

Mentoring Guide



MENTOR

plans

community

conferences

DIRECT

certification
Teacher
Professional
Health
Academic
students
program
training
partnerships
techniques
Discipline
Recruitment
new
opportunities
Short
support
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Special
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duties
Classroom
HOSA
Emotional
application
relations
learning
Assessment
Advisory
Curriculum
Extra
Lesson
requirements
facility needs
range
grading
management
committee
conferences



South Carolina Department of Education Office of Career and Technology Education

<http://ed.sc.gov/agency/programs-services/142/>

PURPOSE

The South Carolina Health Science Education (SC HSE) virtual mentoring program is designed to provide educational leadership and collaboration needed to implement professional growth of new teachers. New health science teachers will be better equipped as they transition from healthcare into education. The program will make the new teacher's first year one of professional growth rather than one of survival. **An effective mentoring program will increase the retention of new teachers and provide a well-trained workforce for SC health science education programs.**

DEFINITION OF A MENTOR

The SC HSE mentor is an experienced teacher with the knowledge and skills required in a health science classroom to facilitate professional growth and support of a new HSE teacher. In addition to becoming a friend, the mentor can assist the new teacher in a variety of ways.

BENEFITS OF BEING A MENTOR

Benefits of being a mentor extend beyond the personal satisfaction of helping new teachers through their first year. The mentor program provides the experienced health science teacher an opportunity to grow professionally and improve their teaching through professional collaboration.

In the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) process participating teachers develop, in writing and in collaboration with their building administrator(s), a minimum of three professional growth and development goals to be accomplished during the evaluation period (maximum of three years). One goal must be accomplished annually. Goals promote professional growth and development (1) in a subject area for which the teacher is certified or is planning to become certified; (2) in instruction, technology, or assessment; and (3) through professional service. **Serving as mentor can be part of a teacher's goals based evaluation plan**

RESPONSIBILITIES OF A MENTOR

The SC HSE mentor is responsible for developing a collegial relationship with a new health science teacher. **An effective mentor will wear many hats during the mentor/new teacher relationship and will give professional as well as emotional support to meet the needs of the new teacher during the first year.**

Contact the new teacher at various times throughout the school year (minimum of six times).

- During the first weeks or month of school
- Before the end of the first grading period
- During the late fall
- At the end of the first semester and beginning of the second semester
- Immediately before or after spring break or mid-semester
- Two-four weeks before the last day of school
- Maintain contact notes of meetings and discussions

Share HSE curriculum standards, lesson plans, and long or short range plans with the new teacher.

- Give advice on specific lesson plans and courses
- Assist in the integration of HOSA into the curriculum

Share expertise and materials regarding classroom management.

- Assist in developing classroom rules
- Give advice on classroom management techniques
- Give advice on discipline techniques and procedures

Give help and emotional support to the new teacher as needed.

- Listen and act as a coach
- Help develop confidence
- Assist in networking with sources of support

NEEDS OF THE NEW TEACHER



When asked what they need, many new teachers respond with “EVERYTHING!” Although this is not entirely true, some will need more help and guidance than others. It is up to the mentor to help identify real needs so that the new teacher can address the concern and correct it. Needs of new teachers will vary among individuals and their teaching assignments, but basic needs of all new teachers will likely include ideas about instruction, classroom management, and advice on materials and resources. Most new health science teachers have never taught before, so they also need information about educational policies and procedures.

Mentors may be most helpful by providing the personal and emotional support new teachers need during their first year in the classroom.

Specific needs of the new HSE teachers may include:

- Teacher certification application and requirements
- DIRECT: required new teacher training program
- Lesson plans
- Short and long range plans
- Curriculum resources
- Classroom management
- Discipline techniques
- Assessment and grading policies
- Extra duties
- Parent/teacher relations and conferences
- Educational terms
- Special needs students
- HOSA chapter
- Emotional support
- Instructional strategies
- Academic integration
- Recruitment
- Professional organizations and conferences
- Work-based learning opportunities
- Health facility contracts
- Community service
- Community partnerships
- Advisory committee



DISCUSSION QUESTIONS

An effective mentor will develop a collegial relationship with the new teacher to allow open discussions. The mentor must also develop the skill of questioning and active listening to understand what the new teacher is really saying.

Depending on the new teacher, situation and time of the year, these are questions a mentor might ask of their new teacher.

1. How may I help you?
2. What are you finding most difficult for the transition from industry into the classroom?
3. Are you aware of the new teacher training program: DIRECT? All of the requirements, dates, and program description can be found at www.scdirect.org
4. Is there anything you need or would like to have?
5. Is there any information about curriculum you need? Suggest a visit to www.healthscienceteacher.com.
6. How are you handling classroom management?
7. Did you know the course standards and other information can be found at <http://ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/career-clusters/health-science-education/#health> and instructional materials information may be found at <http://www.mysctextbooks.com/>?
8. How do you feel about teaching so far?
9. How is everything going in your classroom?
10. Is there anything you would like to share regarding your classroom or students?
11. Are there any problems or concerns related to your classroom, that I might can offer advice on?
Anything going exceptionally well?
12. Do you have any reservations about your teaching?
13. What is your attitude/approach toward your students?
14. How do you think your students view your role as a health science teacher?
15. What are your areas of greatest need?
16. Have you decided to start a HOSA chapter and integrate HOSA, the student organization into your program?
www.schosa.org and www.hosa.org
17. The www.schosa.org site also has a health science link that will provide information about any teacher professional development conferences that may be available for you.

CHECKLIST FOR FIRST DAYS OF SCHOOL

Assist the new teacher in preparing a checklist for the first days of school. Remember, the first day of school will determine the success of the new teacher's first year.

1. Current courses standards are posted:
<http://ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/career-clusters/health-science-education/#health>
2. Your textbooks/workbooks and other instructional materials are on hand.
3. Lesson plans have been developed for the first weeks.
4. A course syllabus has been presented to students.
5. Classroom procedures have been developed and posted.
6. Classroom rules have been developed and posted.
7. A discipline plan has been developed and established.
8. Grade book and grading policies have been established.
9. A substitute folder has been developed.
10. Teacher's goals and expectations of students have been discussed.
11. Special needs students and those with medical problems have been identified.
12. Develop seating chart or arrange the class in teams that have been assigned.



ON THE FIRST DAYS

1. Stand outside the classroom door with a big smile, practice business handshakes with your students.
2. Maintain eye contact.
3. Check their registration material.
4. Post info on the door and board to include your name, course, and title.
5. Have your room ready.
6. Have assigned seats.

DAILY CLASSROOM CHECKLIST

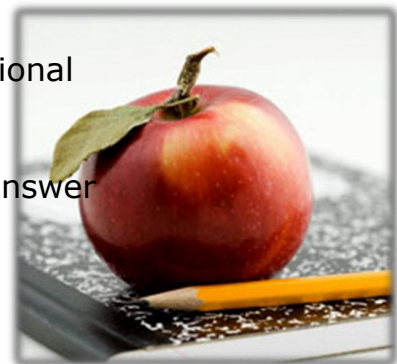
Assist the new teacher in developing a checklist for daily classroom procedures. A checklist will aid the new teacher in following a set of procedures on a daily basis until the procedures become a part of their normal routine.

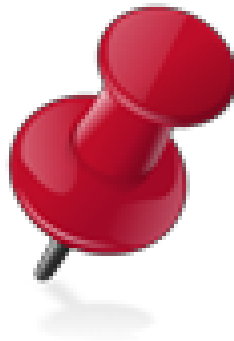
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1. Check the daily duty schedule.
 2. Review your lesson plans and schedule for the day.
 3. Set a daily goal.
 4. Check roll and report absences.
 5. Record absences in the grade book.
 6. Make note of any emergency drills or school activities that will disrupt your classroom schedule.
 7. Start class with an assignment or bell ringer, not roll taking. Post objectives for the day's lessons in a consistent location.
 8. Make announcements and pass out correspondence that concerns the entire class.
 9. Organize materials needed for the day's lessons.
 10. Send any needed papers home with the students or through emails. Whatever is standard practice at your school.
 11. Prepare and post lesson plans as required by the school.
 12. Confirm the substitute folder is ready.
 13. Review lesson plans for the next day.

SUBSTITUTE PACKET

Help the new teacher prepare a substitute packet in case they need to be out of the classroom for any reason.

- A copy of the classroom rules
- Classroom procedures for fire drills and assemblies
- Student names and a seating chart
- A list of students in special programs that may need to leave the classroom
- A daily duty schedule including lunch schedule
- Lesson plans
- Location of textbooks, videos, and other instructional materials
- Procedures for attendance
- Name and location of another teacher who can answer questions





CONTACT NOTES

New Teacher: _____ **Mentor:** _____

School: _____ **School:** _____

DATE	DISCUSSION POINTS
1 st month contacts	
End of 1 st grading period	
Late fall	

	<u>Contact Notes (continued)</u> Mentor: New Teacher:
End of 1st semester or beginning of 2nd semester	
Before or after spring break or mid-semester	
2-4 weeks before the end of school	
Other	

Provide a copy of contact notes with dates and discussion points by May 25th to receive honorarium.

E-mail documentation to swash@scdirect.org

Copies of e-mail messages may be submitted