

FLOWING WELLS NEW TEACHER MENTOR PROGRAM



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MENTOR RESPONSIBILITIES DUE DATES FOR 2015-2016

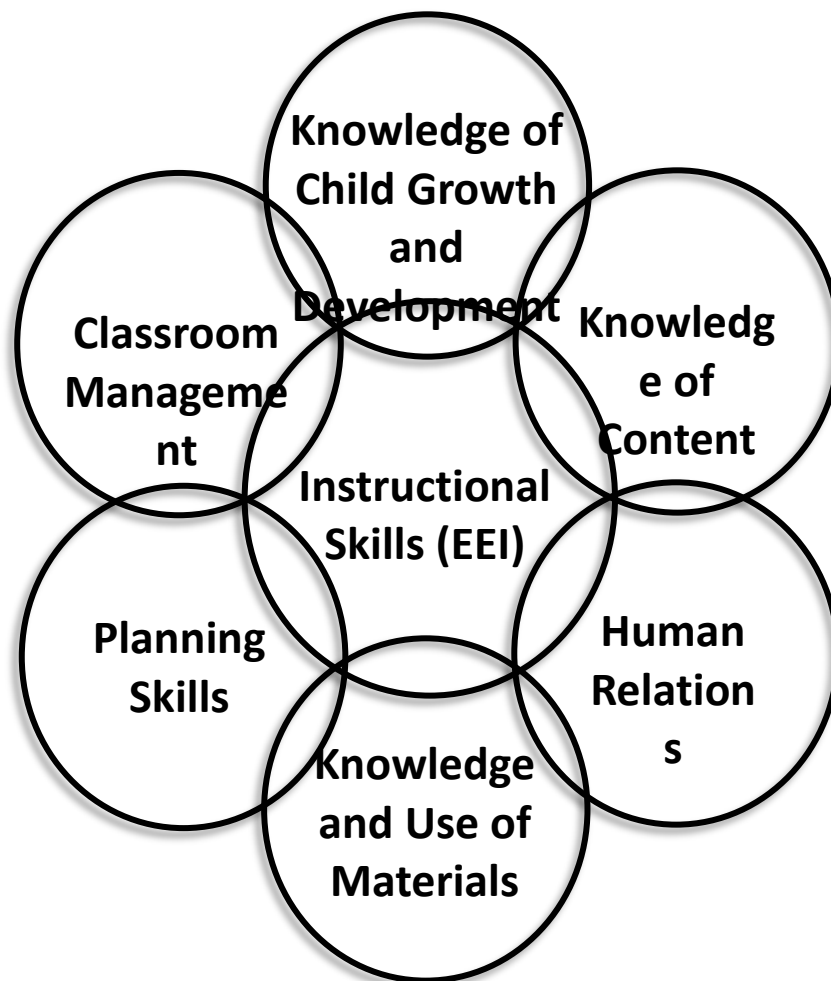
DATE	ACTIVITY	DOCUMENTATION
Open Session for Drop-ins August 4 th Anytime from 12:10-2:00pm August 5 th 12:00-2:00pm	<i>Experienced Mentors</i> – View a PowerPoint presentation... take a short quiz... fill-out paperwork	PAR
August 4 th 2:00-3:00pm August 5 th 11:00am-12:00pm	<i>New Mentors</i> - Attend meeting... fill-out paperwork	PAR
Prior to the Mentee's First EEI Pre-Conference	1. Pre-conference the mentee for their first EEI Pre-conference. 2. Use the Pre-Conference Questions provided on p. 11.	Attach the cover sheet from p. 13 to a copy of the mentee's first EEI Pre-conference lesson design.
September – November	Be observed by mentee for New Teacher Induction Master Teacher Observations and debrief the experience.	Master Teacher Observation form submitted by mentee on November EEI date.
August to May	Maintain communication with the mentee for the entire year. -use suggested topics from p. 8-9	Typed reflection on the mentor's experience using p. 14
March 18, 2016	Submit documents via interoffice mail to Anna Heyer, Professional Development	1. EEI Pre-Conf. lesson design & cover sheet 2. Mentor's Reflection
May 27, 2016	Receive the stipend in balance of contract paycheck. <ul style="list-style-type: none"> • \$300 for 2 semesters of mentorship • \$200 for 1 semester of mentorship 	

MENTOR COMPENSATION

COMPENSATION	ACTIVITY
\$300 for 2 semesters \$200 for 1 semester	\$25: Attendance of beginning-of-the-year meeting for new/returning mentors \$100: Pre-conference mentee for first PD observation, with submitted task analysis \$ 75: Demo lesson for mentee's Master Teacher Observation (EEI participants only) \$100: Informal contacts throughout the year and final reflection document

Responsibilities of the Teacher

According to Dr. David Berliner, teachers make approximately 5,000 decisions per day. These decisions can be classified into the following categories, developed by Dr. Madeline Hunter.



1. Knowledge and Use of Materials –

1. Procedures
 - attendance/tardy policies
 - teacher/student contacts
 - student movement in the room
 - signal for students' attention
 - signals to get the teacher's attention
 - student-talk during seatwork
 - activities to do when work is done
 - student participation
 - laboratory procedures
 - movement in and out of small group
 - expected behavior in group
 - behavior of students not in group
2. Classroom Management
3. Beginning Class
 - roll call, absence, tardies
 - bellwork
 - distributing materials
 - class opening
4. Classroom/School Areas
 - shared materials
 - teacher's desk
 - drinks
 - bathroom
 - pencil sharpener
 - student storage/lockers
 - student desks
 - learning centers
 - playground
 - lunchroom
 - halls
5. Setting-Up Independent Work
 - defining "working alone"
 - identifying problems
 - identifying resources
 - identify solutions
 - scheduling
 - interim checkpoints
6. Ending Class
 - putting away supplies
 - cleaning up
 - organizing class materials
 - dismissing class
7. Procedures for Movement
 - rules
 - talk among students
 - conduct
 - passing out books/supplies
 - turning in work
 - handing back assignments
 - getting back assignments
 - out-of-seat policy
 - consequences for misbehavior
8. Other Procedures
 - fire drills
 - lunch procedures
 - student helpers
 - safety procedures
9. Work Requirements
 - heading of papers
 - use of pen or pencil
 - writing on back of paper
 - neatness/legibility
 - incomplete work
 - late work
 - missed work
 - due dates
 - make-up work
 - supplies
 - coloring or drawing on paper
10. Communicating Assignments
 - posting assignments
 - giving assignments orally
 - provision for absences
 - long-term assignments
 - term schedule
 - homework assignments

Knowledge and Use of Materials (Continued)

11. Student Work
 - in-class participation
 - in-class assignments
 - homework
 - stages of long term assignments

12. Checking Assignments in Class
 - students exchanging papers
 - marking and grading assignments
 - turning in assignments
 - students correcting errors

13. Grading Procedures
 - determining grades
 - recording grades
 - grading long assignments
 - extra credit work
 - keeping papers, grades, assignments
 - grading criteria
 - contracting for grades

14. Academic Feedback
 - posting student work
 - communicating with parents
 - students' record of grades
 - written comments on assignments

15. Testing
 - timelines
 - state mandated testing
 - district mandated testing

16. Teacher Materials
 - guide books
 - obtaining supplies

2. Classroom Management Skills

- Rules and Consequences taught/reinforced consistently
- Signal – Consistent and Effective
- Wait time
- Consistent and effective throughout the year

3. Human Relations Skills

- Feeling tone
- Partners
- Communication with parents
- Communication with administration and staff

4. Knowledge of Content

- Curriculum Maps
- Testing
- Lesson Design – task analysis
- Standards

5. Knowledge of Child Growth/Development

- Learning style
- Specific needs
- Developmental Appropriateness

6. Planning Skill

Pre-Conferences, Conducted by the Mentor

- for the first **EEI observation**

will provide opportunities for you to help sharpen your mentee's planning skills. Included on page 13 are the **Pre-Conference Questions** that you will ask your mentee as you work collaboratively to build these lessons.

Lesson Design Forms for the mentee are on found on the Flowing Wells R: Drive under "Lesson Design" and can be found on p. 9 of this booklet.

Recognizing the Parts of a Good Lesson

A complementary skill to designing a lesson is the ability to recognize the parts of a good lesson when mentees

- **observe** you teach for EEI Master Teacher Observations
- **debrief** the lesson with you at the earliest available time

Suggested Topics to Cover with your Mentee

In addition to all of the informal contacts, schedule formal meetings once or twice a month to advise mentees of timely issues:

August:

- School policies (dress code, cell phones, tardies, etc.)
- Expectancy sheets/Syllabi (rules, reward, consequences)
- Tour of campus (mail room, front office, nurse, IMC, faculty lounge, etc.)
- Voicemail and Email
- Power School/Teacher Login and attendance
- Sub folder and Subfinder
- Referrals
- Fire drill and lock down procedures
- Weekend alarms
- Student Action Plan pre-assessment
- AZCCRS Content Frameworks
- DIBELS

September:

- Progress reports
- Open house
- Afterschool support programs (Study Table, Skills, tutoring, etc.)
- Eligibility for sports and fine arts
- Early release and assembly schedule
- Making Copies
- Turning off projectors – saving bulbs
- ASVAB
- DAP
- Balanced Literacy – Shared and Guided Reading procedures

October:

- Scantron forms
- Quarter grades
- Report Cards (printing, comments, modified grades for SPED, etc.)
- Parent/Teacher Conferences

November:

- Accommodations for SPED students
- TAT (Teacher Assistance Team) procedures
- IEP meetings

December:

- Review week and final exam schedule
- Semester grades
- Absences during final exams
- Student Action Plan – post assessment and submission
- Holiday festivities

January:

- Overview of second semester activities and events
- Make-up work from extended field trips (Oceans, Senators, Europe, etc.)

February:

- Love of Reading week

March:

- Third Quarter Conference procedures

April:

- Standardized Testing

May:

- Seniors' schedule for review, testing and graduation
- Finals schedule for non-seniors
- End of year procedures (sign-out sheet, fines, fees, keys, inventory, etc.)
- Perm Cards
- Yearbooks
- Collecting textbooks
- Graduation night duties

Name _____ Grade Level _____

FLOWING WELLS LESSON DESIGN FORM

(Digital version at R:\Lesson Design\Lesson Design Form.docx)

Anticipatory Set

Objective(s) (Include AZCCR Standard)

Purpose (Why Important to Students)

Task Analysis

<u>Learnings</u> (Information)	<u>Teacher Strategies</u> (Examples, Materials, Modeling, etc. . . .)	<u>Student Behaviors</u> (Active Participation)
To add more rows, right click in a cell in the bottom row, select "Insert," and select "Insert Rows Below."		

Closure (Student Summary)

PRE-CONFERENCE QUESTIONS

1. What do you have planned for your lesson?
What is the objective of the lesson?
2. What will your students be doing during the lesson?
3. What strategies will you use to teach your objective?
4. Flow your lesson from beginning to end, telling me what you'll do and what your students will do, in the order that it will happen.
5. How will you know that your students have learned the objective?
6. What will you consider the percent of success for the class in order to call this lesson a success?
7. As your mentor, tell me specifically what you have been working on.
What would you like me to look for when I come to see your lesson?

POST-CONFERENCE QUESTIONS

1. How did you feel your lesson went?
2. What did the students do to make you feel that way?
3. What strategies did you use to bring students closer to the objective?
(You may discuss some of these topics: bellwork, anticipatory set, active participation, questioning strategies, task analysis, modeling, closure and intermittent closures, etc.)

Possible follow-up: Let's brainstorm additional strategies for _____.

4. As you think about the student outcomes, were they about what you expected, better than expected, or not as strong as expected?
(You may discuss some of the following: final assessment outcomes, written closures, success on checks-for-understanding, with which components were students successful if they did not meet the objective)

**MENTEE'S
Lesson Design
For their first EEI Pre-conference**

Mentor's Name _____

Mentee's Name _____

Directions:

- 1) The mentor and mentee will work collaboratively during the **Pre-conference** to the mentee's first EEI pre-conference in order to design a lesson.
- 2) Obtain a copy of the lesson plan from the mentee during the time of the pre-conference before the hard copy is misplaced or the file is deleted.
- 3) Attach this page as a cover sheet to the Mentee's EEI lesson design sheet when submitting documentation.

Note: Lesson Design forms are found on the Flowing Wells home page under Departments, Professional Development, Lesson Design Form, or on the R:Drive under Lesson Design.

REFLECTION ON THE MENTOR EXPERIENCE

- Please submit a one-page typed summary of this year's mentoring experience to **Anna Heyer, Professional Development**.
- The **heading** should contain:
 - Mentor's Name
 - Mentee's Name
 - School
 - Grade or Content Area
- The **summary** should contain **each question typed** and your **response**:
 1. How do you feel your work as a mentor went this year?
 2. What did your mentee do to make you feel this way?
 3. What activities did you and your mentee work on this year?
 4. As you think about the mentoring outcomes, were they about what you expected, better than, or not as strong as you expected?
 5. Would you do anything differently?
 6. What three things did you do that made the biggest difference or impact on your mentee?
 7. What was your biggest insight or "ah-ha" about mentoring that you gleaned this year?

“Mentoring is
a brain to pick,
an ear to listen,
and a push
in the right direction.”

~ John Crosby ~

This booklet can be found on the Professional Development page of the
Flowing Wells District Website.