Madison Area Technical College

Faculty Mentoring Program

The Center for Excellence in Teaching and Learning
(Revised 5/11/12)
# Table of Contents

MADISON COLLEGE MENTORING PROGRAM GOALS .............................................. 1  
FACULTY MENTORING PROGRAM ................................................................. 2  
NEW FACULTY MENTOR PLAN ................................................................... 3  
MADISON AREA TECHNICAL COLLEGE NEW FACULTY MENTORING PROGRAM ......................... 6  
ANNUAL TIMELINE ......................................................................................... 6  
MENTOR RESPONSIBILITIES ........................................................................ 8  
Mentor Responsibilities ............................................................................. 8  
Tips ........................................................................................................... 8  
MENTEE RESPONSIBILITIES ...................................................................... 10  
MADISON COLLEGE MENTORING PROGRAM ............................................. 12  
BEST PRACTICES DISCUSSIONS ................................................................. 12  
WHAT TO DO WHEN THINGS AREN'T GOING WELL IN THE MENTORING RELATIONSHIP: .......... 13  
APPENDICES ................................................................................................ 14  
PART- TIME FACULTY OBSERVATION REPORT ......................................... 15  
Part Time Faculty Observation Criteria Ratings/Definitions ..................... 18  
MATC Part-Time Faculty Online Class Observation Form ......................... 19  
ADDITIONAL INFORMATION: ....................................................................... 22  
SUPPORTING NEW TEACHERS: THE GOOD MENTOR .................................. 23  
REFERENCES ............................................................................................... 26  
FIVE YEAR CERTIFICATION RENEWAL PLAN ......................................... 27
What do I need to do to receive certification credit for Faculty Mentoring?

MENTORING PROGRAM NOTES:
Madison College Mentoring Program Goals

★ To orient new full time and adjunct faculty to the Madison College work environment in an open and supportive manner.

★ To foster healthy, collegial relationships and a fuller understanding of the scope of a faculty member’s responsibilities.

★ To foster meaningful dialogue on the faculty role in student learning and success.

★ To create a pairing of new faculty with veteran “positive”, supportive faculty member.

★ To foster the professional development of new faculty via open communication between mentors and mentees with ongoing support from the Center for Excellence in Teaching and Learning.

★ To provide emotional and professional support in challenging situations

★ Be a role model that is positive and professional
Faculty Mentoring Program

The New Faculty Mentoring Program is designed to support the College mission of a “Learning College Model.” The purpose of the mentor program is to assist new full-time and part-time faculty to become familiar with the Madison Area Technical College environment and to learn the policies, procedures and standards of the College and department. Additionally, this is a time for faculty to develop and strengthen active and/or collaborative learning methodologies, technology-assisted learning methodologies and become actively engaged in curriculum development, such as Learning Communities.

Goals include:

- To orient new Full Time and Part Time Faculty to the Madison College work environment in an open and supportive manner.
- To foster healthy work relationships and a fuller understanding of the scope of a FT/PT faculty member’s work.
- To foster meaningful dialogue on the faculty role in student learning and success.
- To create a pairing of new FT/PT faculty with veteran “positive” affirming FT/PT faculty.
- To foster the professional development of new faculty via open communication between mentors and mentees with ongoing support from the Center for Excellence in Teaching and Learning.

Find the latest information about Faculty Mentoring including a link to our online registration form on our website at:
http://matcmadison.edu/in/faculty-mentoring-program
New Faculty Mentor Plan

As a continuation of the new employee orientation, we welcome you to the Madison College New Faculty Mentoring Program. Many of us remember the challenges we faced in our first experiences as contractual teachers here. We faced questions about curricula, teaching strategies, certification, course and classroom management. We struggled with learning where things were located, how to access needed supplies and services, how to access financial resources. All of us faced the quandary of learning the meaning of abstract acronyms used in the Madison College lingo.

Research shows us that we can enhance your experience at Madison College by assisting your professional development as a teacher and educational leader. Such assistance can also enable you to feel more confident and satisfied in your work. Our goals are mentioned here, but know that our most important goal is to ensure that students have a successful experience in all of our courses.

The New Faculty Mentoring Program is designed to support the college mission to be a “Learning College.” The purpose of the mentor program is to assist new faculty to become familiar with the Madison College environment and to learn the college-wide and departmental policies, procedures and standards. Additionally, this is a time for faculty to develop and strengthen active and/or collaborative learning methodologies, technology-assisted learning methodologies and become actively engaged in curriculum development, employing such innovations as Learning Communities.

Faculty mentors are experienced teachers who support a mentee’s professional goals. Mentors are professional, experienced educators involved in department and/or campus activities. Each mentor acts as a role-model and guide to the mentee as that person becomes socialized into the Madison College culture. A mentor is the immediate support person for the mentee and acts as a confidante, advocate, guide, and resource person for most things related to teaching and learning. It is preferable that the mentor not be part of the peer evaluation team as this may present a conflict of interest.

Mentors are selected on the basis of the following criteria:
1) Mentors should completed at least 3-4 semesters of teaching at Madison College.
2) Mentors should have completed at least one WTCS Provisional Certification class.
3) Mentors should have demonstrated positive influence on students/colleagues by having a letter of recommendation by an Associate Dean, Dean, Regional Campus Manager or Dept. Chair.
5) Mentors must have the time available to make the commitment, committing at least one to two hours per week for mentoring.
6) Mentors must complete the mentor training program offered by CETL.

**Mentors are trained and matched with mentees in several ways.** Full-Time faculty are matched via consultation between CETL and the Deans and Lead Teachers/Chairs/Program Directors. Often, full time mentors are assigned by the time the new faculty member begins work. Part-Time mentors are matched in CETL from a pool of qualified part-time faculty mentors or as stated above. Part-time mentors are matched with new part-time faculty based on their request for a mentor. All potential faculty mentors are encouraged to attend the Foundation of Mentoring Workshop offered by CETL. All matched mentors are also encouraged to attend a kick-off meeting at the beginning of their mentorship in the fall semester.

**Full Time Faculty mentors** may be assigned to mentor new full or part time faculty. Mentoring one new full time faculty member is for a three year period. Full Time Faculty Mentors may be compensated in the following manner:

1. **Year 1** Mentors who are at the WTCS Five Year Certification status may receive 2 credits in the mentor category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

2. **Year 2** Mentors who are at the WTCS Five Year Certification status may receive 2 credits in the Leadership category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

3. **Year 3** Mentors who are at the WTCS Five Year Certification status shall be eligible to be paid a stipend of $250 the 3rd and final year as well as 1 credit in the Sundry category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

**Part Time Faculty mentors** may be assigned to mentor new part time faculty for a period of **one semester**. In accordance with the Part Time Faculty CBA (Section J, page 28) “Each teacher acting as mentor or mentee shall be eligible to be paid a stipend of $250 for a semester. This stipend includes compensation for mentor training. Mentors of part-time teachers shall be only part time teachers unless no appropriate part time faculty mentor is available. Preferences of the new faculty member are also taken into account when making a match (e.g., mentor who teaches in same discipline/program, at same location, class format, etc.). Being a mentor is a voluntary assignment. In the absence of volunteer part-time teachers, Madison College may elect to use a full-time teacher as a mentor. “Part-Time Mentors will be compensated in the following ways. 1) Mentors will receive a $250 stipend on completion of the mentoring assignment as described in this handbook. 2) Mentors who are at the WTCS Five Year Certification status may receive 1 credit per semester served as a mentor toward 5-
Mentees are early in their professional teaching careers or in their first year of teaching at Madison College. During the mentoring period for full time faculty, the mentee will work with the mentor (and Dean) to create and implement an individualized “First Year Faculty Professional Development Plan.” Questions to consider when developing this plan include:

- Are goals well defined and achievable? Have the mentor and mentee mutually agreed on the goals?
- How do the goals fit into the faculty member’s present and/or future professional plans?
- Are the goals consistent with the values and mission of Madison College?
- Is it clear how the goals will be achieved?
- How will the experience benefit self, student, the college, the community?
- How will the mentor be accessible to the mentee?

At the end of the mentoring period, the mentor and mentee will assess the implementation of the “First Year Faculty Professional Development Plan” and the mentoring process. At this time, a joint assessment/report will be completed by the mentor and mentee and submitted to CETL. It is highly recommended that at least one meeting be scheduled during the second year of employment with one of the CETL Mentor Program facilitators. This is to continue the relationship established with CETL during the first semester or first academic year at Madison College. CETL will provide ongoing support throughout the new faculty member’s career at the college with an emphasis on professional development.
# Madison Area Technical College
## New Faculty Mentoring Program
### Annual Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up mentor/mentee relationship with assistance from CETL, Learning Center Deans, and leaders in departments.</td>
<td>Aug./Sept. for Fall semester</td>
<td>CETL</td>
</tr>
<tr>
<td>Assignments for each semester are to be done by mid-semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October Convocation Kick Off Breakfast</td>
<td>October for Fall Semester</td>
<td>CETL</td>
</tr>
<tr>
<td>Have a bagel breakfast to meet in Oct during convocation, mentors/mentees check in and see how things are going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish regular communication methods between mentor/mentee.</td>
<td>First Semester</td>
<td>Mentor/mentee</td>
</tr>
<tr>
<td>Share information, materials and resources.</td>
<td>Throughout the year</td>
<td>Mentor</td>
</tr>
<tr>
<td>Connect with CETL for info/resources</td>
<td>Anytime</td>
<td>Mentor/mentee</td>
</tr>
<tr>
<td>Mentor sets up class observations in subject area for mentee.</td>
<td>First Semester</td>
<td>Mentor/mentee</td>
</tr>
<tr>
<td>Set up mentor/mentee relationship with assistance from CETL, Learning Center Deans, and leaders in departments</td>
<td>Feb 1 for Spring semester</td>
<td>CETL</td>
</tr>
<tr>
<td>Assignments for each semester are to be done by mid-semester</td>
<td>Jan. Convocation week</td>
<td>CETL</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Gather in January for an update, mid-point corrections (Fish Bowl)</td>
<td>Jan. Convocation week</td>
<td>CETL</td>
</tr>
<tr>
<td>Continue pattern through second semester</td>
<td>Mid-point corrections (Fish Bowl)</td>
<td>Mentor/mentee</td>
</tr>
<tr>
<td>March Convocation Kick Off Breakfast</td>
<td>March for Spring Semester</td>
<td>CETL</td>
</tr>
<tr>
<td>Have a bagel breakfast to meet in March during convocation, mentors/mentees check in and see how things are going</td>
<td>March for Spring Semester</td>
<td>CETL</td>
</tr>
<tr>
<td>Gather in spring for Celebration Breakfast; Assess effectiveness of program.</td>
<td>May</td>
<td>CETL</td>
</tr>
</tbody>
</table>
Mentor Responsibilities

Mentors will establish relationships with mentees that support their development as new teachers in the college. Minimally, weekly interactions between mentors and mentees are expected with at least 1-2 hours per week spent on mentoring activities. At the conclusion of the academic year, mentors will provide an evaluation of their interactions with mentees and a self-assessment of their work as mentors.

<table>
<thead>
<tr>
<th>Mentor Responsibilities</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the mentoring website and Mentor responsibilities</td>
<td>Review this prior to starting the mentoring relationship.</td>
</tr>
<tr>
<td>Submit a Mentor Letter of Intent to CETL (via the website)</td>
<td>Refer to the College website, Mentoring Faculty Webpage.</td>
</tr>
<tr>
<td>Review the requirements of the Probationary Process with your mentee.</td>
<td>Make certain that they schedule a first meeting with their Dean, Assoc Dean, Regional Campus Mgr. (Supervisor) early in the semester.</td>
</tr>
<tr>
<td>Establish regular communications with mentee; meet weekly, 1-2 hours per week, minimum.</td>
<td>Don’t wait for mentee to call, take the lead and contact the mentee each week.</td>
</tr>
<tr>
<td>Meet face to face as often as you can. Direct, in person support is the key to the mentor/mentee relationship.</td>
<td></td>
</tr>
<tr>
<td>Open a class section for your mentee to observe; include a brief pre-conference and post conference.</td>
<td>Check your schedules, and be prepared to offer times and locations for such an observation.</td>
</tr>
<tr>
<td>Visit a class taught by your mentee if requested; include positive and constructive feedback.</td>
<td>Don’t go as an evaluator; use assessment-based observations and feedback. (Consider SII model or the PT Faculty Class Observation Form attached.)</td>
</tr>
<tr>
<td>Avoid creating undue pressure on mentee.</td>
<td>Ask mentee for feedback if you are concerned about creating stress.</td>
</tr>
</tbody>
</table>

Mentor Responsibilities Tips

- Review the mentoring website and Mentor responsibilities
- Submit a Mentor Letter of Intent to CETL (via the website)
- Review the requirements of the Probationary Process with your mentee.
- Establish regular communications with mentee; meet weekly, 1-2 hours per week, minimum.
- Meet face to face as often as you can. Direct, in person support is the key to the mentor/mentee relationship.
- Open a class section for your mentee to observe; include a brief pre-conference and post conference.
- Visit a class taught by your mentee if requested; include positive and constructive feedback.
- Avoid creating undue pressure on mentee.
<table>
<thead>
<tr>
<th>Maintain confidentiality without violating legal or ethical codes.</th>
<th>Do not repeat gossip nor ask mentee to make judgments about colleagues, policy, etc. Teach processes for resolving issues of concern; model professionalism. Don’t break confidences. A trust relationship is based on this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orient to Madison College culture, how things get done, the organization, leadership, committees, etc.</td>
<td>Be prepared to help identify &amp; locate the correct source for accurate information.</td>
</tr>
<tr>
<td>Provide info on physical resources, rooms, technology, department resources</td>
<td>Take mentee on a mini-tour, if helpful; introduce mentee to other Madison College staff with whom they will need to interact.</td>
</tr>
<tr>
<td>Orient to Madison College calendar, timetable, support staff</td>
<td>Use the Madison College employee resource pages, directory, etc.</td>
</tr>
<tr>
<td>Discuss certification issues, offerings of professional development, Professional Growth Plans.</td>
<td>Call CETL for specific information or go to our website for listings.</td>
</tr>
<tr>
<td>Be prepared. Just like teaching a class, things work best when there is a plan for this experience. Don’t mentor on the fly.</td>
<td></td>
</tr>
<tr>
<td>Have realistic expectations of the mentee. Think back to when you first started teaching. This year can be extremely challenging for the new instructors.</td>
<td></td>
</tr>
</tbody>
</table>
# Mentee Responsibilities

<table>
<thead>
<tr>
<th>Mentee Responsibilities</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept and foster communication from mentor, meet weekly at least 1-2 hours each week.</td>
<td>Don’t be reluctant to initiate contact with the mentor by calling or sending an email.</td>
</tr>
<tr>
<td>Observe a class session of your mentor; include a brief pre-conference and post conference.</td>
<td>Your mentor will invite you; make time for this. It’s a great way to assess your own style &amp; methods.</td>
</tr>
<tr>
<td>Invite your mentor to attend a class you teach; ask for feedback on the session’s design, delivery, etc.</td>
<td>Check mentor’s schedule, and choose one or two sessions to invite the mentor to attend. Ask for feedback. Get the mentor involved in class.</td>
</tr>
<tr>
<td>Ask for specific information or assistance</td>
<td>List your questions by creating a log as questions occur to you.</td>
</tr>
<tr>
<td>Respect time of mentor</td>
<td>Expect about one to two hours a week of your mentor’s time.</td>
</tr>
<tr>
<td>Maintain confidentiality without violating legal, ethical codes.</td>
<td>Keep conversations with your mentor appropriately private, professional, and free from gossip. Expect reciprocity re: this.</td>
</tr>
<tr>
<td>Get involved in unit, center, and college-wide activities</td>
<td>Attend meetings as appropriate. Mentor/Deans can advise.</td>
</tr>
<tr>
<td>Learn department/division policy.</td>
<td>Inquire about this as it differs by department; obtain written info.</td>
</tr>
<tr>
<td>Understand college calendar, important dates, reports, etc.</td>
<td>Discuss the deadlines and important dates; mark them on your calendar; align your syllabi</td>
</tr>
<tr>
<td>First Friday Orientations</td>
<td>Attend the First Friday sessions</td>
</tr>
<tr>
<td>Make a professional growth plan appointment with supervisor, develop certification plan.</td>
<td>See this document in your contract, discuss how it’s structured, fill it out together.</td>
</tr>
</tbody>
</table>
★ Have realistic expectations. Your mentor is human and not expected to know all the answers. He or she is there to enhance your effectiveness, your career and job satisfaction.

★ Respond to your mentor in a timely manner. Mentors are investing their time and energy in you. Show you are committed by following through with action items, asking for help when needed, and be open to feedback.

★ Be aware of your mentor's approach. Everyone has a preferred style when it comes to assisting others, which may or may not be completely compatible with your style of receiving assistance. It may take some patience and time to achieve a good “fit” between you and your mentor. Mentors also have to see if there is a fit for them. It takes time to build a relationship, so give it adequate time for learning and adjustments to be made.

★ In your relationship with your mentor, you will move through many processes and steps to becoming a fully inducted Madison College faculty member. Be patient if you are not moving as fast as you think you should. Be open with your mentor about this. Likewise, if you feel you are being too rushed to learn the Madison College policies, systems, culture, etc., address this with your mentor, and review your plan with regard to timelines.

★ Form a network. Other new faculty members are being mentored as well. Having someone else in the same position as you are is often helpful and rewarding because your mentor or dean may not always be available just when you need them. You may have to reach out to another peer for support or information. CETL staff members are also readily available to serve you.

★ Develop a “First Year Faculty Professional Development Plan” with input from your mentor. Faculty members are professionals who work independently and interdependently with their colleagues. Each faculty member is expected to set his or her own professional goals, to implement activities to meet those goals and to assess/document/evaluate accomplishments regularly.
Madison College Mentoring Program
Best Practices Discussions

When you get together with your mentor each week these are possible topics to discuss. A simple conversation started by these questions can lead to some meaningful dialogue that can inform and guide both mentor and mentee.

- Where can I find samples of what others have done?
- Is there an outline, syllabus, text for this course that I can review?
- Whose class might I observe once or on a regular basis?
- To what standards should students in my course be held?
- Can you see any weaknesses in my grading system? Syllabus?
- What do you think of this test? Assignment? Handout?
- How do you approach teaching “x”?
- What are your favorite teaching techniques? What works for you?
- What do you do about a student that is under-performing/struggling?
- What has been your toughest teaching situation so far? How did you handle it?
- How do I get a hold of “x” at Madison College?
- Whom do I contact if I need help for a specific student?
- What do I do with a student who has a disability?
- How/to whom may I refer students needing help?
- How do I report grades using the online system?
- What’s core ability and what do I do about them?
- What policies do we have for academic dishonesty?
- What is the college’s stance on attendance?
- Who can help me understand how the library works?
- What do I do if I need to be gone from class?
- What opportunities are available for conferences/workshops?
- What’s the deal with certification?
- How can I use the web to increase my students learning?
- I keep hearing about AQIP? What is it?
- How do I access the Madison College web page?
- What committees should I be on?
- Are there meetings I should attend?
- How do I get something fixed in my office or classroom?
- Where do I go if I have a concern about our curriculum?
- What’s a WIDS?
What to Do When Things Aren’t Going Well In the Mentoring Relationship:

**Actions:**

1) The first step is to talk about it. Try approaching the subject by asking the other person how they feel the relationship is working. Then offer your observations and share your concerns. Be sure to provide specific examples. (Remember to cite the behavior not your interpretation of the motivation.)

Then once the concern is in the open, encourage the other person to share their views, if they have not already done so.

2) You have had the initial conversation and discussed both of your expectations, but you are still having difficulties. Talk about it with each other and explore options. It may be that you don’t have the same understanding of the expectations or of the mentee’s goals. (IPDP). Cover these slowly to ensure understanding and use concrete examples. Be sure to flag areas of concern or disagreement. Talk about your different points of view. What can you adjust that will still deliver the goals of the Leadership Academy program within the mentoring relationship? Ask each other what you can do differently that will help. Listen carefully to ensure you understand the request and consider whether it is something you can change.

3) You have had several conversations at this point that explored your expectations of the relationship and of each other. You have discussed and clarified the mentee’s development goals to ensure you are both on track. You are still having difficulties moving the relationship and the IPDP ahead. This would be an appropriate time to bring in third party assistance. Talk with the Leadership Academy for recommendations. This is not a sign of failure, you have both been proactive and both people are interested in making it work, but feel they may be stuck on something or overlooking some aspect that will enable them to move forward.

4) You have tried everything! Your communication or interpersonal styles may just be too different to work together effectively in this relationship. Or, an existing managerial relationship or work priorities place too much strain on the mentor-mentee relationship. Despite best efforts, it is not workable. You may need to end the mentoring relationship while there is still goodwill between the two of you.

*Provided by Humber College—Mentoring Workshop*

**EDUCATIONAL LEADERSHIP**
APPENDICES

1. PT Faculty Classroom Observation Form
2. PT Faculty Observation Criteria Ratings/Definitions
3. PT Faculty On-Line Observation Form
4. Article: Supporting New Teachers- The Good Mentor
5. Five Year Certification Plan- Renewal
PART- TIME FACULTY OBSERVATION REPORT

Faculty Members Name:  
Observer’s Name:  
Observation Date:  
Observation Time:  
Course Name:  
Location:  
Probationary Status:  
Follow Up Completed:  
Attendance:  

Your classroom observation is a review of the following instructional competencies. During the observation, you are rated on these at four different levels: Emerging, Progressing, Proficient or Mastery. At the follow up meeting we will discuss your teaching goals, College resources, WTCS certification, Professional Development opportunities and your level of achievement. This information will be shared with your Supervisor. Following the observation, your Supervisor will be conducting an overall evaluation which is based on this observation, your student evaluations of instruction, your self-assessment, peer reviews if any, and other information provided to your supervisor.

Note: A one hour observation does not provide sufficient data to observe the full repertoire of an instructor’s teaching methods. However, because our assessments are based on the goal of continuous improvement, I would make the following recommendations based on my observation. These suggestions are meant to encourage the instructor to continue to expand on current teaching practices and to explore new strategies and approaches.

Please note that this observation is weighted regarding the criteria observed. The most important aspects observed regarding teaching are: Expertise, Organization, Instructional Delivery and Classroom Atmosphere and Professionalism.

Observation Summary:

Expertise
Skills/Competencies reviewed include:
Knowledge of subject matter _____
| Possession of technical competence to demonstrate skills to students _____ |
| Responds correctly and confidently to questions _____ |
| Is the course content current or up-to-date?______ |
| Provides significance and relevance of material _____ |
| Provides real life practical examples as to apply knowledge to real-world settings ____ |

### Organization

Skills/Competencies reviewed include:

- Demonstrates effective organization and planning _____
- Development of syllabus, handouts, etc. ______
- Develops lesson plans _____
- Materials are ready to go, clear and appropriate _____
- Provides an overview of what the class will cover _____
- Provides an overview of what the next class period will cover _____
- Starts and ends class on time _____
- Takes attendance _____
- Limits class time to appropriate activities _____
- Keeps on task _____

### Instructional Delivery

Skills/Competencies reviewed include:

- Addresses course competencies and learning outcomes_____  
- Clear and concise presentation at appropriate course level _____
- Holds students attention and maintains interest _____
- Uses engaging teaching techniques and collaborative teaching and learning styles_____  
- Pace of the class is appropriate _____
- Communicates high expectations to students ______
- Refers to the textbook ______
- Maintains courtesy and cooperation in working with others _____

### Classroom Atmosphere, Professionalism and Respect for Diversity

Skills/Competencies reviewed include:

- Creates a classroom that is conducive to learning_____  
- Demonstrates respect for students_____  
- Maintains a disciplined environment that meets student’s goals_____  
- Works with students in a professional and respectful manner_____  
- Are all students encouraged to participate? _____
- Treats students in a fair and equitable manner_____  
- Respects diversity and different student talents and styles of learning_____
Assessment
Skills/Competencies reviewed include:
Uses formative and summative assessment methods to determine level of student learning_____
Are the assessments appropriate for the learning outcomes? _____
Provides feedback to students on their performance _____

Adheres to Program Guidelines, Safety Procedures, Board Policies, Administrative Rules, State and Federal Laws
Yes_____ No _____

Other Issues
Use of College email system-
Review of Syllabus-
Training in Blackboard-
Certification Status-
Attended CETL PT Faculty Orientation-
Attended Center/Campus Orientation-

Concluding Comments and Recommendations:

Overall Rating:

Recommend opportunity to be videotaped _____
Recommend assigning a peer review and/or another observation at another time _____
Completed self-assessment- _____

Thank you for your commitment to serving the students of Madison College!
Part Time Faculty Observation Criteria Ratings/Definitions

Classroom observations are a review of best teaching practices and instructional competencies. There are four rating levels: Emerging, Progressing, Proficient and Mastery.

They are defined below:

Emerging: A new instructor with a lack of teaching experience who has no stated goals, activities do not support course objectives, no lesson planning, no syllabus, lack of planning and organization, loses control of classroom environment, fails to keep students on task, students are asleep in class, lacking basic knowledge about subject matter or unaware of current teaching methodologies, uninteresting presentation, monotone, unprofessional, confusing, boring, dull or difficult to understand, does not provide opportunities for students to become involved, no discussion, no group work, lack of respect towards students and does not know their names, classroom atmosphere is cold and sterile.

Progressing: Instructor is not fully prepared, spends time off topic, pace of the class is off, either too rushed or too slow, there is a lack of control of classroom management, the instructor knows the materials somewhat but is unable to explain it to the students, instructor does not apply some of the latest teaching methodologies, the presentation is unclear, confusing, delivery is weak, unprofessional, boring or dull, instructor provides few opportunities for students to become involved, instructor does not interact sufficiently with the students to build a strong classroom atmosphere.

Proficient: Instructor has clear goals and adheres to the course objectives. The instructor has a lesson plan prepared and provides learning opportunities based on the course syllabus. The instructor is organized and the class is well planned. Class time is well paced. The instructor maintains complete control of the classroom and monitors student activities and class discussions. The students were prepared and kept on task. The instructor has adequate knowledge of the subject matter and can explain it sufficiently well for the students. The instructor uses audiovisuals and technology. The instructor uses student engagement activities, the presentation is clear and direct, with the delivery adequate and engaging. Students are involved through questions, class activities, discussions, group work, etc. There is rapport with the instructor and students. The instructor knows the student’s names and has built a comfortable classroom atmosphere.

Mastery: Instructor specifically writes goals on the board and/or states the goals which support course objectives. The instructor is very well organized, has a lesson plan prepared, follows the course syllabus and provides learning opportunities. The instructor uses every moment of class time as a learning opportunity. The class is well paced. The instructor was in control of the activities and monitors student’s activities and manages discussion well. The instructor demonstrates superior knowledge of the subject matter and explains it well to the students. The instructor uses student engagement activities, group work, work in pairs. The instructor’s presentation is eloquent, professional, and clear. In addition, delivery is stimulating and dynamic. The instructor provides for student involvement through questions, activities, reflection, small group work, etc. The instructor has rapport with the students, knows their names and has built a strong classroom atmosphere of collegiality and respect.
MATC Part-Time Faculty
Online Class Observation Form

This form is to be completed by the observer and discussed with the faculty member. The report will be submitted to the faculty member’s supervisor. This observation is only one piece of the evaluation process completed by the Supervisor.

Part-Time Faculty Name:
Center:
Probationary Status:
Observer Name:
Date and Time of Class Observation:
Follow Up Visit Date:
Follow Up Visit Time and Location:
Course Name & Number:
Number of Students Registered for Class:
Number of Students Participating in the Online Class:

Assess the performance areas listed below and suggest a plan to improve performance. This list is meant to be a guide to, not a comprehensive or required list of, the types of activities that demonstrate teaching effectiveness. Not all items may be applicable to all classes:

Your on-line observation is a review of the following instructional competencies. During the observation, you are rated on these at four different levels: Emerging, Progressing, Proficient or Mastery. At the follow up meeting we will discuss your teaching goals, College resources, WTCS certification, Professional Development opportunities and your level of achievement. This information will be shared with your Supervisor. Following the observation, your Supervisor will be conducting an overall evaluation which is based on this observation, your student evaluations of instruction, your self-assessment, peer reviews if any, and other information provided to your supervisor.

Note: A one hour observation does not provide sufficient data to observe the full repertoire of an instructor’s teaching methods. However, because our assessments are based on the goal of continuous improvement, I would make the following recommendations based on my observation. These suggestions are meant to encourage the instructor to continue to expand on current teaching practices and to explore new strategies and approaches.

Please note that this observation is weighted regarding the criteria observed. The most important aspects observed regarding teaching are: Expertise, Organization, Instructional Delivery and Classroom Atmosphere and Professionalism.

Teaching Effectiveness: Syllabus
Syllabus includes:
• Course identification
• Instructor information including how to contact instructor
• Course description, statement that class is online
• Prerequisites and other course requirements
• List of required and recommended texts, materials and supplies
• Major course competencies and program outcomes
• MATC core abilities
• Course policies and procedures
• Blackboard Information (log-in, initiating and replying to threads, troubleshooting, etc.)
• Grading policies and scale, including participation requirements
• Clear expectations for communication and timelines
• Relevant college policies and resources including academic integrity, student rights and responsibilities (code of conduct), learning and student support resources
• Course calendar and schedule specifics
• Proctored test guidelines, if applicable
• Syllabus includes all components of suggested Madison College syllabus template (that are appropriate for the course)-

Blackboard Design
• Course includes a welcome message and relevant announcements
• It is clear where to begin
• There is clear navigation information
• Flow of course activities is easy to understand
• Course has a clear organizational structure (modules, units, chapters, weeks, competencies, etc.)
• Course can be completed without mandatory on-campus class
• Course contains evidence of ADA and Universal Design Guidelines
• Course includes technical support contact information
• Course provides opportunities for interaction between students

Content
• Course includes self-introduction by the instructor and personal introductions by the students
• Learning content areas and resources are logically organized and easy to navigate
• Learning content areas contain targeted competencies, learning objectives and performance standards/outcomes
• Learning content areas contain clear guidelines and instructions for completing and submitting activities and participating in discussions
• Learning content areas include direct links in the learning activities to learning materials/objects/library resources or clearly describe where these are located
• Materials used in the course are copyright cleared and/or cited appropriately
• Announcements are posted as needed regarding course details or changes

Teaching Effectiveness: Communication Skills
• Provides a rubric for grading discussion participation
• Creates an atmosphere that demonstrates respect for students and is conducive to learning
• Models the tone and quality of interactions expected of students
• Actively interacts in the class on a regular basis, as appropriate
• Encourages students’ continued participation through the use of questions and comments
• Interacts in discussions to promote higher-level thinking
• Reacts professionally to student beliefs/viewpoints differing from his/her own
• Responsive to student questions (Recommend within 48 hours)
Teaching Effectiveness: Student Assessment

- Clear and specific in assignment directions and evaluation criteria
- Assessment tasks include scoring guides/detailed rubrics for each assessment and contain the criteria specified for the target competencies
- Provides individual constructive feedback on all assignments
- Provides grading and feedback in a timely manner
- Gradebook is up to date

Technology

- Course maximizes the use of course tools available in support of the learning objectives, e.g. email, discussion board, gradebook, assignment area, links, quizzes, etc.
- Multimedia tools are used where appropriate

Describe Strengths:

Opportunities for Improvement:

Proposed Development Plan:

ADDITIONAL COMMENTS:
ADDITIONAL INFORMATION:

Uses Madison College Email Account-
Understands Evaluation Process-
Understands the Optional Self Assessment-
Uses Faculty Center to enter student grades -
Attended College Part-time Faculty Orientation (Part-Time Faculty Institute)-
Attended Center Part-time Faculty Orientation-

If teaching an Accelerated Class, have you taken Accelerated Teaching Strategies CETL Course –
If teaching Telepresence classes:
  * Instructor has copy of Telepresence materials posted on Blackboard and/or Madison College Faculty and
    Staff Resources webpage-
  * Instructor has provided Telepresence Student Information handout to each student in class-
  * Instructor has copy of Telepresence 3200 Quick Reference Guide-
  * Instructor has taken Telepresence, Blackboard and Outlook training-
  * Instructor has information on Blue mailing envelopes or methods for sending needed documents to remote
    locations

Does instructor have access to the Course Portfolio? -
Aware of Learning College Principles -

Certification Status
  Occupational -
  WTCS –

Completed FERPA Training –
Knows of Early Alert Retention Program-
Knows of Grade Dispute Process (retain documents for 3 months) -
Mentoring Interest –
Participated in Madison College Technology Training –
Provided professional development resource information to part time faculty-
Additional Classes this faculty member may be qualified to teach:
Observer Recommendations for Observation Follow-up:
Follow-up Meeting Notes:
Aware of Madison College Library resources:
Aware of Unified Messaging telephone system:
Aware of Student Book Loans/Link:
Show appreciation for work for the College
SUPPORTING NEW TEACHERS: The Good Mentor

James B. Rowley

As formal mentoring programs gain popularity, the need for identifying and preparing good mentors grows.

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? I frequently ask veteran teachers these questions. As you might guess, most teachers with 10 or more years of experience were typically not assigned a mentor, but instead found informal support from a caring colleague. Unfortunately, not all teachers found this support. In fact, many veterans remember their first year in the classroom as a difficult and lonely time during which no one came to their aid.

Much has changed in the past decade, however, because many school districts have established entry-year programs that pair beginning teachers with veteran, mentor teachers. In the majority of such cases, the matching occurs before they meet and establish a personal relationship. This prevalent aspect of school-based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work.

Qualities of a Good Mentor

During the past decade, I have helped school districts design mentor-based, entry-year programs. In that capacity, I have learned much by carefully listening to mentor and beginning teachers and by systematically observing what seems to work, and not to work, in formal mentoring programs. As a result of these experiences, I have identified six basic but essential qualities of the good mentor and the implications the qualities have for entry-year program design and mentor teacher training.

The good mentor is committed to the role of mentoring. The good mentor is highly committed to the task of helping beginning teachers find success and gratification in their new work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors are capable of making a significant and positive impact on the life of another. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavor requiring significant investments of time and energy.

What can be done to increase the odds that mentor teachers possess the commitment fundamental to delivering effective support? First, good programs require formal mentor training as a prerequisite to mentoring. Veteran teachers unwilling to participate in a qualifying program are often indicating their lack of dedication to the role. Second, because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined, the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers.

Third, good mentoring programs require mentors to maintain simple logs or journals that document conferences and other professional development activities involving the mentor and mentee. But such record-keeping devices should keep paperwork to a minimum and protect the confidentiality of the mentor-mentee relationship.

Finally, although the majority of mentor teachers would do this important work without compensation, we must not overlook the relationship between compensation and commitment. Programs that provide mentors with a stipend, release time from extra duties, or additional
opportunities for professional growth make important statements about the value of the work and its significance in the school community.

**The good mentor is accepting of the beginning teacher.** At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and professional. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive. Rather, should new teachers exhibit such characteristics, good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

How can we encourage mentor teachers to be more accepting of new teachers? A training program that engages prospective mentors in reflecting on the qualities of effective helpers is an excellent place to begin. Reading and discussing passages from the works of Rogers (1958) and Combs, Avila, and Purkey (1971), for example, can raise levels of consciousness about this important attribute. Equally important in the training protocol is helping prospective mentors understand the problems and concerns of beginning teachers (Veenman, 1984; Fuller & Bown, 1975) as well as stage and age theories of adult development (Loevinger, 1976; Sprinthall & Theis-Sprinthall, 1980). Training exercises that cause mentors to thoughtfully revisit their own first years of teaching in light of such research-based and theoretical perspectives can help engender a more accepting disposition toward beginning teachers regardless of their age or prior life experiences.

**The good mentor is skilled at providing instructional support.** Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Good mentors are willing to coach beginning teachers to improve their performance wherever their skill level. Although this seems many mentor teachers stop short of providing quality instructional support. Among the factors contributing to this problem is a school culture that does not encourage teachers to observe one another in their classrooms. I often ask mentors-in-training whether they could imagine helping someone improve a tennis serve or golf swing without seeing the athlete play and with only the person’s description of what he or she thought was wrong.

Lacking opportunities for shared experience, mentors often limit instructional support to workroom conversations. Although such dialogue can be helpful, discussions based on shared experience are more powerful. Such shared experiences can take different forms: mentors and mentees can engage in team teaching or team planning, mentees can observe mentors, mentors can observe mentees, or both can observe other teachers. Regardless of the nature of the experience, the purpose is to promote collegial dialogue focused on enhancing teacher performance and student learning.

What can we do to prepare mentors to provide instructional support? The quality of instructional support that mentor teachers offer is largely influenced by the degree of value an entry-year program places on such support. The mentor training program should equip mentors with the knowledge, skills, and dispositions prerequisite to effective coaching. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills. Finally, we need to give mentors and mentees time and opportunity to participate in the preconference, classroom observations, and post conferences that lead to quality clinical support.

**The good mentor is effective in different interpersonal contexts.** All beginning teachers are not created equal, nor are all mentor teachers. This simple fact, when overlooked or ignored by a mentor teacher, often leads to relationship difficulties and diminished support for the beginning teacher. Good mentor teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. Beginning teachers can display widely different attitudes toward the help offered by a mentor. One year, a mentor may work with a beginning teacher hungry for advice
and the next year be assigned a beginning teacher who reacts defensively to thoughtfully offered suggestions.

Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the mentee.

How can we help mentors acquire such self-knowledge and adopt a positive disposition toward adjusting their mentoring behaviors? Mentor training programs that engage mentors in completing and reflecting on self-inventories that provide insight into their leadership or supervisory styles are particularly helpful.

*The Supervisory Beliefs Inventory* (Glickinan, 1985) offers an excellent vehicle for introducing mentors to the challenges of interpersonal communication. In similar fashion, *The Leadership Adaptability and Style Inventory* (Hersey & Blanchard, 1974) can provoke mentors to reflect on the appropriateness of their mentoring behavior given the maturity and commitment of their mentees. In my own mentor training, I follow discussions of such theoretical perspectives with the analysis of videotaped conversations between mentors and mentees from the *Mentoring the New Teacher* series (Rowley & Hart, 1993).

The good mentor is a model of a continuous learner. Beginning teachers rarely appreciate mentors who have right answers to every question and best solutions for every problem. Good mentor teachers are transparent about their own search for better answers and more effective solutions to their own problems. They model this commitment by their openness to learn from colleagues, including beginning teachers, and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They teach and enroll in graduate classes. They develop and experiment with new practices. They write and read articles in professional journals. Most important, they share new knowledge and perplexing questions with their beginning teachers in a collegial manner.

How can we ensure that mentors continue their own professional growth and development? Quality entry-year programs establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training. In addition, program leaders work hard to give veteran mentors frequent opportunities to participate in high-quality professional-growth experiences that can enhance their work as a mentor teacher. Some programs, for example, reward mentors by giving them additional professional development days or extra support to attend professional conferences related to their work.

*The good mentor communicates hope and optimism.* In “Mentors: They Simply Believe,” Lasley ‘1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future.

For mentor teachers working in school-based programs, such a quality is no less important. Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their own struggles and frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

What can we do to ensure that beginning teachers are supported by mentors capable of communicating hope and optimism? Quality programs take the necessary precautions to avoid using veteran teachers who have lost their positive outlook. If teachers and administrators value mentoring highly and take it seriously, mentoring will attract caring and committed teachers who recognize the complex and challenging nature of classroom teaching. It will attract teachers who demonstrate their hope and optimism for the future by their willingness to help a new teacher discover the same joys and satisfactions that they have found in their own career.
The Mentoring Leadership and Resource Network

The Mentoring Leadership and Resource Network is an ASCD network dedicated to supporting educators everywhere with best practices in mentoring and induction. For six years, the network has provided assistance and free advice to mentors and mentoring programs. In addition, the network sponsors a Spring Symposium each May and an annual meeting at the ASCD Annual Conference in March.

The Mentoring Leadership and Resource Network has five main purposes:

- To provide an organizational vehicle for a mentoring initiative;
- To increase the knowledge base and general awareness of best practices in mentoring and induction;
- To promote and provide effective training for new teacher mentors;
- To establish mentoring of new teachers as the norm in schools; and
- To establish, through mentoring, the norms of collegiality, collaboration, and continuous professional development in schools.

For more information, visit the mentoring Web site (http://www.mentors.net).

References


FIVE YEAR CERTIFICATION RENEWAL PLAN

Madison Area Technical College District

Revised Spring, 2010
MADISON AREA TECHNICAL COLLEGE DISTRICT

FIVE-YEAR CERTIFICATION RENEWAL PLAN POLICY

Requirements
1. All individuals holding Five-Year certificates are required to renew their certification with a total of six (6) credits every five years through one or a combination of the following:
   a. Complete six (6) approved semester credits of course work.
   b. Complete the equivalent of two (2) months of appropriate occupational experience.
   c. Complete the equivalent of six (6) credits of professional growth activity.

Credit Limits
Credits may be accumulated from any or all categories up to the maximum credit limit established for each category.

Time Limits
All activities completed for certification renewal will be counted only in the current five-year renewal period. However, activity beginning no earlier than May 1 and completed before August 31 of the final year of the certification period may be applied to either the current or next certification period.

RENEWAL ACTIVITIES

I. ACADEMIC COURSEWORK
Completion of a graduate, undergraduate, associate degree or technical diploma course in a subject area related to the individual's current role is acceptable as an
approved recertification activity on a credit-for-credit basis up to the maximum of six (6) credits. Courses are not required to be part of a structured program leading to the awarding of a degree.

This category includes WTCS credit equivalency in-service activities.

Evidence of auditing a course is acceptable for credit equal to one-half the number of course credits. Credits earned through audit are limited to a maximum of six (6) credits.

II. CONTINUING EDUCATION

Completion of an adult continuing education course, correspondence school, Armed Forces school, business/industry institute or manufacturer's school in a subject area related to the individual's current role is acceptable as a recertification activity up to the maximum of six (6) credits (240 hours) each recertification period.

III. WORK EXPERIENCE

Paid occupational experience that updates or increases the skills and/or knowledge applicable to the individual's job will qualify as a recertification activity up to the maximum of six (6) credits. Occupational experience will be equated to credits using the following formula:

- 1 credit = 55 hours
- 2 credits = 110 hours
- 3 credits = 165 hours
- 4 credits = 220 hours
- 5 credits = 275 hours
- 6 credits = 330 hours

IV. APPROVED PROFESSIONAL GROWTH ACTIVITY

A. Workshops, Conferences, Seminars
   Attendance at a workshop, conference, or seminar where the subject is related to the District's purpose and/or the individual's current and/or future role or performance in the District will qualify as a recertification activity up to the maximum of six (6) credits (240 hours) each recertification period.

B. Teaching Experience
   Teaching a graduate, undergraduate, associate degree, or technical diploma course will be an accepted recertification activity for non-instructional staff, based upon the same number of credits as earned by the student.

   Teaching a graduate or upper division undergraduate course will be recognized as an accepted recertification activity for instructional staff, based upon the same number of credits as earned by the student.

   Teaching a certification course or equivalent in-service activity will be recognized as an accepted recertification activity for non-instructional and instructional staff, based upon the same number of credits or credit
equivalents as earned by the student.

The experience of teaching at the indicated levels is the basis for recognition of the activity for recertification purposes. This item is limited to four (4) credits each certification period.

C. **Professional Service**
   Performance as a chairperson, officer, committee chairperson, or committee member of a recognized national, state, regional, local, or district professional work-related association, task force or committee is an approved recertification activity. This item is limited to two (2) credits (80 hours) each recertification period.

D. **Professional Speaking**
   Responsibility for making a formal presentation at a professional conference, workshop, or seminar may be recognized as an approved recertification activity with both the presentation and preparation time used to calculate professional growth. Credit awarded in this category is based on preparation and presentation time. This is limited to two (2) credits (80 hours) each recertification period.

E. **Cross-Training**
   A formal cross-training effort or program in which a staff member interns, substitutes, or otherwise formally receives training or experience in a role other than the primary assignment within the district or the Wisconsin Technical College System is recognized for recertification credit. Appropriate cross-training work experience that updates or increases skills or knowledge applicable to the employee's job may be recognized for professional growth credit. Each credit must demonstrate at least 40 hours of work. A cross-training program must serve the district's purposes and/or the individual's current role with the district. This item is limited to a maximum of three (3) credits (120 hours) for each recertification period.

F. **Special Assignment**
   A special job assignment that is not related to the job or primary job assignment and/or which contributes to the professional growth of the staff member, such as an instructor who performs management-related responsibilities or a manager who performs in a faculty role may be recognized as an approved recertification activity. Performing the role of Lead Teacher does not qualify for this category. This item is limited to a maximum of four (4) credits (160 hours) in each recertification period.

G. **Print Media, Art and Other Productions**
   Activities in this category must be related to the certified individual's field or education. It may include writing software, writing or revising a book and/or articles, developing web pages, creating art or music, and other creative
media activities. Due to the diverse nature of this category, the project should be submitted in advance to the certification officer and/or supervisor for approval. Upon completion of the project, evidence must be presented verifying that the work meets professional standards. This may be done through documentation of publication or submittal for publication, references from a professional in the field verifying the work demonstrates mastery of the discipline, verification of peer review, or other forms of documentation acceptable to the certification officer. The district certification committee may be asked to assist in the determination of appropriate credit for the activity.

A maximum of six (6) credits (240 hours) may be awarded under this category during each recertification period.

H. Leadership Role
A leadership role as an officer, member, or part of the governing body of a professional (non work-related) or community service organization may be approved as a professional growth activity. Such leadership activity is considered because of its personal development potential and its public relations impact on the school, the community, and the individual. This item is limited to two (2) credits (80 hours) each recertification period.

I. Curriculum/Instructional Innovation
The development of unique and innovative methods in curriculum/instruction may be recognized as an approved recertification activity. Revisions and updating of a curriculum that is part of the instructor’s regular assignment may not be used for recertification.

A proposal describing the project, objectives, and final product must be submitted for divisional approval, and the project must have an outcome that can be implemented. This item is limited to a maximum of three (3) credits (120 hours) in each recertification period.

J. Consultant/Evaluator
Non-paid service as a consultant/evaluator in the public or private sector may be recognized as an approved recertification activity. The activity must culminate in a written report provided to the client. This item is limited to a maximum of three (3) credits (120 hours) in each recertification period.

K. Research and Development
Conducting community studies, needs surveys, or evaluation studies not currently being conducted by Research and Planning may be recognized as an approved recertification activity. A written proposal detailing the project, objectives, and desired outcome must be submitted for administrative approval. The project must culminate in a written report and the dissemination of information. This item is limited to a maximum of three (3) credits (120 hours) in each recertification period.
L. **Technical Updating**
Participation in an educational/industrial exchange program or any formally approved program designed to enhance technical expertise in the individual's area of assignment through a variety of on-the-job experiences is an approved recertification activity. This item is limited to a maximum of three (3) credits (120 hours) in each recertification period.

M. **Externships**
A project initiated by an individual for the purpose of expanding technical applications related to workplace/curriculum relevancy. Such activities can be conducted in business/industry, other post-secondary institutions, or secondary schools. The following components should be included:
- Development of the externship plan in cooperation with immediate supervisor, including specifics on relevancy to instructional area and plan for improvement of instruction.
- Observation time.
- Curriculum revision or written summary of experiences and how they relate to instructional delivery shared with appropriate staff.
- Non-paid time is utilized for shadowing experiences.
Credits awarded will be based on hours of participation, with forty (40) hours equaling one (1) credit. Partial credits may be accumulated to equal one or more credits. This item is limited to three (3) credits (120 hours) each recertification period.

N. **Professional Exchange**
Participation in a formally approved Professional Exchange activity is an approved recertification activity. This activity will be evaluated according to the following formula:
- 1/4 semester = 2 credits
- 1 semester = 3 credits
This item is limited to a maximum of six (6) credits in each recertification period.

O. **Mentor**
Service as a mentor in a formalized mentoring program will be recognized as an approved recertification activity. This item is limited to a maximum of two (2) credits (80 hours) in each recertification period.

P. **Sundry Activities**
Sundry activities may develop that do not fall under any of the previous recertification categories. A sundry activity may be considered if it is beyond the staff member's normal contract obligations, if it involves practical experience that will enhance the person's understanding of the field/area in which working, and if it receives administrative approval. Credits awarded will be based on hours of participation, with forty (40) hours equaling one (1) credit. Partial credits may be accumulated to equal one or more credits. This item is limited to two (2) credits (80 hours) each recertification period.
What do I need to do to receive certification credit for Faculty Mentoring?

Step 1
According to the 5 Year Certification Plan (section VI, O) a faculty member in this Certification Status can receive a maximum of the equivalent of 2 credits in each recertification period for service as a mentor. You will not receive any hard copy documenting your service as a mentor.

Step 2
CETL automatically records your mentor service in June of each year in the CETL Registration Data Base. This is done after the CETL office has received and processed the following documents, signed Mentor Letter of Intent (p. 35), completed Mentor/Mentee Time Log (p. 38), and signed Mentor or Mentee Stipend Form (p 36-37). The documents must be received in CETL by January 15th of the previous fall semester and June 1st for the previous spring semester.

Step 3
You can review this any time on your own by entering the data base via the CETL website and checking on “View Your Course History”. This will open a record of courses and workshops you have completed via CETL. For additional information about how to access your records please call CETL at 246-6646.

Step 4
You will find Mentor Service listed as a separate line for each year of service as a mentor. (Remember only 2 credits or one year of service will count toward any one certification period. One Semester will count as 1 credit.)

Step 5
As always should you need assistance in accessing your personal course history, please call the CETL office at 246-6646.

Thank you for your service to your colleagues.
Mentoring Program Notes: