



CNMI PUBLIC SCHOOL SYSTEM

CNMI PSS TEACHER MENTORSHIP PROGRAM

HANDBOOK



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

I. INTRODUCTION

The CNMI Public School System (PSS) is dedicated to ensuring that every student has access to highly effective teachers who inspire learning and foster success. The first years of teaching are both rewarding and challenging, and new educators often require structured support to grow into confident, skilled professionals.

The **Teacher Mentorship Program** was established to provide beginning teachers with sustained guidance, coaching, and encouragement from experienced colleagues. Through mentorship, we build a professional culture that values collaboration, lifelong learning, and excellence in teaching.

This handbook serves as a comprehensive guide for mentors, mentees, and administrators. It clarifies expectations, outlines responsibilities, and describes processes that strengthen teacher effectiveness and improve student outcomes across the Commonwealth.

II. PURPOSE OF MENTORSHIP

The PSS Teacher Mentorship Program is designed to:

- Support novice teachers as they transition into the profession and the CNMI PSS system.
- Strengthen instructional skills, classroom management, curriculum planning, and assessment practices.
- Foster reflective practice and professional collaboration.
- Increase teacher retention by building confidence, competence, and job satisfaction.
- Promote student achievement by improving teaching quality.

III. PROGRAM GOALS AND OBJECTIVES

Improve Instructional Practice

- Provide mentees with proven strategies for lesson design, student engagement, differentiation, and assessment.
- Ensure alignment with PSS standards, benchmarks, and curriculum frameworks.

Foster Professional Growth

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- Encourage continuous learning through reflection, feedback, and coaching.
 - Develop mentors as leaders who model effective teaching and professional integrity.

Promote Collaboration and Support

- Establish a safe, trusting relationship between mentors and mentees.
- Cultivate a culture of teamwork within schools.

Strengthen Teacher Retention

- Reduce teacher attrition by equipping new teachers with the tools to succeed.
- Support career development and pathways for future teacher-leaders.

IV. PROGRAM STRUCTURE

The Teacher Mentorship Program provides a **one-year structured mentoring cycle** for beginning teachers, with opportunities for extension if needed.

Mentor Selection

Mentors must:

- Be licensed teachers with at least **five years of successful classroom experience** in CNMI PSS.
- Demonstrate effective instructional practice, strong classroom management, and consistent student growth.
- Exhibit leadership, professionalism, and a commitment to collaboration.
- Be recommended by school administrators and approved by the OCI

Mentee Participation

Mentees include:

- Employed as teachers by CNMI PSS for less than five years.
 - Teachers transitioning from provisional to full certification.
 - Teachers new to CNMI PSS who may benefit from additional support.
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Matching Process

- Mentor-mentee pairings are determined by the school principal in consultation with the Office of Curriculum and Instruction..
- Matches are based on grade level, subject area, and compatibility of teaching styles.
- Adjustments may be made if necessary to ensure a productive relationship.

Program Duration

- Standard mentorship period is **one school year (October to May)**.
- The program may be extended for teachers who require additional support or development.

V. ROLES AND RESPONSIBILITIES

The effectiveness of the Teacher Mentorship Program depends on the commitment of all participants. Clearly defined roles ensure that the program operates smoothly and that mentors and mentees receive the support they need.

Mentor Responsibilities

Mentors play a vital role in guiding new teachers into the profession. They are instructional leaders, role models, and trusted colleagues who provide encouragement, advice, and feedback.

Mentors are expected to:

- **Build a Supportive Relationship**
 - Establish trust, respect, and open communication with the mentee.
 - Maintain confidentiality and provide a safe space for professional growth.
- **Provide Instructional Guidance**
 - Model effective instructional best practices, classroom management strategies, and lesson planning techniques.
 - Share knowledge of PSS curriculum standards, benchmarks, and assessment practices.
 - Assist with differentiating instruction to meet diverse student needs.
 - Assist mentees in the implementation and maximize use of high quality

instructional materials in the classroom.

- **Facilitate Professional Reflection**

- Encourage the mentee to reflect on practice through discussion, journaling, or observation feedback.
- Provide constructive, actionable feedback after classroom visits and co-teaching experiences.

- **Promote Professionalism**

- Model ethical behavior, commitment to student success, and adherence to PSS policies.
- Guide mentees in building positive relationships with students, families, and colleagues.

- **Commit to the Program**

- Attend mentor orientation and training sessions.
- Meet regularly with mentees (at least bi-weekly) for structured discussions.
- Document mentorship activities using program-provided forms and submit reports as required.

Mentee Responsibilities

Mentees are the primary beneficiaries of the program. Success depends on their active engagement, openness to learning, and willingness to apply feedback.

Mentees are expected to:

- **Engage Actively**

- Attend orientation sessions and participate in scheduled mentor meetings.
- Prepare lesson plans, instructional materials, and questions for discussion.

- **Be Open to Feedback**

- Accept constructive criticism with professionalism and a growth mindset.
 - Reflect on classroom practices and apply strategies suggested by the mentor.
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- **Demonstrate Professional Growth**

- Set personal learning goals and work toward achieving them.
- Continuously refine classroom management, instructional strategies, and assessment practices.

- **Uphold Professional Standards**

- Follow PSS policies, ethical guidelines, and code of conduct.
- Collaborate with colleagues and maintain positive relationships with students and parents.

- **Maintain Communication**

- Keep regular communication with the mentor and document progress.
- Inform the mentor or program coordinator of challenges that require additional support.
- Provide documentation of mentoring hours and submit logsheet to obtain certificate of mentoring program completion.

Administrator Responsibilities

School administrators (principals, vice principals) ensure that the Teacher Mentorship Program is implemented effectively within their schools.

Administrators are expected to:

- Select and recommend qualified mentor teachers.
- Oversee the mentor–mentee matching process.
- Provide time, space, and opportunities for mentor–mentee meetings.
- Monitor progress and address concerns raised by either mentor or mentee.
- Encourage a supportive school culture that values mentorship.
- Meet periodically with mentors to receive updates, provide professional development, and engagement in data dialogue.
- Collaborate with the Office of Curriculum and Instruction to provide feedback and program improvement.

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- Prepare complete documents needed for mentor's pay differential (Pre-Approval Request for Pay Differential and Payment Request Memo)
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Office of Curriculum and Instructional Services' Responsibilities:

Due to lack of the Program Coordinator for this program, the Office of Curriculum and Instructional Services ensures fidelity of implementation across PSS.

Responsibilities include:

- Develop, update, and distribute mentorship program guidelines and materials.
 - Provide orientation and training for mentors and mentees.
 - Collect and review mentor-mentee documentation.
 - Monitor program effectiveness through surveys, observations, and feedback.
 - Offer additional support when issues or conflicts arise in the mentorship relationship.
 - Report annually to PSS leadership on program outcomes and recommendations.
 - Write a grant to continue the mentorship program be offered to the schools as part of the certification requirement.
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VI. Best Practices for New and Career Teachers in Mentoring

Effective mentoring in the CNMI Public School System (PSS) is anchored in four guiding practices: **consulting, collaborating, coaching, and confidentiality with purpose and focus**. These principles ensure that the mentoring relationship is professional, supportive, and directed toward continuous growth and student success.

1. Consulting: Sharing Knowledge and Expertise

For Mentors (Career Teachers):

- Act as a resource by sharing proven instructional strategies, lesson designs, and classroom management tools.
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- Provide mentees with guidance on policies, curriculum frameworks, and professional expectations.
 - Offer examples from your own teaching practice to model high standards.

For Mentees (New Teachers):

- Ask for clarification when navigating school procedures or curriculum requirements.
- Apply mentor advice in the classroom and reflect on outcomes.
- Use consulting sessions to build your professional knowledge base.

2. Collaborating: Working Side-by-Side

For Mentors:

- Engage in joint lesson planning, co-teaching, and curriculum alignment activities.
- Foster a sense of partnership by treating the mentee as a professional equal.
- Encourage teamwork and participation in professional learning communities (PLCs).

For Mentees:

- Bring ideas and creativity to collaborative sessions.
- Share responsibility in planning, teaching, and reflecting.
- Recognize collaboration as a chance to develop confidence and shared ownership of student success.

3. Coaching: Guiding Reflection and Growth

For Mentors:

- Use questioning techniques that prompt mentees to reflect on their teaching practices.
 - Give specific, actionable feedback during classroom observations.
 - Support mentees in setting professional growth goals and monitoring progress.
-

For Mentees:

- Approach coaching sessions with openness and a growth mindset.
- Reflect honestly on strengths and areas for improvement.
- Implement feedback, track changes, and discuss results with your mentor.

4. Confidentiality with Purpose and Focus

Trust is the foundation of mentoring. Both mentors and mentees must honor confidentiality, with the clear understanding that the goal is **professional growth and student achievement**.

Shared Best Practices:

- Maintain confidentiality of discussions, except when student safety or professional ethics require disclosure.
- Ensure conversations remain focused on teaching practice, student learning, and professional standards.
- Avoid gossip, judgment, or personal disclosures that do not serve the mentoring purpose.
- Build an environment where mentees feel safe to share challenges without fear of evaluation or reprisal.

Integrating the Four Practices in Mentorship

- A **mentor consults** to share knowledge → a mentee applies that learning.
- Both then **collaborate** to co-plan and solve instructional challenges.
- The mentor **coaches** the mentee toward reflection and growth.
- Throughout, both uphold **confidentiality with purpose and focus** to sustain trust and professionalism.

By practicing **consulting, collaborating, coaching, and confidentiality with purpose and focus**, mentors and mentees build a relationship that is supportive, reflective, and ultimately transformative — for teachers and students alike.

Example of Guiding Questions

Mentors are encouraged to use **open-ended guiding questions** to promote reflection, problem-solving, and goal setting. These questions should support mentees in building confidence, improving instructional practice, and fostering student success.

1. Classroom Management and Environment

- What strategies have you tried to establish routines and expectations?
- How do you currently address disruptions, and how effective has that been?
- What does a successful learning environment look like to you?

2. Instructional Planning and Delivery

- How do you plan lessons to meet the needs of diverse learners?
- What strategies help you check for student understanding during a lesson?
- Can you share an example of a lesson that went well? What made it successful?

3. Student Engagement and Learning

- How do you encourage participation from reluctant learners?
- What techniques are you using to motivate students?
- How are you incorporating culturally responsive practices in your teaching?

4. Assessment and Feedback

- How do you use assessment data to guide your instruction?
- What methods have you tried to provide feedback that supports student growth?
- How do you balance formative and summative assessments in your classroom?

5. Professional Growth and Reflection

- What is one area of your teaching you feel confident in?
 - What is one area you would like to grow in this semester?
 - How do you reflect on your teaching practice at the end of each week?
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6. Collaboration and School Community

- How have you worked with colleagues to share resources or strategies?
- What questions do you have about school policies or procedures?
- How do you see your role in the larger school community?

Mentors should select questions that align with the mentee's goals and current challenges. The key is to **listen actively, encourage reflection, and guide without judgment.**

VII. MENTORSHIP PROCESS

The Teacher Mentorship Program follows a structured process designed to provide consistent, meaningful support throughout the school year. The process ensures that new teachers gain the skills and confidence needed to succeed while mentors are equipped to provide effective guidance.

Program Orientation

At the start of each school year, both mentors and mentees participate in an **orientation session** facilitated by the Program Coordinator. The purpose of orientation is to:

- Introduce the goals and expectations of the Teacher Mentorship Program.
- Review program guidelines, policies, and timelines.
- Provide training on mentorship strategies, communication skills, and documentation tools.
- Allow mentors and mentees to establish rapport and set initial goals.

Goal-Setting

Within the first month of the mentorship cycle:

- Mentors and mentees work together to develop a **Mentorship Growth Plan**, which outlines specific goals related to instructional practice, classroom management, curriculum, and professional development.
 - Goals are aligned with the PSS Teacher Standards and Benchmarks as well as the mentee's individual needs.
 - The Growth Plan is reviewed and approved by the school administrator.
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Regular Meetings

Mentors and mentees are expected to meet **at least twice per month** for structured discussions. Meetings may include:

- Reviewing lesson plans and instructional materials.
- Discussing classroom management strategies.
- Reflecting on successes and challenges.
- Identifying next steps for professional growth.

Mentors document each meeting using the **Mentor Log Form** provided by the program.

Classroom Observations

Classroom observations are a critical component of the mentorship process.

- **Frequency:** Mentors conduct a minimum of **four classroom observations** per year (two each semester).
- **Pre-Observation:** Mentor and mentee meet to discuss lesson objectives, strategies, and focus areas.
- **Observation:** Mentor collects evidence of instructional practices, classroom environment, and student engagement.
- **Post-Observation:** Mentor and mentee debrief, highlighting strengths and identifying opportunities for growth.

Observation feedback remains confidential and is used solely for professional development, not for evaluation.

Professional Development Activities

Mentors encourage mentees to participate in school-based and PSS-wide professional development opportunities, including:

- Workshops, seminars, and conferences.
 - Professional Learning Communities (PLCs).
 - Co-planning and co-teaching sessions.
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- Peer observations of other effective teachers.

Mentees are expected to apply insights from professional development into their classroom practice.

Documentation and Reflection

To ensure accountability and continuous improvement, the following documentation is required:

- **Mentor Log:** Records meetings, topics discussed, and outcomes.
- **Observation Notes:** Captures feedback from classroom visits.
- **Reflection Journals:** Mentees record insights, questions, and growth throughout the year.
- **Progress Reviews:** Mid-year and end-of-year reviews of the Mentorship Growth Plan.

All documentation is submitted to the Program Coordinator for review and program monitoring.

Program Completion

At the end of the school year:

- Mentors and mentees complete a **final reflection report** summarizing progress, challenges, and recommendations.
- The Program Coordinator conducts an evaluation of each mentorship pair.
- Successful mentees are formally recognized for their growth and readiness to continue independently as PSS educators.

VIII. PAY DIFFERENTIAL

The CNMI Public School System (PSS) recognizes the significant time, expertise, and leadership required of mentor teachers. To acknowledge their contributions, mentors will receive a **pay differential** in addition to their regular salary.

1. Purpose

- Recognize the additional responsibilities of mentors.
- Ensure fair compensation for their role.
- Promote the sustainability of the Teacher Mentorship Program.

2. Eligibility

Mentors must:

- Be officially appointed as a mentor teacher.
- Complete required training sessions.
- Fulfill mentorship duties (meetings, observations, logs).
- Submit required documentation on time.

3. Conditions of Payment

- Compensation is contingent on full completion of required duties.
- Failure to meet program expectations may disqualify eligibility.
- Amounts are based on PSS policy and available funds.

4. Payment Schedule

- Two installments: Mid-Year (January) and End-of-Year (May), verified by documentation.
- Processed through the PSS payroll system.

5. Pay Differential Protocol

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- All pay differential proposals must be pre-approved prior to any mentoring activities. The school administrator must submit a "Request to Approve the Pay Differential" to the Commissioner of Education.
 - The maximum payment amount for each mentor shall be no more than \$ 3,122.55 for each year (\$ 1,561.25 per semester). This is a pay differential of \$ 2,700 (a maximum of 45 contact hours per mentee and a maximum of 2 mentees per mentor) plus \$ 422.55 (15.655 FRINGE BENEFITS). PLEASE NOTE THAT MENTOR SHALL ONLY BE GIVEN A PAY DIFFERENTIAL BY CONTACT HOURS AND NOT BY THE NUMBER OF MENTEES.
 - In accordance with 60-30.2-790, the employee will receive 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 sessions (maximum 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 (location, if applicable)
 - When (Start and End time)
 - Who (Attach teacher mentor and mentee listing)
 - Amount (Overall/maximum rate including fringe benefits)
 - Funding Source to charge
 - See sample memo

IX. PAY DIFFERENTIAL PAYMENT REQUEST CHECKLIST

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

- Memorandum on school or district letterhead addressed from the school principal/administrator to the 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 the complete and signed Payment Summary
 - Attach Supporting Documents
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- Attach the copy of the approved “Request for Pay Differential” memorandum, signed by the COE and the Federal Programs Officer (See Sample Memo)
 - Promote the sustainability of the Teacher Mentorship Program.

X. 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 and give the name of the mentee and their respective mentor and request for the Certificate of Completion. The signatories of the certificate shall be the teacher mentor, school principal and the Senior Director of Curriculum and Instruction. The certificate shall have the name of the teacher mentee and the number of mentoring hours completed for the school year.

XI. Mentor Activity Progression (October – June)

October – Launch and Foundations

- Build a strong relationship through the mentor-mentee agreement, clarifying roles, responsibilities, and confidentiality.
- Establish regular communication patterns (weekly check-ins, classroom visits, feedback sessions).
- Conduct a baseline observation to document mentee’s starting point in routines, classroom management, and student engagement.
- Introduce mentee to High-Quality Instructional Materials (HQIM) and pacing guides, focusing on fidelity of use.
- Help mentee create a Professional Growth Plan that identifies classroom management goals and areas of instructional improvement.
- Reinforce the importance of setting up clear classroom routines and expectations early to support student learning.

November – Instructional Planning and HQIM Implementation

- Work with mentee to co-plan lessons using HQIM that align to standards and objectives.
- Model how to unpack HQIM lessons, highlighting the lesson design, instructional routines that increase clarity and rigor.
- Conduct an observation of mentee’s first attempts at HQIM implementation, focusing on lesson design flow and pacing.
- Provide coaching feedback on checking for understanding, transitions, and student engagement.

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- Guide mentee in journaling reflections on HQIM implementation challenges and adjustments.
 - Begin conversations on how HQIM can be adapted for students with varying needs.
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December – Using Data and Early Warning Systems (EWS)

- Introduce mentee to Early Warning Systems and the role of data (attendance, academic performance, and behavior) in identifying at-risk students.
 - Review student data together and identify 3–5 students who may need additional support.
 - Align Tier 2 supports such as Waggle for ELA and Math and Tier 3 supports such as Math 180 and Read 180 to appropriate at-risk students
 - Guide mentee in planning Tier 1 classroom-based interventions for those students.
 - Connect mentee with school counselors, SPED staff, or administrators for Tier 2 and Tier 3 supports when appropriate.
 - Conduct an observation with a focus on student participation and engagement of at-risk learners.
 - Hold a mid-semester review with mentee to reflect on growth so far and adjust the Professional Growth Plan if needed.
-

January – Reset and MTSS Foundations

- Support mentee in re-establishing classroom routines and expectations after the holiday break.
 - Observe mentee’s classroom with focus on behavior management strategies and positive climate building.
 - Provide feedback on consistency, reinforcement, and student ownership of routines.
 - Introduce mentee to Multi-Tiered System of Supports (MTSS) framework and how classroom interventions align with it.
 - Plan and co-teach a small-group Tier 2 support lesson to demonstrate differentiation and targeted support.
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- Emphasize the importance of documentation for MTSS interventions and share sample tracking tools.

February – Project-Based Learning (PBL) Foundations

- Collaborate with mentee to design a mini-project-based learning (PBL) unit that integrates HQIM content.
- Share PBL rubrics, scaffolding strategies, and examples of high-quality student projects.
- Observe the launch of the PBL project, focusing on group work, collaboration, and classroom management in active learning settings.
- Coach mentee on strategies for facilitating student inquiry and peer-to-peer learning.
- Debrief after project launch to discuss successes and challenges in student engagement.
- Encourage mentee to gather evidence of student learning through project artifacts.

March – Assessment and Progress Monitoring

- Guide mentee in creating formative assessments that are directly tied to HQIM standards and outcomes.
 - Conduct a classroom observation focused on assessment practices (questioning, exit tickets, checks for understanding).
 - Coach mentee on how to provide timely, specific, and constructive feedback to students.
 - Support mentee in analyzing student assessment data to identify instructional gaps and re-teaching opportunities.
 - Revisit the EWS student list to monitor progress of previously identified at-risk students.
 - Encourage mentee to track interventions and reflect on which supports are yielding results.
-

April – Differentiation and MTSS Refinement

- Conduct an observation of mentee delivering a differentiated lesson, focusing on instructional flexibility within HQIM.
- Coach mentee on scaffolding and adapting HQIM for SPED, ELL, and advanced learners.
- Review mentee's MTSS intervention log and provide feedback on progress monitoring and documentation quality.
- Help mentee balance fidelity to HQIM with appropriate adaptations for learner needs.
- Encourage mentee to complete a self-assessment aligned with teacher standards and identify new growth areas.
- Begin planning with mentee how to wrap up the year's instructional goals.

May – Culminating Projects and Year-End Preparation

- Support mentee in implementing a culminating PBL unit, ensuring alignment with HQIM.
 - Observe mentee's classroom during project presentations or group work, focusing on student collaboration and engagement.
 - Provide strategies for sustaining motivation and instructional rigor as the year ends.
 - Guide mentee in preparing and grading final assessments fairly and effectively.
 - Conduct a comprehensive final observation and coaching conversation, highlighting mentee's progress across the year.
 - Assist mentee in compiling evidence of growth (lesson plans, student data, reflection logs) for end-of-year review.
-

June (First Week) – Closure and Celebration

- Hold a final reflection meeting with mentee to review progress across HQIM, MTSS, EWS, PBL, and classroom management.
- Summarize mentee's strengths, growth, and recommendations for Year 2 professional focus.
- Prepare and submit final evaluation and closure documentation to school leadership.
- Recognize mentee's accomplishments through formal acknowledgment and celebration at end-of-year events.
- Celebrate the mentor-mentee relationship and close the cycle with positivity and encouragement.

Appendices

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Instructions for Use

The forms and templates included in this packet are designed to support the successful implementation of the **CNMI PSS Teacher Mentorship Program**. Each form has a specific purpose within the mentorship cycle.

Appendix A: Mentor Log Form

- **Purpose:** Record each mentor–mentee meeting.
- **Frequency:** Completed after every meeting.
- **User:** Mentor (signed by both mentor and mentee).

Appendix B: Mentorship Growth Plan

- **Purpose:** Set professional growth goals aligned with PSS standards.
- **Frequency:** Completed within the first month of the program. Reviewed mid-year and end-of-year.
- **User:** Mentor and mentee (approved by administrator).

Appendix C: Classroom Observation Form

- **Purpose:** Provide structured feedback following classroom visits.
- **Frequency:** At least four times per year (two per semester).
- **User:** Mentor (shared with mentee).

Appendix D: Mentee Reflection Journal

- **Purpose:** Encourage self-reflection and documentation of growth.
- **Frequency:** Weekly or bi-weekly.
- **User:** Mentee (shared with mentor as appropriate).

Appendix E: End-of-Year Evaluation Form

- **Purpose:** Assess the overall effectiveness of the mentorship program.
- **Frequency:** Once, at the end of the school year.

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- **User:** Mentor and mentee (submitted to Program Coordinator).

Appendix F: Mid-Year Check-In Form

- **Purpose:** Gather feedback on mentorship progress halfway through the year.
- **Frequency:** Once, in January or February.
- **User:** Mentor and mentee (submitted to Program Coordinator).

Appendix G: Mentor Self-Reflection Form

- **Purpose:** Encourage mentors to reflect on their own growth and effectiveness.
- **Frequency:** Once, at the end of the mentorship cycle.
- **User:** Mentor (submitted to Program Coordinator).

Appendix H: Administrator Feedback Form

- **Purpose:** Collect administrator input on program impact at the school level.
- **Frequency:** Once, at the end of the school year.
- **User:** Principal or vice principal (submitted to Program Coordinator).

CNMI Public School System – Teacher Mentorship Program

Forms and Templates Packet

Appendix A: Mentor Log Form

CNMI Public School System – Teacher Mentorship Program
Mentor Log

Mentor Name: _____

Mentee Name: _____

School: _____

Date of Meeting: _____

Meeting Focus (check all that apply):

- ☐ Lesson Planning
- ☐ Classroom Management
- ☐ Assessment and Grading
- ☐ Curriculum and Standards
- ☐ Professional Development
- ☐ Student Engagement
- ☐ Other: _____

Summary of Discussion/Activities:

Next Steps/Action Items:

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Appendix B: Mentorship Growth Plan

CNMI Public School System – Teacher Mentorship Program
Mentorship Growth Plan (to be completed within first month)

Mentor: _____

Mentee: _____

School: _____
School Year: _____

Professional Growth Goals (aligned with PSS Teacher Standards):

1. _____
2. _____
3. _____

Planned Activities and Support:

- Lesson observations: _____
- Co-planning/co-teaching: _____
- Professional development workshops: _____
- Other activities: _____

Progress Checkpoints:

- Mid-Year Review Date: _____
- End-of-Year Review Date: _____

Signatures:

Mentor: _____ Date: _____
Mentee: _____ Date: _____
Administrator: _____ Date: _____

Appendix C: Classroom Observation Form

**CNMI Public School System – Teacher Mentorship Program
Classroom Observation Feedback Form**

Teacher Observed (Mentee): _____
Observer (Mentor): _____

Date: _____
Subject/Grade Level: _____

Observation Focus (pre-determined area):

- ☐ Lesson Delivery
- ☐ Student Engagement
- ☐ Classroom Management
- ☐ Use of Assessments
- ☐ Differentiated Instruction
- ☐ Other: _____

Strengths Observed:

Areas for Growth:

Actionable Next Steps:

Mentor Signature: _____ Date: _____

Mentee Signature: _____ Date: _____

Appendix D: Mentee Reflection Journal

**CNMI Public School System – Teacher Mentorship Program
Mentee Reflection Journal**

Name: _____ School Year: _____

Prompt Questions (weekly/bi-weekly):

1. What went well in my classroom this week?
2. What challenges did I face?
3. How did I address those challenges?
4. What strategies from my mentor did I try? What worked?
5. What questions or areas do I still need support with?
6. What are my next steps?

Entry Date: _____

Reflection:

Appendix E: End-of-Year Evaluation Form

**CNMI Public School System – Teacher Mentorship Program
Mentorship Program Evaluation**

Name (optional): _____ Role: ☐ Mentor ☐ Mentee
School: _____ School Year: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. The mentorship program helped improve my instructional practices.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. The mentor–mentee relationship was positive and supportive.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. The frequency and quality of meetings were sufficient.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
4. Classroom observations and feedback were helpful to my growth.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
5. The program provided useful resources and professional development opportunities.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
6. The program contributed to my confidence and job satisfaction.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
7. The program should continue for future new teachers.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Comments on the most valuable aspects of the program:

Suggestions for improvement:

Would you recommend this program to other new teachers/mentors? ☐ Yes ☐ No

Appendix F: Mid-Year Check-In Form

CNMI Public School System – Teacher Mentorship Program Mid-Year Mentorship Check-In

Name (optional): _____ Role: ☐ Mentor ☐ Mentee
School: _____ School Year: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. I meet regularly with my mentor/mentee.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. The mentorship relationship has been supportive and collaborative.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. I have improved in at least one area of my teaching practice due to mentorship.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
4. Classroom observations and feedback have been helpful.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
5. I feel comfortable discussing challenges and asking for support.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

So far, the most helpful aspect of the mentorship program has been:

One area where I still need support is:

Other comments or suggestions:

Appendix G: Mentor Self-Reflection Form

CNMI Public School System – Teacher Mentorship Program Mentor Self-Reflection

Mentor Name: _____

School: _____

School Year: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. I established a supportive and trusting relationship with my mentee.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. I provided useful feedback that helped my mentee improve instructional practices.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. I met consistently with my mentee and documented our sessions.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. I modeled professionalism, collaboration, and ethical practice.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

5. I encouraged my mentee to reflect on practice and set growth goals.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reflection Questions

1. What strategies did I find most effective in supporting my mentee?

2. What challenges did I encounter in mentoring, and how did I address them?

3. How did the mentorship experience contribute to my own professional growth?

4. What additional support or resources would help me be a stronger mentor?

Appendix H: Administrator Feedback Form

CNMI Public School System – Teacher Mentorship Program Administrator Feedback Form

Administrator Name: _____

School: _____

School Year: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

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1. The mentor selection process at my school was clear and effective.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 2. Mentors were well-prepared and committed to their role.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 3. Mentees demonstrated professional growth through their participation.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 4. The program improved instructional quality in classrooms.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 5. The program contributed positively to school culture and teacher collaboration.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
 6. I had adequate communication and support from the Program Coordinator.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Reflection Questions

1. What were the most successful aspects of the mentorship program at your school?

2. What challenges did mentors or mentees face at your site?

3. How could PSS improve the Teacher Mentorship Program for future cohorts?

4. Additional comments or recommendations:
