

Gallatin Gateway School

Mentoring Handbook



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Mentor Program Section 1

“DESCRIPTION OF PROGRAM”

“When veterans and novices work together in a nurturing relationship, each gets something of real value from the other. Veterans gain energy; novices gain inspiration. Isolation fades, connection flourishes, pain turns into wisdom – a joyful wisdom that makes the difficulties in our work endurable and keeps both veteran and novice coming back for more.”

- “A Tale of Two Children,” by David Shoemaker, Phi Delta Kappan

MENTORING PROGRAM

What is the purpose of Gallatin Gateway School Mentoring Program?

Gallatin Gateway School Mentoring is an intentional process to guide a mentee, intern, or resident participant to proficient professional instruction in conjunction with professional employee work skills to better serve Gallatin Gateway School District #35.

What are the goals of the Gallatin Gateway School Mentoring Program?

- To improve teaching performance in order to raise student achievement
- To promote the personal and professional well being of mentee teachers
- To improve teaching performance in order to enhance positive school environment
- To transmit the culture of the school system to mentee teachers
- To increase retention of promising mentee teachers

What are the characteristics of the Gallatin Gateway School Mentoring Program?

- Confidential and non-evaluative professional support
- A focus on classroom instruction and student learning
- Facilitation by an administrator and qualified teachers as trained mentors
- Intentional and purposeful structure

Who directs the Gallatin Gateway School Mentoring Program?

When a new teacher is hired, the administrator will contact the Gallatin Gateway Mentoring Coordinator. The coordinator and administrator will

1. Implement policy
2. Delineate roles and responsibilities
3. Monitor and document the effectiveness of the program

What is a Mentor?

Mentors will be tenured members of the Gallatin Gateway School District with at least two years of teaching experience who have successfully completed the mentor program as a mentee. They will be recognized as outstanding classroom teachers, as well as demonstrate deep knowledge of the discipline(s) they teach. They will possess a repertoire of effective classroom management strategies and instructional techniques. Mentors will have strong verbal skills, both oral and written, and have the ability to work cooperatively and effectively with others. Mentors in the same subject/grade level will be a prime consideration. Mentors will be expected to complete all necessary support materials for mentees/interns/residents.

Summary of the Characteristics of a Mentor:

- Has a minimum of two years teaching experience
- Demonstrates expertise in instruction and classroom management
- Is able to articulate best practice teaching strategies
- Possess excellent communication skills
- Is interested in assisting a mentee
- Has successfully completed a minimum of one year of the program as a mentee

Who will choose Mentors?

Interested teachers will apply on a yearly basis and be screened by the Administrator and the Mentoring Coordinator.

What is the stipend for Mentors?

\$300 per year (July to July) per mentee will be the stipend for taking an active mentor role and providing support and guidance to at least one new staff member directly.

What are the levels of the Mentor Program at GGS?

All newly hired teachers at GGS will be referred to as “mentee” in this handbook. A teacher can be designated a mentee regardless of the number of years of teaching experience.

Mentee:

- A licensed teacher who is new to teaching
- A licensed teacher who is new to the school district
- A licensed teacher who has taught in the school, but is changing levels between elementary, intermediate, or middle school.

Second-year teachers may continue to participate in the program as an Intern.

Intern:

- A licensed teacher who is in the second year of teaching at GGS
- A licensed teacher who has successfully completed the mentee stage of the program

Third-year teachers may continue to participate in the mentor program for support of individual professional development goals.

Resident:

- Advanced degrees
- National Board Certification
- Additional endorsements
- Subject area or level change- if changing from elementary, intermediate or middle school

What are your responsibilities as a mentee?

A new teacher's first and greatest responsibility is to the students and their academic achievement through shared decision-making and data analysis for improved instruction. Each mentee's effort, to guide students to meet their greatest potential as learners and citizens, is necessary for success.

Mentees report to and are supervised and evaluated by the administrator. It is not the intent of the mentor program to compromise or supplant the role and responsibilities of the administrator. Rather, the intent of the program is to supplement and complement mentee professional growth through teaming, professional development, policy and procedure review and guidance and provide administrative assistance to inducting new staff to the culture and expectations of the school district.

How often will Mentees visit with a Mentor?

Mentees will meet with a mentor at least once a week during a preparation period and/or during any additional informal meetings as needed. All mentees will attend weekly staff meetings. Mentors will not be asked to provide scheduled guidance to a mentee, but rather a mentor will take the initiative to work with a mentee providing frequent guidance and support.

What support and assistance can I expect from my mentor?

Mentor-mentee interaction is controlled by the relationship that develops between the individuals involved. In general, the mentor is to provide advice, help secure materials, and ease the mentee's transition into the district and/or the teaching profession. The mentor will share professional development opportunities/requirements and guide the mentees induction into the teaching at GGS. The mentor's role is one of a facilitator to enrich the experience of new staff; however, the success of a mentee is not dependent on a mentor. Each new staff member, regardless of mentoring, holds the sole responsibility for his or her actions..

How does my Mentor know my needs?

In addition to an individual relationship and verbal communication, the mentee may use the *Mentee Needs Survey* in this handbook. Mentors should be checking frequently with the mentee by offering assistance and time to work side-by-side to demonstrate processes and procedures.

How will I be evaluated in the Mentoring Program?

- **Year One:** Informal evaluation will be on-going possibly both written and verbally between mentor and mentee. At the end of the first and third quarter the non-evaluative status report form and the mentee needs assessment form will be completed. These evaluations are confidential and non-evaluative. Mentee's will be asked to evaluate the *Gallatin Gateway Mentor Program* and participate in updating the program as needed to meet the needs of new teachers. Ideas for updating the program include: review orientation topics, monthly topics of the handbooks, and available resources.
- **Year Two:** Informal evaluation will be on-going both written and verbally between mentor and mentee. At the end of the first and third quarter the non-evaluative status report form and the mentee needs assessment form. These evaluations are confidential and non-evaluative. Mentee's will be asked to evaluate the *Gallatin Gateway Mentor Program* and participate in updating the program as needed to meet the needs of new teachers. Ideas for updating the program include: review orientation topics, monthly topics of the handbooks, and available resources.
- **Year Three:** A third-year mentee can receive professional development assistance for the pursuit of an advanced degree, National Board Certification, additional teaching endorsements, subject area or level change - (if changing between elementary K-3, intermediate 4-5 or middle school 6, 7, 8 levels).

How do I use my professional days?

All (certified staff) are provided three professional development days per year by contract. These may be used in a variety of ways:

- Teacher/classroom visitation for the purpose of observation
- Mentor/mentee work days or half days
- Professional training/graduate level teacher training
- Professional workshops/conferences
- In-house training at GGS requested by teachers or provide to teachers

What if something about the mentoring program or the mentor troubles me?

The mentee is encouraged to speak to the administrator, mentor coordinator, or Title IX coordinator to request to be assigned a new mentor. The mentor program is created and sustained for the encouragement and support of teaching staff and student achievement, therefore flexibility and adaptability is encouraged. The mentor/mentee program is designed to be a positive, productive experience.

Where do I find additional resources?

Mentors: Review each month of this handbook and Appendix A, B, and C before beginning the program to fully understand requirements. In addition, GGS district policies are online for guidance. Procedures of the district can be discussed with the administration or mentoring coordinator before reviewing with the mentee to allow for full and complete understanding before instructing the mentee.

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Mentor Program Section 2

“Monthly Discussion Topics”

“The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others....

By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.”

- Roland Barth

AUGUST

Typically held early to mid-August before the start of school
New Employee Orientation

Orientation Day is an introduction to staff about the three main areas of employment at Gallatin Gateway School: 1) District Policy and Procedures, 2) the Role of a District Employee: Business and Office Protocol, and 3) Teacher Expectations.

New certified hires will be paid for a day of Orientation Training, which is sponsored by the school district, covering topics in the areas of **Administration**, **Office**, and **Teacher**. The day will start at 8:00 at the school and will conclude at about 3:00pm. Upon completion of the day, participants will receive OPI renewal units and a certificate of orientation completion.

In addition to orientation, teachers will receive additional mentoring on the two PIR days before the start of the school year. Handbooks and manuals will be given to staff members and a copy of each handbook/manual will be kept in the school's library for reference if needed.

Topics Covered

Accounting Standards
Admission of Homeless Student
Admission to School of Residency
Bidding and Contract Award
Calendar
Chain of Command
Citizenship Award
Counselor referrals
Cumulative Files
Curriculum Review Cycles
Discipline
Drug Testing Protocols for Bus and Commercial Vehicle Drivers
Emergency School Closures
Emergency Suspension
Employee vs. Teacher Responsibility
Evaluation Process
Expulsion
Extended Suspension
Field trips/Excursions/Outdoor Educ.
First Aid/CPR/AED
Friday Folders
Guns and Props
Health and Safety
Key Use - staff and student/locking and safety
Kindergarten Program
Letter of Board Action
Notice to Employee -- CPU use
PIR Days
School Board Policies
Section 504
Service Animals
Strategic Plan
Student Pregnancies
Student supervision
Substitute Obtain and Preparation
Succession Plan- Certified Staff
Title IX Grievances
Trustee Mentor Program

Volunteer Drivers
Wellness Plan
Allergy or Anaphylaxis Medication
Concussions
Copier, # of copies, how to copy
Employment Paperwork
End of Year Scoring Documentation in dropbox
End of Year Scoring on Cumulative Card
Facility Use
FMLA
HIPAA Notice of Privacy Practices
Interactions with Office Staff & Other Staff
Maintain and Access Personnel Records
Medications
New Employee Orientation Procedure
Offer vs. Serve/Food Service Program
Ordering and Purchase Orders
Report Card Procedures
School nurse
School nurse passes, etc
Sign in/sign out at office
Story time
Student/Parent Notice for Attendance
Superintendent out of office
Tardiness
Textbook Checkout
Tracking and Ordering
Use of Private Vehicle for School Business
Attendance (yellow cards, tardies)
Building Hours
Classroom & Enrollment Book
Inventory
Manuals and Handbooks List
Mission, vision, motto
Paychecks/Payroll/dates, etc
Relations w/office staff
Staff liability form (8th grade game)
Title One Plan
Volunteers
Acquiring a Substitute
Art Room Use

Checking Out and Checking In Textbooks
Classroom Brochure
Communication with Admin about
Outdoors/Performances, etc
Communication/Chain of Command
Community Buddy Letters
Disclosure Document
Duty Promptness
Duty Schedule
Employee Check Out of Building
End of School Year Activities
Forms to Print
Fundraiser - 7th grade dance
Fundraising
Gifted Education
Goals: District Math and Writing
Grading, Progress Reports, and Retention
IEFA Tribal Assignments
Instructional Guidelines (media, etc)
iPads
Janitorial Responsibility/Sanitizing
Language
Lesson Planning for Common Core
Lesson Plans - Planbook Edu

Lesson Plans for Substitutes
Library resources, map, DVD, WC,
MBI
Meetings, Staff, Team, IEFA, Technology
Open Communication
Pacing Guides
Phones
Phones/Voice Mail
Planning time
Playground Rules
Professionalism/Confidentiality
Recess/Hallway Reporting
Service Learning
Sincere Apology
Student and Staff Dress Code
Student Body Relationships
Substitute Binder
Team Philosophy
Technology – Dropbox, etc.
Upstairs Storage Areas
Website list & Passwords
Website Use & expectations
Work Schedule (daily schedule)

Manuals and Handbooks for GGS

1. GGS School Policy Manual
2. Bus Rider Manual
3. Employee Handbook
4. Mentoring Handbook
5. Library Policy Handbook
6. Student and Parent Handbook
7. Crisis Manual
8. Gifted Education Program
9. Technology Plan
10. School Wellness: Physical Activity and Nutrition
11. Counseling Handbook
12. Volunteer Handbook
13. Washington DC Field Trip Handbook (8th)
14. Kindergarten Roundup
15. Athletic Handbook
16. School Safety Plan
17. HACCP Plan (kitchen)
18. West Yellowstone Field Trip (5th)
19. Expedition Yellowstone Field Trip (6th)
20. Administrative Procedures Manual
21. 504 & ADA Manual

AUGUST

BUILDING A KNOWLEDGE BASE

- Introduce mentee to building staff members
- Orient mentee to building, including copy machine, mailboxes, restrooms, staff lounge, library, computer labs, lunchroom, etc.
- Assist in filling out new employee paperwork
- Orient mentee to his/her class roster and schedule
- Help review “first day of school plans” including discipline plans, room arrangement, and orientation materials in order to instill confidence in the beginning teacher.
- Orient mentee to his/her room and help locate texts and needed supplies
- Explain school procedures, traditions, and preferences rules of the school district
- Discuss available community resources
- Go over crisis plan, lockdown, bomb threat, and fire drill procedures
- Discuss confidentiality guidelines
- Introduce mentee to Title IX and MEA representatives
- Personal & classroom web page instruction
- Refer mentee to administrative resource library for videos/materials on teaching/management.
- Review master calendar
- Discuss insurance and flex benefits
- Discuss and review pacing charts, objectives and curriculum materials (binder)
- Participate in one-day paid induction/orientation meeting with principal and/or co-workers
- Locking and maintaining security of the building
- Know your school’s purpose and how to be involved in communicating this purpose
- Professional library for teaching staff in the Learning Lab – mentor and mentee review the types of materials for check out
- Review the Learning Lab inventory to know the remedial programs and materials available in the school
- Discuss parent communication – webpages, K-3 Parent Friday letters, phone calls, posting homework and rubrics online, etc.

BUILDING A RELATIONSHIP

- Make plans to sit next to mentee at meetings
- Exchange phone numbers, planning times, and schedules
- Have the beginning teacher complete a needs assessment and then discuss your mutual goals for the mentor/mentee experience – form provided in this handbook
- Make it a point to be helpful to guide mentee rather than direct them
- Share professional and personal experiences in order to develop trust and confidences
- Give the beginning teacher an overview of the parameters of the mentoring relationship
- Review and discuss the observation form with mentee to he/she knows what to expect during observations.

Standards You Can Expect of Your School and Peers

“Our shared vision for future student success at GGS”

Purpose and Direction: GGS maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

- Student success is a primary focus.
- Educational programs and learning experiences are supported that include learning, thinking, and life skills that are challenging and equitable for all students.
- Conditions that support student learning are continuously improving.

Governance and Leadership: GGS supports practices that promote and support student performance and school efficacy.

- Administration of the school is effective.
- Procedures established by the administration and staff will benefit student learning and provide a code of ethics free of conflict of interest.
- School leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- Administration and staff foster a culture of positive engagement for the good of the entire team.
- Interested community members, supporting the purpose and direction of the administration and staff, will be engaged in opportunities to promote the purpose and direction of the staff.
- Supervision and evaluation procedures will result in improved professional practice and student success.

Teaching and Assessing for Learning: GGS’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

- Curriculum provides challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- Curriculum, instruction, and assessment are designed and adjusted in response to data from multiple assessments of student learning and an examination of professional practice.
- Teachers engage their students in learning through instructional strategies that ensure achievement of learning expectations.
- Administration and staff monitor and support the improvement of instructional practices of teachers to ensure student success.
- Teachers collaborate in learning teams to improve instruction and student learning – K-2, 3-5, and 6-8.
- Teachers implement instructional best practices to support student learning including informing students of learning expectations and standards of performance, providing exemplars to inform and guide students, providing specific and immediate feedback concerning student learning.
- Mentoring, coaching, and orientation programs support instructional improvement and share the values and beliefs of the school’s purpose.
- Administration and staff engage families in the education of their child through frequent and meaningful communication.
- Adults foster meaningful relationships and advocate for the support of every child and every student’s educational experiences.
- Grading and reporting are based on defined criteria representing the attainment of content knowledge and skills consistent on teams.
- Staff engage in meaningful professional learning.

Resources and Support Systems: GGS has resources and provides services that support its purpose and direction to ensure success of all students.

- Administration and staff work together as a team for success in all needs of the school.
- Instructional time, material resources, and fiscal resources will support the purpose and direction of student success.
- The facilities, services, and equipment will be maintained to provide a safe, clean and healthy school environment.
- Students will be offered a range of media and information resources to support educational programs.
- Technology supports the staff’s teaching, learning, and operational needs.
- Support staff and services support the physical, social, and emotional needs of the student population.
- Counseling, assessment, referral, educational, and career planning opportunities support student learning.

Continuous Improvement: GGS implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

- Data decision-making is based on locally developed and standardized assessments

- Staff continuously collect, analyze, and apply learning from data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- Staff members are knowledgeable in evaluation, interpretation, and use of data.
- Focus is on continuous improvement for student success.
- Administration and staff share improvement goals.

Check List

Preparing for the First Day

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

1. Check (\checkmark) each item for which you already have a prepared process.
2. Place an (**X**) by any item for which you do not have a procedure, but believe you need one.
3. Highlight those items, which you will teach the students the first day of class.

Beginning Class

- A. Roll Call, Absences, Tardy
- B. Academic Warm-Ups
- C. Distributing Materials
- D. Class Opening/Anticipatory Set

Room/School Areas

- A. Shared Materials
- B. Teacher's Desk
- C. Drinks, Bathroom, Pencil Sharpener
- D. Student Storage/Lockers
- E. Student Desks
- F. Learning Centers, Stations
- G. Playground, School grounds
- H. Lunchroom Halls
- I. Handbook Review

Setting up Independent Work

- A. Defining "Working Alone"
- B. Identifying Problems
- C. Identifying Resources
- D. Identifying Solutions
- E. Scheduling
- F. Interim Checkpoints

Student Work

- A. In-class Participation
- B. In-class Assignments
- C. Homework
- D. Stages of Long-term Assignments

Other Procedures

- A. Disaster/Lock Down Drills
- B. Lunch Procedures/Seating Charts
- C. Student Helpers
- D. Safety Procedures

Work Requirements

- A. Heading Papers
- B. Use of Pen or Pencil
- C. Writing on Back of Paper
- D. Neatness, Legibility
- E. Incomplete Work
- F. Late Work
- G. Missed Work
- H. Due Dates
- I. Make-up Work
- J. Supplies
- K. Coloring or Drawing on Paper
- L. Use of Getty Dubay Cursive

Communicating Assignments

- A. Posting Assignments
- B. Orally Giving Assignments
- C. Provision for Absentees
- D. Long-term Assignments
- E. Lesson Plans

Instructional Activities

- A. Teacher, Student Contacts
- B. Student Movement in the Room
- C. Signals for Student's Attention
- D. Signals for Teacher's Attention
- E. Student Talk During Seatwork
- F. Activities to Do When Work Is Done
- G. Student Participation
- H. Laboratory Procedures
- I. Movement In/Out of Small Groups
- J. Bringing Materials to School
- K. Expected Behavior in Group
- L. Behavior of Students Not in Group

Ending Class

- A. Putting Away Supplies, Equipment
- B. Cleaning Up
- C. Organizing Class Materials
- D. Dismissing Class

Interruptions

- A. Rules
- B. Talk Among Students
- C. Conduct
- D. Passing Out Books, Supplies
- E. Turning in Work
- F. Handing Back Assignments
- G. Getting Back Assignments
- H. Out-of-Seat Policies
- I. Consequences for Misbehavior

Checking Assignments in Class

- A. Marking and Grading Assignments
- B. Turning in Assignments
- C. Students Correcting Errors- Self-grading

Grading Procedures

- A. Determining Grades
- B. Timeline for Recording Grades
- C. Grading Long-term Assignments
- D. Extra Credit Work
- E. Keeping Papers/Grades/Assignments
- F. Grading Criteria
- G. Contracting for Grades
- H. Report cards, Midterms, and Finals
- I. Cheating

Academic Feedback

- A. Rewards and Incentives
- B. Posting Student Work
- C. Communicating with Parents
- D. Students' Record of Grades
- E. Written Comments on Assignments
- F. Term Schedule

Elementary Mentor/Mentee Understanding

1. Put an **X** next to the areas you are already familiar.
2. Meet with your Mentor and go through the areas you may not be familiar or have questions.

I. Locations

- A. Music
- B. Computer Lab
- C. Library
- D. Special Ed.
- E. Title 1
- F. Speech
- G. Gym
- H. Lunchroom
- I. Location of Teaching Supplies
- J. Location of Art Supplies
- K. Copier
- L. Nurse's Office
- M. Location: Teacher Microwave/Refrigerator
- N. Teacher storage

II. Grade Level Specific

- A. Attendance/Lunch Count
- B. Books, Workbooks and Teacher's Edition
- C. Schedules
- D. Lesson Plans/Planbookedu.com
- E. IEPs for Speech and Special Ed
- F. Classroom Parties
- G. Telephone System
- H. Phonic Ear Use (one in 2nd grade)
- I. Recess/Lunch/Bus Duties
- J. Grading/Report Cards/Confidentiality
- K. Setting up Grade Book
- L. Getting a Substitute
- M. Pacing Charts
- N. Monthly Objectives/Pacing guides for teacher use
- O. Master Calendar
- P. Log Entries
- Q. Behavior Slips/Discipline Forms
- R. Website
- S. MBI lessons

III. Handbooks

- A. Staff
- B. Student
- C. Safety
- D. Volunteer

IV. Forms

- A. Health Insurance/Flex Plan
- B. FICA/TRS
- C. Accident
- D. Discipline
- E. Leave Request
- F. Field Trips/Requests
- G. Requisitions
- H. Special Needs Students – Concern: Referral: 504
- I. Classroom Reimbursement- PIE/School

V. Expectations for Teacher

- A. Teacher's Responsibilities at Lunch
- B. Recess Responsibilities – Playground and Indoor Recess
- C. Dismissal Time Rules
- D. Hallway Bulletin Boards
- E. Parent Teacher Conferences
- F. Early Release
- G. Fire Drills
- H. Lock Downs
- I. Duty Schedule
- J. Open House/Christmas Program

IX. Miscellaneous

- A. Paychecks (where and when)
- B. Calling in sick
 - prior to the school day beginning
 - during the school day
- C. Leave requests
 - Personal (not before holidays)
 - Professional
 - Sick
- D. Sub folders
- E. Early Release schedules
- F. Evaluations
- G. Field trips
- H. Telephone system
- I. Inventories
- J. PIR/Incentive Days
- K. Fire Drills
- L. Lock Downs
- M. Contraband Searches
- N. Title Referrals
- O. Technology in the classroom/report cards

Middle School Mentor/Mentee Understanding

1. Put an X next to the areas you are already familiar.
2. Meet with your Mentor and go through the areas you may not be familiar or have questions about.

I. Locations

- _____ A. Music
- _____ B. Computer Labs
- _____ C. Library
- _____ D. Special Ed.
- _____ E. Basic Skills
- _____ F. Learning Lab
- _____ G. Speech
- _____ H. Lunchroom
- _____ I. Gym
- _____ J. Counseling Center/Nurse
- _____ K. Refrigerator/Microwave

II. Facilities

- _____ A. Using the computer lab
 - Scheduling
 - User contracts
- _____ B. Using the library
 - Scheduling
 - Supervision

III. Computer use

- _____ A. Student use
- _____ B. Grade book
- _____ C. Log in/log off
- _____ D. Privacy
- _____ E. Log Entries
- _____ F. Behavioral Forms

IV. Supplies

- _____ A. Supply room
- _____ B. Local businesses
- _____ C. Copy machine

V. Duties

- _____ A. Attendance
- _____ B. Tardies
- _____ C. Duty Schedule
- _____ D. Breaks
- _____ E. Monitoring hallways
- _____ F. Hall passes
- _____ G. Weekly lesson plans
- _____ H. Homeroom
- _____ I. Monthly Objectives
- _____ J. Pacing Charts
- _____ I. Leave requests
- _____ J. Duty Schedule
- _____ K. Open House/Christmas Program

X. End of the Year

- _____ A. Final Report Card
- _____ B. Cumulative Folders
- _____ C. Permanent Record Files
- _____ D. Inventories

- _____ K. Websites

VI. Grading

- _____ A. Eligibility
- _____ B. Make-up work
- _____ C. Grading procedure
- _____ D. Advanced makeup
- _____ E. Finals
- _____ F. Report cards

VII. Discipline

- _____ A. Chain of command
- _____ B. Discipline write-ups
- _____ C. ISS
 - Homework
 - For testing/quiet work area

VIII. Handbooks

- _____ A. Staff
- _____ B. Student
- _____ C. Sports
- _____ D. Safety

IX. Miscellaneous

- _____ A. Paychecks (where and when)
- _____ B. Calling in sick
 - prior to the school day beginning
 - during the school day
 - Professional
 - Sick
 - Personal (not before holidays)
- _____ D. Sub folders
- _____ E. Early Release schedules
- _____ F. Evaluations
- _____ G. Field trips
- _____ H. Telephone system
- _____ I. Inventories
- _____ J. PIR/Incentive Days
- _____ K. Fire Drills
- _____ L. Lock Downs
- _____ M. Contraband Searches
- _____ N. Title Referrals
- _____ O. Technology in the classroom/report cards



Mentor/Mentee Discussion Checklist

Peer Relationships

- Requesting assistance from the counselor, nurse, librarian, paraprofessionals
- Dealing with uncooperative peers
- Chain of Command
- Interschool contact methods
- Working with Special Services personnel
- Introduction to fellow employees
- Staff/team meetings

Parental/Guardian Relationships

- Home visitations
- Requesting assistance from the home/school coordinator
- Conference schedule and procedures
- Parent/teacher organizations
- When and how to contact parents/guardians
- Communication with non-custodial parents/relatives
- Releasing students to the care of an adult

Student Issues

- Cultural composite of the district
- Working with ESL students
- Accepted student discipline techniques
- Consequence of extreme behavior problems
- Accepted behavior for hallway, recess, lunch, restroom, library, assemblies
- Working with special needs students
- Working with the Spec. Ed. teacher
- Pull-out procedures for students receiving resource assistance
- Grading/learning accommodations for special needs students
- Reporting suspected abuse
- Alternative assignments for holidays

Emotional Support for Teachers

- Stress reduction techniques
- Insurance Benefits for counseling
- Communication with peers and administration

Calendar

- First day's/week's schedule
- School breaks and procedures
- Observation of holidays
- Observation of birthdays
- Scheduling meetings

Managerial Items

- Acceptable classroom management techniques
- Arranging desks, tables
- Traffic patterns
- Seating of students with special needs
- Classroom amplification system (if available)
- Storage and access to materials

- Student access to texts, equipment, teaching centers (check-out procedures)
- Room temperature
- Bringing personal items from home
- Purchasing class materials
- Pets in the classroom
- Time management
- Conflict resolution
- Items needing repair
- Supervisory duties: playground, lunch, study hall, bus line-up, detention
- Fire/bomb threat/evacuation procedures
- Weather closures
- Taking roll
- Student illness during the day
- Student accidents/emergencies
- Lunch count/procedure
- Student handbook and its content
- Student use of phones

Instructional Needs

- Motivating students
- Teaching styles
- Learning styles
- Alternative instructional strategies
- Questioning techniques
- Daily grading procedures
- End-of-term grading procedures
- Assessment procedures
- Models of assessment
- Day-to-day grading procedures
- Progress reports
- Homework policies
- Curricular planning
- Lesson plan requirements
- Enrichment materials - Gifted
- Adaptation of curriculum/instruction
- District curriculum/ State standards
- Location of guides, manuals, assessments, supplementary materials
- Introduction to texts
- In-house subject matter experts
- Department heads
- Expected progress on curriculum
- Additions/deletions to curriculum
- Guest speakers/District consultant list
- Utilizing technology in the classroom
- Using the computer lab
- Computer-based lessons
- Using the district web page
- Classroom supplies
- AV equipment
- Photocopying/printing
- Laminating
- Sharing equipment, rooms, resources

- Photography, videography
- Scheduling a bus/fieldtrip
- Computer access and policies for use
- Use of the library

Terms and Conditions of Employment

- Teacher evaluations
- Contract renewal/termination
- List of expected responsibilities
- Teacher contract and what it means
- Grievance procedures

Orientation to Work/Community

- Tour of school
- School Philosophy
- School Improvement plan
- Committees/Opportunities for involvement
- Location of businesses/offices in community
- Community organizations/opportunities for involvement

Miscellaneous

- Staff phone use
- Computers: policies and procedures
- Mail policies and procedures
- Photocopier and laminator use
- Building/room keys/codes and security
- Use of building and equipment after hours

- Use of school vehicle
- Travel procedures
- Team/staff meetings
- Communication with the administration
- Contracted hours for teachers
- Accepted dress code
- Extra-duty assignments
- Types of leave and restrictions
- Preparing for and requesting a substitute teacher
- Planning time
- Where to find additional training
- Required district trainings
- Professional growth/development & teaching certification
- Budgetary/purchase orders
- Food/beverage procedure
- Eating school lunch
- Teacher liability
- Staff handbook
- School board policies
- Preferences and expectations of the school/community
- Professional teacher organization membership
- Parking procedures
- Procedures for arriving/leaving
- Salary and pay procedure

Mentee Needs

Identify the extent of your needs by rating the following items on a scale of 0 to 3, with 0 being no need, and 3 being highest need.

0 = No Need 1 = Slight Need 2 = Moderate Need 3 = Highest Need

Peer Relationship Needs

- Knowledge of staff names, job title, contact information
- Introduction to school board
- Requesting custodial, technical, library, or health assistance
- Working with the counselor(s)
- Working with paraprofessionals
- Working relationship with administration
- Working with Special Services personnel
- Dealing with difficult peers
- Working as a team

Parental/Guardian Relationship Needs

- How to prepare for parent/teacher conferences
- Communicating with parents via phone/mail/email
- Dealing with upset parents
- Custodial parent issues

Instructional Needs

- Knowledge of grading procedures
- Knowledge of testing procedures
- Knowledge of Schoolmaster/Gradebook
- Knowledge of district curriculum
- Adaptation of curriculum/instruction
- Models of assessment
- Curricular planning
- Enrichment materials
- Knowledge of academic standards
- Using technology in the classroom
- Using AV materials

Student Relationship Needs

- Motivating students
- Assigning and receiving homework
- Accepted student discipline techniques
- Referral to Special Services
- Knowledge of resources for exceptional students
- ESL student issues
- Working with students from other cultures
- Cultural Diversity
- Teaching styles
- Learning styles
- Alternative instructional strategies
- Questioning techniques
- Student privacy issues
- Professional relationships with students

Emotional Support Needs

- Dealing with stress
- Dealing with difficult students
- Dealing with family pressures
- Interacting with colleagues

Calendar Items

- Knowledge of school calendar
- Knowledge of class schedule
- Knowledge of teachers' convention

Work and Community Environments

- Familiarity with the building
- Familiarity with district offices/buildings
- Familiarity with the community/area
- Joining community organizations
- Classroom environment

Miscellaneous Policies

- Use of school equipment
- Use of school building
- Use of telephone, photocopier, computer, mail
- Parking procedures
- In-service/meeting procedures
- Keys/security procedures
- How to order classroom supplies
- School vehicle use procedures
- School Improvement Team plans
- Committee membership
- Annual budgetary/purchasing procedures
- School philosophy
- Accreditation process
- Salary schedule
- Salary pay procedure
- District fringe benefits
- Absence/leave procedure
- Staff arrival/dismissal times and procedure

Miscellaneous Policies (cont)

- Allowable use of planning time
- Food/beverage procedures
- Extra duty assignments
- Curriculum expectations
- Building dress code
- Teacher liability
- Computer use policy
- Rules/school law
- Professional development/required classes
- Field trips
- Homework policies
- Eligibility policies

Managerial Needs

- Classroom organizational techniques
- Reporting suspected abuse
- Record-keeping procedures for roll, lunch-count
- Emergency and weather procedures
- Fire drill, bomb threat, evacuation procedures
- Knowledge of student handbook
- Requesting and preparing for a substitute teacher
- Acceptable classroom management techniques
- Planning: long and short term
- Student illness
- Time management

- Conflict resolution
- Breaking up fights
- Suspected substance abuse procedures
- Assigning textbooks
- Library policies/procedures
- Lunch/recess procedures
- Copyright law

Terms and Conditions of Employment

- Contract renewal procedures
- Contract termination procedures
- Teacher evaluation procedures
- Knowledge of master contract
- Knowledge of professional organization membership

Gallatin Gateway School

Research-based Assessment Calendar

See end-of-year assessment in the drop-box to enter scores
 Required of each homeroom teacher for data collection and data analysis

Dibels	2 nd week of September	Grades K-6
	3 rd week of January	Grades K-6
	3 rd week of May	Grades K-6
High Frequency Words - Spelling and Reading	Fall and Spring	Grades K-3
DRA Testing /or Star Reading	First two weeks of Oct	Grades 1-8
	First two weeks of Jan.	Grades 1-8
	Middle two weeks of May	Grades K-8
ITBS Math concepts, Math problems, Math computation, Vocabulary, Comprehension, Word Analysis, Listening, Spelling, Sources of Info, Maps and Diagrams, Reference Materials, Social Studies, Science	Last week of March	Grades 1-8
CRT Phase II (SmarterBalance 2014)	1 st Week of March	Grades 3-8
Writing Assessment District Norm/grading/ setting writing goals	3 rd week of April	Grades K-8
	Last Week of April	Teachers K-8
Star Math	2 nd week of September	Grades 1-8
	3 rd week of January	Grades 1-8
	3 rd week of May	Grades 1-8
Aimsweb Math (M-Cap and M-Comp)	2 nd week of September	Grades 1-8
	3 rd week of January	Grades 1-8
	3 rd week of May	Grades 1-8
Technology	www.learning3.com	pilot 2013
Library	No assessment used	Quarterly report cards To document standards taught
School Counseling	No assessment used	Semester report cards To document standards taught

Gallatin Gateway School

Resources for Academic Mastery

Ipad apps as requested by teachers	Grades K-8
http://www.arbookfind.com/UserType.aspx	Grades K-8
https://edshelf.com	Grades K-8
www.ixl.com (math and Lang. Arts)	Grades K-8
www.more.starfall.com	Grades K-2
www.keyboardingonline.com	Grades K-8
www.nimblefingers.com	Grades K-8
http://www.typingadventure.com/index.php?mod=game	Grades K-8
www.homeworkmt.org	Grades 3-8
www.gallatingatewayschool.com	Grades K-8
www.spellingcity.com	Grades K-8
www.loyolapress.com/exercises-in-english-on-line-study-guides.htm	Grades 2-8
https://theconnectedclassroom.wikispaces.com/News	Grades K-8
http://textproject.org/students/fyi-for-kids	Grades K-8
http://magazines.scholastic.com	Grades K-8
http://timeforkids.com	Grades K-8
http://kids.usa.gov	Grades K-8
http://bensguide.gpo.gov	Grades K-8
http://econdereviews.com	Grades K-8
www.khanacademy.org	Grades 3-8
www.learnzillion.com	Grades 3-8
http://www.phschool.com/atschool/ (science and social studies)	Grades 6-8

PH@school sites offer a wealth of online curriculum support for students and teachers using Prentice Hall texts. Here you'll find chapter-by-chapter support for many of our titles, including Self-Tests, Internet Activities, Reference and Teaching Links, and much more.

Web Codes: Easy Access to Web Sites for Prentice Hall Textbooks

Easy-to-Use Web Codes

Many of your Prentice Hall textbooks feature Web Codes. These codes, printed right in the Student Edition, allow students to go directly to a specific activity or Web site related to the textbook.

To use a Web Code:

- Go to PHSchool.com.
- Enter a particular Web Code.
- Click on GO!

See where a Web Code takes you!

These Web Codes connect students to online activities, quizzes, and links connected directly to what they're learning in their Prentice Hall textbook. No more time wasted trying to find a Web activity or link that supports your lesson! Check out the samples below.

[Career and Technology](#)

[Language Arts](#)

[Math](#)

[World Languages](#)

[Science](#)

[Social Studies](#)

GGs placement assessments are for:

*students motivated to learn at the next level in a subject area or

*students new to the school district

1) Teacher developed:

Algebra pretest

Grade level pre- and post-tests

Parent, teacher, and student surveys

English and grammar pre-assessments

Library skills placement test grades 5-8

2) Research-based assessments:

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 2: Classroom Organization*. Northwest Regional Educational Laboratory.

Suggested Reading

The Teacher's Reflective Calendar and Planning Journal
by Mary Zabolio McGrath and Beverly Holden John
ISBN: 1412926467

Framework for Understanding Poverty
by Ruby K. Payne, PhD
ISBN: 1292229143

The New Teacher Book: Finding Purpose, Balance and Hope During your First Years in the Classroom
A Rethinking Schools Publication
ISBN: 9780942961454

Winning Strategies for Classroom Management
By Carol Bradford Cummings
ISBN: 0871203812

Working with Parents: Building Relationships for Student Success
by Ruby K. Payne, PhD
ISBN: 1929229623

First Days of School
By Harry Wong

September

BUILDING A KNOWLEDGE BASE

- Tactfully offer suggestions to those issues that may arise later- Open House, homework, midterms and assignments
- Community Buddy Letters mailed in September, December, Feb/March, May
- Weekly parent communications – K-3 Friday letter, 4-8 email and website communications
- www.planbookedu.com – lesson plans site for all staff
- Share experiences, especially in areas where protégé is having problems
- Offer class management tips
- Discuss additional emergency health, safety, discipline, and weather procedures
- Discuss grading nuances and show protégé how to use PowerGrade & how to log student behaviors
- Discuss parent communication procedures
- Review and discuss short/long term planning
- Discuss absences and substitute plans
- Set up first opportunity for protégé to observe your teaching and ask questions
- Review the monthly calendar
- Explain open house
- Explain eligibility for sports- Athletic Handbook
- Prepare for 504, CST, and IEP meetings
- Time to observe or conduct protégé observation
- Go over district grievance procedure and review master contract
- Explain MBI Procedures
- Substitute Folder (see Employee Reference & Forms Manual)
- Explain how to write monthly learning objectives
- Explain how to write lesson plans & newsletter articles
- Bulletin Boards- new employees- not until November- Academic based
- District assessment directions and scores entered into computer- district spreadsheet
- Review class management and discipline plan
- Explain classroom brochure requirements
- Explain student use of day planners
- Explain email use and signed policy for students and staff
- Explain student self evaluation forms
- Explain voicemail set up and homework hotline
- Explain midterm report process
- Teacher conference documentation to Principal
- Become a part of the entire school. Be present in hallways, in activities, and promotions for the good of the school district – do not become an independent contractor holed away in your classroom. This is a team school – be a part of the entire team building the entire school!
- Visit the principal's office frequently – be assertive and share your students' needs and successes, provide insight into your teaching and instruction, share your ideas and lessons and assessments. Share, share, share!!!
- Complete the attached forms and review 1 Standard Based Classroom Rating Scale, Write a Lesson Plan Guide, Resources for Lesson Plan Ideas, Bloom's Taxonomy, Planning for Substitute Teachers
- Review *Steps for an Apology* and the steps used by the staff for a student apology
- Review history of MBI lessons and chart in the hallway and on handbooks

BUILDING A RELATIONSHIP

- Find opportunities to offer positive reinforcement
- Recognize that your way isn't necessarily the only way
- Offer advice when asked, being careful not to be overly controlling
- Treat the mentee as a colleague, not a student
- Schedule meeting times for the month, reaffirming your accessibility and not avoiding it
- Create a new-teacher survival basket, including pain reliever, sticky notes, chocolate, etc.

Standards Based Classroom Rating Scale

Where am I now?	Advanced	Proficient	Near Proficient	Novice
I start with Gallatin Gateway standards and benchmarks (which are aligned to the state CC standards) as the focus of my <u>instruction</u> .	I always do this	I usually do this	I sometimes do this	I haven't started this
I use <u>pacing calendars</u> and <u>curriculum mapping</u> to ensure content coverage of each benchmark in each curricula area.	I always do this	I usually do this	I sometimes do this	I haven't started this
I use daily instructional targets (which are aligned to the state CC standards) as the focus of my <u>daily lessons/units</u> .	I always do this	I usually do this	I sometimes do this	I haven't started this
In my classroom, I post the student learning targets, which are written in student-friendly language for all to see.	I always do this	I usually do this	I sometimes do this	I haven't started this
Before instruction, I design aligned assessments, which include pre-assessments to allow for individual student instruction opportunities.	I always do this	I usually do this	I sometimes do this	I haven't started this
Before instruction, I unpack my grade-level/subject area benchmarks so I clearly understand the content and performance targets required for student proficiency and mastery.	I always do this	I usually do this	I sometimes do this	I haven't started this
I use dependable and accurate classroom assessments and data to inform and guide my instruction for maximum student proficiency for each benchmark.	I always do this	I usually do this	I sometimes do this	I haven't started this
I inform my students regularly, in terms they can understand, about their progress on each benchmark.	I always do this	I usually do this	I sometimes do this	I haven't started this
My students help to manage their own learning and can effectively communicate their achievement status to others.	I always do this	I usually do this	I sometimes do this	I haven't started this
MY PLAN for IMPROVEMENT				

Write a Lesson Plan Guide

“How to Develop a Lesson Plan”

To begin, ask yourself **three basic questions**:

- Where are your students going academically? Socially?
- How are they going to get there?
- How will you know when they've arrived?

Then begin to think about each of the following categories, which form the organization of the plan. While planning, use the questions below to guide you during each stage.

Goals

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition. The goals are typically written as broad educational or unit goals adhering to State or National or Common Core curriculum standards.

What are the broader objectives, aims, or goals of the unit plan/curriculum? What are your goals for this unit or set of lessons? What do you expect students to be able to do by the end of this instruction?

Objectives (learning goals)

This section focuses on what your students will do to acquire further knowledge and skills. The objectives for the daily lesson plan are drawn from the broader aims of the unit plan but are achieved over a well-defined time period.

What will students perform during this lesson? Under what conditions will students' performance be accomplished? What is the degree or criterion on the basis of which satisfactory attainment of the objectives will be judged? How will students demonstrate that they have learned and understood the objectives of the lesson?

Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you, and other teachers replicating your lesson plan, to factor in necessary prep activities to make sure that students can meet the lesson objectives. What must students already be able to do before this lesson? What concepts should be mastered in advance to accomplish the lesson objectives?

Materials

This section has two functions: it helps other teachers quickly determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or storybooks used, worksheets, and any other special considerations are most useful.

What materials will be needed? What textbooks, storybooks, digital resources, documents, etc. are needed? (cite references) What needs to be prepared in advance? (typical for copies, science labs, or hands-on activities)

Lesson Description

This section provides an opportunity for the author of the lesson to share some thoughts, experience, and advice with other teachers. It also provides a general overview of the lesson in terms of topic focus, activities, and purpose.

What is unique about this lesson? How did your students like it? What level of learning is covered by this lesson plan? (Think of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, or evaluation.)

Lesson Procedure

This section provides a detailed, step-by-step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have students do during the lesson. This section is basically divided into several components: an introduction, a main activity, and closure. There are several elaborations on this. We have linked to some sample lesson plans to guide you through this stage of planning.

Introduction

How will you introduce the ideas and objectives of this lesson? How will you get students' attention and motivate them in order to hold their attention? How can you tie lesson objectives with student interests and past classroom activities? What will be expected of students?

Main Activity

What is the focus of the lesson? How would you describe the flow of the lesson to another teacher who will replicate it? What does the teacher do to facilitate learning and manage the various activities? What are some good and bad examples to illustrate what you are presenting to students? How can this material be presented to ensure each student will benefit from the learning experience?

Rule of Thumb # 1:

Take into consideration what students are learning (a new skill, a rule or formula, a concept/fact/idea, an attitude, or a value).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

Demonstration ==> list in detail and sequence of the steps to be performed

Explanation ==> outline the information to be explained

Discussion ==> list of key questions to guide the discussion

Closure/Conclusion

What will you use to draw the ideas together for students at the end? How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

Follow up Lessons/Activities

What activities might you suggest for enrichment and remediation? What lessons might follow as a result of this lesson?

Assessment/Evaluation

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did? This usually is done by gathering students' work and assessing this work using a grading rubric based on lesson objectives. You could also replicate activities practiced as part of the lesson, without providing the same level of guidance as during the lesson. You could always quiz students on various concepts and problems as well.

How will you evaluate the objectives that were identified? Have students practiced what you are asking them to do for evaluation?

Rule of Thumb # 2:

Be sure to provide students with the opportunity to practice what you will be assessing. You should never introduce new material during this activity. Also, avoid asking higher level thinking questions if students have not yet engaged in such practice during the lesson. For example, if you expect students to apply knowledge and skills, they should first be provided with the opportunity to practice application.

Resources for Lesson Plan Ideas

The GatewaySM Collections List <http://www.thegateway.org>

PBS TeacherSource <http://www.pbslearningmedia.org>

Discovery Channel School <http://www.discoveryeducation.com>

Best of Education World® 2002 <http://www.educationworld.com>

Education World® - Lesson Planning Center http://www.educationworld.com/a_lesson/

Education World® - National Standards
<http://www.educationworld.com/standards/national/index.shtml>

Common Core Standards <http://www.corestandards.org>

Montana Education Consortium <http://mec.nr-es.org>

National Council of Teachers of Mathematics: Illuminations <http://illuminations.nctm.org/>

Intervention Central <http://www.interventioncentral.org/home>

U.S. Dept. of Education, Office of Special Education <https://www.bookshare.org> (school membership)

Association of Middle Level Education <http://www.amle.org>

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

In 2001, a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy with the title *A Taxonomy for Teaching, Learning, and Assessment*. This title draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

- Remember
 - Recognizing
 - Recalling
- Understand
 - Interpreting
 - Exemplifying
 - Classifying
 - Summarizing
 - Inferring
 - Comparing
 - Explaining
- Apply
 - Executing
 - Implementing
- Analyze
 - Differentiating
 - Organizing
 - Attributing
- Evaluate
 - Checking
 - Critiquing
- Create
 - Generating
 - Planning
 - Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
 - Knowledge of terminology
 - Knowledge of specific details and elements
- Conceptual Knowledge
 - Knowledge of classifications and categories
 - Knowledge of principles and generalizations
 - Knowledge of theories, models, and structures
- Procedural Knowledge
 - Knowledge of subject-specific skills and algorithms
 - Knowledge of subject-specific techniques and methods
 - Knowledge of criteria for determining when to use appropriate procedures
- Metacognitive Knowledge
 - Strategic Knowledge
 - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
 - Self-knowledge

Why Use Bloom's Taxonomy?

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
2. Teachers can benefit from using frameworks to organize objectives because organizing objectives helps to clarify objectives for teachers and for students.
3. Having an organized set of objectives helps teachers to:
 - “plan and deliver appropriate instruction”;
 - “design valid assessment tasks and strategies”; and
 - “ensure that instruction and assessment are aligned with the objectives.”

Citations are from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*.

Planning for Substitute Teachers

The Board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The Principal shall arrange for the substitute to work for the absent teacher. **Under no condition is a teacher to select or arrange privately for a substitute.** If administration does not assign a substitute teacher, the teacher may not take the day as leave. Leave of a District teacher may be denied if a qualified substitute is not able to be placed in the classroom with complete administrative confidence of instruction and classroom management. “Qualified” is determined by administration and NOT the teacher or teacher’s peers. Students must be ensured of a productive educational day in the absence of a regular teacher and if administration holds doubts about a potential substitute, leave will be denied. Substitute teachers will complete a survey of their day. Teachers also complete a survey on the quality of the substitute.

To Prepare for a Substitute Teacher

- A. If possible, inform your students that there will be a substitute and set expectations of them when the substitute is present and acting in the role of a guest in our school.
- B. Prepare a substitute folder Show the principal and clerk the folder or binder’s location so each is familiar and able to provide guidance to a substitute teacher. Include the following at a minimum:
 - 1. Description of attendance keeping and reporting procedures using the computer
 - 2. Detailed seating chart with names – first and last name seating chart – when a sub is present students MUST have a seating chart – no exceptions
 - 3. Duty assignment (bus duty etc.,) and hallway procedures – your sub must be present!
 - 4. The daily class schedule – including guidance for preparation period or sending sub to the office to assist
 - 5. The location of supplies in the classroom and in the school – teacher should prep all material needs!
 - 6. Assign responsible students to assist the substitute. Set expectations for the behaviors of those not assigned.
 - 7. The location of lesson plan book and grade book
 - 8. Name and location of a teacher familiar with your classroom arrangement, student expectations, and students
 - 9. Any information that would be needed by a substitute to provide a meaningful day of instruction
 - 10. Special instruction for specific student needs or student behavior plans
 - 11. Substitute teachers are not guaranteed preparation periods or duty free lunch – plan for student needs
 - 12. Emergency lesson plan for each class in case students get done early or the intended lesson is inadequate
 - 13. Attendance procedures for morning and afternoon
 - 14. Fire exit information/AED/maps
 - 15. Special needs of students in case of emergency
 - 16. Substitute teachers have no guarantee of preparation period or duty free lunch
 - 17. Substitute teachers must wear nametags or a school visitor badge
- C. Have a teacher familiar with your procedures who could assist the substitute
- D. If you want papers corrected, leave instructions
- E. Read report left by the substitute and report to the principal any concerns
- F. Follow up on any incident that was a problem in the class

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 3: Classroom Management and Discipline*. Northwest Regional Educational Laboratory.

Suggested Reading

What Great Teachers Do Differently: Fourteen Things That Matter Most
by Todd Whitaker
ISBN: 1930556691

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement
by Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock
ISBN: 0131195034

October

BUILDING A KNOWLEDGE BASE

- Discuss holiday celebrations, including teacher convention days
- Change in schedule due to quarter change – specials may change by quarter in the schedule
- Discuss Intervention day requirements and forms
- Begin discussing and role-playing in preparation for parent-teacher conferences
- Discuss PowerSchool/PowerTeacher comments for report cards
- Discuss and assess progress toward curriculum goals
- Review state standards and assessments
- Set an opportunity to observe protégé teaching/ video
- Discuss coping strategies for stress
- Discuss any specific problems protégé is experiencing
- Assist protégé in finding opportunities for professional development
- Discuss exceptional and special needs students and procedures for working with them- Review IEP and communicate with administrator and special education teacher
- Prepare for quarter grading
- Discuss how to communicate with co-workers
- Review student files
- Coordinate with special education for Quarter 1 progress reports
- Coordinate with library and technology for Quarter 1 report cards
- Review classroom differentiation
- Discuss classroom details- showing student work, chores in preparation for parent/teacher conferences
- Discuss classroom management
- Discuss teacher convention documentation needed for Principal
- Discuss classroom reimbursements
- Review master calendar
- Complete Observation Forms attached in the following pages: Mentor Observation Form, Observation Inventory and Notes Form,
- Read Carefully: Time to Think and Think Twice.

BUILDING A RELATIONSHIP

- Complete a self-evaluation of your mentoring, and set goals for the second quarter
- Help the mentee begin to become part of the teaching community by including him/her in faculty social activities
- Have the mentee re-evaluate his/her needs based on the first two months of teaching, and make plans to cover any new concerns
- Remember to be supportive of your mentee at all times, praising him/her openly to others and keeping areas of concern to yourself
- Schedule meeting times for the month, reaffirming your accessibility

Mentor/Observation Form

This form is not intended for the evaluation of teachers. Rather, it is intended as a guide for observation of mentors and protégés. It should serve to focus the observation and guide the discussion following the observation.

Person observing: _____

Person being observed: _____

Date, time, location, & length: _____

PRE-OBSERVATION QUESTIONS:

1. What is important for me to know about your class before observing it?
2. What is your planned lesson for today? What standards and benchmarks will you be addressing?
3. What specific student behaviors would you like me to watch for, if any?
4. What specific teacher behaviors would you like me to watch for, if any?
5. Upon which of the following would you most like me to concentrate: planning, environment, instruction, professionalism, or other?
6. Additional comments/requests/suggestions:



Observation Inventory

In the left hand column, record what specific behaviors, elements (planning, environment, instruction, professionalism), and lesson essentials (standards, benchmarks, etc) are to be observed. In the middle column, list what was observed in the above areas: for example, "I noticed that you moved among the groups well." In the right hand column, record any suggestions, comments, etc. discussed during the post-observation conference. Use the space at the bottom for any additional comments or suggestions you may have for the person being observed.

Behaviors:		POST-OBSERVATION COMMENTS:
Classroom elements (planning, environment, instruction, professionalism):		
Lesson essentials (following plans, addressing standards & benchmarks):		
Additional comments and suggestions:		



Time to Think... and Think Twice

Sometimes in the grip of first-year zeal, beginning teachers do or say things, which, on later reflection, prove not to have been in their best interest. Think...and think again...BEFORE doing any of the following:

- ✓ Giving advice that is not aligned with the procedures of the school and administration... Do not lead other staff into jeopardizing future employment through your advice and modeling of less than desirable teacher behaviors.
- ✓ Suggesting changes in curriculum or policy during the first year, **unless** you have been asked to make changes...
- ✓ Assuming that because your peers are doing it, it's acceptable behavior (i.e. casual dress, beverages in hallways, meetings, classroom, jean-like pants, student interactions, etc.)...
- ✓ Sharing your personal life with students... To win student affection through immature and inappropriate interactions is unprofessional in .
- ✓ Engaging in activities that could be misinterpreted... **Do** become familiar with the school community's unwritten rules and expectations for teacher behavior and follow them.
- ✓ Getting too friendly with students...your job is to teach, **not** to be a pal.
- ✓ Dressing like students during school hours or during activities which you are a sponsor...
- ✓ Becoming a student confidant...Counselors are equipped for this position. Refer students, do not counsel them causing a bigger issue or causing them to be missing another class or instructor's lessons!
- ✓ Using school equipment for personal use without proper administration permission (i.e. copy machine, pens, staples, cameras, technology equipment, etc)... Do not ask forgiveness! Ask permission!
- ✓ Talking negatively about your predecessor to anyone...he or she had friends on staff – everyone has faults – even you.
- ✓ Talking negatively about your fellow staff members or administration...If you talk about people behind their backs, those that listen will assume you will soon be talking about them! You will have a short stay in your new position!
- ✓ Talking about students to other teachers **unless** you are praising them or seeking assistance in working with them...
- ✓ Disclosing private student information, whether positive or negative, to anyone other than the student's parents/guardians...including school board members!—they are parents except when sitting together all in one room acting as a board at a publically called meeting – you may lose your job!
- ✓ Criticizing the school, teachers, or students to the public, anywhere, at anytime... This entire school is a team and for better or worse you are on it. Don't like it? Join a different team!!!! Immediately!
- ✓ Failing to live up to a verbal or written agreement with peers, students, parents, administrators... Keep your word...your stories and lies will catch up to you and you will lose respect of peers.
- ✓ Insisting that you are right or that you must have the last word... There are two ways to end a tug-of-war: one is to drop the rope.
- ✓ Making judgment on the job performance of others, peers or superiors, until you walk a mile in their shoes and perform that job at perfect quality! You too are capable of falling short occasionally!

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 4: Instructional Organization, Curriculum, and Evaluation*. Northwest Regional Educational Laboratory.

Suggested Reading

How to Differentiate Instruction in Mixed Ability Classrooms

by Carol Ann Tomlinson

ISBN: 0871205122

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5

by Carol Ann Tomlinson

ISBN:0871207605

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9

by Carol Ann Tomlinson

ISBN: 0871206552

November

BUILDING A KNOWLEDGE BASE

- Review holiday celebrations, gift-giving, school programs
- Discuss cultural differences of students and their different needs
- Discuss teacher evaluation procedures and concerns
- Discuss snow-day procedures and winter clothing requirements for recess – flyer to send home has been created
- Review the master calendar
- Discuss professionalism in the workplace, teacher/principal relations, teacher/school board relations, etc.
- Help your mentee define goals for self-improvement based on last month's observation
- Discuss identification of gifted students, IEPs and other resources for meeting their needs within the classroom
- Discuss importance of keeping students engaged during upcoming holiday season
- Remind mentee that the holidays can sometimes be quite stressful on students, and not all our students think of it as a fun time
- Assess student needs
- Review evaluation checklist (Employee Forms and Reference Manual)
- Discuss class transitions- first 5 minutes and last 5 minutes
- Discuss academics vs. “free-time” rewards
- End of Quarter 1 – complete forms as described in this handbook
- School resources for student needs – clothing, food, extra textbooks, etc.

BUILDING A RELATIONSHIP

- Invite your mentee to observe you in both planned and unplanned situations in order to further develop trust
- Plan a time to discuss questions resulting from your mentee's observation of your teaching
- Recognize that the mentee as a recent student, has knowledge from which you could benefit
- Show an interest in your mentee's personal life as well as his/her professional life by becoming aware of family members, birthday, personal interests, and hobbies
- Invite your mentee to attend an extra-curricular school event with you, such as a game, concert, play, etc.
- Schedule meeting times for the month, reaffirming your accessibility

December

BUILDING A KNOWLEDGE BASE

- Prepare for schedule changes for the practicing of the Christmas Program with music teacher
- Community Buddy Letters mailed in September, December, Feb/March, May
- Discuss end-of-semester procedures: testing, grading, record keeping, etc.
- Revisit pedagogical issues such as multiple intelligences, technology in the classroom, varied learning styles, etc.
- Review technology report card process – Add words per minute for keyboarding to technology reports at Q 2, 3, 4
- Review library report cards and understand the teaching provided in the library for review in the classroom
- Discuss any changes in class schedules at the semester in January
- Discuss mentee self-evaluation through the use of a student survey
- Help mentee come up with ideas for keeping students on track during holiday season using MBI lessons and consistent classroom management
- Watch classroom management videos (e.g. Harry Wong) and discuss strategies for maintaining a positive environment in classroom
- Review RIDE program for communication tools for parents on student behaviors
- Keep on track- student record keeping sheets, day planners, etc. Data is the drive for change!
- Locker/Desk/Tote clean out for break
- Assist in reviewing parent communication tools, pacing guides, etc.
- Prepare students for STAR MATH and STAR READING assessments in January.
- Provide IXL lesson sheet for parents to complete over the Christmas Break in students areas of need – required for all grades.
- Mentees complete student survey – see attached and review with Mentor
- Notes home for student materials needed such as markers, paper, pencils, etc. for the new year

BUILDING A RELATIONSHIP

- Schedule meeting times for month, reaffirming your availability
- Support mentee during the busy holiday schedule – encourage flexibility
- Reinforce the time to relax and recharge over the break to be ready for the return in January



Student Survey

For Elementary Teacher Self-Evaluation

1. I am able to do the work in class.	  
2. Teacher is kind and friendly.	  
3. I learn new things in this class.	  
4. My teacher is a good teacher.	  
5. Teacher shows us how to do new things.	  
6. The rules in class help us to learn.	  
7. I know what I am supposed to do in this class.	  
8. I am not afraid to ask my teacher if I need help.	  
9. Teacher shows us how to behave.	  
10. Teacher is nice.	  



Student Survey For Teacher Self-Evaluation

Use the scale below to evaluate the extent of your agreement on the following statements.

1 = never	2 = sometimes	3=no opinion	4= often	5 = always
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1. My teacher is supportive of other teachers.	1	2	3	4	5
2. My teacher dresses appropriately.	1	2	3	4	5
3. My teacher has something planned each day.	1	2	3	4	5
4. My teacher knows a lot about his/her subject.	1	2	3	4	5
5. My teacher is fair.	1	2	3	4	5
6. My teacher is supportive of the administration.	1	2	3	4	5
7. My teacher has a good sense of humor.	1	2	3	4	5
8. My teacher is trustworthy.	1	2	3	4	5
9. My teacher doesn't talk negatively about other people.	1	2	3	4	5
10. My teacher assigns appropriate amounts of homework.	1	2	3	4	5
11. My teacher fills the class with appropriate things to do.	1	2	3	4	5
12. My teacher enforces rules consistently.	1	2	3	4	5
13. My teacher keeps things discussed in confidence.	1	2	3	4	5
14. My teacher is prepared for class.	1	2	3	4	5
15. My teacher willingly answers questions.	1	2	3	4	5
16. My teacher is in control of the class.	1	2	3	4	5
17. My teacher returns papers in a reasonable time.	1	2	3	4	5
18. My teacher has a classroom management plan.	1	2	3	4	5
19. My teacher treats students with respect.	1	2	3	4	5
20. My teacher enforces rules fairly.	1	2	3	4	5
21. My teacher regularly lets me know how I'm doing in class.	1	2	3	4	5
22. My teacher wants the best for me.	1	2	3	4	5
23. My teacher offers extra help when needed.	1	2	3	4	5
24. My teacher encourages me.	1	2	3	4	5
25. My teacher is a good teacher.	1	2	3	4	5
26. My teacher is friendly.	1	2	3	4	5
27. My teacher has interest in me as a person.	1	2	3	4	5
28. My teacher always seems neat and clean.	1	2	3	4	5
29. I am comfortable asking my teacher for help.	1	2	3	4	5
30. My teacher treats boys and girls alike.	1	2	3	4	5
31. My teacher inspires me.	1	2	3	4	5
32. My teacher expects me to do well.	1	2	3	4	5
33. My teacher is confident.	1	2	3	4	5
34. My teacher treats all students alike.	1	2	3	4	5
35. My teacher is worthy of respect.	1	2	3	4	5
36. My teacher tells the truth.	1	2	3	4	5
37. My teacher is understanding.	1	2	3	4	5
38. My teacher is in control of his/her emotions.	1	2	3	4	5

January

BUILDING A KNOWLEDGE BASE

- Evaluate progress toward curriculum goals during first semester and discuss necessary modifications
- Discuss assessment procedures for both formal and informal assessments (ITBS, MontCas, Smarter Balanced)
- Go over end of the semester procedures – Grades 3-8 creating semester exams as needed for Language Arts and Writing
- Review MT certification and renewal process- discuss needed MT certification documentation
- Coordinate with special education for Quarter 2 progress reports
- Coordinate with Technology and Library for Quarter 2 progress reports – start adding words per minute for keyboarding
- Summer course work- start thinking about recertification requirements
- Review instructional delivery methods
- Review DRA/Dibels/Aimsweb/StarMath/StarReading and student achievement—learn about data decision making!
- Discuss the meaning and use of data-based decision making for student progress and success
- Discuss IEFA progress, needs, and available resources
- Be sure the IEFA template for essential understandings if being filled out each month
- Discuss semester pacing guide and schedule adjustments and changes for student success through data review
- Complete teacher evaluation with administration if not completed in September through December.
- Prepare for ski day in grades 4-8
- Each staff will receive an *Intent to Return Form* from the District for budgeting planning in the spring. Complete and return when received.

BUILDING A RELATIONSHIP

- Discuss what mentoring procedures have been most/least helpful and discuss possible changes
- Consider extending the mentee’s circle of support by including other beginning and experienced teachers for sharing, and for professional and social relationships
- Schedule meeting times for the month, reaffirming your accessibility

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 5: Instructional Delivery and Grouping*. Northwest Regional Educational Laboratory.

Suggested Reading

Reluctant Disciplinarian: Advice on Classroom Management From a Softy Who Became (Eventually) a Successful Teacher by Gary Rubinstein ISBN: 1877673366

February

BUILDING A KNOWLEDGE BASE

- Continue analysis of individual student success in order to help him/her assist students who may be struggling
- Discuss Valentine's Day celebrations if appropriate
- Begin preparing for MontCas Phase I (ITBS) and MontCas Phase II (CRT) which will become SmarterBalance Assessment 2014
- New teacher list of needs- supplies, and other "needs" – explain the process for ordering for the next school year to be completed in May and June through purchase orders, etc.
- Answer policy questions- insurance, pay, summer pay
- Discuss Art/Tech integration into curriculum
- Discuss Math/Art integration into curriculum
- Discuss the weekly IEFA integration into the curriculum
- Discuss greenhouse and processes for teacher and student use of the greenhouse

BUILDING A RELATIONSHIP

- Foster the growing independence of your mentee by meeting informally on an as-needed basis rather than scheduling meetings in advance
- Point out resources for individual exploration, including workshops, school visits, online training, etc.
- Build the mentee's confidence through use of well-earned praise

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 6: Self-Directed Learning*. Northwest Regional Educational Laboratory.

March

BUILDING A KNOWLEDGE BASE

- Discuss plans for any needed spring parent/teacher conferences- at-risk phone calls, parent meetings
- Community Buddy Letters mailed in September, December, Feb/March, May
- Discuss field trip policies and plans
- Discuss school-wide achievement testing policies and plans (Review assessment page of this book.)
- Explain how data is entered in the drop box for year-end assessment collection
- Discuss resources needed for curriculum development and improvement
- Assess at-risk students and discuss the need for parent communication for student needs
- Review pacing charts
- Discuss and review salary schedule
- Plan and use peer tutoring
- Review attendance policies
- Discuss how to design lesson plans for student absences
- Positive phone calls to parents on student behavior
- Locker and classroom clean out for spring break
- Coordinate with special education for Quarter 3 progress reports
- Coordinate with Technology and Library for Quarter 3 progress reports –adding words per minute for keyboarding
- Create lessons and activities to stimulate students during testing breaks for state testing times
- Discuss Track schedule and impact on teaching times for grades 5-8

ENCOURAGING INDEPENDENCE

- Encourage your mentee to observe other teachers' teaching styles and classroom management styles
- Encourage your mentee to keep a log of his/her successes and goals for improvement
- Encourage the mentee to re-read teaching journal to evaluate progress so far this year

Bibliography

Vincent, S. & Ley, J. (1999). *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools: Book 7: Planning and Using Peer Tutoring*. Northwest Regional Educational Laboratory

Suggested Reading

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance
by Judith A. Arter
ISBN: 0751975756

April

BUILDING A KNOWLEDGE BASE

- Discuss seasonal concerns and student motivation: attire, playground, to & from school
- Discuss stress relief
- Work with your mentee to compile a list of most worthwhile activities to use next year
- Help your mentee begin ordering for next year- Organize by “must haves” and “would like to have”
- Discuss end of the year cumulative records (elementary)
- Schedule field trips and end of year activities: academic day and field day
- Begin end of the year inventory process- read end-of-year check-out in Employee Forms and Reference Manual
- End of Quarter 3 – last set of comments on report cards for grades 3-8
- Art Auction
- Begin inventory discussion
- Begin discussion on ordering for the coming school year – textbooks, workbooks, materials, etc.
- Begin preparation of

ENCOURAGING INDEPENDENCE

- Discuss what your mentee would or would not repeat in the following year, and help him/her get a jumpstart on planning
- Review your mentee’s budget needs for next year in regards to **needed vs. wanted supplies** and start a list for ordering in June

May

BUILDING A KNOWLEDGE BASE

- Discuss year end activities: graduation (K and 8th), locker clean out, book check-in, etc.
- Community Buddy Letters mailed in September, December, Feb/March, May
- Encourage your mentee to self-evaluate through use of a student survey
- Discuss your perceptions of mentee's growth throughout the year, discussing areas of greater and lesser strengths
- Discuss end of the year procedures for teachers: turning in books/keys/computers/grade books/lesson plans, preparing classroom
- Assist mentee with end of the year procedures
- If your mentee does not receive a contract for next year, offer support, provide a letter of recommendation if fitting, and help in resume preparation
- Coordinate with special education for Quarter 4 progress reports
- Coordinate with Technology and Library for Quarter 4 progress reports – start adding words per minute for keyboarding
- Big Sky Fit Kids - 1 Hour PE Activity all School
- End of mentor program – complete forms as described in this handbook

ENCOURAGING INDEPENDENCE

- Recognize the end of the first year of teaching with a celebration
- Give your mentee a card or letter with a list of successes in their school year
- Help your mentee communicate with teachers to select materials needed for the coming year

June

BUILDING A KNOWLEDGE BASE

- Review end-of-year checkout
- Discuss end-of-year assessment data base for grade-level data
- Discuss final grade/completion of cumulative file
- Review purchase order submittals for coming year
- Decide to continue in mentor program for years two and three as outlined in the introduction.
- Discuss paycheck and how they are received for the months of June, July, and August
- Attend PIR day for goal setting
- Enter final grades for report cards
- Prepare summer packet for students at risk: letters, resources, worksheets, etc.
- All Title One students receive summer packet for skills to practice and review

Gallatin Gateway School

Mentor Program Section 3

"EVALUATION"

Quality mentoring is more than casually matching a new teacher and a veteran teacher, assuming they will meet together throughout the school year and that the mentee will flourish.

- Montana Office of Public Instruction

Evaluation

On-going program survey/evaluation forms will be completed and used by all program participants to evaluate, reevaluate, and reformat the mentor program.

Program Goals:

Gallatin Gateway School Mentoring is an intentional process to guide a mentee, intern, or resident participant to proficient professional instruction in conjunction with professional employee work skills to better serve Gallatin Gateway School District #35.

- To improve teaching performance in order to raise student achievement
- To promote the personal and professional well being of mentee teachers
- To improve teaching performance in order to enhance positive school environment
- To transmit the culture of the school system to mentee teachers
- To increase retention of promising mentee teachers

Formative Evaluation:

- Survey/student and parent
- Needs survey/form
- Teacher qualities
- Attendance

Summative Evaluation:

- On-going status reports
- At the end of Q1 and Q3 non-evaluative progress reports
- Final non-evaluative reports by mentor and mentee
- Mentee/intern/and resident need/concern form
- Reevaluation meetings Q1 (November) and Q3 (April)
 - Discuss on-going evaluation of program
 - Revise program handbook as needed
 - Review communication styles and needs of participants

Gallatin Gateway School Mentoring Program

Ongoing Mentee/Intern/Resident Status Report

End of 1st quarter _____ End of 3rd quarter _____ Other _____
(date)

Intern's/Resident's Name: _____ School: _____

Certification: _____ Grade/ Subject/ Level: _____

Mentor's Name: _____

Observation Dates: _____

Conference Dates: _____

Circle the appropriate level below for each statement:

- 1. **Proficient**
- 2. **Progressing toward Proficiency**
- 3. **Needs Assistance**

A.) Teaching and Learning:

- 1. 2. 3. Creates a positive and relevant learning environment

B.) Classroom Management:

- 1. 2. 3. Facilitates classroom management
- 1. 2. 3. Interacts well with pupils
- 1. 2. 3. Establishes an effective classroom routine
- 1. 2. 3. Organizes classroom to support learning
- 1. 2. 3. Uses strategies/staff to support students with special needs

C.) Professionalism:

- 1. 2. 3. Seeks ongoing professional growth
- 1. 2. 3. Willingness to participate in school and district activities
- 1. 2. 3. Understands chain of command
- 1. 2. 3. Collaborates with other professionals
- 1. 2. 3. Aware of responsibilities of the profession

D.) Parent Contact:

- 1. 2. 3. Accessible to the students and parents
- 1. 2. 3. Establishes effective communications with parents
- 1. 2. 3. Facilitates parental involvement

Mentor Signature: _____ Date: _____

Intern's/Resident's Signature: _____ Date: _____

Intern/resident may attach a response or comments.

Gallatin Gateway School Mentoring Program
Needs Assessment Form
Quarter 1

Intern's/Resident's Name: _____

Mentor's Name: _____ Date: _____

TO THE INTERN/RESIDENT: As part of the needs assessment process, you are being asked to identify areas of concern on this form. You and your mentor will use this information to develop a personal plan of action.

Circle the appropriate level below for each statement:

- 1. **Proficient**
- 2. **Progressing toward Proficiency**
- 3. **Needs Assistance**

I. TEACHING AND LEARNING:

- 1. 2. 3. Planning
- 1. 2. 3. Incorporates multi-cultural perspective
- 1. 2. 3. Assessment and evaluation of students
- 1. 2. 3. Making assignments
- 1. 2. 3. Developing work-study habits
- 1. 2. 3. Recognize and provide for individual differences
- 1. 2. 3. Accessing student records
- 1. 2. 3. Participations in IEP and CST meetings (special Ed. and appropriate teachers)

PLAN: _____

II. CLASSROOM MANAGEMENT:

- 1. 2. 3. Classroom facilitation and management
- 1. 2. 3. Interaction with pupils
- 1. 2. 3. Classroom routine
- 1. 2. 3. Classroom organization
- 1. 2. 3. Use of strategies and personnel to assist students with special needs

PLAN: _____

III. PRESENTATION OF SUBJECT MATTER:

- 1. 2. 3. Curriculum

PLAN: _____

IV. COMMUNICATION SKILLS:

Oral and written communication skills

- 1. 2. 3. Communication with parents

PLAN: _____

V. PROFESSIONAL EXPECTATIONS:

- 1. 2. 3. Understands district mission statement
- 1. 2. 3. Workshops, in-services or graduate courses
- 1. 2. 3. Using district-wide resources: (email, webpage, voice mail)
- 1. 2. 3. Parental Contact

PLAN: _____

VI. MISCELLANEOUS:

- 1. 2. 3. Needs a building orientation
- 1. 2. 3. Understanding building procedures
- 1. 2. 3. Understanding your contractual rights
- 1. 2. 3. Understanding the role of student services (school nurse, speech, liaison, counseling, etc.)
- 1. 2. 3. Interpreting district policies and handbook
- 1. 2. 3. Understanding district evaluation process
- 1. 2. 3. Understanding annual testing requirements
- 1. 2. 3. Understanding your mentor's role
- 1. 2. 3. Understanding your responsibilities as an intern/resident

PLAN: _____

Additional Notes and Comments:

Mentee Evaluation of the Mentoring Experience _____ - _____ school year

Using the following scale, evaluate the degree to which you agree or disagree with the following statements:

1 = strongly disagree	2= disagree	3= agree	4= strongly agree
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Because of the mentoring experience:

1. _____ My first year of teaching was more successful.
Comments:
2. _____ I'm a more effective teacher.
Comments:
3. _____ I was better able to cope with the stress of the first year teaching experience.
Comments:
4. _____ I feel adequately prepared for teaching without the support of a mentor for next year.
Comments:

I feel that:

5. _____ The resource materials given to me by my mentor were useful and of high quality.
Comments:
6. _____ My mentor was easily accessible/ in close proximity.
Comments:
7. _____ My mentor match was appropriate, given the availability of mentors.
Comments:
8. _____ I had enough time with my mentor.
Comments:
9. _____ I received adequate support during the year.
Comments:
10. _____ My mentor was beneficial to me.
Comments:
11. _____ The mentoring experience was well-planned and administered.
Comments:
12. _____ In my experience, the mentoring program was effective this year.
Comments:

13. What areas of further training might have been beneficial for your first year?

14. Please list the areas you feel you could use continued support from the mentoring program during your second year as a teacher for School District #35.

Gallatin Gateway School

Mentor Program Application Information Section 4

“Appendix”

Items provided in the *Appendix* will assist in a mentor’s decision to be a part of the program. The *Appendix* provides an overview of:

- Appendix A) **characteristics and qualifications of mentors,**
- Appendix B) **articles for additional information,** and
- Appendix C) **mentor application form.**

Selecting Mentors and Pairing with Mentee

Selecting mentors can be a challenge for schools. Best practice indicates that teachers should be willing to fill the mentor role and not be pressured into mentoring a beginning teacher. In general, a mentor should have at least two years teaching experience, and have a proven track record of positive effect on student achievement. Many times, teachers who would make good mentors are held in high esteem by colleagues and the school administration, and may be serving on more than one school committee.

Listed below are sample characteristics and qualities of effective mentors.

Attitude and Character

Willing to be a role model for other teachers
Exhibits strong commitment to the teaching profession
Believes mentoring improves instructional practice
Willing to advocate on behalf of colleagues
Willing to receive training to improve mentoring skills
Demonstrates a commitment to lifelong learning
Is reflective and able to learn from mistakes
Is eager to share information and ideas with colleagues
Is resilient, flexible, persistent, and open minded
Exhibits good humor and resourcefulness
Enjoys new challenges and solving problems

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive ways
Uses email effectively
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Professional Competence and Experience

Is regarded by colleagues as an outstanding teacher
Has excellent knowledge of pedagogy and subject matter
Has confidence in his/her own instructional skills
Demonstrates excellent classroom-management skills
Feels comfortable being observed by other teachers
Maintains a network of professional contacts
Understands the policies and procedures of the school, district, and teachers' association
Is a meticulous observer of classroom practice
Collaborates well with other teachers and administrators
Is willing to learn new teaching strategies from protégés

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a protégé's emotional and professional needs
Is attentive to sensitive political issues
Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

Source: *Creating a Teacher Mentoring Program*. The NEA Foundation for the Improvement of Education: Washington, DC, 1999.

Articles to Understand Mentoring

There have been hundreds of articles written about mentoring teachers and developing mentor programs. Listed below are three articles that are a good start for reading when developing a teacher-mentor program.



Phases of First-Year Teaching was originally written for publication in the newsletter for the California New Teacher Project, published by the California Department of Education (CDE) in 1990. This article, or parts of it, appears in many books and journals about teacher mentoring. It is an excellent article for teachers and administrators to reflect on the status of their first year of teaching. The article demonstrates how a mentor program should be designed to work with the stages. <http://www.newteachercenter.org/article2.php>

May 1999 | Volume 56 | Number 8 Supporting New Teachers Pages 20-22

The Good Mentor *James B. Rowley*

As formal mentoring programs gain popularity, the need for identifying and preparing good mentors grows.

<http://www.ascd.org/publications/educational-leadership/may99/vol56/num08/The-Good-Mentor.aspx>

The Mentoring Leadership and Resource Network

The Mentoring Leadership and Resource Network is an ASCD network dedicated to supporting educators everywhere with best practices in mentoring and induction. For six years, the network has provided assistance and free advice to mentors and mentoring programs. In addition, the network sponsors a Spring Symposium each May and an annual meeting at the ASCD Annual Conference in March.

The Mentoring Leadership and Resource Network has five main purposes:

- To provide an organizational vehicle for a mentoring initiative;
- To increase the knowledge base and general awareness of best practices in mentoring and induction;
- To promote and provide effective training for new teacher mentors;
- To establish mentoring of new teachers as the norm in schools; and
- To establish, through mentoring, the norms of collegiality, collaboration, and continuous professional development in schools.

For more information, visit: <http://www.mentors.net>

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Better Mentoring, Better Teachers

Three Factors That Help Ensure Successful Programs

By Dara Barlin

For more than a decade, clear and consistent research has shown that the quality of teachers is the most powerful school-related determinant of student success. Capitalizing on this now-large body of evidence, many education leaders have begun to invest in new-teacher mentoring. It's a smart bet.

When mentors are well-selected, well-trained, and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great. And because new teachers are most often assigned to the poorest schools and the most challenging classrooms, instructional-mentoring programs provide a powerful lever for closing the teacher-quality gap and ensuring that all students, regardless of their backgrounds, have a real opportunity to succeed.

For more information, visit: <http://www.edweek.org/archive/ew/articles/2010/03/23/27barlin.html>

Mentor Application

Becoming a skilled mentor requires time and intentional professional development. Many publications are available that provide professional development curriculum or ideas for developing mentoring skills.

Listed below are some key concepts and topic areas to cover when providing professional development to the mentor. This is not an exhaustive list.

Overview of the Goals of Mentoring:

- Creating a vision of a quality teacher
- Defining the mentor role
- Identifying the mentee's needs
- Understanding the phases of a new teacher
- Building an effective mentor relationship
- Differentiating support
- Assessing the mentee's level of practice

Roles of the Mentor:

- Facilitator, coach, and collaborator
- Trusted listener
- Resource person
- Problem solver
- Advocate

Mentoring skills

- Effective listening
- Facilitating reflective dialogue
- Classroom observation and feedback
- Confidentiality

Mentor Program Requirements

- Program evaluation forms
- Observation requirements
- Topics of discussion
- Confidentiality of the mentor/mentee relationship

Other Information

- Building a collaborative relationship with the protégé
- Stages of teacher development
- Understanding the continuum of beginning teacher support

Beginning teacher concerns

- Classroom management and discipline
- Time management
- An overwhelming workload
- Classroom instruction
- Technology in the classroom
- High-stakes accountability
- Socio-cultural awareness and sensitivity
- Student motivation
- A solitary work environment
- Relationships with parents and colleagues

Mentoring Application

Name _____

Date _____

I am interested in mentoring during the _____ school year. *Please fill out the following questions and return this application to the administration.*

1. Why are you applying or re-applying for a mentoring position?
2. What strengths or best qualities do you bring to a mentoring program?
3. What is your philosophy of teaching? How would you advise a mentee whose philosophy differed from yours?
4. How would you deal with a mentee who isn't open to being mentored?
5. How would you handle (or have handled) comments made about you or your protégé?
6. How many years have you been teaching? _____ describe:

7. How many years have you been teaching in GGS District 35? _____ describe:

8. What subject(s) have you taught?

9. Are you available to attend mentoring training during the summer during the first or second week of August? If so, which of those two weeks would work best for you?

10. Although the mentoring program is set up to take place during regular school hours, most mentors have found that additional time outside of the regular school day is probably necessary to meet the needs of the protégé. Are you available and willing to spend time outside of school for the mentoring program?

11. Have you ever been a mentor before? If so, what were your greatest success and your greatest challenge in your mentoring experience?

12. Would you be willing to and feel comfortable mentoring outside your content area? _____ describe:

13. Would you be willing to and feel comfortable mentoring a different grade level within your building? _____

Final Report for Completion of the Mentoring Program

I (printed name) _____ have submitted the following forms in completion of my duties as a mentor for the time period August 20__ through June 20 ____. I understand that the confidential paperwork submitted to the Mentor Coordinator will be shredded at the year's end and this signature page will serve as my final report for completion of the mentoring program and that I will receive my stipend in June.

My mentee was _____ at grade level _____ or special _____.

Forms submitted over the course of the school year (copies acceptable):

Forms from the Mentoring Handbook

- _____ Mentoring Application
- _____ Check list – Preparing for the First Day
- _____ Elementary or Middle School Mentor/Mentee Understanding
- _____ Mentor/Mentee Discussion Checklist
- _____ Mentee Needs Form
- _____ Standards Based Classroom Rating Scale
- _____ Mentor Observation Form
- _____ Observation Inventory
- _____ Mentor Observation/Conference Notes
- _____ Student Survey for the classroom – elementary or middle school
- _____ Status Report Quarter 1
- _____ Status Report Quarter 3
- _____ Needs Assessment Quarter 1
- _____ Final Status Report (completed by mentee)
- _____ Final Report (completed by mentor)
- _____ Mentee evaluation (completed by mentee)

Form for payment of stipend (paid in June) from Coordinator

_____ Temporary Employment Form to request payment of stipend – submitted to clerk

Name _____ Date _____

Signature _____