

Mentoring

Beginning Teachers

A guide for the beginning teacher, mentor and school administrator that promotes success in and out of the classroom.



BEGINNING TEACHER SUPPORT

Each Beginning Teacher in Elkin City Schools is assigned a trained mentor. These mentors were first recognized by their peers and principals as master teachers and then nominated for training to assist new teachers. As a beginning teacher, you will be assigned a mentor/buddy for three years who will provide you with support and assistance as you transition into the profession of teaching. Elkin City Schools has an exemplary mentor program, and we are proud of the assistance our mentors/buddies provide.

In Elkin City Schools, your mentor is not your evaluator, and the work you do together is confidential. Your mentor is someone to whom you can go for assistance and help in all areas of pedagogy and academics for the success of your students. The mentor will also help you become oriented to your new school and community. Mentors will conduct cycles of assistance and help you learn how to effectively manage the daily rigors of teaching including: paper work, data collection, problem solving and the steps of the teacher performance instrument. Mentors may ask you to keep a journal of reflection, recorded lessons, and self reflect on your achievements. Your mentor will become your most trusted coach.

The mentors/buddies maintain checklists or logs of the services and time they share with you, and these checklists or logs are kept on file for the purpose of accountability. The logs can be accessed through the ECS Website on the homepage under the Employee section. Once they are turned in, they are kept in Human Resources. Within each school, there will be time for BTs to come together to share experiences and concerns with their mentors and administrators. Additionally, within our school system you will find a support program for all new teachers entitled Beginning Teacher Support Sessions for BT1s, BT2s, and BT3s. These sessions are designed for your professional growth, and your attendance is required. The sessions are offered to help you develop into a master teacher. You may not decline the support and coaching of your mentor or the support sessions. State law and the licensure process requires this assistance for you. Elkin City Schools is proud to have you become a part of this master team of educators.

What Can Your Mentor Provide for You?

First and foremost your mentor/buddy is a classroom teacher and has students, too, but will find time to help you with many things. In the technical assistance support role, your mentor will want to know your strengths and weaknesses in order to *bridge* your student teaching experiences to your new teaching position. After assisting you with preparations for the first day of school and helping you get the school year planned, the process of coaching will begin. You may want to use Harry Wong's *The First Days of School* as a resource. Your mentor will periodically meet with you, and together you will work to have a successful year.

A cycle of assistance could look like this:

1. Plan a meeting time and location
2. Decide on a teaching behavior focus
3. Hold a pre-conference
4. Determine a data collection method
5. Discuss the lesson plan and teaching objective
6. Mentor observes you teaching
7. You will self-evaluate on your lesson
8. Hold a post-conference
9. Discuss focus, objective, data, and changes
10. Plan time for next cycle to begin

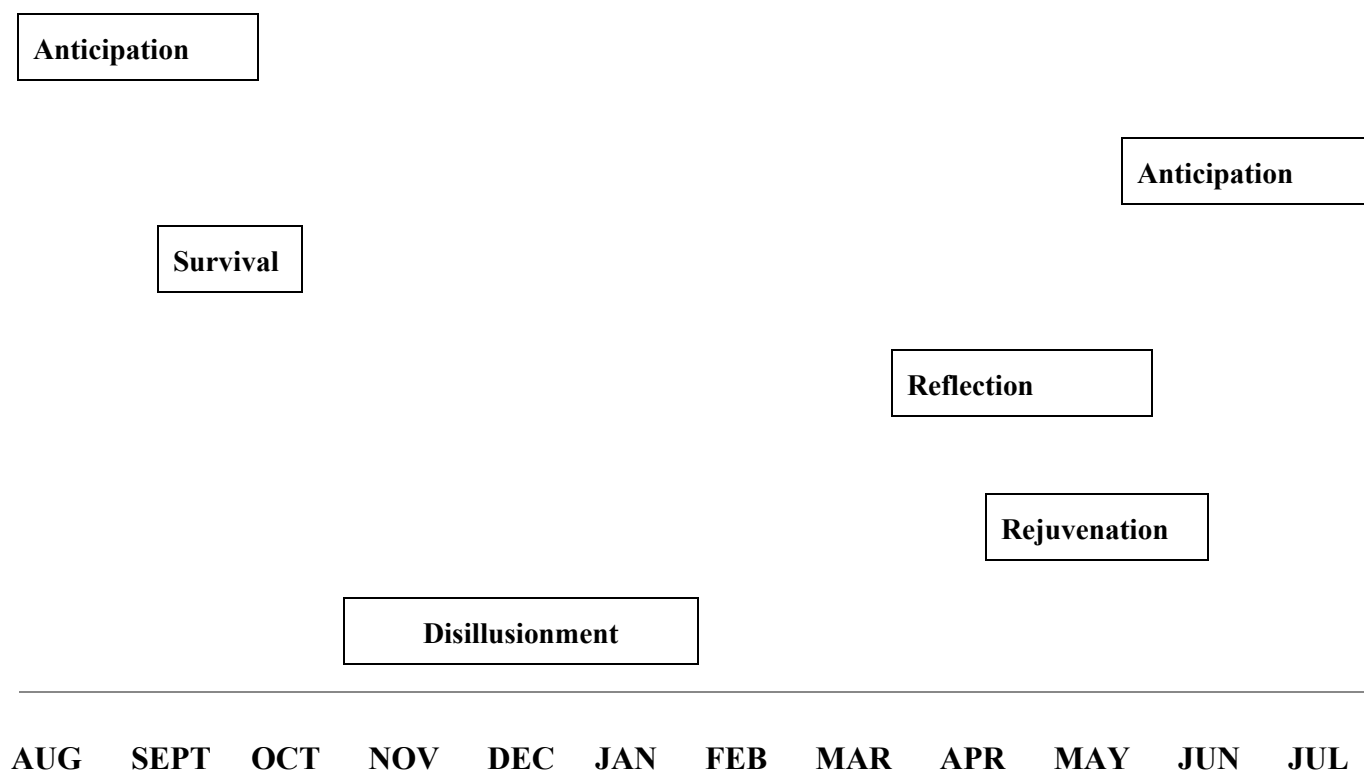
You and your mentor will repeat this formal plan as many times as needed and/or time allows. The mentor will also be available for other informal assistance and should be consulted for any questions you have. Of course, there are also grade level/team buddies who can offer you assistance as well.

The mentor has access to many resources, ideas, and assistance based on best practices and will be able to share this information with you. The mentor will also help you perfect your lesson plans and evaluate your proficiency with

addressing the instructional objectives. Assistance will also be available with understanding the NC accountability plan and testing. You will come to value the support and encouragement of your mentor as you experience the stress and success of your first years of teaching.

Phases of First Year Teachers

The first year of teaching is an emotional roller coaster for many new teachers. They go through a variety of emotions, from the highs of “This is what I have always wanted to do and now I have my own class,” to the lows of “Why did I ever think I could be a good teacher?” In fact, the path they take is fairly predictable and the various stages they pass through are distinct and recognizable. Below is a chart showing the various attitudes new teachers display during the first year and an approximation of when during the school year these phases are apparent. Mentors should be aware of these stages and the types of support appropriate at each state.



Anticipation Phase

- Excited but anxious
- Ready to conquer the world of teaching

Support: The mentor should provide the novice with a complete tour of the school facility and introductions to key personnel. An introduction to the procedures for faculty and students should also be addressed. The mentor should provide encouragement and confidence building. S/He should serve as a guide and advisor and establish regular times to meet with the beginner. The mentor should be available to answer questions.

Survival Phase

- Can I really do this?
- Making it from one day or one activity to the next
- Frustration
- I feel like giving up...

Support: The mentor addresses specific questions/needs. Encouragement is given for working on one thing at a time and daily goal-setting. Assistance is offered as it is requested. The mentor might surprise the novice with notes, “care packages,” etc.

Disillusionment Phase

- Maybe I shouldn't have become a teacher...
- I can't seem to do anything right...
- I'll never get control of this class...

Support: Mentor builds time for discussion/venting. There is focus on reflection, and achievements are highlighted. Assistance is offered in specific areas of need and the coaching cycle is introduced. During his/her planning time, the mentor might offer to take the novice's class to give him/her time to work on something else, to observe another teacher, etc.

Rejuvenation Phase

- Beginning to see the light at the end of the tunnel
- Self-confidence is rising
- Sense of relief at being halfway there

Support: The mentor focuses on programs and teaching strategies. S/He encourages the beginning teacher to introduce or try new strategies. It should be suggested that the teacher observe some master teachers. The mentor should review his/her current teaching practices with the novice and encourage him/her to look for new challenges.

Reflection Phase

- I made it???
- Reflect on the year's successes and challenges
- Plan ahead for next year
- Sense of pride/satisfaction

Support: The mentor continues to give specific assistance where needed or requested. S/He encourages the teacher to select lesson plans, unit plans, and classroom management strategies that worked well this year and consider adjustments to them for possible use in the future. The mentor celebrates the end of the school year and the accomplishments the mentee has made.

Anticipation Phase

- Excited but anxious
- Ready to face and conquer the second year of teaching

Support: The mentor remains available for support and guidance in closing out the school year. The mentor discusses the challenges a new year will bring and diffuses anxiety by reflecting on past successes. S/He guides the teacher toward appropriate staff development opportunities available during the summer.

By Ellen Moir

Elkin City Schools Beginning Teacher Support Program

NEW TEACHER ORIENTATION

Every teacher new to the ECS district is required to participate in New Teacher Orientation which must take place before the official start of the school year. The goals of New Teacher Orientation are to:

- Welcome new teachers to the ECS district
- Introduce new teachers to ECS mission, vision, core values, and strategic priorities.
- Complete the necessary paperwork for payroll and insurance
- Develop an understanding of expectations outlined in the Code of Ethics and Professional Code of Conduct for North Carolina Educators
- Orient new teachers to the North Carolina Professional Teaching Standards and the North Carolina Educator Evaluation System
- Introduce new teachers to their school's learning system
 - Provide information and resources about the delivery of instruction to students, school policies and procedures and the professional support provided
 - Allow time to set up classrooms and programs.

Beginning Teachers (BTs) are required to participate in three days of orientation. BT1s get three days paid. BT2s or BT3s get three trade days of trade time arranged with principal. Orientation includes topics, activities and resources to be addressed before school starts that would ensure a firm foundation in which to start the school year.

Beginning Teacher Orientation

Introduction	Administration, Support Staff, Instructional Facilitator, Mentor Roles & Responsibilities of Key Positions; “Go-to People” Staff Roster, Contact Information Grade Level or Department Chair District’s Mission, Vision, Strategic Plan and District Initiatives
Tour	School Facilities, ECS Central Offices Work Room, Restrooms, Media Center, Cafeteria, Classroom, Mentor Classroom Parking
Resources	School and District Calendar Staff and Student Handbook School Map Curriculum/Pacing Guides Technology Platforms School Improvement Plan (SIP) School Schedule Acronym List
Processes & Procedures	Time Keeper Power School Communication Processes Attendance (Student & Teacher) How to Request a Substitute In-District Mail/Email Nurse & Guidance Protocols Discipline Procedures School Lunch (Students & Teachers) Security and Safety Plans
Expectations	Professionalism; Code of Conduct (follow up) 1 st day with students Key components to have in classroom Arrival and Dismissal (Students & Teachers) Duties and Responsibilities
Technology & Telecommunications	Website Email Power School Tech Help request Phone System; Set up Voicemail NC Educator Effectiveness System (NCEES) Schoolnet/Open Class Home Base Professional Development within Home Base Professional Development Plan (PDP) Teacher Evaluations

Classroom	Instructional Materials and Resources Curriculum/Pacing Guides Lesson Plans Schoolnet/Open Class Professional Development
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Our commitment and dedication to the transition of beginning teachers to our learning organization is a team effort. Together we will build the capacity of our new teachers and their ability to ignite the passion to learn in our students.

Beginning of the Year Resources

Beginning Teacher’s Checklist of Important Information, Policies, and Procedures

Building

- | | |
|---|--|
| <input type="checkbox"/> Keys for Building and Rooms | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Building Security | <input type="checkbox"/> Library |
| <input type="checkbox"/> Time Schedule and Access to Building | <input type="checkbox"/> Main Office |
| <input type="checkbox"/> Parking | <input type="checkbox"/> Location of Mentor Classrooms, BT Classrooms & Current Facility |
| <input type="checkbox"/> Copy and Fax Machines | <input type="checkbox"/> Restrooms |
| <input type="checkbox"/> Faculty Room/Workroom | <input type="checkbox"/> Other Student Support Service Offices |
| <input type="checkbox"/> Map | <input type="checkbox"/> Community (where to go/where things are) |

Questions:

Personnel

- | | |
|---|---|
| <input type="checkbox"/> Administration, Faculty, and Staff | <input type="checkbox"/> Team Structure, such as Grade-Level Teams, Instructional Teams, Special Education Teams, 504 teams |
| <input type="checkbox"/> Staff Roster with Phone & Emails | |
| <input type="checkbox"/> Go to People: Roles & Responsibilities | |
| <input type="checkbox"/> Custodial and Building Maintenance | |

Questions:

Classroom

- | | |
|---|--|
| <input type="checkbox"/> Attendance Procedure/PowerSchool | <input type="checkbox"/> EC: IEPs/Accommodations/Modifications |
| <input type="checkbox"/> Grading/PowerSchool | <input type="checkbox"/> Emergency/Parent Contact Information |
| <input type="checkbox"/> Liability Issues | <input type="checkbox"/> Mission, Vision, Values, & Goals |
| <input type="checkbox"/> Classroom and Team Procedures | <input type="checkbox"/> School Improvement Plan |
| <input type="checkbox"/> Materials and Supplies | <input type="checkbox"/> Organizational Profile/Demographics |
| <input type="checkbox"/> Discipline Referrals and Follow Up | <input type="checkbox"/> Curriculum Guide |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Textbook/Teacher Materials |
| <input type="checkbox"/> Lesson Plans (Board Policy) | <input type="checkbox"/> Arrival/Dismissal Processes |
| <input type="checkbox"/> Dismissal | |

Questions:

School Policy and Procedures

- | | |
|--|--|
| <input type="checkbox"/> Sick, personal, professional, annual leave days | <input type="checkbox"/> Field Trips |
| <input type="checkbox"/> E-mail, mail boxes, phone mail | <input type="checkbox"/> Parent Conferences |
| <input type="checkbox"/> Student records/Power School | <input type="checkbox"/> Communication between School and Home |
| <input type="checkbox"/> Textbooks (issued and collected) | <input type="checkbox"/> Open House |
| | <input type="checkbox"/> Report Cards/Progress Reports |

- ___ Faculty meeting/Professional Development/Professional Learning
- ___ Communities Meetings
- ___ Individual Professional Development Plans
- ___ Teacher Evaluation
- ___ School Handbook (including Discipline Process)
- ___ Assembly Procedures
- ___ Dress Code

Questions:

- ___ Exams and Standardized Testing
- ___ Budget Preparation
- ___ Professionalism & Confidentiality
- ___ Emergency Drill Procedures
- ___ Timekeeper/Tardy Policy
- ___ Schedule
- ___ Duties
- ___ Calendar (School and District)
- ___ Lunch Procedures (Student & Teacher)

Mentor

Elkin City Schools Beginning Teacher Support Program (BTSP) is a multi-faceted, tiered approach to support and assist teachers during their first three years of teaching. The approach draws on the expertise of site-based mentors and site-based teacher support processes to provide a comprehensive and systematic program of mentor services to teachers new to the profession that supports:

- Development of skills in each of the North Carolina Professional Teaching Standards (NCPTS)
- Demonstration of the skills requisite for standard Professional 2 Licensure
- Improved teacher retention rate

The opportunities provided to beginning teachers are:

- Readily available resources, guidance and coaching
- Formal and informal observations and feedback by mentors and peers
- Opportunities for networking and collaborative activities

The intent of this document is to:

- Provide a resource that can be utilized by mentors and administration to guide the support targeted to a new teacher
- Define the roles and responsibilities of the beginning teacher, mentor and administration
- Communicate focus areas and aligned questions to consider when supporting a beginning teacher
- Empower the mentor and beginning teacher to collaboratively determine what areas of support are needed and to what extent
 - A discussion on classroom management would most likely focus on process and procedures for a 1st year teacher, whereas the discussion might address the same topic with a third year teacher, but on a deeper level focusing on increased student engagement and motivation.

Mentors will collaborate with Beginning Teachers and document their work monthly in the electronic Elkin City Schools Mentor Log. The log can be located on the ECS webpage under the Employee section.

Characteristics of Mentors
State Board Policy TCP-A-004
Elkin City Schools Board Policy 7130

Mentors should possess the following:

- a willingness to commit to a mentoring relationship
- documented successful experiences relevant to the role of mentoring including:
teaching successfully for at least 4 years and holding an SPII license, leading and coordinating activities and /or training for adults in educational settings, observing and documenting classroom teaching, diagnosing and prescribing growth activities based on the NC Teaching Standards and PDP
- possess effective oral and written communication skills
- understand the use of nonverbal behaviors
- use questioning techniques and active listening skills on a variety of cognitive levels
- be an effective coach
- work collaboratively with colleagues at the school, system, and community levels
- model effective practices
- apply learning theory and research findings to classroom instruction
- model effective planning and instruction
- utilize instructional resources consistently and effectively
- understand the importance of establishing curricular goals and objectives
- communicate respect and worth for diverse populations
- demonstrate continuous participation in professional growth activities

Elkin City Schools
Beginning Teacher Support Program
Mentor Selection Guidelines for Administrators

Please use the following points in your assignment of Mentors to BTs and in your discussion with them in order to create equity across the district and ensure appropriate levels of support for all BTs:

- Mentors are only assigned to BT1s, BT2s, or BT3s. (Probationary status employees are not to be assigned a mentor.)
- Mentors will be paid \$100/month stipends. If available funds are no longer available next year, mentors will be notified in writing.
- A mentor should not be assigned more than one mentee
- All mentors must have been trained through the online 21st Century Mentoring Module located under the PD tab in the NC Educator Effectiveness System (NCEES)
- If you anticipate needing new mentors who have not been trained, please encourage career staff to take the 21st Century Mentoring course in NCEES
- To receive appropriate payments, mentors will need to keep Mentor logs of all meetings they have with their BTs. Stipends will be paid at the end of each month starting with the August payroll and ending with the May payroll based on the logs that have been completed by the mentor for the BT
- Mentors should align and log meetings at a minimum of once per month.
- In the event that a BT or mentor leaves the district during the year, the mentor will receive a prorated portion of their stipend for the time worked.
- All your questions regarding mentors should be directed to Cynthia Altemueller (835-3135 ext. 224) and Allison Moxley (835-3135 ext. 226) or email at altemuellerc@elkin.k12.nc.us or moxleya@elkin.k12.nc.us.

Characteristics of Mentors A Short Guide for Administrators

Beyond the scope and sequence of the Mentor Standards are the personal and professional habits and dispositions a mentor has that allows him or her to serve effectively in their role.

School leaders should consider who should serve as a mentor. School leaders are encouraged to select mentors who demonstrate the following attributes:

- A sense of optimism for teaching;
- Ability to listen well;
- Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice;
- Commitment to continuous professional development;
- Desire to serve all students equitably regardless of socioeconomic status, first language, exceptionality or race;
- Facility to adapt instructional methods to the individual needs of students;
- Commitment to collaboration; and
- Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data.

Mentors should have a demonstrated success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allows time to plan and collaborate with beginning teachers.

Roles and Responsibilities of Members of the Beginning Teacher Support Program

	Beginning Teachers	Mentors
Support to be Provided	<ul style="list-style-type: none"> ● Designated Mentor ● Beginning Teacher Support Program (Resources/Materials) ● New Teacher Orientation ● Collaborative Teams (PLC) ● Grade Level Teams ● Opportunity to Observe Colleagues Who Model Effective Teaching ● Afterschool Professional Development ● Professional Development Plan (PDP) 	<ul style="list-style-type: none"> ● Induction to Beginning Teacher Support Program ● Orientation to Beginning Teacher Support Program ● Afterschool Professional Development ● Optional Modules or Training
Expectations	<ul style="list-style-type: none"> ● Regular Contact with Mentors ● Electronic Reflections ● Proficient on North Carolina Professional Teaching Standards (NCPTS) ● Application of Concepts 	<ul style="list-style-type: none"> ● Regular Contact with Beginning Teacher ● Targeted Coaching and Support ● Informal Classroom Observations and Feedback of BT ● Peer evaluation of BT
Accountability	<ul style="list-style-type: none"> ● Collaborative Mentor Log ● Wiki/blog (under development) 	<ul style="list-style-type: none"> ● Collaborative Mentor Log ● Weekly contact (formal/informal)

Roles and Responsibilities

Mentors:

1. The Mentor should observe a minimum of one time per quarter. The principal will conduct at least three formal observations per school year.
2. The Mentor should meet with the Beginning Teacher (BT) within one week of the observation to share and reflect on what was observed.
3. A monthly log should be completed by the Mentor in collaboration with the Beginning Teacher.
4. The Mentor and BT should work together to develop, maintain, update and sign-off on the Beginning Teacher Professional Development Plan (PDP).

Ideas for a Successful Start to Your School Year

Beginning of Year

Logistics	<p>Set specific times to meet for the first three months</p> <p>Set ground rules for communicating and relating</p> <p>Possible Questions for Your Beginning Teacher</p> <ul style="list-style-type: none"> ● What is your story? ● What do you need? ● How can I help you? ● What are your key concerns? ● How will your students get to know who you are? ● What does a successful first day look like? ● Have you composed your first letter home? ● How will you conduct open house?
Informational	<p>Do you know the policies and procedures of the school and/or district?</p> <p>Do you have district emergency phone numbers?</p> <p>Do you know who's who? (Staff list, grade level members, key resource people, team leader, department chair, mentor, office manager, aides, secretaries, counselors, custodians, nurse, etc.)</p> <p>Do you have a map of the school?</p> <p>Are you familiar with the physical setup of the school and location of key facilities? (Staff restrooms, staff phone, professional library, copy machines, staff lounge)</p> <p>Have you completed the NCEES Online Orientation? Any questions?</p> <p>Have you completed the Online Ethics modules?</p> <p>Have you reviewed the faculty handbook, student handbook, school calendar, policies and procedures?</p> <p>Are you familiar with lunch procedures?</p> <p>Are you familiar with dismissal procedures?</p> <p>Do you understand class/teacher schedules, extra duty responsibilities?</p> <p>How are parents involved with the school (volunteers, parent club, and local school advisory committee)?</p>
Instructional	<p>How is your classroom organized for learning?</p> <p>Have you acquired course guides, curriculum guides, class outline, and goal statements for subjects assigned?</p> <p>Have you reviewed the essentials for each subject at your grade level/each course?</p> <p>Do you have the necessary supplies to begin the year (tape, staples, constructions paper, etc.)?</p> <p>Have you sketched out a curriculum plan for the first month?</p> <p>Have you planned the first week in detail?</p> <p>Would you like some feedback on your plan?</p> <p>Have you reviewed your students' Limited English Proficiency (LEP) plans, Exceptional Children Individualized Education Program (IEP)</p>
Personal	<p>Are you scheduling "down time" for yourself?</p> <p>Are you taking care to get enough sleep and nutrition?</p> <p>Are you developing some friendships in our building/community?</p>
Management	<p>What is your process for establishing the behavior rules for the classroom?</p> <p>What are the rules and have you taught them?</p>

	<p>Are you acquainted with discipline procedure/policies (playground rules, lunch room rules, etc.) of the school?</p> <p>Do you have copies of necessary forms- referral, attendance, hall passes?</p> <p>Are you satisfied with your procedures for classroom routines (passing out materials, taking attendance, collecting assignment etc.)?</p> <p>Is your classroom set up to optimize learning (organization of desks, tables, supplies, assignment baskets, bulletin boards, etc.)?</p> <p>Are you happy with your chosen plan book format? Does it work for you? What needs to change?</p> <p>Have you setup your gradebook? What system will you use?</p> <p>Do you have a system for keeping track of parent contacts, discipline referrals?</p> <p>Have you checked for any legal/custody issues?</p>
Collaboration	Have you met with your collaborative team (grade level and/or content)?

Mid Year Check Points

Logistic	<p>How do you monitor and adjust your operation style to the Beginning Teacher's in order to build the relationship</p> <p>Have you set time to meet with your Beginning Teacher for the next three months?</p> <p>Possible Questions for your Beginning Teacher</p> <ul style="list-style-type: none"> • What is the biggest issue facing you? • Where are you with these tasks? • What problems have you encountered? • How are you taking care of yourself?
Informational	<p>Is there anything from the earlier Professional Development (PD) or meetings you have questions about?</p> <p>Have you read your school's improvement plan?</p> <p>Are you responsible for any action steps?</p> <p>Is there anything that you do not understand?</p> <p>Will the holidays change any schedules at school?</p>
Instructional	<p>How are your plans for the first quarter going? (e.g., units, time line, materials ordered)</p> <p>Are you modeling what you expect from students?</p> <p>Have you read your students' IEPs?</p> <p>What questions do you have?</p> <p>How might you get these answered?</p> <p>What are the instructional issues that are most difficult for you?</p> <p>Plan-D-Study-Act</p> <p>Best Practice Strategies for Engagement</p> <p>Time management</p> <p>Are you setting up a demonstration lesson and making time for debriefing with your mentor?</p> <p>What new instructional strategies might you try this month?</p>

Personal	<p>How are you using time? Who could help you with some tasks? What is working well for you? Are you meeting your goals? How are you taking care of yourself? Do you know what health and wellness supports are offered outside your school?</p>
Management	<p>Are you reinforcing expectations? How is the implementation of rules, procedures, and management systems going? Are you grading, recording and returning those tasks that you feel are important feedback as soon as possible? What is your comfort zone utilizing PowerSchool components? Any support needed? Are the behaviors of any students challenging for you? What might you do? Is there a need to make referrals to the educational support team?</p>
Results	<p>Are there assessments from the school improvement plan for which you are responsible? Are you familiar with state assessments, portfolios, and local assessments dates on your calendar? What additional assessments do you need? Are you beginning to save samples of students work to use as possible benchmarks? How did your students do on the benchmark assessments? What gaps did you notice? What are your plans to address those gaps? Students have issues with goals that have not been taught other than that, everything seems to be on track?</p>
Collaboration	<p>Are you familiar with parent and teacher conferencing procedures and techniques? Have you set dates for meetings with your mentor for the next three months? Have you considered membership in any professional organizations?</p>

Mentor Logs

Mentor logs can be found here:

http://web.elkin.k12.nc.us/wp-content/uploads/2012/08/Mentor_Activity_Log-2012-13.pdf

They should be completed monthly after discussions/meetings with your BT.

Mentor Check-off List

First Quarter:

- _____ Attend Mentor meeting
- _____ Meet with Mentor team/BTs
- _____ Sign off on PDPs
- _____ Send monthly logs to Kathy Gentry/ Allison Moxley

Second Quarter

- _____ Attend Mentor meeting
- _____ Review Mentor Modules as appropriate
- _____ Meet with BTs in December to celebrate their successes
- _____ Send monthly logs to Kathy Gentry/ Allison Moxley
- _____ Mid-Year sign off on PDPs

Third Quarter:

- _____ Attend BT meetings as necessary
- _____ Meet with Mentor team/BTs
- _____ Send monthly logs to Allison Moxley

Fourth Quarter

- _____ Meet with Mentor team/BTs to celebrate successes
- _____ Complete Mentor Modules as necessary
- _____ Final sign-off on PDPs

Checklist

Principal:

- Welcome BTs to your school
- Provide working conditions for the BTs that facilitate success: minimize special programs, moving from room to room, multiple preparations, no extracurricular duties unless the BT requests in writing
- Clearly articulate to staff that all have the responsibility for informal mentoring of BTs
- Work with Chief Academic Officer and Human Resources Director to assign mentors to all BTs
- Assign mentors to do peer observations
- Attend New Teacher Induction
- Facilitate interaction between mentors and BTs by providing release time for them to plan, reflect, and observe together. Hire a substitute if necessary to create time for this interaction
- Check in frequently with Mentors and BTs to see how things are going and offer your support
- Let new teachers know the best mode of communication and the best time to contact you
- Interact with each new teacher face-to-face at least once a week their first semester
- Have lunch with BTs occasionally to check in
- Participate in the beginning of year social, mid year check up Q/A, and end of year celebration with BTs
- Create a school document that provides BTs the essential-to-know information about your school
- During the first quarter of school, send hand-written notes of encouragement to new teachers
- Greet BTs by name as often as possible
- Provide recognition to BTs for their accomplishments
- Provide recognition to mentors for their extensive work

Mentors:

- Welcome BTs to your school and introduce new teacher to staff members including office and custodial staff
- Develop PDP with BT2 and BT3-sign initial, midyear, and EOY
- Collaborate with mentors in your building and meet as needed
- Keep your principal informed-Communicate often
- Collaborate with principal and mentors to organize building level support for BTs – beginning of year, mid year, and end of year
- Encourage teams to share plans as well as unwritten customs and norms of behavior, and provide a “big picture” of how the team functions
- Maintain confidential relationship
- Provide a variety of perspectives, not just your own
- Avoid negativity
- Serve as the “go-to” person
- Model analytical and reflective practice
- Meet consistently with BTs to accomplish activities on Monthly Mentor Checklist and give to BT Coordinator
- Complete Cycles of Observation with BT
- Encourage BT to attend all BT meetings
- Attend BT meetings as requested by BT and or BT Coordinator
- Encourage BT to keep copies of signed, dated, required documentation

Beginning Teacher

- Attend 3-day orientation prior to teacher workdays
- Develop PDP with mentor – sign initial, midyear, and end of year
- Meet consistently with mentor to complete monthly checklist and cycles of observation
- Meet with principal to sign PDP and summative Evaluation
- Seek help as often as needed
- Demonstrate willingness to watch, listen, and learn
- Self-assess and self-adjust
- Set professional goals and reflect on your accomplishments
- Participate in professional development opportunities
- Share your own expertise gained from recent university experiences
- Take initiative in getting to know your administrators and colleagues
- Avoid negativity
- Actively participate in BT support sessions
- Print CEUs from HRMS at end of year

Adapted from:
The 21st Century Mentors' Handbook
by: Paula Rutherford (2005)

Creating S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic
Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.



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