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Students First
Educators Always



CNMI PSS TEACHER MENTORSHIP PROGRAM HANDBOOK



*EMPOWERING EDUCATORS, ENRICHING FUTURES:
TOGETHER WE MENTOR, TOGETHER WE GROW*



OCI

Revised on
September 22, 2024

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EXECUTIVE SUMMARY

01

“Welcome to the CNMI Public School System's Teacher Mentorship Program Handbook. This guide is designed to provide principals, mentor teachers, and mentees with comprehensive information on our mentorship program's structure, goals, and best practices. By participating in this program, you are committing to supporting the professional growth and development of teachers in our schools.”

Jacqueline A. Quitugua

*Senior Director of
Curriculum and
Instruction*

The CNMI Public School System's Teacher Mentorship Program is committed to offering comprehensive support to both new and career teachers through structured mentorship relationships. By pairing experienced mentors with mentees, the program is dedicated to fostering professional growth, enhancing teaching effectiveness, and ultimately improving student outcomes.

Our mentorship program provides mentors and mentees with invaluable opportunities for professional development and peer coaching. Through collegial support, reflective practice, and collaborative learning, participants engage in meaningful dialogue and exchange of ideas aimed at addressing key issues and identified needs. These include classroom management, instructional planning, growth plans, curricular issues, individual student needs, student assessment, and working with parents.

Central to our approach is the development of individual mentoring work plans tailored to the specific needs and goals of each mentee. By providing structured guidance and support, we aim to empower educators to reach their full potential and positively impact student learning experiences.



PROGRAM OVERVIEW

The CNMI Public School System's Teacher Mentorship Program is designed to facilitate the successful integration of new teachers into our educational community while also providing valuable support and guidance to career teachers. Our program is rooted in the belief that fostering a culture of collaboration, continuous learning, and support among educators is essential for enhancing teaching effectiveness and improving student outcomes.

Our program's goals and objectives are as follows:

- **Facilitate Successful Integration:** We aim to ensure that new teachers entering the CNMI Public School System receive the support and resources they need to navigate the challenges of their profession and feel empowered to contribute positively to our educational community.
- **Foster Collaboration and Continuous Professional Development:** We are committed to cultivating a culture of collaboration and ongoing learning among educators, where mentorship serves as a vehicle for sharing expertise, reflecting on practice, and continuously improving teaching skills.
- **Enhance Teaching Effectiveness:** Through targeted support and guidance, we seek to enhance the teaching effectiveness of all educators by providing resources, strategies, and feedback that promote best practices in instruction and classroom management.
- **Provide Ongoing Support and Guidance:** We recognize the importance of providing ongoing support and guidance to all teachers, regardless of their experience level, to promote job satisfaction, retention, and professional growth.
- **Improve Student Learning Outcomes:** Ultimately, our overarching goal is to improve student learning outcomes by ensuring that high-quality teaching practices are consistently implemented across all classrooms, leading to enhanced student engagement, achievement, and success.

GOALS & OBJECTIVES

The CNMI Public School System's Teacher Mentorship Program empowers school-based mentors to provide professional support to new and career teachers, ultimately leading to greater retention and professional growth. Through structured mentorship relationships, our program aims to provide personalized guidance, support, and resources tailored to the unique needs and goals of each teacher.

By fostering meaningful connections, promoting reflective practice, and facilitating collaborative learning opportunities, we strive to create an environment where educators feel valued, supported, and equipped to thrive in their roles. Together, we are committed to creating a culture of excellence where every teacher has the opportunity to reach their full potential and positively impact the lives of our students.

PROGRAM FOCUS





ROLES & RESPONSIBILITIES

TEACHER MENTOR PROGRAM COMMITTEE

The Teacher Mentor Program Committee will:

- Outline the goals of the program for all participants
- Screen applicants by
 - Review nominations of teachers who want to become mentors, and
 - Notify principals/supervisors for mentor/mentee recommendations
 - Submit a list of recommendations to Senior Director of Curriculum & Instruction
- Assess/evaluate procedures of the selection process as defined and reviewed on a yearly basis
- Monitor mentors
- Meet with mentors and mentees separately to update and discuss suggestions for improving the program
- Suggest training topics throughout the year, as appropriate.

SENIOR DIRECTOR OF CURRICULUM & INSTRUCTION

The Senior Director of Curriculum & Instruction will work with school principals/administrators in the following activities:

- Disseminate information concerning the program
- Oversee the application process
- Oversee program evaluation
- Schedule program activities such as conferencing, classroom observations and mentor training
- Maintain all necessary records and keep the Mentor Teacher Committee informed of the status of the program including program evaluation results and funding availability.
- Prepare and submit a year-end report and data collection to the Commissioner of Education, Federal Program Manager, and Human Resources Office.



ROLES & RESPONSIBILITIES

ADMINISTRATOR/PRINCIPAL

Principals and administrators play a pivotal role in ensuring the success and effectiveness of the mentorship program. Their responsibilities include:

- 1. Supporting and Promoting the Program:** Principals actively advocate for the mentorship program within the school community, emphasizing its importance and benefits for professional growth. They encourage participation and create a culture that values mentorship.
- 2. Assigning Mentor Teachers:** Principals assign mentor teachers to new or less experienced teachers based on compatibility and expertise. They carefully consider the needs of mentees and the strengths of potential mentors to facilitate productive mentorship relationships.
- 3. Providing Resources and Support:** Principals allocate time, resources, and support to facilitate mentorship activities. They ensure that mentor teachers have the necessary tools and assistance to effectively mentor their mentees.
- 4. Monitoring Progress and Effectiveness:** Principals actively monitor the progress and effectiveness of mentor-mentee relationships. They intervene when necessary to address conflicts or challenges and provide guidance to ensure positive outcomes.
- 5. Recognizing and Celebrating Achievements:** Principals recognize and celebrate the achievements of mentor teachers and mentees, acknowledging their contributions to the mentorship program and the overall improvement of teaching practices within the school.

Additionally, as administrators, they specifically:

- **Assign** and **approve** mentor/mentee partnerships.
- **Intervene** and **resolve** conflicts between mentees and mentors.
- **Provide** logistical support for mentor/mentee classroom observations and supervision duties.
- **Monitor** the progress of mentor/mentee goals.
- **Meet** periodically with mentors to receive updates, provide professional development, and engage in data dialogues.



ROLES & RESPONSIBILITIES

MENTOR TEACHERS

Mentor teachers are experienced educators who volunteer to support and guide new or less experienced teachers. Their responsibilities include:

- Establishing a supportive and trusting relationship with their mentees.
- Providing guidance, feedback, and resources to support mentees' professional growth.
- Modeling effective teaching practices and professionalism.
- Collaborating with mentees to develop and implement action plans for improvement.
- Participating in training and professional development to enhance mentorship skills.

Specific Responsibilities of Mentors

The Mentor will:

- Have at least five years of teaching experience in the CNMI.
- Participate in all mentor/mentee training sessions.
- Discuss program goals and objectives with mentees.
- Provide feedback to the mentee regarding classroom observations, student data, lesson plans, etc.
- Respect confidentiality with mentees at all times.
- Inform the principal/department head of all goals and activities.
- Hold regular meetings with mentees.
- Serve as a role model and professional support person to assist mentees in all aspects of adjustment to the teaching position.
- Guide the mentee through the observation process.
- Complete a quarterly growth report/project with the mentee that documents some of the topics and issues discussed.
- Arrange classroom visitations for both mentees and mentor with the intent of sharing various instructional techniques.
- Participate in the evaluation of the Mentor Teacher Program and make suggestions for improvements.
- Seek the aid of the principal or Mentor Teacher Committee if serious conflicts arise between mentor and mentee.

What the Mentor is Not

The Mentor is not:

- An EVALUATOR
- A CRITIC



ROLES & RESPONSIBILITIES

MENTEES (NEW/CAREER TEACHERS)

Mentees are new or less experienced teachers who seek guidance and support from mentor teachers. Their responsibilities include:

- Actively participating in mentorship activities and meetings.
- Seeking feedback and guidance from their mentor teacher to improve teaching practices.
- Setting goals for professional growth and development.
- Reflecting on their teaching practices and implementing feedback from their mentor.
- Taking initiative to seek out resources and opportunities for professional learning and growth.

Specific Responsibilities of Mentees

The Mentee will:

- **Develop** goals for the purpose of increasing student achievement and professional growth (Individualized Mentor/Mentee Plan).
- **Seek** feedback from a mentor regarding classroom observations, student data, lesson plans, etc.
- **Review** the Individualized Mentor/Mentee Plan for growth with a mentor to determine if goals have been met or need for improvement (Quarterly).
- **Meet** on a regular basis with the mentor.
- **Seek** aid from the Principal or Mentor Teacher Committee if serious conflicts arise between mentor and mentee.
- **Participate** in the evaluation of the Mentor Teacher program and assist in the improvement of the program for the upcoming years.



BEST PRACTICES

WORKING WITH NEW AND CAREER TEACHERS AND MENTORING

DEFINITION OF TEACHER MENTORSHIP & MENTORING

Teacher mentorship encompasses the guidance, support, and feedback provided by an experienced educator to new or less experienced teachers. Mentors serve as role models, coaches, and advocates, helping mentees navigate the challenges of the teaching profession and grow both personally and professionally. Mentoring is a highly complex people-related skill, involving comprehensive concern for life-adjustment behavior.

Mentoring involves teaching not only skills but life lessons, fostering true friendship, and nurturing relationships that are usually long in duration. It serves as a difference maker in the lives of mentees, offering individualized perception and support tailored to their needs and goals.



BEST PRACTICES

WORKING WITH NEW AND CAREER TEACHERS AND MENTORING

MENTORING 4 “C’S”

	Consulting	Collaborating	Coaching	Confidentiality
Purpose	To provide information, technical assistance, and guidance.	To share ideas, problem-solve, and support growth.	To improve instructional decision-making and increase reflectivity in practice.	To maintain trust, respect privacy, and ensure confidentiality of discussions and information shared within the mentorship relationship.
Focus	Includes logistical information (how things are done), content and pedagogical knowledge base	Reciprocal support of growth and improvement with practice	Nonjudgmental support for planning, reflecting, problem-solving (the cognitive aspect of teaching)	Ensuring that all communication and interactions are conducted in a confidential manner, respecting the privacy of all parties involved.

This table outlines the 4 "C"s in the CNMI Public School System's Teacher Mentorship Program: Consulting, Collaborating, Coaching, and Confidentiality. Each "C" is described in terms of its purpose, focus, actions, language, and the importance of confidentiality in mentorship relationships.



BEST PRACTICES

WORKING WITH NEW AND CAREER TEACHERS AND MENTORING

MENTORING 4 “C’S”

	Consulting	Collaborating	Coaching	Confidentiality
Actions	Providing resources, demonstrations , and offering guidance.	Brainstorming, co-planning, exchanging resources, and conducting action research.	Facilitating learning-focused conversations, inquiry, and reflection.	Maintaining discretion and refraining from disclosing sensitive information without consent.
Language	Pay attention to, You should, It’s important that you, Always keep in mind.	We might, Let’s examine, How might this affect our, What might be some ways to, What are some connections between.	How might this affect our, What are some additional possibilities, What are some connections between, Let’s reflect on.	It’s important to maintain confidentiality, Let’s discuss this in confidence, Your privacy is respected.

This table outlines the 4 "C"s in the CNMI Public School System's Teacher Mentorship Program: Consulting, Collaborating, Coaching, and Confidentiality. Each "C" is described in terms of its purpose, focus, actions, language, and the importance of confidentiality in mentorship relationships.



BEST PRACTICES

WORKING WITH NEW AND CAREER TEACHERS AND MENTORING

ADDRESSING THE NEEDS OF NEW TEACHERS

Mentors support new teachers by:

- Providing orientation to school policies, procedures, and curriculum.
- Offering emotional support and reassurance during the adjustment period.
- Assisting with lesson planning, classroom management, and instructional strategies.
- Co-teaching or observing lessons to provide constructive feedback and guidance.
- Connecting new teachers with resources, professional development opportunities, and networking events.

CONDUCTING OBSERVATIONS AND COLLECTING EVIDENCE

Mentors conduct observations to:

- Assess mentees' teaching practices, strengths, and areas for improvement.
- Collect evidence of effective teaching strategies, student engagement, and classroom management.
- Document progress towards achieving professional goals and standards.
- Identify opportunities for growth and development.
- Provide constructive feedback and support based on observed evidence.



BEST PRACTICES

WORKING WITH NEW AND CAREER TEACHERS AND MENTORING

EXAMPLES OF GUIDING AND PROBING QUESTIONS

- What are your instructional goals for this lesson/unit?
- How do you differentiate instruction to meet the needs of diverse learners?
- What evidence do you have of student understanding and learning?
- How do you assess student progress and adjust instruction accordingly?
- What strategies do you use to promote a positive classroom culture and manage behavior effectively?

This handbook serves as a guide for mentors and mentees participating in the CNMI Public School System's Teacher Mentorship Program. By adhering to best practices and fostering a collaborative learning environment, we can ensure the success and professional growth of all teachers in our schools.



PAY DIFFERENTIAL

All pay differential proposals must be pre-approved prior to the activity. The school principal/administrator must submit a “Request for Pay Differential” before the mentorship can begin. (Reference sample memo on page 14)

Every **beginning** of the school year, the school administrator/principal shall work with the Teacher-Mentor Program Committee and the Office of Curriculum and Instruction in finalizing the list of teacher mentors with his/her designated mentee. A mentor can have a maximum of 2 mentees per school year and can provide a maximum of 45 contact hours per mentee.

See sample of teacher mentor and mentee/s listing below:

School:	Chacha Oceanview Middle School					
Mentor's Name (First Name and Last Name)*	Mentor's Employee Number*	Mentor's PSS E-mail Address*	Mentee's Name (First Name and Last Name)*	Mentee's PSS E-mail Address*	2nd Mentee's Name (First Name and Last Name)	2nd Mentee's PSS E-mail Address
Required*	Required*	Required*	Required*	Required*	(Optional)	(Optional)
Juan Doe	11100	juan.doe@cnmipss.org	Jane Doe	jane.doe@cnmipss.org	Juana Doe	juana.doe@cnmipss.org
Jack Quitugua	11101	jack.quitugua@cnmipss.org	Patty Doe	patty.doe@cnmipss.org	Jeff Doe	jeff.doe@cnmipss.org



PAY DIFFERENTIAL

Note: All pay differential proposals must be pre-approved prior to the activity.

After the list of mentors are finalized, the school administrator/principal shall submit a Pay Differential request/proposal. The maximum amount for each mentor shall be no more than \$3,122.55 for each school year –pay differential of \$2,700.00 (a maximum of 45 contact hours per mentee and a maximum of 2 mentees per mentor) plus \$422.55 (15.65% fringe benefits).

In accordance with § 60-30.2-790, the employee will received the following school pay differential rates:

- \$30.00 for work done before school daily session (not to exceed 1 hour)
- \$40.00 for work done after school daily session (not to exceed 2 hours)
- \$75.00 for half-day session (maximum 4 hours)
- \$150.00 for full-day session (maximum of 6 hours)

Pay Differential Proposal checklist

- Memorandum on the school's or district's letterhead addressed to the Commissioner of Education, through Federal Programs Officer , through the Senior Director of Curriculum and Instruction and must include the following:
 - Purpose (description of the activity)
 - Where (if applicable)
 - When (if applicable)
 - Time (Start time and End time)
 - Who (Attach Teacher Mentor and Mentee listing)
 - Amount (Overall/maximum rate including fringe benefits)
 - Funding Source to charge
- See attached sample memo on page 14



REQUEST FOR PAY DIFFERENTIAL (SAMPLE MEMO)

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS



PUBLIC SCHOOL SYSTEM

PO BOX 501370, SAIPAN, MP. 96950 • TEL (670) 237-3061 • FAX (670) 664-3845

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Non-Public School Rep.

Jane Nicole Mozunder
Student Representative

MEMORANDUM

DATE : September 23, 2024
TO : Dr. Lawrence F. Camacho, Commissioner of Education
THRU : Jacqueline Che, Federal Programs Officer
THRU : Jacqueline A. Quitugua, _____
Senior Director of Curriculum and Instruction
FROM : School Principal
SUBJECT : Request for Pay Differential (SY 2024-2025 Mentorship Program)

This justification letter is to respectfully request for your approval on the pay differential request for **John/Jane Doe** (Employee Number XXXXXX) for the mentorship duties and responsibilities listed on the CNMI PSS Mentorship Program Handbook for SY 2024-2025. In accordance with § 60-30.2-790, the employee will received the following before and after school pay differential rate:

- **\$30.00** for work done before school daily session (not to exceed 1 hour)
- **\$40.00** for work done after school daily session (not to exceed 2 hours)
- **\$75.00** for half-day session (maximum of 4 hours)
- **\$150.00** for a full-day session (maximum of 6 hours)

Your support on this request will help us align with the Goal 1 of our district's strategic priorities —“*Each student will receive equitable, rigorous, relevant, and evidence-based instruction and supports so they can meet their academic, social-emotional, and wellbeing targets.*”

The maximum amount requested to be allocated or reserved for SY 2024-2025 is \$2,700.00 (a maximum of 45 contact hours per mentee and a maximum of 2 mentees per mentor) plus \$422.55 (15.65% fringe benefits). For reference, please see the attached Mentor and Mentee/s Listing Please reserve a maximum of **\$3,122.55** (pay differential and fringe benefits) from the Consolidated Grant Professional Development Federal Program's Account Number:

Regards.

School Principal

Funds Certification:

Jacqueline Che, Federal Programs Officer

Date

Request Approval:

☐ Approve ☐ Disapprove

Dr. Lawrence F. Camacho, Commissioner of Education

Date

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All CNMI Public Schools are accredited by the North Central Association on Accreditation and School Improvement, an accreditation division of Cognia.

PAY DIFFERENTIAL PAYMENT REQUEST CHECKLIST

After every quarter, each mentor shall work with their respective school principal/administrator to submit a payment request.

Pay Differential Payment Request checklist:

- Memorandum on school or district letterhead addressed from school principal/administrator to Finance Director, through Federal Programs Officer and concurred by the Senior Director of Curriculum and Instruction.
- The “Pay Differential Payment Request” memo must include the following:
 - Purpose (description of the completed activity)
 - Funding source to charge
- Attach complete and signed Payment Summary
- Attach Supporting Documents
 - Completed Individualized Mentor and Mentee Plan
 - Mentor and Mentee Summary Log
 - Mentorship Program Timesheet
 - Monthly Checklist with both mentee’s initials and mentor’s initials on completed tasks. Concurred by School Principal/Administrator
- Attached copy of the approved “Request for Pay Differential” memorandum, signed by COE and Federal Programs Officer (See page 14 for sample memo)
- See page 16 for a “Pay Differential Payment Request” sample memo



PAY DIFFERENTIAL PAYMENT REQUEST (SAMPLE MEMO)

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS



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Lawrence F. Camacho, Ed.D
COMMISSIONER OF EDUCATION
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Dora B. Miura, PhD
Teacher Representative

Ronald Snyder, EdD
Non-Public School Rep.

Jane Nicole Mozunder
Student Representative

MEMORANDUM

DATE : October 25, 2024
TO : Arlene, Lizama, Director of Finance
THRU : Jacqueline Che, Federal Programs Officer
THRU : Jacqueline A. Quitugua, Senior Director of Curriculum and Instruction
FROM : School Principal
SUBJECT : Pay Differential Payment Request
(SY 2024-2025 Mentorship Program – First Quarter)

This justification letter is to respectfully request for your approval on the pay differential request for **John/Jane Doe** (Employee Number XXXXXX) for the mentorship duties and responsibilities listed on the CNMI PSS Mentorship Program Handbook for SY 2024-2025 First Quarter. In accordance with § 60-30.2-790, the employee will received the following before and after school pay differential rate:

- **\$30.00** for work done before school daily session (not to exceed 1 hour)
- **\$40.00** for work done after school daily session (not to exceed 2 hours)
- **\$75.00** for half-day session (maximum of 4 hours)
- **\$150.00** for a full-day session (maximum of 6 hours)

Your support on this request will help us align with the Goal 1 of our district's strategic priorities —“*Each student will receive equitable, rigorous, relevant, and evidence-based instruction and supports so they can meet their academic, social-emotional, and wellbeing targets.*”

For reference, please see the attached supporting documents: (1) Summary Timesheet, (2) Individual Mentor and Mentee Plan for First Quarter, (3) Mentor and Mentee Summary Log, (4) Mentoship Program Timesheet, and (5) Completed and Signed Monthly Checklist. Mentor and Mentee/s Listing Please reserve a maximum of **\$138.78** (4 hours pay differential and fringe benefits) from the Consolidated Grant Professional Development Federal Program's Account Number: _____

Regards.

School Principal

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MENTOR CERTIFICATE

After completing the CNMI PSS Mentorship Program, each mentee shall receive a Certificate of Completion. Each mentee shall work with both his/her respective mentor and school principal/administrator in accounting their mentorship hours and progress. When the mentee has completed the program, the school principal/administrator shall communicate with the Office of Curriculum and Instruction the name of the mentee and his/her respective mentor and request for the Certificate of Completion template. See sample certificate on page 18.



MENTOR CERTIFICATE (SAMPLE)



CERTIFICATE

Insert School
Logo Here

of Completion

This Certificate is Proudly Presented To

Name of Mentee

for being a mentee of Name of Mentor of _____ School, and
has completed a total of ____ of mentoring hours for SY 24-25



Name of Mentor
Mentor

Name of Principal
Name of School

Jacqueline A. Quitugua
Office of the Curriculum &
Instruction



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: AUGUST/SEPTEMBER

- Introduce yourself to the mentee and introduce your mentee to staff members in your school (counselor, department heads, team leaders, etc.)
- Go over Table of Contents and forms of Teacher Mentor Program Official handbook.
- Define your roles, create a safe space, and set goals based on mentees' needs and mentoring program goals. What do we want to accomplish and by when? Short term quarterly and long term EOY.
- Establish networking: cell phone contacts, WhatsApp, email shares, google drive folder established and shared for document saving, and sharing purposes.
- Review PSS/BOE Policies and Regulations
- Review assigned duties & responsibilities
- Discuss/share grade level/content area or department daily class schedules and syllabus
- Share lesson plan expectations & example of weekly plan
- Map out Quarter 1 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities, and meetings, and so on, so that full lesson days are identified and need lesson planning.
- Discuss the understanding of UBD and how to write weekly lesson plans that focus on student learning & benchmarks/expectations.
- Share first day/week activities—provide guidance on organizing the first day & first week
- Discuss/share opening announcement procedures & expectations, including emergency and evacuation procedures.
- Take a tour of the school.
- Share checkout procedures for books, materials, etc.
- Tour teacher workroom: supplies, copy machine procedures, etc.
- Explain procedures (attendance, tardies, lunch count, make-up works)



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: AUGUST/SEPTEMBER

- Review homework policy & share ideas regarding assignment submission by students.
- Discuss arrival/dismissal procedures
- Discuss playground rules (if applicable)
- Discuss student dress code & procedures when refraction occurs
- Share school forms (hall/travel pass, office, library, etc.)
- Review emergency and evacuation procedures (fire, tsunami, bomb threat, earthquake, typhoon, hazardous materials, active shooter)
- Discuss FYI issues regarding school culture and customs
- Set up a scheduled time to meet as mentor/mentee each month
- Discuss upcoming or completed observations by administrative staff and by the Instructional Review Process
- Discuss any beginning of the year assessments that need to be administered (STAR Math, STAR Reading, Achieve 3000, Diagnostic Assessment per Subject).
- Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)...last year's scores for students you are receiving this year.
- Review testing dates, administration procedures, etc.
- Discuss concerns about students who might be struggling & identify possible interventions. Specify from class roster, who is IEP, ELL, ESL, Behavior Mod, Alt. Ed. Candidate, to drive tiered lesson planning.
- Clarify and discuss any points at faculty, team, grade/department level meetings
- Share grading guidelines, deficiency notices, quarterly grades, home visit protocol, parent communication logbooks, and the need for documentation of any and all Interventions at home and at school.
- Review the grade book & record-keeping system (Teachersplus, Plusportals, etc.)
- Discuss how to communicate with parents, tips for upcoming Open House procedures & share agenda/presentation ideas



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: AUGUST/SEPTEMBER

- Discuss Special Education and/or RtI referral process
- Review parent communications (parent contacts, open house, Parent-Teacher-Student Conference)
- Informal check-in and mutual sharing / Share how teaching is going.
- Classroom discipline plan
- Progress reports
- Substitute folder
- Make sure you have scheduled conference times for clarifications/questions/problem solving around group issues, materials, classroom management, and policies.
- Leave notes of encouragement in the mailbox
- Review the School handbook as an additional resource.
- Look at mentor/mentee Reflective Log Exemplars
- Review McRel Teacher Evaluation Rubric.
- Classroom Cleanliness / Maintenance
- List any other items discussed _____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: OCTOBER

- Share & bring each other up-to-date about what has been happening in your classroom
- Review monthly and upcoming district/school activities
- Discuss formal observation(s) or upcoming observations
- Examine/discuss classroom management/discipline plan & maintaining class control
- Observe each others' instruction sometime between October through December (one observation each during this time frame)
- Debrief at the department, grade level, team, and committee meetings.
- Answer questions about unknown terms or unclear processes.
- Be prepared to explain the rationale for or history behind comments/decisions.
- Start identifying students needing accommodations for state or district testing (if applicable).
- Discuss school holiday/function policies (parties, dances, food, activities) and best practices for these events
- Review the grade reporting system & how grade reports will be distributed to parents
- Continue the discussion on parent/teacher conferences & tips on how to conduct
- Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- Turn in Mentor/Mentee Log to building
- Joint planning for time management and new instructional units
- Review teaching videos and discuss strategies/applications
- Discuss MAP objective and testing
- Discuss report cards
- Investigate methods of parent/teacher communication
- Preparation for parent/student/teacher conferences
- Classroom Cleanliness / Maintenance
- List any other items discussed _____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: NOVEMBER

- Share & bring each other up-to-date about what has been happening in your classroom
- Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns.
- Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)
- Review monthly district/building activities
- Map out Quarter 2 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities and meetings, and so on, so that full lesson days are identified and need lesson planning.
- Discuss & share how parent-teacher conferences went
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive
- Discuss concerns/successes of students
- Share email & parent communications
- Discuss the procedure for early dismissal days/delayed starts (due to inclement weather)
- Identify students needing accommodations for state and district testing (if applicable)
- Appraise instructional pacing
- Review holiday units & activities
- Share “tricks of the trade” to get through the upcoming weeks
- State requirements for certification
- Encourage contact and activities with colleagues



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: NOVEMBER

- Think aloud regarding student motivation
- Share personal time management strategies
- Discuss the impact of student extra-curricular activities
- Check with mentee periodically to ensure communication lines are working
- Discuss professional development opportunities
- Classroom Cleanliness / Maintenance
- List any other items discussed _____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: DECEMBER

- Document accommodations for state and district testing (90 days prior to testing)
- Brainstorm and share ideas on how to plan meaningful and engaging activities for the days prior to winter break
- Discuss upcoming observations and formal observations, walk-through, etc.
- Discuss the importance of rejuvenation activities during Winter Break
- Discuss pacing and curricular progress
- Calibrate overload and assist in determining priorities
- Provide information/clarification regarding end-of-course exams, grades and report cards
- Think aloud regarding goals for second semester
- Bad weather call list
- Discuss quality professional development opportunities
- Celebrate successes
- Classroom Cleanliness / Maintenance
- List any other items discussed_____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: JANUARY

- Remind mentees that we are not Evaluator nor Critic
 - Review and discuss the first-semester experience. (1st quarter personal and professional goal)
 - Discuss and/or assist in developing a personal goal or professional development plan for the second semester.
 - Document accommodations for state and district testing (90 days prior to testing) (as needed for new student)
 - Review report cards/progress reports to send home.
 - Contacting parents of struggling students
 - Examine second-semester classes/schedule
 - Discuss upcoming observations and formal observations, walk-throughs, etc.
 - Discuss home communications & ideas to strengthen home/school connections– postcards home, e-mail communications, newsletters, tips to parents, etc.
 - Discuss how to prepare students for upcoming testing (Discuss the protocols, expectations, and review some sample questions)
 - Mutual sharing of professional growth goals and strategies
 - Joint planning for upcoming units
 - Clarify schedules, recordkeeping, reporting, etc.
 - Encourage collaborative opportunities with other colleagues
 - Discuss Retention Policy
 - Inquiry Checklist example policy policies, classroom management, classroom rules & procedures, etc..
 - List any other items discussed: IEP Process (Do check-in) and etc.
-



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: FEBRUARY

- Review monthly district/building activities
- Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns.
- Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)
- Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students
- Map out Quarter 3 school calendar designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities, and meetings, and so on, so that full lesson days are identified and need lesson planning.
- Discuss learning resources to suggest to parents when asking how they can help support their student's learning
- Review the confidentiality policy of information
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Observe mentee's classroom teaching--between February through May.
- Explore team teaching opportunities
- Think aloud regarding student performance data and its use
- Standards objectives and testing
- Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)
- Review professional development log
- Collaborate on observations by mentee and mentor Mid-year
- MAP objectives and testing
- List any other items discussed _____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: MARCH

- Review testing schedule, testing procedures & suggestions for the conducive testing environment
- Review accommodations for designated state and district testing students prior to testing dates.
- Become aware of professional organizations in your discipline or area of interest.
- Look for upcoming workshops, classes, professional development opportunities
- Discuss curriculum pacing
- Provide information/clarification on student files/records, parents conferences, etc.
- State standardized testing procedures
- Testing skills
- Schedule an observation for mentee to see another teacher presiding in the classroom
- Celebrate success
- Classroom Cleanliness / Maintenance
- List any other items discussed_____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: APRIL

- Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)
- Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns.
- Map out Quarter 4 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities and meetings, and so on, so that full lesson days are identified and need lesson planning.
- Discuss procedures for end of year events, ordering, field trips, etc.
- Review information from meetings for clarification, etc.
- Have the mentee observe another teacher's classroom.
- Discuss end-of-year schedules, final evaluation, student testing, field trips, etc.
- Classroom inventory
- Requisitions, materials, and supplies
- Summer school
- Student's permanent record
- Discuss progress on Professional Development Plan
- Classroom Cleanliness / Maintenance
- Discuss needed school supplies for the next school year.
- List any other items discussed _____



MONTHLY CHECKLIST

MENTOR/MENTEE CHECKLIST: MAY/JUNE

- Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)
- Compare last year's ending data with this year's ending data. Improved student outcomes come from improved teaching. What are improvement areas for next year with students? With a teacher? More focus on Math vs. ELA? More vocab strategies? More DOK level 3s and 4s? Identify what to work on next year
- Get started on next year's Quarterly Map with 3 selected goals for the Teacher Mentor Program.
- Discuss procedures for closing up the end of the school year–room preparation
- Ordering procedures for the next school year. What did we learn this year that we can change for the better next year?
- Review information from meetings for clarification, etc.
- Celebrate successes
- Schedule a reflecting conversation: look back on the Teacher Mentor Program's Quarterly Map filled in by Mentor and Mentee at the beginning of the year. Did we accomplish our goals?
- Final check for clarification on parent contacts and reports
- Finalize in-service/workshop hours: eCopy for self and for school admin for certification purposes.
- Help mentee complete the end-of-year clearance
- Complete Cumulative Folder if needed
- Classroom Cleanliness / Maintenance/repair Needs
- Mentors and Mentees reflect on goals set for the year
- Set new goals for next year, based on present needs.
- Complete the “Mentor and Mentee” Survey
- Discuss needed school supplies for the next school year.
- Quarterly meeting , or Year-end Meeting with School-level Teacher Mentor program participants. Sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns, as well as yearly summary and celebration 😊
- List any other items discussed _____



FORMS: INDIVIDUALIZED MENTOR/MENTEE PLAN

Individualized Mentor/Mentee Plan

Quarter:	1 st	2 nd	3 rd	4 th	School:		
Mentor:					Mentee:		
Date:					Next Meeting:		
<ul style="list-style-type: none"> • Mentors and mentees use this worksheet to establish a relationship and identify quarter needs and goals. • Mentors use one mentor planning worksheet per mentee each quarter. • Upon completion, copy mentor planning worksheet for both mentor and mentee. 							
Goals: Identify mentee's three main needs. What are my goals as a teacher?							
Content Knowledge		Classroom Environment		Instructional Strategies		Professional Responsibilities	
<input type="checkbox"/> Demonstrating knowledge of current pedagogy <input type="checkbox"/> Demonstrating knowledge of students <input type="checkbox"/> Selecting instructional goals <input type="checkbox"/> Demonstrating knowledge of resources <input type="checkbox"/> Designing coherent instruction <input type="checkbox"/> Assessing student learning through student-generated products, discussions, solving skills, and understanding		<input type="checkbox"/> Creating an environment of respect and rapport <input type="checkbox"/> Establishing a culture of learning and supporting beliefs, vision, and mission of CNMI PSS. <input type="checkbox"/> Managing student behavior <input type="checkbox"/> Managing physical space <input type="checkbox"/> Working in a physical setting that promotes teamwork, problem-solving, and decision making		<input type="checkbox"/> Communicating clearly and accurately <input type="checkbox"/> Using questioning and discussion techniques <input type="checkbox"/> Engaging students in learning <input type="checkbox"/> Providing feedback to students <input type="checkbox"/> Demonstrating flexibility and responsiveness through monitoring and modifying work <input type="checkbox"/> Making connections to a real-life context and other disciplines.		<input type="checkbox"/> Reflecting on teaching <input type="checkbox"/> Maintaining accurate records <input type="checkbox"/> Communicating with families <input type="checkbox"/> Contributing to the school and PSS <input type="checkbox"/> Growing and developing professionally Showing Professionalism	
Strategies: Identify a plan to meet each mentee's needs. How can I achieve these goals?							
<i>Example: (Goal - assessing student learning...understanding) Create exit tickets, informal student reflections</i>							
1.							
2.							
3.							

FORMS: INDIVIDUALIZED MENTOR/MENTEE PLAN

Indicators: <i>How will I know I have achieved my goals? How will I measure the success of achieving my goal?</i>			
<i>Example: (Goal - assessing student learning...understanding) Assessment data, UBD, observations, exit tickets, etc.</i>			
1.			
2.			
3.			
Mentee's Next Step:		Mentor's Next Step:	
Reflections: On a scale of 1-5, 1 being <i>strongly disagree</i> and 5 being <i>strongly agree</i> .			
<input type="checkbox"/> I feel that my mentor shows genuine interest and investment in my growth as a teacher. <input type="checkbox"/> I feel that my mentor establishes an environment in which I feel comfortable with sharing my thoughts and concerns. <input type="checkbox"/> I feel that my mentor is able to provide constructive advice when asked. <input type="checkbox"/> I feel that my mentor helps me set goals that are challenging but attainable. <input type="checkbox"/> I feel that my mentor is knowledgeable in the areas in need of growth.			
Mentor Signature:		Mentee Signature:	

FORMS: MENTOR/MENTEE SUMMARY LOG

Mentor/Mentee Summary Log

Quarter:	1 st	2 nd	3 rd	4 th	School:		
Mentor:						Mentee:	
Date:						Next Meeting:	
Topic(s) of discussion:							
Mentor/Mentee Challenges:							
Mentor/Mentee Successes:							
Comments (if any):							

Mentor Signature: _____

Date: _____

Mentee Signature: _____

Date: _____

For Mentor Use Only:

Logged on Mentorship Program Timesheet

☐ Yes

☐ No

FORMS: MENTORSHIP PROGRAM TIMESHEET



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

School: _____

Name of Mentor: _____

Mentee(s): _____

Quarter: _____

Date	Time	No. of Hours	Task(s)	Mentee's Initial	Mentor's Initial
Total No. of Hours:					

Concurred by: _____

School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR AUGUST/SEPTEMBER



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

August/September

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
8/29/24	3:30 p.m. to 5:30 p.m.	2	QUARTER 1 GOALS <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Introduce yourself to the mentee and introduce your mentee to staff members in your school (counselor, department heads, team leaders, etc.) <input checked="" type="checkbox"/> Go over Table of Contents and forms of Teacher Mentor Program Official handbook. <input checked="" type="checkbox"/> Define your roles, create a safe space, and set goals based on mentees' needs and mentoring program goals. What do we want to accomplish and by when? Short term quarterly and long term EOY. <input checked="" type="checkbox"/> Establish networking: cell phone contacts, WhatsApp, email shares, google drive folder established and shared for document saving, and sharing purposes. 	CB	AK
			QUARTER 1 GOALS <ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself to the mentee and introduce your mentee to staff members in your school (counselor, department heads, team leaders, etc.) <input type="checkbox"/> Go over Table of Contents and forms of Teacher Mentor Program Official handbook. <input type="checkbox"/> Define your roles, create a safe space, and set goals based on mentees' needs and mentoring program goals. What do we want to accomplish and by when? Short term quarterly and long term EOY. <input type="checkbox"/> Establish networking: cell phone contacts, WhatsApp, email shares, google drive folder established and shared for document saving, and sharing purposes. 		
			<ul style="list-style-type: none"> <input type="checkbox"/> Review PSS/BOE Policies and Regulations <input type="checkbox"/> Review assigned duties & responsibilities <input type="checkbox"/> Discuss/share grade level/content area or department daily class schedules and syllabus <input type="checkbox"/> Share lesson plan expectations & example of weekly plan <input type="checkbox"/> Map out Quarter 1 school calendar...designate and label holidays, PDs, school assemblies, half-days, 		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR AUGUST/SEPTEMBER

			<p>testing days, due dates set by school admin, parent meetings, school activities, and meetings, and so on, so that full lesson days are identified and need lesson planning.</p> <p><input type="checkbox"/> Share first day/week activities—provide guidance on organizing the first day & first week</p>		
			<p><input type="checkbox"/> Discuss student dress code & procedures when refraction occurs</p> <p><input type="checkbox"/> Share school forms (hall/travel pass, office, library, etc.)</p> <p><input type="checkbox"/> Review emergency and evacuation procedures (fire, tsunami, bomb threat, earthquake, typhoon, hazardous materials, active shooter)</p> <p><input type="checkbox"/> Discuss FYI issues regarding school culture and customs</p> <p><input type="checkbox"/> Set up a scheduled time to meet as mentor/mentee each month</p>		
			<p><input type="checkbox"/> Discuss upcoming or completed observations by administrative staff and by the Instructional Review Process</p> <p><input type="checkbox"/> Discuss any beginning of the year assessments that need to be administered (STAR Math, STAR Reading, Achieve 3000, Diagnostic Assessment per Subject).</p> <p><input type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue)...last year's scores for students you are receiving this year.</p> <p><input type="checkbox"/> Review testing dates, administration procedures, etc.</p>		
			<p><input type="checkbox"/> Discuss concerns about students who might be struggling & identify possible interventions. Specify from class roster, who is IEP, ELL, ESL, Behavior Mod, Alt. Ed. Candidate, to drive tiered lesson planning.</p> <p><input type="checkbox"/> Clarify and discuss any points at faculty, team, grade/department level meetings</p> <p><input type="checkbox"/> Share grading guidelines, deficiency notices, quarterly grades, home visit protocol, parent communication logbooks, and the need for documentation of any and all interventions at home and at school.</p> <p><input type="checkbox"/> Review the grade book & record-keeping system (Teachersplus, Plusportals, etc.)</p> <p><input type="checkbox"/> Discuss how to communicate with parents, tips for upcoming Open House procedures & share agenda/presentation ideas</p> <p><input type="checkbox"/> Discuss Special Education and/or Rtl referral process</p>		
			<p><input type="checkbox"/> Review parent communications (parent contacts, open house, Parent-Teacher-Student Conference)</p>		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR AUGUST/SEPTEMBER

			<input type="checkbox"/> Informal check-in and mutual sharing / Share how teaching is going. <input type="checkbox"/> Classroom discipline plan <input type="checkbox"/> Progress reports <input type="checkbox"/> Substitute folder <input type="checkbox"/> Make sure you have scheduled conference times for clarifications/questions/problem solving around group issues, materials, classroom management, and policies. <input type="checkbox"/> Leave notes of encouragement in the mailbox <input type="checkbox"/> Review the School handbook as an additional resource. <input type="checkbox"/> Look at mentor/mentee Reflective Log Exemplars <input type="checkbox"/> Review McRel Teacher Evaluation Rubric. <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> List any other items discussed _____		
Total No. of Hours:					

Concurred by: _____ Date: _____
 School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR OCTOBER



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

October

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
10/15/24	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> Share & bring each other up-to-date about what has been happening in your classroom <input checked="" type="checkbox"/> Review monthly and upcoming district/school activities <input checked="" type="checkbox"/> Discuss formal observation(s) or upcoming observations	CB	AK
			<input type="checkbox"/> Share & bring each other up-to-date about what has been happening in your classroom <input type="checkbox"/> Review monthly and upcoming district/school activities <input type="checkbox"/> Discuss formal observation(s) or upcoming observations <input type="checkbox"/> Examine/discuss classroom management/discipline plan & maintaining class control <input type="checkbox"/> Observe each others' instruction sometime between October through December (one observation each during this time frame) <input type="checkbox"/> Be prepared to explain the rationale for or history behind comments/decisions. <input type="checkbox"/> Start identifying students needing accommodations for state or district testing (if applicable). <input type="checkbox"/> Discuss school holiday/function policies (parties, dances, food, activities) and best practices for these events		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR OCTOBER

			<input type="checkbox"/> Investigate methods of parent/teacher communication <input type="checkbox"/> Preparation for parent/student/teacher conferences <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> List any other items discussed <div style="border-bottom: 1px solid black; width: 100px; margin-top: 10px;"></div>		
Total No. of Hours:					

Concurred by: _____ Date: _____
 School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR NOVEMBER



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

November

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
11/08/24	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> QUARTER 2 GOALS <input checked="" type="checkbox"/> Share & bring each other up-to-date about what has been happening in your classroom <input checked="" type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns.	CB	AK
			QUARTER 2 GOALS		
			<input type="checkbox"/> Share & bring each other up-to-date about what has been happening in your classroom <input type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns. <input type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input type="checkbox"/> Review monthly district/building activities <input type="checkbox"/> Map out Quarter 2 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities and meetings, and so on, so that full lesson days are identified and need lesson planning.		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR NOVEMBER

			<input type="checkbox"/> Discuss & share how parent-teacher conferences went <input type="checkbox"/> Discuss upcoming observations and formal observations, walk-throughs, etc. <input type="checkbox"/> Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive <input type="checkbox"/> Discuss concerns/successes of students <input type="checkbox"/> Share email & parent communications <input type="checkbox"/> Discuss the procedure for early dismissal days/delayed starts (due to inclement weather) <input type="checkbox"/> Identify students needing accommodations for state and district testing (if applicable) <input type="checkbox"/> Appraise instructional pacing <input type="checkbox"/> Review holiday units & activities <input type="checkbox"/> Share "tricks of the trade" to get through the upcoming weeks		
			<input type="checkbox"/> State requirements for certification <input type="checkbox"/> Encourage contact and activities with colleagues <input type="checkbox"/> Think aloud regarding student motivation <input type="checkbox"/> Share personal time management strategies <input type="checkbox"/> Discuss the impact of student extra-curricular activities <input type="checkbox"/> Check with mentee periodically to ensure communication lines are working <input type="checkbox"/> Discuss professional development opportunities <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> List any other items discussed <hr style="width: 50%; margin-left: 0;"/>		
Total No. of Hours:					

Concurred by: _____
School Principal

Date: _____

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR DECEMBER



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet
School Year _____

December

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
12/05/24	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> Document accommodations for state and district testing (90 days prior to testing) <input checked="" type="checkbox"/> Brainstorm and share ideas on how to plan meaningful and engaging activities for the days prior to winter break	CB	AK
			<input type="checkbox"/> Document accommodations for state and district testing (90 days prior to testing) <input type="checkbox"/> Brainstorm and share ideas on how to plan meaningful and engaging activities for the days prior to winter break <input type="checkbox"/> Discuss upcoming observations and formal observations, walk-through, etc. <input type="checkbox"/> Discuss the importance of rejuvenation activities during Winter Break		
			<input type="checkbox"/> Discuss pacing and curricular progress <input type="checkbox"/> Calibrate overload and assist in determining priorities <input type="checkbox"/> Provide information/clarification regarding end-of-course exams, grades and report cards <input type="checkbox"/> Think aloud regarding goals for second semester <input type="checkbox"/> Bad weather call list		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR DECEMBER

			<input type="checkbox"/> Discuss quality professional development opportunities <input type="checkbox"/> Celebrate successes <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> List any other items discussed _____		
Total No. of Hours:					

Concurred by: _____ Date: _____
 School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR JANUARY



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

January

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
01/08/25	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> Remind mentees that we are not Evaluator nor Critic <input checked="" type="checkbox"/> Review and discuss the first-semester experience: (1st quarter personal and professional goal) <input checked="" type="checkbox"/> Discuss and/or assist in developing a personal goal or professional development plan for the second semester.	CB	AK
			<input type="checkbox"/> Remind mentees that we are not Evaluator nor Critic <input type="checkbox"/> Review and discuss the first-semester experience. (1st quarter personal and professional goal) <input type="checkbox"/> Discuss and/or assist in developing a personal goal or professional development plan for the second semester. <input type="checkbox"/> Document accommodations for state and district testing (90 days prior to testing) (as needed for new student) <input type="checkbox"/> Review report cards/progress reports to send home. <input type="checkbox"/> Contacting parents of struggling students <input type="checkbox"/> Examine second-semester classes/schedule		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR JANUARY

			<input type="checkbox"/> Discuss upcoming observations and formal observations, walk-throughs, etc. <input type="checkbox"/> Discuss home communications & ideas to strengthen home/school connections— postcards home, e-mail communications, newsletters, tips to parents, etc. <input type="checkbox"/> Discuss how to prepare students for upcoming testing (Discuss the protocols, expectations, and review some sample questions) <input type="checkbox"/> Mutual sharing of professional growth goals and strategies <input type="checkbox"/> Joint planning for upcoming units		
			<input type="checkbox"/> Discuss pacing and curricular progress <input type="checkbox"/> Clarify schedules, recordkeeping, reporting, etc. <input type="checkbox"/> Encourage collaborative opportunities with other colleagues <input type="checkbox"/> Discuss Retention Policy <input type="checkbox"/> Inquiry Checklist example policy policies, classroom management, classroom rules & procedures, etc.. <input type="checkbox"/> List any other items discussed: IEP Process (Do check-in)		
Total No. of Hours:					

Concurred by: _____
School Principal

Date: _____

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR FEBRUARY



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

February

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
02/07/25	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> QUARTER 3 GOALS <input checked="" type="checkbox"/> Review monthly district/building activities <input checked="" type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns.	CB	AK
			QUARTER 3 GOALS		
			<input type="checkbox"/> Review monthly district/building activities <input type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns. <input type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input type="checkbox"/> Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR FEBRUARY

			<input type="checkbox"/> Map out Quarter 3 school calendar <input type="checkbox"/> designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities, and meetings, and so on, so that full lesson days are identified and need lesson planning. <input type="checkbox"/> Discuss learning resources to suggest to parents when asking how they can help support their student's learning <input type="checkbox"/> Review the confidentiality policy of information <input type="checkbox"/> Discuss upcoming observations and formal observations, walk-throughs, etc. <input type="checkbox"/> Observe mentee's classroom teaching--between February through May.		
			<input type="checkbox"/> Explore team teaching opportunities <input type="checkbox"/> Think aloud regarding student performance data and its use <input type="checkbox"/> Standards objectives and testing <input type="checkbox"/> Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.) <input type="checkbox"/> Review professional development log <input type="checkbox"/> Collaborate on observations by mentee and mentor Mid-year <input type="checkbox"/> MAP objectives and testing <input type="checkbox"/> List any other items discussed _____		
Total No. of Hours:					

Concurred by: _____ Date: _____
School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR MARCH



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

March

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
03/07/25	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> QUARTER 4 GOALS <input checked="" type="checkbox"/> Review testing schedule, testing procedures & suggestions for the conducive testing environment <input checked="" type="checkbox"/> Review accommodations for designated state and district testing students prior to testing dates. <input checked="" type="checkbox"/> Become aware of professional organizations in your discipline or area of interest. <input checked="" type="checkbox"/> Look for upcoming workshops, classes, professional development opportunities <input checked="" type="checkbox"/> Discuss curriculum pacing <input checked="" type="checkbox"/> Provide information/clarification on student files/records, parents conferences, etc.	CB	AK
			QUARTER 4 GOALS		
			<input type="checkbox"/> Review testing schedule, testing procedures & suggestions for the conducive testing environment <input type="checkbox"/> Review accommodations for designated state and district testing students prior to testing dates. <input type="checkbox"/> Become aware of professional organizations in your discipline or area of interest. <input type="checkbox"/> Look for upcoming workshops, classes, professional development opportunities <input type="checkbox"/> Discuss curriculum pacing <input type="checkbox"/> Provide information/clarification on student files/records, parents conferences, etc.		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR MARCH

			<input type="checkbox"/> State standardized testing procedures <input type="checkbox"/> Testing skills <input type="checkbox"/> Schedule an observation for mentee to see another teacher presiding in the classroom <input type="checkbox"/> Celebrate success <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> List any other items discussed _____		
Total No. of Hours:					

Concurred by: _____ Date: _____
School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR APRIL



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

April

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
04/08/25	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input checked="" type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns. <input checked="" type="checkbox"/> Map out Quarter 4 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities and meetings, and so on, so that full lesson days are identified and need lesson planning.	CB	AK
			<input type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input type="checkbox"/> Quarterly meeting with School-level Teacher Mentor program participants...sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns. <input type="checkbox"/> Map out Quarter 4 school calendar...designate and label holidays, PDs, school assemblies, half-days, testing days, due dates set by school admin, parent meetings, school activities and meetings, and so on, so that full lesson days are identified and need lesson planning.		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR APRIL

			<input type="checkbox"/> Discuss procedures for end of year events, ordering, field trips, etc. <input type="checkbox"/> Review information from meetings for clarification, etc. <input type="checkbox"/> Have the mentee observe another teacher's classroom. <input type="checkbox"/> Discuss end-of-year schedules, final evaluation, student testing, field trips, etc. <input type="checkbox"/> Classroom inventory <input type="checkbox"/> Requisitions, materials, and supplies		
			<input type="checkbox"/> Summer school <input type="checkbox"/> Student's permanent record <input type="checkbox"/> Discuss progress on Professional Development Plan <input type="checkbox"/> Classroom Cleanliness / Maintenance <input type="checkbox"/> Discuss needed school supplies for the next school year. <input type="checkbox"/> List any other items discussed <div style="border-bottom: 1px solid black; width: 200px; margin-top: 5px;"></div>		
Total No. of Hours:					

Concurred by: _____ Date: _____
School Principal

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR MAY/JUNE



CNMI PUBLIC SCHOOL SYSTEM

Mentorship Program Timesheet

School Year _____

May/June

Date:	Time:	Number of Hours	Tasks:	Mentee's Initials	Mentor's Initials
Example:					
05/08/25	3:30 p.m. to 5:30 p.m.	2	<input checked="" type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input checked="" type="checkbox"/> Compare last year's ending data with this year's ending data. Improved student outcomes come from improved teaching. What are improvement areas for next year with students? With a teacher? More focus on Math vs. ELA? More vocab strategies? More DOK level 3s and 4s? Identify what to work on next year	CB	AK
			<input type="checkbox"/> Review and identify improvement areas from Student Outcome Data from previous Quarter Tests and Measurements (school data dialogue) <input type="checkbox"/> Compare last year's ending data with this year's ending data. Improved student outcomes come from improved teaching. What are improvement areas for next year with students? With a teacher? More focus on Math vs. ELA? More vocab strategies? More DOK level 3s and 4s? Identify what to work on next year		
			<input type="checkbox"/> Get started on next year's Quarterly Map with 3 selected goals for the Teacher Mentor Program. <input type="checkbox"/> Discuss procedures for closing up the end of the school year—room preparation <input type="checkbox"/> Ordering procedures for the next school year. What did we learn this year that we can change for the better next year? <input type="checkbox"/> Review information from meetings for clarification, etc.		

FORMS: SAMPLE MENTORSHIP PROGRAM TIMESHEET FOR MAY/JUNE

			<input type="checkbox"/> Celebrate successes		
			<input type="checkbox"/> Schedule a reflecting conversation: look back on the Teacher Mentor Program's Quarterly Map filled in by Mentor and Mentee at the beginning of the year. Did we accomplish our goals? <input type="checkbox"/> Final check for clarification on parent contacts and reports <input type="checkbox"/> Finalize in-service/workshop hours: eCopy for self and for school admin for certification purposes. <input type="checkbox"/> Help mentee complete the end-of-year clearance		
			<input type="checkbox"/> Complete Cumulative Folder if needed <input type="checkbox"/> Classroom Cleanliness / Maintenance/repair Needs <input type="checkbox"/> Mentors and Mentees reflect on goals set for the year <input type="checkbox"/> Set new goals for next year, based on present needs. <input type="checkbox"/> Complete the "Mentor and Mentee" Survey <input type="checkbox"/> Discuss needed school supplies for the next school year. <input type="checkbox"/> Quarterly meeting , or Year-end Meeting with School-level Teacher Mentor program participants. Sharing session, for issues and concerns itemized for Teacher Mentor Program Committee. Quarterly summary of program efforts and concerns, as well as yearly summary and celebration 😊 <input type="checkbox"/> List any other items discussed <hr style="width: 20%; margin-left: 0;"/>		
Total No. of Hours:					

Concurred by: _____ Date: _____
School Principal



Meet The Team

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**Note: Both Mr. Ogumoro and Mr. Loste are the
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