Supervisory Union & School District
LAMOILLE
NORTH
Equity, Access, and Opportunity

Lamoille North Supervisory Union 2026-2027

Colleague/Mentoring Support System

HANDBOOK

Creating a Community of Care

"Mentoring programs that employ a variety of techniques and supports, and which are guided by dedicated, experienced teachers, can have a positive impact on teacher retention. Such programs also improve job satisfaction and professional competence of beginning teachers, contribute to increased student achievement, and can ultimately lead to a self-extending system of collegiality, sharing, and support." The Power of Mentoring, June 2002.

Compiled by Jacqueline J. Gale, Ed.D. June 2019

Mentor Testimonials

"This is an unexpected supportive learning community that came at the perfect time for me! I received positive feedback about my practice as I helped get my mentee settled into her new role."~ Mentor/Eden

"The mentoring program provides mentors helpful strategies to successfully guide teachers through their first few years at a new school and allows many opportunities for mentors and mentees to collaborate in fun and engaging ways. It has been an excellent way for me to take on more of a leadership role at my school. I have learned not only how to help my mentee be the best she can be, but it has also allowed me to reflect on my practice and grow as an educator. Jacqui's positivity has a ripple effect that reaches far beyond he mentors and mentees." ~ Mentor/Cambridge

"The mentor program is an essential component of teacher development, training, and retention, especially during this post-pandemic exodus." ~ Mentor/LUMS

"I think the mentoring program is a win for both of us. The program provides both participants with a structure, timeline, content, and recognition. Teachers new to the profession or the district have many questions and a lot to learn. The mentoring program helps guide them during the first two years and through various topics. It provides a consistent "go-to" person they can receive information and reassurance from without judgement or evaluation. For the mentor, it lays out the topics, forms, and general knowledge we take for granted and may forget to pass on." ~Mentor/Cambridge

"The mentor program was a GAME CHANGER for me and helped me make a lasting connection with my mentee even past Lamoille. It is amazing and totally worth celebrating this program that so many people want to be a part of/and so many districts want to have as an opportunity." ~Mentor/LUHS

"I think one of the best parts of the mentoring program from a veteran perspective is hearing new ideas from new staff. It gives new life to my teaching." ~ Mentor/LUHS

"Jacqui has truly poured herself into this program for all of us. She has modeled mentorship for every mentor and shaped their approach by example. That's the secret ingredient that makes the magic work for all of us together." ~ Mentor/JES

"The Lamoille North Mentoring Program is a wonderful feature of our district's professional development learning opportunities. It allows new teacher hires to connect with a veteran teacher from their school network with new colleagues from around our district. The workshops in this program promote teamwork, collaboration, and detail the support systems that our district has in place for all teachers. Last school year was the most challenging year of my 14-year career, and I am eternally grateful for my colleagueship and friendship with program director, Jacqui Gale, who basically served as a mentor to me. I always cherish the years when I am a team member of our district's mentoring program.
~Mentor/LUHS

" Jacqui creates joy and she throws it at the world!! I love the way you love". ~ Mentor/LUMS

" The attention Jacqui gives to each person you meet in this program is so special". ~ Mentor/LUMS

" You are so knowledgeable and helpful and refuse to keep it to yourself! I am so appreciative to have your support in my first year of teaching".~ Mentor / LUHS

" Jacqui is always so positive. She listens to ideas and respects all voices in a group. She encourages and pulls the best from each of us in this program". ~ Mentor/WES

" Every time I interact in this program I feel lifted up and energized". ~ Mentor/ CES

" I love the intentionality of this program. Jacqui builds a community wherever she goes and leaves others as a better version of themselves". ~ Mentor/ CES

" Jacqui has a light about her that no one else does, it shines so bright even when the world can be dark and gloomy. She protects those she cares about and makes everyone feel welcome, heard and included. She truly cares about education. She sees the good in others and strives for each of us in this program to see the good in ourselves as well". ~ Mentor/CES

" Jacqui is bold, brave and oozing with goodness. In out hardest moments she is here to remind us that we too can be bold and brave. Her energy is contagious. Thank you for all your hard work-it makes a difference". ~ Mentor/CES

MENTOR SUPPORT MEETINGS 2026-2027

WHEN: Wednesday, September 16 (3:30-4:30)
WHERE: CEC/Green Mountain Tech Center
WHO: Mentors only
AGENDA: Mentor Program review, roles and expectations for time and communication

WHEN: Wednesday, January 13 (3:30-4:30)
WHERE: CEC/ Green Mountain Tech Center
WHO: Mentors only
AGENDA: Informal Observations and Mentor Needs at this time

WHEN: Thursday, May 6 (3:30-4:30)
WHERE: HS Cafeteria
WHO: Mentors & Mentees-Celebration
AGENDA: Celebration and Reflective Discussion

MENTEE SUPPORT MEETINGS 2026-2027

WHEN: Wednesday, October 7th (3:30-4:30)
WHERE: CEC/Green Mountain Tech Center
WHO: Mentees only
AGENDA: Program overview roles and expectations for time and communication

WHEN: Wednesday, February 3rd (3:30-4:30)
WHERE: CEC/ Green Mountain Tech Center
WHO: Mentees only
AGENDA: Observations/Sharing ideas and goals with your mentor

WHEN: Thursday, May 6 (3:30-4:30)
WHERE: HS Cafeteria
WHO: Mentors & Mentees Together-Program Celebration
AGENDA: Celebration and Reflective Discussion

Teachers' Guide to the LNSU Colleague/Mentoring Support System

Statement of Philosophy-

Lamoille North Supervisory District is committed to supporting the success of all members of its community. Establishing and maintaining a vibrant and ongoing process for colleague support is critical to maintaining the integrity and success of our learning environment.

Teachers and administrators have developed a mentoring program to promote and ensure successful inclusion of educators new to the schools of the Lamoille North Supervisory District (LNSD). This program has been designed to fully meet the needs of individual educators and extends significantly beyond the requirements for mentoring as described in Vermont's Education Quality Standards.

We would additionally like to credit and give thanks to our LSSU staff and administration in our neighboring district for their gracious guidance in sharing the structured elements of their well-established program incorporated here in our LNSD handbook.

Components of the LNSU Colleague/Mentoring Support System

Year 1- Mentoring for teachers who are new to LNSU.
Focus: Orientation to school and district procedures, routines and professional responsibilities along with informal observations for growth. See appendix for "Topics for Year One Mentors" and the Year One Timeline."

Year 2- Mentoring for teachers who have had one year teaching in LNSU.
Focus: Improving professional practice in a selected component from Danielson's Framework. See the appendix for the "Action Research/Inquiry Model" and the "Year Two Timeline".

Benefits of Mentoring for Our School Community:
Improved School Climate & Student Learning

Improved Educator Performance

Educators who receive high quality mentoring are more effective. They are more focused on curriculum and instruction and less on management. They are better prepared to address the diverse needs of their students.

Reduced Educator Turnover

New teachers who are provided with high quality mentors are more likely to stay in the profession. High rates of turnover jeopardize the teacher –student relationships essential for student learning.

Benefits for Mentors

Skilled and experienced educators who guide and support a colleague enrich their own practice through collaboration, new learning, and reflection. Mentors are in an important leadership role that draws on their professional expertise.

Purpose of Mentoring

Mentoring enables educators to hone the practical skills required to be effective in the classroom, to experience the sense of personal and professional effectiveness and sense of belonging that will encourage them to remain in the profession, to defy the isolation of beginning teaching and to nourish the passion which led them into the profession.

What is Mentoring: Mentoring is a structured, comprehensive system of colleague support that provides highly skilled and experienced educators who are prepared through professional development to offer regular and personalized tutelage, support and guidance to beginning educators.

What Mentoring Isn't: Mentoring is not simply peer support, nor is it an orientation program. Although beginning teachers need assistance learning the "nuts and bolts" and "in's and "out's" of a the school, mentoring focuses on the development and growth of the professional skills that enhance student outcomes and elevate a new teacher's confidence to remain in the profession.
Mentoring is not intended to be part of the performance evaluation.

Duration of the Mentoring Relationship: Teachers who are new to the LNSU will be provided with mentoring support for two years. The intensity and content of the partnership will vary depending on the mentee's previous experience.
"Research shows that beginning educators who have had the continuous support of a skilled mentor are much more likely to stay in the profession and much more likely to get beyond classroom management concerns to focus on student learning… Like doctors in their medical residency, educators who have the support of a more senior colleague and opportunities for continuous learning become more skilled more quickly." (National Commission on Teaching and America's Future, 1996).

Qualities of Effective Mentors

Effective educational mentors cultivate an inclusive, caring, and supportive school community culture that promotes the academic success of each student.

Approachability, integrity, honesty, sense of humor and the ability to listen are the top attributes rated by mentors themselves in the LNSU district as the most useful characteristics a good mentor must have.

The relationship between a mentor and mentee is one of collegial support, not of supervision and evaluation. This is critical, as building trust in this relationship is key to its success.

The mentor's feedback should be formative, not evaluative. It must belong to the mentee and not be used for evaluative or other purposes. Developing this relationship of trust supports two key goals of a mentoring program: 1. Improving teacher performance and 2. Promoting the new teacher's professional and personal well-being.

A mentor program for new teachers can only succeed if its mentors are experienced teachers who have demonstrated high quality instructional practice. All good teachers are not necessarily good mentors. Why? Becoming an effective mentor takes training, practice, and strong communication and interpersonal skills.

Voices From the Field

Effective Mentors:

- Desire to become mentors and are committed to the profession
- Are reflective about their own teaching
- Have good problem-solving abilities along with a sense of humor
- Want to make a positive difference in the lives of students
- Are professionals with integrity
- Are willing to expand their professional responsibilities to include working colleagues who are new to the profession
- Are willing to participate in professional development training sessions to develop and enhance their mentoring skills
- Listen attentively and include questions that prompt discussion, reflection and understanding
- Maintain confidentiality and discretion
- Offer positive and productive feedback
- Are able to build and maintain trusting relationships
- Are approachable, wise and caring individuals
- Easily establish a rapport with others
- Are attentive to sensitive political issues
- Have a wide repertoire of effective instructional and management strategies for working with diverse students in a variety of contexts
- Maintain a network of professional contacts
- Collaborate well with teachers and administrators
- Are willing to learn new teaching strategies from their mentees
- Have been successful in working with and teaching adults
- Are knowledgeable about the structures, protocols, mission, norms and culture of the district
- Are good resources
- Are committed to the success and sustainability of an effective colleague support system

Mentors need to model the qualities that their school district desires in its teachers, and they must be willing and able to work in a sustained way with beginning teachers.

Roles and Responsibilities

Mentor

- Attend formal mentor training and other support sessions scheduled
- Help mentees learn school procedures and routines
- Offer support and function as a sounding board for the development of new ideas
- Share knowledge about new materials, planning strategies, curriculum development and teaching methods
- Support mentees in the development of classroom management strategies to address discipline issues and concerns
- Provide access to other classrooms, so mentees can observe colleagues and learn more about the different model and styles of teaching being practiced in the school/system
- Help mentees understand the implications of student diversity for teaching and learning.
- Provide professional, personal and instructional support to mentees on a regular basis
- Meet with mentee on a weekly basis to reflect on practice, identify needs, progress and plan activities
- Attend meetings as needed with the mentoring facilitator
- Participate in classroom observations
- Solicit and accept feedback from mentees and others
- Participate in the annual evaluation of the mentoring program
- Help mentees understand the importance of maintaining confidentiality

Roles and Responsibilities

Mentee

- Participate in the school's orientation program and the start of the school's activities
- Recognize that mentoring is a positive and supportive experience
- Engage in ongoing professional development to advance student outcomes
- Accept constructive feedback and practice reflective teaching
- Develop and pursue professional goals
- Meet weekly with mentor
- Be willing to share new ideas and practices
- Participate in classroom observations with the mentor and complete other professional activities relevant to the mentoring program
- Complete annual surveys for the mentoring program
- Maintain confidentiality regarding the mentoring relationships

Supporting the Mentoring Process

Informed administrative support is critical-
Administrative support is vital to building and sustaining a strong, effective mentoring program. Administrators in LNSU have a strong commitment to the program and an understanding of the demands the process will make on both mentor and mentees. Orientation for administrators is a component of the mentor program.

Roles and Responsibilities of the Mentor Program Facilitator

- Organization
- Public relations
- Program evaluation
- Integration
- Coordination
- Support & direction
- Selection & matching (along with building principal)
- Communication
- Conflict resolution
- Planning & implementation of mentor training

Roles and Responsibilities of the Principals & Central Office Administrators

- Support & encourage participation
- Assist the coordinator(s) to make matches between mentor and mentee
- Provide logistical support
- Respect the confidentiality between mentor and mentee
- Grant funding
- Participate in annual program evaluation
- Prepare and disseminate communications

Incentives for Mentors

An opportunity for professional growth and renewal
An opportunity to help develop the colleague support system
Training and support to serve as a mentor
A $1000 stipend for each year of service as a mentor

Educators in LNSU recognize that the development of professional relationships will be critical to the success of any organizational endeavor, including the implementation of the Colleague/Mentoring Support System. The maintenance of confidentiality and the ability to professionally resolve conflicts are important underpinnings in our work with each other. The following statements provide specific directions around these areas.

Confidentiality

- The mentor will not discuss the performance of his/her mentee with anyone, including school and district administrators, **with the following exceptions: If the academic growth, social/emotional well-being, or physical safety of students or mentee is at risk. In each of these cases an administrator must be notified immediately.**
- The mentor may discuss the new teacher's performance, with the knowledge and approval of the mentee, with resource professionals to provide opportunities for assistance in areas that need improvement.
- The facilitator will respect the confidentiality of the mentoring relationship. Administrative support will be sought only with the consent of the mentor and/or mentee **except for safety concerns listed in bold above!**

Conflict Resolution

It is the intent of LNSU to make every attempt to make sure that mentor/mentee matches are a suitable and acceptable; however, if the mentor and/or mentee feel the relationship is not compatible, the following steps will be taken:

- Mentor and mentee will discuss concerns.
- If unresolved, a mentor facilitator will be notified (Jacqui Gale)
- The mentor and mentee will discuss the concerns with the facilitator.
- The facilitator will work towards resolution.
- If the conflict is not resolved after considerable time and effort by all parties involved, the facilitator may seek administrative support with the knowledge and consent of both the mentor and mentee.

Bearing in mind the supportive role you play working through any potential conflict that could arise-consider addressing the challenges new teachers face and The Stages of a Teacher's First Year. Each stage is listed below in Appendix A to support you in building trust, empathy and understanding in the beginning stages of your new relationship.

LNSU MENTORING/COLLEAGUE SUPPORT SYSTEM

FACILITATOR: Jacqueline J. Gale Ed.D.

FRAMEWORK FOR TEACHING: MENTOR COURSE TRAINER: Jacqui Gale

FRAMEWORK TRAINED MENTORS (These are mentors who have completed the summer and if needed fall course training). This will be helpful for school principals, Special Education Director and GMTCC Director when selecting mentors in the future.

List by name and school:

LUHS/LUMS:
Marci Bostic
Hillary Bliss
Jon Brown
Katie Bryant
Jan Chapados
Allen Cook
Kathi Cummings
Sarah Denaker
Jeff Beal
Karalyn Burke
Sydney Copp
Greg Davis
Tim Dobson
Gabby Fecher
Diane Lepikko
Sabine Likhite
Candy Palmer
Danielle Peveril
Eric Hutchins
Amber Carbine-March
John Moton
Molly Maroney-Noce
Bethann Pirie
Mike Potvin

Martin Ramirez
Sara Reed
Kerry Sheldon
Jeff Robinson
Cori Rockwood
Laurie Toof
Ian Trombulak
Walter Wendling
Amy Whitlock
Deb Zimich (retired)

CES
Theresa Aiosa (retired)
Sarah Boucher
Jacqueline Brosseau
Marie Dunbar-Cloutier
Amanda Collis
Laura Edgerton (retired)
Faith Horton
Jen Holtzman
Ellen Koier(retired)
Courtney Leitz
Catrina McKnight
Danielle Oldenburg
Vicky Pinault
Eliza Purington
Emily Kingston
Nancy Randall
Teri Sibernaller
Allyson Spanier
Molly Spillane
Jake Stalnaker
Erin Stokes
Kathy Tobin(retired)
Lauren Welch

HPES
Donna Cullivan
Josh Gould

Dianne Deroches
Erin Carr
Crystal Koch
Charity Lanpher
Jacinta Raboin
Kylie Richardson

ECS
Carrie Bullard
Heidi Fortin
Betzi Goodman
Kayla Zakrzewski
Anne McPherson
Audri Miller
Erin Neckers
Martha Thomas

GMTCC
Doug Boardman (retired)
Mallery Daudelin
Matt Neckers
Dana Jourdan
Heidi Richards
Greg Stokes
Lou Weller

JES
Glo Breisach
Victoria (Tori) Barrows
Jill Dennis
Dedra Dolan (retired)
Philippe Floyd
Pamela Fontaine
Andrew Iwaskiewicz
Kirstyn Iwaskiewicz
John Lukens (retired)
Katie Foss
Charity Lanpher
Deb Tague

WES
Amy Day
Shannon Riddle
Cara Russin
Sally Vargo (retired)

TOPICS FOR YEAR 1 MENTORS

Please prioritize and customize this list according to the needs of the individual teacher based on experience. The topic highlighted in red need to be given special consideration.
Please note: corresponding numbers and letters listed below are taken from Frameworks for Professional Practice Domain 1: Planning and Preparation.
Aligned specific to LNSU

1b. Demonstrating Knowledge of Students

How to access student data
IEP/504
EST and supports for students

1d: Demonstrating Knowledge of Resources

District Action Plan, Vision, and Mission Related Goals
Where to find materials
School and Central Office Personnel
Phone System
Use of Technology & Smart Boards (if applicable)
School Website

1e. Designing Coherent Instruction

District Action Plan, Vision and Mission
Regular sub plans-how to create good sub plans
Emergency sub plans

2d: Managing Student Behavior

(Specific to LNSU)

2e: Organizing Physical Space

Room set-up
Building Layout-various meeting rooms, etc.
Fire Drills
Secure the Building or Lockdown Drills

3d: Using Assessment in Instruction

Assessments and assessment windows (specific to LNSU)

4a: Reflecting on Teaching

Goal setting and reflection
District Action Plan, Vision and Mission Related Goals

4b: Maintaining Accurate Records

4c: Communicating with Families

Family Handbook (if applicable)
District Action Plan, Vision and Mission Related Goals
Confidentiality-especially with email and all technology
How to handle upset parents
Parent Conferences-what drives the conversation and how to keep it on track
Child custody issues
Requests for information/records/testimony

4d: Participating in a Professional Community

District Action Plan, Vision and Mission Related Goals
How to work with your team/department-the expectations & protocol at your school
How to arrange for a sub
School culture
School Calendar-with attention to school events (Open House/specific to LNSU)
Regular meeting schedules

4e: Growing and Developing Professionally

Reference Year 1 Danielson rubric with attention to blue highlighted levels of performance
Observation/Supervision process
Re-licensure process and Standards Board
Professional Development forms (color specific to LNSU)

4f: Showing Professionalism

Bullying
Harassment
Mandatory Reporting
Optional Events (dances, plays, sports events, etc.)
District messages: snow days/school closings, etc.)
Signing out technology/AV equipment
Field trips and Fundraising

Connections with other important personnel and services:

- Information Technology
- Supplies
- Computer Lab or Check-out
- Library
- Custodian
- Food Services
- Special Educators and Support Personnel (OT, SLP-specific to LNSU)
- Guidance
- Nurse
- Math and Literacy Teacher Leaders (specific to LNSU)

You and your mentee may be ready for next steps before the end of the year. Please proceed with observations and reference Group 1 Framework Rubric

INQUIRY ACTION RESEARCH

INQUIRY PLAN/CONNECTION TO PRACTICE

Statement of the purpose/question

- The mentor collects evidence during informal observations to help identify an area of inquiry.
- The mentee uses the evidence that has been collected to select a focus component to enhance instruction.

Investigate and gather information/collaborate

- The mentee reads articles and interviews or observes other teachers.
- The mentor helps facilitate observations by suggesting or speaking with teachers who may be exemplars for the focused inquiry question.

Strategize

- The mentor and mentee will create a list of possible solutions and/or strategies to try out that will help seek new ideas.

Apply

TEACH

- The mentee tries possible solutions or strategies and keeps a reflective log/journal.
- The mentor continues informal observations, collecting evidence of the focused inquiry question and records the data in their own observation log or journal.

REFLECT

- The mentee reflects on new solutions/strategies and whether they have improved instruction as a result of applying new knowledge from the evidence collected from student work.

APPLY

- Together, the mentee and mentee summarize and reassess. At this point the mentee and mentor make a decision to either loop back and continue to work on the same inquiry question or select a new inquiry question for the purpose in the same domain, or select a new component in another domain to collaborate on.

Year 1: Mentor Timeline

Time	Task/Template
Prior to School (inservice)	Meet with mentee to reinforce what they were introduced to during the new hire orientation. Introduce charts for before and at the start of school. Reinforce the role of the mentor as support not supervision. Use the Year 1 Topics List* to guide your first discussions. see attached Complete Class Profile Template* see attached
First 20 days	Discuss teaching context. Use Teaching Profile Template* for discussion. see attached

First 6 weeks of school	Go through Domain 1 with mentee to prepare them for discussing with the principal what their goal for the year will be.
Week 6	Once the mentee has decided on a Domain 1 Goal with the principal, complete the Goal Setting Template*. see attached
Prior to Thanksgiving*	Assist the teacher in preparing documents for pre- and post-observation conferences with the principal. Use Planning Questions Reflection* see attached
December-April	Continue to help the mentee use the plan, teach, reflect, apply model as they anticipate their second formal observation. Continue to assist the mentee in gathering evidence for their goal (data, student work, reflective journal, etc). **Not required, but other activities could include:** helping mentee find teachers to observe, doing practice observations or videotaping a lesson to reflect on, seeking out resources related to identified component/ goal. Gather questions/concerns for LNSD January mentor meeting.
May	Reflective conference and end of year celebration
End of Year	Summarize and discuss professional goals for next year. Complete mentor survey in preparation for final LNSU mentor meeting in May.

Year 2: Mentor Timeline

Time	Task/Template
Prior to School (inservice)	Complete Class Profile Template* see attached *Example: 1b: Knowledge of students* *Knowledge of students' special needs*
First 20 days	Teaching context. Use Teaching Profile Template* for discussion. see attached
First 6 weeks of school	At least 3 Informal Observations* *Provide evidence that the teacher can use to select a focus component***
October	Find articles related to the component the teacher is pursuing and use as a discussion point. Assist the teacher in creating a system for keeping a log of activity related to this Action Research (strategies tried, articles read, relevant data, etc.)
Prior to Thanksgiving*	Assist the teacher in preparing documents for pre- and post-observation conferences with the principal.

	Only if requested by the teacher.
December-April	Minimum of one informal observation/month *Collect evidence related to the focus component**** (Mentor give evidence for teacher for log)
May	Reflective conference *Provide/organize evidence from observations and teacher's log to facilitate reflection discussion*
End of Year	Summarize and discuss professional goals for next year.

- *Informal observations do not have to be complete lessons. Try to observe at different times to see a variety of teaching scenarios. Encourage mentee to observe at least 2-3 teachers for 10,15, or 20-minute sessions in their first and second year.*
- *The teacher may be continuing work in Domain 1 or 2 with the principal. If so, choose a component from that Domain. Either choose the same component that has been selected by the mentee for professional goal setting or a component that is complimentary to their goal.*
- *At any point the teacher may choose a new focus component if the previous one has been mastered or deemed unnecessary because they feel comfortable enough to move forward.*

We recognize that it can be challenging to mentor teachers who come to LNSU with experience or who are in a specialized role. If you would like to discuss ideas about how best to meet their needs, your Mentor Facilitator is available to provide resources and support. Our focus is to provide ongoing support and reflection and growth for learning.

LNSU SUPPORT MATERIAL

CLASS PROFILE

Teacher: Date:

Grade Level(s) Subject(s):

In preparation for your conference with your supervisor, review your student data and be prepared to discuss the following:

After reviewing your student data from your action research, what do you know about current students and how does that inform your instruction?

You may write your response, bring supporting documents, and/or be prepared to record your discussion during your conference.

September 2007 Adapted materials from Pathwise: Framework Observation Program

LNSU SUPPORT MATERIAL

TEACHING PROFILE

Teacher: Date:

Grade Level(s) Subject(s):

DIRECTIONS TO THE TEACHER: Please review these questions. These questions will guide the discussion with your principal.

1. How do you stay current and up to date regarding the content of the subjects/content you teach?
2. How do you determine what your students already know and are able to do? How do you use formative assessment to determine what a student's next learning opportunity will be?
3. Are you familiar with the school/community's resources and how to access them? Which resources do you plan to use this year?
4. Describe how you encourage students to take responsibility for their own learning and to support them in taking pride in their work?
5. Describe how you convey the importance of your course content and your expectations for achievement?
6. Describe how you establish standards of conduct and respond to behavior that does not meet school or classroom expectations?
7. Describe how you will engage the parents/guardians of your students to become partners with you in their child's learning?

September 2007 Adapted materials from Pathwise: Framework Observation Program

LNSU SUPPORT MATERIAL

GOAL-SETTING TEMPLATE
Teacher: Group 1_____ or Group 2_____ Date: ____
Grade Level(s) Subject(s)

DIRECTION TO THE TEACHER: For the coming evaluation cycle, identify professional goals linked to one or more components on your rubric of professional practice.

Example:

Domain 2: The Classroom Environment
Specific goal:
Strategies for working toward achieving the goal:
Collected evidence/documentation that will be used to collect data used to assess progress for this goal:

Domain 3: Instruction
Specific goal:
Strategies for working toward achieving the goal:
Collected evidence/documentation that will be used to collect data used to assess progress for this goal:

DIRECTION TO THE TEACHER: For the coming evaluation cycle, identify professional goals linked to one or more components on your rubric of professional practice in the Domain you identified.

September 2007 Adapted materials from Pathwise: Framework Observation Program

LNSU SUPPORT MATERIAL

PLANNING QUESTIONS

Teacher: Date:
Grade Level(s) Subject(s):

DIRECTIONS TO THE TEACHER: Please review these questions. You may write your response, bring supporting documents, and/or be prepared to record your discussion during your conference.

1. What will all students know and be able to do at the end of this lesson?

2. How will you know if all students are learning what we want them to learn? What is your evidence of learning?

3. Describe your instructional plan. What is the teacher going to do? What are the students going to do? Consider:
    - Instructional strategies
    - Resources or technology
    - Formative assessment
    - Grouping of students
    - Activities/materials
    - Classroom environment
    - Specific modifications for students with learning and behavioral needs

LNSU SUPPORT MATERIAL

PLANNING QUESTIONS cont'd

TEACHER:

STUDENTS:

4. What will you do if students still need to learn what you want them to learn? What will you do for students who have already achieved what you wan them to learn?

   For students who need additional support:

   For students who have achieved the desired outcome:

September 2007 Adapted materials from Pathwise: Framework Observation Program

LNSU SUPPORT MATERIAL

REFLECTIVE QUESTIONS

Teacher: Date:
Grade Level(s) Subject(s):

DIRECTIONS TO THE TEACHER: Please answer the following questions concerning the lesson that was observed. Collect two examples of student learning and bring them to the post-observation conference. One example can be from a student who met the goals of the lesson. The other can be from a student who had difficulty meeting lesson goals.

1. Think about the success of this lesson with regards to student learning.
    a. What was successful and what were the struggles?

Successes:

Challenges:

    b. What did you learn about your professional practice and how will this inform your future instruction?

2. How did you use evidence of student learning to plan and strategize your next lesson for the class?

September 2007 Adapted materials from Pathwise: Framework Observation Program

Appendix A

SREB | Educator Effectiveness
January 2018

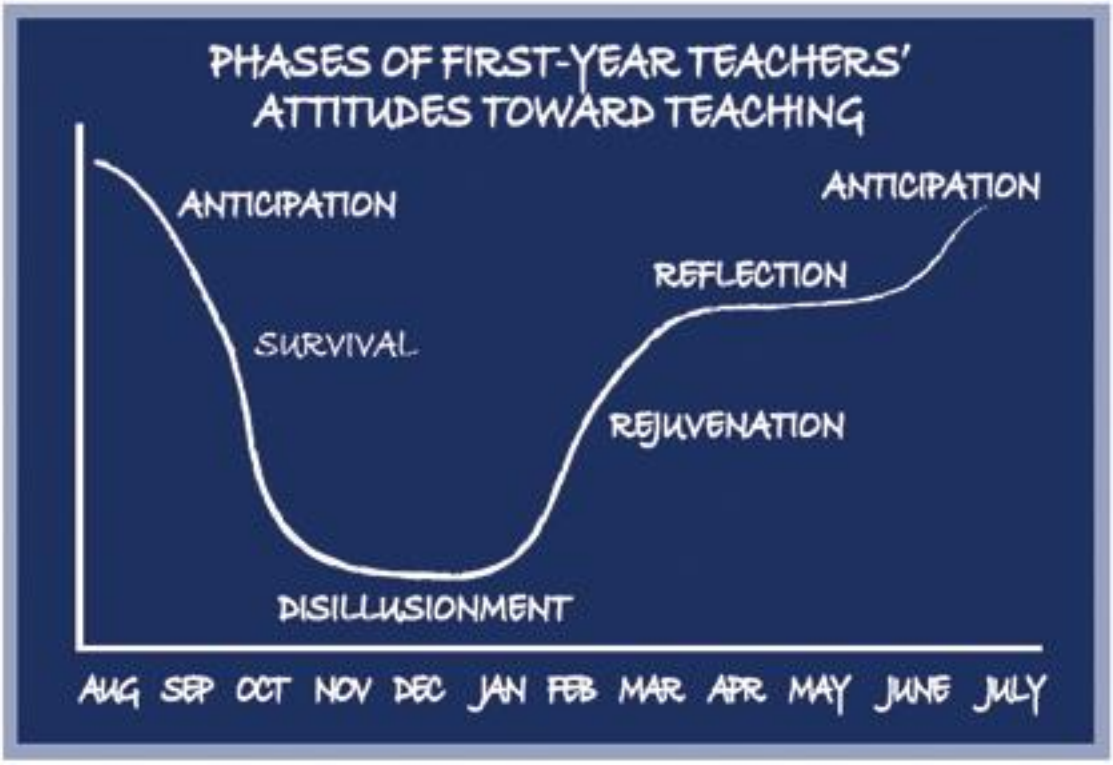
Teachers report high levels of occupational stress — more than people who work in medicine, sales, executive management, the service industry, business, construction, transportation or farming. Being *new* magnifies many of the stressors that teachers face.

The act of teaching is hard — that's why most mentoring programs for new teachers focus on skill-related goals, such as improving instructional delivery and applying feedback. But the ins and outs of being a teacher are hard too. Becoming a teacher can come with emotional challenges. New teachers want assurance that the professional *and* personal challenges they are experiencing are normal. Supporting new teachers needs to be more than just sharing information, providing instructional coaching and designing professional development. It also needs to come in the forms of empathy, perspective and advice. When mentors work on professional growth goals without probing a teacher's mindset or emotional health, skill development can become distracting, stressful and even counterproductive.

The Stages of a Teacher's First Year

To support new teachers effectively, educators must understand the phases that novices often experience during their pivotal first year. ~Ellen Moir, 1999

New teachers move through several phases: from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, then back to anticipation. Here's a look at the stages exemplified from new teachers' journal entries and end-of-the-year evaluations outlined by Ellen Moir's research article, 1999.



Each phase is described in depth to give you a clearer picture of mentees needs.

Anticipation Phase

The anticipation phase begins during the student teaching portion of pre service preparation. The closer that student teachers get to completing their assignment, the more excited and anxious they become about their first year teaching position. They tend to romanticize the role of the teacher. New teachers enter classrooms with a tremendous commitment to making a difference and with a somewhat idealistic view of how to accomplish their goals. *" I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge."* This feeling carries new teachers through the first few weeks of school.

Survival Phase

The first month of school is overwhelming for new teachers. They are learning a lot at a rapid pace. Beginning teachers are bombarded with a variety of problems

and situations they had not anticipated. Despite teacher education courses and student teaching experiences, the realities of teaching alone catch new teachers off guard. There is so little time and so much to learn. *"I thought I'd be busy-something like student teaching-but this is crazy. I'm constantly running. It's hard to focus on other areas of my life."*

During the survival phase most new teachers struggle to keep their heads above water. They become consumed with the day-to-day routine of teaching. It is not uncommon for new teachers to spend 70 hours a week on schoolwork. They have little time to stop and reflect on their experiences.

Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from past years. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even when given prepared curriculum or materials from veterans, teaching unfamiliar content is enormously time consuming.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30-2:30, 2:30-6:00, with more time spent in the evenings and weekends just to keep up." Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase and they harbor hope that soon the turmoil will subside.

Disillusionment Phase

After about six to eight weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and the length of the phase vary among new teachers. The extensive time commitment, the realization that things are not going as smoothly as they would like, and low morale contribute to this period of disenchantment. New teachers begin questioning their commitment and their competence. Many new teachers fall ill during this phase.

Compounding an already difficult situation is the fact that new teachers confront several new events during this time frame: back-to-school-night, parent conferences, and their first formal evaluation by the site administrator. Each milestone places an already vulnerable individual in a very stressful situation.

Back-to-school night mans giving a speech to parents about plans for the year that are most likely still unclear in the new teacher's mind. Some parents are uneasy

when they realize that the new teacher is a beginner, and they may pose questions or demands that intimidate a new teacher.

Parent conferences require new teachers to be highly organized, articulate, tactful and prepared to confer with parents about each student's progress. This type of communication with parents can be awkward and difficult for beginning teachers. New teachers generally begin with the idea that parents are partners in the teaming process, and they are not prepared for parents' concerns or criticisms. These criticisms hit new teachers at a time waning self-esteem.

The first formal evaluation by the principal also arrives during the disillusionment phase. Developing and presenting a 'showpiece" lesson are time consuming and stressful. New teachers, uncertain about the evaluation process and anxious about their own competence, question their ability to perform.

During the disillusionment phase, classroom management often becomes a major source of stress. *"I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."*

At this point the accumulated stress on new teachers, coupled with months of overwork, provoked complaints from family members and friends. In the disillusionment phase, new teachers express self-doubt, have lower self-esteem, and question their professional commitment. Getting through this phase may be the toughest challenge they face as new teachers.

Rejuvenation Phase

The rejuvenation phase generally begins in January, is characterized by a slow improvement in the new teacher's attitude toward teaching. Having a winter break makes a tremendous difference for new teachers. The free time allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. The break also offers the opportunity to organize materials and plan curriculum. This breathing space gives new teachers time for reflection and a chance to gain perspective. Most of all, it provides hope.

Putting past problems behind them, new teachers return to school rested and reinvigorated. They now have a better understanding of the system with a better

acceptance of the realities of teaching, and a sense of accomplishment for having made it through the first, and hardest, part of the school year. Although still months away, the end of the school year becomes a beacon of hope. By now, new teachers have also gained confidence and better coping skills to prevent or manage problems that they will encounter. During this phase new teachers focus on curriculum planning, long-term planning, and teaching strategies.

"*I'm really excited about my story-telling center, although the organization of it has been haphazard. Story-writing has definitely revived my journals."* The rejuvenation phase tends to last into spring, with many ups and downs along the way. Toward the end of this phase new teachers begin to voice concerns about whether they can accomplish everything by the end of the school year. They also wonder how their students will perform on tests, once again questioning their effectiveness as teachers. *"I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it is a lot."*

Reflection Phase

The reflection phase begins during the last six weeks of school. These final weeks are a particularly invigorating time for first year teachers. Reflecting back over the year, new teachers highlight events that were successful and those that were not. They think about the various changes that they hope to make for the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more important, a vision emerges about what their second year will look like, which brings them to a new phase of anticipation.

It is essential that we assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases that new teachers go through gives us a framework within which we can begin to design colleague support programs to make the first year of teaching a more positive experience for our new colleagues.

Moir, Ellen, (1999). The Stages of a Teacher's First Year.

Updated Frameworks for Professional Practice Rubrics. Coming soon!