Better than a thousand days of diligent study is one day with a great mentor.

Japanese Proverb
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Congratulations on being selected as a KISD 2018-2019 Induction Class Mentor!

It has often been said, that the most significant factor in the success of a new teacher is the new teacher-mentor relationship. As KISD hires additional personnel, the role of the mentor will be even more critical. The extent to which new teachers embrace the District’s culture and develop the necessary knowledge, attitudes, and skills to help us realize our vision will depend in no small part on you, your words, and your actions. The mentor commitment you have been asked to sign attests to the importance of your work.

Many of the conversations with your New Teacher will need to focus on the direction KISD is going, as well as the technical skills needed to get there. All learning experiences have been designed to provide you with tools to effectively and efficiently assist your New Teacher.

We also need your feedback to strengthen our Induction process for years to come. Please complete the feedback form in this handbook and respond to surveys and focus group opportunities throughout the year, including the 2018-2019 Induction Celebration this coming spring.

Students throughout KISD benefit when we help each other and work together to create positive learning experiences. On behalf of KISD and the students in your new teacher’s class, THANK YOU!

Sincerely,

David Manley
David Manley
Assistant Superintendent of Leadership Instruction

“Tell me and I forget, teach me and I may remember, involve me and I learn.” Benjamin Franklin
Mission for Mentoring in KISD

"Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning and the means by which they assess student progress in achieving high academic standards."

National Staff Development Council

The Killeen ISD Mentoring Program strives to provide on-going, quality learning experiences that:

- support mentors and new teachers, and
- develop instructional leaders at all levels,

because students deserve teachers who can teach them how to think deeply and solve problems cooperatively.

Definitions of a Mentor

In order to focus upon the role of mentors in KISD, it is important that a definition for the role be established.

- A mentor is a leader of teachers who shares the district's and school's vision.
- A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating the professional growth and support of a colleague through a mutually beneficial relationship.
- A mentor is a teacher leader who possesses a friendly, positive attitude and a sense of humor.
- A mentor is an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs and philosophies of teaching.
- A mentor is sensitive, discreet, wise, knowledgeable, and caring.

Needs of New Teachers

In order to effectively impact student achievement and retain quality teachers, mentoring must address the critical needs of new teachers. These needs include the following:

- knowledge of school and district culture, including demographics, timelines, and curriculum
- a school community of enthusiastic advocates who are nurturing, supportive, and open
- accessibility to supportive, informative colleagues/mentors who will guide and assist with academic and personal needs
- support groups for reflection time with other New Teachers
- accessibility to and open lines of communication with all administrative staff
- sensitivity of administrative staff regarding new teacher assignments and workloads
2018-2019 KISD Induction Commitment

Intended Results of KISD Induction
New teachers understand and embrace the culture of the district and school and develop the skills needed to continuously improve the quality of work they provide students

Expectations*

All Teachers New To KISD or Returning After Two Years or More:
- Up to 4 days of scheduled induction
  - Including Texas Teacher Evaluation and Support System (T-TESS) Orientation
  - 1 Classroom Observation Day (within first semester of employment)
  - 6 hours of elective professional learning**

Teachers Returning To KISD after Less Than Two Years:
- ½ day of induction (District Awareness)

Teachers coming to KISD who taught in another Texas school district the previous school year:
- Same requirements as Teachers New to KISD

Campus Principals and Assistant Principals New to KISD:
- ½ day of induction (District Awareness)

All Other District Level and Campus Level Instructional Professionals:
- ½ day of induction (District Awareness)

All District Level and Campus-Level Non-Instructional Professionals New To KISD:
- ½ day of induction (District Awareness)

* All Induction expectations to be completed within first year of employment; in addition to the above, additional requirements may be assigned by supervisor

** Elective Professional Learning (This professional learning is eligible for Exchange Day hours)
- KISD/District sponsored and recorded in Workshop
- Outside of contract day
- Must be completed within one year of employment
- Hours must be recorded on Elective Recording form, signed by principal, and submitted to Jeanne Cook at JPLC.
Mentor's name: ____________________________
Campus ____________________________

Recognizing the need to provide new teachers with support, principals collaboratively created this list of critical attributes for mentors:

- Demonstrates leadership qualities
- Easily establishes relationships with students and teachers
- Has a clear understanding of the district's direction
- Is interested in what is best for kids
- Is committed to mentoring and spending time to help new teachers
- Is a good communicator, collaborative and collegial
- Learns continuously

Expectations for Mentors

☐ Attend the District Awareness Day, August 7, 2018.
All new professional employees hired prior to August 7, all principals, campus instructional specialists, and mentors are expected to attend this event at the Killeen Civic and Conference Center. A light breakfast will be served beginning at 7:30 a.m. (registration not required). The District Awareness Program will end at 10:00 a.m. For the remainder of the day, new professionals to KISD will be participating in district provided induction sessions.

☐ Complete Initial Mentor Training
First-time mentors are expected to participate in Initial Mentor Training at the first opportunity. The first Initial Mentor Training will be offered on July 24, 2018 at 8:00 a.m. for the convenience of mentors who are matched with a New Teacher prior to August 7. Initial Mentor Training will also be offered September 6, October 4, November 1, December 6, January 10, February 7, March 7, and April 4 at 4:45-6:45 p.m. (registration via Workshop).

☐ Complete Leadership for Mentors Training
First-time mentors and mentors who have not previously attended Leadership for Mentors are expected to participate in this session at the first opportunity. This training focuses on effective mentor practices and how to customize New Teacher learning experiences. The first Leadership for Mentors Training will be offered on July 24, 2018 at 8:00 a.m. for the convenience of mentors who are matched with a New Teacher prior to August 7. Leadership for Mentors will also be offered September 6, October 4, November 1, December 6, January 10, February 7, and April 4 at 4:45-6:45 p.m. (registration via Workshop). Note: Leadership for Mentors and Initial Mentoring may be taken in any order, but should be taken at the first opportunity until both are completed. Initial and Leadership are required if a mentor has not attended training in 5 or more years.

☐ Complete Mentor Networking (To keep mentor status current, a returning Mentor must complete Mentor Networking every other year, unless he/she has not attended training in 5 or more years.)
Returning mentors, who have completed Initial Mentor Training and Leadership for Mentors, are expected to participate in Mentor Networking at the first opportunity. The first Mentor Networking session will be offered on July 24, 2018 at 8:00 a.m. Mentor Networking will also be offered September 6, October 4, December 6, January 10, March 7, and April 4 at 4:45-6:45 p.m. (registration via Workshop).

☐ Record Mentor-New Teacher Conversations
The Mentor Handbook is designed to document reflective questions, conversations, and experiences. Mentors are expected to record their work with the New Teacher and to abide by timelines.

Stipend: Mentors who are assigned a New Teacher during the first semester must complete the training no later than the December 1, 2018 training date in order to receive the mentor stipend. Plan your time accordingly.

Mentors who are assigned a New Teacher during the 2nd semester must complete the training no later than April 6, 2019, in order to receive the mentor stipend. Plan your time accordingly.

Provided all the above expectations are met, mentors will receive a maximum of $875 for mentoring a new teacher. For relationships that begin after September 15, 2018 or end before April 1, 2019, this amount will be prorated if all documentation is provided.

Mentor’s Statement of Commitment: I have read the mentor guidelines outlined above. I understand what I should do with my New Teacher, the district’s expectations, and the stipend stipulations. I agree to focus my work with my New Teacher according to the objectives of Induction and to meet the expectations outlined above.

_____________________________  ____________________________  ____________
Mentor’s Signature    Principal’s Signature            Date

Sign and submit this copy to your Campus Instructional Specialist (CIS).
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Mentor’s Signature

Principal’s Signature

Keep this copy for your file.

Date
Mentor Paperwork Checklist

- Mentor Commitment Form (with signature-p. 5)
- Cover Sheet (p.9)
- Attendance: District Awareness
- Required Training (Initial Mentoring/Leadership for Mentors or Mentor Networking)
- Mentor Questionnaire (p. 10)
- First Year Teacher Questionnaire (p. 11)

September

- Discussion Points-4 entries (p. 31)
- New Teacher’s Observation of Mentor
  - Pre-Observation Conference (p. 32)
  - New Teacher’s Observation of Mentor Record (p. 33)
- Mentor’s Observation of New Teacher
  - Pre-Observation Conference (p. 34)
  - Mentor Observation of New Teacher Record (p. 35)

October

- Discussion Points-4 entries (p. 36)
- New Teacher’s Observation of Mentor
  - Pre-Observation Conference (p. 37)
  - New Teacher’s Observation of Mentor Record (p. 38)
- Mentor’s Observation of New Teacher
  - Pre-Observation Conference (p. 39)
  - Mentor Observation of New Teacher Record (p. 40)

November

- Discussion Points-4 entries (p. 41)
- Mentor’s Observation of New Teacher
  - Pre-Observation Conference (p. 42)
  - Mentor Observation of New Teacher Record (p. 43)

December

- Discussion Points-4 entries (p. 44)
- First Year Teacher Questionnaire - December (p. 45)
January

- Discussion Points-4 entries (p. 46)
- **New Teacher's Observation of Mentor**
  - Pre-Observation Conference (p. 47)
  - New Teacher's Observation of Mentor Record (p. 48)
- **Mentor's Observation of New Teacher**
  - Pre-Observation Conference (p. 49)
  - Mentor Observation of New Teacher Record (p. 50)

February

- Discussion Points-4 entries (p. 51)
- **New Teacher's Observation of Mentor**
  - Pre-Observation Conference (p. 52)
  - New Teacher's Observation of Mentor Record (p. 53)

March

- Discussion Points-4 entries (p. 54)
- **Mentor's Observation of New Teacher**
  - Pre-Observation Conference (p. 55)
  - Mentor Observation of New Teacher Record (p. 56)

April

- Discussion Points-4 entries (p. 57)
- **First Year Teacher Questionnaire – April** (p. 58)
- **Mentor End-of-Year Feedback** (p. 59)
- Book returned: *Mentoring and Coaching: Helping New Teachers Succeed*
Mentoring Handbook
Cover Sheet for Recording Your Conversations

Mentor______________________________  KISD ID#_____________________
New Teacher_____________________________  KISD ID#_____________________

Campus __________________________

Beginning Date____________________
Ending Date _______________________

In Homer’s epic, The Odyssey, we find Odysseus leaving to fight in the Trojan War, giving the responsibility of nurturing his son, Telemachus, to a trusted, loyal friend. That loyal friend educated and guided Telemachus in every facet of his life. He nurtured his physical, intellectual, spiritual, and social, and leadership development. In this twenty-year relationship the trusted friend not only taught and assisted, her modeled, and he led Telemachus to think and act for himself. That trusted friend’s name was Mentor.
**Mentor Questionnaire**

Please **darken** in the response that best indicates the degree to which you can offer assistance to the new teacher. (Return to CIS)

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<tr>
<th></th>
<th>1=Little/None</th>
<th>2= Some</th>
<th>3= Moderate</th>
<th>4= High</th>
<th>5=Very High</th>
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<tbody>
<tr>
<td>1. Finding out what is expected of a new teacher</td>
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<td>2. Communicating with the principal</td>
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<td>3. Communicating with other teachers</td>
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<td>4. Communicating with parents</td>
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<td>5. Organizing and managing the classroom</td>
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<td>6. Maintaining student discipline</td>
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<td>7. Obtaining instructional resources and materials</td>
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<td>8. Planning for instruction</td>
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<td>9. Managing time and work</td>
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<td>10. Diagnosing student needs</td>
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<td>11. Evaluating student progress</td>
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<td>12. Motivating students</td>
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<td>13. Assisting students with special needs</td>
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<td>14. Dealing with individual differences among students</td>
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<td>15. Understanding the curriculum</td>
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<td>16. Completing administrative paperwork</td>
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<td>17. Using a variety of teaching methods</td>
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<td>18. Facilitating group discussions</td>
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<td>19. Grouping for effective instruction</td>
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<td>20. Administering standardized tests</td>
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<td>21. Understanding the teacher evaluation process</td>
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<td>22. Understanding legal rights and responsibilities as a teacher</td>
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<td>23. Dealing with stress</td>
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<td>24. Becoming aware of special services provided by the school district</td>
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Other areas of assistance: _________________________________________________________________

*Adapted from *How to Help Beginning Teachers Succeed*, by Stephen P. Gordon*
First Year Teacher Questionnaire - August

Name/Date____________________

Part 1: Please circle the number that best indicates your level of mastery in each area.

1=Little/None  2=Some  3=Moderate 4=High  5=Very High

1. Maintaining student discipline
2. Organizing and managing my classroom
3. Managing my time and work
4. Completing paperwork
5. Communicating with the principal and other administrators
6. Communicating with other teachers and staff
7. Obtaining instructional resources and materials
8. Evaluating student progress
9. Motivating students
10. Assisting students with special needs
11. Dealing with individual differences among students
12. Understanding the curriculum
13. Communicating with parents
14. Understanding my legal rights and responsibilities as a teacher
15. Dealing with stress

Part 2: Rank the following in order from greatest concern/problem=10 through least concern/problem=1 (Leave the item blank if it doesn’t apply to your assignment).

_____ Instruction: planning and preparing lessons
_____ Instruction: instructing and assessing
_____ Managing time
_____ Managing materials and paperwork
_____ Managing student behavior
_____ Dealing with difficult students
_____ Dealing with parents and families
_____ Physical / emotional stress
_____ Working with a mentor
_____ Feeling supported as a new teacher

(Return to CIS)

Ginger Tucker 2012
Who's Who on Campus?

• Principal

• Principal's Secretary

• Front Office Personnel

• Assistant Principal(s)

• Assistant Principals' Secretaries

• Attendance Officer

• Attendance Secretaries

• Librarian(s)

• Counselor(s)/Counselor's Secretary

• Special Education Coordinator

• Lead Custodian

• Nurse

• Coordinators (Student Activities, AVID, etc.)

• Campus Instructional Specialist

• Campus Technologist

• Community in Schools/Parent Liaison

• Other (team leaders, department heads, etc.)
Autobiographical Questionnaire

1. Name___________________________________________________________________________

2. Birthday___________________________________________________________________________

3. How do you prefer I contact you/number? ______________________________________________

4. Describe your family and pets: __________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

5. What is your favorite book, movie, and/or TV show? __________________________________

6. What are your favorite sports, hobbies, crafts? ____________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

7. List three to five words that best describe you. _____________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

8. Describe how you learn best: ____________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

9. What are some of your long-term goals? __________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

10. When we have to have tough discussions, how do you prefer that we address that? ___________
___________________________________________________________________________________
___________________________________________________________________________________
First Day of School Checklist

- Discipline/classroom management plan
- Curriculum (IFD, YAG, STAAR, TEKS, teacher's editions, etc.)
- Lesson Plans
- Textbooks
- Textbook documentation and procedures
- Schedule and rosters
- Arrive at school by___________
- First day duty_______________
- Discipline/homework letters to parents or guardians
- Teacher expectations discussed
- Class procedures discussed:
  - restroom
  - halls/hallway
  - lunch
  - end-of-day/period
  - desk/notebook organization
- Goals established with student
- Grade book and grading policies
- Seating chart
- Substitute folder
- First-day attendance
Planning for a Successful Year

When we will meet

Agenda for our meetings

Our ground rules

FYT Goals

Mentor Goals

FYT: The best way to offer me help is....

Mentor: The best way to ask me for help is....

When a difficult conversation arises, how should we address it?
Frequently Asked Questions

• What are the unique characteristics of our students and neighborhood?

• How do I find out about professional learning opportunities?

• What is LEARN?

• How do I obtain teacher editions, curriculum guides, and software? Where do I get student textbooks?

• What technologies are available to help me engage my students?

• What is the teacher dress code?

• What are the procedures for lunch/recess?

• What are the policies for collecting money from students?

• How do I report maintenance problems?

• What are the policies when I need to leave my classroom?

• What are the procedures for the library?

• Where do I get office supplies? What am I expected to provide?

• What are the procedures for having materials copied?

• What can or can’t I copy?

• What is the school policy concerning leaving campus for work programs?

• What is the policy for field-based instruction with students?

• What is the procedure for referring a student who seems to have a learning problem?

• Where do I park? Does my car need a special sticker?

• Is there a building map?
• May I take coffee or soft drinks to my classroom?

• Is there a faculty restroom?

• Where am I expected to be during my conference period?

• What duties will I have outside my classroom?

• What emergency procedures should I know?

• Where do students go in the morning before school starts?

• Do I need to meet students at a particular location?

• Is there a homework policy?

• What are the confidentiality procedures?

• What do I do with "At Risk" and "STARS" folders?

• What is the textbook accountability system?

• Is there a school policy regarding the use of workbooks?

• What do I do if a student loses a textbook or does not return it?

• What suggestions do you have regarding grade books?

• Does the campus have electronic grade books?

• What is the district/campus grading policy?

• How can I establish positive relationships with parents? When do I inform parents regarding their child’s performance?

• What is my responsibility for conferencing with parents?

• When are the district-wide parent conferences?

• What are the policies and procedures for using regularly scheduled, written communication with parents?

• When and what type of progress reports do I send home?
• What are the procedures for sending report cards and progress reports?

• How do parents serve as volunteers at school during the school day?

• Who are our Adopt-A-School partners?

• What services are provided by Communities in Schools/Parent Liaisons to benefit students?

• How are attendance and tardies recorded?

• Where do I obtain students’ records that will give me a better understanding of my students?

• Under what conditions may students be allowed to leave school during the school day?

• What is expected of students regarding permits to class, hall passes, tardy permits, etc.?

• Whom do I call if I must be absent?

• At what time does my workday begin and end?

• What are the sign-in and sign-out procedures?

• What if I am going to be late or leave early?

• What forms do I complete when I am absent or when I am on professional leave?

• How and when are teachers evaluated?

• What are the expectations for my classroom management?

• What are the school procedures for handling discipline problems?

• Where and how do I obtain the Student Handbook and the Student Code of Conduct?

• What are the homework and testing procedures?
<table>
<thead>
<tr>
<th>Number</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily plans made out in sufficient detail</td>
</tr>
<tr>
<td>2</td>
<td>Weekly and daily schedule of classes</td>
</tr>
<tr>
<td>3</td>
<td>List of students' names and seating chart(s)</td>
</tr>
<tr>
<td>4</td>
<td>List of students in special programs and schedules</td>
</tr>
<tr>
<td>5</td>
<td>List of supervisory responsibilities such as duty</td>
</tr>
<tr>
<td>6</td>
<td>Copy of class rules</td>
</tr>
<tr>
<td>7</td>
<td>Fire drill and other emergency procedures</td>
</tr>
<tr>
<td>8</td>
<td>Important or unusual information about special students (physical problems or medication)</td>
</tr>
<tr>
<td>9</td>
<td>Textbooks, manuals, workbooks, and worksheets in an accessible place</td>
</tr>
<tr>
<td>10</td>
<td>Name and location of another teacher who can answer questions</td>
</tr>
<tr>
<td>11</td>
<td>Lunch schedule/lunch cards</td>
</tr>
<tr>
<td>12</td>
<td>Attendance procedures</td>
</tr>
<tr>
<td>13</td>
<td>Emergency lesson plans on file per campus policy</td>
</tr>
</tbody>
</table>
Daily Checklist

1. Check duty schedule
2. Take attendance, document absences and tardies
3. Review schedule for day
4. Set daily goals
5. Make announcements
6. Hand out important correspondence
7. Review plans for next day
8. Organize materials for next day
9. Check for organization:
   a. Lesson plans in place
   b. Handouts/teaching materials in place
   c. Curriculum (Scope and Sequence, TEKS, teacher’s editions) in place
10. Send papers home
Killeen ISD Mentoring

By the End of the First Month of Mentoring
Phases of First Year Teacher

New Teachers Attitudes Toward Teaching

- Anticipation
- Survival
- Discouragement
- Rejuvenation
- Reflection

(w/o support —— w support)

(adapted from Ellen Moir, U. of Cal. Santa Cruz, 1999 and TxBess data)
New Teacher First Month Feedback

Feedback is an important component of improvement. Circle the response that most accurately describes your mentoring experience with 4 being strongly agree, 3 being agree, 2 being disagree, and 1 being strongly disagree. 

Return this form to your campus instructional specialist by the end of the first month of employment.

Campus: ________________________________ My mentor: ________________________________

(1) was accessible for planning, co-teaching, and conferences
   4  3  2  1

(2) is knowledgeable about teaching methods and strategies
   4  3  2  1

(3) is knowledgeable about my content area and/or provided content support
   4  3  2  1

(4) demonstrated success in the classroom
   4  3  2  1

(5) was assisting rather than domineering
   4  3  2  1

(6) provided a mix of honest praise and constructive criticism
   4  3  2  1

(7) was sensitive to my needs
   4  3  2  1

(8) was resourceful with sharing ideas and locating materials
   4  3  2  1

(9) effectively guided my classroom management
   4  3  2  1

(10) celebrated my accomplishments
    4  3  2  1

(11) fostered my self-esteem
    4  3  2  1

(12) completed mentor/New Teacher documentation requirements in a timely manner
    4  3  2  1

(13) facilitated my growth as an effective teacher
    4  3  2  1

(14) I used my handbook in these ways __________________________________________________________

___________________________________________________________________________________________
Supporting first year teachers may be the school’s most important at-risk program.

Ginger Tucker – Mentoring and Coaching: Helping New Teachers Succeed
Guidelines for Pre & Post Conferences

Steps in the Pre-Conference

• Gather Information
• Establish a focus for the observation

Pre-Conference Questions

• While I am observing, I can zoom in on details. What might I watch for “in detail” that I can give you some focused feedback on?
• How will I know what is happening?
• What is the evidence?
• What should students be doing?

Steps in the Post-Conference

• Share data gathered during the observation.
• Create a dialogue.
  Trust is built by keeping the conference focused on the agenda agreed on in the pre-conference.
  Keep it future focused; it may turn into the next pre-conference.

Post-Conference Questions

• What does the data show about your teaching?
• What piece of data surprised you?
• What piece of data confirms what you thought?
• As a result of the data, what area(s) do you want to focus on in the future?
Conducting an Observation

Directions: Mentors should use the following questions as they prepare for observations. The questions are designed to facilitate a peer coaching relationship between the mentor and the new teacher.

NEW TEACHER OBSERVES THE MENTOR TEACHER

Phase 1: Pre Observation Review: The mentor and the new teacher discuss what might be helpful for the new teacher to observe. Consider what will be modeled: lesson content, instructional format (teaching strategies), demonstration of procedures, behavior management, etc.

Questions Mentor May Ask:
- When do you want to observe, date and time?
- What strategies and teacher behaviors do you want to observe?
- What student behaviors do you want to observe?
- What do you want to learn through this observations process?
- As you observe, would you be willing to take data on the following...?
- Do you have any additional requests of me before the observations?

Phase 2: Observation: It is recommended that an entire lesson be observed. If possible, allow enough time in the observation to model a transition or other pertinent procedures.

Phase 3: After Observation Review: The new teacher and mentor reflect upon what was observed. The conference should focus upon specific strategies observed and any data the new teacher collected.

MENTOR OBSERVES THE BEGINNING TEACHER

Phase 1: Pre Observation Review: The mentor and the new teacher discuss what might be helpful for the mentor to observe. Consider what will be modeled: lesson content, instructional format (teaching strategies), demonstration of procedures, behavior management, etc.

Questions Mentor May Ask:
- When do you want to be observed: date and time?
- What strategies and teacher behaviors do you want me to observe?
- What student behaviors do you want me to observe?
- Do you have any additional requests of me before the observation?

Phase 2: Observation: It is recommended that an entire lesson be observed. If possible, allow enough time in the observation to model a transition or other pertinent procedures.

Phase 3: After Observation Review: The new teacher and mentor reflect upon what was observed in the lesson. The conference should focus upon specific strategies observed and any data that was collected.

MENTOR AND NEW TEACHER reflect upon the lesson taught by addressing the following points:
- What do you know about your students?
- Which TEKS were the focus of your lesson?
- The extent to which the lesson objective was achieved.
- The strategies that facilitated the lesson’s success.
- What was learned through this experience?
- What would remain the same?
- What will the follow-up lesson focus upon?
- What was not observed that the new teacher would like me to see in the future?
- What was observed about this lesson (mentor shares data collected)?
- How engaged were your students? How do you know this?
- Based upon what you know now, what would you do differently?
GIVING FEEDBACK
As an overview, your responsibility is to provide ongoing support and encouragement to your New Teacher. You are not an appraiser, so be mindful . . .

Overview
Feedback is a powerful tool for growth and development. After observing your New Teacher, you should meet with him/her for a feedback session to discuss what happened during the observation period. You should facilitate the feedback session by asking questions that prompt the New Teacher to reflect on the experience and to analyze personal preference. You must also be prepared to share observations and analysis in a non-threatening manner.

You will use the skills of listening, questioning and summarizing. The purpose of the feedback is to plan the next steps for New Teacher growth and development.

Preparing for Feedback Session
- Review New Teacher's objectives.
- Review observation notes.

Reviewing and Analyzing Behavior
- Ask New Teacher how he/she feels about the observation.
  * What he/she did well?
  * What he/she would do differently another time?
- Begin your feedback by recognizing effective behavior.
  * Describe the behavior and why/how, it was effective.

Providing Suggestions for Improvement
- Ask the New Teacher how he/she might change his/her behavior for better results.
- Respond to the New Teacher's suggested behavior changes. Caution: Be careful not to get carried away telling "war stories." Keep suggestions specific and focused on the new teacher’s situation.
- Check the New Teacher's perceptions of his/her performance and the discussion you have had regarding effective and less effective behavior. Is he/she clear about areas of strengths and areas that need improvement? Was your feedback clearly understood?

Developing Strategies for Implementing New Behavior
- Ask the New Teacher to outline how he/she plans to implement any new behavior.
- Review these five questions:
  * What will be done?
  * How will it be done?
  * Who will be involved or affected?
  * When will it be done?
  * How will it be monitored and evaluated?

Ending Feedback Sessions
- Review and summarize the feedback session
- Behavior analysis
- Suggestions for improvement
- Strategies for implementing new behavior
**SAMPLE**

**Journal**

Mentor’s Name: __________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
<th>Discussion Points – September</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry 1</strong></td>
<td>9/3/2013</td>
<td>Went over procedure for issuing textbooks. Reviewed nine weeks scope and sequence. Identified and discussed critical TEKS.</td>
</tr>
<tr>
<td></td>
<td>HM JC</td>
<td>(Handwritten initials only)</td>
</tr>
<tr>
<td><strong>Entry 2</strong></td>
<td>9/10/2013</td>
<td>Had discussion on what it means for a student to be an engaged learner. Began looking at needs of New Teacher’s students (3rd period). Set up time for New Teacher to observe my class.</td>
</tr>
<tr>
<td></td>
<td>HM JC</td>
<td></td>
</tr>
<tr>
<td><strong>Entry 3</strong></td>
<td>9/17/2013</td>
<td>Finished categorizing student needs/discuss ways to address them. Discuss how to set up grade book. Reviewed how to communicate effectively with parents.</td>
</tr>
<tr>
<td></td>
<td>HM JC</td>
<td></td>
</tr>
<tr>
<td><strong>Entry 4</strong></td>
<td>9/24/2013</td>
<td>Checked in with New Teacher; said everything was fine</td>
</tr>
<tr>
<td></td>
<td>HM JC</td>
<td></td>
</tr>
</tbody>
</table>

Non-example—this is unacceptable. Entries should reflect depth and details of assistance provided to the New Teacher.
SAMPLE

*The intent of this process is to encourage purposeful planning (prior to instruction), emphasize the importance of understanding student needs and understand how true reflection impacts continuous improvement.

**Pre-Observation Conference**

New Teacher's Name: **Sue Smith**  
Mentor's Name: **Jillian Michaels**  
Date: **September 12, 2013**

<table>
<thead>
<tr>
<th>Standards –TEKS- Alignment with Curriculum</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-Science 4A: Investigation and reasoning with focus on matter</td>
<td>The learner will be able to describe the physical properties of each state of matter (including size, mass, shape color and texture).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities- Evidence of Learning</th>
<th>Dynamics of Class- Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: Properties of Matter</td>
<td>Special seating for Susie.</td>
</tr>
<tr>
<td>Students examine different items (ball, water in a bottle, inflated balloon) in cooperative groups. Teacher questioning and checking for understanding.</td>
<td>Frequent reminders for Johnny.</td>
</tr>
</tbody>
</table>

Please **circle** the number that you feel best indicates your level of **mastery**

1=Little/None 2=Some 3=Moderate 4=High 5=Very High

<table>
<thead>
<tr>
<th>1. Classroom Management</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Lesson Planning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Differentiation</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
SAMPLE

Mentor Observation of New Teacher Record

| Mentor's Name: Jillian Michaels | Date: 9-12-13 |
| New Teacher's Name: Sue Smith | Campus: Bluebonnet Elementary |
| Assignment: Special Education Inclusion | Grade level: Kindergarten | # students: 22 |
| Lesson Objective/Purpose: Students will be able to describe the different characteristics that apply to each state of matter. |

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment: The classroom was arranged in groups and each table member had a job to do.

Classroom management: The FYT used proximity and special seating to deal with student issues.

Evidence of lesson cycle: The FYT started by reading “The Properties of Matter”. They began a KWL, and she went on to guide students through an exploration of items that represented each state of matter. Students compared the different items and listed characteristics.

Instructional strategies: The FYT used hands on techniques to help students understand size, shape and texture.

Evaluation/assessment strategies: Students used their lists of characteristics to help them categorize the items in a graph.

Two Positive aspects of lesson: The lesson was fun for the students because they were able to touch the different items and decide together the type of matter. I loved how she reduced the activity for her special education students.

Ideas for improvement: I suggested that having more of a variety of items to identify would be more meaningful for the students and it may assist them with their retention of the subject.

Comments: This teacher has exciting new ideas. She did an amazing job of meeting the needs of all her students.
# Journal

Mentor’s Name: _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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<tr>
<td>Entry 3</td>
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<td>Entry 4</td>
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</table>
# September

**New Teacher’s Observation of Mentor: Pre-Observation Conference**

*To be completed by the Mentor*

New Teacher’s Name: ________________________  Mentor’s Name: ________________

Date: ______________________________

<table>
<thead>
<tr>
<th>Standards –TEKS- Alignment with Curriculum</th>
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</tbody>
</table>
## September

**New Teacher’s Observation of Mentor Record**

<table>
<thead>
<tr>
<th>New Teacher’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor’s Name</td>
<td>Campus</td>
</tr>
<tr>
<td>Assignment</td>
<td>Grade level</td>
</tr>
</tbody>
</table>

Lesson Objective/Purpose:

---

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

**Classroom environment**

---

**Classroom management**

---

**Instructional strategies**

---

**Evaluation/assessment strategies**

---

Two positive aspects of lesson:

---

Ideas for improvement:

---

Comments:

---
September
Mentor’s Observation of New Teacher: Pre-Observation Conference
*Information provided by the new teacher/protégé*

New Teacher’s Name: _______________________
Mentor’s Name: _______________________
Date: _________________________________

<table>
<thead>
<tr>
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Please **circle** the number that you feel best indicates your level of **mastery**

1=Little/None  2=Some  3=Moderate  4=High  5=Very High

1. Classroom Management
2. Lesson Planning
3. Differentiation
Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment
__________________________________________________________________________
__________________________________________________________________________

Classroom management
__________________________________________________________________________
__________________________________________________________________________

Evidence of Lesson Cycle
__________________________________________________________________________
__________________________________________________________________________

Instructional strategies
__________________________________________________________________________
__________________________________________________________________________

Evaluation/assessment strategies
__________________________________________________________________________
__________________________________________________________________________

Two Positive aspects of lesson
__________________________________________________________________________
__________________________________________________________________________

Ideas for improvement
__________________________________________________________________________
__________________________________________________________________________

Comments
__________________________________________________________________________
__________________________________________________________________________
**Journal**

Mentor’s Name: _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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Date: ________________________________

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**October**

**New Teacher’s Observation of Mentor Record**

<table>
<thead>
<tr>
<th>New Teacher’s Name: _______________________________</th>
<th>Date: ____________________</th>
</tr>
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<tbody>
<tr>
<td>Mentor’s Name: _________________________________</td>
<td>Campus: __________________</td>
</tr>
<tr>
<td>Assignment: ______________________</td>
<td>Grade level: ______</td>
</tr>
<tr>
<td>Lesson Objective/Purpose: _____________________________________________________________</td>
<td></td>
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</tbody>
</table>

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

- Classroom environment: ____________________________________________________________

- Classroom management: __________________________________________________________

- Instructional strategies: __________________________________________________________

- Evaluation/assessment strategies: _________________________________________________

- Two positive aspects of lesson: __________________________________________________

- Ideas for improvement: ___________________________________________________________

- Comments: _______________________________________________________________________

October
Mentor’s Observation of New Teacher: Pre-Observation Conference
Information provided by the new teacher/protégé

New Teacher’s Name: ________________________ Mentor’s Name: ______________________
Date: ______________________________________

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1. Classroom Management  
   1 2 3 4 5

2. Lesson Planning  
   1 2 3 4 5

3. Differentiation  
   1 2 3 4 5
Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment_______________________________________________________________________________________
_______________________________________________________________________________________________________________

Classroom management____________________________________________________________________________________
_____________________________________________________________________________________________________________

Evidence of Lesson Cycle_________________________________________________________________________________
_____________________________________________________________________________________________________________

Instructional strategies____________________________________________________________________________________
______________________________________________________________________________________________________________

Evaluation/assessment strategies _________________________________________________________________________
______________________________________________________________________________________________________________

Two Positive aspects of lesson ___________________________________________________________________________
______________________________________________________________________________________________________________

Ideas for improvement____________________________________________________________________________________
______________________________________________________________________________________________________________

Comments ______________________________________________________________________________________________'
______________________________________________________________________________________________________________
Journal

Mentor’s Name: _____________________

Directions: Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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<tr>
<td>Entry 4</td>
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</tbody>
</table>
### November

**Mentor’s Observation of New Teacher: Pre-Observation Conference**

**Information provided by the new teacher/protégé**

New Teacher’s Name: ________________________  Mentor’s Name: ______________________

Date: ______________________________________

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1. Classroom Management
   
2. Lesson Planning

3. Differentiation


<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<tr>
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</tbody>
</table>
November

Mentor Observation of New Teacher Record

Mentor’s Name__________________________________________ Date__________________

New Teacher’s Name____________________________________ Campus_________________

Assignment___________________________________________ Grade level________ # of students________

Lesson Objective/Purpose______________________________________________________________

__________________________________________________________________________________

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment_____________________________________________________________________________________

_____________________________________________________________________________________

Classroom management_____________________________________________________________________________________

_____________________________________________________________________________________

Instructional planning_____________________________________________________________________________________

_____________________________________________________________________________________

Instructional strategies_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Evaluation/assessment strategies __________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Two positive aspects of lesson ___________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Ideas for improvement____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Comments ______________________________________________________________________________________________
Journal

Mentor’s Name: _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
<th>Discussion Points – December</th>
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<tbody>
<tr>
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</table>
First Year Teacher Questionnaire - December

Name/Date____________________

Part 1: Please circle the number that best indicates your level of mastery in each area.

1=Little/None  2=Some  3=Moderate  4=High  5=Very High

1. Maintaining student discipline  1 2 3 4 5
2. Organizing and managing my classroom   1 2 3 4 5
3. Managing my time and work      1 2 3 4 5
4. Completing paperwork        1 2 3 4 5
5. Communicating with the principal and other administrators 1 2 3 4 5
6. Communicating with other teachers and staff 1 2 3 4 5
7. Obtaining instructional resources and materials 1 2 3 4 5
8. Evaluating student progress  1 2 3 4 5
9. Motivating students    1 2 3 4 5
10. Assisting students with special needs 1 2 3 4 5
11. Dealing with individual differences among students 1 2 3 4 5
12. Understanding the curriculum  1 2 3 4 5
13. Communicating with parents  1 2 3 4 5
14. Understanding my legal rights and responsibilities as a teacher  1 2 3 4 5
15. Dealing with stress     1 2 3 4 5

Part 2: Rank the following in order from greatest concern/problem=10 through least concern/problem=1 (Leave the item blank if it doesn’t apply to your assignment).

_____ Instruction: planning and preparing lessons
_____ Instruction: instructing and assessing
_____ Managing time
_____ Managing materials and paperwork
_____ Managing student behavior
_____ Dealing with difficult students
_____ Dealing with parents and families
_____ Physical / emotional stress
_____ Working with a mentor
_____ Feeling supported as a new teacher

Ginger Tucker 2012
**Journal**  
Mentor’s Name: _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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January

New Teacher’s Observation of Mentor: Pre-Observation Conference

*To be completed by the Mentor*

New Teacher’s Name: _________________ Mentor’s Name: _________________

Date: ______________________________

<table>
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<tr>
<th>Standards - TEKS - Alignment with Curriculum</th>
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January
New Teacher’s Observation of Mentor Record

New Teacher’s Name________________________________________ Date______________________
Mentor’s Name_________________________________________ Campus_____________________
Assignment_________________________ Grade level________ # of students_________
Lesson Objective/Purpose____________________________________________________________

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment______________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Classroom management_______________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Instructional strategies______________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Evaluation/assessment strategies ______________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Two positive aspects of lesson _________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Ideas for improvement________________________________________________________________
________________________________________________________________________________
Comments__________________________________________________________
January

Mentor's Observation of New Teacher: Pre-Observation Conference

Information provided by the new teacher/protégé

New Teacher’s Name: ________________________ Mentor’s Name: ______________________

Date: _____________________________________

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Please **circle** the number that you feel best indicates your level of **mastery**

1=Little/None  2=Some  3=Moderate  4=High  5=Very High

1. Classroom Management  
   1  2  3  4  5

2. Lesson Planning  
   1  2  3  4  5

3. Differentiation  
   1  2  3  4  5
January
Mentor Observation of New Teacher Record

Mentor's Name_________________________________________ Date____________

New Teacher's Name____________________________________ Campus__________

Assignment_________________________________________ Grade level________ # of students________

Lesson Objective/Purpose______________________________________________________________

____________________________________________________________________________________

Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

Classroom environment_____________________________________________________________________

____________________________________________________________________________________

Classroom management_____________________________________________________________________

____________________________________________________________________________________

Instructional planning_____________________________________________________________________

____________________________________________________________________________________

Instructional strategies___________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Evaluation/assessment strategies_________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Two positive aspects of lesson____________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Ideas for improvement______________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Comments

____________________________________________________________________________________
**Journal**  
Mentor’s Name: _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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**February**

New Teacher Observation of Mentor: Pre-Observation Conference

*To be completed by the Mentor*

New Teacher’s Name: ________________________ Mentor’s Name: ______________________

Date: ________________________________

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Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?

**Classroom environment**

**Classroom management**

**Instructional strategies**

**Evaluation/assessment strategies**

Two positive aspects of lesson

Ideas for improvement

Comments
### Journal

**Mentor’s Name:** _____________________

**Directions:** Mentor and New Teacher must both initial and date each entry. Write brief notes on discussion points. There must be a minimum of four entries.

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| Entry 2 | _____ |                             |
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|        | _____   |                             |

| Entry 3 | _____ |                             |
|        | _____   |                             |
|        | _____   |                             |

| Entry 4 | _____ |                             |
|        | _____   |                             |
|        | _____   |                             |
March
Mentor’s Observation of New Teacher: Pre-Observation Conference
Information provided by the new teacher/protégé

New Teacher’s Name: ________________________ Mentor’s Name: ______________________
Date: ______________________________________

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1=Little/None   2=Some   3=Moderate   4=High   5=Very High

1. Classroom Management 1 2 3 4 5
2. Lesson Planning 1 2 3 4 5
3. Differentiation 1 2 3 4 5
**March**

**Mentor Observation of New Teacher Record**

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**Based on the goals set during the pre-observation conference, what specific behaviors are observed in the following areas?**

Classroom environment

Classroom management

Evidence of Lesson Cycle

Instructional strategies

Evaluation/assessment strategies

Two Positive aspects of lesson

Ideas for improvement

Comments
**Journal**

Mentor’s Name: _____________________

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First Year Teacher Questionnaire - April

Name/Date____________________

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_____ Physical / emotional stress
_____ Working with a mentor
_____ Feeling supported as a new teacher

Ginger Tucker 2012
Mentor End-of-Year Feedback – April

Feedback is an important component of improvement. Circle the response that most accurately describes your mentoring experience (4 being strongly agree, 3 being agree, 2 being disagree, and 1 being strongly disagree). Return this form via school mail to Jeanne Cook at Jackson Professional Learning Center (JPLC) by May 1.

Campus: ________________________________

I. My mentor coordinator:
   (1) was accessible to me
       4 3 2 1
   (2) is knowledgeable about teaching methods and strategies and mentoring
       4 3 2 1
   (3) was helpful when I had mentoring questions
       4 3 2 1
   (4) facilitated communication between mentors/New Teachers on our campus and the district
       4 3 2 1

II. Mentor Capacity Building
   (5) helped me serve as a mentor more successfully
       4 3 2 1
   (6) was timely
       4 3 2 1
   (7) was led by presenters who were knowledgeable and proficient
       4 3 2 1

III. Mentor Handbook
   (8) was beneficial
       4 3 2 1

IV. Curriculum and Professional Development
   (9) was accessible and helpful when I needed assistance
       4 3 2 1

V. My mentoring experience
   (10) was successful
       4 3 2 1
Name:_____________________________________________________

Campus:___________________________________________________

Assignment:_________________________________________________

Conference Period Times:_____________________________________

How can we help you?

Please make duplicate copies, complete, and send this form to Jeanne Cook (JPLC) or call 336-1741 any time during the school year when you need help.
Lead with the Curriculum
- Use the curriculum documents to plan instruction
- Engage in frequent and focused collaboration centered on student learning
- Develop a clear and common understanding of what students are to know and be able to do
- Ensure student work aligns with the depth and complexity of the standards
- Focus resources (budget, time, materials) on implementing the curriculum

Expert Instructional Delivery
- Anchored in grade level standards
- Engage students actively in relevant, real-world experiences
- Utilize research-based strategies
- Differentiate according to student needs
- Facilitate students thinking critically, asking questions, and explaining their thinking

Assessments Ongoing
- Use assessment to understand student learning and inform the instructional process
- Align assessments with the rigor, depth and complexity of the standards in an ongoing process
- Utilize multiple methods of assessment and strategies with a clear purpose to support student learning, to include reviewing student work and performance
- Communicate strengths and needs in a timely, specific manner to staff, students and parents
- Collaborate to affirm and celebrate successful teaching and learning

Respond to Needs
All students will master the guaranteed and viable curriculum, which:
- Begins in the classroom with the teacher’s expert instructional delivery (Tier I)
- Extends into PLCs in order to collaborate and develop a plan of action
- Includes customized interventions (up to and including Tier II and Tier III responses)
# Blueprint for Success

*every class, every student, every day*

<table>
<thead>
<tr>
<th>Question</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the standards to be learned?</td>
<td>YAG</td>
</tr>
<tr>
<td>Which are readiness standards and are hard-to-teach/difficult-to-learn?</td>
<td>Red-line data (Aware)</td>
</tr>
</tbody>
</table>
| What are the students expected to know and be able to do given what they have already learned and where they are going? | • TEKS Verification Documents and VAD  
• Vertical Alignment Study |
| What will we use to determine if the students have met the expectations? | • TEKS and any Ongoing Underlying Processes  
• Performance Indicators and Key Understandings in IFD  
• Criteria Planning Template  
• Rubrics |

- **Strategic Lesson Design to Meet Expectations**
  - What will students be asked to do?  
  - What level of thinking is required?  
  - What actions will students take?  
  - What materials will they use?  
  - Lesson Planning Template  
  - Cognitive specificity in VAD or IFD  
  - Performance Indicators in IFD  
  - Materials/resources listed for exemplary lessons and other instructional resources

- **What will teachers use to facilitate student learning?**  
  - How will students be grouped?  
  - What instructional practices will we use?  
  - What instructional practices will we use when students are not learning?  
  - Which research-based strategies are appropriate?  
  - Which research-based strategies are appropriate when students struggle?  
  - IFD (Rationale, Misconceptions/Underdeveloped Concepts, Key Academic Vocabulary, Key Understandings for Learners, Concepts, State Identified Resources, Specificity) and/or Exemplar Lessons  
  - Planning Template  
  - High-leverage Strategies (as appropriate) (e.g. multiple intelligences, interest inventories, etc.)  
  - Instructional technology resources

- **What will the teacher do to monitor student learning?**  
  - What instructional practices will we use?  
  - Which instructional practices will we use when students are not learning?  
  - Which research-based strategies are appropriate?  
  - Which research-based strategies are appropriate when students struggle?  
  - Questions and Observations  
  - Formative Assessments  
  - Reflect on Expert Instructional Delivery

- **How will we assess student learning?**  
  - What student work will we bring back?  
  - Mastery level of performance indicators  
  - Three Stack Protocol

- **District-Supported Interventions**
  - Elementary Schools  
  - Do the Math  
  - Fast ForWord  
  - FASTT Math  
  - Fraction Nation  
  - Istation (reading)  
  - Leveled Literacy Intervention  
  - Think Through Math

  - Middle Schools  
  - Accelerated Reading course  
  - FASTT Math  
  - Fraction Nation  
  - Istation (reading)  
  - Science Starters  
  - Think Through Math

  - High Schools  
  - Accelerated Reading course  
  - Achieve 3000  
  - Credit Recovery (Edgenuity)  
  - FASTT Math  
  - Fraction Nation  
  - Math Labs  
  - Science Starters  
  - Strategic Learning for HS Math  
  - Tutor.com (for military dependents via DOD)

- **Assessments Ongoing**

- **Lead With the Curriculum**