2015 - 2016

Mentor - Mentee Handbook

Proud of our past…Excited about our future
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The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.
Mentor Responsibilities....

You have just been assigned your new intern(s)! What do you do next?

- Share ideas and strategies for interacting positively with parents and documenting all parental contacts.
- Offer support through listening and sharing.
- Give guidance related to discipline, scheduling, planning and organizing.
- Assist the new teacher in arranging, organizing, and analyzing the physical setting of the classroom.
- Counsel the new teachers when day to day frustrations arise.
- Allow the new teacher to observe the mentor and discuss the lessons afterward.
- Observe the new teacher teaching lessons. (minimum of three) Collect data in a non-evaluative manner during observation. Share and discuss data with the new teacher for non-evaluative purposes.
- Complete one of the observation forms provided for all three observations.
- Participate in appropriate training workshops.
- Promote self-observation and analysis on the part of the new teacher.
- Assist the new teacher in setting and meeting realistic goals and reevaluating these goals as necessary.
- Model professionalism.
- Meet with the new teacher and record mentoring activities as per established guidelines.
- Maintain confidentiality.
- Encourage new teachers to share lesson plans before observation by the administration.
Mentee Responsibilities...

- Be open to suggestions and feedback.
- Be willing to ask questions and seek help when needed.
- Complete monthly journal and provide it to the mentor coordinator at the end of each month. (Quarterly for second year mentees)
- Self-evaluate lessons observed by the mentor.
- Be willing to seek out help early on from the mentor or the instructional leader or mentor coordinator (before a problem gets out of hand).
- Participate in scheduled training as per guidelines.
- Maintain professional confidentiality of both written and spoken communications.
- Seek help from other staff members when appropriate.
- Implement suggestions made by the mentor.
- Share date of administrative observations and lesson plans with mentor prior to the scheduled observation.
- Keep a log of new teacher/mentor journals including questions, concerns and place in a secure location. This will help to guide your discussions.
- Complete the given pre-conference form when being observed by your mentor. This form should be turned in to the mentor the day before the observation.
The Keys to Success in the Mentor/Mentee Relationship

OPEN DOOR POLICY - both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

HUMOR - we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

CONFIDENTIALITY - we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

PROMPTNESS - both of us believe that our time, as well as each other’s is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

COMFORTABLE ENVIRONMENT - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.
The A, B, C’s

Of Teaching

By Chris Ricci, Coach and Mentor

A

Always try to be organized. It will make your life simpler.
Air Flow – It helps to keep people awake.
Always over-plan. You will be eternally grateful.
Admit mistakes. We are all human.
Attend school functions (athletic events, dances, concerts, plays).
Students need to see your support.
Attendance reports – Keep them efficiently. You will have to explain/defend them to a parent.

B

Be punctual. Get enough sleep, exercise daily, and get to bed early.
It pays off in your good humor.

C

Computer skills will save time.
Consistency is key.
Caffeine is your friend.
D
Don’t think you can get any work done during the day.

Do all school work at home. School is students’ time.

Daily “To Do” List – Make one each day. Move the things that don’t get done to the top of tomorrow’s list.

E
Essential Question – Start each class with a question, as an organizer for you and the students.

Emergency plans!! Make sure you have at least two days’ worth. Don’t leave a video. Think what could go wrong. Make sure students know you will grade work done for a substitute.

F
Files, files, files! Always make a file, and put it away so you can find it.

Follow up on student absences.
First-Aid Kit in your desk (Band-aids, antibiotic cream, cough drops, feminine hygiene products) will keep students in the classroom instead of with the nurse
Formative Assessment ➔ Students need to be able to assess where they are on their learning path to the success criteria for the lesson.

G
Get students involved in learning to be organized. This is a life skill.

Get used to change; it happens every day!

H
Have all materials ready every day. Never expect the copier to be functioning in your emergency
I

If you give it, grade it, and return it promptly.

Interaction with older teachers will help you build a bond in your school community.

J

Janitorial items and janitors are your best friend.

June and July can help you get a start on the upcoming year. Use your time wisely.

K

Kleenex!!!

Keep students involved, and they will stay on task. Every subject can find hands-on activities. It just takes time and creativity. Ask other teachers what things they do that work out well.

L

Listen to what teachers and students have to tell you.

Learn from your students. They have a world of knowledge about your school.

Learning targets are essential for students to know where their learning is headed.
M
Make sure you have “centers,” magazines, and extra things for students to do if they finish early.

Move important materials to places close to your fingertips or at eye level.

Make sure you have your objectives in order for your observations.

N
Never assume anything.

Never get behind on grading. (Do it each night!)

Names are a must. Know them; remember them. Students appreciate it.

O
Oh! I wish I had some free time!

Open-mindedness is essential when working with students.

Opening activity. Have one on the board or overhead daily, to give you time to take attendance, etc.
**P**

Phone parents about positive and negative things their students have done.

Paper clip items that are alike.

Pair your students. It really works, and students love it.

Put your mind at ease. You won’t forget to turn things in on time if you deal with each piece of paper you take out of your box each morning before you leave the teachers’ mail room.

**Q**

Question whether your classes are working; then adapt and adjust.

Quit when you start sounding like your students.

Quit whining. We have all been where you are now. It will get better.

**R**

Repeat often to students the value of “writing it down.”

Routine is important to everyone. Students like to know what to expect.

Rubrics are a great way for students to gauge where they are in their learning.

**S**

Summarize your lesson by having students teach, tell, or talk it out.

Seating chart can be changed as often as you feel necessary. Be sure you have one on hand for a substitute.

SMILE; it makes the day brighter for everyone! Find something to laugh about every day.

Success criteria are essential for students to know when they have successfully achieved the learning target.
Take what your students say to you **seriously**, and keep it in confidence.

Trays, baskets, or boxes are a must to keep papers organized and reduce clutter.

Think ahead. It reduces stress and allows you to tie everything together.

Tests should be returned promptly, with feedback, to enhance learning.

Understand your student's strengths, weaknesses, and needs, so you can pair them for assignments.

Use information sheets and student files to acquaint yourself with your students.

Very few people know everything!!

**Vision** – Be a sponge: Look, listen, and learn.

**Visibility** – Be in the halls between classes and interact with your students.

Windows – Love them if you have them, but be aware of glare on board.

Win-win situations work best for everyone.

Weather channel – Listen, but always be prepared to go to school.
Exits – Keep clear, and know well.

Xerox at least two days ahead (a whole unit at a time, if possible).

Exhausted – This is an everyday experience for first year teachers. Next year will be much better.

You can be organized. You can be successful.

Yoga relieves stress.

You must build a reputation for being a good teacher, demanding, but fair.

Once you do this, your life will be easier.

Yogurt is good teacher food.

Zero tolerance! Follow the rules exactly, and you can’t go wrong. “Just say ‘No.’”

Zip your lip. Don’t gossip. Be pleasant to everyone.
**Phases of New Teacher Growth**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Feeling's of New Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation</td>
<td>Teachers have just completed a teacher training program. They are eager and excited about their initial teaching assignment. They have “big plans” about how it is going to be.</td>
</tr>
<tr>
<td>Survival</td>
<td>Reality hits. New teachers can become overwhelmed with all the aspects of the job they didn’t anticipate. They are working 60 hour weeks. They still maintain their enthusiasm but are getting tired.</td>
</tr>
<tr>
<td>Disillusionment</td>
<td>New teachers are working hard, but feel they are not getting anywhere. They are shocked at reality and wondering if this is the right profession for them. Illness often characterizes this phase. This phase also corresponds with parent conferences, first report cards, back-to-school night, and the first evaluation conference!!</td>
</tr>
<tr>
<td>Rejuvenation</td>
<td>New teachers have just had a few weeks off for winter break. They have completed half the year and can see the end in sight. They have gained some coping strategies to manage the problems they may encounter. They begin to feel a sense of confidence. They begin to focus on curriculum development. They are more optimistic about their capabilities.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Towards the end of the year, new teachers begin to reflect on changes they will make next year.</td>
</tr>
<tr>
<td>Anticipation</td>
<td>New teachers begin to look forward to the next year but their eagerness to try again is more reality-based. The level of anticipation never quite reaches the height that it was prior to their first teaching position.</td>
</tr>
</tbody>
</table>
Important Information to Guide Mentors

Issues for Beginning Teachers

Classroom Management (58%)


Classroom Management is consistently the #1 issue in all TDSB surveys of Beginning Teachers. Responses reflect both a desire for proactive structures (e.g., building inclusion) as well as reactive strategies (e.g., dealing with conflict). As many respondents noted, the experience of inheriting an established classroom culture as a student teacher is very different than the experience of creating a caring, inclusive and learning-focused classroom environment for the very first time.

Assessment & Evaluation (45%)

*One issue that I wish was covered more in depth at my faculty of education is assessment and evaluation. It wasn’t until I really had to put number marks into categories and crunch the numbers that I felt very uncertain of how to do it properly. (1st Year Teacher)*

How to assess and evaluate student learning in a meaningful manner using a range of strategies and tools and how to communicate progress (or lack thereof) to both students and parents were the key components of the challenges Beginning Teachers cited in this area.

The graph above represents the responses of 1470 Beginning TDSB Teachers (2005 - 2008)
Mentor Log

*The following pages include month by month suggestions for discussion topics. Please remember to use MOODLE to record information discussed at each meeting with your mentee.
# August Mentor Expectations

## Developing Collegial Relationships

- Meet and welcome your intern.
- Plan a tour of the school building.
- Visit intern’s classroom to view and discuss classroom environment.
- Attend mentor/intern orientation and training.
- Complete the Beginning Teacher Needs Assessment (Mentor/Intern Tools)
- Syllabus, classroom rules, classroom environment.

## Building Operations (Routines and Procedures)

- **Office Introduction:**
  - Running the copier/printer.
  - Mailbox
  - Locating important forms:
    - Leave of absence request forms
    - Conference/Workshop request forms
    - Copy request form
    - Building Request Form
  - Sign in sheet
  - Secretary Introductions (Building/Guidance)
- Phone System (mailbox, voice mail retrieval).
- Cafeteria ordering and protocol (cut in allowed).
- People “around the building” to meet.

## Instructional Topics

- Organization of physical space.
- A schedule for mentor/intern meetings.
- School and community culture
- Parent communication – email, phone numbers, contact log.
- Plans for the first two weeks of school

## Things to Keep in Mind

- Early contact is essential and meaningful.
- Finding time to meet can be difficult. Brainstorm ideas about a schedule for ongoing communication during the year...even if it is outside of the school day.
- Be sure to complete electronic mentor log form on Moodle.
- Some ways to exemplify professionalism are to attend activities such as CMTA meetings, social and building events, workshops and conferences; keeping abreast of the work of building committees; and speaking professionally in all matters.
- Attend student activities as a way to make connections with students and parents.
## SEPTEMBER MENTOR EXPECTATIONS

### DEVELOPING COLLEGIAL RELATIONSHIPS

- Introduce intern to other teachers and staff.
- Drop by to “touch base” with each other.
- Share funny or interesting happenings.
- Write occasional notes or emails to your intern supporting the intern’s activities/successes.

### OBSERVATION

- Conduct initial informal observation of intern. Remember to schedule both a pre-planning and follow up reflection conference. Note: Plan two observations that are required for the fall. Make sure one informal observation is completed prior to the 1st formal/administrative observation in October.
- Use observation forms in the Moodle.
- Go over observation/evaluation process and procedures for 1st formal/administrative observation.
- Schedule opportunities for interns to observe other teachers.
- If you haven’t already, do needs assessment and outline/plan areas for further development.
- Discuss schedule of mentor/mentee release days.

### INSTRUCTIONAL TOPICS

- Classroom routines/Record keeping.
- Grading and other student evaluations.
- Prepare for pre/-baseline assessments and possibly analyze pre/baseline assessment data.
- Open House.
- Ongoing communication with staff/families.
- Substitute Folder.
- Technology resources:
  - Website.
  - Promethean Boards.
  - I-Ready (If applicable).
  - Google Forms (If applicable).

### Things to Keep in Mind

- Mentors need to be very accessible during the first day and week of school.
- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Keeping a journal of your thoughts, questions, and concerns is an excellent way to make the most of meeting times.
- Mentors offer interns informational and emotional support through planning and reflective conversations.
### OCTOBER MENTOR EXPECTATIONS

#### DEVELOPING COLLEGIATE RELATIONSHIPS
- Consider attending a workshop together or plan a mentor-intern release day.
- Continue to discuss classroom happenings, events, concerns, successes.
- Review resources for professional development.
- Send your mentor/intern an “I'm So Glad You Work at Caledonia- Mumford because…” note.

#### OBSERVATION
- The 1st formal observation should be scheduled with the administrator with pre- and post observation times.
- Schedule a reflective and planning conversation after the intern's observation.
- Schedule a second mentor observation of your intern with a specific area of focus.
- Continue to support the scheduling of opportunities for interns to observe other professionals.

#### INSTRUCTIONAL TOPICS
- Analyze pre/baseline assessment data.
- Develop Student Learning Objectives (SLOs).
- Classroom management/discipline strategies.
- Staff relationships.
- Time management of instructional task/ follow up.
- Review and evaluation of student work, assessments, report cards.
- Make sure they are on track to meet SLO requirements.
- Discuss first report card. Assist in putting information in Schoolmaster.
- Preparation for CSE annual reviews.

#### Things to Keep in Mind
- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Mentees have a tremendous amount of information to learn and remember. Mentors can help by sending little reminders about upcoming meetings and events. Assist intern by reviewing strategies for organization as necessary.
- Consistently encourage interns whenever possible. Teaching is multi-faced and rigorous…yet very rewarding.
- Be sure to check on local district and state mandated test schedules, and to build in test preparation time.
- Mentor’s should address intern’s survival needs. Do not overburden them with “TMI” (too much information).
### A Month-by-Month Log

#### NOVEMBER MENTOR EXPECTATIONS

<table>
<thead>
<tr>
<th>DEVELOPING COLLEGIAL RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue to schedule opportunities for interns to observe other teachers. Include the venues of regular education, special education and remedial education. Help your intern make arrangements, if appropriate.</td>
</tr>
<tr>
<td>- An appropriate use of a release day would be to model a specific teaching/behavior technique.</td>
</tr>
<tr>
<td>- Discuss issues facing the field of education today.</td>
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<tr>
<td>- If time allows, think about reading a professional book together and have your own mini book talk.</td>
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<table>
<thead>
<tr>
<th>OBSERVATION</th>
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<tbody>
<tr>
<td>- Identify the focus for the next mentor observation. Remember two needed to be completed in the Fall.</td>
</tr>
<tr>
<td>- Continue to reflect on the informal and administrator's observation as a means to discuss the building of the intern's skill set.</td>
</tr>
<tr>
<td>- Discuss the setting of the 1st goal with the building administrator (Danielson).</td>
</tr>
<tr>
<td>- Review the Phases of New Teacher Growth Chart. (Mentor/Intern Tools)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Formative Assessments that are driving instruction</td>
</tr>
<tr>
<td>- Student Feedback</td>
</tr>
<tr>
<td>- Short and long term goal and objective work in regards to lesson planning</td>
</tr>
<tr>
<td>- Preparation for CSE annual reviews</td>
</tr>
</tbody>
</table>

### Things to Keep in Mind

- As the holidays approach, individual stress levels for teachers and students are apt to rise. Help your intern to remain "balanced" during this time period.

- Developing a professional collegial relationship takes time. The investment of this time will culminate in growth to both parties involved.

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
### A Month-by-Month Log

**DECEMBER MENTOR EXPECTATIONS**

<table>
<thead>
<tr>
<th>DEVELOPING COLLEGIAL RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure you have completed the two observations that are required to be completed in the Fall.</td>
</tr>
<tr>
<td>Even though it is a busy time, continue to meet regularly to support your intern through the holidays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSERVATION</th>
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</thead>
<tbody>
<tr>
<td>Review Annual Professional Performance Review Plan before intern's 2nd observation with their administrator.</td>
</tr>
<tr>
<td>Review first observation administrative feedback in preparation for second observation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
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</thead>
<tbody>
<tr>
<td>Classroom management/ discipline strategies</td>
</tr>
<tr>
<td>Staff relationships</td>
</tr>
<tr>
<td>Time management of instructional task/ follow up</td>
</tr>
<tr>
<td>Review and evaluation of student work, assessments, report cards</td>
</tr>
</tbody>
</table>

#### Things to Keep in Mind

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Sharing your intern's successes thus far in the school year would be a great way to be a "Not So Secret Santa" to your intern.
- Support interns in developing clear and appropriate goals for the students and for themselves.
- Assist interns to maintain a focus on student learning through formal and informal means of assessment.
- After the holiday break, suggest to re-do the Needs Assessment so that both the intern and mentor remain focused on the continued needs of the intern as the school year progresses.
### JANUARY MENTOR EXPECTATIONS

#### DEVELOPING COLLEGIAL RELATIONSHIPS
- Review first semester experiences.
- Discuss highlights.
- Evaluate growth experiences.
- Celebrate successes.
- Continue informal observations of interns and scheduling of release days.
- Go over the Needs Assessment and plan accordingly.

#### OBSERVATION
- The 3rd formal/announced observation should be scheduled with the administrator with pre- and post observation times.
- Schedule a reflective and planning conversation on the intern's second observation.
- Review questions interns may have around the observation process.

#### INSTRUCTIONAL TOPICS
- Review of report cards and grading, if appropriate.
- Instructional strategies and techniques
- Infusing literacy into the content areas.
- Preparation for CSE annual reviews.
- Mid-year teacher evaluation meetings (if applicable).
- Gather evidence/artifacts for "Domain 4".

### Things to Keep in Mind

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Celebrate the completion of the first semester. Be creative in how you celebrate. One idea might be to involve the intern's students in the celebration. Another idea could be to plan a visible recognition.
- Informal communications are still important. Look and plan for opportunities for reflection and encouragement.
- Learning-Focused mentors attend to the language of intern's goals for lessons and units, the details and level of sophistication of strategies, and the depth of content knowledge.
## DEVELOPING COLLEGIAL RELATIONSHIPS
- Plan activities for the second semester.
- Share literature, research reading and professional journals.
- Review the phases of New Teacher Growth...it is the beginning of Reflection and Rejuvenation. (Mentor/ Intern Tool Box)
- Schedule mentor/intern release day to reflect on completed professional development or to work on goals.

## OBSERVATION
- The 2nd formal/announced observation should be scheduled with the administrator (between Feb 1 and April 30th) with pre- and post observation times.
- Continue informal observations of your intern.
- Continue to reflect and review questions interns may have around the observation process.

## INSTRUCTIONAL TOPICS
- Action plans for goals.
- The review of 504, CSE forms and procedures.
- The use of community resources, guest speakers, field trips to enhance instruction.
- The resources available on the New York State Education website – [www.nysed.gov](http://www.nysed.gov) and [www.engageny.org](http://www.engageny.org)
- Questioning strategies.

### Things to Keep in Mind
- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Goals are helpful, but should be reviewed and modified regularly as needs change.
- Foster a curiosity to research teacher strategies to increase the intern’s "toolbox."
- Interns should continue to journal their thoughts, concerns and ideas. If an intern is struggling, mentors can provide them with reflective stems, such as:
  - Something I am still curious about is...
  - At this time, a source of pride for me is...
  - Some things I value about my mentoring relationship are...
## MARCH MENTOR EXPECTATIONS

### DEVELOPING COLLEGIAL RELATIONSHIPS

- Hold informal meeting to discuss any concerns or ongoing issues.
- Share some innovative uses of technology.
- Schedule your remainder mentor/intern days.
- Mentors should continue to offer the modeling of instructional or behavioral strategies in classroom settings.

### OBSERVATION

- Encourage interns to observe fellow teachers to experience differing perspectives and strategies.
- The 3rd formal observation should be scheduled with the administrator with pre- and post observation times. Mentors can assist interns by helping them to focus on providing evidence of goal completion within the lesson plan or through additional evidence.
- Schedule a reflective and planning conversation after the intern's observation.

### INSTRUCTIONAL TOPICS

- Test preparation and training required.
- Affiliations with professional organizations.
- End of the year preparation.

### Things to Keep in Mind

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Mentors should use reflections as an opportunity to provide non-judgmental feedback to promote professional growth.
- Remind interns to plan enough time for review at the end of the school year.
- Mentors should work to continually expand the vision of novice teachers from self, to class as whole, to individual students.
- Mentors should continually help interns to analyze and interpret feedback from personal and classroom observations.
## APRIL MENTOR EXPECTATIONS

### DEVELOPING COLLEGIAL RELATIONSHIPS

- Mentors and interns should discuss the building of the intern’s portfolio.
- Encourage the use of a reflection journal to log:
  - Creative ideas
  - Instructional and behavioral strategies
  - Motivational thoughts and quotations
  - Teachable moments
  - Insights regarding education
  - “Snapshots” of student achievement
  - Photographs of students, bulletin boards, student work, celebrations

### OBSERVATION

- Review last formal observation through the use of a reflective and planning conversation.
- Review Danielson and the goal setting process. (Mentor/Intern Tools)
- Reflect on goals for next school year.

### INSTRUCTIONAL TOPICS ...

- 3-8 ELA and Math state assessments (administration and/or scoring).
- Summer professional development opportunities.
- Continue to gather and then be ready to submit by April 20th evidence/artifacts for Domain 4.

### Things to Keep in Mind

- Mentors should continually refocus interns on the standards or content of learning, the assessments of evidence of learning, and the methods or activities of learning.
- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Mentors should focus on building the intern’s efficacy.
- Mentors should focus on mirroring the positive.
- Mentors and interns should openly discuss their relationship and how to continue to grow from the roots they have established.
## A Month-by-Month Log

### MAY MENTOR EXPECTATIONS

<table>
<thead>
<tr>
<th>Mentor:</th>
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<table>
<thead>
<tr>
<th>DEVELOPING COLLEGIAL RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create June checklist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on progress and discuss end of the year goal reflection worksheet (Annual Performance Plan - page 8) (if applicable)</td>
</tr>
<tr>
<td>Interns should schedule their final conference - “End of Year Evaluation/Summary Meeting” with the administrator.</td>
</tr>
<tr>
<td>Schedule a reflective and planning conversation after the intern’s final conference.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalization of summer professional development opportunities.</td>
</tr>
<tr>
<td>Pass/Fail and end of course issues (make sure to call parents).</td>
</tr>
<tr>
<td>Go over end of the year protocol for your building.</td>
</tr>
</tbody>
</table>

### Things to Keep in Mind

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Make time to REVIEW, REFLECT, CELEBRATE!!!
- This is a good time for the mentor and the intern to reflect on the mentoring program and process. Take the time to share your thoughts with the mentoring committee. For example, what suggestions do the mentors or interns have to offer in terms of improving the mentor program? What were the benefits to both parties during the mentoring process.
### JUNE MENTOR EXPECTATIONS

#### DEVELOPING COLLEGIAL RELATIONSHIPS

- Review June checklist.
- Assist the intern in "packing up" the room.

#### OBSERVATION

- Sit back and observe the work both the mentor and the intern have done to create a lasting collegial relationship.

#### INSTRUCTIONAL TOPICS

- Reviewing the year's events
- Completion of the end of the year's responsibilities: grading exams, report cards, cumulative folder completion (K - 6).
- Review school and regents exam schedules, and proctoring assignments.

#### Things to Keep in Mind

- Remember to meet for one hour every two weeks and document on mentor log in Moodle.
- Always CELEBRATE the SUCCESSES!
- Enjoy the summer. You've worked hard and deserve a break. REMEMBER... Teaching, like life, is a journey. These excursions are never seamless, but they are nevertheless wonderful and life altering. Keep in mind, learning NEVER ends!
Mentee Log

*Please remember to email these to the mentor coordinator at the end of each month. The mentor coordinator will be meeting with you quarterly to go over the logs. We will file these for a period of seven years.*
August
Mentee’s Journal

What do I know about Cal-Mum? What do I need to know about Cal-Mum culture?

What would I like my mentor to know about me as a person and as a professional?

What is my biggest concern starting the school year?

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## September Mentee’s Journal

**Questions for my mentor:**

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# October
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# February

## Mentee's Journal

**Questions for my mentor:**

- What I would like my mentor to observe?

**What do I need to learn more about?**

- Significant events for me this month. What have I learned as a result of these events?
- What do I need to learn more about?

**Celebrations and what am I most proud of this month. Frustrations.**

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### May

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### June Mentee’s Journal

#### Questions for my mentor:

What I would like my mentor to observe?

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Please use any of the following observation forms. Choose one that is appropriate for the focus of your observation and one that you are comfortable with.
Mentee Teacher Needs Assessment

This is tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Identify your strengths:

Identify two areas that you want your mentor to assist you with:

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done
Proficient: Comfortable with responsibilities but have room to grow
Expert: Mastery of the area and could train others/share expertise

<table>
<thead>
<tr>
<th>Areas of Support to Consider</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management:</strong></td>
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</tr>
<tr>
<td>1. Setting up the classroom environment</td>
<td>E</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>2. Creating classroom rules</td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>3. Enforcing classroom rules</td>
<td>E</td>
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<tr>
<td>4. Dealing with crisis in the classroom</td>
<td>E</td>
<td>P</td>
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<tr>
<td>5. Implementing behavior management techniques</td>
<td>E</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>6. Knowledge of disabilities with which you are working and necessary accommodations/strategies</td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>7. Ability to set up and follow routines</td>
<td>E</td>
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**Expectations:**

1. Identifying those students in the classroom with IEPs and 504 Plans, reading the plans, and implementing the
classroom accommodations indicated

2. Understanding the referral process

3. Using technology as a tool

4. Understanding and Implementing emergency protocol – building, health, behavior

<table>
<thead>
<tr>
<th>Teaching:</th>
<th>E</th>
<th>P</th>
<th>N</th>
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<th>E</th>
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<tbody>
<tr>
<td>1. Locating and using grade-level district standards, pacing guides, and state standards</td>
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<td>2. Differentiating instruction</td>
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<td>3. Motivating students</td>
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<td>4. Using a variety of teaching strategies</td>
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<td>5. Familiarity with content for grade level(s) taught</td>
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<td>6. Understanding testing procedures and materials</td>
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<td>7. Providing students with learning targets/success criteria</td>
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<td>8. I can develop student performance tasks with integrated assessment points for student self-evaluation</td>
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<th>Relationships:</th>
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<tbody>
<tr>
<td>1. Communicating with parents</td>
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<td>2. Working with grade level teams</td>
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<td>3. Collaborating with colleagues</td>
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<td>4. Working with special education staff</td>
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<td>5. Working with administration</td>
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- Self-assessment occurs 3 times/year: beginning, middle, and end of year.
- Self-assessment should be referenced regularly as a guideline for support.
Observation vs. Evaluation

Remember: Mentors are in the business of observing, not evaluating their interns.

<table>
<thead>
<tr>
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<th>Evaluation</th>
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<tbody>
<tr>
<td>* Nonjudgmental</td>
<td>* Judgmental</td>
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<tr>
<td>* Guides Professional Growth</td>
<td>* Impacts Job Stability</td>
</tr>
<tr>
<td>* Conducted by Mentor/Peer/Coach</td>
<td>* Conducted by Administrator/Supervisor</td>
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<tr>
<td>* Discussion Feedback</td>
<td>* Rating Feedback</td>
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As a mentor, engage in behaviors that promote your intern’s ability to self-reflect.

"If someone comes in with a monkey on their back, help them get it off, but don't put it on yours!"

What do you think went well? If you could rewind it, what would you change?
Teacher Evaluation  
Enhancing Professional Practice

Charlotte Danielson's Framework
The framework recognizes the complexity of teaching and reports "a teacher makes over 3,000 nontrivial decisions daily."

**DOMAIN ONE**
Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

**DOMAIN TWO**
The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**DOMAIN THREE**
The Nature and Value of Professional Learning
- Personal Goal Setting
- Reflection on Practice
- Collaboration
- Self-Assessment and Self-Directed Inquiry
- A Community of Learners

**DOMAIN FOUR**
Professional Responsibilities
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

**DOMAIN TWO**
Instruction
- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness
I. Knowledge of Students and Student Learning
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

II. Knowledge of Content and Instructional Planning
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

III. Instructional Practice
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

IV. Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

V. Assessment for Student Learning
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

VI. Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

VII. Professional Growth
Teachers set informed goals and strive for continuous professional growth.
<table>
<thead>
<tr>
<th>New York State Teaching Standards</th>
<th>Framework for Teaching Components</th>
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| I. Knowledge of Students & Student Learning (with 6 corresponding Elements) Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement in all students. | 1b. Demonstrating Knowledge of Students  
1e. Designing Coherent Instruction  
4c. Communicating with Families |
| II. Knowledge of Content & Instructional Planning (with 6 corresponding Elements) Teachers know the content they are responsible for teaching, and plan instruction that ensure growth and achievement for all students. | 1a. Demonstrating Knowledge of Content and Pedagogy  
1b. Demonstrating Knowledge of Students  
1c. Setting Instructional Outcomes  
1d. Demonstrating Knowledge of Resources  
1e. Designing Coherent Instruction  
1f. Designing Student Assessments  
2e. Organizing Physical Space  
3c. Engaging Students in Learning  
3e. Demonstrating Flexibility and Responsiveness |
| III. Instructional Practice (with 6 corresponding Elements) Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. | 1e. Designing Coherent Instruction  
2b. Establishing a Culture for Learning  
3a. Communicating with Students  
3b. Using Questioning and Discussion Techniques  
3c. Engaging Students in Learning  
3d. Using Assessment in Instruction  
3e. Demonstrating Flexibility and Responsiveness |
| IV. Learning Environment (with 4 corresponding Elements) Teachers work with all students to create a dynamic learning environment that supports achievement. | 2a. Creating an Environment of Respect and Rapport  
2b. Establishing a Culture for Learning  
2c. Managing Classroom Procedures  
2d. Managing Student Behavior  
2e. Organizing Physical Space |
| V. Assessment for Student Learning (with 5 corresponding Elements) Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. | 1b. Demonstrating Knowledge of Students  
1f. Designing Student Assessments  
3d. Using Assessment in Instruction  
4a. Reflecting on Teaching  
4b. Maintaining Accurate Records |
| VI. Professional Responsibilities & Collaboration (with 5 corresponding Elements) Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning. | 4b. Maintaining Accurate Records  
4c. Communicating with Families  
4d. Participating in a Professional Community  
4f. Showing Professionalism |
| VII. Professional Growth (with 4 corresponding Elements) Teachers set informed goals and strive for Continuous professional growth. | 1a. Demonstrating Knowledge of Content and Pedagogy  
1d. Demonstrating Knowledge of Resources  
4a. Reflecting on Teaching  
4d. Participating in a Professional Community  
4e. Growing and Developing Professionally  
4f. Showing Professionalism |
Pre-Conference Observation Form

Name: _______________________________  Date: _______________________
Grade/Course: ____________________________  Mentor: ____________________

1. Planning/Preparation
   What are your learning targets for this lesson?

2. Instructional Procedures
   a) Anticipatory Set
   b) Instructional Steps
   c) Assessments/Check for Understanding
   d) Closure

3. Other Planning Considerations
   a) What are the Common Core Learning Standards being addressed in this lesson?
   b) How are you going to meet the needs of all learners?
   c) In what ways are you utilizing student performance data before, during or after this lesson?
Learning-Focused Planning Conversation

(Use this before observations)

This is an interactive process and typically results in collaborative planning. It might include any of the following:

- An opportunity to invite the teacher to talk about the lesson and how it fits in the curriculum
- An opportunity to explore the context of the lesson and what has led up to it

**Sample Questions that a Mentor might ask during a Learning-Focused Planning Conversation:**

**CLARIFY GOALS FOR STUDENT LEARNING**

*What*

- What is the learning target?
- What are some ways this lesson is building on your students’ interests, developmental level or backgrounds?
- What are some ways assessment has guided the design of this lesson?
- How might the learning goals be connected to the Common Core standards or curriculum?

**DETERMINE EVIDENCE OF SUCCESS AND STUDENT ACHIEVEMENT**

- How might you assess what students know and are able to do?
- What are some ways your students might assess their own learning?

- What are some informal assessments of student learning that you might use to check for understanding and help you adjust instruction while teaching?
- What are some assessment tools that might give you the data you need to see whether or not learning has taken place?

**EXPLORE TEACHING STRATEGIES**

- What are some ways you might differentiate instruction to address the diverse needs of the students?
- What are some questions you might ask the students to engage them in critical thinking?
- What are some ways you might use technology or other resources to engage the students in learning?
- What are some ways you might facilitate learning experiences that promote interaction and choice?

**IDENTIFY FOCUS FOR MENTOR’S DATA COLLECTION**

- What are some areas of instruction that you want me to pay attention to during this lesson?
- What are some student behaviors that you want me to track during your lesson?
| **Scripting** | **Proximity Analysis** |
| "Mentors need to be unbiased recorders of the events that occur in a classroom. Scripting involves taking notes that represent a script of classroom interactions. Mentors sit in a location in the classroom that provides them with a good view of the students and the teacher and write down what they hear" (Pitton 2000, 96). | "The goal is to capture the teacher's movement in the classroom, indicated by an arrow and/or line. The mentor can include an indicator of where the teacher stops during the lesson by numbering the stops, or perhaps by noting the time for each pause in teacher movement" (Pitton 2000, 107). |
| **Anecdotal Record** | **Verbal Flow** |
| "The anecdotal record is a form of scripting that allows the observer to note events that occur at particular times during the lesson and includes a place for comments so that interpretations might be captured and set aside for later discussion with the mentee" (Pitton 2000, 98). | "Looking at the verbal flow in the classroom allows mentors to gather evidence of the way teachers and students engage in conversation during the lesson. This is an especially useful tool to use class discussion, when mentees are working to involve all students in the conversation" (Pitton 2000, 109). |
| **Free Writing** | **Numeric Data** |
| "This concept does not attempt to capture specific statements and observations, but rather describes on a paragraph format the overall sequence of events" (Pitton 2000, 100). | This data can be used when mentees use a word or phrase that could distract student learning. The mentor would count the number of times that word or phrase is spoken in a particular lesson. This method can also be used to track teacher or student behavior (Pitton 2000, 113). |
| **Videotaping and Audiotaping** | **Focused Scripting** |
| Videotaping and audiotaping mirror exactly what is being said or done in the classroom. This type of data recording should be looked at by both the mentor and mentee because it may overwhelm some beginning teachers | "In focused scripting, the observer (mentor) looks for evidence in classroom interactions that support the language and expectations defined in the lens [pre-conference outline]" (Pitton 2000, 100). |
| **Portfolio** | **Visual/Auditory Evidence** |
| "The use of a portfolio to document classroom plans, creative units, and classroom management plans can be a very helpful way for beginning teachers to organize this evidence" (Pitton 2000, 115). | "The mentors write down what they saw, what they heard, and, if they wish, what they thought" (Pitton 2000, 42). |

### OBSERVATION:
**Mirroring a Classroom**

<table>
<thead>
<tr>
<th>I Saw</th>
<th>I Heard</th>
<th>I Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher...</td>
<td>The teacher...</td>
<td>The teacher...</td>
</tr>
</tbody>
</table>

| The students... | The students... | The students... |

**Observation Notes**

**Area of Focus:** ____________________  **Date:** __________  **Observed:** ______________

<table>
<thead>
<tr>
<th><strong>Pre-Conference Questions</strong></th>
<th><strong>Pre-Conference Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are your current areas/needs of focus?</td>
<td>• Define the issue -</td>
</tr>
<tr>
<td>• Which one or two seem to be a priority? What do you base that on?</td>
<td>• Describe the lesson -</td>
</tr>
<tr>
<td>• What do you want to happen? What would that look like?</td>
<td>• Decide on the elements to observe -</td>
</tr>
<tr>
<td>• How do you think the concerns affect your teaching and/or your students?</td>
<td>• Create the data tool for observation -</td>
</tr>
<tr>
<td>• Based on what you have told me about your concerns, what elements would you like me to observe during the lesson? What do you want to be sure you do very well?</td>
<td>• Decide where the mentor will sit -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bright spots</strong></th>
<th><strong>Reflective questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planning and Preparation</td>
<td>• As you reflect on your lesson, what do you feel...</td>
</tr>
<tr>
<td>• The Classroom Environment</td>
<td>• What techniques or strategies did you use when...</td>
</tr>
<tr>
<td>• Instruction</td>
<td>• Do you feel your assessment reflected...</td>
</tr>
<tr>
<td></td>
<td>• What might you do differently...</td>
</tr>
<tr>
<td></td>
<td>• (see Reflective Questions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Focal Area Notes</strong></th>
<th><strong>Future Observation Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflect on the intern's area of focus.</td>
<td>• Will you and your intern continue to work on the same focal area or will you focus on a different instructional strategy?</td>
</tr>
<tr>
<td>• Provide feedback requested.</td>
<td>• Develop an improvement plan.</td>
</tr>
</tbody>
</table>
# Classroom Observation Checklist

Name: _____________________________  Time: _________________  Date: ________________

1. **TTOT (Teacher Time On Task)**
   - _____ begins without delay
   - _____ handles interruptions
   - _____ arranges and organizes materials
   - _____ smooth transition
   - _____ no digression

2. **Objectives**
   - _____ clearly states objectives
   - _____ relates objectives
   - _____ summarizes

3. **Subject Matter Clear and Organized**
   - _____ material clear and organized
   - _____ specific examples
   - _____ models learning
   - _____ strategies match objectives
   - _____ all instructions communicated

4. **Resources, Materials, and Methods**
   - _____ accommodates styles/abilities
   - _____ uses all modalities
   - _____ re-teaches
   - _____ includes various materials
   - _____ assigns guided/independent work

5. **Motivation**
   - _____ includes ample wait time
   - _____ rewards
   - _____ proximity
   - _____ student/teacher interaction
   - _____ varies voice/facial expression

6. **Reinforcement**
   - _____ invites/uses student ideas
   - _____ frequent praise
   - _____ specific praise
   - _____ student offer opinions
   - _____ supports students

7. **Communication**
   - _____ enhances vocabulary
   - _____ articulate
   - _____ oral/written grammar
   - _____ student understand communication

8. **Feedback**
   - _____ provides hints, cues, prompts
   - _____ immediate response
   - _____ correct response
   - _____ clarifies response

9. **Assessment**
   - _____ oral/written work to all students
   - _____ checks understanding
   - _____ homework
   - _____ moves around the room

10. **STOT (Student Time On Task)**
    - _____ 95-100% on task
    - _____ 80-94% on task
    - _____ 65-79% on task
    - _____ 50-65% on task
    - _____ below 50% on task

11. **Atmosphere Conducive to Learning**
    - _____ good classroom management
    - _____ handles disruptions
    - _____ easily approached
    - _____ high expectations of behavior
    - _____ rules clear/consistent
    - _____ tactful responses
CONTINUOUSLY SETTING PROFESSIONAL GOALS

One of the most significant ways a mentor supports an intern is through the continuous establishment of professional goals. In the beginning of the year, a mentor uses this form to assess the areas of strength and in need of development as perceived by the Intern. At the end of each learning-focused conversation, the mentor guides the intern by helping to focus the intern and by asking a question that invites thinking. Additionally, after each status report is discussed with an intern, the mentor guides the intern through a process of setting professional goals. This process helps the interns to reflect on their practice, determine an area of focus and develop a collaborative plan to reach their desired goals. Defining and attaining professional goals can bring a personal satisfaction and increase student achievement. When teachers take ownership for goals, their motivation to accomplish them and their ability to self evaluate increase.

---

### Mentor Observation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>School:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength</th>
<th>Standard (Domain)</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Preparation</strong></td>
<td>Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating Knowledge of Student Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating Knowledge of Students’ Interests and Cultural Heritage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Coherent Instruction and Assessment aligned with goals and NYS Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Instruction suitable for Diverse Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Instruction based on Student Growth and Assessment Data</td>
<td></td>
</tr>
</tbody>
</table>

| **The Classroom Environment** | Creating an environment of respect and rapport |  |
| | Planning and implementing classroom procedures and routines that support student learning |  |
| | Orchestrating responsible and responsive student behaviors |  |

| **Instruction** | Communicating goals clearly and accurately |  |
| | Engaging students in Critical Thinking through effective questioning and discussion strategies |  |
| | Connecting instruction to students’ life experiences and interests |  |
| | Using a variety of instructional strategies to meet diverse learners needs |  |
| | Facilitating learning experiences that promote autonomy, interaction and choice |  |
| | Providing Quality and Timely Feedback |  |
| | Demonstrating Flexibility and Responsiveness |  |

| **Professional Responsibilities** | Maintaining Accurate Records about student progress |  |
| | Reflecting on teaching practices and planning professional development goals |  |
| | Communicating with colleagues, program leaders, and parents |  |
| | Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects |  |
| | Working with Communities to improve professional practice |  |

PROFESSIONAL GOAL(S):
CONTINUOUSLY SETTING PROFESSIONAL GOALS

One of the most significant ways a mentor supports an intern is through the continuous establishment of professional goals. In the beginning of the year, a mentor uses this form to assess the areas of strength and in need of development as perceived by the Intern. At the end of each learning-focused conversation, the mentor guides the intern by helping to focus the intern and by asking a question that invites thinking. Additionally, after each status report is discussed with an intern, the mentor guides the intern through a process of setting professional goals. This process helps the interns to reflect on their practice, determine an area of focus and develop a collaborative plan to reach their desired goals. Defining and attaining professional goals can bring a personal satisfaction and increase student achievement. When teachers take ownership for goals, their motivation to accomplish them and their ability to self evaluate increase.

Mentee Self-Assessment Form

<table>
<thead>
<tr>
<th>Strength</th>
<th>Standard (Domain)</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating Knowledge of Student Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating Knowledge of Students' Interests and Cultural Heritage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Cohherent Instruction and Assessment aligned with goals and NYS Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Instruction suitable for Diverse Learner Needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designing Instruction based on Student Growth and Assessment Data</td>
<td></td>
</tr>
<tr>
<td>The Classroom Environment</td>
<td>Creating an environment of respect and rapport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning and implementing classroom procedures and routines that support student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchestrating responsible and responsive student behaviors</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Communicating goals clearly and accurately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflecting students in Critical Thinking through effective questioning and discussion strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging Students in learning by connecting instruction to students' life experiences and interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing multiple strategies for different learners' needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitating learning experiences that promote autonomy, interaction and choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing Quality and Timely Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating Flexibility and Responsiveness</td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Maintaining Accurate Records about student progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflecting on teaching practices and planning professional development goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicating effectively to parents, students and the community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating flexibility and responsiveness to program and about student progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working with Communities to improve professional practice</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL GOAL(S):
## Analysis of Student Work

**Name:** __________________________  **Mentor:** __________________________  **Grade Level/Subject Area:** __________________________

**Content Standard/Objective:** ____________________________________________

**What did you ask the students to do for this assignment?**

**What was the criteria or rubric you used when assessing this assignment?**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>What did the student demonstrate that he/she knew or could do?</th>
<th>What did the student demonstrate he/she couldn’t do; what misconceptions or wrong info did the student have?</th>
<th>What might be the next steps for this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on our discussion of student responses at the top, middle and bottom of the class, what needs to be re-taught?
Collaborative Mentor-Intern Feedback Form

Name: Marie Costanza

Grade Level/Subject Area: ELA 7

Date: 1/18/11

Check all that apply:
- Analyzing Student Work
- Communicating with Parents
- Discussing Content Standards
- Developing/Reviewing Professional Goals
- Discussing Case Study
- Student IEP Development/meeting
- Modeling Lesson (Observing Instruction)
- Observing Mentor or other Veteran Teacher
- Planning Lesson (Problem Solving)
- Providing Resources
- Pre-Observation Conference
- Post-Observation Conference
- Reflecting
- Using Technology
- Other

What's Working:
- You have created an environment of respect/support.
- You engaged students by connecting instruction to student interest.
- You facilitated learning that promotes autonomy, interaction, and choice.

Current Focus——Challenges——Concerns:
- Creating rubrics that have specific criteria/explain to students
- Providing models to clarify expectations
- Create follow-up writing assignment

Teacher's Next Steps:
- Review sample rubrics for future assignments.
- Develop follow-up writing assignment regarding "Is Seeing Believing" (persuasive writing).

Mentor's Next Steps:
- Review follow-up writing assignment.
- Email sample rubrics for persuasive writing.
- Observe writing lesson.

Next Meeting Date: Thurs. January 20

Focus: Persuasive Writing

Questions: What are some criteria that might be included in a persuasive writing rubric?

Planning & Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Student Development
- Demonstrating Knowledge of Students' Interests and Cultural Heritage
- Designing Coherent Instruction and Assessment aligned with goals and NYS Standards
- Designing Instruction suitable for Diverse Learners
- Designing Instruction based on Student Growth and Assessment Data

The Classroom Environment
- Creating an environment of respect and support
- Planning and implementing classroom procedures and routines that support student learning
- Orchestrating responsible and responsive student behaviors

Instruction
- Communicating goals clearly and accurately
- Engaging students in Critical Thinking through effective questioning and discussion strategies
- Engaging students in learning by connecting instruction to students' life experiences and interests
- Using a variety of instructional strategies to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Providing Quality and Timely Feedback
- Demonstrating Flexibility and Responsiveness

Professional Responsibilities
- Maintaining Accurate Records about student progress
- Reflecting on teaching practices and planning professional development goals
- Communicating/Engaging with families about the instructional program and about student progress
- Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects
- Working with Communities to improve professional practice
Mentor and Induction Program

Vision:

The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Goals of the Program:
The Caledonia-Mumford School District seeks to establish a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers;
- Increase instructional effectiveness through sound classroom management and instructional strategies;
- Provide the process of self-reflection;
- Promote continual professional growth;
- Assist teachers in fulfilling district expectations and state requirements;
- Transmit the culture of the Caledonia-Mumford system:
  - Commitment to the students
  - Commitment to the school and community
  - Commitment to the profession
  - Commitment to continued professional development
  - Knowledge of the responsibilities and expectations of a professional educator
  - Understand their role within the district and the school, and be comfortable and energized to be part of the Caledonia-Mumford educational family

Composition of Mentoring/Induction Steering Committee
Mentoring Committee comprised of Superintendent, Building Principals, Director of Curriculum and Instruction, Mentors, and the Mentor Coordinator. The committee will meet up to 4 times a year after school.

Functions of the Steering Committee

- Perform yearly review of Mentor Plan and revise
- Coordinate Mentor/Mentee training
- Determine Program Effectiveness
Mentor Roles and Qualifications:
The role of the mentor is to engage, inspire, assist, encourage and advance the profession learning of the beginning teacher and to model professional conduct and embodies a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentoring Application/Selection Process:
Mentor candidates will complete and submit an Initial Mentor Application, Appendix A, that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Superintendent with his administrative team and the mentor coordinator will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at anytime the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinator. The mentor coordinator will review the concerns with the administrative team and if there is agreement a new mentor assignment will be made.

Mentor Training/Responsibilities:
- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
  - Provide an exemplar of pre-observation lesson plan
  - Assist in writing of and/or review mentee pre-observation plan
  - Provide assistance/guidance in reflection of lesson for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district, mentor coordinator, for seven years per New York State regulations.
- Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Training</td>
<td>1 day Mentor Training prior to start of assignment</td>
</tr>
<tr>
<td>New Teacher Orientation</td>
<td>1 day with Mentee – paid at Workshop rate</td>
</tr>
<tr>
<td>Individual Mentor- Mentee Meetings.</td>
<td>Minimum one hour every two weeks @ mentor/mentee convenience.</td>
</tr>
<tr>
<td>Mentee Observation (non-evaluative)</td>
<td>3 times a year minimum (2 fall/ 1 spring)</td>
</tr>
<tr>
<td>Attend three way conferences</td>
<td>2 times/year</td>
</tr>
<tr>
<td>Arrange Visitations</td>
<td>One day/year</td>
</tr>
<tr>
<td>Attend Mentor Steering Committee Meetings</td>
<td>4 times/year</td>
</tr>
</tbody>
</table>
Mentor/Mentee Relationships:
For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is not to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee definitions/criteria:
- Definitions: Mentees will be designated Level 1 or Level 2 according to their Board of Education appointment and their tenure tract.
  1. First year mentees will be considered Level 1
  2. Mentees in their first year in a new tenure certification area will be considered Level 2
  3. Mentees with experience and previous tenure, but new to the district, maybe considered a Level 2
- It is an option for teachers on an improvement/action plan with the principal to request a mentor.
- A self-referral/mentor request can be made by a teacher if submitted in writing with accompanying rationale. This request shall not be viewed as a need for improvement. The mentor coordinator will hold a conference with the teacher to review the request and then present a recommendation of assignment/non-assignment and at what level.

Mentee Responsibilities:
- Attend all training and meetings for mentees, see Mentees Professional Development/Meetings by year Table 3.0.
- Mentees need to maintain and update a monthly log and share it with mentor coordinator on a quarterly basis. First year mentees need to send the log to the mentor coordinator at the close of the school year to be kept by the district for seven years.
Mentees Professional Development/Meetings by year:

Table 2.0: New Teacher Summer Orientation

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet Administration/BOE Members</td>
<td>1. Olweus Bullying Program Overview</td>
<td>Professional Practice/Expectations</td>
</tr>
<tr>
<td>3. Payroll/Benefits</td>
<td>3. Technology (Half Day)</td>
<td>• Overview of the Mentor Program</td>
</tr>
<tr>
<td>4. APPR</td>
<td>a) Danielson Rubric</td>
<td>• New Teacher Induction Requirements</td>
</tr>
<tr>
<td>a) Danielson Rubric</td>
<td>b) Teaching Standards</td>
<td>In your room with your mentor. Planning</td>
</tr>
<tr>
<td>b) Teaching Standards</td>
<td>c) Observation Process</td>
<td></td>
</tr>
<tr>
<td>c) Observation Process</td>
<td>a) SLO Development</td>
<td></td>
</tr>
<tr>
<td>a) SLO Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Bus Tour of District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Lunch with Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Handbook</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.0: Mentee Three Year Induction Plan

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Orientation</td>
<td>3 full days prior to the start of the school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Mentor- Mentee Meetings</td>
<td>Minimum one hour every two weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Observation</td>
<td>3 times a year minimum (2 fall/ 1 spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Way Conferences (Mentee, Mentor &amp; Admin)</td>
<td>2 times in a year Nov. and March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development – after school meetings and release days as needed</td>
<td>Once a month Topics:</td>
<td>6 times / year Topics:</td>
<td>Quarterly Topics:</td>
</tr>
<tr>
<td></td>
<td>Classroom Management</td>
<td>Data Driven Discussions</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>Parent Engagement</td>
<td>Assessment Systems</td>
<td>Formative Assessments</td>
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<td></td>
<td>Learning Targets</td>
<td>Integration of Technology</td>
<td>Meeting Needs of</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td></td>
<td>Diverse Learners</td>
</tr>
<tr>
<td></td>
<td>Book Talks: <em>Tools for Teaching</em> by Fred Jones or First Day of Schools by Harry Wong <em>Learning Targets by Susan Brookhart</em></td>
<td>Book Talks: Formative Assessment Poverty Book</td>
<td>Book Talks: Mindset or Switch</td>
</tr>
<tr>
<td>One day spent observing in other classrooms – in/out of district</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
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</tbody>
</table>
Release Time:

**Level 1:** These mentees and their mentors will be afforded up to 6 release days a year with a minimum of 1 day in the first year based on the needs assessment of the mentee.

**Level 2:** These mentees and their mentors will be provided up to 4 release days over the first year.

**Three-Way Conferences:**
Mentors will attend the post-observation conference for Level 1 and Level 2 mentees.

- First observation occurs on or about Oct 1 – Nov 15th
- Second Observation occurs prior to May 1st

The mentor’s role during the meeting is to provide support to the mentee and listen.

**Program Evaluation/Reflection:**
- The mentoring committee will create a meeting schedule throughout the year, up to three meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.
- The committee will also meet at least one time a year to reflect, review and evaluate the program by means of surveys given to both mentors and mentees. These surveys will reflect feedback (both rating scales and constructed responses) in regards to:
  - New Teacher Orientation
  - Mentor/Mentee Handbook
  - Release days
  - Meetings between mentor and mentees
  - Meeting scheduled with the mentor coordinator
  - Trainings/Workshops provided
  - Level of support provided
  - Strengths of program
  - Suggestions and recommendations for improvements

The responses will assist in the revision and adaptations for the following year’s program. The Mentor Plan will be updated with the revisions and will be a living document.

**Mentor Stipend: $1000/yr**
Mentor/Induction Coordinator Roles/Responsibilities:

The role of the Mentor/Induction Coordinator will be to work in conjunction with the Director of Curriculum and Instruction for the implementation of the mentor program and new teacher induction training. Some of the responsibilities of the coordinator will be:

- Develop and maintain a Mentor/Mentee Handbook
- Coordinate and facilitate all Mentoring Committee meetings
- Work in conjunction with the administrative team to develop and define the New Teacher Summer Professional Development days
- Co-Facilitate monthly New Teacher Induction Professional development meetings/activities
- Serve as the record keeper of mentor logs required by New York State regulations for 7 years
- Attend Mentor Training with the intent to become the Mentor Trainer for the District
- Provide all mentor training to new Mentors as needed
- Maintain/purge mentor logs each year as appropriate
- Attend Regional Mentor Coordinator Meetings and provide input into Teacher Center Professional Development Planning to meet the needs of the district.
- Perform all other related responsibilities as needed to implement a success Mentor/New Teacher Induction Program.

Mentor/Induction Coordinator Stipend: $2500 to $2800/year
Appendix A: Mentoring Application
The Caledonia-Mumford School district believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Please read the roles and responsibilities of a mentor closely before proceeding to the application.

**Mentor Roles and Qualifications:**

The role of the mentor is to engage, inspire, assist, encourage and advance the profession learning of the beginning teacher and to model professional conduct and embodies a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

**Mentor Training/Responsibilities:**

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (student discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
  - Provide an exemplar of pre-observation lesson plan
  - Assist in writing of and/or review mentee pre-observation plan
  - Provide assistance/guidance in reflection of lesson for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district, mentor coordinator, for seven years per New York State regulations.
- Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency/Details</th>
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</thead>
<tbody>
<tr>
<td>Mentor Training</td>
<td>1 day Mentor Training prior to start of assignment</td>
</tr>
<tr>
<td>New Teacher Orientation</td>
<td>1 day with Mentee – paid at Workshop rate</td>
</tr>
<tr>
<td>Individual Mentor-Mentee Meetings</td>
<td>Minimum one hour every two weeks @ mentor/mentee convenience.</td>
</tr>
<tr>
<td>Mentee Observation (non-evaluative)</td>
<td>3 times a year minimum (2 fall/ 1 spring)</td>
</tr>
<tr>
<td>Attend three way conferences</td>
<td>2 times/year</td>
</tr>
<tr>
<td>Arrange Visitations</td>
<td>One day/year</td>
</tr>
<tr>
<td>Attend Mentor Steering Committee Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 times/year</td>
</tr>
</tbody>
</table>

**Mentor Stipend: $1000/year**
Applicant Name: ____________________________________________________________

Building: ________________________________________________________________

Grade Level/Subject(s) Taught: ______________________________________________

* You may use this form or attach a separate document with your responses. Please submit your application/resume for mentoring to ____ ___________________________ by _________________.

1. Why do you want to be a mentor?

2. Why would you be a good mentor for a beginning teacher?

3. What are your thoughts about benefits of:
   A. Having a new teacher observe your teaching?

   B. Observing a new teacher while he/she is teaching?

   C. Providing a new teacher with non-evaluative feedback in relation to his/her teaching?
Mentor Application – Page 2

Please provide information regarding the following:

Please provide a list of professional development that you have participated in during the last three years:

Are you a member of any professional organizations, if so please list them?

What extracurricular activities are you involved in and in what capacity?

Other Pertinent Activities/Information

☐ I have read and understand the roles and responsibilities of a mentor and agree to perform all of the duties expected of a teacher mentor

____________________________________
Signature