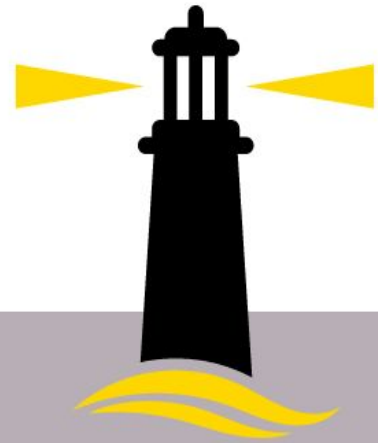


# Charting the Course to Excellence



# # BE THE LIGHT



The mission of Calhoun City Schools is to inspire all students to become lifelong learners in the pursuit of excellence.

# Mentor Training and Work Session 2021-2022



Tell Me  
Something Good!!

Good  
VIBES  
Only



# Why are we here?



When educators engage in meaningful induction programs, their practice becomes more thoughtful, strategic, and effective.

# Why are we here?

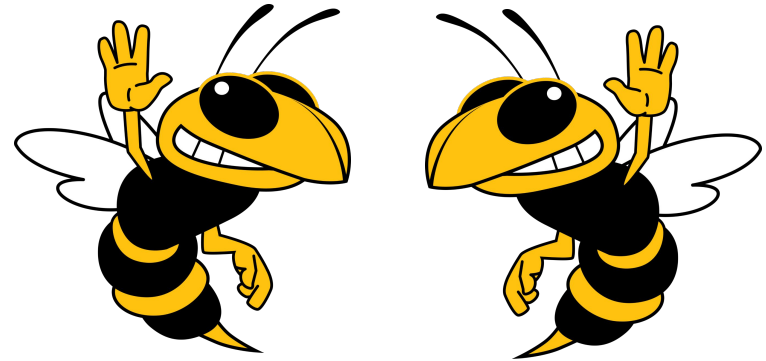


A mentor is highly committed to supporting the personal growth of the Induction Phase. The mentor provides guidance, shares knowledge and experiences, and supports the Induction Phase Teacher in making a positive impact on student growth and achievement.

# Why are we here?



## "New Bees" Program



Calhoun City Schools is known for its quality induction and mentoring program.

We want to build upon this standard of excellence by supporting the backbone of our program...YOU!

Where did the name  
“New Bees”  
come from?



# New Bees Program Goals and Overview

a work in progress...



Calhoun City Schools

Employment ▾ Faculty/Staff ▾ Infinite Campus



STAFF EMAIL



ABOUT CCS

ACADEMICS

COMMUNITY

DEPARTMENTS

PARENTS

STUDENTS

BACK TO SCHOOL

## Human Resources

### Mission:

Our mission in the Human Resource Services Department is to recruit, develop, and retain quality, high performing employees committed to fostering educational excellence. Our goal is to be recognized as a world-class organization that supports the recruitment and retention of employees that will enhance and support the district's vision for student achievement.

### Purpose:

The primary purpose of this site is to expedite and enhance the quality of communication with approximately 253 certified and 152 classified employees of Calhoun City Schools (CCS), as well as individuals interested in employment with CCS. The site is designed to provide convenient access to a wide variety of frequently used information and materials, organized by major interest areas. If you are unable to locate information or materials important to you or you need other assistance, please let us know. Thank you for visiting the CCS Human Resources webpage.

### Applicants / Employment

- [E-Verify](#)
- [Employment](#)
- [Field Experience & Student Teachers](#)
- [GAPS Fingerprinting](#)
- [Job Fairs & Events](#)
- [Legal Notices](#)
- [Non Discrimination Policy](#)
- [Substitute Teachers](#)

### Employees

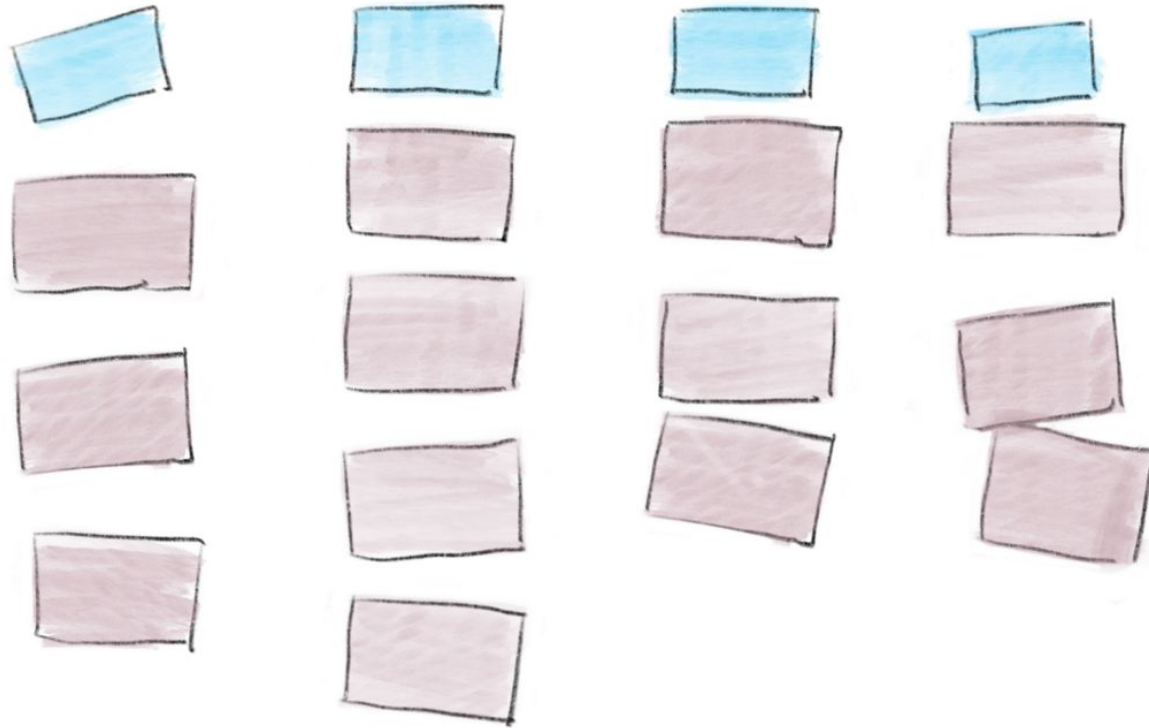
- [Americans with Disabilities Act](#)
- [Benefits](#)
- [Code of Ethics for Educators](#)
- [Coronavirus / COVID-19](#)
- [Employee Self Service](#)
- [Family Medical Leave Act](#)
- [Paid Parental Leave](#)
- [Organizational Chart](#)
- [Performance Management](#)
- [Staff Work Calendars](#)
- [Supplemental Retirement/Empower](#)
- [Workers Compensation](#)

### Resources

- [Certification](#)
- [CCS Induction Program](#)
- [Frontline Absence Management Resources](#)
- [Job Descriptions](#)
- [Open Records Request](#)
- [Payroll Cutoff Dates](#)
- [Salary Schedules/Compensation](#)
- [System Personnel Handbook](#)
- [System Policies \(EBoard\)](#)
- [Universal Availability Notice 2021](#)



# Open Sorting Activity!



- Using the cards provided, work with a partner to sort the cards into two groups.
- Give each group a title based on how you sorted



# Let's Share!

## T Chart

<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
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What does this activity represent to you?

# What is the role of a mentor?



What are the shared expectations for CCS mentors?

First and foremost...

YOU were chosen for a reason.



# Be a consistent outlet for questions and clarification

- You are viewed as the expert
- When you don't have the answer, model taking the initiative to find it
- Learn together





# Guide

- Day to day routines
- Procedures of the grade level, department, school
- Don't assume anything!
- Don't forget about them!



## Meet on a Regular Basis

- Answer general questions
- Plan for instruction
- Discuss upcoming timelines and events
- Review monthly checklists
- Protect this time!



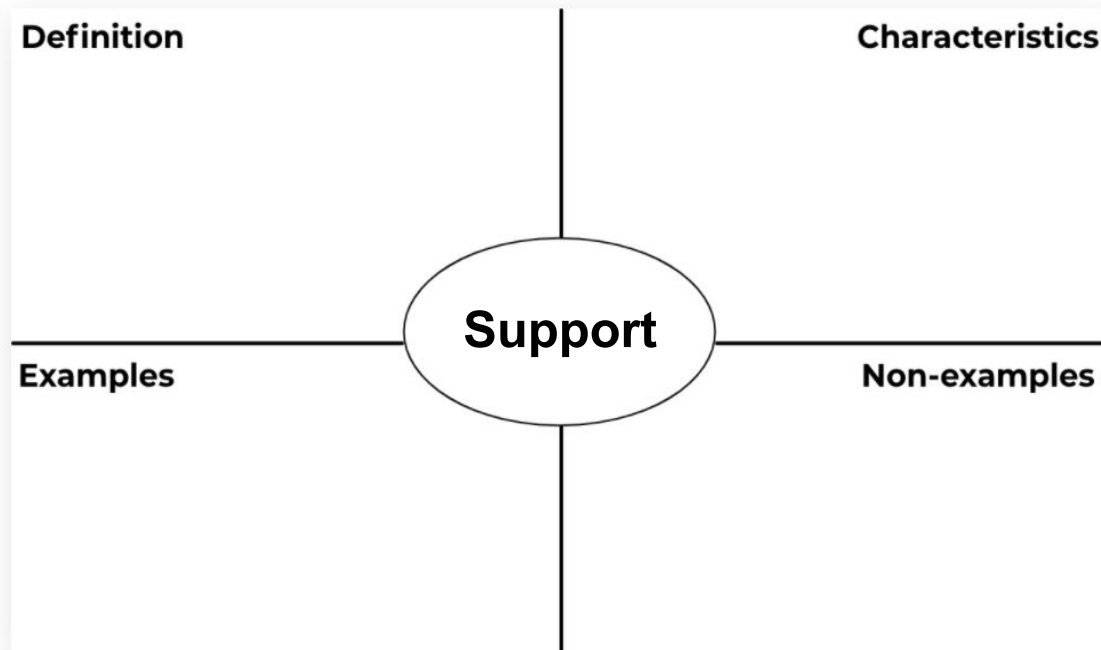
# Communicate Effectively

## Model Good Communication

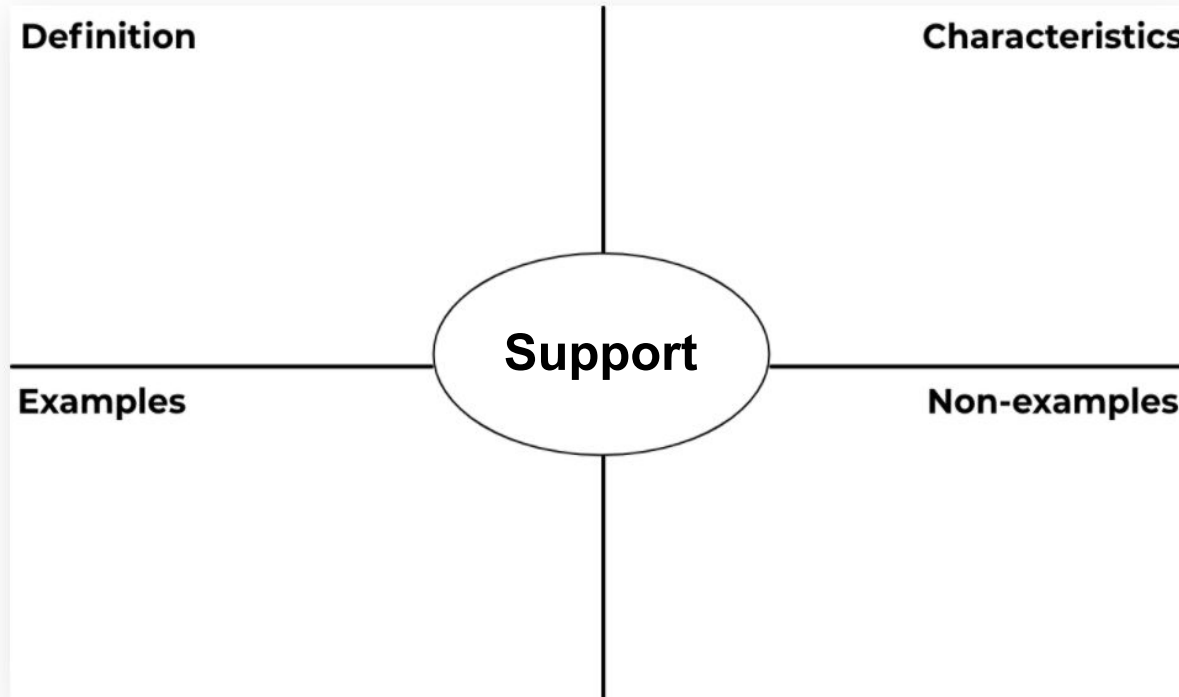


- Be accessible
- Use various forms of communication (texts, emails, phone calls, shared documents, etc.)
- Email-stress the importance of this form of communication
- School-based communication (CCS Communicator, Complex Communicator, Campus Staff Buzz)

# Provide Support and Feedback



# Let's Share!





# Feedback



- Feedback should not be feared!
- Good feedback should reinforce behaviors that contribute positively, while altering behaviors that get in the way.
- Mentees seek confirmation that they are meeting their mentor's expectations - and they want them to acknowledge it!
- Starting with praise, and then following with something specific to work on, is a great way to encourage mentees and make them more receptive to feedback.

# 6 tips for giving feedback:



1. **Talk about the value of feedback.** Let your mentee know to expect it.
2. **Provide frequent feedback.** This ensures your feedback is timely and closely related to the events it refers to.
3. **Stay balanced.** Err on the side of caution. Offer more positive comments than critical comments.
4. **Be sincere.** If positive feedback is forced, it loses value and undermines your credibility.
5. **Keep it two-way.** Feedback should be a conversation, not a lecture. Make sure your mentee is engaged in the conversation. Facilitate a conversation that ensures your mentee understands your input and is motivated to act on your feedback.
6. **Limit feedback to one or two items your mentee can do something about.**  
**Don't overwhelm them!**

# Attend required meetings and professional development sessions



- Usually monthly
- Instructional Leads at each school will facilitate the meetings
- Meetings based on feedback from last year, building school culture, and school-based needs.

# Consistently model the example of excellence and high standards that Calhoun City Schools is recognized for.



One of the responsibilities of a leader is to inspire other people to do the best that they can do for the benefit of the organization. To achieve this, the leader must show them the way by getting involved in the process – leading by example.

## #Be The Light #WAC





# What would you do?



## Scenario 1

Your New Bee has been teaching for 5 years prior to coming to Calhoun City. Their previous school district was very large and you notice that he/she often reacts in a negative way when you discuss procedures, protocols, or shared expectations within the school or system. The teacher often references, “How we did things in my other school...”. You hear that these opinions and negativity are being shared out in the community, as well.

How would you handle this?



# What would you do?



## Scenario 2

You have a very collaborative grade level/department. You all correspond frequently through email and your grade level/department lead is very good about sending out reminders. He reminds you about grade level/department meetings, what to bring when you all meet, when items are due to admin, things to include in newsletters and Remind messages to parents, etc. You notice that your New Bee seems unprepared at meetings, can't seem to keep up with what is due, and didn't have the majority of permission forms returned for the upcoming field trip.

What should you do?



# What would you do?



## Scenario 3

Your New Bee is a first year teacher. For the first 3 months of school you met on a regular basis and often stayed an hour or more after dismissal to plan together and prepare materials for the coming days. You begin to notice that your induction teacher seems to always have another obligation on your scheduled meeting days, and is out the door at 3:30. You hear a lot of movies being played during instructional time and when you try to discuss progress on common assessments, she can't seem to “find” her data.

What should you do?



# What would you do?



## Scenario 4

Your New Bee is a first year teacher. You notice that many of her social media posts contain inappropriate language, pictures of her partying and drinking, and often depict strong political views and opinions of controversial issues in an inappropriate manner.

What should you do?

Sidenote...your principal does not have social media.



# What would you do?



## Scenario 5

Your New Bee is coming from a school district that did not have a structured induction program when they started their career. They often complain about the scheduled meetings and “homework assignments” that are given. They say that they are not a new teacher and shouldn’t be required to do these things.

How do you respond?





# What would you do?



## Scenario 6

You and your New Bee teach next door to each other. You notice that the majority of the time it is very loud, and the teacher is often raising his voice and yelling. His class is never on time for lunch or specials, and he is often late getting his students to the bus in the afternoon.

What should you do?

# New Bees Social Contract



- Should include shared expectations of the New Bees Program
- Remainder of the contract should be created together

# Something to think about...



Can your New Bee mentor you in some ways?

How?

# Work Session



- Come up with a creative way to get to know your New Bee
- Using the monthly checklists, begin organizing a mentoring plan and gathering resources that will help you support your New Bee throughout the year
- Ideas: organizing important handbook information, sharing lesson plans, examples of parent correspondence, spreadsheets to organize data, etc.

# Launch



Mentoring New Teachers