

Tarkio R-I Professional Development Plan



Committee Members:

- Ellie Graves
- Whitney Harrington
- Kadie Howard
- Maria Spire
- Tammy Hall
- Devin Albertson

Principals:

Dustin Barnes-Elementary
Terry Petersen JH/HS

**The mission of the Tarkio Professional Development Committee is to provide support for teachers during ongoing efforts to improve instruction, which enhances and sustains student learning.

I. Operations

The Professional Development Committee (PDC) will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Tarkio R-I School District and the Missouri state statutes. The committee will help implement a systemic approach to providing professional development based on data driven decision making and best practices. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students' learning experiences.

The committee will review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC and administration will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district achieve its goal.

Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance staff will be required to report back information gained from the professional development opportunity and how it relates to the needs of the district. These reports will be used as references for staff members and possible in-district workshops for future in-services.

The administration on behalf of the PDC will report to the Tarkio Board of Education annually and report on the yearly goals and objectives outlined in the district's Professional Development Plan.

II. Committee Structure

The PDC will consist of members from the elementary and JH/HS staff. The committee will consist of 6 members. At a minimum there will be 1 elementary, 1 middle school and 1 High School classroom teacher. The committee members will serve a total of 6 years. One new member will be elected each year. Elections will be held annually, in the spring, for certified staff members to serve on the committee. The committee will meet once a month to discuss professional development requests and plan for in-services. The agenda will serve as an order of business and minutes of the meeting. Members will serve as a general committee member for their first two years. The member will then serve as secretary, treasurer, vice chair and PD Chair.

III. Program Evaluation

Staff needs along with data will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities in the district.

Evaluation will include assessments of student achievement and staff surveys. Student performance will be evaluated using state data reports and anecdotal records. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

IV. Mentor Program

All beginning teachers will be assigned a mentor teacher with at least two years experience to assist in their first two years of professional growth. The administration and professional development committee will assign mentors. Training will be provided to mentors and protégés in order to foster a working relationship that will help them achieve their goals.

Mentors will meet with their protégé on a regular basis and be available to help their protégé as needed. The mentor should assist their protégé in identifying appropriate goals for their professional development. The mentor will also help their protégé to develop and implement strategies that will help them achieve their professional goals. Release time will be scheduled through the administration to provide opportunities for beginning teachers to observe master teachers in the classroom. In addition, the mentor will be given release time to observe beginning teachers during classroom instruction and provide feedback as needed.

Northwest RPDC will be contracted to service the district mentees and mentors during the first two years of teaching. In addition, mentors and mentees will utilize the district's Mentoring handbook to monthly discuss topics and information each new teacher needs during their first two years of teaching.

Mentors will be paid for their yearly service. Mentors of a first year teacher will receive a \$400 stipend. Mentors of a second year teacher will receive a \$200 stipend. These stipends will apply to new teachers to the profession only.

IF a mentor is assigned to a new teacher to the district who has more than 2 years of teaching service, that mentor will receive a \$100 stipend for in house mentoring.

The following is a list of responsibilities for mentors and beginning teachers:

1. Mentors:

- *Help beginning teachers develop a professional growth plan.
- *Assist beginning teachers in locating important district publications and/or information such as curriculum guides, course resources, bulletin boards, etc.
- *Meet with beginning teacher on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- *Observe and provide formal and informal feedback to the beginning teacher.

2. Beginning Teachers:

- *Develop and implement a professional development plan.
- *Take steps to complete 30 hours of in-service training.
- *Participate in beginning teacher assistance program.

*Meet with mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.

*Observe “master” teachers during classroom instruction.

V. Objectives

Goal #1: Student achievement will increase.

*Objective: Student achievement scores will meet or exceed the state/national average on the MAP/standardized tests.

- The k-12 curriculum will be aligned to meet state learning standards and district goals.
- The staff will participate in assessment training with an emphasis on building common assessments to monitor student progress of essential learning standards.
- Professional development opportunities will be made available to staff in the areas of professional learning communities, assessment, differentiated instruction, highly effective questioning, and class management.
- Guidance counselor will provide resources and responsive services to support students' personal, social, academic, and career needs.
- Guidance counselor will provide staff with proper assessment procedures.
- The School Nurse will monitor students' health and collaborate with staff and parents in developing appropriate strategies to meet the students' needs in an effort to reduce barriers to academic progress.

Goal #2: Certified staff will participate in job-embedded, systemic, professional development activities which are focused on increasing student achievement and critical in developing a highly-qualified staff.

*Objective: The school district will provide opportunities for a minimum of 30 professional development hours per school year which can be used toward certification requirements.

- District-wide professional development activities will be available to staff (Example: data teaming, MAP/EOC training, developing cross-curricular lessons, developing scope and sequences, technology training, and differentiated instruction to improve student engagement).
- A two-year professional development program will be provided to teachers-new to the district.
- All Administrators will receive training in areas such as personal development, technology, legal issues, and policies & procedures.
- Staff will have the opportunity to attend “Specialized” workshops (autism, reading, children of poverty, instructional practices).

VI. Individual PD Requests: Teachers will turn professional development requests into the Professional Development chair or vice chair. The PD Chair will look over the request and will convene the PD Committee either in person or over email to review each request. Requests will be approved or disapproved by the committee based on criteria such as funding, topic chosen, teacher need, duration of training and frequency of request. Starting in the 24-25 fiscal school year, we will

pay \$100 for a full summer PD day and \$50 per half day. Any PD submitted after checkout forms are turned in will not receive summer pay.

VII. Professional Development Activities for 2024-2025

The Tarkio R-1 Professional Development committee, using CWIS and Self Created PD surveys, and in consultation with administration and with Dr. Chad Sutton identified the following as professional development areas of focus for the 2024-2025 school year. This is not intended to be a complete list of each PD opportunity for each individual teacher throughout the year, but to provide a roadmap for building and district PD and improvement.

Overall District Professional Development

1. Curriculum and Priority Standard Work.
2. Character Strong Curriculum.
3. DCI Process will work with the staff on the DACL- Developing Assessment Capable Learners.
4. Instructional Strategies
 - a. Teach Like a Champion Teaching strategies.
5. Adopting a district teaching framework.
6. Continuing Data Teams.
7. Literacy
 - a. LETRS Training
8. Multi Tiered System of Supports
 - a. Social Emotional Support
 - b. Reading Support
 - c. Math Support

VII. Funding

The Outstanding Schools Act of 1993 originally outlined that each school district shall allocate one percent of its revenue from the foundation program to the Professional Development Committee for professional development. Schools are required to spend at least 75% of these funds on activities that are aligned with the district's CSIP plan. Allocations of funds are to be determined by the PDC in consultation with administrators.

Budget-\$27,000

**TARKIO R-1 PROFESSIONAL LEARNING PLAN AND PD
OPPORTUNITIES 2024-2025**

SCHOOL YEAR EVENTS

DATE	PD Event Topic	Participants	Presentor	Time	Notes
June 17th	LETRS-	Kara Vette Erica Taylor	NWRPDC	All Day	
August 2	LETRS-	Katarina B. Heidi U.	NWRPDC	All Day	
August 6	LETRS	Kadie H.	NWRPDC	All Day	
August 15th	Work in Rooms	All Staff		8:00-1:30	
August 15th	Lunch	All Staff			
August 15th	Staff Meetings	Classroom	Principals	1:30-3:00	
August 16th	Character Strong Training	All Teachers/ Paras	Character Strong-	8:30-12:00 Lunch Provided at 12:00	Mozingo conference center.
August 19th	NWRPDC	TBD	Val./ NWRPDC/ DCI		
August 19th.	Work in Rooms	All Teachers			
August 19th	Back To School Night				
August 20th	ALL Staff Meeting and Trainings	All Staff	8:30- 11:30		
Sep. 6	LETRS	Nicole Williams	NWRPDC	All Day	
Sep 16th	LETRS	Deyton T.	NWRPDC	All Day	
Sep. 17th	LETRS-	*Kara Vette	NWRPDC	All Day	

		*Erica Taylor			
September 23rd	275 Conference PD Day	All Teachers	Various	All Day	Maryville
Sep. 25th	LETRS	*Whitney H. *Baylee R. *Markie S.	NWRPDC	All Day	
October 4th	NWRPDC Math Support	2,3,4,5 and JH/HS Math.	Angela Dorsey	All Day	
October 4th	LETRS	Katarina B. Heidi U	NWRPDC	All Day	
October 10th	LETRS	Kadie H.	NWRPDC	All Day	
October 17th A.M.	Active Shooter Training	All Staff	Devon Sons	8:30-10:30	Mandatory All Staff
Oct 22nd	LETRS	Nicole W.	NWRPDC	All Day	
October 23rd	NWRPDC Support ELA	K,1,2 ELA	Erin Patrick	A.M.	
November 4th	TOPICS TBD.				
November 5th	LETRS-	*Kara Vette *Erica Taylor	NWRPDC	All Day	
November 12th	NWRPDC Math Support	2,3,4,5 and JH/HS Math.	Angela Dorsey	All Day	
November 18th	LETRS	Deyton T.	NWRPDC	All Day	
November 19th	NWRPDC Support ELA	K,1,2 ELA	Erin Patrick	A.M.	
Nov 21	LETRS-	*Whitney H. *Baylee R. *Markie S.	NWRPDC	All Day	
Dec 4	LETRS	Nicole W.	NWRPDC	All Day	
Dec 6	LETRS	Katarina B Heidi U	NWRPDC	All Day	
January 3rd	TOPICS TBD				

January 21st	LETRS-	*Kara Vette *Erica Taylor	NWRPDC	All Day	
January 27th	NWRPDC				
January 27th	LETRS	Deyton T.	NWRPDC	All Day	
January 30th	LETRS	*Whitney H *Baylee R. *Markie S.	NWRPDC	All Day	
January 31	LETRS	Kadie H.	NWRPDC	All Day	
Feb 6th	LETRS	Katarina B Heidi U	NWRPDC	All Day	
Feb 7th	LETRS	Nicole W.	NWRPDC	All Day	
February 13th	TOPICS TBD				
February 24th	NWRPDC Math Support	2,3,4,5 and JH/HS Math	Angela Dorsey	All Day	
February 24th	CPI Training	SPED Staff- Any other	ACES/ Paula Chambers	1:30-3:30.	
February 25th	NWRPDC Support ELA	K,1,2 ELA	Erin Patrick	A.M.	
March 4th	LETRS-	*Kara Vette *Erica Taylor	NWRPDC	All Day	
March 20th	LETRS-	*Whitney H. *Baylee R. *Markie S.	NWRPDC	All Day	
March 24th	Map Training				
March 25th	LETRS	Kadie H.	NWRPDC	All Day	
March 27th	LETRS	Deyton T.	NWRPDC	All Day	
April 3	LETRS	Katarina B Heidi U	NWRPDC	All Day	
April 4	LETRS-	Nicole W.	NWRPDC	All Day	
April 7th	NWRPDC				
May 5th	LETRS	Deyton T.	NWRPDC	All Day	

May 7th	LETRS	Kadie H.	NWRPDC	All Day	
May 16th					

SUMMER 2024-2025 EVENTS

DATE	PD Event	Presentor	Time	Notes
May 29th, 30th	DCI Conference (Dustin Barnes)	District Continuous Improvement Process	2 days- Paid out of Admin.	
June 16-19, 2024	Bandmasters Conference (Nate Wehmeyer)	Missouri Bandmasters	4 days/\$400 ??	
June 18-19, 2024	Cracking the Code to Critical Thinking	NWRPDC	\$100/Career Ladder	
June 20-21, 2024	Optimizing Learning (Marinda Liming)	NWRPDC	2 days/\$200	
June 20-21, 2024	Optimizing Learning (Jodie Dorrel)	NWRPDC	2 day/ \$200	
June 26, 2024	Putting the Practices into Action	NWRPDC	1 day/Career Ladder	
July 11, 2024	Hidden Treasures (Marinda Liminng)	NWRPDC	1 day/\$100	
July 26, 2024	PSP Info Overview	NWRPDC	1 day/\$100	

	(Marinda Liming)			
July 29-Aug. 2, 2024	Kagan (Marinda Liming)	NWRPDC	5 Days/\$500	
August 5-6, 2024	Math Fluency Book Camp	NWRPDC	2 days/Career Ladder	
August 7, 2024	Math Fluency K-5 (Baylee Ray)	NWRPDC	Full Day/\$100	
August 7, 2024	Math Fluency K-5 (Kara Vette)	NWRPDC	Full Day/\$100	

TARKIO R-1 MENTORING PROGRAM

Welcome to the Tarkio R-1 School District!

The mentoring program is implemented to give supervision and role modeling to teachers new to the district. This program is based on the following three assumptions:

1. Beginning teachers face a challenge as they enter their profession.
2. Beginning teachers come into the profession with great potential that, if tutored and channeled properly, can enhance the school system.
3. Beginning teachers can benefit from the support and expertise of skilled, experienced mentors.
4. Veteran teachers who are joining Tarkio R-1 for the first time can benefit from having some guidance from the Tarkio R-1 school district.

MONTHLY TO DO LIST/ THINGS TO DISCUSS

AUGUST

- _____ Complete the *Beginning of School Checklist*
- _____ Discuss any *Beginning of School Checklist items* that I am unsure of with the building administrator/mentor
- _____ SIS grades- Can log in and create assignments/take attendance/ rosters
- _____ Emergency evacuation/lockdown procedures
- _____ First day/week of school plans
- _____ Lesson plans and Planbook.com
- _____ Classroom rules and norms
- _____ PBIS expectations and tally system
- _____ Grade watch/ discipline tracker
- _____ Google drive and Google classroom/ student use
- _____ Gmail
- _____ Documentation/student confidentiality/discipline procedures
- _____ Purchase orders

_____ Professional development requests

_____ Leave requests

_____ Lunch account

SEPTEMBER

_____ Grading/ computer issues

_____ Curriculum issues/ lesson plans

_____ Homecoming week activities/ procedures

_____ Parent communications/Remind app

_____ Classroom management issues

_____ Professional Growth Plans

_____ SLO Data/ Beginning of the year assessments

OCTOBER

_____ End of quarter grading/ SIS

_____ End of quarter procedures

_____ Parent/Teacher Conferences

_____ First quarter reflection- What has worked? What needs to change?

_____ Classroom management issues

_____ Visit a teacher in another district

NOVEMBER

_____ Teacher evaluation

_____ Snow days and make up procedures

_____ AMI Plans and information packets sent home with kids.

_____ Confer with the principal regarding Growth Plan

DECEMBER

- _____ End of 2nd quarter/ end of semester procedures and grades
- _____ Prepare for finals
- _____ Finals Procedures- Last week of school
- _____ Think of 3 things you would like to do better next semester and share them with your mentor and your administrator

JANUARY

- _____ Confer with Principal regarding Growth Plan
- _____ Beginning Teacher Assistance Program: completed or working on this quarter

FEBRUARY

- _____ Post testing of students
- _____ Spring Parent/Teacher Conference- Prepare for
- _____ Confer with Principal regarding Growth Plan

MARCH

- _____ Discuss summative evaluation with Principal
- _____ Materials to order for next year
- _____ Discuss textbook/ consumable orders
- _____ MAP Procedures
- _____ End of 3rd Quarter
- _____ Prepare for MAP/EOC Testing

APRIL

- _____ Begin planning for the end of year and ask any end of year questions.
- _____ Senior grades and Senior's last days. Prepare for Seniors finals.
- _____ Order awards for year-end assemblies

MAY

- _____ Spring finals procedure
- _____ End of 4th quarter grading and 2nd Semester
- _____ Prepare for finals/ end of semester
- _____ End of year procedures/ clean out room/ turn in all paperwork/inventory
- _____ Prepare for academic assembly

STARTING THE YEAR OFF RIGHT

As a new teacher, you have a lot to learn in a short period of time. This checklist will provide a structure to follow as you prepare for your first year of teaching and will help guide you to success!

CLASSROOM SET-UP

1. _____ Arrange student desks
2. _____ Create seating chart
3. _____ Class rosters
4. _____ Objectives and agenda/schedule posted
5. _____ Teacher desk and computer
6. _____ Podium
7. _____ Resources organized
8. _____ Student assignments and paperwork for the week
9. _____ Establish grading procedures (this includes assignment return and collection procedures)
10. _____ Chromebook storage
11. _____ Essentials (tissues, hand sanitizer, band aids, extra supplies, sharpener)
12. _____ Substitute folder (rosters, seating chart, passes, lesson plans, student passwords)

13. _____ Classroom expectations posted
14. _____ Walls organized and decorated/ student work display areas
15. _____ Weekly lesson plans

TECHNOLOGY/STAFF LOG IN

1. _____ Network passwords/ log-ins
2. _____ School email
3. _____ SIS log- In
4. _____ Google drive
5. _____ Google classroom
6. _____ Copies and codes
7. _____ Chromebook student list
8. _____ MSHSAA log-In (coaches)
9. _____ My View access (elementary)
10. _____ Star/ A.R. access (elementary/ middle school)
11. _____ School website
12. _____ Dese website- login and curricular areas
13. _____ NWEA login (high school)

CLASSROOM/TEACHER PROCEDURES

1. _____ Starting off the day-bell ringer, procedure
2. _____ Attendance/tardy
3. _____ Lunch count
4. _____ Classroom management- quiet signal or procedure. PBIS
5. _____ Daily objectives

6. _____ Grading procedures
7. _____ Turning in assignments
8. _____ Restroom/ leaving the classroom
9. _____ End of hour procedures-closure
10. _____ Remind text groups
11. _____ Duties

TEACHER INFORMATION

1. _____ Tornado, fire, earthquake procedures and evacuation
2. _____ Active shooter procedures
3. _____ CrisisGo App
4. _____ Professional Growth Plans
5. _____ Student Learning Objectives/Unit of Instruction
6. _____ Teacher evaluation
7. _____ Faculty handbook
8. _____ Student handbook

EXTRA CURRICULAR/ATHLETIC DUTY PROCEDURES

1. _____ Class sponsorship duty sheet
2. _____ Coaching duties/procedures
3. _____ Athletic practice procedures
4. _____ Organization sponsorship

First Days Of School Checklist

Start the year off right by teaching these framework procedures first:

- Your classroom rules and procedures
- Your consequences
- Your restroom policy
- Entering and leaving the classroom
- Lining up
- Walking in line
- Your signal for attention
- Sitting and listening during lessons
- Raising their hand
- And that's it. Yes, it's a short and simple list. But the idea is to get your students heading in the right direction, doing things the right way, and ready for more advanced learning.

PROFESSIONAL GROWTH REFLECTION SHEET:

NAME:

DATE:

Standard	Indicator
Strategy- 1	Comments from the Month
Strategy -2	Comments from the Month
Strategy 3	Comments from the Month
Major Problems/ Successes	What I will do differently next Month.

UPGRADING FROM THE INITIAL CERTIFICATE TO CAREER CERTIFICATE

The classification, Initial Professional Certificate (IPC) or Initial Career Education Certificate (ICEC), is valid for four (4) years from the date of issuance. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date.

During the four (4) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Career Continuous Professional Certificate (CCPC) or Continuous Career Education Certificate (CCEC), both valid for 99 years:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

Approved teaching experience includes at least half-time, contracted employment in Missouri's public schools or in accredited nonpublic schools. Experience will be accepted when earned in nonpublic schools accredited by North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, or Missouri Accreditation of Programs for Children and Youth.

Substitute teaching and serving as a teacher's aide or assistant cannot be counted toward teaching experience.

2. Participate in a district-provided mentoring program for two (2) years. Your school will assign an appropriate teacher to be your mentor;

3. Successfully complete thirty (30) contact hours of professional development. This may include college credits (1 semester hour equals 15 contact hours of professional development);

4. Participate in a beginning teacher assistance program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA; and

5. Successfully participate in your employing school's annual Performance Based Teacher Evaluation process.

6. Develop and implement a professional development plan that is on file with the district.

This issue of *Mentoring in the 21st Century* provides an overview of the challenges and concerns new teachers face and some brief suggestions to guide mentoring practice in those areas. The points included here are addressed in detail in Chapter III of *The 21st Century Mentor's Handbook*.

The eight areas of potential challenges and concerns of new teachers are

- Personal
- Professional
- Curriculum, Instruction, and Assessment
- Relationships with Students and Focus on Student Learning
- Organizational Systems for the Teacher, the Classroom, and Students
- School/District Policies and Procedures
- Collegial Interactions
- Parents and Community

Personal

As we know from Maslow's Hierarchy it is all but impossible to concentrate on the needs of others when we are struggling with our own personal needs. Both novice teachers and experienced teachers new to a district, school, or assignment have to find their place in the social structure of the school and the community. Their need to find appropriate housing, establish personal relationships, and locate a gym or other recreational facilities can occupy much of their time and emotional energy. In the interest of having fully satisfied teachers who feel supported as human beings, mentors need to be appropriately helpful with both information and introductions. This sets the new educators up to concentrate on the work they were hired to do.

Professional

The second challenge is one that novice teachers may not even know is an area of concern. If the new educators are twenty-somethings who have just completed an undergraduate program, they may never have had the need to think about medical benefits, investment programs, or saving receipts for taxes. Chances are good that they do not know which documents, hard copy or electronic, they should keep in well-organized folders. Such papers might include job offer letters, contracts, transcripts, permanent certification requirements, professional development expectations, certificates for recertification points, etc. While human resources departments usually provide an overview of these professional responsibilities, most new teachers' heads are in the classroom they soon will be working in; in fact, they are most likely thinking about the bulletin boards. Those who are listening quickly get a "deer in the headlights" look in their eyes! Mentors can assist by identifying the essential information that the new educators need to organize early in the school year and help their protégées set up appropriate files. Another professional issue that mentors should address early on is the teacher performance evaluation system. We can help the new educators not only understand how the system works but what the criteria looks and sounds like in the classroom and throughout the professional community.

Curriculum, Instruction, and Assessment

While we want to ensure that new teachers feel supported as individuals that is not the whole picture of mentor responsibilities. Our main area of focus has to be on student learning and

mentoring work around curriculum, instruction, and assessment has to be at the forefront of mentoring efforts. In most districts, gone are the days when new teachers did not know what to teach and wallowed in choices that resulted in “hobby teaching.” That scenario has been replaced by lengthy documents which identify the standards of learning to be addressed, pacing guides, common assessments, and rubrics as well as information on standardized testing. Most of our mentoring time and energy should be focused on helping our protégées plan and implement instruction and assessment that addresses the curriculum and promotes student learning. This work ensures that there is a fully qualified teacher in every classroom.

Relationships with Students and Focus on Student Learning

Building respectful relationships with students is a challenge for all teachers and especially for teachers new to the profession. The most important piece of advice we can give new teachers is that the best management program is a strong instructional program. Given that our goal is not well-managed students but rather well-educated students we need to coach new teachers in the creation of a learning-centered environment where all students feel a part of the learning community. Many novice teachers spend inordinate amounts of time creating and monitoring deficit-model behavior programs in which students find their names on the board or their marker moved from green to yellow when they do not meet teacher behavioral expectations. We need to help our protégées understand that, rather than focusing on control and compliance, their time and energy is best spent designing active, engaging, and interesting lessons.

Organizational Systems for the Teacher, the Classroom, and the Students

An important mentor responsibility is helping new teachers identify what procedures are needed, which ones are working, which ones are not working and why not, and then help them design alternative systems. In the recent past, novice teachers were focused on organizing their own learning; now they have to organize space, materials, and time for five to fifty others. This is a daunting task. It is easy for them to get discouraged and even blame the students for the chaos that may occur. One shortcoming of the student teaching process is that student teachers are usually assigned to teachers and classrooms where all the systems are operating smoothly with no apparent effort; supervising teachers may not even think to explain what work had been done to set up these systems. Mentors may want to take protégées who are struggling with organization on a “learning walk” through smoothly functioning classrooms and have a coaching session about what the new teacher could try.

School and School District Policies and Procedures

Policies regarding grading and reporting, fire drills, parking permits, leave policies, etc. can be mind-boggling to even the most experienced veteran. The professional new to the district can drown in the details and not be able to discern which are essential and which are nice to know, but not show-stoppers. Mentors can provide “just in time” guidance and support as particular events and due dates approach.

Collegial Interactions

New educators can either be overwhelmed by too many offers of help or by a feeling of isolation and neglect. Mentors play an important role in helping teachers new to the district identify and access all the support staff available at the building and district level. Additionally, we need to be sure that new staff members know who the “untitled” but incredibly knowledgeable experts are

on various aspects of teaching and learning and who among their colleagues is more than willing to lend a helping hand. Another responsibility of mentors is to keep the principal and all the other members of the staff informed as to what is happening in the mentoring program and how they can and should play an important role in the induction of new staff members.

Parents and Community

This can be an extremely challenging area of concern for some novice teachers. One of the most challenging events of the year is Back-to-School Night when novice teachers have to explain what the children will be learning throughout the year when they, in fact, are not sure what they are doing the next day. Mentors can play an important role in helping these new teachers prepare for that event and parent conferences by role-playing and even sitting in on difficult conferences. Additional problems can surface when some parents appear to be either over involved in their child's educational program or seemingly uninterested or unable to be supportive of the learning of their children. Mentors can help their protégées be positive, proactive, and if problems surface, problem solve with them. It is most important that mentors help new teachers see parents not as the enemy but as partners in their children's education.

Mentor Log

	Mentor Initial	Teacher Initial
PROCEDURE		
SIS/Gradebook		
Grading Scale/Assignments		
MAP/EOC		
Emergency Crisis Information		
Substitute Folder		
Classroom Inventory		
Lunch Count Procedures		
Attendance Procedures/Policy		
Lesson Plans		
Bullying Incident Reporting Procedure		
Purchase Orders/ Buying Supplies		
District Curriculum/ Grade Level Expectations		
Parent Communication/Remind		
Morning/Lunch Duties		
Student Discipline		
Printing and Copying		
School website/teacher resources		
POLICIES		
School Board Policies		
Teacher Handbook		
Student Handbook		
Athletic Handbook		
INSTRUCTIONAL		
Objectives		
Closure		
Cooperative Learning/Kagan		
Google Classroom		
Formative Assessment		
Summative Assessment		
Growth Plans		
Student Learning Objectives		
Beginning Teacher Workshop		
Classroom Management Techniques		
Summative Teacher Evaluation		

TARKIO SCHOOLS

WEEKLY LESSON PLANS

Teacher:

Grade/Subject:

Week of:

Unit/Overall theme:

OBJECTIVE/ DAILY QUESTION	ACTIVITIES	EVALUATION	ASSIGNMENT
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

ADMINISTRATORS/SECRETARIES IN THE DISTRICT

Title	Name	Email
Superintendent	Bob Hedding	hedbob@tarkio.k12.mo.us
Elem. Principal/Asst. Supt.	Dustin Barnes	bardus@tarkio.k12.mo.us
High School Principal	Terry Petersen	petter@tarkio.k12.mo.us
Elementary Counselor	Maria Spire	spimar@tarkio.k12.mo.us
Middle School Counselor	Ellie Graves	graell@tarkio.k12.mo.us
High School Counselor	Marisa Hedlund	hedmar@tarkio.k12.mo.us
Elem. Secretary	Shannon Bruns	brusha@tarkio.k12.mo.us
HS Secretary	Suzanne Brought	brosuz@tarkio.k12.mo.us
Bookkeeper	Lanette Hogue	hoglan@tarkio.k12.mo.us
Special Education Director	Kari Taylor	taykar@tarkio.k12.mo.us
Athletic Director	Joe Unternahrer	untjoe@tarkio.k12.mo.us

IMPORTANT SITES AND LINKS

1. Student Information System- Lumen
<https://tarkio-mo.lumentouchhosts.com/light/lumen/signin>
2. School Website- <http://tarkio.k12.mo.us/>
 - Handbooks/Board Policies and Teacher Resources online.
3. MSHSAA- (Missouri Athletic Website- www.mshsaa.org
4. Missouri Department of Education- DESE- www.dese.mo.gov
5. Remind Text Alerts- www.remind.com
6. McGraw Hill- Connect Ed- <https://connected.mcgraw-hill.com/connected/login.do>
7. NFHS Learning Center (Sports online trainings) <https://nfhslearn.com/>