



[wctp.olemiss.edu](http://wctp.olemiss.edu)

# **Mentor Handbook**

**2021**

## Mentor Checklist

At the Start of the Fall Semester	
	Read and Sign Contract, Complete W9 only if you are a new mentor, have a name change, or have moved to a new address
	Mentor Training: Attend or Watch Mentor Training Videos and submit assignment (REQUIRED) Login to WCTP 601, watch the introductory videos.
	Contact ALL candidates the week you receive their information. Request that they have printed copies of the following: Their Standards, Component(s), Guide to National Board Certification, General Portfolio Instructions, and the Scoring Guide, WCTP 601 At a Glance (available in WCTP 601), and National Board Certification Survival guide. <b>There is a sample email provided on the WCTP mentor's page.</b>
	Communication: Provide an email to all candidates. The WCTP uses Remind. If you have not received a text, contact the WCTP.
	Send a copy of your meeting schedule to the WCTP as soon as possible.
	<b>First Meeting: Go over National Board Certification Guide, the writing sample in The General Portfolio Instructions, help all candidates sign up for their ATLAS account, tour WCTP 601.</b>
Need to Know: Throughout the Semester	
	All mentors will/may service Face-to-Face and online candidates if the need exists
	Complete the WCTP Attendance Sheets (This is required by procurement in order to receive payment).
	Face-to-Face mentors must hold 6 meetings in the fall and 8 in the spring.
	Use WCTP 601
	Make other teachers aware of the certification process by directing them to the WCTP website and the interactive graphic
At the End of the Semester	
	Email attendance sheets to the WCTP as soon as possible once the fall and spring mentoring sessions conclude. (Required for payment to be issued)
	Remind continuing candidates to complete a new application for the WCTP. Application is available on WCTP website
	Candidates and Mentors should complete Exit Survey at the end of the year in May. Link is on WCTP website

**My Passwords and Login Information (Record your information here)**

Site	Username	Password
www.wctp.olemiss.edu/Mentoring/Mentors	No Username	<b>wctp1848</b>
ATLAS		
WCTP 601		Changes every 90 days

### **Communication:**

The WCTP uses Remind as its primary source of communication with mentors. Please, make sure you have been enrolled.

### **Required Meetings/Meeting Time**

Each mentor should complete the required number of fall and spring semester hours.

#### **Fall/Six Meetings** (2 hours) or 12 (1 hour) meetings

September (2)

October (2)

November (2)

**Mentoring will start the second Tuesday/Second week in September.**

\* Attendance sheets should be submitted to the WCTP by December 1

to ensure payment is received before Christmas. Mentors who submitted attendance documentation after December 1 are **not** guaranteed payment prior to Christmas.

#### **Spring/Eight Meetings** (2 hours) or 16 (1-hour meetings)

January (1)

February (2)

March (2)

April (2)

May (1) This meeting should address electronic submission.

**Mentoring will start back the third Tuesday/third week in January.**

### **In order to receive full mentor pay, you must hold the set amount of meetings**

- If a conflict arises, please reschedule.
- If you physically go to meet and no one comes, you may document that and count that meeting. Unattended meetings are not expected to be rescheduled. You may only do this once.
- In the case of severe weather threats, please reschedule. There will be no scheduled meetings in December. Hold meetings each month.
- **Email correspondence does not count as a meeting.**

## Documenting Attendance

- Mentors must submit the attendance forms provided by the WCTP.
- **The forms can be found on the WCTP website under Mentors.** The password is wctp1848.
- All attendance forms must be emailed. Do not send a screen shot

## SAMPLE

WCTP Mentoring Mentor      Tammy Kirkland                     

Z = Zoom

F2F = Face to Face

Fall

6 (2 hour) meetings = 12 hours or 12 (1 hour) meetings = 12 hours

[illegible]

Spring

8 (2 hour) meetings = 16 hours or 16 (1 hour) meetings = 16 hours

[illegible]

## Mentoring Face-to-Face Attendance

Use the provided sign in sheet to track candidate attendance at the meetings. **This sheet is available on the WCTP website under Mentoring/Mentors (password wctp1848).** The same sheet will reflect fall and spring attendance. Please, only submit the **single** time sheet.

Phone conversations and emails cannot be documented as a replacement for meetings. If a candidate is unwilling to attend any meetings, which includes Zoom, we will not be able to serve. Please, contact me.

The attendance sheet is necessary to be turned in to receive mentor pay and for the obtainment of CEUs and must be done by semester.

The Office of Procurement at the University of Mississippi also requires written proof that online Mentors have invested time working with online candidates in order to issue payment for services. The following documents will be submitted to the WCTP at the end of each semester for online candidates.

ALL our mentoring is Face-to-Face, which includes Zoom. Online mentors are no longer required to have candidates complete the WCTP 601 assignments due to the use of Zoom. However, ANY mentor is welcome to use the assignments.

**The University of Mississippi replaced the World Class Teaching Program's MOU with a Consulting Agreement. A contract will be supplied to all mentors each fall. Retired mentors will be asked to complete an additional form for PERS.**

## CONTRACTUAL SERVICES in CONSULTING AGREEMENT

### SCOPE OF WORK

CONSULTANT shall:

- a) Meet regularly with and provide support to my assigned candidate or group of candidates from September until all candidates have submitted their portfolios (component) in May. (See Mentor's Responsibilities in Mentor Handbook)
- b) Provide a meeting schedule, which includes meeting dates, times and locations to my candidates and to the WCTP within two weeks of the first meeting.
- c) Document all meetings by providing an attendance sheet by the end of November and after my last meeting in May. An attendance sheet will be emailed to the WCTP at the end of each semester.
- d) Provide mentoring for all four components, utilize WCTP 601, and provide mentoring for all candidates on my list including WCTP 601 candidates.**
- e) Complete the mentor training.**
- f) Abide by the rules set forth by the National Board concerning ATLAS use. I will not allow candidates to download, record, or screen shot the information.

## Please, Note

- All Face-to-Face mentors could have a combination of Face-to-Face and online candidates.
- Because of the nature of mentoring, if you are unable to mentor, please, let the WCTP know in the spring. If you sign a contract and are assigned candidates, you will be expected to fulfill your obligations.

## Providing Feedback to Candidates

- All mentors are expected to respond to candidates within 7 to 10 days
- Should mentors have an emergency and are unable to do so, please, contact the WCTP, and we will notify your candidates for you.

## How to Provide Candidate Support

- Provide meaningful and constructive feedback
- Bring something to every mentor meeting. Mentor meetings are not just Q & A sessions
- Visit the Mentor page on the WCTP website for an example Mentoring Schedule provided by Susan Martin.
- Use WCTP 601. It was created for mentors! Work your way through a component with your candidates.
- Use the WCTP 601 Feedback Forms (See sample below)

## Feedback Examples Using WCTP 601 Feedback Forms

### Component 2 - Differentiated Instruction – Middle Childhood Generalist

#### Feedback Form #2/ Assignment #2 - continued

**Planning Instruction and Teaching Analysis** – In this section, Candidate provides evidence of planning and teaching, and of ability to describe, analyze, and evaluate student writing to develop students' writing ability, and use student work to reflect on practice.

#### Did candidate clearly address the following questions?

*What overall writing goals are addressed by these two writing assignments? Explain the kinds of writing that students do, and the audiences, situations, and purposes for which they write that relate to the goals. Explain how these assignments fit into and support your writing instructional plan.* **Comments:**

It is very important that you address how you are meeting and achieving your goals throughout your written commentary. What differentiations and adaptations...mini lessons did you have to teach to help your students achieve their goals. Also, I think you need to use the word "unit" rather than writing assignments. Writing assignments sounds like you only do two assignments. You don't want your assessors to think you only did two writing assignments in isolation.

Great job explaining the writing your students do, audiences, and situations...also don't forget "justification". I'm sure they do that in math, which is a form of expository writing!

**Explain how these assignments fit into and support your writing instructional plan.** You didn't answer these questions. Cut back on all the specific examples of writing topics the students have done in the past.

*What were your specific instructional objectives for each of the writing assignments for the class in general and for these students in particular? Explain why you identified these objectives and how they are appropriate to the students in your class.* **Comments:**

Instructional objectives are missing. They should be ELA specific based on writing samples you taken from your class. See notes.

*and for these students in particular? You didn't answer this. This is where you introduce your student to your assessor. Cindy is a shy girl who seldom speaks out in class. Her early writing samples demonstrated strengths in and weaknesses in... For this reason, I felt like...*

*What adjustments did you make to your instruction for the individual students whose work is featured in this entry? How did these adjustments help facilitate these students' learning?*

**Comments:**

See notes.

## Final Overview (Completed Component)

Mentors will review and comment based on the Level 4 Rubric, highlighting anything that is missing.

The Level 4 performance provides clear, consistent, and convincing evidence:

~~that~~ the teacher recognizes students' individual learning differences and past experiences to set high, worthwhile, and appropriate goals for student learning and connects instruction to those goals. **Comments:** Missing

~~that~~ the teacher accommodates students by effectively differentiating instruction to facilitate students' abilities to reach learning goals. **Comments:**

You never mentioned goals other than when asked what are your goals. You must address how your instructional decisions, tools, what the students do relate to the goals.

~~that~~ the teacher engages students in meaningful exploration of important ideas in language arts and that he or she develops students' thinking and communication skills through the use of writing in these areas in ways that are appropriate for students. **Comments:**

I just didn't see this.

~~that~~ the teacher uses rich and varied assignments that offer students opportunities to use writing as a significant intellectual tool and to facilitate personal expression. **Comments:**

Talk more specifically about what the prompt is...

~~that~~ the teacher develops students' abilities to write for a variety of audiences and purposes, to engage in the processes of writing, as shown by multiple drafts of writing, and to foster students' responsibility for their own development as writers. **Comments:** Missing

~~of~~ the teacher's ability to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development as writers. The analysis is detailed and in-depth. **Comments:**

Based on your paper, it appears the peer editors did most of this.

~~of~~ the teacher's ability to engage in insightful reflective thinking that suggests a clear understanding of past teaching and involves constructive suggestions for future teaching.

**Comments:** While this is present in your commentary, it is not done consistently.



## Checklist

Please be advised: It is entirely possible that you could answer all questions and refer to the appropriate standards in your written commentary and still not score well IF your writing is not specific. See checklist below:

(+ and – will be used to indicate areas that may need revisiting.)

1. \_\_\_\_ - \_\_\_\_ Can the assessor clearly “see” your classroom and the learning environment you create as you select learning goals, plan, create and implement differentiated instruction for your students?

Comments:

No, I never saw the teacher teaching the steps of the writing process.

2. \_\_\_\_ - \_\_\_\_ Does what you have written consistently show the assessor how the instructional sequence supports student learning? Can the assessor see that you understand how to use formative and summative assessments to inform instruction?

Comments:

No mention of formative assessments (prewriting activities the teacher used to identify instructional objectives.

3. \_\_\_\_ - \_\_\_\_ Based on what you write and the work samples provided, can the assessor “see” you actively engaging with your students as you teach?

Comments:

I feel like you did, but you just didn't write about it.

4. \_\_\_\_ +/- \_\_\_\_ Do you give specific examples to back up your statements as you describe, analyze and reflect on the instructional unit.

Comments:

Sometimes you did. Sometimes you didn't.

5. \_\_\_\_ +/- \_\_\_\_ Do you explain reasons “why” you did what you did throughout the instructional unit? As you write, do you clarify statements with explanations of “how you knew this”. Are specific examples of the standards integrated throughout your written commentary.



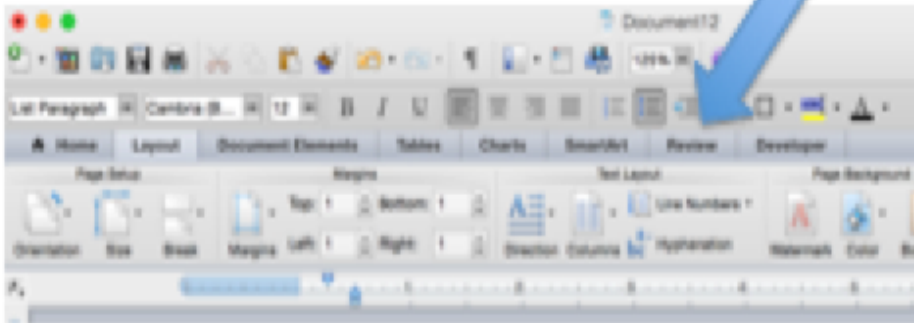
## How to Provide Feedback Electronically

### How to Video is available on Mentor's page on WCTP website

#### To Read Electronically Using Word

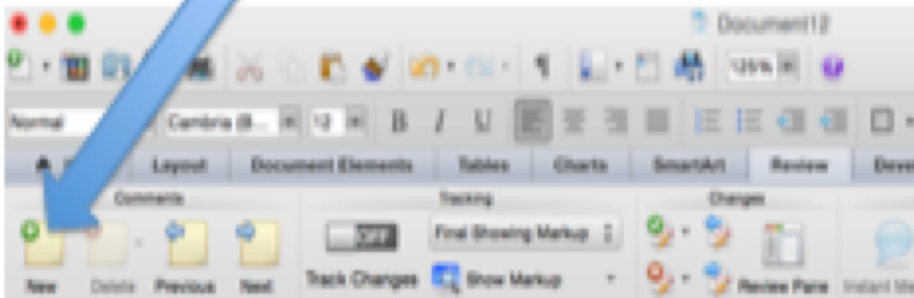
- Open the document the candidate emailed to you.
- Click **Review** from your ribbon choices.

Review (Click to edit document)



Once you have clicked **Review**, place your cursor over the text that you'd like to comment on and then click **New**.

New (Click to add new comment)



When you finish your editing, click **File/Save As** and rename the file. When candidates open the file, after they've made their corrections, they can click on the **X** in the upper right hand corner of the comment to delete it.

School of Ed..., 6/8/2018 11:02 AM  
Comment [1]: A box will pop to the side for you to type your comment. You can also highlight and mark through comments.

## Electronic Feedback Example

and to (3) implement the writing process. Before starting this writing assignment students had already been using writing for many purposes; to entertain, to explain a topic that had been researched, journaling, and to persuade peers. Students have written for many different types of audiences. They have written articles for their school newspaper, persuasive essays for their peers, and book reports to share with the class. By creating different types of writings for different types of audiences my students have become comfortable with using the writing process. My students are able to choose what our topics are going to be through class discussions about our current skills and topics. Sometimes students get to choose between a list of topics and audiences. In the past we have written letters to the president about how America should not use the customary system, only the metric system like most other countries. We have written a narrative essay about a fictional character based on our geometrical hierarchy and how they are related. This has allowed my students to write with a purpose. These writings fit into and support my writing instructional plan because they create a love for writing across the math curriculum.

*What were your specific instructional objectives for each of the writing assignments for the class in general and for these students in particular? Explain why you identified these objectives and how they are appropriate to the students in your class.*

My specific instructional objective for the expository writing assignment were for this class to write a newspaper article that informs students about the help that was needed with donating canned foods using the steps in the writing process. This was appropriate for these students because we incorporated customary and metric conversions when we weighed the canned foods and used that information in a writing prompt in the math classroom. Students were very interested in this topic because many of the students in the class are apart of the Jr. Beta Club that was in charge of the drive. My specific instructional objective for the narrative writing assignment were for this class to write a fictional story from the perspective of the canned food donated or from the perspective of the families receiving the donations. This was appropriate

School of Ed..., 4/19/2018 8:33 AM

Comment [14]: By learning how to organize their thoughts and successfully get those thoughts on paper. Keep in mind the focus of this component IS the writing process.

School of E..., 4/18/2018 11:47 AM

Comment [15]: Great!

School of Ed..., 4/19/2018 8:30 AM

Comment [16]: Something about this bothers me. .can't quite put my finger on it. Student choice is GOOD, but may be just tweak it a little to say. .Students' feedback is used to contribute to the selection of writing topics. .etc.

School of Ed..., 4/19/2018 8:35 AM

Comment [17]: You should have the same instructional objectives for both assignments. These are just ELA objectives that you identified through writing samples. Make SURE you say that you identified these objectives based on writing samples.

School of Ed..., 4/19/2018 8:39 AM

Comment [18]: This isn't an instructional objective but a task. An objective would be something along the lines of. .learn to organize their thoughts in a local method (Introduction, body, conclusion). It could be grammar. It could be writing samples revealed students primarily write simple sentences and you want them to write more descriptively and vary their sentence structure (compound/complex sentences). Remember, the focus IS the writing process. You are demonstration you are using writing as vehicle for writing across the curriculum.

## WCTP Participation Terms

**\*Due to the NEW National Board Account System, the Pay as You Go, is temporarily not available.**

**The WCTP will check the National Board database to confirm the Participation Terms have been completed prior to providing candidate support.**

### WCTP Participation Terms

Due to funding changes at MDE, the World Class Teaching Program, WCTP, no longer receive funds to support candidates who start the process and then withdraw. In order for the WCTP to continue to offer FREE candidate support, we must know our candidates are committed to the process. For this reason, the WCTP is requiring that all candidates make a "Good Faith" down payment on a component before receiving candidate support. Candidates can use [Pay As You Go](#).

Candidates are not allowed to participate in more than one World Class Teaching Program. Candidates joining The University of Mississippi's WCTP agree to only participate in our program.

Candidates agree to [release](#) to 3rd Party, National Board database.

The candidate agrees to pay the \$75.00 nonrefundable National Board registration fee before receiving candidate support.

**IMPORTANT: Mentors should encourage all continuing candidates to complete the application and terms prior to the start of mentoring.**

**The WCTP application is online only.**

**Candidate support at The University of Mississippi is still FREE!**

### WCTP Policy

- No candidates: new, continuing, or advanced, can receive any sort of candidate support or attend a mentoring session until the WCTP Participation Terms have been met. (This requirement is due to funding changes made at MDE).
- Should a candidate enroll in an additional WCTP after having electronically signed the University of Mississippi's application saying they would not do so, the candidate will be dismissed from the University of Mississippi's WCTP due to unethical conduct.

# Online Application

Academic Year \*

Select one...

Component(s) completing this year \*

- ☐ Component 1  
☐ Component 2  
☐ Component 3  
☐ Component 4

## Personal Info

Name \*

First Last

Phone Number \*

-  -

### ### ####

Address \*

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

Email \*

Receive text messages via  
Remind \*

☒ Yes ☐ No

Candidate Status \*

Select one...

Teaching Experience \*

# of years

NBPTS: Candidate ID # \*

8 digits

## WCTP Participation Terms Agreement

ALL PARTICIPATION TERMS MUST BE MET prior to receiving FREE candidate support from the WCTP.

Down Payment \*

- ☐ I have made my "Good Faith" down  
payment on a component

Commit to UM WCTP \*

- ☐ I agree to only participate in the  
University of Mississippi's WCTP

3rd Party Release \*

- ☐ I have released my information to 3rd  
party (NB & WCTP)

National Board \*

- ☐ I have paid the \$75 National Board  
Registration fee

## Professional Info

School Name \*

School District \*

County You Teach In \*

Select a county...

School Phone \*

-  -

### ### ####

Currently Teaching \*

Select a grade...

## Program Info

Type of Mentoring \*

Select one...

Certificate to Apply for \*

Select one...

## Electronic Signature

Typing your name below will serve as your official signature on your application to the University of Mississippi  
World Class Teaching Program.

Electronic Signature \*

Type Name

## Miscellaneous

### Mentor Class Size

- 7 to 10 candidates
- Candidates and mentors can earn CEUs for mentoring. Directions are on WCTP website, lower right-hand side of screen. CEUs can be purchased up to six months after the event. CEUs are distributed by the North Mississippi Education Consortium.

### Super Saturday

Super Saturday takes place EACH spring at the Jackson Avenue Center in Oxford. This half-day mini-conference should be attended by ALL candidates. The conference helps prepare candidates for the assessment center and final submission. Super Saturday is also open to teachers interested in pursuing National Board Certification. Mentors are not required to attend but are encouraged. Breakfast is provided. Registration is FREE and online at the WCTP website/Workshops. For the last two years due to COVID, this event has been recorded and placed in WCTP 601.

### Pinning Ceremony

The annual Pinning Ceremony immediately follows Super Saturday each year. The event lasts approximately an hour. The WCTP only pins candidates that certified that year. Families are invited. Cake is provided and pictures are made. It is a special time to honor our new NBCTs! Registration is FREE and online at the WCTP website/Workshops. This was a Come & Go event last year due to COVID.

### Summer Standard Workshops

- **Face to Face** - Workshops are held each summer in Grenada, Oxford, Tupelo, Southaven, and Madison. Workshops range from a one-day overview (.5 CEUs), 2 days (1.0 CEUs) The description, location, and registration is on the WCTP website/Workshops. There are registration fees involved for the materials: One Day-\$25, 2 Day-\$50.
- **Google Classroom** – This is self-paced and an in-depth look at the National Board process. It is available for FREE and available on our WCTP website under the “Workshop” tab.
- **Summer Online Bootcamp** – This will be an annual event and is also FREE. It is a two-day Zoom conference. You can access the previous bootcamp recordings on the WCTP website under the “Workshops” tab. CEUs are available.

Mentors are welcome to attend for free and can purchase CEUs.

### Fall and Winter Interest Workshops

These workshops are for teachers that missed attending the summer workshop or are starting the process in January. Meetings are held at Insight Park on the Ole Miss Campus on Saturdays. There is no fee for these workshops. They are held in August and January if Covid permits.

## CHECK List

### Important Things Mentors Should Know

- Candidates and mentors can earn CEUs. CEU link is available on WCTP website
- After the event (fall/spring mentoring), there is a six-month window to purchase CEUs from the Consortium. CEUs are no longer mailed. They are downloaded via the Consortium.
- Components and other National Board documents are updated throughout the year. Make sure you and your candidates have the most recent copy before you begin work!**
- Candidates must reapply every year with the National Board and the WCTP.
- Candidates are placed in mentoring groups as they register with the WCTP. We do not save places in mentoring groups.
- Everyone is responsible for resetting their own Blackboard password. It expires every 90 days. Instructions can be found on the WCTP website under “WCTP 601”
- There are things mentors are expected to cover on the first meeting. See the “Mentor” page on the WCTP website.
- All mentor contracts include that ALL mentors will utilize WCTP 601.
- All mentors should have electronic AND hard copies of the following:** Your Standards, Scoring Guide, The Guide to National Board Certification, The General Portfolio Instructions, and all Components.
- Candidates are added to mentoring groups until the registration window closes.
- Any mentor that has a new address or changes your name should complete a new W9. The W9 and instructions on how to submit are available on the “Mentor” page on the WCTP website. Your W9 determines where your check is sent.
- The WCTP requires candidates to attend some form of mentoring, face-to-face or online. They do not have to attend all meetings, but in order to be served by the WCTP and the mentor to receive credit for mentoring them, they at least must attend a few. We absolutely do not just swap emails. (WCTP policy adopted August 2021).
- All mentors are required to complete mentor training every year before mentoring.
- All mentors should be on the WCTP Remind. You have to accept the invitation in order to receive my texts.

**WCTP Website:** <http://wctp.olemiss.edu>  
**Mentor tab** (lower right side of the screen)  
**Password** (never has changed) **wctp1848**

## Teachers Who Are Interested in National Boards

For anyone interested in National Board Certification or wanting to know more, please, refer them to the WCTP website, [wctp.olemiss.edu](http://wctp.olemiss.edu). They should use the Interactive Graphic to learn more about the National Board process and receiving candidate support from the WCTP at Ole Miss.



## Contact information for Tammy Kirkland

Email: [kirkland@olemiss.edu](mailto:kirkland@olemiss.edu)

Phone: 662-507-9869

I am always available to you!