

Mentoring New Teachers

WELCOME!



Presented by
the College of Education
Stephen F. Austin State University

Introduction: Getting to know You!

- Partner Interview:
- Provide 3 pieces of professional information about yourself AND
- 2 pieces of personal information
- Share 1 thing that you especially enjoy doing or at which you are successful
- Make connections to your work in supporting beginning teachers.



Getting Started

Reflect on interactions you have had in the past with a novice teacher.

Describe some of the concerns expressed by that person about his/her role as new teacher.

As an assigned mentor teacher, specifically what types of assistance do you expect to provide?

When you think about your role as a mentor teacher, what concerns do you have?



Do **YOU** Remember?

Do you remember your first year of teaching? Did you have a mentor? Someone who inspired you, helped keep you going, and showed you the ropes?

If so, what were some of the things this person did that supported, encouraged, and helped you to grow professionally? Perhaps one thing that person did was celebrate your achievements in some way.

Positive behaviors exhibited by successful mentors

- They make themselves available.
- They listen to what the mentee has to say.
- They are encouraging and optimistic.
- They seem to know what is needed and when it is needed.
- They invite the mentee to watch them teach then discuss what they did and why they did it.
- They are willing to share their expertise.
- They help set realistic goals and timelines
- They make practical suggestions.
- They direct the mentee to other people or resources when they do not have answers.
- They provide the mentee with constructive and timely feedback on planning and teaching.
- They encourage the mentee to take risks and to make their own decisions.
- They help the mentee feel they are not on their own.
- They believe in the mentee's ability to succeed.



What Are the Effects of **NOT** Having Mentor Programs in Education?

- ✓ Many novice teachers get discouraged and abandon their teaching careers. Nationally it is estimated that 30% leave during their first two years, and more than 40% leave during their first four years.
- ✓ Novice teachers develop “coping” strategies to help them survive in the classroom and these strategies may be the very ones that prevent them from becoming effective teachers. These coping strategies can then “crystallize” into a teaching style that is utilized throughout the teacher’s career.
- ✓ What have been your school’s beginning teacher attrition rates? What strategies you or your school could use to retain effective beginning teachers in the education profession?

Effects in Texas

- Texas schools spend between \$329 million and \$2.1 billion on recruiting, hiring and training new teachers each year.
 - *This is money students never see.*
- Many Texas students who most need skilled, experienced teachers are continually subjected to a revolving door of novice or unqualified teachers.
 - *This results in untold losses in student achievement. An academic gap is created for students who have beginning teachers in two consecutive years.*
- In a typical cohort of beginning teachers, at the end of the first year, Texas schools retain 72% of the new teachers; at the end of five years, the retention rate for that group of teachers is only 50%.
- What does it cost to support a beginning teacher? That is up to the district, but it cost about \$6,000 to replace a beginning teacher.

Why Do We Need Mentoring?

- ✓ First-year teachers are expected to do essentially the same job as the 20-year veteran.
- ✓ Teachers are isolated from their peers for the majority of the workday thus preventing the natural mentoring process.
- ✓ The literature cites “a double barrier to assistance”-novice teachers are reluctant to ask for help for fear of appearing incompetent; experienced teachers are reluctant to offer help for fear of appearing to interfere.
- ✓ Novice teachers frequently get extremely difficult teaching assignments, which would challenge even the best veteran teachers. Naturally, this creates psychological as well as instructional problems.



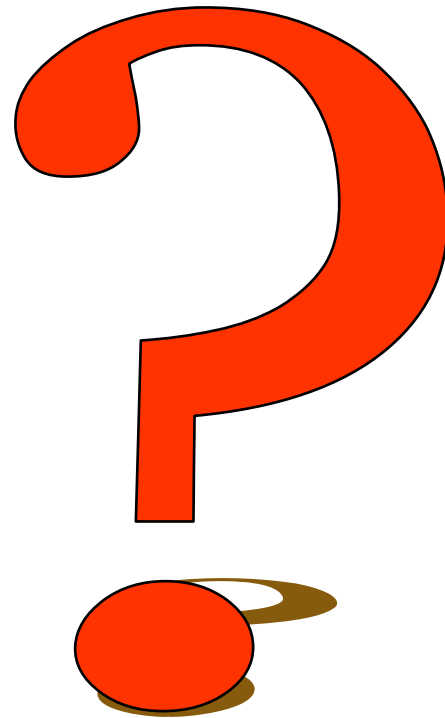
What Are the Benefits of Mentoring?

1. What types of mentoring, if any, did you receive as a beginning teacher? What was or was not beneficial?
2. How has teaching changed since you were a beginning teacher? Has teaching become more individualized or more collaborative than when you started teaching? Why?
3. What are the benefits of mentoring?

5 Benefits of Mentoring:

1. Provides both emotional and professional support for the beginning teacher.
2. Mentoring has found to cut the attrition rate by 50%.
3. Mentoring can allow beginning teachers more effective instructional strategies.
4. Mentoring can help the beginning teacher learn more effective classroom management skills.
5. Mentoring improves student learning.

MENTORING
is it RIGHT for YOU





Definitions of a Mentor

A mentor is a teacher of teachers

A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.

A mentor is a colleague with a positive attitude and a sense of humor.

A mentor is an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs, and philosophies of teaching.

A mentor is sensitive, discreet, wise, knowledgeable, and caring.

**A mentor IS NOT
a supervisor or evaluator!**

Mentor Roles

Resource

Problem-Solver

Teacher

Advocate

Trusted Listener

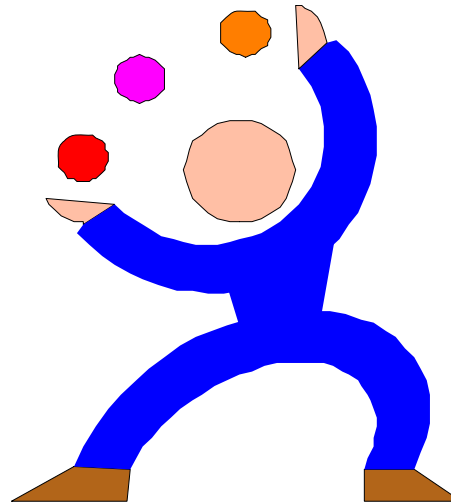
Facilitator

Assessor

Coach

Learner

Collaborator



Mentor Roles

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Mentor Roles

Resource

- Fill out forms
- Go over procedures
- Get materials
- Share ideas
- Identify people
- Provide community resources

Problem-Solver

- Visualize scenarios
- Time management
- Model flexibility
- Share stories
- Present alternatives
- Research solutions
- Encourage reflectivity by listening
- Question
- Gather information
- Analyze
- Evaluate circumstances/events

Facilitator

- Socialization & enculturation to the faculty
- Make connections
- Grade level meeting
- Communications with the principal
- Be a liaison
- Introduce to the community
- Network

Teacher

- Model
- Attend/present workshops
- Encourage
- Inspire
- Suggest
- Tell
- View
- Question

Mentor Roles, cont.

Learner

- Read
- Question
- Reflect on own learning
- How to fulfill roles
- Evaluate to dialogue about practice
- Take risks
- Openness to new ideas

Advocate

- Working conditions
- Student placement
- Materials/books/furniture.
- Number of preps
- Class/assignments grade level
- Opportunities for students for equitable learning

Assessor

- Self assess
- Observe
- Provide guidance based on assessed needs
- Break down steps
- Prioritize
- Give specific feedback
- Narrow focus

Collaborator

- Mutual exchange
- Teamwork
- Lesson plan together

Mentor Roles, cont

Trusted Listener

- Maintain confidentiality
- Be respectful
- Use nonjudgmental behaviors & language
- Ask questions
- Be reflective
- Step in—damage control

Coach

- Be a role model
- Share relevant experiences, examples and strategies
- Open new avenues for improving teaching
- Encourager
- Cheerleader

“Should I Become a **Mentor**?” ✓ checklist

- ✓ The checklist is designed to guide the self-reflection of individuals who are thinking about becoming mentors. The checklist provides a description of the qualities that are most often thought to be conducive to successful mentoring. Successful mentors generally have many of the qualities listed here, along with some other valuable qualities that are not listed but that are unique to them as individuals.
- ✓ To use the checklist, read each statement and place a checkmark in the appropriate box which represents the way you see yourself. Items 1-10 and 15-20 apply to many professional fields while items 11 -14 focus exclusively on the teaching profession.
- ✓ There is no single "ideal profile", but mentors who possess many of these qualities are likely to serve well. If you have serious doubts about the strength of your own qualifications, it might be useful to get a second opinion from a colleague who knows you well. It is also important to recognize that many of the qualities listed here are developed or learned and the result of practice.



1. I see myself as being people-oriented; I like and enjoy working with other professionals.
2. I am a good listener and respect my colleagues.
3. I am sensitive to the needs and feelings of others.
4. I recognize when others need support or independence.
5. I want to contribute to the professional development of others and to share what I have learned.
6. I am willing to find reward in service to someone who needs my assistance.
7. I am able to support and help without smothering, parenting or taking charge.
8. I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else.
9. I usually am patient and tolerant when teaching someone.
10. I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.
11. I enjoy the subject(s) I teach.
12. I set high standards for my students and myself.
13. I use a variety of teaching methods and my students achieve well.
14. Others look to me for information about my subject matter and methods of teaching.
15. Overall, I see myself as a competent professional.
16. I am able to offer assistance in areas that give others problems.
17. Others are interested in my professional ideas.

Yes

No

Training Outcomes


By the conclusion of this training, participants will be able to:

- ❖ Identify beginning teachers needs and modify support in response to those needs
- ❖ Recognize and practice the attitudes, behaviors, and skills of effective mentors

Focus Question



As a mentor, what can you do to address the concerns of new teachers?

- 
- Meet four first year teachers and hear their thoughts about teaching during the first month of school.
 - As you listen to their comments, consider what you can do as a mentor to help beginning teachers adjust to new roles and prepare for the challenges they face during the first weeks of a new school year.
 - Sandra
 - Barbara
 - Larry
 - Julia

Discussion Topic

- New Teacher Expectations

vs.

Reality



Top Ten Needs of New Teachers

- Beginning teachers are **leaving** the profession at an alarming rate. Overwhelming roles and responsibilities, feelings of isolation, and a lack of support have all contributed to the turnover.
- **However**, your input as a mentor into the life of a beginning educator can help reverse this trend. Knowing the **needs** of beginning teachers and **providing support** to them at the time they need it helps **retain** teachers by preparing them to do their jobs better, which **raises** the standards of teaching.

Needs of New Teachers

- Accurately identifying the needs of new teachers and addressing those needs at appropriate times will help you become an effective mentor. However, you and your mentee may prioritize needs differently as illustrated in this activity.
- **Part 1:**
- Prepare for this activity by completing the following steps:
 - Recall your own experiences as a first year teacher.
 - List the top ten needs of a new teacher in your building.



As you watch the “The Top Ten Needs of New Teachers,” ask yourself why it is important to be aware of the needs of the educators you mentor.

Focus Question



Why is it important to be aware of the needs of the educators you are mentoring?

Beginning Teachers

Part 2:

Check the appropriate boxes to illustrate what beginning teachers perceive to be the most critical needs of new teachers.



When you are finished, compare the results with the list you created in **Part 1**.

1. Classroom Management
2. Student Motivation
3. Individual Student Needs
4. Student Assessment
5. Classroom Organization
6. Materials, Supplies and Additional Resources
7. Lesson Planning
8. Curriculum Development
9. Relations with Parents
10. Time Management

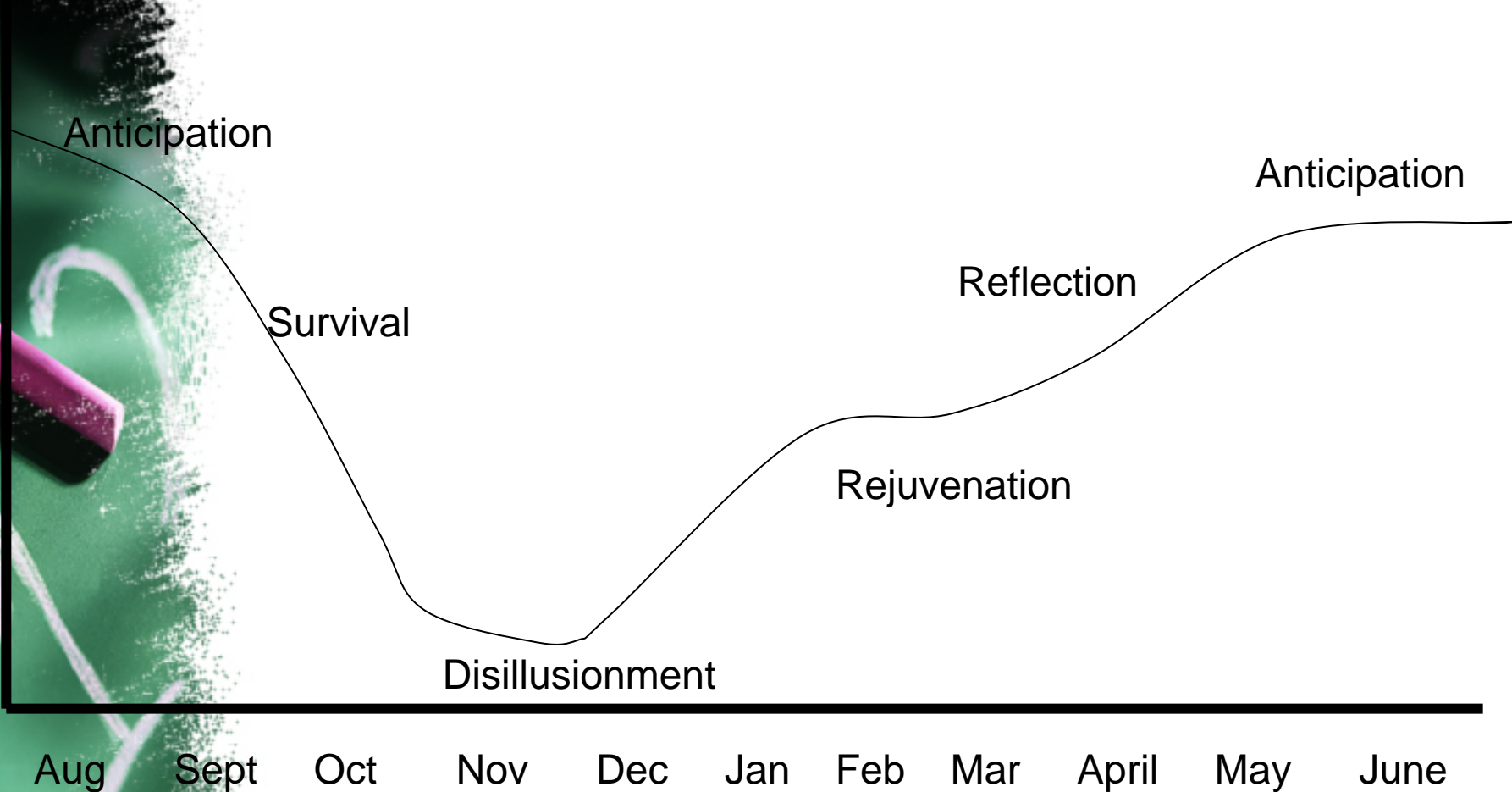
Mentor Teachers

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Attitudinal Phases of New Teacher Development



Five Phases of New Teachers

Anticipation

- New teachers enter with a tremendous **commitment** to making a difference and a somewhat **idealistic view** of how to accomplish their goals.
- This **feeling** of excitement carries new teachers through the first few weeks of school

Survival Phase

- Most new teachers **struggle** to keep head above water
- Become very **focused** and **consumed** with day-to-day routine of teaching
- **Little time** to stop and reflect on experiences
- Not uncommon to spend up to **70 hours week** on schoolwork
- Particularly **overwhelmed** by constant need to develop curriculum

Disillusionment Phase

- Enter after **six to eight weeks** of nonstop work and stress
- Intensity and length **varies** among new teachers
- **Realization** that things are not going as smoothly as want, and low morale contribute
- Begin **questioning** both commitment and competence
- Many get **sick** during this phase.
- Classroom management source of **distress**
- Express **self doubt**/low self-esteem



Rejuvenation

- Characterized by slow rise in **attitude**
- Winter break gives time to **catch breath**/resume more normal lifestyle
- Chance to **organize** materials and plan curriculum
- **Focus** on curriculum development, long-term planning and teaching strategies.
- Start to **question** ability to complete everything before end of school

Reflection

- **Begins** in May
- Particularly **invigorating** time
- **Reflect** back over year/highlight events that were successful/not
- Think about **changes** will make for next year

Focus Question



What can you do as a mentor to help mentees and other colleagues adjust to new positions?

Five Stages of First Year Teaching

- As a mentor, your guidance helps beginning teachers adjust to new positions. It also accelerates their professional growth.
- This activity asks you to examine the needs of beginning teachers and determine how you can support them at various stages of professional growth.



Scenario One

- I graduated last May with an elementary education degree. After a summer of searching for a job, I was hired just one week before school started. I'm excited to finally have a job as a teacher, but I know nothing about the school or its personnel. What should I do?
- This scenario most likely occurred during the _____ phase.


Anticipation Survival Disillusionment Rejuvenation Reflection

What is the mentee asking?

1. Keep my hopes **high**
2. Be extremely **supportive**
3. **Prepare** me and give me an **understanding** of what is to come.



What Should the Mentor Do?

- 
- 1. Offer to loan the mentee some bulletin board materials.
 - 2. Surprise the mentee by decorating the bulletin board in her classroom.
 - 3. Arrange the desks in a circle in the mentee's classroom.
 - 4. Tour the school with the mentee to observe various classroom environments.
 - 5. Schedule your mentor/mentee meetings for this semester.
 - 6. Explain how the district curriculum was developed.
 - 7. Show the mentee how to establish parent communications.
 - 8. Show the mentee how to average grades.
 - 9. Explain the evaluation forms the principal will be using for classroom observations.

Scenario **Two**

After having time off between semesters, I'm looking forward to trying new activities that will be more learner-centered. I'm thinking about having the students create a newspaper based on the events and characters in the novel we are reading. On the other hand, I don't want to lose my focus on preparing students for the state assessment. What do you think I should do?

- This scenario most likely occurred during the _____ phase.

Anticipation Survival Disillusionment **Rejuvenation** Reflection

What is mentee asking?

1. Listen to me
2. Challenge me to reflect and label my strengths
3. Help me plan new goals for growth.



What Should the Mentor Do?

- 1. Discuss end-of-year procedures.
- 2. Encourage the mentee to keep working hard and learn new teaching strategies.
- 3. Review the faculty handbook to be sure she is familiar with field trip policies.
- 4. Support the mentee's efforts to be creative.
- 5. Tell the mentee to make up her own mind and let you know if she needs anything from you.
- 6. Help the mentee take time to reflect and learn from experiences.



Scenario **Three**

- I have several students in my fourth period class who failed the first quarter because they did not do their homework. I've already talked to the students individually and contacted their parents about the problem. The conferences helped for a few days, then it was back to the same old story. I feel as if I've tried everything, but nothing I do changes anything.
- This scenario most likely occurred during the _____ phase.

Anticipation **Survival** Disillusionment Rejuvenation Reflection

What is mentee asking?

1. Listen to me
2. Question me
3. Stop by to talk and see how I am doing
4. Help me understand what I need to do and how to do it.



What Should the Mentor Do?

- 1. Hand off a ready to use lesson.
- 2. Tell him to stop assigning so much homework.
- 3. Set up a meeting to review the homework assignments.
- 4. Celebrate his successes.
- 5. Refer him to another teacher who is experiencing the same problem.
- 6. Advise him to put less emphasis on homework assignments in grading.
- 7. Brainstorm ideas on possible solutions to the situation



Scenario **Four**

- As I look back at this year, I'm really proud of the progress my fifth period class has made. I made some mistakes with them at the beginning of the year, but I think I know what to do now to avoid making those same mistakes next year.
- This scenario most likely occurred during the _____ phase.


Anticipation Survival Disillusionment Rejuvenation **Reflection**

What is mentee asking?

1. Help me **celebrate**
2. **Continue** sharing journals and sending emails to me.
3. **Conference** with me and help me **summarize** my school year.



What Should the Mentor Do?

- 
- ① 1. Encourage the mentee to document instructional strategies that worked.
 - ② 2. Celebrate the progress of the mentee's students.
 - 3. Minimize the year's accomplishments so the mentee does not become overconfident.
 - ③ 4. Reflect and draft a professional goal for the upcoming year.
 - ④ 5. Help the mentee locate summer seminars to further professional development.

Scenario **Five**

- I am trying to do as many "hands on" activity projects as I can in the classroom, but I have found that behavior problems make these activities almost impossible. I'm trying to keep alive what little interest the students have in academic work, but lately they seem more distant than ever. Maybe I just don't have what it takes to be a good teacher!
- This scenario most likely occurred during the _____ phase.

Anticipation Survival **Disillusionment** Rejuvenation Reflection



What is mentee asking?

1. **Share** experiences and solutions for similar situations
2. **Encourage** me with kind words and actions
3. Help me **reorganize** and begin again
4. Help me **focus** on good things I have accomplished.

What Should the Mentor Do?

- 1. Tell him the activities he's using are too complex for the students.
- 2. Plan to spend extra time with him to help him refocus and re-energize.
- 3. Make a list of priorities for him.
- 4. Tell him you would prefer to see him work through this problem himself.
- 5. Assist the mentee in designing and implementing engaging lesson plans.
- 6. Tell the mentee he should have contacted you earlier.
- 7. Assure him that nearly all teachers experience similar frustrations at some point throughout the year.

Behaviors of **Effective** Mentoring

- The mentor-mentee relationship can be mutually beneficial. It can contribute as much to your own development, competence, and effectiveness as it contributes to your mentee's. You will both grow professionally and contribute to the standards of the teaching profession.
- Being a great teacher, however, does not automatically make you a great mentor. To be an effective mentor, you have to change the way you think and the way you see yourself—from being a classroom teacher to being a teacher educator.
- Developing skills in the areas of adult learning and adult-to-adult relationships will help you make this transition. As you watch the video, look for specific observable behaviors that you can incorporate into your mentoring relationship to make it more effective in supporting and developing new teachers.



Focus Question



What are some examples of specific, observable behaviors that contribute to an effective mentoring relationship?

Behaviors of Effective Mentoring

- Some behaviors lead to positive mentoring relationships while others lead to ineffective mentoring.
- For example, following through with commitments is a behavior that helps build trust between you and your mentee.
- In contrast, continually rescheduling times is a behavior that discourages your mentee from trusting you.
- This activity asks you to identify observable, specific behaviors that foster a successful mentoring relationship.





Building Blocks to an Effective Mentoring Relationship

- Building Trust
- Communicating Effectively
- Cultivating Confidence
- Modeling Competence
- Welcoming Colleague

Building Trust

Examples-An effective mentor

- Respects confidences
- Creates opportunities to spend time with mentee
- Accepts responsibility
- Shares experiences
- Keeps commitments
- Leads by example

Non-examples-An ineffective mentor

- Gossips
- Avoids spending time with the mentee
- Blames others for mistakes
- Is protective of materials and ideas
- Fails to meet obligations
- Follows blindly



Communicating Effectively

Examples-An effective mentor

- Is an active listener
- Maintains good eye contact
- Gives sincere praise
- Gives timely information
- Offers constructive criticism

Non-examples-An ineffective mentor

- Interrupts constantly
- Avoids eye contact
- Offers superficial praise
- Waits until the last minute to provide information
- Criticizes unfairly



Cultivating Confidence

Examples-An effective mentor

- Celebrates accomplishments
- Suggests ideas
- Takes an open-minded approach
- Reinforces mentee's strengths

Non-examples-An ineffective mentor

- Ignores accomplishments
- Dictates what should be done
- Has a "You need to change" attitude
- Focuses on mentee's weakness

Modeling Competence

Examples-An effective mentor

- Dresses professionally
- Manages time efficiently—Is organized
- Demonstrates effective teaching techniques
- Follows up on open issues

Non-examples-An ineffective mentor

- Wears inappropriate attire
- Is tardy and misses deadlines
- Lacks organization
- Fails to apply effective teaching strategies
- Does not provide closure



Welcoming Colleague

Examples-An effective mentor

- Introduces mentee to staff
- Gives mentee a gift basket of supplies
- Is supportive & inclusive in meetings
- Meets with mentee proactively

Non-examples-An ineffective mentor

- Stays with own clique
- Takes a passive approach
- Excludes mentee from decision making processes
- Fails to follow through with mentee after school opens

Becoming an Effective Mentor

- Your actions as a mentor set the tone for the mentoring relationship.
- Use this activity to identify behavior that:
build trust, communicate effectively,
etc.



Build Trust

Read the situation and select the behavior that is the most effective in building a successful mentor-mentee relationship.

- **Situation**

Interim reports for the first four weeks of school are due tomorrow. In spite of several reminders, your mentee has procrastinated and now she is struggling to finish them before the deadline. In addition to the reports, she still has papers to grade and tomorrow's lessons to prepare.

1. Buy the mentee a large coffee and wish her luck in staying up all night to complete the reports.

Feedback:

This basically leaves the mentee on her own to deal with a stressful situation.

2. Tell the mentee that if she were not failing so many students, she wouldn't have to fill out so many reports.

Feedback:

You have stated the mentee needs to change without looking at the situation from her perspective.

3. Offer a ready-to-use lesson from your files that requires minimal preparation time for tomorrow's classes.

Feedback:

Good choice! This reduces the stress on the mentee and communicates to her that you are available to help her with her "firsts."

4. Remind the mentee that you warned her the interim reports were time consuming to prepare.

Feedback:

A judgmental attitude will discourage trust and prevent you from identifying reasons why the mentee avoided filling out the reports.

Communicate Effectively

Read the situation and select the behavior that is the most effective in building a successful mentor-mentee relationship.

- **Situation**

A neighboring teacher complains that the noise from your mentee's classroom is distracting her students.

1. Apologize on behalf of the mentee and use the mentee's inexperience as an excuse.

Feedback:

You demonstrated a lack of confidence in the mentee's ability to manage a classroom and failed to maintain your objectivity.

2. Meet with the mentee to discuss the situation and determine whether you should schedule an observation of the mentee's classroom.

Feedback:

Good choice! Meeting with your mentee to determine needs and discuss issues openly promotes effective communication.

3. Encourage the teacher who is complaining to discuss his concerns with the mentee.

Feedback:

This might be a good choice after you have met with the mentee to discuss the situation.

4. Tell the mentee not to worry. You've heard this teacher is on probation. This is probably just his way of venting frustration over the possibility of losing his job

• **Feedback:**

Gossiping does not build trust. Try a more constructive approach

Cultivate Confidence

Read the situation and select the behavior that is the most effective in building a successful mentor-mentee relationship.

- **Situation**

A mentee asks a question about building a page on the school website. You have used a few features of the web-building program, but you are not sure how to answer the question

1. Pretend you know what you are doing and try to figure out the answer as you go. If you stumble onto a solution, both you and mentee will earn something new.

Feedback:

This plan may backfire. A trial and error approach does not necessarily build confidence and credibility.

2. Tell the mentee you are also a novice at using the software and offer to introduce him to a teacher who has successfully built a very attractive web page.

Feedback:

Good choice! This reassures the mentee you will answer questions honestly and help find additional resources when needed.

3. Tell the mentee to read the instructions that were distributed in the staff meeting.

Feedback:

The mentee may already have read the instructions.

4. Tell the mentee he should be spending his time preparing lessons rather than building web pages.

Feedback:

Criticism like this will discourage your mentee from seeking help from you in the future.

Model Competence

Read the situation and select the behavior that is the most effective in building a successful mentor-mentee relationship.

- **Situation**

You are in the process of entering daily grades in your grade book when the mentee arrives for your scheduled meeting. You have plans for the evening, so you would like to finish the grades before you leave school this afternoon.

1. Give the mentee some change to get soft drinks from the vending machine for both of you while you finish entering the grades.

Feedback:

Your actions suggest that your time is more valuable than the mentee's time.

2. Put the gradebook aside and start the meeting on time.

Feedback:

Good choice! Promptness in starting meetings helps develop positive mentoring relationships and conveys professionalism.

3. Continue to fill out the gradebook during your conference with the mentee to demonstrate that teachers have to be multi-tasking in order to get everything done.

Feedback:

Dividing your attention reduces the effectiveness of your communication with the mentee.

4. Act as if you forgot about the meeting and ask if the mentee would mind waiting just a few minutes while you finish.

Feedback:

This suggests you are unorganized and unprepared for the meeting.

Welcome Colleagues

Read the situation and select the behavior that is the most effective in building a successful mentor-mentee relationship.

- **Situation**

Your new mentee seems nervous and easily intimidated during your first meeting. You've also noticed he brings his lunch every day and eats in the classroom by himself.

1. Try to put him at ease by talking at length about yourself and your experiences in the school.

Feedback:

This may help avoid embarrassing pauses in the conversation, but it may also create the impression you have no interest in the mentee's experiences.

2. Assemble a welcome package that includes a coupon for a free lunch with you in the faculty lounge.

Feedback:

Good choice! This will provide an opportunity for you to introduce the mentee to other staff members in an informal setting.

3. Tell the mentee he's being antisocial and suggest that he venture out of his classroom to mingle with the faculty.

Feedback:

Being critical will discourage your mentee from sharing feelings

4. Assume everything is o.k. The mentee is probably just shy and will eventually make friends on his own.

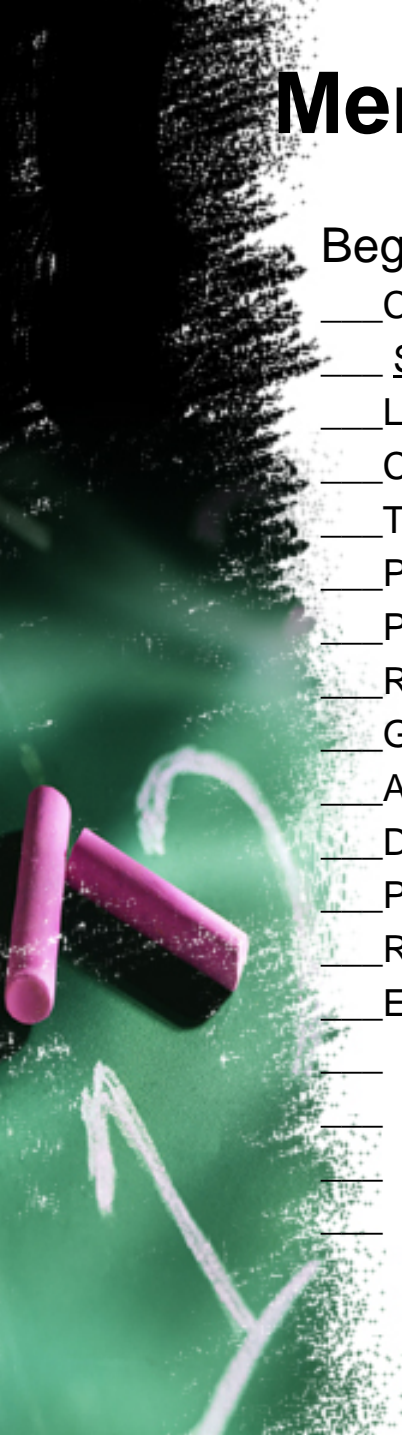
• **Feedback:**

This approach fails to actively welcome the mentee.

Mentor Checklist: Topics to Discuss

Beginning of School

- Classroom rules and procedures and arrangement and organization
- Student Code of Conduct, campus discipline procedures and referrals, etc.
- Lesson planning, expectations and procedures
- Curriculum guides, TAKS specifications, teacher editions, auxiliary materials
- Textbooks and instructional and clerical supplies
- Procedures for A-V equipment and materials
- Procedures for student permanent records
- Record keeping: student forms, attendance, lunch, etc.
- Grading guidelines, grade book procedures
- Attendance procedures for students and staff
- Dress code for students and staff
- Protocol for staff parking, lunchroom, duty, faculty meetings, etc.
- Responsibilities for special needs children (special education and IEP's)
- Emergency procedures, fire drill, tornado, etc.





First Six Weeks

- ___ Protocol for parent communication, phone calls, progress reports conferences, etc.
- ___ Open house responsibilities and expectations
- ___ Grade reporting procedures and timelines
- ___ Referral process for special programs (G/T, special education, counseling, etc.)
- ___ District and campus testing procedures
- ___ Field trip guidelines and procedures
- ___ District Teacher Appraisal System (PDAS) expectations and procedures for walk-throughs, formal and informal observations, etc.
- ___ Opportunities for professional growth, training, classroom visits, etc.
- ___ Procedures for substitutes, materials, folders, etc.

- ___
- ___
- ___
- ___



First Semester

- ___ Semester grade reporting procedures
- ___ Curriculum planning, review scope and sequence for pacing
- ___ Spring testing schedule: district benchmarks, TAKS, etc.
- ___ District Teacher Appraisal Process observations, formal and informal
- ___
- ___

End of Year

- ___ Grade reporting
- ___ Recommendations for retention, referrals, etc
- ___ Procedures for return of textbooks, supplies, AV materials, etc.
- ___ Reflection on Professional Development Plan and summer opportunities for professional development
- ___ Final checkout procedures, keys, etc.
- ___
- ___
- ___

