

Office of Induction & Success

Mentor Resources

2010-2011



GCS Right Start for New Teachers
Guilford County School

Office of Induction and Success

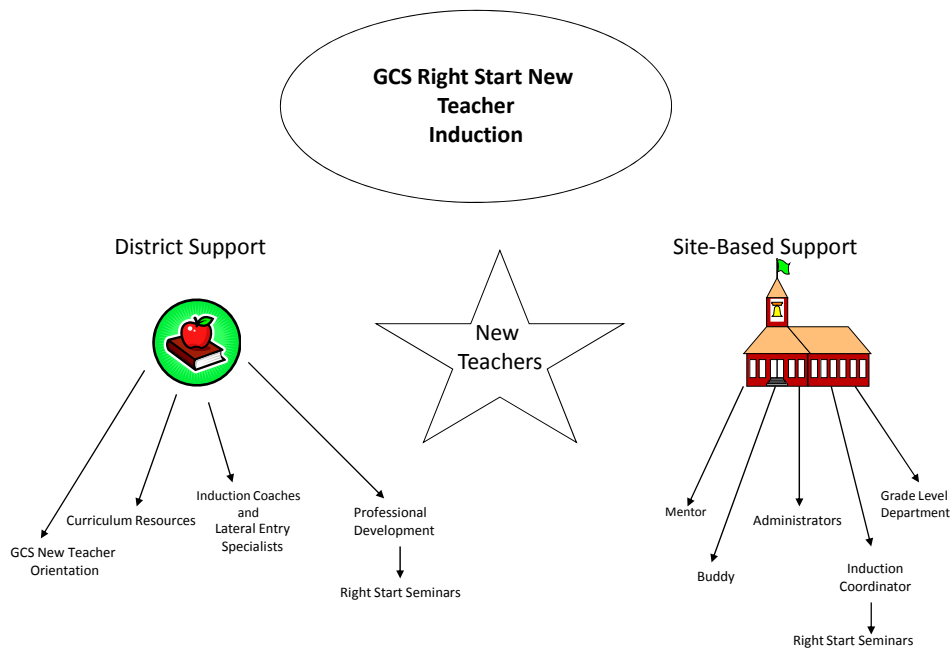
Mentor Resources

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Right Start for New Teachers
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INTRODUCTION

It is the expectation of the Guilford County Schools that novice teachers are provided with the assistance needed to ensure their success in teaching. In an effort to do this, the Office of Induction and Success provides an orientation for beginning teachers (BTs). In addition, Induction Support Coaches are assigned to each school and will make visits with BTs throughout the year. A monthly newsletter is sent to each BT with helpful reminders and tips for success. However, the most important assistance provided to beginning teachers comes from the mentors serving each teacher. We appreciate your willingness to serve in this capacity. If you have questions concerning your BT, please ask the Induction Coordinator at your school. If he/she cannot provide the answer, call the Office of Induction and Success (370-8098), and we will be glad to help.

The major goal of the Guilford County Schools' mentoring program is to provide trained mentors who carry out the following tasks:

- ✓ Facilitate the adjustment and success of BTs
- ✓ Support and encourage BTs
- ✓ Act as positive role models for new teachers
- ✓ Share with BTs the objectives, culture, and expectations of the school and school system.
- ✓ Promote professional growth, self-confidence, and success on the part of the BTs
- ✓ Assist the BTs in developing decision-making skills
- ✓ Assist the BTs in lesson planning, classroom management, discipline, time management, teaching strategies, motivation, and other areas as needed

Your efforts as a mentor are much appreciated. We hope the information in this book will be helpful to you as you work with our beginning teachers.

Notes to Paid Mentor

- ❖ Your principal and school treasurer received a packet of information regarding pay issues for mentors. The principal or treasurer at your school handles mentor issues regarding pay and your school's method of accountability for mentors.
- ❖ If you receive pay, you should submit a monthly copy of the mentor log to the Induction Coordinator or designee as verification that you have performed the duties for which you were paid. Sample forms have been provided to your principal and school treasurer. They will decide how to handle all verification and payroll issues.
- ❖ Thank you so much for your willingness to support our BTs. Your assistance is crucial during their first years of teaching.

FREQUENTLY ASKED QUESTIONS

1. Who are appropriate mentors?

Appropriate candidates for mentors include school-based teachers on the same grade level or in the same subject area (if possible) or program facilitators (not school-based administrators). The Department of Public Instruction lists the following criteria to be part of the screening process for paid mentors:

- Career status
- Completed 4 years of successful teaching experience
- Licensure in the field in which the mentor is assigned, when possible
- Well above average evaluation on the current performance appraisal instrument
- Mentor training – A minimum of 24 hours is required by the state of North Carolina.

2. Who assigns mentors?

The principal assigns mentors. He/She will try to find a good match in terms of subject area and grade level.

3. What training do mentors in North Carolina need?

All paid mentors need 24 hours of approved mentor training. Guilford County Schools Office of Induction and Success will offer mentor training during the year. In order to register for the mentor training, visit the GCS website at the quick link entitled Professional Development.

4. Who determines which mentors get paid?

The legislature made provisions to pay **most** mentors of first and second-year, beginning teachers. Guilford County Schools will pay mentors \$50 per month for serving one BT and a maximum of \$100 for serving 2 or more BTs.

5. Who qualifies to have a mentor?

- Any teacher with less than six months of previous teaching experience (at least 50% of the day) prior to teaching in North Carolina public schools. This includes teaching in any setting, including private, out-of-state, or any other setting where the teacher is given credit for a teaching year for salary purposes. This experience does not include student teaching, substituting, or tutoring.

- Second year teachers who qualified under the stipulations listed above (as long as they were eligible for a paid mentor their first year with **less** than six months of previous teaching experience).
- First year **support staff** (media specialists, counselors, social workers, psychologists, and speech and language specialists) who have not previously been teachers. They can have a paid mentor for one year only.
- Mentors for third year teachers are not paid; some first and second year teachers must be assigned **unpaid** mentors if they had previous teaching experience before entering the Beginning Teacher (BT) program. (Example: a teacher may have taught in another state or in a private school for less than three years. NCDPI will assign him/her a BT designation. State law states that the new teacher must be assigned a mentor, but the state makes no provision to pay!

6. When will mentor pay begin for this year?

Mentor pay begins the first day of the contract year or later if the mentor is assigned after that date. **Mentor pay will be included in the monthly pay check for state paid employees and in a separate check for locally paid employees.**

7. Does a mentor get paid for mentoring a substitute who eventually will become a BT?

No. Mentor pay is not available until the teacher is actually a beginning teacher. Furthermore, if a BT leaves and is replaced by a substitute teacher (or an experienced teacher who is not a BT), the mentor pay is suspended when the BT leaves.

8. What should be done if a mentor or BT goes on leave or suspension or the beginning teacher leaves employment?

Your school should notify your treasurer immediately. Mentors get paid only if they are actively mentoring. Mentors who are paid after their BT leaves must refund the overpayment to payroll!

9. Do mentors who are assigned more than one BT receive pay for each BT?

Yes. Guilford County Schools will pay up to \$100 per month to mentors serving two or more BTs and \$50 per month to mentors serving one BT.

10. What is the mentor expected to do for a BT?

A mentor should spend a minimum of 20 minutes per week with the BT1, a minimum of twice a month with the BT2, and a minimum of once a month with the BT3 and document all meetings on the Mentor Log (Mentor, BT, and Induction Support Coach must sign log). BTs and mentors should keep copies of the mentor log. A mentor is expected to help the BT:

- ✓ learn about the school, including a tour of the facility
- ✓ assist with procedures and policies of the school
- ✓ acquaint them with the Policies and Procedures manual of Guilford County Schools (available on GCS website)
- ✓ assist with technology (NCWISE and GEMS)
- ✓ introduce the BT to other staff members
- ✓ advise/assist the BT with instruction, classroom management, and parent relationships
- ✓ observe the BT and provide feedback

Refer to the section, “Mentor Timeline Checklist,” in the back of this handbook for more specific suggestions.

11. What are the most common hurdles for BTs?

Most BTs have a challenge with classroom management and discipline. Making and using good lesson plans and developing a good organizational system are common problems. At the elementary level, developing good working relationships with teacher assistants can also be difficult.

12. We have several BTs at our school. Can we meet to solve problems and answer questions?

Yes, several schools have developed a mentor/BT network. Mentors and BTs meet several times on a weekly basis at the beginning of the year for the purpose of problem solving and “getting to know the ropes” of the school. Administrators do not need to attend unless invited for specific purposes. As the year progresses, the meetings are less frequent. This network enhances the regular contact that mentors and BTs have during the school year. *It does not replace it.*

13. What if the mentor's teaching style is different from that of the BTs?

The mentor can still be an effective coach and mentor by realizing that effective teachers use many different teaching styles. The idea is to help the BT become a good teacher, using the style that helps him/her to do the best possible job.

14. What determines if a newly hired teacher is a BT?

Several factors are involved, including amount of experience and school system where he/she formerly taught. Also, the teacher must work for 6 consecutive months in the same school system in order to get credit for a BT year. Anyone who comes after a determined December date will not have enough time to be a BT. The Human Resources Department, in conjunction with the Department of Public Instruction, makes the final determination of BT status.

15. What defines a lateral entry teacher?

The lateral entry policy allows skilled individuals outside of the public education system to enter the teaching profession. Lateral entry license holders are subject to the regulations that apply to other beginning teachers in North Carolina. They must also meet program and testing requirements within three years. The contact number for lateral entry teachers is 336-335-3294.

16. What do Guilford County Schools require for new teachers?

Based on state policy, first year BTs are required to attend a three day new teacher orientation. (A make-up session for late hires will be held in the fall.) BT1s are required to attend monthly Right Start Seminars in their schools. The state of North Carolina requires that all BTs show evidence of continuous professional growth.

17. Are all new professional employees BTs?

No. Student service personnel such as counselors, speech pathologists, social workers, psychologists, and media specialists, are not included in the BT program.

North Carolina Professional Teaching Standards

Standard I: Teachers demonstrate leadership.

- A. Teachers lead in the classroom.
- B. Teachers demonstrate leadership in the school.
- C. Teachers lead the teaching profession.
- D. Teachers advocate for schools and students.
- E. Teachers demonstrate high ethical standards.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- B. Teachers embrace diversity in the school community and in the world.
- C. Teachers treat students as individuals.
- D. Teachers adapt their teaching for the benefit of students with special needs.
- E. Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard III: Teachers know the content they teach.

- A. Teachers align their instruction with the North Carolina Standard Course of Study.
- B. Teachers know the content appropriate to their teaching specialty.
- C. Teachers recognize the interconnectedness of content areas/disciplines.
- D. Teachers make instruction relevant to students.

Standard IV: Teachers facilitate learning for their students.

- A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- B. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the *North Carolina Standards Course of Study*.
- C. Teachers use a variety of instructional methods.
- D. Teachers integrate and utilize technology in their instruction.
- E. Teachers help students develop critical-thinking and problem-solving skills.
- F. Teachers help students work in teams and develop leadership qualities.
- G. Teachers communicate effectively.
- H. Teachers use a variety of methods to assess what each student has learned.

Standard V: Teachers reflect on their practice.

- A. Teachers analyze student learning.
- B. Teachers link professional growth to their professional goals.
- C. Teachers function effectively in a complex, dynamic environment.



GCS Professional Folder Documentation

BT Year 1

____ I participated in the GCS New Teacher Orientation.

Dates: _____

____ I participated in the GCS Right Start Seminars (a minimum of 10 hrs. required).

_____ Date you began teaching

_____ School and Teaching Assignment

BT Year 1	Document	Date Placed in Folder	Has been signed by mentor and you
	Administrator Observation 1 by Oct. 31		
	Administrator Observation 2 by Jan. 31		
	Administrator Observation 3 by March 31		
	Peer Observation		
	Summative Evaluation by April 15		
	PDP		
	Professional Development Log or PD Transcript (to document continuous growth)		
	Mentor Log		

Notes from BT1 year:



GCS Professional Folder Documentation

BT Year 2

_____ Date you began teaching
 _____ School and Teaching Assignment

BT Year 2	Document	Date Placed in Folder	Has been signed by mentor and you
	Administrator Observation 1 by Oct. 31		
	Administrator Observation 2 by Jan. 31		
	Administrator Observation 3 by March 31		
	Peer Observation		
	Summative Evaluation by April 15		
	PDP		
	Professional Development Log or PD Transcript (to document continuous growth)		
	Mentor Log		

Notes from BT2 year:



GCS Professional Folder Documentation

BT Year 3

_____ Date you began teaching
 _____ School and Teaching Assignment

BT Year 3	Document	Date Placed in Folder	Has been signed by mentor and you
	Administrator Observation 1 by Oct. 31		
	Administrator Observation 2 by Jan.31		
	Administrator Observation 3 by March 31		
	Peer Observation		
	Summative Evaluation by April 15		
	PDP		
	Professional Development Log or PD Transcript (to document continuous growth)		
	Mentor Log		

Notes from BT3 year:

Mentor Timeline/Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

First Nine Weeks:

- Familiarize BT with facility (i.e., tour of building).
- Familiarize the BT with the faculty, staff and/or service personnel.
- Discuss the LEA/school's policies regarding dress, teacher workdays, early release days, and inclement weather policies.
- Make sure the BT has the North Carolina Standard Course of Study (NCSCOS) and other curriculum guidelines.
- Familiarize the BT with the format and use of the NCSCOS in planning (and end-of-grade or end-of-course testing when appropriate).
- Assist BT with location, selection and access to instructional materials.
- Assist BT with creating a substitute teacher folder of pertinent information (rosters, lesson plans, procedures, etc.).
- Meet with BT an average of one time each week and document the date, time and contents of each meeting.
- Assist BT with information about services offered by school, school system, DPI, community agencies, etc.
- Assist BT with record keeping (grades, monies, parent contacts, discipline).
- Assist BT with strategies and/or procedures to identify and appropriately serve special needs students.
- Review the INTASC Standards and the role of these standards in the classroom, the Individual Growth Plan, and the Teacher Performance Appraisal System.
- Assist BT in lesson planning and pacing.
- Assist BT in development of an IGP.
- Assist with creation of a professional development log.
- Informally observe the BT and provide verbal or written feedback in a post conference.
- Have BT observe Mentor teaching a lesson to model effective teaching practices.
- Explain formal observation procedures and annual evaluation.
- Assist BT in interim reports and ending the grading period including demonstrating the use of a computerized grading system, use of comments, etc.
- Celebrate accomplishments.
- Other _____

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline/Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Second Nine Weeks:

- Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- Informally observe BT and provide verbal or written feedback in a post conference.
- Review lesson plans and pacing for adherence to the NC Standard Course of Study.
- Review lesson plans for inclusion of multiple learning strategies and for evidence of meeting the needs of all diversities.
- Discuss progress in identifying and soliciting services for unique learners.
- Encourage BTs to use testlets or assessments and to practice end-of-grade or end-of-course tests with their students.
- Review progress on these testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- Discuss policies and impact of holidays and scheduling between now and winter break.
- Discuss organizational and record keeping procedures.
- Encourage parental contact.
- Review classroom management and discipline strategies.
- Spend informal social time with BT.
- Discuss semester exam schedule and/or testing schedule and procedures.
- Assist BT in interim reports, ending the grading period, and semester records.
- Celebrate accomplishments.
- Other _____
- Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Third Nine Weeks:

- Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- Encourage parental contact.
- Remind BT about the LEA/school's retention and failure policies.
- Encourage BTs to reflect on their teaching experience at mid-point. Set goals for the rest of year.
- Review progress toward covering goals in the NC SCOS.
- Review progress on the IGP.
- Informally observe BT and provide verbal or written feedback in a post conference.
- Review procedures for field trips.
- Spend informal social time with BT.
- Assist BT in interim reports and ending the grading period.
- Videotape at least one lesson and review it with the BT.
- Celebrate accomplishments.
- Other _____
- Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Fourth Nine Weeks:

- Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- Review progress on completion of the goals from the NC SCOS, and review pacing.
- Encourage BTs to seek out testlets or assessments and practice end-of-grade or end-of-course tests with their students.
- Review progress on the testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- Review plans for end of year activities.
- Give suggestions for keeping momentum and interest at the end of the year for students and teachers.
- Review progress on the IGP.
- Remind BT about LEA/school's retention and failure policies.
- Discuss procedures for ending the school year (collecting books, fees, returning teaching materials, graduation, etc.).
- Help BT with end of year administrative forms, policies, and procedures.
- Spend informal social time with BT.
- Celebrate accomplishments the BT achieved during the year.
- Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.



Suggestions for New Teacher Orientation at School Site

1. Show your beginning teacher (BT) exactly where to park.
2. Give a tour of the school building. Show your BT his/her room.
3. Show a map of the school and highlight key places.
4. Be sure your BT has keys, if applicable.
5. Provide lists of things that must be done to set up a room (texts, manuals, furniture arrangement, bulletin boards, class lists, student supply lists, permanent records, schedules, audio visuals, resources, classroom library, supplementary materials, etc.).
6. Provide your BT with a student aide or parent volunteer the first week or two of school. Be sure to give your BT helpful hints as to how this resource person can be utilized.
7. Develop an orientation plan for your BT if he/she is a late hire.
8. Get your BT his/her books as soon as possible and always make sure he/she has all available curriculum guides.
9. Emphasize the importance of End-of-Grade tests and appropriate pacing.
10. Show the BT how the North Carolina Standard Course of Study (NCSCOS), pacing guides, benchmarks, etc., are accessed at school (web, notebook, etc.).
11. Share the faculty roster. Make introductions of administrative staff, specialists, secretaries, cafeteria and janitorial staff, etc.
12. Show the teacher how to get class rosters.
13. Explain committee assignment procedures. (When are the meetings, where are the meetings, who is in charge, what is expected?).
14. Highlight the real “nuts and bolts” of the teacher handbook (fire drill, plan book, sign-in and sign-out procedures, ID badges, annual and sick leave procedures, etc.).
15. Instruct your BT on ordering supplies, availability, and procedure. Try to find additional supply resources for your BT.
16. Help your BT plan for the first day and the first week of school.
17. Help your BT arrange his/her classroom and discuss classroom environment.
18. Share your “effective” classroom rules and/or systems.
19. Review administrative tasks (cumulative folders, records, literacy portfolio, etc.).
20. Show where equipment is kept and how to access it. Review the mechanics of operating computers, copiers, etc.
21. Discuss student attendance procedures. Explain the importance of accuracy when taking attendance.
22. Share any of your “systems” that work (organizing grade book, keeping track of homework, tracking down tardies, orchestrating the first day and first week of school, working through administrative procedures, etc.) Go over classroom management strategies.
23. Share school health policies and procedures. (When is the school nurse available?)
24. Review important school issues and “unwritten” policies.
25. Review the “must follow” rules of the school (arrival, dismissal, lunch hour on teacher workdays, teacher dress codes, parent contact procedures, etc.).
26. Share a typical year’s calendar of activities. (Use last year’s plan book, field trips, testing schedules, etc.)
27. Review information that needs to be sent home with students.
28. Always provide time and opportunity for your mentee to reflect and ask questions.



Suggested Timeline Events for September

1. Assist your BT with Open House, Back to School Night, Walk the Schedule, etc.
2. Continue to help your BT with lesson plans.
3. Establish regular meetings/interaction times with your BT.
4. Help your BT set up a substitute folder.
5. Discuss the importance of documentation of each student's work. Show your BT how to set up student work files.
6. Discuss how to work successfully with parents. Prepare the BT for parent/teacher conferences.
7. Encourage your BT to keep an accurate log of interactions with parents.
8. Encourage your BT to make positive parent contacts daily.
9. Assist the BT with record keeping and filing.
10. Explain your school's student make-up policy.
11. Stress to your BT that he/she needs to strike a healthy balance in life between life and relaxation.
12. Discuss grading rationale and policies for your school. Show your BT how to use the school's computerized grading system.
13. Stress that confidentiality exists between you and your BT.
14. Reiterate the point that your comments and opinions will NEVER be part of the evaluation process.
15. Make your mentee aware of any "unwritten" policies.
16. Schedule an observation in your BT's class. **THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAM.**
Ask others to help cover your class if scheduling is a problem. Be sure to have a pre-conference and a post-conference after each observation.
17. Ask your BT how classroom management strategies are going.
18. Check on how your BT is keeping up with grading, evaluating, and recording data. Ask to see the data.
19. Discuss policies related to religious holidays.
20. Work closely with your BT in explaining the formal and informal observation procedures.
21. Provide time and opportunity for your BT to reflect and ask questions.

Suggested Timeline Events for October



1. Prepare your mentee for building level evaluations.
2. Discuss your mentee's organizational and record keeping skills.
3. Evaluate the status of the objectives and goals you wrote together at the beginning of the mentee-mentor process. (So, how are things going?)
4. Review classroom management and discipline strategies.
5. Begin to discuss sensitive issues in education (i.e. AIDS, family life curriculum, custody battles, etc.)
6. Review the referral process for IST or SST.
7. Help your mentee to be prepared for student highs and lows.
8. Prepare yourself for your mentees' highs and lows.
9. Share stories about your first year of teaching.
10. Discuss policies and impact of holidays on scheduling between now and Christmas.
11. Begin to familiarize mentee with assessments.
12. Share staff development opportunities.
13. Always provide time and opportunity for your mentee to reflect and ask questions.
14. Review assessment procedures and strategies. Use assessment to drive instruction.
15. Assist your beginning teacher during his or her first interim and grading period (i.e. how to write report card comments, how to get grades, share grading system notes, explain all aspects of the computerized grading system for your school, etc.)



Suggested Timeline Events for November

1. Assist your beginning teacher as he or she begins the second interim or grading period. Review what worked first quarter and what didn't.
2. Share success stories.
3. Plan a celebration! Twenty-five percent of the year is complete!
4. Prepare your BT for building level evaluation if one has not already taken place.
5. Discuss your BT's organizational and record keeping skills.
6. Continue to re-evaluate the status of the objectives and goals you wrote together at the beginning of the mentee-mentor process. (So, how are things going?)
7. Continue to review classroom management and discipline strategies.
8. Help your mentee to be prepared for students' highs and lows. Prepare yourself for your mentee's highs and lows.
9. Prepare your mentee as to how to handle students' behavior after the Thanksgiving holiday and prior to Christmas vacation.
10. Review snow day policy.
11. Share staff development opportunities.
12. Always provide time and opportunity for your mentee to reflect and ask questions.
13. Schedule an observation in your beginning teacher's class. Be sure to have a pre-conference and a post-conference after each observation.



Suggested Timeline Events for December

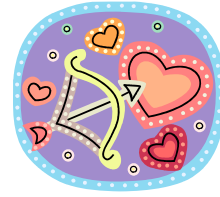
1. Assist your BT as he or she teaches through the second interim or grading period. Begin to help your mentee write a semester exam if applicable.
2. Enjoy the weeks before winter break. Include your BT in faculty and team traditions (gift exchanges, etc.)
3. Make plans for your BT to observe one of your best lessons!
4. Plan to observe your mentee again.
5. Revisit goals and objectives for the year.
6. It's time for the holidays and students are anxiously anticipating the upcoming vacation. Continue to review classroom management and discipline strategies.
7. Advise your mentee to enjoy the vacation. It is a time for family, relaxation, and revitalization.
8. For EC teachers, review policy concerning head counts.
9. Review ways for stress management.
10. Always provide time and opportunity for your mentee to reflect and ask questions.



Suggested Timeline Events for January

1. Discuss delayed opening and snow day policies.
2. Review policies and issues that relate to retention and failure of students.
3. Tell your beginning teacher about special activities.
4. Discuss testing policies and share information on Mock EOG/EOC procedures. Share EOG/EOC information.
5. Encourage your BT to continue to reflect on their teaching experience at midpoint of the first year.
6. Encourage your BT to try new things! (rearrange the classroom, set new goals, etc.)
7. Conduct and/or arrange observations for the BT if requested and if possible.
8. Share your own fears, mistakes, and funny stories when you were a first year teacher. Share some that you are still experiencing.
9. Encourage parental contact.
10. Always provide time and opportunity for your BT to reflect and ask questions.

Suggested Timeline Events for February



1. Encourage beginning teachers to continue to reflect on their teaching experience at midpoint of the first year.
2. Encourage beginning teachers to try new things! (i.e. rearrange the classroom, expand his or her teaching repertoire, and set goals for the rest of the school year.)
3. Conduct and / or arrange observations for the beginning teacher if requested and if possible.
4. Encourage parental contact. Offer your help in ways to approach parents in the most professional and appropriate ways.
5. Spend time on reviewing curriculum maps.
6. Encourage participation in textbook adoption (when applicable).
7. Always provide time and opportunity for your mentee to reflect and ask questions.
8. Review PDP with mentee to ensure the NC Professional Teaching Standards are understood and progress is being made towards meeting them.
9. Make plans to observe your mentee. Be sure to follow up with a post observation conference.
10. Celebrate the progress the mentee has made.
11. Make an extra effort to give your mentee positive feedback as well as constructive feedback.

Suggested Timeline Events for March



1. Do an update on cumulative folder activities and grading procedures.
2. Give suggestions as to how to keep momentum and interest at the end of the year for students and teachers.
3. Maintain a sense of humor!
4. Do something special for your BT. Third quarter can be difficult for teachers and students.
5. Prepare for the writing test (if applicable).
6. Always provide time and opportunity for your mentee to reflect and ask questions.

Suggested Timeline Events for April



1. Review procedures for field trips.
2. Review plans for end of school activities.
3. Remind BT of retention notification.
4. Share procedures on how to conference with administrators.
5. Give suggestions as to how to keep momentum and interest at the end of the year (students and teachers).
6. Maintain a sense of humor!
7. Encourage your BT to think ahead about next year.
8. Request your faculty to submit one idea for a beginning teacher survival kit.
9. Review parent conferencing skills.
10. Discuss BT portfolio.
11. Always provide time and opportunity for your mentee to reflect and ask questions.

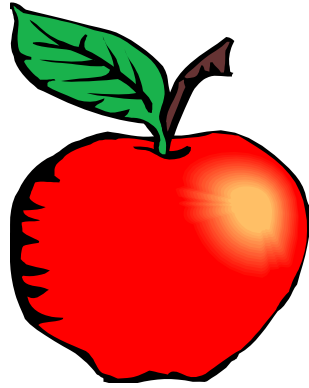


Suggested Timeline Events for May and June

1. Do an update with your BT on cumulative folder activities.
2. Review plans for end-of-school activities.
3. Give suggestions as to how to keep momentum and interest at the end of the year for students and teachers!
4. Do something fun with your mentee. School is almost out!
5. Encourage your BT to think ahead to next year's activities, grades, workshops, etc.
6. Get feedback from your BT on the induction program. Share this with the Office of Induction!
7. Counsel your BT about the school's retention and failure policies.
8. Remind your BT about summer school procedures, recommendations, etc.
9. Review End of Year Activities.
10. Discuss school closing procedures. Help your BT get forms and administrative requests turned in on time.
11. Discuss EOG/EOC procedures.
12. Encourage BT's to seek summer renewal credits through staff development activities.
13. Always provide time and opportunity for your BT to reflect and ask questions.

Celebrate

The A, B, C's



Of Organization

By Chris Ricci, Coach and Mentor
(You may want to share this with your mentee.)

A

Always try to be organized. It will make your life simpler.

Air Flow – It helps to keep people awake.

Always over-plan. You will be eternally grateful.

Admit mistakes. We are all human.

Attend school functions (athletic events, dances, concerts, plays).

Students need to see your support.

Attendance reports – Keep them efficiently. You will have to explain/defend them to a parent.

B

Be punctual. Get enough sleep, exercise daily, and get to bed early.

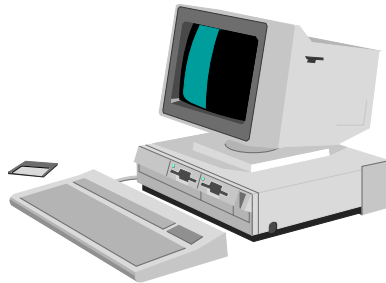
It pays off in your good humor.

C

Computer skills will save time.

Consistency is key.

Caffeine is your friend.



D Don't think you can get any work done during the day.

Do all school work at home. School is students' time.

Daily "To Do" List – Make one each day. Move the things that don't get done to the top of tomorrow's list.

E Essential Question – Start each class with a question, as an organizer for you and the students.

Emergency plans!! Make sure you have at least two days' worth. Don't leave a video. Think what could go wrong. Make sure students know you will grade work done for a substitute.

F Files, files, files! Always make a file, and put it away so you can find it.

Follow up on student absences.

First-Aid Kit in your desk (Band-aids, antibiotic cream, cough drops, feminine hygiene products) will keep students in the classroom instead of with the nurse.

G Get students involved in learning to be organized. This is a life skill.

Get used to change; it happens every day!

H Have all materials ready every day. Never expect the copier to be functioning in your emergency

I

If you give it, grade it, and return it promptly.

Interaction with older teachers will help you build a bond in your school community.



J

Janitorial items and janitors are your best friend.



June and July can help you get a start on the upcoming year. Use your time wisely.

K

Kleenex!!!

Keep students involved, and they will stay on task. Every subject can find hands-on activities. It just takes time and creativity. Ask other teachers what things they do that work out well.

L

Listen to what teachers and students have to tell you.

Learn from your students. They have a world of knowledge about your school.

M Make sure you have “centers,” magazines, and extra things for students to do if they finish early.

Move important materials to places close to your fingertips or at eye level.

Make sure you have your objectives in order for your observations.

N Never assume anything.

Never get behind on grading. (Do it each night!)

Names are a must. Know them; remember them. Students appreciate it.

O Oh! I wish I had some free time!

Open-mindedness is essential when working with students.

Opening activity. Have one on the board or overhead daily, to give you time to take attendance, etc.



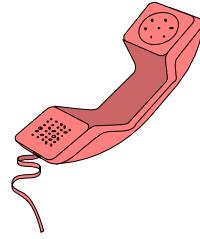
P

Phone parents about positive and negative things their students have done.

Paper clip items that are alike.

Pair your students. It really works, and students love it.

Put your mind at ease. You won't forget to turn things in on time if you deal with each piece of paper you take out of your box each morning before you leave the teachers' mail room.



Q

Question whether your classes are working; then adapt and adjust.

Quit when you start sounding like your students.

Quit whining. We have all been where you are now. It will get better.

R

Repeat often to students the value of "writing it down."

Routine is important to everyone. Students like to know what to expect.

Rubber bands and other office materials must be close at hand.

S

Summarize your lesson by having students teach, tell, or talk it out.

Seating chart can be changed as often as you feel necessary. Be sure you have one on hand for a substitute.

SMILE; it makes the day brighter for everyone! Find something to laugh about every day.

T

Take what your students say to you **seriously**, and keep it in confidence.

Trays, baskets, or boxes are a must to keep papers organized and reduce clutter.



Think ahead. It reduces stress and allows you to tie everything together.

Tests should be returned promptly, with feedback, to enhance learning.

U

Understand your children's strengths, weaknesses, and needs, so you can pair them for assignments.

Use information sheets and student files to acquaint yourself with your students.

V

Very few people know everything!!

Vision – Be a sponge: Look, listen, and learn.

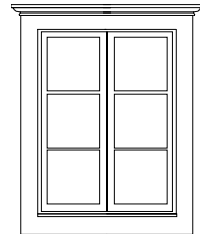
Volunteer to advise clubs; it shows students you care, and allows you to know them better.

W

Windows – Love them if you have them, but be aware of glare on board.

Win-win situations work best for everyone.

Weather channel – Listen, but always be prepared to go to school.



X

Exits – Keep clear, and know well.

Xerox at least two days ahead (a whole unit at a time, if possible).

Exhausted – This is an everyday experience for first year teachers. Next year will be much better.

Y

You can be organized. You can be successful.

Yoga relieves stress.

You must build a reputation for being a good teacher, demanding, but fair.

Once you do this, your life will be easier.

Yogurt is good teacher food.

Z

Zero tolerance! Follow the rules exactly, and you can't go wrong. "Just say 'No.'"

Zip your lip. Don't gossip. Be pleasant to everyone.

