Begin the conference with a friendly general remark unrelated to the child. When speaking about the child, start the conference on a positive note, stressing some good points about the student. Emphasize the child's strengths. Use words all family members will understand; do not use technical educational jargon. Do not present a long list of negative concerns to families; work on a few negatives at a time.

Ask families questions to find out about their concerns. Listen carefully so you can separate facts from emotional feelings. Accept comments from families without showing surprise or disapproval.

Give families time to ask questions, to interrupt, and to disagree. Relax and try to gain insight into the families' attitudes toward their children, school, and you. Do not argue with families or impose your opinions on them. If you feel you must change a viewpoint be as diplomatic as possible.

If a child has a problem, ask the family to suggest an approach that could be used at home to help the child. If applicable, suggest alternative approaches for joint consideration. This makes the family a participant in developing plans and may lead to a discussion that will help the family adopt a realistic plan. When working on solutions, try to set up a timetable. Ask for the family's help and help them



New Teacher Welcome Packet

accept responsibility for a share in the child's success or failure.

End the conference by summarizing what has been said. Finish with a friendly remark. Thank the family for their concern and time and let them know that you care about and enjoy their child as an individual.

Treat all information as confidential. Document conference notes for future reference. Remember that you represent your school district and that the final goal of parent-teacher conferences is to help children.

Follow-Up

If possible, after the initial family conference, follow up with a phone call or written note. The note

might thank the family for attending the conference and ask if the family has begun to follow through with the suggestions made. Encourage the family to discuss the conference with his or her child, if the child was not present, and invite the family to call the teacher or school to check on the child's progress, or simply to keep in touch. Be sure family members know when and where to reach you by phone or e-mail if they have further questions or concerns.

If this follow-up is not possible because large numbers of families were involved, make a special effort to contact those families whom you sensed might have been uneasy or who expressed negative concerns.



25 Ideas for Communicating the Curriculum to Families

Want to keep parents positive and enthusiastic about school? Make sure families are informed in a variety of ways about what their children are learning throughout the school year.

One teacher starts each school day by reminding herself that the bright-eyed children filling her classroom don't come to school each day by themselves. They come with their family members "perched on their shoulders," with the voices, lessons, and hopes of their parents, siblings, grandparents, and other family members resounding in their ears, brains, and hearts.

How many of the following ideas has your school done or even considered doing to ensure that families know and understand what their children are learning and how they can help? Schools with involved families are schools that enjoy more support from families, rank higher on achievement tests, and report content, productive staff members. What have you got to lose?

- Invite new students and their families to a "Get-Acquainted Hour" before school starts or early in the school year.
- Establish and publicize regular visitation days as a way for family members to observe classes and comment on their experiences.
- Schedule school open houses for one grade level at a time. Smaller groups give parents a better chance to get to know staff members and each other.
- Hold a start-of-the-year potluck supper for students and families by grade level or classroom, followed by a short school- or curriculum-related presentation. Food and families bring people together.
- Vary the times for open houses, holding some during the day and some at night, to allow all families to come.
- Organize special outreach efforts for less-engaged families. The personal touch—telephone calls, home visits, and special invitations mailed to families in their own languages—will reap results.
- Work with other teachers to develop grade-level brochures that inform parents what their children

will be learning in each subject during the school year, major upcoming school events, and tips for helping with homework. View a template for these brochures at the DPI website: www.dpi.state.wi.us/dpi/dlcl/bbfesp/bbhghlts.html.

- Try a few neighborhood coffees in parents' homes or a local community center. Invite people in a neighborhood area to meet informally with the principal and one or two teachers to chat about the school and education issues.
- Work with other staff members to organize a parent forum informing parents about the Wisconsin Student Assessment System and the State Academic Standards. Provide a time for parents to ask questions and comment. Also provide them with copies of the DPI brochure, *A Parent's Guide to Standards and Assessment*, available on-line at www.dpi.state.wi.us/dpi/dlcl/bbfesp/bbhghlts.html.
- Advertise the telephone number(s) and times when parents can call teachers during the day to ask questions or discuss their children's progress.
- Devote time at staff workshops to discussing skills for communicating with parents and ways to get feedback from them.
- Set up a "family shelf" in classrooms or in the school library with materials parents can check out on child development, discipline, homework techniques, and learning styles. Place copies of school textbooks in school and public libraries for parents to check out.
- Is there a place for visiting parents and family members to hang their hats while visiting your school? Designate space for a school family center in the school building where parents can talk with teachers, community groups can meet, and the lights and coffee machine are on!
- Suggest that parents shadow their children for a day to experience a typical school day.
- Organize a parent-and-student field trip so they can learn together.
- Develop a "How Parents Can Help" handbook which offers practical suggestions for doing learning activities in the home and in the community, creat-



New Teacher Welcome Packet

ing a learning-friendly home environment, and establishing good homework guidelines.

- Start a “Family Corner” in your school district newsletter that invites the PTA, PTO, or individual parents to talk about opportunities for families to become involved.
- Offer computer and family math night programs for parents and students to learn together.
- Videotape or publish short summaries of programs or presentations offered by your school for families so those unable to attend will still be able to learn from them.
- Offer learning-together opportunities that especially appeal to fathers, such as programs on the father-child relationship; making kitchen, science, music, or art projects; and gym or athletic activities.
- Involve parents in creating your own parent-teacher-student learning compact or agreement.
- Enclose a two-minute survey in report cards asking parents how well they think your school is helping children learn. Publish the results promptly.
- Keep weekly school newsletters to one or two sides of a page on brightly-colored paper so it can be read easily and quickly. Publish your school’s goals for the year and leave a “clip’n comment corner” for parents to jot down a thought or two about a featured school issue.
- Create opportunities for families to volunteer together in a youth service-learning project—in a community drive for the local food pantry, cleaning up a park, or visiting those in need.
- Establish a “Families and Friends Program,” bringing families from different neighborhoods or cultural backgrounds together at a school picnic and another time during the year to share food, conversation about the curriculum, and the joys of parenting.



Teacher Tips Helping Families Help with Homework

Teachers can encourage families to monitor and talk about school assignments with their children. Families who are aware of their children's school program are able to give more support to their children's efforts in school and reinforce the teacher's goals. Students who know their families communicate with their teachers and support learning goals talk more about schoolwork and school decisions at home.

In fact, the *1998 Reading Report Card for the Nation and States* concluded that students in Grades 4, 8, and 12 who had at least weekly home discussions about their studies averaged higher reading scores than students who reported discussing their studies less frequently. Students who had such discussions almost every day were associated with the highest average score, the National Assessment of Educational Progress reported.

The research also shows that teacher leadership in involving parents with learning activities at home significantly improves student achievement. In a study (Epstein 1991) of student achievement in 14 elementary classrooms, reading test scores of students improved from the fall to the spring after teachers used various techniques to involve parents in reading activities with their children at home. The study also found that reading gains came not only for children whose parents made a regular practice of helping them, but also for children whose parents were *encouraged by teachers* to help them.

"Parents are one available but untapped and undirected resource that teachers can mobilize to help more children master and maintain needed skills for schools...this requires teachers' leadership in organizing, evaluating, and continually building their parent involvement practices," the study concluded.

Here are some tips for getting families on board with homework expectations:

- At the beginning of the school year or semester, give parents a "homework calendar," listing all major assignments (books to read, papers to write, special projects to complete) and the due dates. Suggest that students write the due dates on the calendar and that adults periodically check progress. This is one way adults can help children avoid last-minute panic in completing assignments.
- At the beginning of the year or semester, inform families about your homework expectations. In either a start-of-the-year parent-teacher meeting or in a note to families, briefly explain your philosophy of homework and generally what kinds of assignments will be made. How do homework assignments fit in with curriculum and school goals? What weight will homework assignments have on grades? How much time per night or week can students be expected to spend on homework?
- Offer families some basic guidelines on how to encourage their children to complete homework on time, tips for setting up an appropriate time and place to study at home, and what to do if their child finds it difficult to understand or complete homework assignments. Visit the U.S. Department of Education website at www.ed.gov/pubs/parents/Homework for parent-friendly, reproducible materials.
- Help students develop assignment notebooks with space for the assignment, due date, teacher comments, and family comments. Send home a note about these notebooks and seek cooperation from home in using them. This can be an effective way to communicate daily or weekly with home.
- Be sure students understand the assignments before they leave class.
- Make homework assignments meaningful and give students feedback on the assignments. Students will soon lose interest in doing assignments that are simply busy work or that are never checked. If assignments are worth doing, they are worth feedback.
- Homework assignments should be based on materials that are readily available to students. Offer ideas for further resources at the school or public library and on the Internet.
- Assignments should not require teaching by the adult at home.
- If homework assignments are not being completed, call the child's home. If a phone call does not solve the problem, arrange a meeting with the student and family.



New Teacher Welcome Packet

Teacher Tips

Working with Families of Children with Special Needs

How can teachers of special education students work more effectively with students' families? Researchers in 1998 interviewed 80 parents of children or young adults who received special education services in public schools and found that responses could be organized into six common themes:

1. **"Listen to us!"** Nearly 30 percent of parents in the study said they wanted educators to listen, both to their input and to their problems. Two-thirds of parents responding in this category said educators should realize that parents know and understand their children; their contributions and suggestions are valuable and should be heard and respected. The remaining third of parent respondents wanted teachers to listen to their personal issues and be responsive to their feelings.
2. **Strengthen communication between parents and professionals.** Nearly 25 percent of parents responded that the quality and quantity of communication between parents and professionals should be improved. Several parents urged educators to be more humane when discussing their children, treating them in a more honest manner and with dignity and respect. Other parents wanted more frequent and consistent communication with professionals.
3. **Be aware of families' needs and differences.** About 18 percent of parents suggested that educators be more sensitive to the needs of their family, including constraints of time and expertise, as well as to the differences among families. Most responses in this category indicated that educators should realize every family is different, should try to get to know more families in depth, and should see the family's point of view.
4. **Be knowledgeable about my child's disability.** (15% of respondents)
5. **Respect my child and try to meet his or her needs.** (12%)
6. **Improve the Individualized Education Plan process.** (4%)

Steps for Teachers to Take

Here are some specific steps educators of special needs students can take to promote more sensitive, effective communications and decision-making partnerships with families:

- Value parents' contributions. As the one constant in their children's lives, parents have valuable information and observations to offer educators about their child's learning. Families want teachers to be supportive and nonjudgmental as they strive to deal

with the day-to-day parenting of their children with special needs.

- Communicate respectfully with parents. Just as educators need to listen carefully, they also need to monitor their verbal and written communications with families to ensure they are done with mutual respect. Parents request that teachers speak to them as they would speak to a friend or equal, without dominance or the implication of intolerance. Establish regular notes, phone calls, or meetings to detail successes, as well as concerns. Teachers must help families feel comfortable contacting school with information about home or related services that affects student performance.
- Be sensitive to the needs of the student as one member of a family. Parents encourage teachers to "walk a mile in their shoes" and imagine how they might feel if they were parenting a child with special needs. Being aware of family issues also means that educators must monitor their advice to fit individual families while building their own knowledge of available family supports.
- Increase your knowledge about disabilities. Strive to be a lifelong learner in your field with the goal of becoming even more prepared to address the complexities of your students' needs.
- Accommodate the individual needs of students. Parents request that educators provide a supportive and nurturing environment that fosters student self-awareness and self-esteem. Educators who help students understand their strengths and needs allow students to be risk-takers and partners.
- Improve the IEP process to be more receptive to family issues. Because the IEP is the one mandated interaction between school and family, it must reflect to the fullest degree the potential for strong collaborative relationships. Parents want to feel that they are equal partners in a team striving for the same goals. Develop instructional goals collaboratively with families.

Parents know their children better than anyone else. They can represent them in a way no one else can, advocating for what they feel and know is best. Unless their message is recognized and acted upon, true collaboration that results in meeting the child's best interests cannot be realized.

Adapted from an article by Pamela Pruitt, Donna Wandry, and Diane Hollums: *Listen to us! Parents speak out about their interactions with special educators*; *Preventing School Failure*, Summer 98, Vol. 42, Issue 4, p. 161, Item Number: 1029951. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heidref Publications, 1319 18th St., NW, Washington, DC 20036-1802.

WEB SITES FOR NEW TEACHERS

http://www.slps.org/professional_development/new_page_3.htm

Tips for new Teachers

www.adprima.com/ideamenu.htm - Ideas for new teachers

www.ed.gov/teachers/become/about/survivalguide/index.html

www.teachersfirst.com/new-tch.shtml - New teacher resources, tips

www.education-world.com – Links to online mentoring, networking, and professional development

General/Lesson Plans

www.school.discoveryeducation.com/schrockguide/ - Kathy Schrock's Guide for Teachers

www.proteacher.com – teaching practices, child development

www.austega.com/education/articles/effectivepraise.htm - effective praise

www.sitesforteachers.com/index.html - sites for teachers

www.712educators.about.com/cs/activelisting/a/activlistening.htm - active listening

www.mrsalphabet.com/links/html - Kindergarten alphabet worksheets and games

www.education-world.com/research - online reference tools, maps, dictionaries

www.educationworld.com/a_lesson/lesson131.shtml - first day of school icebreakers 2000 (vol. 4)

www.coreknowledge.org – lesson plans

www.microsoft.com/education - Microsoft tutorials, lesson plans. Comprehensive website to create tailored lesson plans and ideas

www.teachnet.org – lesson plans, online discussions, idea exchange

www.wested.org – educational texts

www.thegateway.org – lesson plans

www.theeducatorsnetwork/lessons/index.htm - lesson plans

www.enchantedlearning.com – elementary teaching tools including dual language picture dictionaries

www.learnnc.org – the North Carolina Teachers' Network – lesson plans and classroom technology

Science

www.sierraclub.org/education - Sierra Club educational materials on ecology and conservation

Language Arts Sites

www.apagraphpunch.com – guides paragraph writing. Helpful in teaching structure, grammar, and proofreading. Interactive and comprehensive

www.sdcoe.k12.ca.us/score/cyberguide.html - Cyber guides for the study of the most frequently read literature. A comprehensive site containing the California Language Arts standards and supplemental units with complex literary themes

www.graphic.org/goindex.html - graphic organizers

www.k-6educators.about.com/es/literaturebooks.idex.htm – elementary school educator’s sample summer reading list

History/Civics

www.besthistorysites.net/USHistory.shtml - a list of the top five U.S. History websites

www.kis.gov/k_history.htm - link to the CIA homepage for Kids, Library of Congress, government websites in Spanish, and many more

Math

www.nctm.org

www.forum.swarthmore.edu/teachers - math focused lesson plans

www.coolmath4kids.com – math games including lemonade stand, math jigsaw puzzles, and brain benders.

www.aplusmath.com – math flash cards, worksheets, and homework helper

www.aaamath.com – practice sheets for basic math skills K-12

www.goenc.com – Eisenhower National Clearinghouse for math and science, lessons, software

Classroom Management

www.newideas.net – helpful hints for teachers with ADD and ADHD kids

www.education-world.com/a_curr/curr261.shtml - Ten teacher-tested tips for classroom management

Associations, Foundations, Etc.

www.nea.org – National Education Association

www.aft.org – American Federation of Teachers

www.ed.gov – U.S. Department of Education

www.ascd.org – The Association for Supervision and Curriculum Development

www.nbpts.org – National Board for Teaching Standards

www.nsd.org – National Staff Development Council

www.pdkintl.org – Phi Delta Kappa International

www.schoolcounselor.org – American School Counselor Association

www.nctm.org – National Council of Teachers of Mathematics

Miscellaneous

www.freetranslations.com – Free translations. Type in text, select language, and translation appears. Translation may not be 100% accurate, but it is close.

www.portaportal.com – Bookmarks your selected website for access from multiple computers.

Induction and Mentoring Websites

Alabama

www.alsde.edu/html/sections/section_detail.asp?section=75&footer=sections

Alaska

www.eed.state.ak.us/Educators/html

Arizona

www.ade.state.az.us/resourcecenter/teacher_resources/asp

Arkansas

www.arkansased.org/admin/induction.html

California

www.btsa.ca.gov

Connecticut

www.sde.ct.gov/sde/cwp/view/asp?a=2607&Q=319186

Delaware

www.doe.k12.de.us/infosuites/staff/ntmentor/default.shtml

Louisiana

www.doe.state.la.us/lde/pd/623.html

Maine

www.maine.gov/education/aarbec

Massachusetts

www.doe.mass.edu/mentor/r_mentor.html

Michigan

www.michigan.gov/mde/0,1607,7-140-6530_5683-97354--,00.html

Mississippi

www.mde.k12.ms.us/mtc

Missouri

www.dese.mo.gov/divteachqual/teachrecruit/TTPMentoring.html

New Mexico

www.teachnm.org/new-teachers/mentorship-for-beginning-teachers.html

Ohio

www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=514

South Carolina

www.myscschools.com/reports/adept/htm

Virginia

www.pen.k12.va.us/VDOE/newvdoe/legislat.PDF

Washington

www.k12.wa.us/ProfDev/Default.aspx

Wisconsin

www.dpi.state.wi.us/dlsis/tel/pdf/tiehndbk.pdf

“Websites for New Teachers” & “induction and Mentoring Websites” from *Just ASK Publications, ASK Inc.*



DATA SHEET FOR NEW SLPS TEACHERS

This form is not used for the purpose of hiring, but for SLPS PD to assist teachers new to the district in their ongoing professional development. Please complete this form and return to SLPS PD.

Date this form was completed _____

Name _____
(Please print legibly) (Last) (First) (Mid Initial)

Date hired _____ School _____ Grade/Subject _____

I have not been assigned to a school. Check if applicable _____ (if checked, note today's date) _____

Home address _____
(Street address - Apt. Number) (City - State - Zip)

Home telephone number (Please include area code.) _____

Cell phone or alternate number (Please include area code.) _____

I currently have an SLPS Intranet Account. Check if applicable yes _____ no _____

My home email address is: _____

Missouri Teaching Certification (circle one) Temporary Provisional PC- II ITC CPC Career CPC Life

Special Certification (Program) _____

Check all the following statements that apply:

- _____ I have no prior teaching experience (Other than student teaching.)
- _____ I have no prior public school teaching experience, but taught in parochial and/or private school.
- _____ I have taught for one semester at SLPS.
- _____ I have taught for one year at SLPS.
- _____ I have _____ years experience teaching in Missouri.
- _____ I have _____ years experience teaching in another state or states.

OTHER MENTORING INFORMATION

Please check all that apply:

- _____ I am part of the CTCP (Career Transition) program through UMSL.
- _____ I am a member of Teach for America.
- _____ I am part of the Fontbonne Special Education Program
- _____ I am part of the Fontbonne Speech Implementation Program
- _____ I am part of the MU Teaching Fellowship Program.
- _____ Other mentoring program _____
- _____ I currently have an SLPS mentor who is assigned at _____ school.

(If the item directly above is checked) My mentor's name is: _____

PD 4-20-07rev

Final



St. Louis Public School District 2009-2010 Academic Year Calendar

WK	S	M	T	W	Th	F	Sa	
							1	Teachers 16 days/Students 8 days
	2	SRW	4	5	6	7	8	August '09
	9	SRW/GA	OA	OA	OA	OA	15	3 10.5 Month Staff Returns to work.
1	16	OA	OA	OA	FCD	21	22	10 10 Month Staff Returns to work.
2	23	24	25	26	27	28	29	10-19 Opening Activities (5 District-wide Professional Development, 2 Classroom Prep., 1 Principal's Day.)
3	30	31						20 First Class Day
			1	2	3	4	5	Teachers 21 days/Students 21 days
4	6	H	8	9	10	11	12	September '09
5	13	14	15	16	17	PR	19	7 Holiday - Labor Day (No School)
6	20	21	22	23	24	25	26	18 Interim Progress Reports for Quarter 1
7	27	28	29	30				
					1	2	3	Teachers 22 days/Students 20 days
8	4	5	6	7	8	9	10	October '09
9	11	12	13	14	15	PD	17	15 Quarter 1 ends 40 days/258.00 hours
10	18	SQ	20	21	22	PCD*	24	16 Professional Development (No Students)
11	25	26	27	28	29	30	31	19 Second Quarter begins
12	1	2	3	4	5	6	7	23 * Parent Conferences (No Students) Conferences to be held 3 hrs. after school on 10/22 and 3 hrs. morning 10/23. Conference Break Day - 3 hrs. p.m. 10/23
13	8	9	10	H	12	13	14	Teachers 18 days/Students 18 days
14	15	16	17	18	19	PR	21	November '09
15	22	23	24	25	H	H	28	11 Holiday - Veterans' Day (No school)
16	29	30						20 Interim Progress Reports for Quarter 2
			1	2	3	4	5	26&27 Holiday - Thanksgiving (No school)
17	6	7	8	9	10	11	12	Teachers 14 days/Students 14 days
18	13	14	15	16	17	18	19	December '09
19	20	WB	WB	WB	H	H	26	15-17 High School Exams
20	27	WB	WB	WB	WB			18 Quarter 2 ends 41 days/264.45 hours
						H	2	21-31 Winter Break (No School)
								24&25 Holiday - Christmas (No school)
								First Semester Totals 81 days / 522.45 hours
						H	2	Teachers 19 days/Students 18 days
21	3	RK	TQ/CR	6	7	8	9	January '10
22	10	11	12	RC	14	15	16	1 Holiday - New Year's (No school)
23	17	H	19	20	21	22	23	4 Recordkeeping Day (no students)
24	24	25	26	27	28	29	30	5 Classes Resume
	31							5 Third Quarter begins
25		1*	2	3	4	PD	6	13 Report Cards
26	7	8	9	10	11	PR	13	18 Holiday - Martin Luther King Day (No school)
27	14	H	16	17	18	19	20	Teachers 19 days/Students 18 days
28	21	22	23	24	25	26*	27	February '10
29	28							1 * LAS Links
								5 Professional Development (No Students)
								26 *LAS Links Ends
								12 Interim Progress Reports for Quarter 3
								15 Holiday - President's Day (No school)
								Teachers 18 days/Students 17 days
								March '10
30	7	8	9	10	11	12	13	12 Quarter 3 ends 46 days/ 296.70hours
31	14	SB	SB	SB	SB	SB	20	26 *Parent Conferences (No Students) Conferences to be held 3 hrs. after school on 3/25 and 3 hrs. morning 3/26. Conference Break Day - 3 hrs. p.m. 3/26
32	21	FQ	23	24	25	PCD*	27	15-19 Spring Break (No school)
33	28	29**	30	31				22 Fourth Quarter begins
								29** ** MAP Begins
					1	NC	3	Teachers 22 days/Students 21 days
34	4	5	6	7	8	9	10	April '10
35	11	12	13	14	15	16	17	2 No Classes
36	18	19	20	21	22	PR	24	23 **MAP Ends
37	25	26*	27	28	29	30		23 Interim Progress Reports for Quarter 4
								26-30 Missouri BOC
								Teachers 20 days/Students 19 days
								May '10
38	2	3*	4	5	6	7	8	3-14 * AP Exams
39	9	10	11	12	13	14	15	25-27 High School Exams
40	16	17	18	19	20	21	22	28 Recordkeeping Day-No Students
41	23	24	25	26	27	RK	29	31 Holiday - Memorial Day
42	30	H						Teachers 2 days/Students 2 days
			1	LCD	SN	SN	5	June '10
	6	SN	SN	SN	SN	11	12	2 Last Class Day -quarter 4 ends 49 days/316.05 hrs
	13	14*	15	16	17	18	19	3-10 Snow Days
	20	21	22	23	24	25	26	11 Prof. Development Day Summer Schl.
	27	28	29	30				14 Summer School Begins
					1	2	3	Second Semester Totals 95 days/ 612.75 hours
								Teachers 20 days/Students 19 days
								July '10
	4	H	6	7	8	9	10	5 Holiday - Independence Day (No school)
	11	12	13	14	15	16	17	23 Summer School Ends
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		
Totals for the 2009/2010 School Year								
Students 176 days @ 6hr. 27 min. (6.45 hours/day) = 1135.2 hours								
Teachers Days 191 (176 with students; 15 without students (7 Professional Development); 10 holidays, 7 WB, 5 SB)								