Mentor Manual

2019-20

Name __________________________

School _________________________
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INFORMATION

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- First-Year Teacher
- Mentor
- Administrator
- District

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mentor: an experienced and trusted advisor

Merriam-Webster
THE MISSION OF THE NORTH DAKOTA TEACHER SUPPORT SYSTEM IS TO BUILD THE CAPACITY OF TEACHER LEADERS TO DEVELOP A SYSTEM OF SUPPORT FOR EFFECTIVE TEACHERS IN EVERY SCHOOL IN OUR STATE.
Mentoring

Mentors ARE . . .

☑️ Colleagues
☑️ Guides
☑️ Role models

Mentors ARE NOT . . .

☒ Evaluators
☒ Responsible for partner teacher’s teaching performance/decisions
Mentoring Program Structure 2019-20

First-Year Teacher

- One-on-one conferencing
  - Minimum of 30 hours (15 per semester)
- Be observed by your mentor
  - 6 times per year
- Video Recording and Reflection
  - 2 times per year
- Observe other teachers
  - Minimum of 6 hours fall, 3 hours spring
- Triad Meeting
  - 2 times per year

An OPTIONAL online course is offered to support and enhance the first-year teacher experience.

Mentor

- Complete Mentor training requirements
- One-on-one conferencing
  - Minimum of 30 hours (half by Jan. 15)
- Observe first-year teacher and provide feedback during one-on-one conferencing
  - 6 times per year
- Video Recording and Reflection
  - 2 times per year
- Triad Meeting
  - 2 times per year
- Submit stipend request 2 times per year

Administrator

- Select and enroll participants in the Mentoring Program
- Participate in online administrator training
- Meet with mentor and first-year teacher in the fall and winter and verify completion of Mentoring Program activities
# Mentor Training Requirements

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<th>Who participates</th>
<th>When</th>
<th>Time</th>
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<tr>
<td><strong>Initial Mentor Training</strong></td>
<td>1. New Mentors</td>
<td>Trainings are offered in August, September and January</td>
<td>2 full days</td>
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<td>2. Mentors who have not mentored in the program in the last 4 years</td>
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<td><strong>October Seminar</strong></td>
<td>All Mentors</td>
<td>October</td>
<td>Half day</td>
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<tr>
<td><strong>Professional Learning Online Course</strong></td>
<td>All Mentors</td>
<td>See Professional Learning Handout for choices</td>
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- Requirements are figured into the $800 per semester stipend. Any activities missed will result in a stipend adjustment.
What the Mentor Program does for you

ADMINISTRATORS, MENTORS, AND FIRST-YEAR TEACHERS:

- Supports by phone calls or email at any time, please contact us
- Sends monthly emails with requirements and information

MENTORS:

- Provides materials and 2 days of training for new mentors and an opportunity to earn 1 credit at the training
- Provides materials by mail to repeat mentors
- Provides professional learning online classes with the opportunity to earn a credit
- Provides a half-day seminar in October
- Pays an $800 stipend per semester/$900 for Advanced Mentors

FIRST-YEAR TEACHERS:

- Provides a trained mentor for support and guidance
- Provides materials to help support the needs of a First-Year Teacher
- Provides an opportunity to earn 2 credits in an optional online class

DISTRICT:

- Provides training for teachers to become qualified mentors
- Provides payment of up to $500 per year for substitute pay for each mentor and first-year teacher pair to share
- Increases teacher retention
Mentoring Requirements

One-on-one Conferences

- Participate in 30 hours of one-on-one conferencing time with first-year teacher (15 hours each semester, two of which can be made up of shorter meetings)

Observations

NDTSS will provide a maximum of 5 days of substitute coverage for mentors and first-year teachers to share for observation purposes and for mentor participation in a half-day seminar plus a 2-day training, if necessary.

- Observe first-year teacher and provide feedback during one-on-one conferencing (6 times per year – minimum of 15 minutes per observation)

- Watch recording of first-year teacher and discuss during one-on-one conferencing (2 times per year – October and February – minimum of 15 minutes)

Other

- New mentors complete a 2-day training
- Two triad meetings - Administrator, First-Year Teacher and Mentor
- All mentors attend a half-day seminar in October
- Opportunities for ongoing Professional Learning
Learning Targets

1. Why is Mentoring Important?
   1-1. Know why mentoring is important
   1-2. Be able to describe the Phases of First-Year Teaching
   1-3. Be able to describe the characteristics of a good mentor
   1-4. Know the various roles that mentors can fill

2. What is Good Teaching?
   2-1. Be familiar with teaching standards
   2-2. Understand indicators of effective teaching

3. What Skills and Strategies do I Need to Be a Good Mentor?
   3-1. Identify the characteristics of a trusting relationship
   3-2. Be aware of ways to build trust as you help first-year teachers become familiar with their school
   3-3. Be able to use the Language of Support
   3-4. Understand Differentiated Mentoring
   3-5. Know and be able to follow the protocol for the Reflect-Focus-Plan-Implement Cycle for one-on-one meetings with the first-year teacher
   3-6. Identify and record objective evidence
   3-7. Use evidence and teaching standards to support professional growth
   3-8. Be familiar with resources available to support your mentoring efforts

4. How Do I Meet the Requirements of the Teacher Support System Mentor Program?
   4-1. Understand the requirements and procedures of the Teacher Support System Mentor Program
The cost of replacing a teacher is 25-35% of the annual salary and benefit costs (Alliance for Excellent Education, 2014).

It costs districts between $17,000 and $22,000 every time a teacher leaves the profession (Holdheide & Lachlan-Hache, 2019).

78% of the 2,295 first-year teachers who were mentored in the NDTSS Mentor Program are still teaching in North Dakota as of the spring of 2019.

Cost Impact

Teacher Retention Statistics

Strong Mentors

Improve teacher quality - often moving the skill level of a teacher finishing the first year to that of a 4th year teacher (Villar, 2004).

Positively impact student academic growth (Glazerman et al., 2010; New Teacher Center, 2015).

Benefit veteran teachers through new leadership opportunities and time for professional reflection and development (Villar, 2004).

Participation in a mentor program has a positive effect on:

- Job satisfaction
- Commitment
- Retention
- Teacher performance
- Student achievement

(Ingersoll, 2012)
Four Levels of Questions

1. One right answer:
   - Where do I find the copy machine?
   - What do I do when I am sick?

2. Several options but one right answer in this school:
   These are items for which at one time there were many different approaches, but chaos reigned. So, the principal or the faculty decided to use one approach. Even though there are other ways to do it, we do it this way and there’s a reason.
   - How much can I change my classroom?
   - When should I call a parent of a misbehaving kid?

*Levels 3 and 4 questions are the ones that keep teaching interesting and challenging. These are the types of questions that new teachers need a mentor for!

3. Consensus on best practice but using best practice requires professional judgment:
   - Are there certain ways I should use cooperative learning?
   - How can I motivate a student who is uninterested?

4. No consensus on best practice, so our professional judgment and caring about kids and each other is all we have to guide us:
   - How can I keep track of the whole class and keep every student engaged productively when I am working with an individual student?
   - How much time should I reserve for hands-on activity in my lessons?

Barry Sweeny
Novice teachers are hesitant to request assistance

Double Barrier To Assistance

Experienced teachers are reluctant to interfere and/or offer assistance
- **Anticipation** (During the first few days/weeks) - Tremendous commitment; idealistic view; may be elated but at the same time terrified
- **Survival** (Usually within the first month) - Overwhelmed; exaggerated “reality”; exhausted
- **Disillusionment** (After six to eight weeks) - Distressed; disenchantment; full of self-doubt and may be physically ill; question professional commitment
- **Rejuvenation** (After winter break) - Slow rise in attitude; acceptance of “realities”; renewed sense of accomplishment
- **Reflection** (Near end of year) - Invigorating; emerging vision; new phase of more realistic anticipation
Phases Of First-Year Teaching

By Ellen Moir

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Since 1988, the Santa Cruz New Teacher Project has been working to support the efforts of new teachers. After supporting nearly 1,500 new teachers, a number of developmental phases have been noted. While not every new teacher goes through this exact sequence, these phases are very useful in helping everyone involved -- administrators, other support personnel, and teacher education faculty -- in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here's a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.

Anticipation Phase

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

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching. "I thought I’d be busy, something like student teaching, but this is crazy. I’m feeling like I’m constantly running. It’s hard to focus on other aspects of my life."

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

Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

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

After six to eight weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.

Back-to-school night means giving a speech to parents about plans for the year that are most likely still unclear in the new teacher’s mind. Some parents are uneasy when they realize the teacher is just beginning and many times pose questions or make demands that intimidate a new teacher.

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

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a "showpiece" lesson is time-consuming and stressful.

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

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.
The rejuvenation phase is characterized by a slow rise in the new teacher’s attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.

"I’m really excited about my story writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals." The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. "I’m fearful of these big tests. Can you be fired if your kids do poorly? I don’t know enough about them to know what I haven’t taught, and I’m sure it’s a lot."
The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. "I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."

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

**Benevolent and Competent**

Benevolence and competency are two variables that must be present in a trusting mentoring relationship. That is, if we want to develop and sustain a productive mentoring relationship it is essential that we demonstrate through our actions, our interest in, and commitment to the well-being and success of our first-year teachers. It is, however, not enough for mentors to demonstrate such benevolence. Competency, or knowing what we are talking about and being able to make things happen, is another essential component in a trusting relationship. One without the other can lead to disastrous results. Well-developed listening and speaking skills accompanied by discretion help us know what to say when, and how to say what needs to be said.

**An Advocate**

Mentors can be advocates for their own first-year teacher and for new teachers in general. David Sides, Lead Mentor at John Adams Elementary School in Alexandria City Public Schools in Virginia, advocated for new teachers by asking to have five minutes to focus on their needs in what he calls a Mentoring Moment at each faculty meeting. This ensures that the entire staff is consistently reminded of the need to be supportive of staff members new to the school. Protecting first-year teachers from half-class set of texts, shared classrooms, multiple preparations, and, in general, from being the dumping ground of leftovers is an extremely important responsibility of mentors.

**A Role Model**

Accepting the responsibility of mentoring adds to our professional responsibilities in many ways. As mentors we are not simply tasked with assisting new teachers in their first years, we are also the face of the profession. This means that we have to model professionalism in every way . . . the way we dress, the way we speak, and the way we treat students, teaching colleagues, administrative staff, support staff, and parents. When we accept a mentoring position, we implicitly agree to support school and school district initiatives in ways that not only promote student learning, but also help new teachers understand the rationale behind these initiatives and how the initiatives are interrelated. When we ourselves do not understand the rationale and purpose of the initiatives or when we have differences of opinions with colleagues, we must model professional approaches to learning more and/or resolving conflict so that we are seen by our first-year teacher as members of a larger team, and so that they have models for professional interactions.
A Systems Thinker

Expert teachers fully understand the social and organizational systems that are in place in their own classrooms; they know that those systems establish the conditions necessary for high performing learning communities to thrive. We not only understand those systems, we monitor and correct the systems when they are not functioning smoothly. Expert mentors must not only understand the systems necessary to lead in individual classrooms, they must also understand which systems are in operation in the department, the grade level, the school, and the district and understand how those systems work. This is even more important today than it has been in the past, because almost all school districts now include in their teacher performance criteria statements that require collaboration with colleagues as well as support and contribution toward the accomplishment of school and district goals. Given that many teacher preparation programs do not include course work on collaboration or professional goal setting aligned with district mission statements, it falls on our shoulders to coach and guide new teachers around these issues. This is a significant change in some schools, so mentors need to be ever vigilant in building their own understanding of school and district goals and in translating them for teachers new to the district. To accomplish this, we need to use district documents to plan our data-driven discussions with new teachers.

A Student Learning Guru

A challenge for all educators is finding the balance between personal practical experience and reaching out to the research base on teaching and learning. As mentors we must not only know and be able to share strategies that work; we also need to be able to explain the reasons a given strategy is a good choice for a particular instructional situation. As expert teachers, we have integrated the best of many approaches and initiatives into our practice and usually do not stop and think about the name of the strategy or the reasons we selected it. In order to be successful mentors, we must do careful analyses of our own teaching decisions so that we can identify for our first-year teacher the variables we consider when making instructional decisions. We can demonstrate our belief that “It hasn’t been taught, if it hasn’t been caught.”, by purposefully articulating how we use task analysis and formative assessment data to adjust our instructional decisions.

A Life-Long Learner

A natural pitfall of being seen as expert teachers is that newcomers may decide that we have all the answers. It is important to communicate that the more we know, the better we understand just how much we do not yet know. Planning lessons together is an excellent way to support new teachers and to share our own thinking about planning instruction for diverse learners. In this mentoring format, each party is doing his/her own planning by sitting side by side and asking for and receiving suggestions from each other. The lessons being planned can be for completely different subjects or grade levels. We all have lots to learn from one another no matter what we are teaching.
Grounded

We remember well those situations when we were so uncomfortable with what we were being asked to do that all our attention and energy went toward our own survival and success. We did not yet have both feet on the ground. As we developed our content knowledge and built our instructional repertoires, we became more grounded and were able to focus on and respond to the needs of the learners. The same developmental pattern unfolds as we learn to be mentors. We have to learn more about how adults learn, how to approach adult learners who view the world through a lens different from ours, and how to provide growth-producing feedback. Until we have developed our mentoring knowledge and built our mentoring repertoire, it is easy to lose sight of the purpose of the mentoring process. If we are not comfortable with ourselves personally and professionally, with our role in the school community, and with our skill sets as mentors, it is easy to be thrown “off our game” by the multiple responsibilities which make demands on our time and energy.

Capable of Bobbing and Weaving

Change happens! While school systems tend to move more slowly than other organizations, we are always subject to new programs, new approaches, and new directions. Just when we think things are stabilized, financial or political variables lead to shifts in direction. New teachers struggle to seek balance between their professional and personal lives. Mentors can assist with this effort by minimizing our own reactions to new directions and looking for the ways to make the new approach contribute not only to student learning but to the professional growth of the new teachers. A great stress reducer for both first-year teachers and mentors is to ask no matter what the change, “Given that ..., how shall we move forward?” Energy spent on pity parties can be redirected to finding ways to deal with whatever change has come forth.

Adapted from Just ASK Publications & Professional Development Mentoring in the 21st Century Issue V By Paula Rutherford
Qualities That Lead to Successful Mentoring

Take a minute to read the list and check those that are your strengths and consider those that may be your challenges.

☐ I see myself as being people-oriented; I like and enjoy working with other professionals.

☐ I am a good listener and respect my colleagues.

☐ I am sensitive to the needs and feelings of others.

☐ I recognize when others need support or independence.

☐ I want to contribute to the professional development of others and to share what I have learned.

☐ I am willing to find reward in service to someone who needs my assistance.

☐ I see myself as flexible and willing to adjust my schedule to meet the needs of someone else.

☐ I usually am patient and tolerant when teaching someone.

☐ I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.

☐ I enjoy the subject(s) I teach.

☐ I set high standards for myself and for my students.

☐ I use a variety of teaching methods and my students achieve well.

☐ Others look to me for information about my subject matter and methods of teaching.

☐ Overall, I see myself as a competent professional.

☐ I am able to offer assistance in areas that give others problems.

☐ I am able to explain things at various levels of complexity and detail.

☐ Others are interested in my professional ideas.

☐

☐

Last items are reserved for descriptions of your unique and special assets for mentoring.
As a Mentor, what do I predict will be my . . .

★ Strengths:

! Challenges:

¿ Questions that came to mind:
### Mentor Roles

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<th>Description</th>
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<td>Trusted Listener</td>
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TEACHING STANDARDS

Every district in the state uses a set of Teaching Standards for their Teacher Evaluation system.

We want you to use the Teaching Standards your district has chosen in your work with your first-year teacher.

ND Teacher Support System mentors DO NOT use teaching standards to EVALUATE their first-year teacher.
Potential Uses for Teaching Standards for Mentors

- Teacher self-assessment tool
- Teacher growth tool

NDTSS Purpose is for Growth not Evaluation

The purpose for Mentors using Teaching Standards is to . . .

- Dig a little deeper into how the Teaching Standards can help increase teacher effectiveness and help the Mentor to feel comfortable having conversation with the First-year Teacher using Teaching Standards.
- Understand that regardless of which standard is being used, they all cover many aspects of teaching.
### COMPONENTS OF PROFESSIONAL PRACTICE

**BY CHARLOTTE DANIELSON**

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<td>2a: Creating an Environment of Respect and Rapport</td>
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<td>□ Teacher interaction with students</td>
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<td>□ Knowledge of prerequisite skills</td>
<td>□ Student interactions with other students</td>
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<td>□ Knowledge of content-related pedagogy</td>
<td>2b: Establishing a Culture for Learning</td>
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<td>1b: Demonstrating Knowledge of Students</td>
<td>□ Importance of the content</td>
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<tr>
<td>□ Value, sequence, and alignment</td>
<td>□ Performance of non-instructional duties</td>
</tr>
<tr>
<td>□ Clarity</td>
<td>□ Supervision of volunteers and paraprofessionals</td>
</tr>
<tr>
<td>□ Balance</td>
<td>2d: Managing Student Behavior</td>
</tr>
<tr>
<td>□ Suitability for diverse learners</td>
<td>□ Expectations</td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>□ Monitoring of student behavior</td>
</tr>
<tr>
<td>□ Resources for the classroom</td>
<td>□ Response to student misbehavior</td>
</tr>
<tr>
<td>□ Resources to extend content knowledge and pedagogy</td>
<td>2e: Organizing Physical Space</td>
</tr>
<tr>
<td>□ Resources for students</td>
<td>□ Safety and accessibility</td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td>□ Arrangement of furniture and use of physical resources</td>
</tr>
<tr>
<td>□ Learning activities</td>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>□ Instructional materials and resources</td>
<td>□ Expectations for learning</td>
</tr>
<tr>
<td>□ Instructional groups</td>
<td>□ Directions and procedures</td>
</tr>
<tr>
<td>□ Lesson and unit structure</td>
<td>□ Explanations of content</td>
</tr>
<tr>
<td>□ Use in future teaching</td>
<td>□ Use of oral and written language</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>□ Student completion of assignments</td>
<td>□ Quality of questions</td>
</tr>
<tr>
<td>□ Student progress in learning</td>
<td>□ Discussion techniques</td>
</tr>
<tr>
<td>□ Non-instructional records</td>
<td>□ Student participation</td>
</tr>
<tr>
<td>□ Information about the instructional program</td>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>□ Information about individual students</td>
<td>□ Activities and assignments</td>
</tr>
<tr>
<td>□ Engagement of families in the instructional program</td>
<td>□ Grouping of students</td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td>□ Instructional materials and resources</td>
</tr>
<tr>
<td>□ Relationships with colleagues</td>
<td>□ Structure and pacing</td>
</tr>
<tr>
<td>□ Involvement in a culture of professional inquiry</td>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>□ Service to the school</td>
<td>□ Assessment criteria</td>
</tr>
<tr>
<td>□ Participation in school and district projects</td>
<td>□ Monitoring of student learning</td>
</tr>
<tr>
<td>4d: Participating in a Professional Community</td>
<td>□ Feedback to students</td>
</tr>
<tr>
<td>□ Enhancement of content knowledge and pedagogical skill</td>
<td>□ Student self-assessment and monitoring of progress</td>
</tr>
<tr>
<td>□ Receptivity to feedback from colleagues</td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
<tr>
<td>□ Service to the profession</td>
<td>□ Lesson adjustment</td>
</tr>
<tr>
<td>□ Integrity and ethical conduct</td>
<td>□ Response to students</td>
</tr>
<tr>
<td>□ Service to students</td>
<td>□ Persistence</td>
</tr>
<tr>
<td>□ Advocacy</td>
<td></td>
</tr>
</tbody>
</table>
## Marshall Teacher Model

<table>
<thead>
<tr>
<th>A. Planning and Preparation for Learning</th>
<th>B. Classroom Management</th>
<th>C. Delivery of Instruction</th>
<th>D. Monitoring, Assessment, and Follow-Up</th>
<th>E. Family and Community Outreach</th>
<th>F. Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
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</tr>
<tr>
<td>e. Anticipation</td>
<td>e. Routines</td>
<td>e. Clarity</td>
<td>e. Recognition</td>
<td>e. Involving</td>
<td>e. Judgment</td>
</tr>
<tr>
<td>g. Engagement</td>
<td>g. Repertoire</td>
<td>g. Engagement</td>
<td>g. Tenacity</td>
<td>g. Responsiveness</td>
<td>g. Leadership</td>
</tr>
<tr>
<td>h. Materials</td>
<td>h. Efficiency</td>
<td>h. Differentiation</td>
<td>h. Support</td>
<td>h. Reporting</td>
<td>h. Openness</td>
</tr>
<tr>
<td>i. Differentiation</td>
<td>i. Prevention</td>
<td>i. Nimbleness</td>
<td>i. Analysis</td>
<td>i. Outreach</td>
<td>i. Collaboration</td>
</tr>
</tbody>
</table>
### Marshall Model

Criteria listed below comes from a 3 on the rubric-scale.

<table>
<thead>
<tr>
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<td><strong>Criteria</strong></td>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>a. Knowledge: Knows the subject matter well and has a good grasp of child development and how students learn.</td>
<td>a. Expectations: Clearly communicates and constantly enforces high standards for student behavior.</td>
<td>a. Expectations: Conveys to students: This is important, you can do it, and I'm not going to give up on you.</td>
<td>a. Criteria: Posts criteria for proficiency, including rubrics and exemplars of student work.</td>
<td>a. Respect: Communicates respectfully with parents and is sensitive to different families' culture and values.</td>
<td>a. Attendance: Has very good attendance (95-97%).</td>
</tr>
<tr>
<td>b. Standards: Plans the year so students will meet high standards and be ready for standardized assessments.</td>
<td>b. Relationships: Is fair and respectful toward students and builds positive relationships.</td>
<td>b. Mindset: Tells students that effective effort, not innate ability, is the key.</td>
<td>b. Diagnosis: Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.</td>
<td>b. Belief: Shows parents a genuine interests and belief in each child's ability to reach standards.</td>
<td>b. Language: Uses correct grammar, syntax usage, and spelling in professional contexts.</td>
</tr>
<tr>
<td>c. Units: Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.</td>
<td>c. Goals: Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.</td>
<td>c. On-the-Spot: Frequently checks for understanding and gives students helpful information if they seem confused.</td>
<td>c. Expectations: Gives parents clear expectations for student learning and behavior for the year.</td>
<td>c. Reliability: Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.</td>
<td></td>
</tr>
<tr>
<td>d. Assessments: Plans on-the-spot and unit assessments to measure student learning.</td>
<td>d. Social-emotional: Fosters positive interactions among students and teacher useful social skills.</td>
<td>d. Connections: Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.</td>
<td>d. Self-Assessment: Has students set goals, self-assess, and know where they stand academically at all times.</td>
<td>d. Communication: Promptly informs parents of behavior and learning problems, and also updates parents on good news.</td>
<td>d. Professionalism: Demonstrates professional demeanor and maintains appropriate boundaries.</td>
</tr>
<tr>
<td>e. Anticipation: Anticipates misconceptions that students might have and plans to address them.</td>
<td>e. Routines: Teacher routines and has students maintain them all year.</td>
<td>e. Clarity: Uses clear explanations, appropriate language, and examples to present material.</td>
<td>e. Recognition: Regularly posts students' work to make visible their progress with respect to standards.</td>
<td>e. Involving: Updates parents on the unfolding curriculum and suggests ways to support learning at home.</td>
<td>e. Judgment: Is ethical and forthcoming, uses good judgment, and maintains confidentiality with student information.</td>
</tr>
<tr>
<td>f. Lessons: Designs lessons focused on measurable, achievable outcomes aligned with unit goals.</td>
<td>f. Responsibility: Develops students' self-discipline and teaches them to take responsibility for their own actions.</td>
<td>f. Repertoire: Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.</td>
<td>f. Interims: Promptly uses data from interim assessments to adjust teaching, re-teaching, and follow up with filing students.</td>
<td>f. Homework: Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.</td>
<td>f. Above-and-Beyond: Shares responsibility for grade-level and school-wide activities and takes part in extra activities.</td>
</tr>
<tr>
<td>g. Engagement: Designs lessons that are relevant, motivating, and likely to engage most students.</td>
<td>g. Repertoire: Has repertoire of discipline &quot;moves&quot; and can capture and maintain students' attention.</td>
<td>g. Engagement: Has students actively think about, discuss, and use the ideas and skills being taught.</td>
<td>g. Tenacity: Takes responsibility for students who are not succeeding and gives them extra help.</td>
<td>g. Responsiveness: Responds promptly to parents concerns and makes parents feel welcome in the school.</td>
<td>g. Leadership: Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.</td>
</tr>
<tr>
<td>h. Materials: Designs lessons that use an appropriate, multicultural mix of materials and technology.</td>
<td>h. Efficiency: Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>h. Differentiation: Differentiates academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>h. Support: When necessary, refers students for specialized diagnosis and extra help.</td>
<td>h. Openness: Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</td>
<td></td>
</tr>
<tr>
<td>i. Differentiation: Designs lessons that target several learning needs, styles, and interests.</td>
<td>i. Prevention: Has a confident, dynamic presence and nips most discipline problems in the bud.</td>
<td>i. Nimbleness: Is flexible about modifying lessons to take advantage of teachable moments.</td>
<td>i. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</td>
<td>i. Outreach: Reaches out to all parents and is tenacious in contacting hard-to-reach parents.</td>
<td>i. Collaboration: Collaborates with colleagues to plan units, share teaching ideas, and look at student work.</td>
</tr>
<tr>
<td>j. Environment: Organizes classroom furniture, materials, and displays to support unit and lesson goals.</td>
<td>j. Incentives: Uses incentives wisely to encourage and reinforce student cooperation.</td>
<td>j. Closure: Has students sum up what they have learned and apply it in a different context.</td>
<td>j. Reflection: Reflects on the effectiveness of lessons and units and continuously works to improve them.</td>
<td>j. Resources: Reaches out to families and community agencies to bring in volunteers and additional resources.</td>
<td>j. Growth: Seeks out effective teaching ideas from colleagues, workshops, and other resources and implements them well.</td>
</tr>
</tbody>
</table>
Marzano Art and Science of Teaching Framework
Learning Map

Domain 1: Classroom Strategies and Behaviors
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segments Involving Routine Events

Design Question 1
What will I do to establish and communicate learning goals, track student progress, and celebrate success?
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Design Question 6
What will I do to establish or maintain classroom rules and procedures?
4. Establishing Classroom Rules
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

Design Question 2
What will I do to help students effectively interact with new knowledge?
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bits"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

Design Question 3
What will I do to help students practice and deepen their understanding of new knowledge?
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

Design Question 4
What will I do to help students generate and test hypotheses about new knowledge?
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

Design Question 5
What will I do to engage students?
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

Design Question 7
What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
33. Demonstrating "Whiteness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

Design Question 8
What will I do to establish and maintain effective relationships with students?
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

Design Question 9
What will I do to communicate high expectations for all students?
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question,
Design Question 10: What will I do to develop effective lessons organized into a cohesive unit? is contained in Domain 2: Planning and Preparing.

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Marzano Model – new condensed version

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING
- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

STANDARDS-BASED INSTRUCTION
- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

CONDITIONS FOR LEARNING
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

PROFESSIONAL RESPONSIBILITIES
- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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### Providing and Communicating Clear Learning Goals
1. Providing scales and rubrics
2. Tracking student progress
3. Celebrating success

### Assessment
4. Informal assessments of the whole class
5. Formal assessments of individual students

### Direct Instruction Lessons
- 6. Chunking content
- 7. Processing content
- 8. Recording and representing content

### Practicing and Deepening Lessons
- 9. Structured practice sessions
- 10. Examining similarities and differences
- 11. Examining errors in reasoning
- 12. Engaging students in cognitively complex tasks
- 13. Providing resources and guidance
- 14. Generating and defending claims

### Strategies That Appear in ALL Types of Lessons
- 15. Previewing
- 16. Highlighting critical information
- 17. Reviewing content
- 18. Revising knowledge
- 19. Reflecting on learning
- 20. Purposeful homework
- 21. Elaborating on information
- 22. Organizing students to interact

### Engagement
- 23. Noticing when students are not engaged and reacting
- 24. Increasing response rates
- 25. Using physical movement
- 26. Maintaining a lively pace
- 27. Demonstrating intensity and enthusiasm
- 28. Presenting unusual information
- 29. Using friendly controversy
- 30. Using academic games
- 31. Providing opportunities for students to talk about themselves
- 32. Motivating and inspiring students

### Rules and Procedures
- 33. Establishing rules and procedures
- 34. Organizing the physical layout of the classroom
- 35. Demonstrating “withitness”
- 36. Acknowledging adherence to rules and procedures
- 37. Acknowledging lack of adherence to rules and procedures

### Relationships
- 38. Using verbal and nonverbal behaviors that indicate affection for students
- 39. Understanding students' backgrounds and interests
- 40. Displaying objectivity and control

### Communicating High Expectations
- 41. Demonstrating value and respect for reluctant learners
- 42. Asking in-depth questions of reluctant learners
- 43. Probing incorrect answers with reluctant learners

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The New Art and Science of Teaching
Marzano Research 2016
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4 Vital Signs of Trust

1. **Respect**
   Characterized by both parties’ willingness to listen without judgment. Respect requires each party to commit to value the other’s perspective, even when each disagrees.

2. **Personal Regard**
   Demonstrated by a willingness to go the extra mile. When mentors and newcomers demonstrate their regard for one another, both parties feel valued and committed to the mentoring relationship.

3. **Competence in Core Role Responsibilities**
   Essential for newcomers to grow professionally. Mutual regard for one another’s capabilities enhances the relationship and the outcomes it produces.

4. **Personal Integrity**
   Involves keeping one’s word and being driven by a moral and ethical perspective in one’s work.

To ponder: What are some indicators of these in a mentoring relationship?
## Ideas for Creating a TRUSTING Relationship

### Four Vital Signs of Trust

(Bryk and Schneider, 2003)

<table>
<thead>
<tr>
<th>Respect</th>
<th>Personal Regard</th>
<th>Competence in Core Responsibilities</th>
<th>Personal Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterized by both parties’ willingness to listen without judgment</td>
<td>Demonstrated by a willingness to go the extra mile for the first-year teacher</td>
<td>Mutual regard for one another’s capabilities enhances the relationship and outcomes it produces</td>
<td>Keeping one’s word and being driven by a moral and ethical perspective</td>
</tr>
</tbody>
</table>

**What can you do to develop a trusting relationship with your first-year teacher?**
The first-year teacher may share with the mentor and the principal.
The principal may share with the mentor and the first-year teacher.
The mentor may only share with the first-year teacher, NOT with the principal.

Give One-Get One Chart
Confidentiality

Effective mentoring relationships create a safe environment where novice educators can openly share their struggles, authentically articulate their thinking, and bravely take risks to improve their teaching practice. Trust is essential to creating these mentoring relationships. The development of trust comes through a commitment to confidentiality and is an essential component of mentoring. When the new educator is confident in the mentor’s intention and discretion, there is a higher level of honesty and investment in the relationship.

Communicating with Administrators and Colleagues

Mentors need to maintain confidentiality in conversations with administrators and colleagues. Sharing information with others can compromise the trusting relationship that a mentor must have with a new educator. It is even inadvisable to share good things a mentor sees.

It is critical that mentors refrain from becoming the go-between for the new educator and other staff members, including the principal. New teachers need to develop their own relationships with colleagues. Likewise, new educators and administrators need to develop a professional relationship to maximize the growth of the novice. If the principal communicates concerns to a mentor (in a one-sided conversation), it is effective practice for the mentor to encourage the principal to communicate those concerns to the new teacher as well.

Separating Mentoring from Evaluation

Assisting new educators to understand the evaluation process, use districts’ instructional frameworks, and gather evidence of student learning is the shared responsibility of mentors, coaches, colleagues and principals. These are essential for teacher growth. While mentors do use instructional frameworks and observe and give feedback, they do not provide information to administrators that might be used in evaluation. The confidential trusting relationship between mentors and educators is necessary for real improvement in performance and must be carefully protected.
If approached by an administrator or colleague…

**Tips for Talking**

### Hand it back

Principal: How is ______ doing?

Mentor: I am enjoying our work together. Is there a specific topic or practice you would like us to pursue?

Colleague: Someone really needs to help the new teacher next door. ______’s kids are really out of control.

Mentor: I am sure ________ would appreciate your support. Learning to teach is such complex work.

### State a shared value and set a boundary

Principal: I am wondering what you think of _____’s work?

Mentor: I know we are both committed to seeing high quality instruction in all classes. I am sure that you understand that to build a trusting relationship with ________, I need to maintain confidentiality. If you would like, I can listen to what you would like us to work on.
**Examples of Potential Mentor Responses**

*If you are clear about boundaries and confidentiality at the first triad meeting at the beginning of the year, you may not need any of these.*

How are things going with your first-year teacher?

______________________________
______________________________
______________________________

How are things going with your first-year teacher?

______________________________
______________________________
______________________________

How are things going with your first-year teacher?

______________________________
______________________________
______________________________

How are things going with your first-year teacher?
TRIAD MEETINGS

Who

- Administrator
- First-Year Teacher
- Mentor

When

Two meetings per year.

- The first meeting should be held as soon as possible, in August or September.
- The second should be held in the middle of the year in December or January.

Why

Triad meetings allow mentors to strengthen the administrator-mentor interactions so first-year teachers can grow as professionals. Mentors can make certain that administrators understand the rationale for and support confidentiality between a first-year teacher and mentor. For first-year teachers to take the necessary risks to grow, they must feel safe. Thus, they must trust that the relationship between themselves and their mentor is confidential. An administrator who understands and respects this confidentiality fosters a community of trust. Involved administrators develop effective three-way relationships that sanction confidentiality and clearly demonstrate that everyone is working toward a common goal - successful teaching and learning.

Notes

- This meeting does not count toward one-on-one conferencing time.
- If the mentor and first-year teacher are in different buildings, these Triad Meetings should be held with the administrator of the first-year teacher’s building.
- The mentor may also want to have a “Diad” meeting with his/her own administrator, so the administrator understands what the mentor is expected to do.
- The initial meeting can be done in groups with more than one mentor/first-year teacher pair meeting at the same time with the administrator. The mid-year meeting needs to be done with only one mentor/first-year teacher pair and the administrator at a time.
Planning for the meeting

- We have included an optional form you can use to plan for these meetings. This sheet does not need to be turned in to anyone; it is to guide the mentor in preparing for the meeting.
- The administrator and first-year teacher should be told ahead of the meeting what they will be asked to do in Part 4 (administrator) and Part 5 (first-year teacher) on the form so they can prepare.

Suggested script for Step 3. Clarification of firewall

“My ability to be helpful to (first-year teacher) is dependent on our relationship being built on confidentiality and trust. It’s important that (first-year teacher) knows that my only responsibility is to support him/her and I won’t be reporting on or evaluating him/her. Research also tells us how important the support of the administrator is to the success of a first-year teacher, so if you see a way that I can encourage or guide him/her it would be helpful for you to let us know so we can work on that. We want to make sure you know, (first-year teacher), that we are a team here to support you, even though we have different responsibilities to you.”
**Initial Triad Meeting**

<table>
<thead>
<tr>
<th>Plans for Meeting</th>
<th>Meeting notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting - <em>Acknowledge appreciation for everyone’s involvement in the meeting</em></td>
<td></td>
</tr>
<tr>
<td>2 Go over requirements of the program-roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>(see prior page)</td>
<td></td>
</tr>
<tr>
<td>3 Clarification of “firewall” <em>(use suggested script on prior page)</em></td>
<td></td>
</tr>
<tr>
<td>4 • Ask principal to share his/her goals for the program</td>
<td></td>
</tr>
<tr>
<td>• Ask what dates he/she wants the first-year teacher to be prepared for</td>
<td></td>
</tr>
<tr>
<td>• Ask what other systems are in place to provide support for the first-year teacher <em>(ex. coaches, literacy experts, first-year teacher support meetings)</em></td>
<td></td>
</tr>
<tr>
<td>• Other expectations the principal has</td>
<td></td>
</tr>
<tr>
<td>5 Opportunity for first-year teacher to ask questions or provide input</td>
<td></td>
</tr>
<tr>
<td><em>What questions do you have about the school, mentoring…?</em></td>
<td></td>
</tr>
<tr>
<td>6 Any other things to be addressed</td>
<td></td>
</tr>
<tr>
<td><em>Committees, other responsibilities…</em></td>
<td></td>
</tr>
<tr>
<td>7 Thank everyone in attendance</td>
<td></td>
</tr>
</tbody>
</table>
SECOND TRIAD MEETING

Date of meeting (usually at mid-year):

Planning for the meeting

- We have included an optional form you can use to plan for these meetings. This sheet does not need to be turned in to anyone; it is to guide the mentor in preparing for the meeting.

- The administrator and first-year teacher should be told ahead of the meeting what they will be asked to do in Part 4 (administrator) and Part 5 (first-year teacher) on the form so they can prepare.

Suggested script for Step 3. Clarification of firewall

“I want to revisit something we talked about in our first meeting last fall and that is our responsibilities as far as evaluation. We want to restate that it is the administrator’s responsibility to SUPPORT AND EVALUATE and my responsibility is to SUPPORT only. The administrator can share information with me that I can use to support you, but I do not share evaluative information with him/her. Does anyone have concerns or questions about that at this point in time?”

<table>
<thead>
<tr>
<th>Suggested script for Step 3. Clarification of firewall</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Mid-Year Trial Meeting

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Fecha de la reunión (generalmente a mitad del año)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>RESPONSABILIDADES</td>
</tr>
<tr>
<td>ADMINISTRADOR</td>
<td>RESPONSABILIDADES</td>
</tr>
<tr>
<td>PROFESOR</td>
<td>RESPONSABILIDADES</td>
</tr>
<tr>
<td>MENTOR</td>
<td>RESPONSABILIDADES</td>
</tr>
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</tbody>
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<table>
<thead>
<tr>
<th>Paso de la Reunión</th>
<th>Notas de la Reunión</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saludo: agradecimiento por su participación en la reunión.</td>
<td></td>
</tr>
<tr>
<td>2. Revisión del plan y responsabilidades. El administrador debe decir a qué se compromete para ayudar y el mentor debe decir a qué se compromete para evaluar.</td>
<td></td>
</tr>
<tr>
<td>3. Clarificación de ‘firewall’. El administrador debe decir a qué se compromete para ayudar y el mentor debe decir a qué se compromete para evaluar.</td>
<td></td>
</tr>
<tr>
<td>4. Procesos y evaluaciones. El administrador debe decir a qué se compromete para ayudar y el mentor debe decir a qué se compromete para evaluar.</td>
<td></td>
</tr>
<tr>
<td>5. Oportunidades para evaluar. El administrador debe decir a qué se compromete para ayudar y el mentor debe decir a qué se compromete para evaluar.</td>
<td></td>
</tr>
<tr>
<td>6. Cualquier cosa que se deba mencionar.</td>
<td></td>
</tr>
<tr>
<td>7. Beda a todos que participaron.</td>
<td></td>
</tr>
</tbody>
</table>

| Fecha de la reunión (generalmente a mitad del año) | | |
|--------------------------------------------------|-----------------|
|ADMINISTRADOR | RESPONSABILIDADES |
|PROFESOR | RESPONSABILIDADES |
|MENTOR | RESPONSABILIDADES |
|PRINCIPAL | RESPONSABILIDADES |

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</tr>
</tbody>
</table>
## Mid-Year Triad Meeting

**School**  
_________________________

**First-year Teacher**  
_________________________  **Date of Meeting**  
_________________________

**Mentor**  
_________________________  **Time of Meeting**  
_________________________

**Principal**  
_________________________  **Place of Meeting**  
_________________________

### Plans for Meeting

<table>
<thead>
<tr>
<th></th>
<th>Meeting notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting - Acknowledge appreciation for everyone’s involvement in the meeting</td>
</tr>
</tbody>
</table>
| 2 | Go over requirements of the program, roles and responsibilities (see prior page)  
Mentor shares any concerns with scheduling to meet the program requirements that the principal might help with  
- Note the change to a minimum of 180 minutes required for FYT observations |
| 3 | Clarification of “firewall” (use suggested mid-year script on prior page) |
| 4 | • Ask principal to share how he/she feels the program is working  
• Ask what upcoming dates he/she wants the first-year teacher to be prepared for  
• Other expectations the principal has |
| 5 | Opportunity for first-year teacher to ask questions or provide input  
How are things going with the program?  
Ex. Questions about visits to observe other teachers. |
| 6 | Any other things to be addressed (from principal, mentor, or first-year teacher) |
| 7 | Thank everyone in attendance |
You will want to watch this early on with your first-year teacher to help him or her understand the Program. It lasts about 10 minutes and can be counted as one of your early one-on-one conferences. Be sure to take time to answer questions.

**ND Teacher Support System Coordinator**

LINK: https://screencast-o-matic.com/watch/cbi1FwloAf

A link to the screencast will be emailed to you.
## Getting to Know You

**For both Mentor and First-Year Teacher**

### Personal

- Name
- Birthdate
- Hometown
- High School
- College/s
- Activities/hobbies/interests

### Professional

- Current School Position
- Extra Duties
- What inspired you to enter the teaching profession?
- What have been some high points/low points in your education career?
- What is your vision of the ideal classroom?

### Mentor Program

- Tell me about a teacher who made a significant impact on your life. Who was it? What did he/she do?
- What are your expectations of this mentoring program?
- How might I best support you?
- Describe how you feel about feedback. “It’s best when…” "It’s best delivered in the form of…”
- Is there anything else I should know that would facilitate our working relationship?
**First-year Teacher Orientation to the School and District**

**Things to Know About your New School**
- Phone, email, website address of school
- Number of students enrolled in the school
- Organization of school classrooms - number, shape of school, teachers per grade level
- Special programs or activities in the school
- What teachers are most proud of in the school
- How the school relates to other schools in the district

**Introduce the First-Year Teacher to:**
- Principals and assistant administrators
- Department chairs
- Teachers in the building by grade level or department
- Specialist teachers (art, music, computer, physical education, etc.)
- Special services (LD, Speech, ED etc.)
- Support specialists (guidance, psychologist, counselor, nurse, etc.)
- Support personnel (secretaries, aides, paraprofessionals)
- Custodians and lunchroom employees
- Building-based support teams
- Police officers
- Other colleagues in building or district that could be a valuable resource

**Building Floor Plan and School Organization**
- Map of school with room numbers and exits clearly labeled
- Map of schoolyard, where buses drop off, and where students enter and exit
- Policies for setting up classrooms

**Teacher Union Information and State Licensing Information**
- Representatives
- Understanding paying dues
- Reviewing the teacher contract and state requirements
FIRST-YEAR TEACHERS NEED TO KNOW THIS - NOW

Materials

- Class lists
- Curriculum guides for grade levels
- Materials - supplies for classroom projects, bulletin boards, etc.
- Mission statements and vision statements
- PowerSchool information
- Report cards and parent communication
- Schedules (daily, weekly, block, holiday)
- State policy for reporting abuse, neglect or other legal issues
- Substitute teacher expectations
- Teacher-student handbook - classroom and school rules, policies, behavior and classroom expectations

Procedures and School Culture Protocol

- Classroom cleanup expectations
- Copy machine - procedures, copyright laws, etc.
- Dress code
- Drills - tornado, fire, lockdown, etc.
- First aid procedure
- Getting support for students in crisis
- Guidelines for referring students for special services or extra help
- Guidelines for referring students for misbehavior
- Hours expected to be in building
- How to use the library to enhance teaching resources
- Instructional resources
- Keys - explain access points and hours
- Library - policies, checkout, classroom use, etc.
- Other school customs for holidays or staff birthdays, etc.
- Parking
- Protocols and expectations that are not written (how teachers get lunch and where they eat, etc.)
- Sending students to the nurse
- Share the model your school is using, i.e., workshop, project-based learning
- Student attendance and tardy procedures
- Supervisory duties and expectation for first-year teachers
- Use of classroom phones
What Teachers Need to Know about their Students in Special Education

- How do I access the student records and current IEP’s for the students in my class?

- What programs, materials and strategies are used for the students? How can I get familiar or receive training on the strategies my students require?

- What type of data collection is expected for my students?

- How do I collaborate with other teachers about the needs of the students? What is the process in this building/district?

- What is the problem solving/referral process used by the district?

- What do all the acronyms mean in the district as it relates to special education?

How do I prepare for:

- my first parent meeting
- the profile meeting
- participating in an IEP
**Teaching Environment Profile**

Complete these questions with help from your mentor. Please consult with administrators and colleagues to answer them.

**Looking at your Classroom and School**

Teacher ___________________________ School(s) ___________________________

Grade(s) ___________________________ Subject ___________________________

Mentor ___________________________ Mentor’s School ___________________________

Date ________________________________________________________________

**School Information**

1. The school is (check all that apply):
   - _____ Title I school-wide program
   - _____ Title I targeted assistance

2. This school has (check all that apply):
   - _____ Multi-age/Multi-grade classes
   - _____ Department groupings
   - _____ Professional Learning Communities (PLC)
   - _____ Special Services (LD, Gifted, Speech, OT/PT, other)
   - _____ Instructional Coaches (Math, Reading, other)
_____ Support Staff (provide names):

Administrative Assistants ____________________________

Counselors _________________________________________

Case Managers ______________________________________

School Psychologist _________________________________

School Nurse ________________________________________

Instructional Assistants ______________________________

3. Number of students who attend this school: _________________

4. Number of teachers at your grade level or department: _______________

5. What is the mission for your school?

Looking at your District and Community

Consult the North Dakota Kids Count database at

http://datacenter.kidscount.org
# Inventory for First-Year Teachers

Please choose the response for each item that most closely indicates your level of need or assistance.

1 = little or no need, 2 = some need, 3 = significant need, 4 = very high need.

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4pr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with teachers/administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating with parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom management and/or organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional resources and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching to the standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a variety of teaching methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using student data to drive instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting individual needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the teacher evaluation process</td>
<td></td>
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</tr>
<tr>
<td>Understanding legal rights and responsibilities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Learning about the district’s special services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional questions or concerns:
• Emphasize thinking, problem-solving, and decision-making.

• Summarize and paraphrase what the teacher says.

• Share evidence and data to support the teacher’s assessments.

• Help the teacher reframe:
  o “Can you recall a time when you were successful at reaching that student?” “What worked then?”
  o “What do you think the student might be feeling when he does that?”
  o “What does the student hope to gain?”
  o “What might the outcomes be if this continues?”

• Keep the focus on the teacher rather than yourself and your teaching.

• Limit the use of criticism and praise. They signal evaluation rather than mentoring.

• Ask for clarification to gather more information.

• Pause and provide wait-time. Give the teacher time to think. Every time you feel you want to jump in, count to five to give the person a chance to go into further detail.

Other Ideas:

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________

“The art of being wise is the art of knowing what to overlook.”

William James
Paraphrasing
Letting the teacher know that you hear, understand and care

- In other words ...
- What I’m hearing ...
- From what I hear you say ...
- I’m hearing many things ...
- As I listen to you, I’m hearing ...
- So, you think ...
- It sounds like you want ...

Clarifying
Letting the teacher know that you hear, but you’re not sure of what you heard

- Let me see if I understand ...
- To what extent ...?
- I’m curious to know more about ...
- I’m interested in ...
- Tell me how that idea is like (or different from) ...
- So, are you suggesting ...?

Mediating
Allowing the teacher to reflect or raise awareness

- What’s another way you might ...
- What criteria do you use ...
- What would it look like if ...
- When have you done it like this before ...
- What might you see happening if ...
- How was ... different from ...
- How do you determine ...

Imagining
Helping the teacher to think about alternatives

- It’s sometimes useful to ...
- A couple of things you need to keep in mind ...
- Something you might try considering is ...
- To what extent might ... work in your situation?
- There are a number of approaches ...
- What do you imagine might ...?
Non-judgmental Responses

Non-judgmental responses help to . . .
• Build trust
• Promote an internal locus of control
• Encourage self-assessment
• Develop new teacher autonomy
• Foster risk-taking

Possible examples:
• Identify what worked and why
  I noticed how when you ... the students really ....
• Encourage
  It sounds like you have a number of ideas to try out! It’ll be exciting/interesting/great to see which works best for you!
• Ask the teacher to self-assess
  How do you think the lesson went and why?
• Ask the teacher to identify his or her role
  What did you do to make the lesson so successful?
• Listen
• Ask sincere questions
• Show enthusiasm for and interest in the teacher’s work and thinking
  I’m interested in learning/hearing more about ...
  I’m really looking forward to...

Suggestions

“OPEN” suggestions . . .
• Are expressed with invitational, positive language and voice tone
• Offer choices to encourage ownership
• Are often expressed as a question [or include a “tag question’] to invite further thinking
• Are achievable - enough to encourage, but not overwhelm
• May provide information about the mentor’s thinking and decision-making

Teachable Moments

Teachable moments are spontaneous opportunities that offer the mentor a chance to . . .
• Fill in instructional gaps
• Help the teacher make good choices
• Help the teacher to “the next step”

When taking advantage of a teachable moment, it’s important to . . .
• Share in the spirit of support
• Be brief ... focus on the essential
• Be strategic

Some possible stems include the following:
• One thing to keep in mind is ...
• If you are interested in ..., it’s important to ...
• What I know about ... is ...
• It’s sometimes/usually helpful to ... when ...

An “entry point” is a teachable moment - an opportunity to strategically introduce new information, a support process, or a mentoring tool

Adapted from New Teacher Center

Attitudes for Effective Listening

• You must truly want to hear what the other person has to say.
• You must view the other person as separate from yourself with alternative ways of seeing the world.
• You must genuinely be able to accept the other person’s feelings, no matter how different they are from your own.
• You must trust the other person’s capacity to handle, work through, and find solutions to his/her own problems.
CONCEPTUAL FRAMEWORK FOR DIFFERENTIATED MENTORING

INSTRUCTIVE
Mentor directs interaction based on assessed needs
Mentor provides information about teaching or procedures

Examples:
- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research
- Provide information

COLLABORATIVE
Mentor offers suggestions and solutions with rationale
Mentor guides interaction without directing it
Mentor and teacher contribute ideas somewhat equally

Examples:
- Co-develop a lesson or curriculum unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher; debrief together

FACILITATIVE
Mentor guides interaction based on assessed needs
Mentor and teacher co-construct solutions and material
Mentor facilitates teacher’s thinking and problem-solving
Teacher actively directs the flow of information

Examples:
- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher’s thinking
- Facilitate a group of teachers as they assess student work
Mentoring Stances

**Consultant**

- **Outcomes:** Teacher learns how to implement a technique, change a behavior, develop a plan for change, determine next steps

- **Consultant Behaviors:** pause, paraphrase, inform, model, give suggestions or instructions for change

**Collaborator**

- **Outcomes:** Mutually agreed upon next steps in learning or refining a new technique. Identify problems, develop solutions to problems

- **Collaborator Behaviors:** pause, paraphrase, brainstorm, guide problem solving process, explore pros and cons of solutions, keep discussion focused on problem solving

**Coach**

- **Outcomes:** Help teacher become more independent, self-aware, reflective

- **Coach Behaviors:** listen, be non-judgmental, pause, paraphrase, encourage self-awareness and reflection; plans for future growth originate with the teacher
Effective feedback builds trust by always being supportive and sincere.

- Be truthful
- Be specific
- Base feedback on observable evidence
- Describe rather than evaluate
- Note impact of behavior upon others (e.g. students)
- Reinforce evidence of effective practice
- Focus on changeable behavior
- Attend to the teacher’s stated needs/area of focus
- Use the teachable moment
- Be well-timed

- ________________________________
- ________________________________
When leaving a note or sharing feedback, consider using the following sentence stems as starting points.

<table>
<thead>
<tr>
<th>Content</th>
<th>During my visit, I observed . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students were learning . .</td>
</tr>
<tr>
<td>Strategies</td>
<td>You were . .</td>
</tr>
<tr>
<td></td>
<td>The students were . .</td>
</tr>
<tr>
<td>Impact</td>
<td>As a result . .</td>
</tr>
<tr>
<td></td>
<td>The impact on the students is . .</td>
</tr>
</tbody>
</table>

Examples:

<table>
<thead>
<tr>
<th>Content</th>
<th>You were teaching a lesson on inference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>I observed you circulating between groups to assess student learning.</td>
</tr>
<tr>
<td>Impact</td>
<td>As a result, you interacted with four different groups. Due to your questioning and support, each of the groups progressed beyond the place they were stuck.</td>
</tr>
</tbody>
</table>

Your turn to practice:

SAMPLE: During my visit, I observed students working in partners and making predictions about how the environment affects plants. By posting and saying the outcomes and procedures for the activity on charts, you gave clear goals for the class. Students frequently referred to the charts, helping them stay on task and supporting their understanding of the concept.
Using Adult Learning Theory in Mentoring

1. Adults need to be validated

2. Adults experience a dip in effectiveness with new initiatives

3. Adults need choice of how they learn

4. Adults internalize and use strategies that they have experienced

5. Adults like to be asked what they want/need to know

6. Adults need to know why “You” are mentoring/coaching them

7. Adults respond to humor

8. Adults expect feedback on the work that they do

9. __________________________________________

10. __________________________________________
REQUIREMENTS

- The first-year teacher and the mentor will spend a **minimum of 15 hours per semester** in one-on-one conferencing.

- A session of 40-60 minutes may be counted as one hour. Two half-hour sessions can be counted as one hour.

- Two of the 15 hours can be made up of those short meetings in the hall, emails, and quick drop-by visits that happen in a mentoring relationship. These two hours do not require completion of a conference log.

- The other 13 hours need to be documented with **Conference Logs**.

DOCUMENTATION

- During each one-on-one conference, the mentor will complete a **Conference Log**.

- A copy of the **Conference Log** will be given to the first-year teacher as soon as possible after the conference.

- At the end of the conference, the meeting is documented by both teachers.
  - The first-year teacher uses **First-year Teacher Record of One-on-one Meetings**.
  - The mentor uses **Mentor Record of One-on-one Meetings**.

Please remember the **Conference Logs** are confidential. The logs **should not be shared with an administrator**.
USING THE CONFERENCE LOG

- The purpose of the Log is to move through the Reflect-Focus-Plan-Implement (RFPI cycle). Moving through this cycle supports growth and continuous improvement.

- The mentor writes on the log during the meeting and gives the first-year teacher a copy as soon as possible afterwards.

- Use the Conference Log as a tool to support the mentoring process.

- Refer to your teaching standards rubrics (Danielson, Marshall, Marzano)

HOW TO END THE CONFERENCE

Although not identified as part of the cycle, the last few minutes of a conference are very important. When brought to thoughtful closure, a first-year teacher will leave with a sense of trust and mutual accountability from the mentor.

- The first-year teacher has a specific focus for professional growth
- Specific, manageable steps have been identified
- The likelihood of implementation is increased
- Support is available if needed
- Date is set for follow-up and next cycle
- ____________________________________________________________

END OF THE YEAR

Give all copies of the Conference Logs to your first-year teacher at the end of the year. This helps to reinforce the idea that mentors will not be keeping documentation on their first-year teacher.
# One-on-One Conference

<table>
<thead>
<tr>
<th>Qualifies as a Conference</th>
<th>Does not qualify as a Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completing a <em>Conference Log</em> when meeting</td>
<td>• Gathering resources for first-year teacher</td>
</tr>
<tr>
<td>• Pre-planning for observations or recording</td>
<td>• Observation of first-year teacher’s teaching (this counts as observation time but not as one-on-one conferencing time)</td>
</tr>
<tr>
<td>• Post-conversations to debrief observation or video recording</td>
<td>• Attending observations of other teachers with first-year teacher (this is a good idea but does not count toward one-on-one conferencing time)</td>
</tr>
<tr>
<td>• Following the Reflect, Focus, Plan, and Implement (RFPI) cycle during your one-on-one meetings</td>
<td>• Things that your school is already paying you to do, such as PLC meetings, departments meetings, data meetings, etc.</td>
</tr>
<tr>
<td></td>
<td>• Attending a professional development activity together</td>
</tr>
<tr>
<td>• Analyzing your first-year teacher’s student work together to plan for instruction</td>
<td></td>
</tr>
</tbody>
</table>
Record of One-on-one Meetings

- All One-on-one Meetings should be documented on this form.
- The Mentor and the First-year Teacher fill out a separate form.
- Both forms will be submitted for mentor stipend at the end of each semester.
- Your first-year teacher will need to submit their form if he/she is enrolled in the optional first-year teacher online class.

15 meetings are required each semester, 2 of which can be short undocumented meetings.

Forms are in Forms TAB
Professional Growth Cycle
Reflect Focus Plan Implement (RFPI)

- Reflect
  • Recognize what is working
  • Highlight progress
  • Identify challenges
  • Clarify or paraphrase concerns
  • Ask questions to prompt self-assessment
  • Look at student work to aid in the reflection process

- Focus
  • Identify a focus for discussion
  • Focal point may be based on discussion, professional goals OR teaching standards
  • The FYT’s priorities will determine the direction
  • Mentors may suggest topics as needs arise

- Plan
  • Develop achievable, short-term objectives
  • Gather resources, make suggestions and provide supportive information
  • Use coaching skills to guide professional decisions
  • Plan next steps for FYT and mentor

- Implement
  • Apply the plan
  • Gather evidence of results
  • Prepare for next conference
  • The action plan will be designed to improve teaching and learning in the area of focus
Keep in mind:

➢ Research tells us that an improvement in FYT quality and skill is evident with support and guidance from a trained mentor. This process is not automatic, but is the result of careful planning, application and self-reflection.
➢ The conference log is designed to support the RFPI Cycle with professional growth in mind. Regular use of the log to document a FYT’s practice will guide discussion, reveal progress and prioritize challenges in a constructive manner.
➢ A copy of the completed log must be given to the first-year teacher after the meeting. This log is not to be shared with the building administrator.
➢ At the end of the year, the mentor should destroy all of his/her copies of the log or give to the first-year teacher so the FYT is comfortable that there are not copies “floating around”.

REFLECT: Guiding the FYT to reflect on professional experiences is a major part of the mentoring process. The FYT learns to improve practice through a variety of assessment and problem-solving possibilities.

FOCUS: Establishing a focus for each meeting becomes a valuable part of the professional growth process. When a topic has been identified it becomes a guide for thought, discussion, observation and planning.

PLAN: Review of professional literature, discussion with other teachers and identifying additional resources all add to the skill and knowledge base of a professional educator. This ongoing process becomes a habit of mind when supported by a mentor and based on the focus area.

IMPLEMENT: Based on the planned conferences, the FYT will follow through on the plan that has been identified. The mentor will offer support and guidance throughout implementation. Implementation will lead to reflection, which will continue the ongoing RFPI Cycle.
Conference Log

- All conferences should be documented by the MENTOR on this form.
- You may use
  - Fillable forms online
  - NCR copies provided
  - Photo copies of the log in the back in the TAB section
- Give a copy of the log immediately to your first-year teacher.
- Logs are NOT submitted for stipend payment.

All forms for the Teacher Support System Mentoring Program can be found online.
**CONFERENCE LOG**

**REV. 03.2018**

<table>
<thead>
<tr>
<th>First-year Teacher</th>
<th>Leslie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>Pat</td>
</tr>
</tbody>
</table>

**Date** Sept. 25  
**Time** 10 am  
**Duration** 1 hr. School  
**School** We Love School

**Progress from last conference:** Recommended if you haven’t already touched base on implementation of plans made during last meeting.

"Transitions better - music helps"

**What I feel good about:**
- Transitions
- Kids are learning routine
- Met several parents

**What feels the most challenging:**
- Behind other class in math
- Kids working at different rates
- Can’t even leave building!

**Focus for today:**
- Kids struggling w/ math

**Identify the teaching standard(s) you are working on today:**
- Demonstrate knowledge of resources
- Instructional groups
- Using assessments

**Evidence:** Use if needed
- Comparison w/ other classes in grade level

**Possible solutions:** Use if needed
- Flexible grouping, manipulatives, formative assessment, observe Mrs. Schecken

**Resource ideas:** Use if needed
- differentiates.wikispaces.com - web-link

**Teacher’s next steps:**
- Gather manipulatives
- Talk to math coach
- Determine problem for lack of progress
- Check website

**Mentor’s next steps:**
- Contact Mrs. Schecken to observe

**Next meeting date:** Oct. 6
Progress from last conference: Recommended if you haven’t already touched base on implementation of plans made during last meeting.

*Still working on differentiated instruction and assessment – “shaking it up”

*Has used note-card (exit cards) – seemed to go ok

**What I feel good about:**
- Classroom Management – getting more comfortable
- Relationships

**What feels the most challenging:**
- Everything: Trying to stay ahead of the students
- Lesson planning, grading, assessment . . .

**Focus for today:**

Lesson/Unit Planning: Developing a teachable lesson/unit within time constraints of school year.

**Identify the teaching standard/s you are working on today:**
- Danielson 1e: Designing Coherent Instruction – lesson and unit structure.

**Evidence:**
- District Curriculum, Teacher’s Edition Textbook (suggested pacing).

**Possible solutions:**
- Plan next lesson and/or unit considering the “must” cover content (district curriculum) within designated time frame (pacing guide).

**Resource ideas:**
- District curriculum, teacher’s edition – (suggested pacing guide), discuss with other teachers regarding how they balance content and time.

**Teacher’s next steps:**
- Plan next lesson and compare with mentor who will do the same.
- Implement lesson

**Mentor’s next steps:**
- Plan next lesson and compare with FYT who will do the same.

Next meeting date: Next Wednesday at 2:30 pm
Feel free to use something real rather than “role play” one of the scenarios.

1. Some of the children are so far ahead of the others . . . I know they’re bored waiting while I try to get the others caught up.

2. My kids are wild when they come back from lunch . . . it takes me forever to get them settled down so that class is always behind all my others.

3. Things are going great.

4. I heard the teacher next door telling another teacher that I’m letting the kids use the restroom too often.

5. I’m staying up half the night preparing all the things for my lessons and I’m so tired I find myself getting snappy at the kids.

6. I had the kids working in groups yesterday and in one of the groups I know only two kids did all the work.

7. I had one boy return from gym and he told me that another boy has threatened to hurt him after school when he is walking home.

8. I have a student who is failing, and his parents will not return my calls. I have left messages in the student’s planner, on the phone, and sent a letter home.

9. 

10. 

Let’s Practice
Finding Time for Conferencing

Ideas Shared by Past Mentors

Finding time to conference:

- After staff meetings
- Attend a conference together (talk on the way there and back)
- Before a practice
- Before school
- During common prep time
- Evenings
- Lunch
- Once a week - 7 am or 7 pm
- Outside of the school building
- Phone
- Principal grants professional time
- Sunday afternoons
- Traveling to observations
- Going for a walk
- Telephone
- Weekends
- With other mentor/first-year teacher pairs (this can work on occasion; most meetings should be done one-on-one)
- Other ideas:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Perhaps the greatest gift a mentor can give a newcomer is time. Time together, well spent, adds trust and rapport to the relationship.
Sample Calendar
Showing How One Mentor/First-year Teacher Pair Fit in the Requirement Hours

13 One-on-one Conferences + 2 hours undocumented = 15 required hours

Observations 3 required (note the pre- and post-conferences near the observations)

Mentors tell us repeatedly that it works best to set a regular weekly scheduled time for the one-on-one conference meeting.
How will I remember everything?

No worries- we are here to support you all year long!

Each month a newsletter will arrive in your email inbox.

A monthly newsletter is sent to Administrators, Mentors and First-Year Teachers to keep the lines of communication clear and functioning.

What to expect in the newsletters:

- Reminders of upcoming requirements
- Words of encouragement
- Just in time resources

*Check with your first-year teacher to make sure they are receiving the email.

If you do not receive an email, please let us know.
Observation Requirements

1. The mentor will observe the first-year teacher six times during the year (at least once per month). Be responsive of your first-year needs as you plan your observation time. Depending on the goals you are working on, you may need to be flexible when planning.

2. The first-year teacher will observe other teachers for 9 hours per year.
   - **First Semester** (minimum of 6 hours required)
     to be completed by January 15
   - **Second Semester** (minimum of 3 hours required)
     to be completed by the end of the year

Video Recording Requirements

1. The first-year teacher will video record his/her teaching. The mentor and the first-year teacher will each watch the recording and they will discuss it together twice per year.
   - **October**
   - **February**
Mentor Observes the First-Year Teacher

Requirements

- The mentor will observe in the first-year teacher’s class a minimum of six times.

- It is important to do the first observation as early in September as you can, so you have a better feel for the classroom during your discussions with your first-year teacher.

- The observation should last a minimum of 15 minutes.

- Observations need planning and follow-up conferences.

Documentation

- Actual observation time is documented on
  - Record of Observation and Recording - Fall
  - Record of Observation and Recording - Spring.

- Planning and follow-up conversations are documented as one-on-one conferencing time.

The Teacher Support System DOES NOT pay for travel for observations.
**Observation Process**

- During a one-on-one conference, you will identify a focus for an observation based on a need that has arisen during the conference.

- Select the time for the observation.

- Use *Potential Focus Ideas (p. 86)* and *Guiding Questions (p. 88)* pages for suggestions for planning the observation.

- Refer to the “Tools” TAB (p. 97-120) for helpful ideas and choose the best tool to use for gathering evidence of the focus.

- The observation should last a minimum of 15 minutes. The length is dependent on the focus of the observation. The mentor will collect, and document evidence related to the focus.

- Have a follow-up one-on-one conference as soon as possible after the observation, using your data and the *Protocol for the Post-Observation Conference (p. 92)* sheet to guide discussion.
Mentor Observes the First-Year Teacher

Remember you should have a specific focus that you and the first-year teacher have already chosen. Keep that focus in mind when considering the suggestions below.

1. Prior to the observation, find a tool for taking notes that will work for you.

2. Document non-verbal behavior by both the students and the teacher. Be factual; avoid interpretation.

3. Document time intervals for different lesson segments and activities.

4. Use symbols. T=teacher, S=student, ?=question, 1X1=monitoring one-on-one. Place an asterisk “*” next to items you want to share at the follow-up conference.

5. Keep it simple; record what you notice and your wonderings.

6. ___________________________________________________________
   ___________________________________________________________

7. ___________________________________________________________
   ___________________________________________________________
This is a special opportunity as part of professional development to observe and learn from other professionals sharing their practice, strategies and more.

**Requirements**

- The first-year teacher will observe in other classrooms
  - *FIRST SEMESTER* - Minimum of 6 hours
  - *SECOND SEMESTER* - Minimum of 3 hours

**Documentation**

- Actual observation time is documented on
  - *Record of Observation and Recording - Fall*
  - *Record of Observation and Recording - Spring.*

- Planning and follow-up conversations are documented as one-on-one conferencing time.

*The Teacher Support System DOES NOT pay for travel for observations.*
First-Year Teacher
Observes Other Teachers

Options

- The first-year teacher can observe their mentor or other teachers.
- If arrangements can be made, it can be valuable for both the first-year teacher and the mentor to observe together, although this is not required for our program.
- A first-year teacher may also want to observe a meeting, such as a team meeting or IEP, before he/she would have to participate in one.

Observation Process

- During a one-on-one conference, you will set the focus for an observation based on a need that has arisen during the conference.
- The mentor and first-year teacher will together decide whom to observe. Mentors can be very helpful in suggesting teachers to observe, as well as helping to make arrangements.
- Choose the best tool to use for taking notes during the observation. Emphasize how important it is to write things down, so they do not forget when they return to their own classroom.
- The first-year teacher conducts the observation.
- During your next one-on-one conference, the two of you will discuss what was observed. This meeting should be scheduled soon after the observation.

Ideas

- Observe how things happen in another school or district
- Look for classroom management structures at any grade level
- Observe your students in other settings (PE, Music, etc.)
- Observe an IEP (for both general ed and special ed)
- Other ideas: __________________________________________________________
1. Prior to the observation, decide a date and a time with the teacher you will be observing. At this meeting, discuss the focus of the observation. This is important and will help you make the most of your experience; choose something that is important to you in your work.

2. If possible, you will also want to make arrangements with the teacher you observed for a follow-up discussion of the observation.

3. Position yourself to observe all the action.

4. Take notes during your observation.

5. Record non-verbal behavior by both students and the teacher.

6. A thank you note is appreciated and helps to build your network of support.

7. Make the most of this wonderful opportunity to learn from others!

8. __________________________________________________________
    __________________________________________________________

The mentor and first-year teacher going as a pair to an observation makes for rich discussion afterwards.


**Requirements**

- The first-year teacher will record his/her teaching and discuss it with the mentor twice per year (in October and February).

- Recording sessions must be at least 15 minutes long.

- It is most effective for both mentor and first-year teacher to watch the recording and take notes prior to meeting for the post-conference.

**Video Recording Process**

- Meet with your first-year teacher and use the Potential Focus Ideas for Observations/Recordings (p. 86) and Guiding Questions for Pre-Observation Discussion (p. 88) sheets for suggestions to choose a focus for the recording.

- Select the time for the observation.

- Choose the best tool to use for gathering evidence of the focus. You may use whatever observation tool you prefer. It may be helpful to watch the recording again together at the Post-Conference meeting.

**Documentation**

- Actual observation time is documented on
  - Record of Observation and Recording - Fall
  - Record of Observation and Recording - Spring.

- Planning and follow-up conversations are documented as one-on-one conferencing time.
Any video recording device may be used, such as your cell phone, iPad, a school camera, etc.

**Video Recording hints**

- Do a practice run in the classroom before the actual session.
- Use a tripod or set the recording device down to avoid shakiness.
- Make sure all parents have signed a form allowing their child to be video recorded and photographed.

**Video:** Chelcie Glazier, teacher at Pringle Elementary School, talks about her participation in Salem-Keizer Public School’s Mentor Program.

https://drive.google.com/file/d/0B1OgCurVopovS2pnUktpWkFqOVk/view
Potential focus ideas for observation and video recording sessions

- Teacher-Student interactions
- Gender-specific attention (boys/girls)
- Student time on task
- Teacher proximity to students
- Wait time
- Questioning skills (level of questioning/equity)
- Student responses (count/quality)
- Reinforcement/feedback to students
- Use of motivation (type, equity)
- Instructional techniques (variety/appropriateness)
- Frequency of interrupters (“OK”, “uh”)
- Planning
- Environment
- Professionalism
- Entry points that were discussed during a one-on-one conference
  - 
  - 
  - 
  -
**Observation Notes**

Teacher name: ____________________  Observer: ____________________
Grade level/Subject area: ____________________  Date: ____________________
Observation Focus: ____________________  (What am I looking for?)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
</table>

**SELECTIVE SCRIPTING**

Selective Scripting provides a snapshot that shows teacher actions and student learning at a specific point in time. This data can reveal patterns and trends that will be useful in follow-up conferences and future planning.

There are three elements to keep in mind when using the Selective Scripting tool.

1. The new teacher and mentor will identify a specific focus. This agreed upon focus will honor the new teacher’s area of interest and prevent the possibility of being overwhelmed with too much data.

2. Based on this pre-determined area of focus, the mentor will record the first 5-6 words verbatim spoken by the students and/or teacher.

3. Objective descriptions of student response or teaching practice might provide additional evidence related to the focus.

   (Ex. Three students raised hands to answer question, teacher moved to table to help students with questions.)
**Lesson Summary**
What is the lesson about? Content...

- What class will I be observing?
- Tell me about the lesson you want me to see.
- What is the goal/objective you have for the lesson?
- How will you know that you have met that objective?
- What led up to this lesson?

---

**Focus information**
Clarify the focus of the observation and have the first-year teacher decide on the data to collect.

- What kind of information/data would you like me to gather for you?
- Is there a specific student behavior(s) I should watch for?
- Is there a specific teacher behavior(s) I should watch for?
- What questions do you want to answer with the information?
- Is there something you are wondering about?

---

**Guiding Questions for Classroom Pre-Observation**
(Optional for use with the Conference Log)

**Student details**
Find out about the students in the classroom.

- How do you plan to accommodate the diverse learners in this lesson?
- What is important for me to know about this class?
- Are there any special circumstances I should be aware of?

---

**Follow up/closure**
Make an appointment for the next meeting to share the gathered information.

- When should we meet to discuss the information/data I gather?
- Remind the teacher about confidentiality of the information you are gathering.
- Clarify how the information will be shared.
<table>
<thead>
<tr>
<th>Reflect</th>
<th>Focus</th>
<th>Plan</th>
</tr>
</thead>
</table>

**Conference Log**

**First-year Teacher:** Maria

**Mentor:** Donna

**Date:** 9/7/18  **Time:** 3:20  **Duration:**

**School:**

**Progress from last conference:** Recommended if you haven't already touched base on implementation of plans made during last meeting.

**What I feel good about:** Required

**Country Research - 5th Period**

**What feels the most challenging:** Required

**moving from notes to essay**

**Focus for today:** Required

**(Observation, planning, directions - Teacher)**

**Student involvement**

**Identify the teaching standard/s you are working on today:** Required

**Delivery of instruction**

**Evidence:** Use if needed

**Possible solutions:** Use if needed

**Resource ideas:** Use if needed

**Teacher's next steps:** Required

**Ready for observation**

**Mentor's next steps:** Required

**Observe:** Thurs. 9/10

**Next meeting date:** Required

**Monday, Sept. 14**
**Observation Notes**  
(Sample)  

**Teacher:** Maria  

**Observer:** Donna  

**Grade Level/Subject Area:** 7th grade Language Arts/period 5  

**Date:** September

**Observation focus:** *Teacher directions (clarity)* (What am I looking for?)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>
| 3:00 | “think for a moment you are going on vacation”  
You walk into a Travel agency –see shiny posters  
See brochures to read about a country you want to go to | Watching teacher- |
| 3:01 | You’re hoping to get others to go to that country... travel to the country you are researching...  
“Inside your head imagine a poster” –what information would it have on it?  
“What picture or image would make people want to travel there?”  
Think about . . . and then write 4-5 sentences ...that might attract others...  
3-4 sentences for attracting others to visit this country.  
Does this make sense? | Yes—3 student beginning to write  
-nothing good about my country  
-Can I draw?  
Student asking for explanation... |
| 3:02 | ...5 minutes ... write 5 sentences... go  
Check your notes  
You can use your notes...(whole class)  
Write...  
...might interest people to travel there. Might not have seen that so want to go...My example is Hawaii--Find other things... | |
## Review of CSI Feedback Frame

### Content/Strategies/Impact

| Content | During my visit, I observed . . .  
Students were learning . . . |
|---------|--------------------------------------------------------------------------------|
| Strategies | You were . . .  
The students were . . . |
| Impact | As a result . . .  
The impact on the students is . . . |

### Examples:

<table>
<thead>
<tr>
<th>Content</th>
<th>During my visit I observed you setting the stage for your lesson with the “warm up writing”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>You were checking in with your students as they were working.</td>
</tr>
<tr>
<td>Impact</td>
<td>As a result, the students kept working. Thanks for letting me be part of your class today!</td>
</tr>
</tbody>
</table>
Protocol for Classroom Post-Observation

(Optional use with the Conference Log)

Recall data to support those impressions and assessments

* Invite the teacher to recall specific evidence or observations.*
  * In what ways did they meet or not meet your expectations and learning goals? How do you know?*
  * In what ways did you adjust your lessons? How did that work?*
  * Let’s take a quick look at your students’ work. What does it tell us about their understanding of the concepts?*

Summarize the focus of the lesson

* Invite the FYT to talk in general terms about the lesson. Remember to stay neutral during this part of the discussion.*
  * Let’s revisit your focus for this lesson.*
  * What was the goal of the lesson?*

Analyze the observation data

* Talk about the data in relation to the area(s) of focus. Utilize data from suggested tools to help guide the conversation.*
  * What do you notice?*
  * What seems surprising or unexpected?*
  * What are some patterns or trends?*

Synthesize learnings, draw conclusions, set next steps

* Invite your teacher to use the data and its analysis to guide their next steps.*
  * What conclusions can you draw?*
  * How might you support your students in moving forward in their learning?*
  * What factors might you consider as you plan future lessons?*

Reflect on the coaching process and propose refinements

* What feedback do you have about our work together?*
  * In what ways does this process support your professional growth?*
  * What thoughts do you have about the next time?*
**CONFERENCE LOG**

**REV. 03.2018**

**(Post Conf.)**

<table>
<thead>
<tr>
<th>First-year Teacher</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Donna</td>
</tr>
</tbody>
</table>

**Date** Sept. 14  **Time** 3:20  **Duration**  

**Progress from last conference:** Recommended if you haven’t already touched base on implementation of plans made during last meeting.

**What I feel good about:** Required

- Break this weekend

**What feels the most challenging:** Required

- Pulling information together

**Focus for today:** Required

- Observation on 9/10

**Identify the teaching standard/s you are working on today:** Required

- Delivery of instruction - clarity

**Evidence:** Use if needed

- Data from observation

**Possible solutions:** Use if needed

- Start quickly
- Observe others

**Resource ideas:** Use if needed

**Teacher’s next steps:** Required

- Think about next steps in the unit. What should be the focus of the observation

**Mentor’s next steps:** Required

- Arrange observation of Mr. Howard

**Next meeting date:** Required

- Monday, Sept. 21
<table>
<thead>
<tr>
<th></th>
<th>C. Delivery of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Marshall)</td>
</tr>
<tr>
<td>a. Expectations</td>
<td><strong>Expert</strong> Exudes high expectations and determination and convinces all students that they will master the material.</td>
</tr>
<tr>
<td></td>
<td><strong>Proficient</strong> Conveys to students: This is important, you can do it, and I'm not going to give up on you.</td>
</tr>
<tr>
<td></td>
<td><strong>Needs Improvement</strong> Tells students that the subject matter is important and they need to work hard.</td>
</tr>
<tr>
<td></td>
<td><strong>Does Not Meet Standards</strong> Gives up on some students as hopeless.</td>
</tr>
<tr>
<td>b. Effort-Based</td>
<td><strong>Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they grow as learners.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Proficient</strong> Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.</td>
</tr>
<tr>
<td></td>
<td><strong>Needs Improvement</strong> Tells students that making mistakes is okay; they can learn from errors.</td>
</tr>
<tr>
<td></td>
<td><strong>Does Not Meet Standards</strong> Doesn't prevent many students from feeling embarrassed when they make mistakes in school.</td>
</tr>
<tr>
<td>c. Goals</td>
<td><strong>Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Proficient</strong> Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.</td>
</tr>
<tr>
<td></td>
<td><strong>Needs Improvement</strong> Tells students the main learning objectives of each lesson.</td>
</tr>
<tr>
<td></td>
<td><strong>Does Not Meet Standards</strong> Begins lessons without giving students a sense of where instruction is headed.</td>
</tr>
<tr>
<td>d. Connections</td>
<td><strong>Always grabs students' interest and makes connections to prior knowledge, experience, and reading.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activates students' prior knowledge and hooks their interest in each unit and lesson.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tries to make the subject interesting and relate it to things students already know.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Does Not Meet Standards</strong> Rarely hooks students' interest or makes connections to their lives.</td>
</tr>
<tr>
<td>e. Clarity</td>
<td><strong>Always presents material clearly and explicitly with well-chosen examples and vivid and appropriate language.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Uses clear explanations, appropriate language, and good examples to present material.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Often presents material in a confusing way, using language that is inappropriate.</strong></td>
</tr>
<tr>
<td>f. Repertoire</td>
<td><strong>Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Orchestrates effective strategies, materials, and classroom groupings to foster student learning.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Uses a limited range of classroom strategies, materials, and groupings with mixed success.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Uses only one or two teaching strategies and types of materials and fails to reach most students.</strong></td>
</tr>
<tr>
<td>g. Engagement</td>
<td><strong>Gets all students highly involved in focused work in which they are active learners and problem-solvers.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Has students actively think about, discuss, and use the ideas and skills being taught.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Attempts to get students actively involved but some students are disengaged.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mostly lectures to passive students or has them plod through textbooks and worksheets.</strong></td>
</tr>
<tr>
<td>h. Differentiation</td>
<td><strong>Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Differentiates and scaffolds instruction to accommodate most students' learning needs.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Attempts to accommodate students with special needs, with mixed success.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fails to provide for differentiated instruction for students with special needs.</strong></td>
</tr>
<tr>
<td>i. Nimbleness</td>
<td><strong>Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Is flexible about modifying lessons to take advantage of teachable moments.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Is focused on implementing lesson plans and sometimes misses teachable moments.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.</strong></td>
</tr>
<tr>
<td>j. Application</td>
<td><strong>Consistently has students summarize and internalize what they learn and apply it to real-life situations.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Has students sum up what they have learned and apply it in a different context.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Asks students to think about real-life applications for what they are studying.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Moves on at the end of each lesson and unit without having students summarize.</strong></td>
</tr>
</tbody>
</table>
Standards-Based Conference Practice

The role-play videos of the one-on-one conferences demonstrate how mentor skills can guide a first-year teacher to look closely at professional practice. Finding evidence to support placement on a teaching standards rubric is an important step in the growth process. Mentors use Danielson, Marshall or Marzano standards to support professional growth, not evaluation. (We will be using the Marshall standards for this practice.)

Use the box below to record your observations as we view the classroom video segment again. This time you will be looking for specific evidence related to d. Connections. Be thinking of guiding questions or next steps a mentor could take to support this new teacher.

You are watching for d. Connections

What questions could you ask? (Use the Language of Support)

What are your next steps as a mentor?
All observations should be documented by the mentor on this form.

This will be submitted for mentor stipend at the end of each semester.

Your first-year teacher will need to submit a copy of this form if he/she is enrolled in the optional first-year teacher online class.

Important difference is that the minutes for First-year Teacher observations are 6 hours the first semester and 3 hours the second semester.

Forms are in Forms TAB
HELPFUL INFORMATION
AND
ADVICE FROM OTHER MENTORS

Nothing to Conference About ............................................................... 97
Strategies and Topics for One-On-One Conferences ......................... 98
What do you do when...? Through the Voice of Mentors ............... 100
Procedures and Routines .................................................................... 106
In Your Mind’s Eye .............................................................................. 107
Here are some possibilities to consider:

- Calendar pages of *Monthly Mentoring Ideas* (p. 122-134)
- The *Strategies and Topics for One-on-one Conferences* (p. 99-100)
- The *Inventory for First-year Teachers* (p.55)
- Refer to your teaching standards rubrics and gather related evidence
- If the first-year teacher is in the online class, check to see how the lessons are going (First-year teachers taking the second semester online class will focus on two students and need to develop an action plan for each)
- Discuss individual student needs
- Professional goals established by the first-year teacher as a district expectation
- Examine content teaching standards and align with plans

There are many ways to determine the topics for these meetings. Some will be in response to the needs of the first-year teacher. Others may be determined by the mentor.
## Strategies and Topics for One-on-One Conferences

### Engaging Students in Learning

**Strategies**
- Observe a colleague together, discuss afterward
- Model a specific strategy
- Review key points in a new teaching strategy
- Work with or collect data on individual students
- Co-teach
- Share an effective strategy for engaging diverse students
- Draw attention to student behaviors
- Collect and analyze together observation data
- Ask questions that examine issues of equity
- Record a lesson for reflection

**Topics**
- Varying strategies to engage students
- Supporting English Language Learners
- Flexible groupings (whole class, small group)
- Questioning techniques
- Connect to prior student knowledge and experience
- Developing independent, self-directed learners
- Engaging students in problem-solving and critical thinking

### Classroom Environment

**Strategies**
- Co-develop standards for student behavior
- Demonstrate a class meeting strategy
- Co-plan routines and procedures
- Provide sample discipline policies
- Brainstorm ways to build student cooperation and responsibility
- Collect and analyze observation data
- Role-play a problematic student-teacher interaction
- Assist in arranging the room, materials, supplies, etc.
- Suggest options for dealing with student behavior

**Topics**
- Classroom procedures and routines
- Prevention and intervention strategies
- Motivational systems
- Equity, fairness, and respect in the classroom
- Conflict resolution strategies
- Student cooperation and responsibility
- Room arrangement
- Seating assignments
- Bulletin boards
- Materials and supplies
- Systems for handling homework, paperwork, classroom jobs

### Planning and Preparation

**Strategies**
- Provide or co-develop a lesson plan
- Collect curriculum resources & materials
- Analyze how best to meet the needs of all students
- Suggest options for working with English Language Learners
- Inquire about possible pitfalls or challenges in a planned lesson
- Examine together district frameworks or curriculum standards
- Order resources
- Co-design a lesson plan or a curriculum unit for both you and the first-year teacher to implement
- Encourage the first-year teacher to try out a new strategy
- Draw attention to gaps in procedures or strong points in a lesson design

**Topics**
- Lesson plans that are
  - Standards-based
  - Aligned with district frameworks and texts
  - Connected to broader, culturally responsive themes
  - Interrelated across subject matter areas
  - Assessment driven
- Differentiated instruction
- Flexible groups
- Use of technology and media
- Engaging students in problem solving and critical thinking
- Substitute plans
## More Strategies and Topics for One-on-one Conferences

### Demonstrating Knowledge of Content and Pedagogy

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Provide</em> subject specific resources, knowledge and information</td>
<td>Key concepts and themes</td>
</tr>
<tr>
<td><em>Connect</em> the first-year teacher with veteran colleagues for content-specific resources</td>
<td>Connections between subject matter and students’ lives</td>
</tr>
<tr>
<td>* Attend together* (and <em>debrief</em>) a workshop</td>
<td>Integrate subject matter</td>
</tr>
<tr>
<td><em>Inquire</em> how a strategy might impact student content learning</td>
<td>Organizing and sequencing the curriculum</td>
</tr>
<tr>
<td></td>
<td>Resources for English Language Learners</td>
</tr>
</tbody>
</table>

### Assessing Student Learning

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examine and analyze</em> student work together</td>
<td>Multiple sources of information for grading</td>
</tr>
<tr>
<td><em>Listen</em> as the teacher discusses examples of student work</td>
<td>Involving students in assessing their own learning</td>
</tr>
<tr>
<td><em>Co-develop</em> differentiated assessments</td>
<td>Assessment of language development</td>
</tr>
<tr>
<td><em>Role-play</em> a parent conference</td>
<td>Using results of assessments to guide instruction</td>
</tr>
<tr>
<td><em>Assist</em> with preparing report cards</td>
<td>Implementing and/or scoring district assessments</td>
</tr>
<tr>
<td></td>
<td>Preparation for standardized testing</td>
</tr>
<tr>
<td></td>
<td>Grading systems</td>
</tr>
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<td>Report cards</td>
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<tr>
<td></td>
<td>Parent conferences</td>
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</tbody>
</table>

### Communicating

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Encourage</em> a first-year teacher to share a successful lesson at a grade-level meeting</td>
<td>Administrator evaluation procedures</td>
</tr>
<tr>
<td><em>Explain</em> site traditions and culture, procedures and protocols</td>
<td>Effective communication with:</td>
</tr>
<tr>
<td><em>Facilitate</em> a group of first-year teachers sharing professional goals</td>
<td>- Parents and families</td>
</tr>
<tr>
<td><em>Role-play</em> a parent conference or a teacher-site administrator conference</td>
<td>- Site and district administrators</td>
</tr>
<tr>
<td><em>Accompany</em> the first-year teacher to a conference with the site administrator or on a home visit</td>
<td>- Colleagues</td>
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<td>- Resource personnel</td>
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<td>- Support staff</td>
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<tr>
<td></td>
<td>- Community resources</td>
</tr>
<tr>
<td></td>
<td>Specific Events:</td>
</tr>
<tr>
<td></td>
<td>- Back-to-School Night/Open House</td>
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<td></td>
<td>- Parent conferences</td>
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<td>- Home visits</td>
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<td>- Field trips</td>
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<td></td>
<td>- School programs/Assemblies</td>
</tr>
</tbody>
</table>

Adapted from the New Teacher Center
What Do You Do When Your First-Year Teacher . . .

Page 102
- Does not have the same planning period
- Does not want to meet or routinely cancels appointments
- Does not seem to feel a need for your assistance

Page 103
- Does not teach the same grade level
- Is special education and you are general education
- Is working to establish relationships with other members of the department or grade level team

Page 104
- Is having difficulty with organizational and management issues
- Has a difficult student and needs support to work with them effectively
- Is saying, “Everything is fine,” and you do not know what to do

Page 105
- Has not been able to schedule/engage in the peer observation process
- Is not dressing or acting professionally
- Is having problems communicating with parents
- Is very stressed
- Needs help saying “No” to requests to take on additional responsibility
- Is talking about leaving the teaching profession

Page 106
- Is not in the same building
Through the Voice of Mentors

When Your First-Year Teacher . . .

Does not have the same planning period
- Use email
- Use phone calls
- Use work days
- Use before and/or after school meetings
- Talk over lunch
- Treat him/her to a cup of coffee or soda after work

Does not want to meet or routinely cancels appointments
- Let the first-year teacher set the next meeting time/date
- Meet informally, outside of school
- Get to the reason; ask what the issues are
- Provide food at the meetings

Does not seem to feel a need for your assistance
- Schedule weekly or bi-weekly meeting times
- Don’t use email to correspond; go to their location to talk face-to-face
- Make yourself available during hectic times (e.g., report card preparation time, the days before parent/teacher conferences, etc.)
- Schedule an observation to provide topics for discussion/reflection
- Explain that being part of a mentor/first-year teacher team is part of being a professional
- Be direct; We can all grow professionally when we work together.
- Get together informally in casual settings
- Share/swap lesson plans and resources
- Build trust by honoring confidentiality
- Use open-ended questions: pose scenarios (e.g., “How would you handle . . . ?”)
- Suggest joint work sessions on tasks (e.g., report card preparation, etc.)
Through the Voice of Mentors

When Your First-Year Teacher . . .

**Does not teach the same grade level**

- Help him/her contact the appropriate grade level/subject area person
- Use peer coaching techniques
- Make arrangements to observe a class together
- Join your two classes by having the students pair up as “book buddies”
- Schedule before-or-after school time together
- Use email to communicate (but not exclusively)
- Focus professional conversations on general teaching practices applicable across grade levels/subject areas (e.g., management, differentiation, portfolio-keeping, etc.)

**Is special education and you are general education**

- Employ the same strategies as used when grade levels differ (see above)
- Some inclusion issues are shared by both: the special education person could help the general education person

**Is working to establish relationships with other members of the department or grade level team**

- Brainstorm situations and solutions
- Model professionalism in interactions with colleagues
- Go directly to the person(s)
- Establishing relationships takes time
- Encourage the first-year teacher to be an advocate for him/herself
- Encourage participation in after school events
- Encourage contribution to responsibilities that the group must complete or respond to cooperatively
- Share your experiences in getting to know new colleagues
- Find and emphasize common interests within the group
- Make time for team-building
- Consider whether giving wait time to the problem is the best response
Through the Voice of Mentors

When Your First-Year Teacher . . .

Is having difficulty with organizational and management issues

- Offer room organization suggestions, emphasizing student-friendly arrangements
- Identify basic expectations
- Have the first-year teacher visit other classrooms
- Record the first-year teacher’s instruction and reflect on the recording jointly
- Offer suggestions for the use of binders, folders, and other organizational tools

Has a difficult student and needs support to work with them effectively

- Model working with students
- Arrange observations of other classes
- Connect first-year teacher with team members
- Review differentiation strategies
- Suggest ways to involve the parent(s)
- Suggest ways to communicate one-on-one with the student(s) after class
- Review the use of “proximity” as a management tool
- Remind of the importance of clear consistent and clear expectations

Is saying, “Everything is fine,” and you don’t know what to do

- Set an agenda for meetings
- Be prepared with conversation-starting questions and use follow-up questions
- Have meetings in a casual setting (e.g., over lunch or after school)
- Offer to observe, be observed, or coteach with your FYT
- Ask the first-year teacher to share a celebration and a challenge
- Describe the obstacles you face in the job of teaching
- Share ideas
- Ask open-ended questions that invite professional conversations
- Use the teaching standards to have the first-year teacher describe where he/she is
Through the Voice of Mentors

When Your First-Year Teacher . . .

Has not been able to schedule/engage in the peer observation process
- Set a deadline by which observations need to be done
- Help the first-year teacher prepare substitute plans

Is having problems communicating with parents
- Model how to communicate with parents
- Discuss possible situations
- Offer to join the first-year teacher for a conference with parents
- Encourage the first-year teacher to document parent communications carefully

Is very stressed
- Go on an outing away from school
- Introduce him/her to others who can help
- Offer problem-solving suggestions
- Adjust expectations
- Add humor
- Listen
- Share tips for creating balance

Needs help saying “No” to requests to take on additional responsibility
- Help the first-year teacher understand that it’s okay to say “no”
- Encourage his/her use of “Let me think about it” as a response

Is talking about leaving the teaching profession
- Have a heart-to-heart talk with the first-year teacher about his/her thinking
- Determine the reason(s) for this thinking
- Suggest resources to help with frustrations
- Consider that this decision may be appropriate for this person

Adapted from Just ASK publications
Through the Voice of Mentors

What Do You Do When Your First-Year Teacher . . .

Is not in the same building?

- Use email
- Use phone calls
- Use Skype
- Use Google Hangout
- Use work days
- Talk over lunch
- Determine next meeting date before you end your conference
- Alternate meeting locations
- Meet for longer periods of time and have fewer meetings
- Mentor meet with his/her own principal early on to discuss expectations
- Make use of the first-year teacher’s instructional coach
- Triad meeting with FYT principal, be aware of the culture of that building
- Treat him/her to a cup of coffee or soda after work
- Meet informally, outside of school
- Get together informally in casual settings

TIPS FROM A PAST MENTOR IN THE NDTSS MENTOR PROGRAM:

- Mentoring a First-year Teacher in a different building was tricky.
- I made myself almost always available by text.
- We scheduled weekly meetings at the First-year Teacher’s school so that she did not have to travel. I had a much easier time leaving my school a little early or right at the end of the school day than did the First-year Teacher. I would also leave a little early to attend IEP meetings with the First-year Teacher.
- Early on I set up the First-year Teacher with someone at the school to go to - in both cases it was the Speech Language Pathologist. This is a person that knows most of the kids, knows special education rules and procedures, and also knows the school.
- I worked with a very organized First-year Teacher, and something I learned from her that works well is to keep a running list of questions. When we would meet, we had a list to go from right away.
PROCEEDURES AND ROUTINES
This works well for subs, too!

Discuss your plans for dealing with the following procedures and routines in your classroom. In some cases, your building already has specific procedures in place that you will need to follow. In other cases, you should develop your own procedures before your students arrive, to make your classroom an effective place (and help you keep your sanity)!

<table>
<thead>
<tr>
<th>Entering classroom</th>
<th>Exiting classroom</th>
<th>Movement in hallways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch procedures (teacher &amp; student)</td>
<td>Tardy issues</td>
<td>Transition between classes, subjects</td>
</tr>
<tr>
<td>Early dismissal / Late start</td>
<td>Hall passes</td>
<td>Lockers</td>
</tr>
<tr>
<td>Use of restrooms</td>
<td>Teacher lesson plans</td>
<td>Giving directions</td>
</tr>
<tr>
<td>Grouping students</td>
<td>Keeping students’ attention</td>
<td>Keeping students on task</td>
</tr>
<tr>
<td>Student participation</td>
<td>Talking among students</td>
<td>Interruption of Instruction</td>
</tr>
<tr>
<td>Behavior consequences</td>
<td>Small group work</td>
<td>Independent work</td>
</tr>
<tr>
<td>Using assignment log</td>
<td>Turning in assignments</td>
<td>Checking assignments</td>
</tr>
<tr>
<td>Returning assignments to students</td>
<td>Late assignments</td>
<td>Make up work</td>
</tr>
<tr>
<td>Assignments finished at different times during class</td>
<td>Use of library</td>
<td>Use of phone / Cellphones</td>
</tr>
<tr>
<td>Use of computers</td>
<td>Study hall / Directed studies</td>
<td>Sharpening pencils / School materials</td>
</tr>
<tr>
<td>Students’ desks</td>
<td>Field trips</td>
<td>Food / Drink in classrooms</td>
</tr>
<tr>
<td>Keeping room in order</td>
<td>Fire / Tornado / Disaster Drills &amp; Procedures</td>
<td>Other</td>
</tr>
</tbody>
</table>
In Your Mind’s Eye

Picture you, your students, and the classroom learning environment at the end of the school year. What would students know and be able to do as a result of having spent the school year with you? How will they be different? How will you measure success?

Describe what you hope to see and hear happening at the end of the school year.

During our work together, we will try to design and implement plans that can make your hopes and dreams a reality.
THE FOLLOWING TOOLS ARE OPTIONAL

COLLECTING DATA

CLASSROOM OBSERVATIONS

Observation Notes ................................................................. 110
Observation Data Gathering and Analysis .............................. 111
Classroom Observation Log .................................................... 112
Mentor Observation Reflections .............................................. 113
Planning Process ................................................................. 114
Seating Chart ................................................................. 115
Wonderings ................................................................. 116
Analysis of Student Work ...................................................... 117
Selective Scripting ................................................................. 119
The greatest cause of conflict is unmet expectations.

The better you identify the cause of the behavior, the better you can create an intervention.

Let them know “It’s OK to fail.”

It’s what you do next that matters.

Advice not asked for can be considered criticism.
**Observation Notes**

Teacher name: ___________________________ Observer: ___________________________

Grade level/Subject area: ___________________________ Date: __________________

Observation Focus: ___________________________ (What am I looking for?)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Mentor

Classroom Observation Log

Observation Focus______________________________

What did you observe?

- Evidence of a standards-based classroom
- Student centered learning
- Instructional methods
- Classroom organizational systems

Next steps:

Other:

Adapted from Just ASK Publications
Mentor Observation Reflections

Teacher Observed ___________________________  Date ___________

Grade ___________ Subject _______________________________________

Observation Focus ________________________________________________

<table>
<thead>
<tr>
<th>Ahas!</th>
<th>Questions that surfaced</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Next steps</th>
<th>Other</th>
</tr>
</thead>
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</tbody>
</table>

Adapted from Just ASK Publications
1st
What should students know and be able to do?

2nd
How will the students and I know when they are successful?

3rd
What learning experiences will facilitate their success?

4th
Based on data, how do I refine the learning experience?

Task Analysis

Planning Process

Adapted from Just ASK Publications
Classroom Seating Chart

Teacher name: ___________________________________ Observer: ___________________________________

Grade level/Subject area: ___________________________________ Date: ______________________

Observation Focus: __________________________________________

Adapted from The New Teacher Center
# Wonderings

Teacher name: ______________________  Observer: ______________________

Grade level/Subject area: ______________________  Date: ________________

Observation Focus: ____________________________________________

<table>
<thead>
<tr>
<th>What I notice...</th>
<th>What I am wondering...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Student Work

Name: ____________________________  Mentor: ____________________________

Grade Level/Subject Area: ____________________________  Date: ____________________________

Analysis focus:  
- [ ] Sub-group  
- [ ] Whole Class  
- [ ] Case Study Student

I. Connections: What is the content standard of focus? What is the task or product that will be used to assess student learning?

Content Standard or Teaching Standard:

Assessment:

II. Expectations: What specific skills, knowledge, and/or processes will students demonstrate? What does meeting standard look like?

III. Performance Levels: What are the performance levels of your entire class? Write student(s)' names in the appropriate columns and determine percentages.

<table>
<thead>
<tr>
<th>far below standard</th>
<th>approaching standard</th>
<th>meeting standard</th>
<th>exceeding standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of class</td>
<td>% of class</td>
<td>% of class</td>
<td>% of class</td>
</tr>
</tbody>
</table>

IV. Describe Performance: Choose one or more samples for further analysis. What are examples and evidence of what students know and are able to do?

<table>
<thead>
<tr>
<th>far below standard</th>
<th>approaching standard</th>
<th>meeting standard</th>
<th>exceeding standard</th>
</tr>
</thead>
</table>
V. Identify: What are possible misconceptions? What are students’ learning needs?

<table>
<thead>
<tr>
<th>tar below standard</th>
<th>approaching standard</th>
<th>meeting standard</th>
<th>exceeding standard</th>
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</table>

VI. Plan: How will you differentiate instruction to move students’ learning forward?

<table>
<thead>
<tr>
<th>tar below standard</th>
<th>approaching standard</th>
<th>meeting standard</th>
<th>exceeding standard</th>
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</table>

VII. Next Steps: What are some next steps? What resources and/or support personnel might support you and your students? What professional development would support your learning?

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
# Formative Assessment Tool

## Selective Scripting

**Name:** ____________________________  **Observer:** ____________________________

**Grade Level/Subject Area:** ____________________________  **Date:** ____________________________

**Lesson Topic:** ____________________________  **Teaching Standard:** ____________________________

**Observation Focus:** ____________________________  **Content Standard:** ____________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
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</thead>
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**Code:** ____________________________

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PLS2 Observing and Conferencing: Self-Paced Activities
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## Post Observation Reflection Conversation

Planning Tool

<table>
<thead>
<tr>
<th>Analyzing Evidence</th>
<th>Meaningful Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>List evidence from observation tool that you would like to share, given the opportunity, or list evidence you want to be ready to share.</td>
<td>Prepare some specific questions, suggestions, responses, and direct comments for your mentee.</td>
</tr>
</tbody>
</table>
MONTHLY MENTORING IDEAS

These tasks are suggestions based on issues that commonly arise during each month.

Use these lists as a reminder and add any tasks that may be specific to your district.
☐ Orient the FYT to the building, including copy machines, mailboxes, restrooms, workroom, staff room, first-aid kit, basic cleaning supplies, and other essentials.

☐ Show the teacher the outdoor areas and explain playground rules.

☐ Assist in filling out new employee paperwork.

☐ Review the August calendar and schedule weekly meetings convenient to both of you.

☐ Schedule the Triad Meeting with mentor and FYT- share the agenda with both so they can be prepared for the discussion.

☐ Help review “the first day of school” plans.

☐ Explain school procedures, traditions, and the “unwritten” rules for the school district.

☐ Visit about classroom climate and environment.

☐ Assist the first-year teacher in establishing a classroom management plan.

☐ Discuss goals for the semester/year.
Discuss student diversity.

Instruct FYT in the use of technology equipment and scheduling of their use.

Recall the characteristics of the Anticipation Phase of Teaching

Make plans to sit next to the FYT at group meetings and at lunch, when possible.

Exchange phone numbers, email addresses, planning times, schedules.

Talk about teacher dress codes and student dress codes.

Have the FYT complete the self-assessment and then discuss your mutual goals for the mentor/ FYT experience.

Make it a point to be helpful without being controlling.

Share professional and personal experiences in order to develop trust and confidence.

Give the FYT an overview of the parameters of the mentoring relationship. Watch the screencast that explains the program.

Hand out the mentor/ FYT Conference Log and discuss its use. At the same time share the new teacher materials including the new teacher folder, manual, and Record of One-On-One Meetings.
☐ Share experiences, especially in those areas where the FYT is having difficulty.

☐ Introduce the FYT to all the support staff.

☐ Offer classroom management tips.

☐ Share the school’s parent communications policies.

☐ Review state and district curriculum guidelines and standards.

☐ Set up opportunities for the FYT to observe your teaching and ask questions.

☐ Discuss identification of special needs students, IEP’s and other resources for meeting their needs within the classroom.

☐ Discuss professional organizations and professional obligations.

☐ Talk about students’ physical, social, and academic development.

☐ Recall the characteristics of the Anticipation Phase of teaching.

☐ Find opportunities to offer positive reinforcement.
☐ Treat the first-year teacher as a fellow professional.

☐ Schedule meeting times for the month, reaffirming your accessibility.

☐ Consider creating a new-teacher survival basket, with sticky notes, fun treats, etc.

☐ Continue to maintain daily or weekly contact, depending on the needs of the FYT.

☐ Discuss the requirements of observation of FYT. At pre-observation conference, decide on focus for the first observation of the FYT. Schedule the observation and the post observation conference.

☐ Explain the opportunity to observe other teachers this semester. Possibly, offer to have the FYT to observe you as one of the first observations.

☐ Take the FYT on a community tour.

☐ Plan a social event with the FYT and the rest of the teaching staff.
☐ Recall the characteristics of the Survival Phase of teaching.

☐ Begin discussing for preparation for Parent-Teacher conferences.

☐ Discuss and assess progress toward curriculum goals.

☐ Share syllabi, units, and lesson plans that have worked well.

☐ Offer to share computer links/apps or show where others can be found.

☐ Discuss student motivation.

☐ Assist with time management.

☐ Help FYT assess students to get ready for conferences.

☐ Discuss video recording requirement and create a focus for FYT to record their teaching (#1). Schedule a time to give feedback and discuss the recording.

☐ During pre-observation conference decide on focus for observation (#2). Schedule the observation and post observation conference.

☐ Discuss coping strategies for stress.

☐ Discuss any specific problems the FYT is experiencing.
Discuss needs of students and procedures for working with them.

Surprise your FYT with a small gift in his/her mailbox.

Support the FYT to self-reflect on the first semester, and develop goals for the second quarter.

Help the FYT become part of the teaching community by including him/her in faculty social activities.

Have the FYT re-evaluate his/her needs based on the first two months of teaching, and make plans to address any new concerns.

Schedule meeting times for the month, reaffirming your accessibility.

Remember to be supportive of your FYT at all times. Encourage the FYT to share successes with others.
Discuss professionalism in the workplace, teacher/principal relations, teacher/school board relations, etc.

During pre-observation conference decide on focus for observation (#3). Schedule the observation and post observation conference.

Help the FYT define goals for professional growth based on last month’s observation.

Recall the characteristics of the Disillusionment Phase of teaching.

Invite the FYT to observe you in both planned and unplanned situations in order to further develop trust.

Plan a time to discuss questions resulting from the FYT’s observations of your teaching.

Recognize that the FYT, as a recent student, has knowledge from which you could benefit.

Show an interest in the FYT’s personal life as well as in his/her professional life by becoming aware of family members, birthday, personal interests and hobbies, etc.

Schedule meeting times for the month, reaffirming your accessibility.
☐ Discuss any changes in classes at semester.

☐ Assist the FYT in self-reflection and the setting of goals for second semester.

☐ Remind and set schedule for requirement of FYT observation of other teachers. Requirements for first semester are to be completed by mid-January.

☐ Schedule meeting times for the month, reaffirming your accessibility.

☐ Invite FYT to faculty holiday events.
☐ Discuss progress toward curriculum goals during first semester and necessary modifications.

☐ Discuss student assessment procedures for both formal and informal assessments.

☐ Schedule mid-year triad meeting with administrator and FYT. Share the agenda with both so they are prepared for the meeting.

☐ During pre-observation conference decide on focus for observation (###). Schedule the observation and post observation conference.

☐ Recall the characteristics of the Rejuvenation Phase of teaching.

☐ Schedule meeting times for the month, reaffirming your accessibility.

☐ Discuss what mentor/FYT activities have been most/least helpful, and discuss possible changes.
☐ Help the FYT analyze individual student success in order to help him/her assist students who may be struggling.

☐ Help the FYT to begin to be proactive by asking, “What challenges do you anticipate this month?” and “How will you handle them?”

☐ Discuss recording requirement and create a focus for FYT to record their teaching (#2). Schedule a time to give feedback and discuss the recording.

☐ Foster the growing independence of the FYT by meeting informally on an as-needed basis as well as scheduling meetings in advance.

☐ Point out resources for individual exploration, including workshops, school visitations, online training, etc.

☐ Build the FYT’s self-confidence through the use of the Language of Support.
☐ If there are indications that perhaps the FYT may not be offered a contract, begin preparing for the eventuality.

☐ Discuss plans for spring parent/teacher conferences.

☐ Assist the FYT in self-reflection and the progress toward meeting goals for second semester.

☐ During pre-observation conference, decide on focus for observation (#5). Schedule the observation and post observation conference.

☐ Check with the FYT about the required observations of other teachers. Create a focus for observations and remind that requirement are due in mid-May.

☐ Encourage the FYT to keep a log of his/her successes and goals for improvement.
- Discuss weather concerns and student motivation.
- Discuss stress relief.
- If the FYT does not receive a teaching contract for the next year, offer support, a letter of recommendation, and help in preparing a resume.
- During pre-observation conference decide on focus for observation (#6). Schedule the observation and post observation conference.
- Discuss things the FYT would or would not repeat in the following year.
- Discuss professional development opportunities available in the summer.
Recall the characteristics of the Reflection Phase of teaching.

Focus on the FYT’s growth. A great way to do this is to review the progress by looking at the conference logs.

Return copies of the conference logs to the FYT as a final show of trust.

Assist the FYT in any remaining end of the school year procedures.

Discuss the common practice among teachers in getting classrooms ready for the next school year.

**End of School Year**

Discuss the transition to year two.

Recognize the end of the first year of teaching with a celebration.
# Forms

All forms are available on our website at [https://www.nd.gov/esp/ressources-mentoring-program-1](https://www.nd.gov/esp/ressources-mentoring-program-1)

Mailing address for State Coordinator: Erin Jacobson, NDTSS Mentoring Program, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503

Forms are also in the First-year Teacher Manual – *Forms TAB*

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Form to use</th>
<th>Form #</th>
<th>Filled out by:</th>
<th>Submitted to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferencing</td>
<td>Conference Log <em>(required)</em></td>
<td>No number</td>
<td>Mentor writes on it and gives copy to First-year Teacher ASAP</td>
<td>Only if requested by TSS State Coordinator</td>
</tr>
<tr>
<td></td>
<td>Mentor Record of One-on-one Meetings <em>(required)</em></td>
<td>SFN 59229</td>
<td>Mentor</td>
<td>TSS Coordinator with Stipend Request</td>
</tr>
<tr>
<td></td>
<td>First-year Teacher Log of One-on-one Meetings <em>(required)</em></td>
<td>SFN 59228</td>
<td>First-year Teacher</td>
<td>TSS Coordinator with Stipend Request and for online class</td>
</tr>
<tr>
<td></td>
<td>Initial Triad Meeting <em>(optional)</em></td>
<td>No number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>Record of Observation and Recording- Fall <em>(Required)</em></td>
<td>SFN 59279</td>
<td>Mentor and First-year Teacher</td>
<td>TSS Coordinator with Stipend Request</td>
</tr>
<tr>
<td></td>
<td>Record of Observation and Recording- Spring <em>(Required)</em></td>
<td>SFN 60347</td>
<td></td>
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</tr>
<tr>
<td>Payment of Stipend</td>
<td>Request for Payment of Mentor Stipend <em>(Required)</em></td>
<td>SFN 59233</td>
<td>Mentor</td>
<td>When signed, submit to NDTSS Coordinator</td>
</tr>
<tr>
<td>Sub Reimbursement</td>
<td>Reimbursement for Substitute Pay <em>(Optional)</em></td>
<td>SFN 60159</td>
<td>Mentor and/or First-year Teacher</td>
<td>Principal, then to NDTSS Coordinator</td>
</tr>
</tbody>
</table>
Conference Log

- All conferences should be documented by the MENTOR on this form.
- You may use
  - Fillable forms online
  - NCR copies provided
  - Photo copies of the log in the back in the TAB section
- Give a copy of the log immediately to your first-year teacher.
- Logs are NOT submitted for stipend payment.

<table>
<thead>
<tr>
<th>First-year Teacher</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
</tbody>
</table>

Progress from last conference: (required)

What I feel good about: (required)
What feels the most challenging: (required)

Focus for today: (required)

Identify the teaching standard/s you are working on today: (required)

Evidence: (use if needed)

Possible solutions: (use if needed)

Resources/ideas: (use if needed)

Teacher’s next steps: (required)
Mentor’s next steps: (required)

Next meeting date: (required)

If there is nothing for the mentor to do next, write “NOTHING”
<table>
<thead>
<tr>
<th>Reflect</th>
<th>Focus</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress from last conference: <em>Recommended if you haven’t already touched base on implementation of plans made during last meeting.</em></td>
<td></td>
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<tr>
<td>What I feel good about: <em>Required</em></td>
<td>What feels the most challenging: <em>Required</em></td>
<td></td>
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<tr>
<td>Focus for today: <em>Required</em></td>
<td></td>
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<tr>
<td>Identify the teaching standard/s you are working on today: <em>Required</em></td>
<td></td>
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<tr>
<td>Evidence: <em>Use if needed</em></td>
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<tr>
<td>Possible solutions: <em>Use if needed</em></td>
<td></td>
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<tr>
<td>Resource ideas: <em>Use if needed</em></td>
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<tr>
<td>Teacher’s next steps: <em>Required</em></td>
<td>Mentor’s next steps: <em>Required</em></td>
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<tr>
<td>Next meeting date: <em>Required</em></td>
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</tbody>
</table>
Record of One-on-one Meetings

- All One-on-one meetings should be documented on this form.
- The Mentor and the First-year Teacher fill out a separate form.
- Both forms will be submitted for mentor stipend at the end of each semester.
- Instructions are at the top of each form.
- Your first-year teacher will need to submit their form if he/she is enrolled in the optional first-year teacher online class.

15 meetings are required each semester, 2 of which can be short undocumented meetings.
Instructions for Mentors:

1. Using this form, document all one-on-one sessions with first-year teacher. Use more than one sheet as necessary.
2. When the 15 hour/half year requirement is fulfilled, attach this form to SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher’s building administrator for verification.

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Year</th>
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<tbody>
<tr>
<td>☐ Fall</td>
<td>☐ Spring</td>
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<tr>
<td>Name of Mentor</td>
<td>Name of First-year Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Place</th>
<th>Copy of log given to FYT</th>
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2 hours of short, undocumented meetings  

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<tr>
<th>Total on this page</th>
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<tr>
<th>Total for semester</th>
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</table>

Signature of Mentor  
Date signed

All forms for the Teacher Support System Mentoring Program can be found online at [https://www.nd.gov/espb/resources-mentoring-program-1](https://www.nd.gov/espb/resources-mentoring-program-1). ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.
Instructions for First-year Teachers:

1. Using this form, document all one-on-one sessions with mentor. Use more than one sheet as necessary.
2. When the 15 hour/half year requirement is fulfilled, give a copy to your mentor to submit for his/her stipend payment. Retain a copy to submit for your online class.

<table>
<thead>
<tr>
<th>Semester</th>
<th></th>
<th>Year</th>
<th>Name of First-year Teacher</th>
<th>Name of Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Fall</td>
<td>☐ Spring</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Place</th>
<th>Copy of log received from mentor</th>
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</thead>
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</tbody>
</table>

2 hours of short, undocumented meetings  undocumented  2 hours  N/A  N/A

Total on this page

Total for semester

Signature of First-year Teacher

Date signed

All forms for the Teacher Support System Mentoring Program can be found online at https://www.nd.gov/espb/resources-mentoring-program-1

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.
Initial and Mid-Year Triad Meeting
(Optional Form)

- This is an optional form that can be used during your Triad Meetings (Mentor Teacher, Administrator, and First-Year Teacher).
- We have included an optional form you can use to plan for these meetings. This sheet does not need to be turned in to anyone; it is to guide the mentor in preparing for the meeting.
- The first meeting should be held as soon as possible, in August or September.
- The second should be held in the middle of the year in December or January.

### Initial Triad Meeting

<table>
<thead>
<tr>
<th>First-year Teacher</th>
<th>Date of Meeting</th>
<th>Mentor</th>
<th>Time of Meeting</th>
<th>Principal</th>
<th>Place of Meeting</th>
</tr>
</thead>
</table>

**Plans for Meeting**

1. Greeting - acknowledge appreciation for everyone's involvement in the meeting.
2. Go over requirements of the program, roles and responsibilities.
3. Clarification of "firewall" (see suggested script on prior page).
4. Ask principal to share their/their goal for the program.
   - Ask what data he/she wants the first-year teacher to be prepared for.
   - Ask what other systems are in place to provide support for the first-year teacher (coaches, mentor teams, etc., on site visits to support meetings).
   - Other expectations the principal has.
5. Opportunity for first-year teacher to ask questions or provide input about what's going on in the school, mentoring. ...
6. Any other things to be addressed or discussed ...
7. Thank everyone in attendance.

### Mid-Year Triad Meeting

<table>
<thead>
<tr>
<th>First-year Teacher</th>
<th>Date of Meeting</th>
<th>Mentor</th>
<th>Time of Meeting</th>
<th>Principal</th>
<th>Place of Meeting</th>
</tr>
</thead>
</table>

**Plans for Meeting**

1. Greeting - acknowledge appreciation for everyone's involvement in the meeting.
2. Go over requirements of the program, roles and responsibilities (see prior page).
3. Clarification of "firewall" (see suggested script on prior page).
4. Ask principal to share how he/she feels the principal is working.
   - Ask what upcoming data he/she wants the first-year teacher to be prepared for.
   - Other expectations the principal has.
5. Opportunity for first-year teacher to ask questions or provide input about what's going on in the school, mentoring. ...
6. Any other things to be addressed (than principal, mentor, or first-year teacher) ...
7. Thank everyone in attendance.
### Initial Triad Meeting

**School**

_________________________

**First-year Teacher**

_________________________

**Date of Meeting**

________________________________

**Mentor**

_________________________

**Time of Meeting**

________________________________

**Principal**

_________________________

**Place of Meeting**

________________________________

<table>
<thead>
<tr>
<th>Plans for Meeting</th>
<th>Meeting notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting - <em>Acknowledgment appreciation for everyone’s involvement in the meeting</em></td>
<td></td>
</tr>
<tr>
<td>2 Go over requirements of the program - roles and responsibilities <em>(see prior page)</em></td>
<td></td>
</tr>
<tr>
<td>3 Clarification of “firewall” <em>(use suggested script on prior page)</em></td>
<td></td>
</tr>
</tbody>
</table>
| 4 • Ask principal to share his/her goals for the program  
• Ask what dates he/she wants the first-year teacher to be prepared for  
• Ask what other systems are in place to provide support for the first-year teacher *(ex. coaches, literacy experts, first-year teacher support meetings)*  
• Other expectations the principal has | |
| 5 Opportunity for first-year teacher to ask questions or provide input  
*What questions do you have about the school, mentoring…?* | |
| 6 Any other things to be addressed  
*Committees, other responsibilities…* | |
| 7 Thank everyone in attendance | |
# Mid-Year Triad Meeting

**School**
_________________________

**First-year Teacher**
_________________________

**Date of Meeting**
_________________________

**Mentor**
_________________________

**Time of Meeting**
_________________________

**Principal**
_________________________

**Place of Meeting**
_________________________

<table>
<thead>
<tr>
<th>Plans for Meeting</th>
<th>Meeting notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting - Acknowledge appreciation for everyone’s involvement in the meeting</td>
<td></td>
</tr>
<tr>
<td>2 Go over requirements of the program, roles and responsibilities (see prior page)</td>
<td></td>
</tr>
<tr>
<td>Mentor shares any concerns with scheduling to meet the program requirements that the principal might help with</td>
<td></td>
</tr>
<tr>
<td>• Note the change to a minimum of 180 minutes required for FYT observations</td>
<td></td>
</tr>
<tr>
<td>3 Clarification of “firewall” (use suggested mid-year script on prior page)</td>
<td></td>
</tr>
<tr>
<td>4 • Ask principal to share how he/she feels the program is working</td>
<td></td>
</tr>
<tr>
<td>• Ask what upcoming dates he/she wants the first-year teacher to be prepared for</td>
<td></td>
</tr>
<tr>
<td>• Other expectations the principal has</td>
<td></td>
</tr>
<tr>
<td>5 Opportunity for first-year teacher to ask questions or provide input</td>
<td></td>
</tr>
<tr>
<td>How are things going with the program?</td>
<td>Ex. Questions about visits to observe other teachers.</td>
</tr>
<tr>
<td>6 Any other things to be addressed (from principal, mentor, or first-year teacher)</td>
<td></td>
</tr>
<tr>
<td>7 Thank everyone in attendance</td>
<td></td>
</tr>
</tbody>
</table>

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Record of Observation and Recording Forms

- All observations should be documented by the mentor on this form.
- Instructions are at the top of each form.
- This will be submitted for mentor stipend at the end of each semester.
- Your first-year teacher will need to submit a copy of this form if he/she is enrolled in the optional first-year teacher online class.

Important difference is that the minutes for first-year teacher observations are 360 minutes the first semester and 180 minutes the second semester.
## Instructions for Mentor:

1. Document the time you spend on Observations and Recording to fulfill your requirements.
2. Give a copy of the completed form to your first-year teacher.
3. Attach this form to SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher’s building administrator for verification. When signed, send to ND Teacher Support System office.

### MENTOR OBSERVES FIRST-YEAR TEACHER (15 minute minimum each observation)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Observation</th>
<th>Duration of Observation</th>
<th>Observation Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
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<tr>
<td>October</td>
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<tr>
<td>November</td>
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</tbody>
</table>

### FIRST-YEAR TEACHER IS RECORDED (15 minute minimum)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Recording</th>
<th>Duration of Recording</th>
<th>Date of Discussion with Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
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### FIRST-YEAR TEACHER OBSERVES OTHER TEACHERS (minimum of 6 hours required first semester)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Observation</th>
<th>Duration of Observation</th>
<th>Name of Teacher Observed</th>
<th>Observation Focus</th>
</tr>
</thead>
</table>

Total hours observed =

We certify the above is an accurate report of our observation experiences.

<table>
<thead>
<tr>
<th>First-year Teacher Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Building Administrator Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

For questions, contact Erin Jacobson, NDTSS Coordinator at 701.328.9644 or ecjacobson@nd.gov

All forms for the Teacher Support System Mentoring Program can be found online at [https://www.nd.gov/esp/programs-mentoring-program-1](https://www.nd.gov/esp/programs-mentoring-program-1).

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.
**Instructions for Mentor:**

1. Document the time you spend on Observations and Recording to fulfill your requirements.
2. Give a copy of the completed form to your first-year teacher.
3. Attach this form to the SFN 59233 Request for Payment of Mentor Stipend (along with other required forms) and present to the first-year teacher’s building administrator for verification. When signed, send to the ND Teacher Support System office.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Observation</th>
<th>Duration of Observation</th>
<th>Observation Focus</th>
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</thead>
<tbody>
<tr>
<td>January</td>
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<td>April</td>
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</tbody>
</table>

**FIRST-YEAR TEACHER IS RECORDED** (15 minute minimum)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Recording</th>
<th>Duration of Recording</th>
<th>Date of Discussion with Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
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</table>

**FIRST-YEAR TEACHER OBSERVES OTHER TEACHERS** (minimum of 3 hours required second semester)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time of Observation</th>
<th>Duration of Observation</th>
<th>Name of Teacher Observed</th>
<th>Observation Focus</th>
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</thead>
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</tbody>
</table>

Total hours observed =

We certify the above is an accurate report of our observation experiences.

First-year Teacher Signature  Date
Mentor Signature  Date
Building Administrator Signature  Date

For questions, contact Erin Jacobson, NDTSS Coordinator at 701.328.9644 or ecjacobson@nd.gov

All forms for the Teacher Support System Mentoring Program can be found online at [https://www.nd.gov/espb/resources-mentoring-program-1](https://www.nd.gov/espb/resources-mentoring-program-1)

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.
Instructions for Mentor:

- **Submit the four forms below** (be sure to have signatures)
- Mail forms to Erin Jacobson, NDTSS Mentor Program, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503
  - OR Fax to 701-328-9647
  - OR Email to ecjacobson@nd.gov

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**Form SFN 59233**
Request for Payment Of Mentor Stipend

**Form SFN 59229**
Mentor Record of One-on-one Meetings

**Form SFN 59228**
FYT Record of One-on-one Meetings

**Form SFN 60347**
Record of Observation Time

---

**MENTOR RECORD OF ONE-ON-ONE MEETINGS**

**FIRST-YEAR TEACHER RECORD OF ONE-ON-ONE MEETINGS**

**RECORD OF OBSERVATION AND RECORDING TIME - FALL SEMESTER**

**RECORD OF OBSERVATION AND RECORDING TIME - SPRING SEMESTER**

---

Keep a copy of all the documents before submitting for payment.
REQUEST FOR PAYMENT OF MENTOR STIPEND
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 59233 (03-2018)

Instructions for Mentor:
1. Complete form below
2. Other forms to submit:
   - Completed SFN 59229 Mentor Record of One-on-One Meetings form
   - Completed SFN 59228 First-year Teacher Record of One-on-One Meetings form
   - Completed SFN 59279 Record of Observation Time-Fall OR SFN 60347 Record of Observation Time-Spring
3. Submit to first-year teacher’s building administrator for him/her to sign and mail OR obtain administrator’s signatures and mail forms yourself to Erin Jacobson, NDTSS Mentor Program, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503 OR Fax to 701-328-9647 OR Email to ecjacobson@nd.gov

Instructions for First-year Teacher’s Building Administrator: Verify completion of all requirements. Sign and return to mentor or mail to Erin Jacobson, NDTSS Mentoring Program, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503

<table>
<thead>
<tr>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Mentor</td>
</tr>
<tr>
<td>Home Mailing Address (include street or PO number)</td>
</tr>
<tr>
<td>Name of First-year Teacher</td>
</tr>
<tr>
<td>Name of First-year Teacher’s Building Administrator</td>
</tr>
<tr>
<td>Stipend requested for:</td>
</tr>
<tr>
<td>☐ Fall ☐ Spring</td>
</tr>
</tbody>
</table>

Requirements:
- Triad meeting with first-year teacher, principal and mentor on (date) ________________________
- Completion of a minimum of 15 hours of one-on-one conferencing with first-year teacher
- Completion of minimum time of observing first-year teacher
- Completion of minimum of recording of first-year teacher
- Attendance at Mentor Seminar (Fall Stipend) OR ☐ Participation in online activities (Spring Stipend)

The following documents must be submitted:
- SFN 59233 Request for Payment of Mentor Stipend
- SFN 59229 Mentor Record of One-on-One Meetings form
- SFN 59228 First-year Teacher Record of One-on-One Meetings form
- SFN 59279 Record of Observation Time-Fall OR SFN 60347 Record of Observation Time-Spring

<table>
<thead>
<tr>
<th>Signature of Mentor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Administrator</td>
<td>Date</td>
</tr>
</tbody>
</table>

For use by Teacher Support System

All forms for the Teacher Support System Mentoring Program can be found online at [https://www.nd.gov/espb/resources-mentoring-program-1](https://www.nd.gov/espb/resources-mentoring-program-1)

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws.
Reimbursement for Substitute Pay

- **Mentors and First-year Teachers** will use this form to keep track of substitute time for observations.
- Each Mentor and First-year Teacher pair will have $500 to share.
- Instructions are on the top of the form.
- Your principal will need to sign and submit.

This form is submitted only once, at the end of the year.

### Reimbursement for Substitute Pay

**Teacher Support System Mentoring Program**

<table>
<thead>
<tr>
<th>School Year 20__ - 20__</th>
<th>Name of District</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of First-year Teacher</td>
<td>Name of Mentor</td>
<td></td>
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<tr>
<td>Name of Principal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Substitute name</th>
<th>Duration</th>
<th>Reason for substitute</th>
<th>Date</th>
<th>Substitute name</th>
<th>Duration</th>
<th>Reason for substitute</th>
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</table>

Daily Rate (including benefits) $ \times $ Number of Days = $ Total Amount

I am requesting reimbursement as specified above (up to $500) for substitute pay to cover Teacher Support System Mentoring Program activities.

<table>
<thead>
<tr>
<th>Signatures of Principal</th>
<th>Date signed</th>
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<tbody>
<tr>
<td>Telephone Number</td>
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</tbody>
</table>

*Required Check should read "Pay to the order of ..."

*Required Address where check should be sent

PLEASE SUBMIT BY JUNE 6

All forms for the Teacher Support System Mentoring Program can be found online at https://www.nd.gov/espb/resources-mentoring-program-1
REIMBURSEMENT FOR SUBSTITUTE PAY
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 60159 (03-2018)

Instructions for Mentors and First-year Teachers:
1. Use the chart below to keep track of substitute time during the year and submit to your principal in the spring.

Instructions for Principal:
1. Complete and sign form.
2. **By June 6:** Fax to 701.328.9647 OR scan and email to ecjacobson@nd.gov
   OR mail to Erin Jacobson, ND Teacher Support System, 2718 Gateway Avenue, Suite 204, Bismarck, ND 58503

<table>
<thead>
<tr>
<th>School Year 20__ - 20__</th>
<th>Name of District</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of First-year Teacher</td>
<td>Name of Mentor</td>
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<tr>
<td>Name of Principal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Substitute name</th>
<th>Duration</th>
<th>Reason for substitute</th>
<th>Date</th>
<th>Substitute name</th>
<th>Duration</th>
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</tbody>
</table>

Daily Rate (including benefits) $ \times \text{Number of Days} = \text{Total Amount} $

I am requesting reimbursement as specified above (up to $500) for substitute pay to cover Teacher Support System Mentoring Program activities.

Signature of Principal

Date signed

For Use by Teacher Support System

APPROVED FOR TEACHER SUPPORT PAYMENT

DATE:

CODE: 611

PLEASE SUBMIT BY JUNE 7

All forms for the Teacher Support System Mentoring Program can be found online at https://www.nd.gov/espb/resources-mentoring-program-1

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws
Where is it?

On what page would you find advice from past mentors regarding time for conferencing?

What sections of the Conference Log are “Use if needed”?

What are the three stages in Differentiated Mentoring?

On what page would you find instructions for completing the Request for Payment of Mentor Stipend form?

On what page would you find questions you might use to interview your first-year teacher?

What is one way to start a Clarifying Question?

Where do you find the agenda outline for the SECOND triad meeting?

How many hours of observing other teachers does the First-year Teacher need to do first semester?

How many hours second semester?

What month will you likely need to start assisting your first-year teacher with time management?

When do you give your first-year teacher a copy of the Conference Log?

Everything you need to know is in your manual!
Ideas

[Blank lines for ideas]
<table>
<thead>
<tr>
<th>Bus Pal</th>
<th>Study Buddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym Partner</td>
<td>Computer Collaborator</td>
</tr>
</tbody>
</table>
# Mentor Teacher Timeline

## Fall Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
</table>
| August     | - New Mentor completes training  
- Meet with FYT to discuss the Mentoring Program and watch screencast  
- Hold Initial Triad meeting | |
| September  | - Mentor observes FYT (#1)  
- One-on-one conference  
- FYT observes other teachers | |
| October    | - Mentor Seminars  
- First FYT video recording and debrief with Mentor  
- Mentor observes FYT (#2)  
- One-on-one conference  
- FYT observes other teachers | |
| November   | - Mentor observes FYT (#3)  
- One-on-one conference  
- FYT observes other teachers | |
| December   | - One-on-one conferences  
- FYT observes other teachers  
- Mentors prepare to send in documentation for stipend request | |

## Spring Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
</table>
| January    | - Hold MID-YEAR Triad meeting  
- Mentor observes FYT (#4)  
- One-on-one conference  
- FYT observes other teachers  
- Mentors participate in professional learning course  
- **Mentor stipend requests are due by January 31** | |
| February   | - One-on-one conferences  
- Second FYT video recording and debrief with Mentor  
- FYT observes other teachers | |
| March      | - Mentors participate in professional learning course  
- Mentor observes FYT (#5)  
- One-on-one conferences  
- FYT observes other teachers | |
| April      | - Mentor observes FYT (#6)  
- One-on-one conferences  
- FYT observes other teachers | |
| May        | - One-on-one conferences  
- FYT observes other teachers  
- Mentors prepare to send in documentation for stipend request | |
| June       | - **Mentor stipend requests are due by June 7** | |
Timeline

September
- Mentor observes FYT (#1)
- One-on-one Conferences
- Possibly FYT observes other teachers

October
- Mentors attend half day seminar
- First FYT recording and review
- Mentor observes FYT (#2)
- One-on-one Conferences
- Possibly FYT observes other teachers

October Mentor Seminars
- Hold Mentor/First-year Teacher/Administrator MID-YEAR Meeting

November
- Mentor observes FYT (#3)
- One-on-one Conferences
- Possibly FYT observes other teachers

December
- One-on-one Conferences
- Possibly FYT observes other teachers
- Mentors prepare to send in stipend request

February
- Second FYT recording and review
- One-on-one Conferences
- Possibly FYT observes other teachers

April
- Mentor observes FYT (#6)
- One-on-one Conferences
- Possibly FYT observes other teachers

May
- One-on-one Conferences
- Possibly FYT observes other teachers
- Mentors prepare to send in stipend request

June
- Mentor stipend requests are due by June 7

January
- Hold Mentor/First-year Teacher/Administrator MID-YEAR Meeting
- Mentor participation in advanced training in professional learning online course
- Mentor observes FYT (#4)
- One-on-one Conferences
- Possibly FYT observes other teachers

March
- Mentor participation in advanced training in professional learning online course
- Mentor observes FYT (#5)
- One-on-one Conferences
- Possibly FYT observes other teachers

Mentors will also participate in a Professional Learning course.
These meeting dates will vary by course.

August
- Mentor completes training
- Mentor meets with FYT to explain the program and watch the screencast
- Complete “Getting Started” activities
- Hold Mentor/First-year Teacher/Administrator INITIAL Meeting