In order to improve our teacher's professional development level and to speed up the transition of skilled teachers to research-oriented teachers, we decided to hire Famous Teachers as mentors for those teachers who have strong desires in professional development (hereinafter referred to as the mentees) (based on voluntary principle). To ensure the successful implementation of the program, we have drawn up the management regulations as follows:

**Article 1**

**Qualifications of the Mentees and Mentors**

1. **Qualifications of the Mentees**
   Being in the reserve list of Famous Principal or Famous Teacher under Shanghai’s “Double Famous Project”; a Subject Leader at district level; a Key Teacher at district level; a Key Teacher at the school level; or participated in the Famous Principal & Teacher Training Base or Advanced Seminars; participated in the Huangpu District Famous Teacher Workshop (details see appendix 1); and the teachers with outstanding achievements in professional development who have a strong desire to improve their professional level.

2. **Qualifications of the Mentors**
   Master Principals, Master Teachers, famous scholars and researchers who have high reputation within and outside the city.

**Article 2**

Steps to Hire A Mentor

1. Either the mentee acknowledge a mentor or the school invites one.
2. Fill in the "Mentee Registration Form" (see Appendix 2) and the school will do the registries.
3. Hold a formal Mentor Appointment Ceremony

**Article 3**

Development Cycle
Two years.

**Article 4**
*Entitled Treatment for Mentees and Mentors*

1. **Entitled Treatment for Mentees**
Mentees are given privileged access to promotion, degree upgrade, outbound study, excellence selection, and opportunities to get subject funds offered by the school.

2. **Entitled Treatment for Mentors**
Mentees get special allowances on a term basis.

**Article 5**
*Mentor’s Tasks*

1. Diagnose the professional development direction, strength and weakness for the mentee and provide feasible development suggestions.
2. Guide the mentee to deliver a demonstration class each term and to deliver one demonstration class open to the whole district within the two-year period.
3. Guide the mentee to complete one research project at school level and to lead or participate in one research project at or above district level within the two-year period.
4. Assess the development progress of the mentee based on the "Individual Professional Development Stage Report" submitted by the mentee at the end of the first year.
5. Guide the mentee to complete the "Individual Professional Development Case Study" (no less than 4000 words) and the "Summary of Personal Teaching Features" (no less than 4000 words).

**Article 6**
*Mentee’s Tasks*

1. Comply with the teaching ethics; complete work tasks in a positive and active manner.
2. On the day of Mentor Appointment Ceremony, the mentee should submit the "Diagnosis Form of Individual Professional Development" (see appendix 3) to the mentor, and the mentor then submit the form to the school after completing the diagnosis. Based on the mentor’s diagnosis, the mentee should complete "Individual Professional Development Two-Year Plan" (no less than 2000 words) within two weeks.
3. Complete an "Individual Professional Development Stage Report" in the first year and submit to the mentor for assessment.
4. Deliver at least one demonstration class each term and deliver one demonstration class open to the whole district within the two-year period. Submit a "Class Profile"
within two weeks after each demonstration class including teaching design, teaching record, teaching software, expert comments, teaching reflection, etc.

5. Lead at least one research project at school level and participate in one research project at or above district level within the two-year period. By the end of the two-year development, submit the Project Application, Project Approval Certificate, Project Proposal Report, Project Completion Report and examination and approval certificate, the dissertation subject topic demonstration report and Project Completion Certificate.

6. Publish at least one paper in municipal or higher academic journals every year and submit relevant proof materials.

7. Complete the "Individual Professional Development Case Study" (no less than 4000 words) and the "Summary of Personal Teaching Features" (no less than 4000 words) within the two-year period.

**Article 7**

**Administrations**

1. Daily administrations are managed by the Dean's Office and research groups.
2. If there’s any unethical behavior or a situation in which the mentee fails to complete work in time or disobeys work arrangement or doesn’t participate actively in related activities, the mentee’s qualification will be immediately terminated.
Appendix 1  Sample High School’s Key Teacher List

Subject Leaders At District Level (4 persons)
孙 苏(语文)、朱兆和(数学)、周树发(物理)、吴 照(地理)

Reserved Famous Principals or Famous Teachers Under Shanghai’s “Double Famous Project” (7 persons)
名校长后备：王丽萍
名师后备：周树发、刘 骏、吴 照、娄 华、詹 玲、闵 红

Key Teachers At District Level (9 persons)
钱悠文、马 莹、李耀华、戴路茜、娄 华、刘 骏、沈庆红、闵 红、李文黎

Key Teachers At School Level (11 persons)
王淑英、沈 岚、王国伟、胡 琼、李 勤、詹 玲、童松华、周 隽、鲍晓云、陶世华、陆幸丽

Teachers Participated in the Famous Principal & Teacher Training Base During 2005-2008 (4 persons)
王丽萍、周树发、吴 照、刘 骏

Teachers Participated in the Famous Principal & Teacher Training Base During 2008-2011 (3 persons)
詹 玲、娄 华、闵 红

Teachers Participated in the Huangpu District Famous Teacher Workshop During 2003-2005 (10 persons)
王淑英、蔡青、李耀华、刘寅星、吴照、张跃军、何刚、陆静、闵红、杨永武

 Teachers Participated in the Huangpu District Famous Teacher Workshop During 2006-2008 (12 persons)
孙 苏、管靖蕾、朱兆和、胡 琼、詹 玲、童松华、黄 薇、张 燕、杨 媚、沈庆红、陶世华、万爱芳
# Appendix 2

## Mentee Registration Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Date of Birth</th>
<th>Job Tenure</th>
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<td>Highest Education Diploma</td>
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<td>Highest Academic Degree Obtained</td>
<td>Graduation Time</td>
<td>Teaching Subject</td>
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<tr>
<td>Professional Title</td>
<td>Service Time At Current Position</td>
<td>Position At School</td>
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</table>

### Contact Info

- **Mobile:** 
- **EMAIL:**

### Key Teacher Category

- □ Subject Leaders At District Level
- □ Key Teachers At District Level
- □ Key Teachers At School Level

### Famous Teacher Workshop Participated

- □ Municipal Famous Principal & Teacher Training Base or Advanced Seminars
- □ District Famous Teacher Workshop

### Name of the Proposed Mentor

<table>
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<th>Organization</th>
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### Title or Position That Reflects the Mentor’s Academic Credentials

### Contact Info of the Proposed Mentor

### Introduction of the Mentor

No less than 500 words:
## Appendix 3

### Diagnosis Form of Individual Professional Development

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<th>Years of Being Class Teacher</th>
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<td>Education Thoughts and Concepts</td>
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第 6 页（共 2 页）
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<td><strong>Major Achievements in Education and Teaching</strong></td>
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<td><strong>Systematic Study of Relevant Monographs</strong></td>
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<td>Mentor’s Diagnosis</td>
<td>Suggestions</td>
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<td>Development Direction</td>
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<td>Project for Implementation</td>
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<td>Strength Area of the Mentee</td>
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<td>Weak Area of the Mentee</td>
<td></td>
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<tr>
<td>Mentee</td>
<td></td>
</tr>
</tbody>
</table>
In order to speed up our teachers' professional development across all levels, we decided to implement the Excellent Teacher Development Program based on our successful experience drawn from the coaching program for key teachers. To ensure the successful implementation of the program, we have drawn up the management regulations as follows:

Article 1
Definitions of Excellent Teacher

Excellent Teacher referred in this regulation places more emphasis on continuous development of teachers, which requires every teacher to keep learning and exploring in education, teaching and research to reach higher in a positive and innovative manner, and at the same time encourages every teacher to gradually form their own distinctive teaching style and new research results.

Article 2
Qualifications of the Candidates and Coaches

1. Qualifications of the Participants

We classify the development of excellent teachers into 3 tiers: 1st Tier includes those beginning teachers with less than 5-year’s experience; 2nd Tier includes those teachers with more than 5-year’s experience but haven’t yet acknowledged as district key teacher or district subject leader; 3rd Tier includes those teachers acknowledged as district key teacher or district subject leader and have outstanding achievements as class teachers. The three tier candidates are identified by the School Academic Committee based on individual application.

2. Qualifications of the Coaches

Qualifications of the coaches may vary from candidates in different tiers. Coaches for 1st Tier candidates should be senior Advanced Teachers of the school; coaches for the 2nd tier should be district key teachers or school/district subject leaders; coaches for the 3rd tier should be master principal, master teacher or famous researchers with...
high reputation.

**Article 3**
**Steps to Appoint A Coach**

1. The school will appoint coach for each candidate based on his/her specialty and development direction. One coach for each candidate on 1st and 2nd tier. Two coaches for 3rd tier candidates, with one focus on subject teaching, the other one focus on academic research.
2. Fill in the "Excellent Teacher Development Registration Form" and the school will do the registries.
3. Hold a formal Excellent Teacher Development Coach Appointment Ceremony

**Article 4**
**Development Cycle**
Three years.

**Article 5**
**Entitled Treatment for Candidates and Coaches**

3. **Entitled Treatment for Candidates**
Candidates are given privileged access to promotion, degree upgrade, outbound study, opportunities to get subject funds offered by the school. They are also provided with academic day-offs, overseas project research and refreshment training in universities.

4. **Entitled Treatment for Coaches**
Coaches get special allowances on a term basis.

**Article 6**
**Development Objectives**

To develop a team of young teachers with distinctive teaching features and unique research achievements and district key teachers, subject leaders and reserve members for Municipal Famous Teacher and Master Teachers. Candidates are given privileged access to promotion, degree upgrade, outbound study, opportunities to get subject funds offered by the school. They are also provided with academic vacation, overseas project research and refreshment training in universities.

**Article 7**
**Coach’s Instruction Tasks**
1. Diagnose the professional development direction, strength and weakness for the candidate and provide feasible development suggestions.
2. Create opportunities and guide the candidate to deliver demonstration classes at district level (one class for 1st tier, 2 classes for 2nd tier and 3 classes for 3rd tier) within the development period.
3. Guide the candidate to complete one research project at district level or above within the three-year period.
4. Assess the development progress of the candidate based on the "Individual Professional Development Stage Report" submitted by the candidate at the end of each year.
5. Guide the candidate to publish paper on formal academic journals within the development period (one paper for 1st tier, 2 for 2nd tier and 3 for 3rd tier).
6. Complete the "Individual Professional Development Case Study" (no less than 4000 words) and the "Summary of Personal Teaching Features" (no less than 4000 words).

Article 8
Candidate’s Tasks

I. Common Tasks for All Tiers

1. Comply with the teaching ethics; complete work tasks in a positive and active manner.
2. On the day of Coach Appointment Ceremony, the candidate should submit the "Diagnosis Form of Individual Professional Development" (see appendix 3) to the coach, and the coach then submit the form to the school after completing the diagnosis. Based on the coach’s diagnosis, the candidate should complete "Individual Professional Development Three-Year Plan" (no less than 2000 words) within two weeks.
3. Complete an "Individual Professional Development Stage Report" every year and submit to the coach for assessment.
4. Complete the "Individual Professional Development Case Study" (no less than 4000 words) and the "Summary of Personal Teaching Features" (no less than 4000 words) within the three-year period.

II. Special Tasks for Different Tiers

For 1st Tier:

1. Observe at least two classes of the coach every week and complete at least one teaching reflection every week.
2. Deliver at least one demonstration class each term and submit a "Class Profile" within two weeks after each demonstration class including teaching design, teaching record, teaching software, expert comments, teaching reflection, etc.
3. Lead at least one young teacher research project at district level or above and
complete the project within the three-year period. By the end of the three-year
development, submit the Project Application, Project Approval Certificate, Project
Proposal Report, Project Completion Report and examination and approval certificate,
the dissertation subject topic demonstration report and Project Completion Certificate.
4. Publish at least one paper in district academic journals within the three years and
submit relevant proof materials.
5. Gain at least one teaching or research reward at school level or above within the
three years.

For 2nd Tier:
1. Observe at least one class of the coach every week and complete at least one
teaching reflection every week.
2. Deliver at least one demonstration class at school level each term and deliver one
demonstration class at district level within the 3 years and submit a “Class Profile”
within two weeks after each demonstration class including teaching design, teaching
record, teaching software, expert comments, teaching reflection, etc.
3. Lead at least one research project at district level or above and complete the
project within the three-year period. By the end of the three-year development, submit
the Project Application, Project Approval Certificate, Project Proposal Report, Project
Completion Report and examination and approval certificate, the dissertation subject
topic demonstration report and Project Completion Certificate.
4. Publish at least two papers in municipal academic journals within the three years
and submit relevant proof materials.
5. Gain at least one teaching or research reward at district level or above within the
three years.

For 3rd Tier:
1. Deliver at least one demonstration class at district level each term and submit a
“Class Profile” within two weeks after each demonstration class including teaching
design, teaching record, teaching software, expert comments, teaching reflection, etc.
2. Lead at least one research project at district level or above and complete the
project within the three-year period. By the end of the three-year development, submit
the Project Application, Project Approval Certificate, Project Proposal Report, Project
Completion Report and examination and approval certificate, the dissertation subject
topic demonstration report and Project Completion Certificate.
3. Publish at least three papers in municipal academic journals within the three years
and submit relevant proof materials.
4. Gain at least two teaching or research reward at district level or above within the
three years.
5. Publish at least one monograph within the 3 years (or co-authored with the coach).
6. Provide coaching for designated colleague and make sure the candidate deliver at
least one district level demonstration class and publish two papers and lead or
participate in one district level research project.
Article 9
Implementation Measures

1. The school and coaches create opportunities for the candidates to deliver district level demonstration classes.
2. Provide opportunity and funds for publishing papers.
3. When appropriate, provide candidates with proper funds and academic day-offs. Candidates must complete the research project within the off period, while at the same time entitled to full-load and research group leader allowance.
4. Provide higher education opportunities for candidate with combined efforts at district, school and individual level.

Article 7
Administrations

1. Daily administrations are managed by the Dean's Office and research groups and HR.
2. If there's any unethical behavior or a situation in which the candidate fails to complete work in time or disobeys work arrangement or doesn't participate actively in related activities, the candidate’s qualification will be immediately terminated.