

Mustang Public Schools



New Teacher Mentoring and Coaching Handbook

Teacher's Name:

Mentor:

Instructional Coach:

Goal Statement

We strive to provide ongoing support for teachers who are new to the teaching profession and Mustang Public Schools through professional development, coaching, and mentoring. Our goal is to offer a network of support at the site and district level so that new teachers are fully prepared for the challenges and opportunities of teaching in today's world. Our network of support includes, but is not limited to, Site Principals, Instructional Coaches, Mentor Teachers, and District Curriculum Directors.

This handbook provides guidelines through a monthly checklist for supporting new teachers and walking them through their first year in Mustang so that they are encouraged along the way as they develop strategies and tools to become highly effective educators.

Before School Starts

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Discuss MPS Core Values	X	
Discuss contract days, contract hours, dress code, etc....	X	
Tour the building and discuss school-wide procedures for all areas	X	
Go over duties and procedures for before/after school, lunch, recess, etc.	X	
Go over how to take attendance		X
Discuss unwritten rules; where to park, where to eat, etc...		
Discuss New Teacher PD schedule (instructional coaches will attend all new teacher training meetings with their new teachers)	X	
Make sure they know the locations for PD days and how to get to them	X	
Discuss August PD Schedule for all teachers	X	
Make sure teacher knows where to locate curriculum maps	X	
Make sure teacher has all curriculum materials	X	
Walk through the curriculum with teacher to make sure they understand how to use it effectively		
Discuss procedures that are needed for everything		X
Discuss Open House		X
Help them with room set up and preparation for Open House		X
Discuss classroom management and provide some good ideas		
Review IEP/504 requirements. Make sure the teacher knows which students require accommodations and help them locate 504s and IEPs to review		X
Discuss the first day of school (get to know you activities, procedures, expectations, etc)		X

X denotes who is not responsible for that task

August (after school starts)

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Check in with the teacher after the first day of school. Review procedures and trouble-shoot any issues that he/she experienced.		
Go over PowerSchool and Gradebook		X
Review training of all online programs and make sure they have their students set up and ready to go	X	
Make sure they are ready for any parent meetings (if applicable)		X
Make sure the teacher is aware of STAR, benchmarks, and other testing schedules/plans		
Go over required drills and /procedures for all drills		X
Check in with teacher before each drill to review procedures		X
Share professional and personal experiences in order to develop trust and confidence.		
Meet with teacher weekly to ask these reflective questions: <ul style="list-style-type: none"> ● Instead of asking "Is everything ok?" ask "How are your students responding to your lessons?" ● What are your biggest successes? ● What is causing you the most stress? ● Offer guidance 		

X denotes who is not responsible for that task

September

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Help teacher prepare for parent/teacher conferences		X
Go over the purpose and processes for an effective PLC. Make sure he/she understands the 4 guiding questions of PLC <ul style="list-style-type: none"> ● What do we want our students to learn? ● How will we know when they've learned it? ● How will we respond if they don't learn it? ● How will we respond if they already know it? 	X	
Visit with teacher about the use of technology in lessons, provide ideas for purposeful and engaging ways to use technology	X	
Guide teacher through accessing screening data	X	
Check with teacher to make sure they are making accommodations to meet all IEPs and 504s		
Help teacher understand the report card process		
Meet with teacher twice this month to ask the following reflective questions <ul style="list-style-type: none"> ● According to data, what are your students biggest needs? ● What plans do you have to meet those needs? ● How can I help you plan for meeting those needs? ● What is motivating your students? ● What is going well? ● What area isn't going so well that you might need help with? 		

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October

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Check to make sure the teacher is communicating with parents effectively		X
Schedule a time to sit in on a lesson	X	
Schedule a time to meet following your observation to discuss and provide feedback. Suggestion, start by asking "What do you think went really well?" and then "What would you do differently next time?"		X
Schedule a meeting this month to reflect on what was observed. Ask the following reflective questions <ul style="list-style-type: none"> ● What progress have you seen in your students' data? ● What do you attribute that to? ● According to data, what needs do your students have? ● What are your plans to meet those needs? ● Where do you feel that you've grown the most as a teacher? ● How can I help/support you? 		

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November

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Visit with the teacher about their first formal evaluation and how you can help		
Review STAR procedures		X
Schedule a time to sit in on a lesson	X	
Meet after the observation and allow the teacher to reflect on their lesson.	X	
Schedule a time for the teacher to observe someone else teach a lesson	X	
Meet after the teacher has observed someone else teach a lesson to discuss and reflect on what was observed.	X	
Reflection Questions: <ul style="list-style-type: none"> • Describe the learning environment in your room • Describe what you noticed about the learning environment in the class you observed • What instructional strategies did you observe? • What did you observe about student engagement? • What ideas/strategies did you observe that you could go back and try in your classroom? 		

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December

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Ensure the teacher has located their semester exam (if applicable). Discuss the questions, depth of knowledge, length of exam, etc. to ensure that is aligned to standards and expectations		X
Go over the schedule for semester finals with teacher (if applicable)		X
Schedule a time to sit in on a lesson	X	
Meet to discuss lesson and reflect	X	
Reflection Questions: <ul style="list-style-type: none"> ● How would you describe the culture in your classroom? ● What are you doing to engage all students? ● How are your transition times and classroom management working? ● What is working well? ● What do you need help with? 		

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January

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Go over plan to revisit procedures		X
Check to make sure the teacher is communicating with parents effectively		X
Discuss procedures for receiving new students into the teacher's class.		X
Guide teacher through accessing screening data		
Review second semester district calendar for upcoming breaks and PD days.	X	
Schedule a meeting this month to reflect on screening data. Ask the following reflective questions: <ul style="list-style-type: none"> ● What progress have you seen in your students' data? ● What do you attribute that to? ● According to data, what needs do your students have? ● What are your plans to meet those needs? ● Where do you feel that you've grown the most as a teacher? ● How can I help/support you? 		

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February

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Help teacher prepare for parent/teacher conferences		X
Discuss learning resources to suggest to parents when asked how they can help support their student's learning at home		X
Discuss the school's policy on student retention and the procedure for recommending that a student repeat a grade, if necessary		X
Review the purpose and processes for an effective PLC. Make sure he/she understands the 4 guiding questions of PLC <ul style="list-style-type: none"> ● What do we want our students to learn? ● How will we know when they've learned it? ● How will we respond if they don't learn it? ● How will we respond if they already know it? 	X	
Schedule a time for the teacher to observe someone else teach a lesson	X	
Meet after the teacher has observed another teacher's lesson to discuss and reflect on what was observed	X	
Revisit the teacher evaluation procedures and address concerns		X
Reflection Questions: <ul style="list-style-type: none"> ● Describe the learning environment in your room ● Describe what you noticed about the learning environment in the class you observed ● What instructional strategies did you observe? ● What did you observe about student engagement? ● What ideas/strategies did you observe that you could go back and try in your classroom? 		

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March

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Explain standardized testing information with new teachers		X
Help with suggestions on a conducive testing environment		X
Discuss student motivation and ways to keep students engaged	X	
Review coping strategies for stress		

April

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Provide new teachers with suggestions for closing out the school year successfully		
Revisit standardized testing information with new teachers		X
Review procedure for end of year events, field trips, etc.		X
Continue to monitor and address new teachers concerns and needs		

May

Tasks	Mentor Initials/Date	Instr. Coach Initials/Date
Set aside time to reflect with new teachers. It is important for the beginning teacher to self-assess their areas of strength and areas for growth		
Help new teachers assess any priorities for professional development over the summer or for next year		
Discuss procedures for closing up and the end of the school year		X
Discuss completing grades and end of the year reports		X
CELEBRATE the accomplishments of first-year teachers		

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