Coloma Community Schools

Mentoring Program for New Teachers

#COMETPRIDE

Table of Contents

Topic	Page
Things You Will Need to Plan for Success in the Classroom	2
Mentor and Mentee Roles and Responsibilities	3
Important People to Know	4
Questions to Ponder	5
Top Ten Steps for the New Teacher	6
Top Ten Ways to Keep in Touch with Parents	7
Top Ten Ways to Involve Parents	8
How to Make the Most of an Open House	9
How to Make the Most of Parent/Teacher Conferences	10
Top Ten Supervision Skills	11
Monthly Mentoring Topics	15-23
Monthly Mentoring Log	24

Things You Will Need to Plan for Success in the Classroom

- Curriculum Maps for your grade level, and the preceding and following grade levels.
- Textbooks, if used, for all the subjects you teach.
- Supplementary curricular materials such as worksheets, maps, assessments, hands-on learning tools, audio-visual aids, planned units, & technology.
- Handbooks, calendars, staff directory, schedules, emergency procedure folder, and policies for your school and district.
- Planning aids such as access to Wonders, My Math, Planbook, PowerSchool gradebook, etc.
- Time to read through these materials and become familiar with them.

Mentee/Mentor Expectations and Responsibilities

Expectations for Mentees

- Plan on attending all staff meetings
- Be receptive to new learning and new ideas
- Meet monthly with your mentor
- Allow the mentor to visit your classroom
- Share your questions and concerns about teaching, student achievement, and student behavior with your mentor
- Reflect on your teaching
- Be receptive to listening and learning from your colleagues
- Be prompt in meeting deadlines, i.e., replying to emails and voicemails (follow the 24 hour rule), updating grades, completing paperwork.

Expectations for Mentors

- Commit to being a mentor and plan to meet once a month
- Share information about the school climate as well as school and district policies and procedures
- Ensure that the mentee knows about laws which affect teacher practice
- Offer encouragement and support
- Model lessons and share best practices
- Encourage the new teacher to reflect on his/her practice
- Develop trust and always maintain confidentiality
- Build a strong supportive relationship
- Evaluate the relationship at various points during the year

Important People to Know

Find out the names of these people and record them on this page.

Superintendent _____

Business Office _____

Principal/Assistant Principal _____

Secretary _____

Athletic Director _____

Special Ed. Director _____

Special Ed. Teacher(s) _____

School Social Worker/Counselor_____

Literacy Specialist_____

Title I Teacher _____

Behavior Support Assistant _____

Technology Director _____

Building Union Representative _____

Questions to Ponder

- Do you know where and how to get: the forms you need for school events (field trips, accidents, etc.); classroom supplies; curricular materials; student information; important policies and rules; schedules?
- Have you carefully read your contract?
- Do you know whom to call if you are going to be absent?
- Do you know where to meet during a fire drill?
- Do you know the procedures for a lockdown?
- Do you know what is supposed to be in your sub folder?
- Do you know where to get technology?
- How will you set the tone and climate of your relationship with students, parents, and colleagues?
- Have you thought about your professional development goals this year? What would you like to learn more about as a teacher?
- What does the whole year look like, and what are the benchmark events (assessments, reporting periods, parent teacher conferences, field trips, social events)?

Top Ten Steps for the New Teacher

1. **Lesson Plans –Overplan! Overplan! Overplan!**
You can never go wrong when you have too many activities planned. It is much easier to NOT DO an activity than it is to think of one at the last minute.

2. **Vary your activities**.
Alternate a hands-on activity with a rule/procedure or other teacher activity.

3. **Make day of the week folders.**
Use manila folders and label each one in a different color with the day of the week. You could also use colored manila folders. Laminate. Place lesson plans and materials for each day in these folders.

4. **Have a substitute folder ready.**
Include procedures and detailed daily schedule, math practice sheet, journal topics, grade level team members' names and room numbers. Place this in the day of the week folder, or agreed upon spot in your school. You can add to this throughout the year, to update.

5. **Posters of rules and consequences, agreed upon by the entire class.**
Laminate and hang where students can easily see them.

6. **Poster with daily schedule written out.**
Laminate and hang where students can easily see it.

7. **Get important student forms.**
Examples: office referral, discipline, counselor referral, technology use form.

8. **Organize files in the filing cabinet.**
If you do not do this before school starts, you'll be swamped and will never have the time to do it. Whenever possible, handle paperwork ASAP to avoid losing it, etc.

9. **Know what students are going to do with supplies.**
Have a procedure ready when they walk in the door...Keep?...Stack in the corner?...Take up?

10. **Welcome notes for students.**
Write out the same note for every student and do not write student names on these. This will save you time and trouble. You may want to include a pencil or other incentive with the note.

Top Ten Ways to Keep in Touch with Parents

1. Website
2. Phone Call
3. Text Message
4. SchoolMessenger
5. Newsletters
6. Academic Calendar
7. Email
8. Notes
9. Fun Stationary with Information
10. Homework Links on Website

Top Ten Ways to Involve Parents

1. Tutor students in a specific area
2. Read to/with students
3. Guest speaker
4. Model real-life applications of concepts learned
5. Help monitor learning centers or lab stations
6. Help with school-wide events/projects/parties
7. Help with culminating activity for a unit of study
8. Chaperone a field trip
9. Bring in needed supplies for a special project
10. Help with classroom clerical tasks

How to Make the Most of an Open House

1. Have a wish list ready...

Have a fun way of requesting help and supplies from the parents. An easy way is to make an apple wish list. Use the die cut to cut out apple shapes. Then, write on each apple one thing that you need for your classroom. Ask the parents to draw one or two apples from either a basket or a tree. If you don't know everything you'll need, keep the apple basket/tree in your room for parents to pick from throughout the year. Let parents know when new items have been added to the basket/tree.

2. Do not hold conferences....

This will take more time than you can imagine. Parents will be lined up in front of your door for hours. In addition, conferences should be done privately, not when other parents and students are wandering around. If parents press you to answer specific questions, ask them to set a parent teacher conference with you at another date where you can feel free to answer their questions fully and confidentially. Write it down on your calendar to show you are serious about meeting them.

3. Don't sit behind your desk...

This may seem tempting with all those papers waiting to be graded, but you want to make a great impression on your parents so that they will work with you in the future. Be accessible!

4. Have students act as guides for their parents...

Let the students do all the work during the open house. You have worked hard enough. Have name tags ready to go so that students can see where they will sit/hang up their backpack.

5. Have activities prepared that do not require your direction...

If you feel you need something to keep parents and students busy, find puzzles, math games, flash cards, logic problems and reading games used in your curriculum. Laminate the directions and place them on the tables along with the activity.

How to Make the Most of Parent/Teacher Conferences

- Explain the procedures of how conferences work at your building.
- Ask for assistance from your principal or another colleague if you need support communicating with a parent.
- Be prepared. Have current grades, test results, work samples to present as concrete examples.
- Be positive and focus on plans to correct any problems.
- Share how parents can check on their student's progress.
- Give contact information to parent if he/she has concerns.
- Start and end with something positive about the student.

The Top Ten Supervision Skills

Keys to Being an Effective Supervisor in Your School's Common Areas

#10 **BE THERE--**Arrive at our assigned location on time everyday, and be there both physically and mentally.

#9 **LOOK and LISTEN—**Scan constantly both your assigned location and the general area for how it looks and sounds.

#8 **BE MOBILE**—Move continuously throughout your assigned location without establishing a predictable pattern.

#7 **KNOW WHAT'S EXPECTED—**Know the rules, procedures, and basic civilities that students are expected to use when entering the setting, while in the setting and when leaving the setting.

#6 **BE PROACTIVE**—Interact intentionally within the first 5 minutes with those students who often have difficulty in that setting. Connect positively by smiling, making positive comments about appropriate behavior and/or briefly talking about something that interests the student.

#5 **ALWAYS RESPOND**—Respond to all misbehavior, even low-level misbehavior, with good intentions.

#4 **RESPOND QUICKLY**—Step in at the onset of potential student problems and also be available to assist a colleague who is dealing with a problem situation.

#3 **MAXIMIZE YOUR DELIVERY**—Communicate and deliver corrections calmly and respectfully by getting the student's attention without creating an audience, talk quietly and slowly, deliver short and clear directions, keep your cool, be aware of personal space and don't glare/stare at the student.

#2 **CHOOSE CORRECTIONS WISELY**—Assign a mild correction that logically fits the misbehavior (e.g., verbal reminder for talking too loud, brief delay for running, positive practice for slamming locker doors, proximity management when students are starting to get rowdy, and restitution of writing a formal apology for disrespectful comments.)

#1 **REACH OUT AND CONNECT**—Greet all students everyday in a welcoming and positive manner as they enter the setting (be positive, smile, and call students by name) and give students specific, descriptive feedback when they follow the expectations.

Possible Consequences for Misbehavior in Common Areas

Research shows that the following effective consequences are effective when responding to misbehavior in a school's common area. (They are also very effective in the classroom!) Since each consequence is unique and works well in some situations, you decide which is best used.

Proximity Management

- Move near to the student as you circulate.
- Establish eye contact if needed, but don't talk to student.
- Be careful not invade the student's personal space.

Positive Practice

- Have student demonstrate the expected behavior (e.g., how to close locker door or how to use the stairs).
- Useful when the misbehavior is physical in nature (e.g., running or slamming locker door).

Brief Delay/Time Owed

- Telling student, "Stay where you are and think…."
- Have the student stand and wait for no more than 10-20 seconds.
- Useful when a secondary school student is "in route" to somewhere.

Verbal Reminder

- Give statement of desired behavior.
- Don't ask if the student was misbehaving. Could result in argument.
- Deliver reminder calmly and *slowly* – lower your voice and say name.
- Remember you are teaching – got to believe the reminder will work!
- Keep the message brief and deliver when physically close by the student (within 3-4 feet). Do not invade the student's personal space.
- Move away from the student 1-2 seconds before finishing. If you don't, you may invite a negative response from the student.
- If possible, deliver reminder privately without having an audience of other students

Restitution

- Having student "repair" a damage that has been done.
- Useful when there is obvious damage or loss of property.
- Restitution is identifying something that will "make it right" without focusing on fault or blame.
- Can be useful with "damage" to a relationship by having the student write a letter of apology.
- Restitution requires planning and analysis by student and teacher.
- Examples of restitution include clean up litter in the hallway, writing a letter of apology, etc.
- Characteristics of good restitution:
  - Requires effort on the part of the offender.
  - Seen by victim as adequate compensation
  - Does not encourage further misbehavior
  - Is relevant to the misbehavior
  - Strengthens the offender

Change in Location

- Have student move to a different location or operate in a restricted space (especially effective outside or in the cafeteria).
- Useful when the current location may be a contributing factor in the misbehavior.

Tips for Cafeteria Supervision

- Work the serving line--reduces "cut ins" and horseplay
- Creating space between students can reduce problems
- Develop and teach attention signal:
  - Raise arm and show 1 or 2 fingers with 2 = less noise & 1 = quiet
  - Flick lights--one bank = less noise and all lights = quiet
  - Use stopwatch to monitor--goal is 10-15 seconds. Practice.
- If students are to clean up for messes, don't do it for them. Make them do it.
- If permission is needed to leave café, respond only to students who ask appropriately.
- If one table consistently is too noisy, don't dismiss them. Tell them what you expect. Dismiss individual students when they demonstrate appropriate behavior.

- Encourage and recognize polite behavior: "Please," "Thank you" and "Excuse me." Prompt when students aren't polite.
- Know what to do if a student is choking.
- Know what to do if weather plays a role in what students do after lunch.

One-Liners for Misbehavior in Cafe

- Playing with someone's food or tray: *Keep your hands to yourself*.
- Move to another location: *Pick up your tray and walk with me.*
- Too loud: *Voice levels are too loud. Bring them down, please.*
- Time Out or Time Owed: Stand *(or sit) here. I'll talk to you as soon as I can.*

Tips for Hallway Supervision

- Arrive early.
- Stand in the middle of the hallway--makes you more visible and defines the center.
- If responsible for classroom, move towards it and check in.
- Work the "halls" by greeting kids, nodding, eye contact, etc.
- Intervene early before it gets out of hand. Mild corrections are then more effective.
- If passing period is about to end, say "Class starts in 30 seconds" which is more effective than saying "Don't be late."
- If you see an adult you don't know without a visitor's pass, inform him/her that a visitor's pass is required. If possible, escort to the office. If not, inform the office to expect the visitor.

One-Liners for Misbehavior in Hallway

- Students stopped in hall visiting: *Keep moving, please.* Or *Don't stop and block, walk and talk.*
- Students talking at locker: *It's time to go to class.*
- Horseplay misbehaving during game: *Hands, feet and objects to self.*
- Move to another location and away from friends: *You need to walk that way to class.*
- Assigning time owed for misbehavior: *Stand here next to me for 20 seconds.*

Potential Encouragement Procedures/Strategies for Common Areas

- Greet students as they enter the area.
- Use students' name.
- Smile. Look Happy and Excited to be in the area/in the school!
- Engage students in conversation around their interests and yours.
- Make eye contact.
- Use gestures like a thumbs-up.
- Identify a student or students of the week for a given common area: hallway student, cafeteria student, playground student and so on.
- Create a Wall of fame for Behavior and Academics.
- Have a Student Appreciation Day or Week to celebrate student successes (this could be a ton of fun!!). This gives all faculty and staff a chance to say thank you to a variety of students in a variety of ways---planned and organized by faculty and parents.
- Acknowledge via newsletter, announcements, bulletin boards or other, "Random Acts of Responsible Behavior" when demonstrated by individuals or groups.
- Use post cards for kids who are caught being good.
- Prepare a report at the end of the week on "cafeteria" behavior or other common area behavior.
- Use tokens or tickets that students may use for future rewards or recognitions. Use a lottery box or bowl in the common area and pick weekly winners for a variety of rewards.

- Positive phone calls to parents about good behavior.
- Earn lunch with the principal, counselor, or favorite faculty member.
- Create positive office referral system. **REMEMBER: "Whatever you attend to the most is what you get the most of!"**
- Visits from Principal or Common Area Supervisor to a really good class to compliment them for a good day in the common area.
- Friendly competitions: Classrooms earn 1 to 10 points for each Cafeteria or Playground visit. All with 8 or above get ticket for weekly lottery. A 10 earns 2 tickets. Lots of variations.
- "Work the Line" in all Common Areas. The KEY: lots of positive interactions. Be present physically and mentally.
- Lots of verbal praise attached to specific expectations that are being demonstrated.
- Certificates for extra special behavior over a period of time.
- Extra playground time for classes that demonstrate extra good playground behavior.
- A special field trip for classes with good bus behavior, car behavior, and walking (dismissal and arriving) behavior----all can participate.
- A special "Café" for students who demonstrate exceptional Cafeteria Behavior. Could include tables with tablecloths and special menu for students. Guests allowed like favorite teacher or other students.
- Recognitions at Half Time at Football and Basketball games: principal and assistants serve Pizza and Cokes to Common Area Lottery winners each week.

Adapted from **Foundations: Establishing Positive Discipline Policies** by Sprick, Garrison, and Howard (2002).

August Mentoring Topics

"Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish." - Sharon Feiman-Nemsar

Mentoring is a partnership created to help support new teachers by providing them with a veteran teacher to confidentially discuss topics and to provide guidance. As a mentor, we hope you will find that this experience provides you with great satisfaction by helping a colleague and an opportunity to grow as a teacher leader in the building.

Remember, we all faced our first days in our classroom with excitement, anxiety and feelings of being overwhelmed. Hopefully you had a wonderful mentor who provided the guidance, which made those first few years more bearable. This will be your chance to pass your wisdom and experiences to help your mentee to discover the, "How wonderful it is to be part of the Coloma staff".

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Read and review first part of the Mentoring Handbook
- ☐ Email and PowerSchool logins
- ☐ Running the copier/laminator
- ☐ Show where the mailboxes are located
- ☐ Review use of phone system
- ☐ Review attendance policy
- ☐ Review lunch procedures
- ☐ What to do when a student is sick
- ☐ Review safety drills procedures
- ☐ Introduce to support staff
- ☐ Review homework policy
- ☐ Review Staff Handbook
- ☐ Fill out and discuss "Important People to Know"
- ☐ Review schoolwide expectations
- ☐ Show location of resources (classroom supplies, copy machines, lab materials, or other teacher resources)
- ☐ Share first day/week activities-provide guidance on organizing the first day/week
- ☐ Establish a scheduled time to meet on a monthly basis with your mentee for the first semester
- ☐ Make sure the teacher understands the grading program, how to set up the
- ☐ PowerSchool, how to email student progress to parents, and input grades
- ☐ Make sure teachers were supplied with curriculum guides for the courses they teach, teacher edition of books, ancillary resources for the course
- ☐ Introduce your mentee to other teachers, particularly staff members in their department and close proximity to their room
- ☐ Make sure the technology including all necessary computer programs are working properly. Also make sure all their equipment is in the classroom and in good working order
- ☐ Discuss and/or provide samples of course syllabi, classroom procedures, grading policies, attendance policies, and classroom set up
- ☐ Make sure your mentee understands the evacuation and take cover procedures
- ☐ Discuss staff norms such as dress code, lunch, and the social events which occur throughout the year (Homecoming/Winterfest traditions, etc.)

- ☐ Prepare your mentee for some of the school traditions such as football games, powder puff football, or the schools legacies
- ☐ Review using SWIS
- ☐ Go over Second Step site
- ☐ Review dismissal procedures
- ☐ Review shared transportation document
- ☐ Review master schedule with reading block, specials/planning time, SEL time, lunch and recess

September Mentoring Topics

"With the right Leadership and work environment, employees will excel." – Brenda Nyhus

For new teachers, after the anticipation of the first couple of weeks subsides they often reach a phase of survival. The survival phase is often a product of information overload. In the first month or so of teaching there are so many firsts that they often don't know if they are coming or going. So during this month, your mentee will need some extra attention, please take a moment to discuss the following topics and anything else that may be on your mentee's mind.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Review disciplinary guidelines and procedures
- ☐ Review and understand curriculum maps
- ☐ Create substitute folder
- ☐ Review procedure for requesting a substitute
- ☐ Prepare for RTI
- ☐ Go over NWEA website
- ☐ Planning celebrations/class parties
- ☐ Getting ready for Fall picture day
- ☐ Review academic testing schedule (M-STEP, NWEA, DIBELS)
- ☐ Develop IDP Goals
- ☐ Learn how to use PowerSchool
- ☐ Review procedure for making a CPS report
- ☐ Review 5D+ rubric
- ☐ Discuss student growth and how to measure
- ☐ Review district webpage for resources
    - ☐ Board policies
    - ☐ CEA teacher contract
    - ☐ Maintenance tickets
    - ☐ Technology tickets
    - ☐ PD request form
- ☐ Make sure staff webpage is updated

October Mentoring Topics

"I alone cannot change the world, but I can cast a stone across the water to create many ripples." – Mother Teresa

After settling in new teachers may lose sight of the consistency needed with routines, procedures, and responding to student behavior. Encourage them to remain vigilant about expectations, routines, and procedures while keeping relationships at the forefront of their work with students.

New teachers will also be anxious with Parent-Teacher Conferences approaching. Share your experiences in preparing for meeting with parents, e.g., organizing student data, student work samples, etc.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Check to make sure emergency lesson plans are in place/copy in office. Encourage the teacher to have enough material for 2-3 days just in case
- ☐ Discuss formal observation(s), upcoming observations, and each other's
- ☐ Observe each others' classroom teaching some time between October through December (one observation each during this time frame)
- ☐ Debrief department, grade level, team, and committee meetings
- ☐ Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions
- ☐ Discuss how their classroom management and discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following semester.
- ☐ Review grade, how grades are reported and how grade reports will be distributed to parents.
- ☐ Discuss parent/teacher conferences including tips in how to conduct handling parent issues, support staff available and what to prepare
- ☐ Explain the spirit week and homecoming activities
- ☐ Show the teacher where they may find opportunities for staff development or attend conferences
- ☐ Make sure the teacher has received proper documentation or has access to necessary information for special education students, students with 504's, or are provided with other special services
- ☐ Marking semester grades, exam weighting, submission of exams/answer sheet/keys to exam to office
- ☐ Preparing for class Halloween party
- ☐ Discuss how to document concerns for struggling learners

November/December Mentoring Topics

"Life just is. You have to flow with it. Give yourself to the moment. Let it happen." – Jerry Brown

The months of November and December often brings about a lot of stress in a person's professional and personal lives. Unfortunately for new teachers this is compounded by the fact that the rose colored glasses about their career choice start to fade and they may be growing frustrated because everything did not work out as perfectly as they imagined. Your mentee may feel overwhelmed, mental and physical fatigue may be setting in, and may even question their ability as an educator. In addition to the list below, take some time to share with your mentee times currently or from the past, which did not work out as you had planned and some of the strategies you used to get past them. Please after meeting about the topics below, take a moment and point out all the wonderful ways your mentee has been successful.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Share with one another your parent teacher conference plan/experience
- ☐ Discuss how busy both professionally and personally it is between Thanksgiving & winter break and how to keep the students engaged and productive
- ☐ Discuss parent communication
- ☐ Share "tricks of the trade" to get through the upcoming weeks and preventing burnout
- ☐ Discuss concerns/successes of students
- ☐ Discuss strategies for working with struggling students. Review intervention strategies.
- ☐ Discuss the common assessment guidelines and procedures
- ☐ Talk about the end of semester procedures
- ☐ Review snow day procedures and how they will be notified
- ☐ Share information from observations of each others classroom
- ☐ Discuss district and school holiday events and local happenings
- ☐ Start discussing changes the teacher would like to make for 2nd semester
- ☐ Make sure the teacher has all the necessary materials for new classes they teach 2nd semester. If no classes change, make sure they still have everything they need for all classes
- ☐ Discuss/complete calculating grades
- ☐ Planning for indoor recess
- ☐ Submitting 2nd quarter and 1st semester grades
- ☐ Preparing for class Christmas party

January Mentoring Topics

"The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments." -David Joseph Schwartz

Winter break provides everyone a chance to step away from the day to day and get a chance to rejuvenate the spirit. For you mentee this gives them a chance to catch their breath and find new promise in the career path they chose. Your mentee will return with new hope now that they have completed the first half of the school year. Often you will find that your new mentee has emerged from survival mode has started looking more at long term teaching strategies, becoming more focused on curriculum, and has a sense of being more organized. As they look to the start of the new semester, your mentee will start reflecting on their classroom procedures. Your mentee has made it to the top of the hill and can see where they need to go from here. Please make sure you discuss the topics below during your mentor/mentee meeting this month.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Discuss common assessment practices including testing procedures and testing ethics
- ☐ Discuss the highs and lows of the first semester
- ☐ Changes they would like to make for 2nd semester
- ☐ Take a look at their new schedule and verify they have all necessary materials to effectively teach this course
- ☐ Discuss home communications and ideas to strengthen home/school connections – postcards home, email communications, newsletters to parents, etc. Remember these can be to acknowledge something a student is doing right or well, not always as a means to correct a behavior or discuss a concern
- ☐ Share the common review guidelines of ethical and unethical practices
- ☐ Establish times for mentor/mentee meetings for second semester and set up classroom observations of each other
- ☐ Discuss mentees evaluations, show how student growth can be measured
- ☐ Discuss standardized testing procedures and rules for students who will testing
- ☐ Reflection on first half of the year
- ☐ Goals for second half of the year
- ☐ Preparing for Winter benchmark testing

February/March Mentoring Topics

"The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth." -Dan Rather

During the months of February and March, your mentee should start adjusting to the new year and possibly the new faces in front of them. February often brings about a sense of exhaustion from the students and staff. The affects of the winter blahs start sinking in and people are starting to look forward to spring. During this time it is important to check in with your mentee to make sure they are able to keep what they are feeling right now in perspective. One way you can help them is to have them reflect on positive changes they made throughout the year. Also point out that they should focus on how much they have learned about being an educator over their short time in this position. This should help them see the big picture instead of the one or more puzzle pieces they are still trying to figure out. In addition, there are some topics below concerning items they need to be aware of.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Review upcoming district and building activities
- ☐ Discuss learning resources to suggest to parents
- ☐ Discuss upcoming observations and formal observations, walk-throughs, evaluation process.
- ☐ Schedule a time to observe mentee's classroom teaching – between February and May
- ☐ Discuss previous classroom observations of one another or others
- ☐ Share some professional organizations in your mentee's discipline or area of interest
- ☐ Look for potential workshops or classes to enroll in to help guide your mentee with areas they wish to pursue or may want additional strategies or knowledge
- ☐ Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish
- ☐ Reviewing IDP goals
- ☐ Review Parent-Teacher Conference tips and procedures
- ☐ Submitting 3rd quarter grades
- ☐ Preparing for M-STEP
- ☐ Review supply ordering procedures for the upcoming year

April Mentoring Topics

"If we had no winter, the spring would not be so pleasant: if we did not sometimes taste of adversity, prosperity would not be so welcome." – Anne Bradstreet

April brings to school new challenges for all new teachers. Students are shedding their heavy clothing, the winter blahs are starting to subside, and spring fever starts to set in. For teachers who have seniors, the season ailment called senioritis becomes an epidemic. Students are spending less time focused on what they can be doing in the classroom and more time thinking about the approaching summer or spring break trip. Keeping a student who has always been motivated and focused on the task at hand becomes a huge challenge even for the most seasoned veteran. Your mentee may face new frustrations and need to lean on you again at this midpoint in the trimester. In your monthly meeting please take time to discuss the topics below and any other topics you or your mentee may find important.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Discuss their evaluations and summative evaluation procedures
- ☐ Discuss how to continue partnerships with parents through communication
- ☐ Discuss your observations of your mentee's classroom. Remember to keep criticism constructive, highlight improvements and things they do well, and provide references to people, websites, or books which may assist them in preparing for next year.
- ☐ Discuss their visit to another teacher's classroom: inquire what they liked, what they thought might work well for them, and observations they made about how the teacher related to the students
- ☐ Review upcoming district and building events
- ☐ Discuss strategies for dealing with spring fever and senioritis
- ☐ Review the IDP and discuss their goals and if they felt they were on track for achievement. Establish a plan to achieve the goal
- ☐ Review student growth calculations thus far/data review/discuss
- ☐ Review evaluation documents and data collection

May/June Mentoring Topics

"If I had to select one quality, one personal characteristic that I regard as being most highly correlated with success, whatever the field, I would pick the trait of persistence. Determination. The will to endure to the end, to get knocked down seventy times and get up off of the floor saying, "Here comes number seventy-one!" – Richard M. Devos

The end of the year is quickly approaching with still so much to do. Your mentee is probably feeling a great sense of relief and success for they survived the year as an untenured teacher. During this time, take a moment to celebrate both your guidance as a mentor and the growth your mentee has made. May and June are great times to reflect on what happened over the course of the year and build anticipation for a great year to come. During your final meetings this year with your mentee make sure you also find time to discuss the topics below.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as a starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

- ☐ Discuss final grading procedures
- ☐ District and building level activities
- ☐ School traditions for the end of the year
- ☐ Closing the classroom for the end of the year
- ☐ Check out procedures
- ☐ Look at/discuss next year's calendar/plan
- ☐ Discuss any changes to courses being taught during the new school year and how to prepare for next year (ordering, resources, etc)
- ☐ Make sure you share summer contact information just in case
- ☐ Cover how to mark final grades and what to do with corrected exams
- ☐ Review finalizing supply orders
- ☐ Celebrate the year!

Monthly Mentoring Log

_____
Month

Mentor's Name: _____

New Teacher's Name: _____

☐ Went through the monthly checklist

☐ Arranged for _____ to observe in a classroom (specify)

☐ Discussed district meetings, workshops, or classroom issues: (list topics)

☐ Still need to provide help or information

☐ Important things on a new teacher's mind this month seemed to be:

Mentor and Mentee Signatures and Dates

_____ _____
Mentor Date

_____ _____
Mentee Date