

**ExCEL**  
**PRINCIPAL and Mentor Teacher**  
**HANDBOOK**



**2019 – 2020 Academic Year**

## Overview

The purpose of this handbook is to detail responsibilities of the in the professional support and development of the ExCEL Teacher.

Support of the ExCEL Teacher is a coordinated effort among the Program Director, University Field Supervisor, and Mentor Teacher. Each of these individuals has specific responsibilities that contribute to the holistic growth of the ExCEL Teacher.

In brief, the **Mentor Teachers:**

1. Helps the ExCEL Teacher in the acculturation to the new school community.
2. Checks in with the ExCEL Teacher (in person at the school site, via phone, email, Skype, etc.) at least once per week to give advice toward reaching instructional goals, as well as to answer questions, offer advice, and support her/his professional and general wellbeing.
3. Completes Mentor Log following each weekly check-in.
4. Acts solely in a supportive, non-evaluative role.
5. Builds a trusting relationship with the ExCEL teacher.
6. Completes Mentor Log by May 31 and electronically submits it to the Program Director.

A modest stipend (\$500) will be paid to the Mentor Teacher at the close of each school year if all forms are submitted to the ExCEL Director.

The **Program Director:**

1. Serves as the primary liaison for the supervised teaching experience for the University.
2. Visits and observes the ExCEL teacher at least twice per month for at least one instructional period.
3. Confers with the ExCEL teacher about her/his performance immediately following the lesson or, at latest, within one school day of the observation.
4. Arranges for meetings with the Mentor Teacher and/or Principal during site visits to review responsibilities, the ExCEL Teacher's progress, and improvement of the supervision process
5. Oversees support seminar courses (EDUC 231E) and assigns quarter grades for these courses.
6. Remains in regular communication with the ExCEL Teacher and Mentor Teacher.
7. Provides special assistance such as the development of improvement plans for the ExCEL Teacher when needed.

The **University Field Supervisor:**

1. Serves as the secondary liaison for the supervised teaching experience for the University.
2. Visits and observes the ExCEL teacher at least once per month for at least one instructional period.
3. Confers with the ExCEL teacher about her/his performance immediately following the lesson or, at latest, within one school day of the observation.
4. Remains in regular communication with the ExCEL Teacher, Director, and Principal throughout the year.

The **Principal** (or designee):

1. Submits the "ExCEL Teacher Request Form" by February 1<sup>st</sup>.
2. Reviews applications of ExCEL candidates and interviews those selected from that pool.
3. Hires a newly accepted member of ExCEL and meets with her/him early during their first summer in the program.
4. Provides support, regularly observes, and annually evaluates the ExCEL Teacher's performance aligned with the university and California Teacher Performance Expectations
5. Serves as "clinical supervisor" with an evaluative role

6. Completes a Mid-Semester and Final Semester Feedback Form (to be provided by ExCEL)

In fulfilling these responsibilities, Mentor Teachers and Principals along with the Director and University Supervisor contribute greatly to the development of the ExCEL Teacher. The following pages provide information and outline resources to support mentors and principals.

### **Important Events\*** 2019- 2020 Academic Year

#### **ExCEL Principal and Mentor Teacher Meeting at Santa Clara** (September 9/17 & January 13/21 – Santa Clara Univ. campus)

- Expectations for Principals and Mentor Teachers will be introduced and explained or reviewed and re-explained
- Brief workshop on coaching will be provided
- Opportunity for collaboration and community-building among participants

#### **ExCEL Winter Retreat** (February 7-9, 2019)

- ExCEL Teachers will be released from teaching duties on Friday, Feb. 6 to prepare and travel to site of overnight retreat house
- ExCEL Teachers will engage in weekend of spiritual and communal support, development, and rejuvenation.

#### **Electronic Submission of Mentor Teacher Forms** (By May 31)

- Mentor Teachers electronically submit copies of Mentor Logs and Goals Sheets to the ExCEL Director.
- Santa Clara University will process Mentor Teachers' stipend.

\*The ExCEL Director will send email reminders to Mentor Teachers about each of these events.

### **Contact Information**

All Mail:	ExCEL, Attn: John Beltramo Santa Clara University School of Education and Counseling Psychology 500 El Camino Real Santa Clara, CA 95053-0215
Office Location:	245 Guadalupe Hall
Phone:	408-551-3525

The Program Director serves as the primary liaison for all ExCEL-related matters, teaches support seminars (or EDUC 231E Practicum) courses, and generally oversees supervision and mentoring of ExCEL teachers.

John Beltramo  
Office: 408-551-3525  
Cell: 424-789-3375  
[jbeltramo@scu.edu](mailto:jbeltramo@scu.edu)

The University Field Supervisor aids the Program Director in coaching the ExCEL teacher in specific aspects of teaching (i.e. lesson planning, guided reading, etc.) and serves as a resource and plays a supportive role for the teacher.

Kathy Almazol (Diocese of San Jose)

[kalmazol@me.com](mailto:kalmazol@me.com)

Nancy Doyle (Diocese of San Jose)

[nfdoyle@mac.com](mailto:nfdoyle@mac.com)

Connie Rains (Diocese of Monterey)

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Patty Tennant (Diocese of San Jose)

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## **The ExCEL Program**

The goal of the Excellence in Catholic Education and Leadership Program is to develop highly qualified Catholic School educators for the future. Our primary focus is to support passionate teachers who are committed to Catholic education. Our ExCEL Teachers bring diverse backgrounds and experiences to enrich the classrooms in which they are assigned. The ExCEL Program is a two-year program that encompasses the three pillars of all University Consortium for Catholic Education (UCCE) Programs - ***Service through Teaching, Community Living, and Spirituality.***

### ***Service through Teaching***

To prepare the ExCEL Teachers for their fall teaching assignments, the ExCEL teachers take an intensive course of studies during their first summer, exploring the principles of teaching, classroom management, instructional planning and assessment, and teaching students with disabilities. Additionally, ExCEL Teachers engage in a supervised “practicum,” where, under the mentorship of an experience teacher and the Program Director, they provide instruction to students at a summer school during morning hours in the month of July.

ExCEL Teachers continue their education during the regular academic year, taking at least 2 courses each quarter through Santa Clara’s School of Education and Counseling Psychology. At the end of their two years in the program, ExCEL teachers complete a Master of Arts in Teaching, as well as all courses required for a California state teaching credential.

ExCEL Teachers receive their full beginning teacher’s salary, as well as benefits. While in the program, Teachers in San Jose pay a quarterly program fee, while ExCEL Teachers in Monterey pay their own rent.

### ***Community Living***

The ExCEL Program provides a Christian community living experience. This is accomplished through a focus on the principles of Ignatian spirituality and Jesuit values. Community living gives the ExCEL Teachers an opportunity to work toward professional and personal growth in partnership with their peers. ExCEL Teachers commit to attending four community events each month, in addition to connecting with one another in more organic and frequent occasions at home.

## ***Spirituality***

Drawing on the Jesuit tradition of balancing lives of contemplation and action, ExCEL Teachers are expected to proactively attend to their spiritual lives through formal and informal prayer and reflection. Each community is required to set aside an evening of prayer twice each month, attend on Spiritual Dialogue each month, and also come together as a whole program for Mass once a month. Members also participate in Jesuit spiritual exercises as part of their coursework at SCU and attend two spiritual retreats each year. An important goal is to provide ExCEL participants the tools to become reflective professional educators and people of faith. We want all ExCEL teachers to become lifetime advocates and leaders for Catholic education.

## **Mentor Teacher Responsibilities**

The first years of teaching present great challenges and growth. Mentoring is an essential component for all ExCEL Teachers. The ExCEL teacher benefits tremendously from a successful mentoring relationship. Mentor Teachers fulfill an important role in the formation of new teachers as trusted supporters who help ExCEL Teachers in their development as professional educators. Mentors must be carefully selected as teachers who exemplify the attributes of a competent, caring professional. In order to allow them to function as open, honest and constructive guides and resources during these first years of teaching, Mentors cannot serve in an official evaluative role and thus should not be administrators. Whenever possible, Mentor Teachers are located at the same site as the ExCEL teacher. It is important that the ExCEL teacher and the Mentor have a harmonious relationship – it has to work for both individuals.

### **Mentor Teachers:**

- 1. Acculturate the ExCEL teacher to the school procedures and environment**
  - Provide the ExCEL teacher with information that reinforces diocesan and school-wide policies and procedures
  - Articulate the expectations of the school site, diocese and community
  - Share the special traditions and events that occur at the school, as well as the history and heritage of the members in the local school community
- 2. Act as a trusted supporter**
  - Develop a strong rapport with the ExCEL Teacher to create an environment of open dialogue that is supportive but also gently challenges improvement
  - Provide joint problem solving with the ExCEL teacher
- 3. Meet or check-in consistently with ExCEL Teacher**
  - Recognize accomplishments and/or efforts in ExCEL Teacher performance.
  - Listen to ExCEL Teacher concerns/ worries as professionals
  - Answer questions about teaching, school life, or the profession in general
  - Suggest topics of discussion to pinpoint areas of improvement and identify growth
  - Maintain a Mentor Log of meeting dates, times, topics of discussion and observations
  - Meet weekly with the ExCEL teacher during the first year
- 4. Meet periodically with University staff**
  - Meet as needed with the ExCEL Director and/or University Field Supervisor to review progress and make recommendations
- 5. Attend ExCEL introduction and mid-year meetings at Santa Clara University**
  - Review expectations of Mentor Teachers
  - Participate in workshops on coaching
  - Build connections with other Mentor Teachers in the Diocese
- 6. Receive a stipend in June (based on university rate for Mentor Teachers)**
  - Complete and submit Meeting Logs (See Appendix A)

## Mentor Teacher Meeting Log

Beginning teachers often cannot foresee the many challenges in classroom management, lesson planning and student achievement and therefore are unprepared to address these challenges. Mentors are extremely important in easing the anxieties and support the ExCEL Teacher as they learn and grow professionally. Some of these issues are predictable and can be addressed prior to their occurrence.

Weekly check-ins with the ExCEL Teacher help build a positive relationship and establish a supportive bond between the ExCEL Teacher and Mentor Teacher. These interactions are important in becoming a professional. During the first year, Mentor Teachers should meet with their ExCEL Teacher weekly for at least 5-10 minutes. These meetings can focus on the Matters for Discussion (listed below) or on other issues that the ExCEL Teacher has identified. Please log all meeting dates and topics of discussion on the Mentor Teacher Log Form.

### Possible Matters for Discussion in Mentoring Meetings – By Month

#### August

- School Tour
  - Supplies
  - Storage
  - School gates & locks
- Review School Calendar
- Review Emergency Procedures
- Review students with allergies in the school
- Review after school and before school yard duty
- Review after school dismissal from classroom (aftercare, carline, other)
- Review recess procedures
  - Assigned play areas
  - Rules for recess to review with his or her own class
  - Rules for when assigned to yard duty
  - Lunch procedures – hot lunch, home lunch
  - Rainy Day
- Ensure Teacher knows how to email for support with technology ([servicedesk@dsj.org](mailto:servicedesk@dsj.org), for San Jose)
- Discuss where to park once school begins
- Discuss expectations for parent communication
- Discuss what goes on the Prayer Table in the classroom
- Discuss Back to School Night
- Discuss the role of Room Parents (aka Room Moms)
- Discuss First Days of School
- Discuss First School Mass
- Discuss how to work with an instructional aide
- Discuss Expectations for PD, Staff meetings
- Explain how to construct an online gradebook
- Explain STAR testing
- Introduce PlanBook or other online planning tools

- General Q & A

## September

- Review standards, curriculum map, Planbook and assessment guidelines, including report card for Trimester 1
- Assist or give feedback on Emergency Sub Plans and store in school office
- Review protocol for Emergency Absence
- Review features of online parent communication tool (e.g., ParentSquare, SchoolSpeak, Schoology, etc.)
- Plan how to celebrate Student Birthdays in the classroom within school policy
- Review field trips for the school year and process for approval
- Review expectations for morning assembly (if whole school assembles in morning)
- Review policy for free dress days for students
- General Q & A

## October

- Plan for Parent-Teacher Conferences
  - Discuss student samples, STAR tests, handouts
- Discuss Halloween and communication to parents, outline of the day
- Feedback on any routines or procedures that need to be updated or revised
- Check-in on:
  - Receiving enough support
  - Work/life balance
  - Favorite part of the job so far or What is bringing him or her the most joy at school?
- General Q & A

## November

- Plan for end of Trimester 1
- Discuss Report Card Process, comments, grades/standards and entering in PowerSchool or other online grading portal
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

## December

- Plan for classroom procedure review with students after the long break for January
- Review plans for T2 with standards, curriculum and assessment guidelines
- Discuss Catholic Schools Week expectations
  - Review what outside of classroom should look like
  - Review how students should respond when visitors come by classroom
- Review STAR data and student growth
- Problem solve any concerns
- Discuss expectations for January (re-norming students to procedures and rules, reviewing academics with students without assuming they remember everything from December, ect.)
- General Q & A

## January

- Discuss Open House expectations
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

## February

- Discuss classroom procedure review with students after the long break
- Discuss Valentine's Day
- Review Student Shadow guidelines
- Review STAR data and student growth
- Problem solve any concerns
- General Q & A

## March

- Discuss end of T2 and report card process
- Plan and Prepare for any upcoming spring school events (musical, pep rally, etc.)
- Discuss any expectations for Lent (e.g., Reconciliation services, Stations of the Cross, shared prayers, etc.)
- Problem solve any concerns
- General Q & A

## April

- Discuss Holy Week, Passion Play
- Discuss Summer Work assignments (if any)
- Discuss Field Day
- Plan and Prepare for any upcoming school events
- Problem solve any concerns
- Explain school expectations for participation in/ organization of eighth grade graduation in May
- General Q & A

## May

- Discuss end of T3 and report card process
- Discuss Mother's Day celebrations at school (Kinder only class specific one)
- Discuss end of year events (e.g., eighth grade graduation)
- Discuss end of year tasks (e.g., filling out CUM files)
- Problem solve any concerns
- General Q & A

## June

- Reflect on professional goals for next year
- Reflect on feedback for the Monthly Mentor Checklist and share with Admin
- Celebrate the completed year of mentoring

## Appendix A: ExCEL Mentor Expectations Cohorts 4 & 5 (2019-2020)

Thank you for agreeing to become an ExCEL Mentor Teacher! We are so excited to have you join the ExCEL program and support our newest Catholic educators!

### Role of the Mentor

As mentors, you'll serve as the ExCEL teachers primary support for learning the culture of the school. We also understand that mentors provide key emotional to novice teachers—by listening to their struggles, offering encouragement/advice, and recognizing their accomplishments or efforts. Finally, we hope that the work a mentor engages in can not only support the ExCEL teacher but also enrich the pedagogy and professional development of the mentor as well.

### Expectations:

Month	Task
July-August	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome the teacher to your school               <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure they've been given a tour</li> <li><input type="checkbox"/> Introduce them to staff, faculty, and admin</li> </ul> </li> <li><input type="checkbox"/> Exchange contact information</li> <li><input type="checkbox"/> Explain school policies &amp; procedures               <ul style="list-style-type: none"> <li><input type="checkbox"/> School key &amp; alarm code</li> <li><input type="checkbox"/> Expectations on time to arrive (ie. 7:30) and when they can leave (ie. 3:30)</li> <li><input type="checkbox"/> School Year calendar</li> <li><input type="checkbox"/> School schedule (daily schedule, assemblies, etc)</li> <li><input type="checkbox"/> Dress Code &amp; Staff Handbook</li> <li><input type="checkbox"/> Staff Meetings &amp; Before-School In-Service</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers Editions &amp; Resources for grade level</li> <li><input type="checkbox"/> Technology - their own school computer, student technology</li> <li><input type="checkbox"/> Copy and Printing</li> <li><input type="checkbox"/> School Supplies</li> <li><input type="checkbox"/> Bulletin Board or hallway displays expectations</li> <li><input type="checkbox"/> Discuss Classroom Set-Up <ul style="list-style-type: none"> <li><input type="checkbox"/> Flow of classroom and theme</li> <li><input type="checkbox"/> Classroom management plan</li> </ul> </li> <li><input type="checkbox"/> Back-to-School Night information and preparation</li> </ul>
September - June	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check-in <u>weekly</u> with ExCEL teacher to discuss: <ul style="list-style-type: none"> <li><input type="checkbox"/> Questions</li> <li><input type="checkbox"/> Student issues</li> <li><input type="checkbox"/> Parent issues</li> <li><input type="checkbox"/> School-site needs (upcoming events, progress reports/report cards, conferences, new expectations, meetings, etc)</li> <li><input type="checkbox"/> Forms and documentation</li> <li><input type="checkbox"/> Lesson and unit planning</li> <li><input type="checkbox"/> Work-life balance</li> <li><input type="checkbox"/> Health check-in (physical, mental, emotional) - first-year teachers always get sick!</li> <li><input type="checkbox"/> Progress on goals</li> </ul> </li> <li><input type="checkbox"/> Respond to and communicate with ExCEL director as needed to ensure well-rounded support for ExCEL teacher</li> </ul> <p>*Please document meetings with ExCEL teacher on Mentor Log</p>

# ExCEL Mentor Teacher Log

ExCEL Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

School year: 2019-20

Date	Type of Contact (in-person, phone, email, etc)	What did we work on/discuss?
Example: Tues Sept 4, 2019	In person	Templates for bi-weekly newsletter, parent concern, discussed differentiating students' needs (x student needs to be challenged)