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Maine
Department of
Education

Maine Special Education Mentor Handbook

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Mentor Handbook Contents

Introduction

Welcome to mentoring!

Did your career path start as a special educator, or did you transition from another career or educational position? Many of Maine's new special educators have been educational technicians and are taking the next step in their career path by becoming the teacher of record, with new responsibilities that include

- Developing (not just following) educational and behavioral plans
- Establishing class and program rules and expectations
- Collaborating with educators and related services colleagues as a peer, rather than as a support person
- Supervising staff who may previously have been peers
- Communicating with families and caregivers
- Taking an active part in the school community and taking responsibility for ensuring that students are a part of the school community
- All the administrative, procedural, and legal requirements of IDEA, and
- Oh yeah- and teaching.

Do you remember your first year as a special educator? Most of us remember very little- our first year was a blur of activity, anxiety, and exhaustion, a seemingly never-ending, steep learning curve. Many of you had a veteran teacher who was nearby to help you learn the ropes, find resources, figure out ways to manage administrative tasks, offer advice, and- equally, if not most importantly- to listen and to help you learn to reflect and grow as a professional. Others, especially those in very small districts, may not have had a veteran special educator nearby to support you.

While your years in the field have probably helped you develop the skills needed to be a mentor, you may not have thought about mentoring in a systematic way. This handbook is not intended to replace mentor training, rather, it is a collection of information and resources that will hopefully supplement your training and give you new tools to use in your role as mentor.

New Special Educators

New special educators teach in a variety of contexts. Some co-teach in a general education classroom or support students in general education classrooms. Others may be resource room teachers, or teach in a self-contained program or school. If in a rural school, they may be responsible for students with a wide variety of support needs. Those in more urban districts may be asked to coordinate with a dizzying variety of specialists.

In general, the **concerns and support needs** of new special educators can be categorized into these broad areas:

- Inclusion, collaboration, and interactions with other adults
- Pedagogical skills- how to teach
- Managerial, administrative tasks
- Managing roles

Special Educator Mentoring

New special educators benefit from ongoing support from a veteran special educator whom they trust and who has taught students similar to those on their caseload.

Things Mentors do	Things Mentors do NOT do
- Listen to mentee concerns, questions - Offer emotional support, availability - Help them learn special ed and district procedures - Help them understand and manage paperwork - Share materials and help them develop curriculum, behavior management, and other strategies - Help addressing professional areas like working with families, integrating IEP goals into the general curriculum - Help them develop the skills of a reflective practitioner	- Supervise mentees - Evaluate mentees - Talk with others about the mentee without their permission - Tell them what to do (although you may offer suggestions, or point toward resources that will benefit them) - Criticize, or otherwise demoralize

Mentors

In-District Mentors

Some of you come directly from your district's cadre of trained mentors, and work with your district's certification committee. You may have been trained by the district or regional collaborative, and/or may be a veteran teacher who has served as mentor for many years.

As part of your district plan, you may be expected to help with the initial teacher action plan, conduct formal observations during the school year, and fulfill other responsibilities that are outlined in the district's PLCSS plan. If you're mentoring a conditionally certified special educator, MACM may touch base with you occasionally, but you do not otherwise report to MACM.

MACM Mentors

Maine's Alternative Certification Mentoring program, or MACM, was developed to address a critical need for qualified special educators. **MACM has the following broad goals**:

1. Ensure that new conditionally certified special educators are mentored by veteran special educators who are trained mentors
2. Provide new conditionally certified special educators with training and guidance in developing, implementing, and evaluating individualized education programs
3. Build special educator mentor capacity across the state
4. Contribute to the ongoing professional development of Maine's special education mentors
5. Increase the likelihood that conditionally certified special educators will remain in the field and earn professional certification.

MACM mentors have completed mentor training. MACM mentors do not report to or interact with the mentee's local certification committee or special education administrator. You are available for the mentee's special education-related support needs. Your mentee will also be assigned an in-district mentor who will help her/him learn the district's unique culture, policies, and procedures. Ideally, and with the mentee's permission, the MACM mentor will stay in touch with the in-district mentor to ensure that they're giving consistent support (and are not overwhelming the new special educator).

Out of district MACM mentors might use email, texting, FaceTime or Zoom, or the telephone to communicate regularly, and you may meet in person on occasion, if not too far away to do so. Distance mentoring is not as convenient or easy as mentoring someone in the next classroom to yours, so you will need to make sure that you and your mentee are communicating regularly and that you are initiating some of those contacts. Be aware that each kind of communication has its advantages and drawbacks. For example:

- **Face-to-Face:** advantages of visual and verbal (i.e. tone of voice) cues, immediacy, and available contextual cues. Immediacy can be a disadvantage, too, as your mentee or you may not take time to consider what is said or how information is shared, so you may find yourselves reacting rather than reflecting. You also will not have a record of this unless one or both of you take notes.

- **Telephone:** Advantages include immediacy, verbal cues; disadvantages include lack of visual and contextual cues, record of what transpired.

- **Text or email:** advantages include convenience (each participant can choose when to communicate), time taken to compose message/respond to message allows reflection, and record of communication that can be revisited and reflected upon. Disadvantages: no visual, contextual, verbal cues, misunderstandings may arise from how things are worded- especially if one communication partner uses text "shorthand" that the other is not familiar with.

In reality, you and your mentee will probably connect through some or all available modes during the course of the year. Developing a trusting relationship from a physical distance will take deliberate and thoughtful effort, so you may find that communicating more frequently for shorter periods during the week is necessary- especially early in the relationship.

Expectations

1. **Be in contact with your mentee every week.** You will spend about an hour per week average (minimum average) supporting your mentee. S/he may require more support time during key times of the school year: the first month of the school year, to help prepare for IEP meetings throughout the year, before school-wide standardized testing, and for similar events that will be new to your mentee. You may use a variety of modes to communicate with her or him: face-to-face, email, telephone, texting, and FaceTime or Zoom are all good options for connecting.

2. **Maintain confidentiality** in your mentor/mentee relationship, unless you observe or are made aware of something that requires mandated reporting.

3. **If you are assigned to your mentee by your local Certification Committee,** follow the requirements for teacher induction described in your district's induction plan. This may require formal observations, participation in regularly scheduled meetings, or other activities.

4. **If you are assigned through MACM or MACM is paying your stipend, keep** a monthly log of your mentee contacts. This log will include the date and time frame of your contact, topics discussed (in general), and the mode of contact. This log is submitted to the MACM Coordinator every month. **If MACM is paying your stipend,** submit the DOE invoice form to the MACM Coordinator in December and early June. The Coordinator will forward these to the Maine Department of Education.

5. **Check in with your mentee about the MACM course** (if s/he is required to take this course). Ask about progress, and if your assistance is needed with anything related to the course.

6. **Regularly check the MACM Mentor Community page on Schoology** to keep abreast of upcoming workshop and webinar opportunities for you and your mentee, resources available on the site, and to add to the resources and respond to the discussion topics. You are welcome to start discussion forums of your own- this site is intended to be a resource for you and your special educator mentor colleagues!

7. **Use the resource modules on the MACM Mentor Community page** to support your mentee. Be familiar with the resources and share those that you think your mentee could use. These resources may be used for discussion topics when you meet with her/him.

PHASES OF FIRST YEAR TEACHING

ANTICIPATION	SURVIVAL	DISILLUSIONMENT
THE FIRST FEW WEEKS OF SCHOOL New teachers enter with tremendous commitment to make a difference IDEALISTIC VIEW OF TEACHING	THE FIRST MONTH OF SCHOOL Overwhelmed and struggling to keep their head above water DAY-TO-DAY PLANNING AND TEACHING	TWO MONTHS INTO THE YEAR Beginning to question their own commitment and competence CLASSROOM MANAGEMENT DIFFICULTIES
REJUVENATION FIVE/SIX MONTHS INTO THE YEAR Slow rise in attitude towards teaching BEGINNING TO FOCUS ON CURRICULUM DEVELOPMENT, LONG TERM PLANNING, TEACHING STRATEGIES & TESTING	REFLECTION TEN MONTHS INTO THE YEAR Invigorating time for new teachers REFLECTING ON SUCCESSFUL EVENTS & THOSE THAT WERE NOT	ANTICIPATION END OF THE OF SCHOOL YEAR Vision is emerging as to what next year will look like NEW FEELINGS OF EXCITEMENT IN PLANNING FOR NEXT YEAR

Understanding Beginning Special Educators

Adapted from NCIPP Mentor Handbook: Supporting Beginning Special Educators (2013). Chapter 3
http://ncipp.education.ufl.edu/files/NCIPP_Mentor_Handbook_final.pdf

Pathways to Special Education (SED):
1. **The traditional route** allows prospective SED teachers to earn degrees in education prior to teaching.

2. **The alternate route** offers abbreviated tracks into the classroom. This route is used by individuals who have bachelor's degrees and who seek certification in a teaching area.

A majority of Maine's conditionally certified SED teachers are former educational technicians moving into a teaching position. A much smaller number are general educators moving into special education, or have certification in other special education areas.

Novice special educators fall on a continuum of support needs and responsibilities:
- Those with a degree in a different field will take education course work throughout her first 3 years and will likely need intense assistance in instructional and behavior strategies.
- Those near the end of a master's degree in special education may need help refining his or her practices.
- Those teaching in a rural school may teach across disability areas and/or be the only special educator in the school building.
- Those in a suburban school may be expected to co-teach or serve as a consulting teacher

Novice special educators may not have prior practicum experiences in their current teaching contexts. They may have vast experience in implementing teaching strategies and adaptations, but little experience selecting strategies and adaptations.

<u>**Concerns of novice SEDs**</u>
Concerns of new special education teachers narrow down to three main areas:
(1) inclusion, collaboration, and interactions with colleagues and families;
(2) pedagogical concerns; and
(3) managing roles.

1. **Inclusion and collaboration with general educators**

Novice special education teachers may face challenges in collaborating with general educators due to
- general educators' resistance to teaching or accommodating students with disabilities;
- inadequate time to collaborate with general educators because of large, overwhelming caseloads;
- general and special educators' inadequate knowledge of collaboration and how to include students with disabilities; and
- lack of physical proximity to general educators.

Interactions with colleagues make a difference to novice special education teachers because
- informal support from colleagues and mentors can increase commitment and may have as much, if not more, effect than formal mentoring;
- poor relationships with colleagues can increase the chance of burnout
- new special educators' perceptions of support are as important as the actual support they receive;
- general educators invested in the success of students with disabilities are more likely than those who are not invested to provide new special educators with needed resources; and
- beginning special educators who feel a sense of belonging in their schools are more likely to access resources from colleagues than those who do not feel connected.

Interactions with administrators. Beginning special education teachers with supportive administrators have
- higher levels of commitment,
- more opportunities for PD,
- fewer problems and less stress,
- higher job satisfaction and less burnout, and
- more perseverance and resources to support working through challenges with inclusion.

Interactions with paraprofessionals. Often, paraprofessionals (in Maine, ed techs) have been at a school longer than new special educators, and they know both the students and the school. Novice special educators sometimes find it challenging to work with paraprofessionals, especially when they required to supervise those who were formerly their peers. Beginning special education teachers may
- be reluctant to manage, train, and evaluate adults who are often older than they are;
- feel inadequately prepared to supervise, manage, and coordinate paraprofessionals; and
- require additional help and training in working with paraprofessionals.

Interactions with parents. New special education teachers need assistance with parent communication and planning and conducting parent conferences. Challenges identified by novice special education teachers include
- low parent involvement,
- anxiety about initial interactions and subsequent follow-ups, and
- uneasiness in conducting different types of meetings.

2. **Pedagogical concerns**.

Curriculum, teaching, and assessment. New special education teachers face the same expectations as their experienced peers, and must be able to meet the needs of their students across a range of areas, including
- academics,
- social skills,
- assessment,
- learning strategies,
- transition,
- instructional and assistive technologies, and
- alternative instructional delivery methods.

Materials. Novice special educators often step into classrooms where few resources were left by the previous teacher, may not know how to use what is available to them, or how or where to find alternative resources. They need support building their own toolbox of resources and materials.

Behavior management. Beginning special educators grapple with
- establishing and sticking to classroom rules and procedures,
- managing challenging student behaviors;
- students' refusal to work; and
- power struggles and disruptive student behavior

3. **Managing roles**.

Large, complex caseloads may prevent beginning special education teachers from providing effective instruction and behavior management. New special educators may struggle with trying to accommodate the multiple levels and needs of their students.

Time management is a critical concern for novice special educators who often need help with managing their time while teaching, planning lessons, writing IEPs, and scheduling meetings.

Role confusion. Beginning special education teachers may deal with role uncertainty and conflicting expectations from administrators, colleagues, and parents. Some schools have clearly defined procedures and responsibilities while others do not. Role confusion may create

a sense of anxiety and disconnectedness among new special educators and may contribute to job dissatisfaction. Some teachers also have problems organizing and managing their various responsibilities, such as instructional demands, IEPs, and working with many different people.

Non-teaching demands. New special education teachers need help writing meaningful IEP goals and objectives, notifying parents, scheduling meetings, organizing record-keeping, meeting timelines, and managing other logistics.

Mentoring

New special educators are more likely to seek help and find the induction process more effective when they are paired with mentors who
- teach students with similar characteristics (e.g., age, disability);
- teach the same grade level and subjects; and
- understand special education procedures, paperwork, and instruction.

Frequency of mentoring. Mentors received highly effective ratings when they had either formal or informal contact with beginning special education teachers at least once per week. Formal support includes scheduling meetings, facilitating collaboration and communication, and providing emotional support. Informal support includes unannounced visits, handwritten notes, phone calls, and emails.

Content of mentoring. The content of mentors' interactions with new special education teachers should include
- emotional availability and understanding (e.g., supporting through listening, sharing experiences, providing encouragement) of the challenging aspects of teaching;

- support with school and district procedures and assistance with paperwork;

- support with curriculum, materials, behavior management, and other strategies;

- help with addressing professional areas such as cultural competence and diversity, supporting families, and integrating IEP goals into the general curriculum; and

- encouragement of reflection through open-ended questions about data and implementation efforts to allow novice special education teachers to reflect on their practices.

Creating a Climate of Support

Adapted from: Mentor Handbook: Supporting Beginning Special Educators. Chapter 5.
(NCIPP)
http://ncipp.education.ufl.edu/files/NCIPP_Mentor_Handbook_final.pdf

New Special Educator Support Areas

- **Connecting with Parents**
    - Sharing student progress
    - Effective parent letters
    - Facilitating meetings
    - Using parent-friendly language
    - Ongoing communication

- **IEP programs, paperwork**
    - Managing timelines
    - Managing paperwork
    - IEP expectations
    - Writing IEPs
    - Data collection, assessment

- **Working with Others**
    - Working with IEP teams
    - Talking with administrators
    - Connecting to colleagues
    - Supervising ed techs

- **Managing school/district procedures**
    - Time management strategies
    - Understanding the role of the special educator in the school/district
    - Integrating into school culture

- **Connecting to resources**
    - Classroom resources
    - Curricular resources
    - Evaluating resources, materials
    - School support services
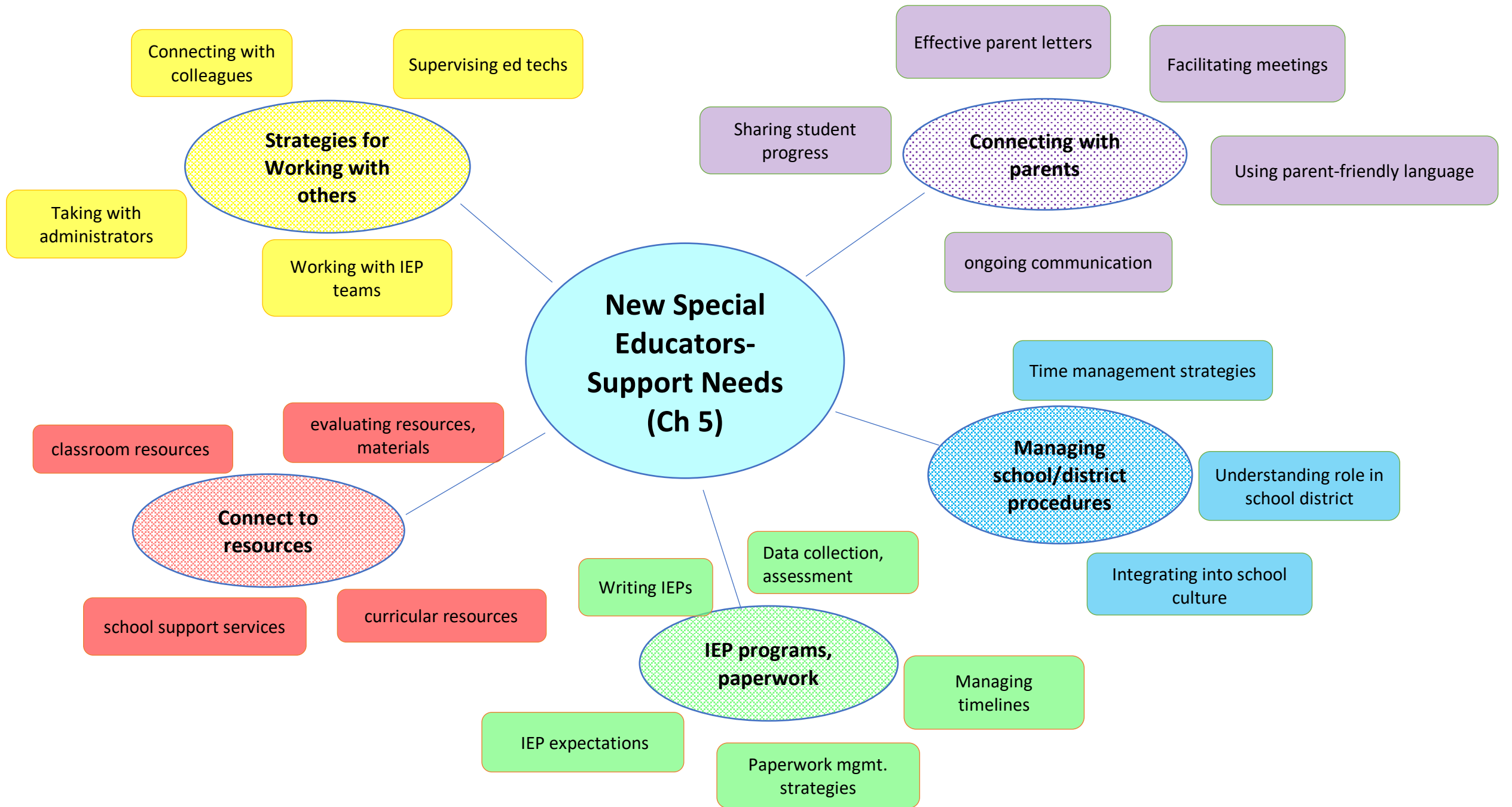
New Special Educators- Support Needs (Ch 5)

Strategies for Working with others
- Connecting with colleagues
- Supervising ed techs
- Taking with administrators
- Working with IEP teams

Connecting with parents
- Effective parent letters
- Facilitating meetings
- Sharing student progress
- Using parent-friendly language
- ongoing communication

Connect to resources
- classroom resources
- evaluating resources, materials
- school support services
- curricular resources

Managing school/district procedures
- Time management strategies
- Understanding role in school district
- Integrating into school culture

IEP programs, paperwork
- Writing IEPs
- Data collection, assessment
- Managing timelines
- IEP expectations
- Paperwork mgmt. strategies

The Challenge of Managing Roles

Understanding the Needs of Novice Special Education Teachers

Briefly…

Understanding the challenges that novice special education teachers encounter in their first years provides important information for administrators as they consider policies and procedures that support new teacher induction. Find out how administrators can help novice special education teachers manage their complex and challenging roles.

The learning curve is high for novice special education teachers. They must assume full teaching responsibilities, while at the same time become familiar with district and school policies, curriculum, and assessment policies and procedures. They are expected to build relationships with administrators, teachers, paraprofessionals, families, and other service providers. For the most part, novice special education teachers have the same responsibilities as their more experienced counterparts, even though they may lack the knowledge and skills of their more experienced peers.

The range and volume of responsibilities can seem insurmountable to novice special education teachers. In fact, many do not see their workloads as manageable. Challenging work conditions—such as an uncertainty about their roles and responsibilities, time pressures, heavy caseloads, scheduling difficulties, paperwork, and routine requirements—can contribute to their decision to leave teaching.

An understanding of novice special education teachers' concerns can help administrators prepare mentors and plan more relevant induction programs.

This Brief looks at these teachers' concerns related to managing their complex and challenging roles. It offers some suggestions that administrators might use to help new teachers succeed.

Concerns: Time and Scheduling

Not having adequate time to teach and address the varied needs of students is a pressing concern for novice special education teachers. The task of scheduling, organizing, and managing an environment of adults, along with students with disabilities, across multiple grades and subjects can be overwhelming. The situation can become even more challenging when students change classrooms many times throughout the day or when teachers are assigned to two or more schools.

Having insufficient time during the day to complete paperwork—such as writing Individualized Education Programs, referrals, and evaluations—along with planning for instruction also can be a major concern. Novice special education teachers find that they must complete substantial amounts of work outside of school, during nonschool hours.

Concerns: Caseloads

Heavy caseloads can make it hard for novice special education teachers to attend to the individual needs of their students. This can be particularly challenging if teachers are expected to provide services to students across many classrooms. Caseloads in which students have multiple academic and behavioral needs and require different levels of support also can create challenges for effective instruction, curriculum planning, and behavior management.

Concerns: Legal Requirements, Paperwork, and Meetings

Novice special education teachers can find it difficult to function effectively in the face of excessive and competing responsibilities. Legal requirements and paperwork—such as writing Individualized Education Programs and completing referral, placement, and evaluation documents—can be challenging. The volume of work and the logistics of completing it also can present challenges, particularly when tasks involve notifying parents, scheduling meetings, inviting appropriate people to meetings, creating meeting agendas, and completing forms.

Novice special education teachers expect to spend the majority of their time teaching and express frustration when their instructional pursuits are reduced because of bureaucratic tasks such as meetings and paperwork.

Concerns: Role Confusion and Ambiguity

Novice special education teachers often express confusion about their roles and what is expected of them. For example, they may be unclear about their roles and responsibilities relating to students, especially when working collaboratively with general education teachers. General education teachers also may be unsure about their role with students with disabilities, which can exacerbate role confusion as teachers collaborate. Role overload, ambiguity, and conflict are associated with job dissatisfaction, turnover, and weakened commitment to the teaching profession.

Administrative Support to Address Concerns

Administrators can help novice special education teachers better manage their roles and responsibilities in the following ways:

- Help novices develop time management skills. Work with them to develop schedules and organize their responsibilities.
- Provide sheltered status. Reduce caseloads, assign fewer administrative duties, and provide support for the improvement of their pedagogy.
- Encourage novices not to take on extracurricular assignments (e.g., cheerleading coach).
- Offer assistance with legal tasks and paperwork.
- Define roles and responsibilities. Structure and clarify novices' roles and responsibilities relating to students with disabilities throughout the school. Offer them support in negotiating their roles and coordinating

complex responsibilities for inclusion and collaboration.

- Encourage novices to seek help. New teachers may be reluctant to seek help, especially from administrators and supervisors who have responsibility for evaluating them. Make sure they have opportunities to receive assistance in nonthreatening ways.
- Provide a structured system of support, including school-based socialization and instructional coaching.

⊙⊙ *Sightings*

In addition to managing roles, novice special education teachers also have significant concerns about pedagogy and collaborating and/or interacting with adults. NCIPP has prepared briefs on these topics for administrators. These are available on the NCIPP website (**www.ncipp.org**):

- *Instructional Challenges: Understanding the Needs of Novice Special Education Teachers.*
- *The Challenges of Inclusion and Collaboration: Understanding the Needs of Novice Special Education Teachers.*
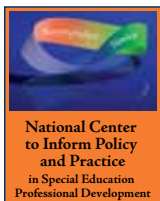
IDEAs that Work
U.S. Office of Special Education Programs

Induction Insights

Instructional Challenges
Understanding the Needs of Novice Special Education Teachers

Briefly…

Understanding the challenges that novice special education teachers encounter provides important information for administrators as they consider policies and procedures that support new teacher induction. Find out how administrators can help novice special education teachers address instructional challenges.

Novice special education teachers struggle with many of the same pedagogical challenges as their general education counterparts. They often need help learning the curriculum, acquiring and adapting necessary materials, and addressing challenging student behavior.

A complicating factor is that novice special education teachers typically have curricular responsibilities that span multiple content areas and grade levels. Some novice special education teachers report minimal preparation in the content areas, leaving them to spend much of their time learning content rather than thinking about how to design appropriate teaching strategies and routines to meet individual student needs.

An understanding of novice special education teachers' concerns can help administrators prepare mentors and plan more relevant induction programs. This Brief looks at novice special education teachers' concerns related to instruction. It offers some suggestions that administrators might use to help new teachers succeed.

Concerns: Curriculum, Teaching, and Assessment

Novice special education teachers struggle to carry out their major responsibilities. They must learn content, pre-pare lessons, and create materials across multiple grade levels while monitoring student performance and coordinating their efforts with general education teachers. They often feel inadequately prepared to meet the complex needs of students across a range of curriculum areas, including academics, social skills, assessment, learning strategies, transition, and technology. In addition, novice special education teachers may have difficulty using alternative instructional delivery formats such as peer tutoring and cooperative learning.

The lack of knowledge about specific content areas is particularly challenging when novice special education teachers have responsibility for multiple subjects. In these situations, new teachers are essentially learning the content as they teach it. This can interfere with their ability to deliver a standards-based curriculum in which curriculum, Individualized Education Program goals, and instruction are matched with grade expectations and student abilities.

Novice special education teachers find teaching reading to be particularly challenging, especially for students with complex reading problems. They may have difficulty diagnosing reading problems, assessing student reading level, and learning the reading content taught in specific grades.

Concerns: Availability of Adequate Materials

Novice special education teachers often report having insufficient and inadequate teaching materials. Variations of this problem include:

- Outdated materials and technology.
- Inadequate numbers of books.
- No teacher manuals.
- Few consumables.
- Insufficient alternative materials to address the range of their students' instructional levels.

Novice special education teachers also may need training in how to use assistive technology and other devices that are available.

Novice special education teachers without background knowledge in content areas and who are lacking materials often have additional challenges. These new teachers may be left on their own to develop instructional materials based on what is available to them. This can result in stress and can cut into time needed for other responsibilities. It also can be time consuming when novice teachers secure materials on their own (e.g., searching for materials on the Internet, asking university faculty for suggestions, requesting materials from publishers).

Concerns: Student Behavior

Novice special education and general education teachers all typically struggle with addressing challenging student behavior. They have difficulty controlling student behavior that interferes with teaching.

However, novice special education teachers often are faced with more severe problems that may require individualized behavioral plans. For example, they describe difficulty trying to teach while dealing with student behaviors such as refusing to work, challenging their authority, and becoming verbally and/or physically aggressive. In most cases, these novice teachers have not received preparation for dealing with these kinds of complex and troubling behaviors.

Administrative Support to Address Concerns

Administrators can help novice special education teachers with instructional challenges in the following ways:

- Provide opportunities for novices to develop curriculum knowledge by observing veteran teachers, attending professional development sessions, and sharing resources with colleagues.

- Make sure that reading materials are structured and adequate for teaching students with disabilities. Provide new teachers with professional development in using the materials.

- Reduce the number of content areas in which novices are assigned to teach.

- Ensure that novices have necessary instructional resources and materials.

- Support positive student behavior by establishing explicit norms for respect and equity, enforcing schoolwide expectations about behavior, and engaging parents in the goals and life of schools.

- Teach novices strategies for dealing with challenging behavior (e.g., how to avoid power struggles, respond-

◉◉ *Sightings*

In addition to instructional concerns, novice special education teachers also have significant concerns about managing roles and collaborating and/or interacting with adults. NCIPP has prepared briefs on these topics for administrators. These are available on the NCIPP website (**www.ncipp.org**):

- *The Challenges of Inclusion and Collaboration: Understanding the Needs of Novice Special Education Teachers.*

- *The Challenge of Managing Roles: Understanding the Needs of Novice Special Education Teachers.*

ing to behavioral triggers) as well as classroom management strategies that provide positive behavioral support (e.g., promoting a supportive learning community, giving students ownership and choice in the learning process).

IDEAs that Work
U.S. Office of Special Education Programs

What Induction Practices Do Novice Special Education Teachers Perceive to Be Effective?

Using this Information to Reshape Induction Programs

Briefly…

Administrators who understand the demands placed on novice special education teachers are in a better position to provide relevant induction experiences for them. Find out which features of induction programs novice special education teachers perceive to be effective.

Mentoring and induction support influence novice special education teachers' determination to remain in teaching. Those with high levels of support tend to report greater job manageability and success in teaching challenging students. They also tend to feel better about their preparedness to teach, knowledge of pedagogical content, and ability to manage classrooms.

However, placing special education teachers in formal mentoring programs designed primarily for general education teachers with little emphasis on their specific needs may not have positive results. In fact, participation in general programs may foster these novice teachers' dissatisfaction with formal mentoring programs and consequently have little effect on their decision to continue teaching.

Novice special education teachers can tell us much about the types of induction support that they perceive to be effective. An understanding of key program components may be helpful as administrators revise programs and guide the work of mentors.

Read on to learn about seven types of induction support that novice special education teachers find helpful.

Characteristics of Mentors

Mentors who provide instructional coaching should be matched carefully to mentees. Novice special education teachers prefer mentors who teach students with similar disabilities and who teach in the same grade level. When paired with like teachers, novice special education teachers tend to request assistance often and rate assistance high. Further, these teachers tend not to request instructional assistance if their mentor does not teach students with the same disability or does not teach in the same grade level.

Mentors should be selected carefully. As is generally the case, new teachers value mentors who provide emotional support, are available, and communicate effectively.

Other Providers of Support

Novice special education teachers also develop relationships with their professional colleagues, including other special education teachers, related service providers, and paraprofessionals. General education teachers often provide ongoing advice about supplies, schedules, routines, unwritten school rules, and effective teaching strategies.

Over time, these individuals may provide more substantial support than do formal mentors.

Principals can encourage all staff members to participate in induction programs. Strong administrator support, including regular communication, can help novice special education teachers feel well prepared for their teaching assignments.

Formal and Informal Sources of Support

Formally scheduled meetings with mentors appeal to novice special education teachers. Such meetings help to facilitate collaboration and communication between mentors and mentees. Novice special education teachers also perceive informal supports—such as unscheduled meetings with mentors and colleagues, unannounced classroom visits, and handwritten notes—to be helpful.

Principals should ensure that teachers have release time for routinely scheduled meetings and other professional development activities. They also can make sure that professional development is focused on addressing special education issues—a particular concern of novice special education teachers.

Frequency of Support

Frequency of support influences new teacher perceptions of its effectiveness or helpfulness. Novice special educator teachers who have contact with their mentor at least once a week for the first year tend to rate mentoring as effective. However, these teachers also perceive this amount of assistance to be inadequate for addressing all of their professional and emotional needs.

Proximity of Support

Novice special education teachers tend to access colleagues who are in close proximity for assistance more than their assigned mentor—especially if the mentor is not in the same building. However, they have a preference for mentors who are special educators over those who are in the same school.

Content of Support

Novice special education teachers find professional development most effective when the content addresses their special education classroom assignments (e.g., strategies to teach and motivate challenging students), rather than generic new teacher content. They also report needing more information than usually is provided.

Although novice special education teachers typically have many instructional needs, they find the following mentoring content to be particularly helpful:

- Emotional support (e.g., listening, sharing experiences, providing encouragement, and solving problems).
- Materials and resources, including adapting and selecting functional materials for instruction.
- Information pertaining to the school and district policies.
- Information pertaining to special education paperwork and procedures (e.g., Individualized Education Programs, referrals, etc.).

Evaluation

Novice special education teachers feel more comfortable interacting with mentors who do not have evaluative roles. While new teachers benefit from constructive criticism and feedback from mentors, they prefer mentors to share information as guides or advisors and not as supervisors.

Novice special education teachers also feel uncomfortable working with mentors who have evaluative roles that require them to make decisions about the new teacher's certification and re-employment. In these relationships, novice teachers may not want to reveal their problems and concerns to their mentors for fear of losing their jobs.

⊙⊙ *Sightings*

Novice special education teachers perceive observation and feedback as important. Formal classroom observations conducted by principals—a commonly recognized form of teacher evaluation—tend to be perceived more positively by these teachers when they are not generic, but rather are specific enough to help them address instructional and behavioral issues related to students with disabilities.

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U.S. Office of Special Education Programs

Mentoring vs Evaluating

Evaluating the protégé is not a function of mentoring.

Trust is essential in a mentor–protégé relationship. It is imperative that the mentor be viewed as a trusted colleague rather than an evaluator or judge.

- Mentoring is collegial; evaluating is hierarchical.

- Mentoring is ongoing; evaluating is defined by district policy.

- Mentoring encourages self-reliance and growth; evaluating judges individual teaching performance.

- Mentoring keeps data confidential; evaluating uses it to judge.

- Mentoring uses value judgments made by the mentor and protégé; in evaluation, value judgments are made by the supervisor.
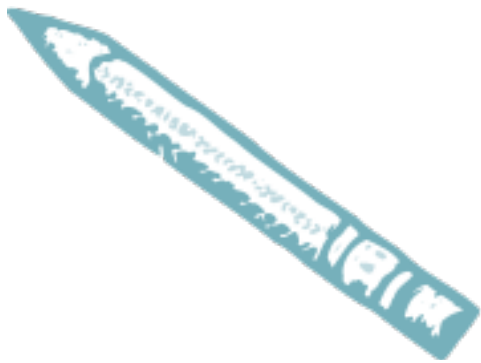
Adapted from: Mentoring Beginning Teachers. Program Handbook, Alberta (CA) Teachers' Association. Retrieved from: http://ncee.org/wp-content/uploads/2017/01/Alb-non-AV-18-ATA-Mentoring-beginning-teachers.pdf

Stages of Formal Mentoring Relationships
Adapted from: **Mentoring Guide**

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Mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming an inherent part of the next:

I. Building the Relationship
II. Exchanging Information and Setting Goals
III. Working Towards Goals/Deepening the Engagement
IV. Ending the Formal Mentoring Relationship and Planning for the Future

Stage 1: Building the Relationship

During this phase, you will get to know each other and begin to establish trust.
During your first meeting (ideally face-to-face), discuss your backgrounds, experiences, interests, and expectations. You will
- Make agreements about confidentiality and the frequency of contact.
- Establish a schedule for communicating regularly, whether in-person, by phone, or e-mail.

Stage 2: Exchanging Information and Setting Goals

During Stage 2, you will exchange more information and set goals.

Helping Your Protégé Set Goals:

By exchanging information, you will gain insight into the goals your protégé hopes to achieve through the mentoring relationship. Goals are helpful because they help the protégé see beyond the day-to-day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Encourage your protégé to discuss his or her goals with you.

Coach your protégé to refer back to his or her goals periodically as a way of re- focusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping him or her achieve them.

Stage 3: Working Toward Goals, Deepening the Engagement

During Stage 3, you will help your protégé work towards achieving his or her goals through conversations, sharing written materials, trying various learning and development activities, and introducing him or her to other colleagues. Your protégé needs your ongoing encouragement at this stage. You may also feel comfortable enough to challenge him or her to think in new ways or approach a problem differently.

This is a good point in the journey to reflect on progress toward goals and on the relationship itself. Consider discussing the following:

- What are the benefits of the relationship up to this point? How am I helping you (protégé) achieve your goals?

- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?

- What kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

This is also the stage during which energy in the relationship can wane! Sometimes, the protégé will feel concerned that he or she is burdening you. Other responsibilities will often compete with his or her commitment to the mentoring relationship. If you haven't heard from your protégé, check in with him or her. Take the lead if necessary. Also take stock of your own time and energy. Is the partnership working well for you? Do you need to make some adjustments? This is a highly rewarding phase of the relationship, but challenges may arise. Here are some examples of challenges other mentors and protégés have faced and resolved.

• **Time and energy**. The most common challenge by far is finding sufficient time to do all you want to do in the partnership. Despite good intentions, other priorities interfere for both of you.

Solution: Think small rather than large, especially in the beginning. Avoid promising more time than you can deliver. Check with your protégé to be certain you are both comfortable with the time you are spending and with the learning that is occurring.

- **Building trust quickly**. With only a few hours of contact each month, it is not easy to build the kind of trust you both would like.

Solution: Other mentors have successfully used several strategies, such as the following: Listen very carefully, and remember what your protégé has said in the past. Demonstrate your credibility. Keep your promises and commitments -- if any need to be changed, let your protégé

know immediately and reschedule or renegotiate them. Admit some errors made and lessons learned. Avoid talking negatively about others. Above all, keep the confidences your protégé shares with you.

- **Not being the "expert" on all your protégé's needs**. Many mentors find it difficult when they do not have all the answers.

Solution: Explain your role as "learning facilitator" early in your relationship. Tell your protégé that you will not have all the answers, and you are looking forward to learning together as well as seeking help from others who are more expert on different topics.

- **Being sensitive to differences.** Particularly in the beginning, it is tempting to assume that both of you are the same. In fact, you will share experiences. Explore and learn from your differences as well.

*Solution: In addition to discovering all your similarities, work carefully to identify the differences between you and your protégé. For example, how do the specifics of his or her position differ from the role(s) you've played? What is occurring now for him or her that you did not face? If you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had? Assume a learning mode, and invite discussion about all of these topics. As Stephen Covey reminds us in **Seven Habits of Highly Effective People**, "Seek first to understand."*

Stage 4: Ending the Formal Mentoring Relationships and Planning for the Future

During this stage, planning for the protégé's continued success is balanced with bringing the formal mentoring relationship to a close. Work with your protégé to define the types of support he or she may need in the future. You may want to connect him or her with additional colleagues who can provide benefits other than those provided by you. This is also a good time to explore your protégé's own interest in one day mentoring someone.

Adjournment brings closure to the journey. Your final discussion should be dedicated to the following:

- Reflecting on accomplishments, challenges, and progress towards goals;
  - What will your protégé remember most about the relationship?
  - What challenges lie ahead for him or her?
- Exploring other types of support he or she may still need;

- Discussing whether the relationship will continue informally and how you will implement that; and

- Expressing thanks and best wishes!

Stages of Formal Mentoring Relationships
Appendix I Mentoring Best Practices

- Think of yourself as a "learning facilitator" rather than the person with all the answers. Help your protégé find people and other resources that go beyond your experience and wisdom on a topic.

- Emphasize questions over advice giving. Use probes that help your protégé think more broadly and deeply. If he or she talks only about facts, ask about feelings. If he or she focuses on feelings, ask him or her to review the facts. If he or she seems stuck in an immediate crisis, help him or her see the big picture.

- When requested, share your own experiences, lessons learned, and advice. Emphasize how your experiences could be different from his or her experiences and are merely examples. Limit your urge to solve the problem for him or her.

- Resist the temptation to control the relationship and steer its outcomes; your protégé is responsible for his or her own growth.

- Help your protégé see alternative interpretations and approaches.

- Build your protégé's confidence through supportive feedback.

- Encourage, inspire, and challenge your protégé to achieve his or her goals.

- Help your protégé reflect on successful strategies he or she has used in the past that could apply to new challenges.

- Be spontaneous now and then. Beyond your planned conversations, call or e-mail "out of the blue" just to leave an encouraging word or piece of new information.

- Reflect on your mentoring practice. Request feedback.

- Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your protégé's development as well as your own.

Three Temptations of Mentoring

1. Acting as if people are (or should be) just like you
2. Telling people what to do
3. Solving the problem instead of working to build the person's competence

Listening

It sounds simple enough, yet deep, thoughtful listening is a skill greatly lacking in our society. Typically we are either talking, or waiting to talk. Peter Drucker, one of the world's premier scholars on leadership and management, has said numerous times that listening is the single most important leadership competency, and the least developed.

As a mentor, you have an excellent opportunity to practice the skill and art of being present with someone, and listening to them fully. Get out of your own way, allow that little voice in your head to quiet, and focus your full attention on your mentee when they speak to you. This alone can provide the space for great shifts to occur in your mentee's thought process and problem-solving ability. As Peter Senge writes in his book "The Fifth Discipline Fieldbook":

1. Stop talking
2. Turn off the "background conversation" in your head
3. Imagine the other person's point of view
4. Look, act, and be interested
5. Observe non-verbal behavior
6. Don't interrupt. Sit still past your comfort level before speaking
7. Listen between the lines for implicit meanings
8. Speak only affirmatively while listening
9. Ensure understanding by paraphrasing key points
10. Stop talking

Balance Asking Good Questions with Being a Good Resource

Ask your mentee questions to help them think strategically for themselves. It's okay to help them solve problems by providing suggestions, but always ask them to contribute other ideas for problem-solving. ***Remember: mentoring is not about solving the other person's problem for them.*** It is certainly okay to provide your experience and expertise (be a useful resource!), because that is a key ingredient of being a good mentor. However, if your mentee depends on you to solve their problems, the mentee is not learning to think strategically on their own.

Come from the stance of helping them to think through an issue together – providing support without removing the responsibility that the issue remains theirs, not yours.

Building the Relationship, Assessing Needs, and Establishing a Timeline of Mentoring Activities

You and your mentee will need to establish some ground rules for your mentoring relationship. This begins with a frank discussion about confidentiality. It is important that you both share the same understanding of the parameters of confidentiality in your mentoring relationship. There is an overview of confidentiality and a sample confidentiality agreement on the next two pages of this handbook.

You may also want to discuss things like how you will communicate with each other, when you will hold regular meetings, and other aspects of your contacts with each other. Think about what is most comfortable for you, as well as your mentee. There is a Decision Points Checklist in this section that offers examples of things to discuss.

As the mentor, you will also need to assess your mentee's support needs. This section includes several different needs assessments. Some are specific to special educators, others are more general. Some were developed by school districts and reflect various facets of district practices. Your school may already have a needs checklist. If so, think about adding special education competencies to the existing checklist.

Establishing a timeline with your mentee will help you both map out when you will address different needs and competencies during the school year. Most new special ed teachers start the year feeling overwhelmed by all the things they don't know; creating a timeline will help you both break down your tasks into manageable chunks. Your timeline will most likely shift as you get to know each other and develop a better idea of where to focus your efforts.
This section concludes with several versions of mentor/mentee timelines. Again, most of these were developed by various school districts and reflect their practices.

The Importance of Confidentiality in Mentoring

by Jackie Lohrey
https://yourbusiness.azcentral.com/importance-confidentiality-mentoring-25975.html

Mentoring is a partnership most often consisting of two people in which one takes the other "under her wing" or both support each other to achieve specific goals. Regardless of whether the setting is informal or a more structured mentoring program, this creates opportunities for personal and professional growth and development. Maintaining confidentiality is crucial in a mentoring relationship. Without it, neither the relationship nor the outcome will reach its full potential.

Ethics and Integrity

Mentors and mentees have a responsibility to treat each other with dignity and respect and to behave in an ethical manner. Confidentiality is a component of ethical behavior and part of the best practices for ethics in mentoring guidelines. During the initial meeting, both parties should identify things they want kept confidential and what may be disclosed. Ethics is the reason most mentor-mentee agreements include an information-sharing or confidentiality clause. It sets ground rules for behavior and gets the relationship started in the right direction.

Trust

The promise of confidentiality allows a sense of trust between the mentor and mentee to develop over time. Both parties need to develop the assurance they can speak freely and sometimes divulge personal or private information without worrying that what they say will soon be common knowledge. The more trust there is between a mentor and mentee, the more truthful the discussions will be and the better a mentor will be able to help.

Productivity

The objective of mentoring is to help a mentee develop and grow. Each meeting should aid in this process by focusing on topics that move the mentee forward. Confidentiality removes roadblocks that can hinder success, helps keep the lines of communication open and allows the process to move forward freely. A breach of confidence can at a minimum delay progress and in a worst-case scenario halt progress completely.

Breaking Confidentiality

Confidentiality is not unbending and never absolute. A mentor or a mentee may at some point find themselves in a position where maintaining confidentiality doesn't reflect ethical behavior, does nothing to foster a sense of trust and is itself a roadblock to productivity. Although opinions and issues such as skills building and self-confidence concerns that can be resolved over time should always be kept confidential, employee theft, divulging trade secrets to an outside third party or unlawful behavior are examples of situations where confidentiality doesn't and shouldn't apply regardless of whether it involves the mentor or mentee.

Guidelines for Confidentiality Between Mentor and Mentee

The relationship between the mentee and the mentor is characterized by support and trust and is formative in nature. The mentor should remember that the role does not involve evaluation. Consequently, information shared between the mentee and the mentor is considered strictly confidential. This includes anything you have knowledge of as a direct result of the unique mentor-mentee relationship. Information shared in the mentoring relationship is not to be shared with anyone without the explicit knowledge and consent of the mentee.

A mentor may believe that the mentee would benefit from certain resources, or even increased support from the administrator. The mentee needs to be informed and give consent for this kind of request to be made. A mentee may actually be better served when the three discuss, on occasion, issues related to instructional practice. The mentor must have the consent of the mentee to share this information.

The only exception to the confidentiality agreement is when the mentor is legally obligated to report.

Sample Confidentiality Agreement

Mentoring Program Confidentiality Statement

For a mentoring relationship to develop, both the mentor and mentee must feel that discussions of private issues or problems are being handled with discretion. The purpose of this agreement is to protect both the mentor and mentee from a breach in confidentiality during the mentoring process.

I, _____, agree to keep confidential the specifics of my discussions with my mentor/mentee, unless given permission to share this information with others. I am also encouraged to discuss any concerns I have about my mentoring experience with the Mentoring Program Coordinator(s). The Mentoring Program Coordinator will maintain confidentiality unless a breach of confidentiality is necessary to maintain someone's personal safety.

I understand that a copy of this agreement will be given to my mentee/mentor and I will also receive a copy of his or her signed agreement.

_____ _____

Signature Date (MM/DD/YY)

Decision Points Checklist

Retrieved and adapted from:
https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/2a-mod-2-decision-points-check-list_v1.pdf

This checklist is designed to assist in exchanging information and generating ideas in planning the mentoring year. Check the column if this is an area of discussion and make notes regarding interest and/or expected action.

DECISION POINTS	YES	NOTES/ACTIONS
Communication Plans		
• Preferred types, phone, email, text, FaceTime, other		
• Best time to be reached		
• Scheduled communication check-ins (at least weekly)		
• Planning visits (who initiates, how, etc)		
• Reflective practices		
Possible Areas of Discussion/Need		
• Classroom and behavior management		
• Time management		
• Managing work load		
• Managing data, recording and tracking		
• Managing administrative and IEP responsibilities		
• Instruction/learning activities and resources		
• Using technology		
• Communicating with families, working with colleagues		
• Student motivation		
• Professional organizations, resources		
Additional Areas		
• State reporting		
• Certification requirements		

Collaboration Log

New Teacher: **Mentor:**

School/Program: **Date:**

Meeting Duration:

_____

Collaboration Type (check all that apply):

	Analyzing student work		Discussing individual student needs		Observing a veteran teacher
	Communicating with parents		Discussing student assessment		Planning lessons
	Developing professional goals		IEP development		Pre-observation conference
	Classroom culture		Modeling lesson		Post-observation conference
	Discussing curriculum		Observing instruction		Reflecting
	Using technology		Providing resources		Other:

Positives:
Key Points/Needs:
Next Steps:

Next meeting date/time:

Mentee Signature: **Mentor Signature**:

Global Learning Charter Public School
New Teacher Survey

Name: _____   Grade and Content _____

Welcome to the faculty! To best assess your needs as a new teacher, please fill out this survey completely.

1. Did you complete a teacher education program? Yes _____ No _____

2. Identify the college attended for your teacher preparation program.

_____

3. How many years have you spent in the classroom prior to this school year?

☐ 0   ☐ 1-2   ☐ 3-5   ☐ 5+ years

4. What level of certification do you currently hold: _____

5. What content area and grade level is your certification? _____

6. Is your current position in your certified content area? _____

7. If you have teaching experience, please describe the setting(s).

_____

_____

_____

8. Do you hold a Master's Degree? Yes _____ No _____

9. Are you a career changer? Yes _____ No _____

10. If you are a career changer, what is your background?

_____

_____

_____

11. List your three strongest assets as a teacher.

_____

_____

_____

12. List three areas of concern as a new teacher in this school?

_____

_____

_____

13. I hope my mentor teacher will…

_____

_____

_____

_____

_____

_____

15. What skills or expertise to you want to share with the school community?

_____

_____

_____

_____

Please choose the response that most indicates your anticipated level of need for assistance in each area.

1 – Little or no assistance

2 – Some need of assistance

3 – High need of assistance

_____ Find out what is expected of me as a teacher

_____ Communication with the principal

_____ Communication with other teachers (team and/or department)

_____ Communication with parents

_____ Organizing and managing my classroom

_____ Maintaining student discipline

_____ Obtaining instructional material

_____ Planning for instruction

_____ Diagnosing student needs

_____ Evaluating student progress

_____ Motivating students

_____ Assisting students with special needs

_____ Individualizing for student needs

_____Understanding the curriculum (Curriculum Frameworks, Common Core, Next Generation Science, etc.)

_____ Completing administrative paperwork

    _____ IEP Evaluations

    _____ SchoolBrains

    _____ Teacher Evaluation portfolio

    _____ Other _____

_____ Differentiating instruction

_____ Developing standards-based evaluations

_____ Understanding the school's teacher evaluation process

_____ Understanding my legal rights and responsibilities as a teacher

_____ Becoming aware of special services provided or available at the school.

Any other areas you would like to work on:

SED Mentee Needs Checklist

Adapted from:
Duffy, Mary Lou, & Forgan, James (2005). <u>Mentoring New Special Education Teachers</u>.
Thousand Oaks, CA: Corwin Press.

Support Areas	High Need	Moderate Need	Low Need
Assessing Student Progress			
Accommodations and Modifications to Curriculum			
Lesson Planning, Co-Planning			
Compiling IEP Assessments, writing parent-friendly summaries			
Writing measurable, portable* IEP goals, objectives *portable: applicable across environments			
Managing student progress data collection			
Following district IEP procedures, meeting IEP timelines			
Using Maine's IEP template and guidelines			
Writing IEP			
Organizing student artifacts, record-keeping			
Organizing the classroom (physical space)			
Getting and locating classroom materials, supplies, resources			
Organizing myself, creating a time management system			
Creating and enforcing class rules and procedures			
Learning more about subjects			
Ideas for teaching specific lessons			
Motivating students			
Managing challenging student behavior			

Support Areas	High Need	Moderate Need	Low Need
Collaborating with general ed peers			
Collaborating with related service professionals (i.e. SLPs, OTs, PTs)			
Working with parents/caregivers			
Supervising ed techs			
Others not listed here:			

Priority Goals for this year	
Goal area	*What will success look like? (describe)*
1.	
2.	
3.	
4.	
5.	

Mississippi Needs Assessment Questionnaire for Beginning Teachers v1

Needs Assessment Questionnaire for Beginning Teachers

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

A. Little or no need for assistance in this area B. Some need for assistance in this area

C. Moderate need for assistance in this area D. High need for assistance in this area

E. Very high need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
2. _____ Communicating with the principal
3. _____ Communicating with other teachers
4. _____ Communicating with parents
5. _____ Organizing and managing my classroom
6. _____ Maintaining student discipline
7. _____ Obtaining instructional resources and materials
8. _____ Planning for instruction
9. _____ Managing my time and work
10. _____ Diagnosing student needs
11. _____ Evaluating student progress
12. _____ Motivating students
13. _____ Assisting students with special needs
14. _____ Dealing with individual difference among students
15. _____ Understanding the curriculum
16. _____ Completing administrative paperwork
17. _____ Using a variety of teaching methods
18. _____ Facilitating group discussions
19. _____ Grouping for effective instruction
20. _____ Administering standardized achievement tests
21. _____ Understanding the school system's teacher evaluation process
22. _____ Understanding my legal rights and responsibilities as a teacher
23. _____ Dealing with stress
24. _____ Becoming aware of special services provided by the school district

Part B. Please respond to the following items.

25. List any professional needs you have that are not addressed in the items above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

26. What additional types of support should the school district provide you and other beginning teachers?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Special Education

Mentee Teacher Needs Assessment   Date: _____

This is a tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Please describe yourself on the following three questions. You may record your comments or just discuss each point with your mentor and/or your mentoring group.

1. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments? Be specific

2. What are your three strongest assets as an educator?

3. What are three areas of concern as a new educator in Arlington?

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done
Proficient: Comfortable with responsibilities but have room to grow
Expert: Mastery of the area and could train others/share expertise

Areas to Consider	Fall			Winter			Spring		
Course Management	E	P	N	E	P	N	E	P	N
Setting up the learning environment									
Creating classroom rules									
Enforcing classroom rules									
Dealing with crisis in the classroom									
Behavior management									
Knowledge of relevant disabilities and related accommodations/strategies									
Ability to set up and follow routines									

Areas to Consider	Fall			Winter			Spring		
Expectations	E	P	N	E	P	N	E	P	N
Working knowledge of special education regulations and practices									
Using technology as a tool									
Understanding and implementing emergency protocols (bldg, health, beh.)									
Teaching	E	P	N	E	P	N	E	P	N
Locating and using grade-level district and state standards									
Differentiating Instruction									
Motivating students									
Using a variety of teaching strategies									
Familiarity with content for grade levels taught									
Understanding testing materials and procedures									
Familiarity with district materials and programs at grade levels taught									
Relationships	E	P	N	E	P	N	E	P	N
Communicating with parents									
Working with related service providers									
Working with general education staff									
Working with administration									
Giving direction									
Taking direction									
Asking for help									
IEPs	E	P	N	E	P	N	E	P	N
Administering standardized tests, interpreting results, writing evaluations									
Writing goals and objectives									
Data collection and analysis									
Presenting information/facilitating meetings									
Knowing your caseload and related timelines									

NCIPP Needs Assessments

Introduction

Additional Needs Assessments Information

Needs assessments can be a first step in developing a focus and goals for mentoring sessions.

Needs assessments help the mentor organize the beginner teacher's needs. The brief survey can be used to focus both the mentor and mentees attention. In this way, mentoring sessions become more productive and the mentor is better able to plan the content of their sessions prior to meeting.

There are 3 steps in conducting a needs assessment:

1. Choose an assessment
    1. Create a needs assessment based on the district's evaluation tool or use a pre-made needs assessment.
    2. See an example of a needs assessment for special education below.
2. Ask your mentees to complete the assessment and rank highest to lowest needs.
3. Focus subsequent conversations on your mentee's highest needs.

Needs Assessment

The New Teacher Self-Assessment/Needs Form on the next pages should be introduced during early contacts. Using this form will provide the mentor with a starting point in working with the new teacher. The form also provides a mechanism for the new teacher to reflect upon his/her immediate needs. The new teacher should check those areas in which he/she would like some assistance and, in the space allotted, describe his/her concerns or perceptions of need. When completed, the form can be discussed.

From LDE New Teacher Handbook

Teacher Self-Assessment/Needs Form Special Education II

Teacher: _____ Mentor: _____ Date: _____

Directions: Please rate your level of expertise with each Attribute listed b elow. Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.

DOMAIN I: PLANNING

1	2	3	4	**Component A: The teacher plans effectively for instruction.**
				IA1. Specifies learner outcomes in clear, concise objectives
				IA2. Includes activities/environments that develop objectives
				IA4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity
				IA5. States method(s) of evaluation to measure learner outcomes
				IA6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

DOMAIN II: MANAGEMENT

1	2	3	4	**Component A: The teacher maintains an environment conducive to learning.**
				IIA1. Organizes available space, materials, and/or equipment to facilitate learning
				IIA2. Promotes a positive learning climate
				IIA3. Promotes a healthy, safe environment
1	**2**	**3**	**4**	**Component B: The teacher maximizes the amount of time available for instruction.**
				IIB1. Manages routines and transitions in a timely manner
				IIB2. Manages and/or adjusts allotted time for activities and provision of auxiliary services.

From LDE New Teacher Handbook

1	2	3	4	Component C: The teacher manages learner behavior to provide productive learning opportunities.
				IIC1. Establishes expectations for learner behavior
				IIC2. Uses monitoring techniques to facilitate learning

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

DOMAIN III: INSTRUCTION

1	2	3	4	Component A: The teacher delivers instruction effectively.
				IIIA1. Uses technique(s) which develop(s) lesson/activity objective(s)
				IIIA2. Sequences lesson/activity to promote student learning/development
				IIIA3. Uses available teaching material(s), equipment, and environment to achieve lesson/activities objective(s)
				IIIA4. Adjusts lesson/activity when appropriate
				IIIA5. The teacher integrates technology into instruction.

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive*

1	2	3	4	Component B: The teacher presents appropriate content.
				IIIB1. Presents functional content appropriate to the learners' capacities
				IIIB2. Presents relevant subject matter/curriculum content in appropriate settings
				IIIB3. Illustrates application of content through examples, unexpected situations, and other means

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

From LDE New Teacher Handbook

1	2	3	4	**Component C: The teacher provides opportunities for student involvement in the learning process.**
				IIIC1. Accommodates individual differences
				IIIC2. Demonstrates ability to communicate effectively with students
				IIIC3. Stimulates and encourages independent performance and optimal levels of thinking
				IIIC4. Promotes student participation

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	**Component D: The teacher assesses student pro gress.**
				IIID1.Consistently monitors ongoing performance of students
				IIID2. Uses appropriate and effective assessment technique(s)
				IIID3. Provides timely feedback to students
				IIID4. Produces evidence of student academic growth under his/her instruction

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

From LDE New Teacher Handbook

DOMAIN IV: PROFESSIONAL DEVELOPMENT

1	2	3	4	**Component B: The new teacher plans for professional self-development.**
				IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan

				IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

DOMAIN V: SCHOOL IMPROVEMENT

1	2	3	4	**Component A: The teacher takes an active role in building-level decision making.**
				VA1. Participates in grade level and subject area curriculum planning and evaluation
				VA2. Serves on tasks force(s) and/or committees
				VA3. Implements school improvement plan at the classroom level
1	2	3	4	**Component B: The teacher creates partnerships with parents/caregivers and colleagues.**
				VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
				VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
				VB3. Seeks community invol vement in instructional program

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

From LDE New Teacher Handbook

September Checklist for Teacher Mentors

"Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish."
~ Sharon Feiman-Nemser

Mentoring is a partnership created to help support new teachers by providing them with a veteran teacher to confidentially discuss topics and to provide guidance. As a mentor, we hope you will find that this experience provides you with great satisfaction by helping a colleague and an opportunity to grow as a teacher leader in the building.

Remember, we all faced our first days in our classroom with excitement, anxiety and feelings of being overwhelmed. Hopefully you had a wonderful mentor who provided the guidance which made those first few years more bearable. This will be your chance to pass your wisdom and experiences to help your mentee to discover the how wonderful it is to be part of the Rochester staff.

Below you will find a checklist of topics which should be discussed with your mentee throughout the month of September. Please use these topics as starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

<u>Topic</u>

_____ Show location of resources (class room supplies, copy machines, lab materials, and other teacher resource

_____ Share first day/week activities—provide guidance on organizing the
first day & first week

_____ Established a scheduled time to meet with your mentee for the first
semester.

_____ Make sure the teacher understands the grading program, how to
set up the spreadsheets, how to email student progress to parents,
and input grades

_____ Make sure teachers were supplied with curriculum guides for the courses they teacher, teacher editions o
books, ancillary resources
for the course

_____ Introduce your mentee to other teachers, particularly staff
members in their department and close proximity to their room.

_____ Make sure the technology including all necessary computer
programs are working properly. Also make sure all their equipment
is in the classroom and in good working order.

_____ Discuss and/or provide samples of course syllabi, classroom
procedures, grading policies, attendance policies, and classroom set up.

_____ Make sure your mentee understands the evacuation and take cover procedures.

_____ Discuss staff norms such as dress code, lunch, and the social
events which occur throughout the year (over the hump days, cook offs, and homecoming traditions.

_____ Prepare your mentee for some of the school traditions such themed football games, powder puff football,
the schools endless legacies.

October Checklist for Teacher Mentors

"With the right leadership and work environment, employees will excel."

~ Brenda Nyhus

For new teachers, after the anticipation of the first couple of weeks subsides they often reach a phase of survival. The survival phase is often a product of information overload. In the first month or so of teaching there are so many firsts that they often don't know if they are coming or going. So during this month, your mentee will need some extra attention, please take a moment to discuss the following topics and any thing else that may be on your mentee's mind.

Topic

_____ Check to make sure emergency lesson plans are in place. Encourage the teacher to have enough material for 2-3 days just in case.

_____ Discuss formal observation(s) or upcoming observations

_____ Observe each others' classroom teaching sometime between
October through December (one observation each during this time frame)

_____ Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.

_____ Discuss how their classroom management & discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following semester.

_____ Review grade how grades are reported & how grade reports will be
distributed to parents

_____ Discuss parent/teacher conferences including tips in how to conduct, handling parent issues, support staff available and what to prepare.

_____ Explain the spirit week and homecoming activities.

_____ Discuss their IDP and the goals they established.

_____ Show the teacher where they may find opportunities for staff development or attend conferences.

_____ Make sure the teacher has received proper documentation or has
access to necessary information for special education students, students with 504s, or are provided with other special services.

November/December Checklist for Teacher Mentors

"Life just is. You have to flow with it. Give yourself to the moment. Let it happen."
                                                                            ~Jerry Brown

The months of November and December often bring about a lot of stress in a person's professional and personal lives. Unfortunately for new teachers this is compounded by the fact that the rose-colored glasses about their career choice start to fade and they may be growing frustrated because everything did not work out as perfectly as they imagined. Your mentee may feel overwhelmed, mental and physical fatigue may be setting in, and may even question their ability as an educator. In addition to list below, take some time to share with your mentee times currently or from the past which did not work out as you had planned and some of the strategies you used to get past them. Please after meeting about the topics below, take a moment and point out all the wonderful ways your mentee has been successful.

<div align="center">Topic</div>

_____ Share with one another your parent teacher conferences experience

_____ Discuss how busy both professionally and personally it is between Thanksgiving & Winte Break and how to keep the students engaged & productive

_____ Discuss parent communication

_____ Share "tricks of the trade" to get through the upcoming weeks and preventing burn out

_____ Discuss concerns/successes of students

_____ Discuss the common assessment guidelines and procedures

_____ Talk about the end of semester procedures

_____ Review snow day procedures and how they will be notified

_____ Share information from observations of each other

_____ Discuss district and school holiday events and local happenings

_____ Start discussing changes the teacher would like to make for 2nd semester

_____ Make sure the teacher has all necessary materials for new classes they teach second semester. If no classes change makes sure they still have everything they need for all classes.

January Checklist for Teacher Mentors

"The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments."

~David Joseph Schwartz

Winter break provides everyone a chance to step away from the day to day and get a chance to rejuvenate the spirit. For your mentee this gives them a chance to catch their breath and find new promise in the career path they chose. Your mentee will return with new hope now that they have completed the first ½ of the school year. Often you will find that your new mentee has emerged from survival mode has started looking more at long term teaching strategies, becoming more focused on curriculum, and has a sense of being more organized.   As they look to the start of the new semester, your mentee will start reflecting on their practices from the first semester and may make adjustments to their classroom procedures. Your mentee has made to the top of the hill and can see where they need to go from here. Please make sure you discuss the topics below during your mentor/mentee meeting this month.

<u>Topic</u>

_____	Discuss common assessment practices including testing procedures and testing ethics.
_____	Marking semester grades
_____	Calculating semester grades (each semester 40% of final grade and exam 20%)
_____	Discuss the highs and lows of the semester
_____	Changes they would like to make for second semester
_____	Take a look at their new schedule and verify they have all necessary materials to effectiv teach this course.
_____	Discuss strategies for working with struggling students
_____	Discuss home communications & ideas to strengthen home/school connections—postca home, e-mail communications, newsletters, tips to parents, etc. Remember these can b acknowledge something a student is doing right or well, not always as means to correct a behavior or discuss a concern.
_____	Discuss how to prepare students for upcoming exams. Also share the common review guidelines of ethical and unethical practices.
_____	Review the exam schedule and the use of time once the students leave.
_____	Establish times for mentor/mentee meeting for second semester.
_____	

February/March Checklist for Teacher Mentors

"The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth."
~Dan Rather

During the months of February and March, your mentee should start adjusting to the new semester and possibly the new faces in front of them. February often brings about a sense of exhaustion from the students and staff. The effects of the winter blahs start sinking in and people are starting to look forward to spring. During this time it is important to check in with your mentee to make sure they are able to keep what they are feeling right now in perspective. One way you can help them is to have them reflect on positive changes they made throughout the year. Also point out that they should to focus them on how much they have learned about being an educator over their short time in this position. This should help them see the big picture instead of the one or more puzzle pieces they are still trying to figure out. In addition, there are some topics below concerning items they need aware of.

<u>Topic</u>

_____   Review up coming district and building activities

_____   Discuss learning resources to suggest to parents when ask how they can help support their student's learning.

_____   Discuss upcoming observations and formal observations, walk-throughs, evaluation process, etc

_____   Schedule a time to observe mentee's classroom teaching--between February and May.

_____   Have your mentee observe another teacher's classroom—between February and May.

_____   Discuss upcoming parent teacher conferences

_____   Discuss MME testing procedures and schedule.

_____   Discuss reviewing procedures and rules for students who will participate in MME testing

_____   Share some of professional organizations in your mentee's discipline or area of interest.

_____   Look for potential workshops or classes to enroll in to help guide your mentee with areas they wish to pursue or may want additional strategies or knowle

_____   Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish.

April Checklist for Teacher Mentors

"If we had no winter, the spring would not be so pleasant: if we did not sometimes taste of adversity, prosperity would not be so welcome".   *~Anne Bradstreet*

April brings to the school new challenges for all new teachers. Students are shedding their heavy clothing, the winter blahs are starting subside, and spring fever starts to set in. For teachers who have seniors, the season ailment called senioritis becomes an epidemic. Students are spending less time focused on what they can be doing in the classroom and more time thinking about the approaching summer or spring break trip. Keeping a student who has always been motivated focused on the task at hand becomes a huge challenge even for the most seasoned veteran. Your mentee may face new frustrations and need to lean on you again at this midpoint in the semester. In your monthly meeting please take time to discuss the topics below and any other topics you or your mentee may find important.

<u>Topic</u>

_____	Discuss their evaluations
_____	Marking grades
_____	Continued partnerships with parents through communication
_____	Discuss your observations of your mentee's classroom. Remember to keep criticism constructive, highlight improvements and things they do well, and provide references to people, websites, or books which may assist them preparing for next year.
_____	Discuss their visit to another teacher's classroom. Inquire what they liked, what they thought might work well for them, and observations they made about how the teacher related to the students.
_____	Review upcoming district and building events.
_____	Make sure they are aware of ordering procedures for the upcoming year.
_____	Discuss strategies for dealing with spring fever and senioritis.
_____	Review their IDP and discuss their goals and if they felt they were on track to accomplish them. Have them start compiling ideas about their goals for next year.

May/June Checklist for Teacher Mentors

"If I had to select one quality, one personal characteristic that I regard as being most highly correlated with success, whatever the field, I would pick the trait of persistence. Determination. The will to endure to the end, to get knocked down seventy times and get up off the floor saying. "Here comes number seventy-one!" ~Richard M. Devos

The end of the year is quickly approaching with still so much to do. Your mentee is probably feeling a great sense of relief and success for they survived the year as an untenured teacher. During this time take a moment to celebrate both your guidance as a mentor and the growth your mentee has made. May and June are great times to reflect on what happened over the course of the year and build anticipation for a great year to come. During your final meetings this year with your mentee make sure you also find time to discuss the topics below.

Topic

_____	District and building level activities including prom, honors convocation, graduation, ect.
_____	School traditions for the end of the year.
_____	Closing the classroom for the end of the year.
_____	Check out procedures
_____	Look at next year's calendar
_____	Discuss any changes to courses being taught during the new school year and any necessary preparations.
_____	Make sure you share summer contact information just in case.
_____	Cover how to mark final grades and what to do with corrected exams.
_____	Celebrate the year!

Mentor/Mentee Monthly Checklist

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for the mentee—New Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. The monthly checklist will provide a beginning dialogue on specific topics for your meetings.

Mentor Expectations

- Assist the new teacher in preparing for the 1st day of school.
- Assist new teacher with classroom management and discipline.
- Share own knowledge about lesson planning, useful classroom materials, long-short term planning strategies, curriculum development, and teaching methods.
- Help new teacher learn to meet the procedural demands of the school.
- Provide moral and emotional support and function as a sounding board for new ideas.
- Provide access to other classrooms so new teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within a school.
- Help new teachers understand the implications of student diversity for teaching and learning.
- Engage first-year teachers in self-assessment and reflection on their own practice.
- Provide support and professional feedback as novice teachers experiment with new ideas and strategies.

Mentee Expectations

- Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
- Receive feedback in a positive attitude. Your mentor will provide honest feedback to you and accept it as an opportunity to strengthen and improve your potential as a teacher.
- Let your mentor know that you have followed advice and/or suggestions, even if you have modified the suggestions. Pointing out that you used your mentor's help and sharing outcomes is very important in the mentor relationship. Appreciate the mentor's knowledge and expertise.
- Honor each others' time; be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to support you. ----*Adapted from: Teacher Evaluation: To Enhance Professional Practice (ASCD) by Danielson & McGreal, 2000*

The mentor/mentee beginning of the school year exchange more than likely has already occurred, so for the month of August, check off the boxes that you have already done and/or discussed and complete any areas on the August list.

**Please turn your monthly checklists into the principal.
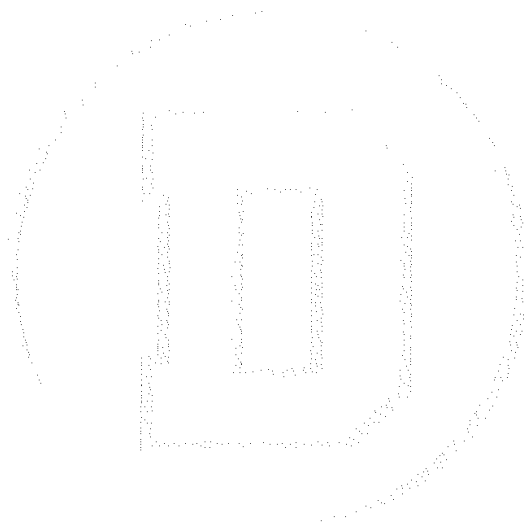
August

- [ ] Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- [ ] Take a tour of the building/area
- [ ] Show location of materials (stapler, construction paper, etc.)
- [ ] Share checkout procedures for books, materials, etc.
- [ ] Tour teacher workroom: supplies, copy machine procedures, etc.
- [ ] Debrief staff/team meetings
- [ ] Review assigned duties & responsibilities for each duty
- [ ] Share teacher dress code (Friday spirit day, etc.)
- [ ] Discuss/share grade level/content area daily class schedules
- [ ] Share lesson plan expectations & example of weekly plan
- [ ] Share first day/week activities—provide guidance on organizing the first day & first week
- [ ] Review testing dates, administration procedures, etc.
- [ ] Discuss/share opening announcement procedures & expectations
- [ ] Explain procedures (attendance, tardies, lunch count)
- [ ] Discuss arrival/dismissal procedures
- [ ] Discuss playground rules
- [ ] Discuss student dress code & procedures when a refraction occurs
- [ ] Review procedures for fire drills and escape route
- [ ] Discuss FYI issues regarding school culture and customs
- [ ] Set up a scheduled time to meet as mentor/mentee each month
- [ ] List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of August.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

September

- [ ] Share how teaching is going.
- [ ] Discuss and/or assist in developing personal goal or professional development plan for first semester (if applicable)
- [ ] Review homework policy & share ideas regarding assignment submission by students.
- [ ] Go over student make-up work policies.
- [ ] Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks/expectations.
- [ ] Discuss any beginning of the year assessments that need to be administered.
- [ ] Discuss concerns about students who might be struggling & identify possible interventions
- [ ] Clarify and discuss any points at faculty, team, grade/department level meetings
- [ ] Share grading guidelines
- [ ] Review grade book & record keeping system
- [ ] Discuss communicating with parents, tips for upcoming Parent/Teacher conferences
- [ ] Discuss Special Education and/or RTI referral process
- [ ] Review parent communications, open house, etc.
- [ ] Set up a scheduled time to meet as mentor/mentee in October.
- [ ] List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of September.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

October

- [ ] Share & bring each other up-to-date on what has been happening in your classroom
- [ ] Review monthly district/building activities
- [ ] Discuss formal observation(s) or upcoming observations
- [ ] Examine/discuss classroom management/discipline plan & maintaining class control
- [ ] Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

- [ ] Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
- [ ] Start identifying students needing accommodations for state or district testing (if applicable).
- [ ] Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events
- [ ] Review grade reporting system & how grade reports will be distributed to parents
- [ ] Continue discussion on parent/teacher conferences & tips in how to conduct
- [ ] Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- [ ] Set up a scheduled time to meet as mentor/mentee in November.
- [ ] List below any other items discussed in your meetings:

Comments:

Please give an estimate of how often you met during the month of October.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

November

- ☐ Share & bring each other up-to-date on what has been happening in your classroom
- ☐ Review monthly district/building activities
- ☐ Discuss & share how parent teacher conferences went
- ☐ Discuss upcoming observations and formal observations, walk-throughs, etc.
- ☐ Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive
- ☐ Discuss concerns/successes of students
- ☐ Share e-mail & parent communications
- ☐ Discuss procedure for snow day/delayed starts
- ☐ Identify students needing accommodations for state and district testing (if applicable)
- ☐ Appraise instructional pacing
- ☐ Review holiday units & activities
- ☐ Share "tricks of the trade" to get through the upcoming weeks

- ☐ Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

Please give an estimate of how often you met during the month of November.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

December

☐ Document accommodations for state and district testing (90 days prior to testing)
☐ Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break
☐ Discuss upcoming observations and formal observations, walk-through, etc.
☐ Discuss the importance of rejuvenation activities during Winter Break
☐ ***Complete Observation: Observe each others' classroom teaching sometime between October through December (one observation each during this time frame)

Mentor Observation on Mentee Date completed: _____

Mentee Observation on Mentor Date completed: _____

Provide feedback to each other what you observed in the classroom.

Please give an estimate of how often you met during the month of December.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

January

- [ ] Review and discuss first semester experience.
- [ ] Discuss and/or assist in developing personal goal or professional development plan for second semester.
- [ ] Document accommodations for state and district testing (90 days prior to testing)
- [ ] Review report cards/progress reports to send home.
- [ ] Contacting parents of struggling students
- [ ] Examine second semester classes/schedule.
- [ ] Discuss upcoming observations and formal observations, walk-throughs, etc.
- [ ] Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- [ ] Discuss how to prepare students for upcoming testing

Please give an estimate of how often you met during the month of January.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

February

- [ ] Review monthly district/building activities
- [ ] Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students
- [ ] Discuss learning resources to suggest to parents when ask how they can help support their student's learning
- [ ] Review confidentiality policy of information
- [ ] Discuss upcoming observations and formal observations, walk-throughs, etc.
- [ ] Observe mentee's classroom teaching--between February through May.
  Date completed: _____
  Provide feedback what you observed

- [ ] Have mentee observe another teacher's classroom—between February through May.
  Have them provide feedback what they observed. Date completed: _____

Please give an estimate of how often you met during the month of February.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

March

- [ ] Review testing schedule, testing procedures & suggestions for conducive testing environment
- [ ] Review accommodations for designated state and district testing students prior to testing dates.
- [ ] Become aware of professional organizations in your discipline or area of interest.
- [ ] Look for upcoming workshops, classes, professional development opportunities

- [ ] Observe mentee's classroom teaching--between February through May.
  Date completed: _____
  Provide feedback what you observed

- [ ] Have mentee observe another teacher's classroom—between February through May.
  Have them provide feedback what they observed. Date completed: _____

Please give an estimate of how often you met during the month of March.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

April

☐ Discuss procedures for end of year events, ordering, field trips, etc.
☐ Review information from meetings for clarification, etc.

☐ Observe mentee's classroom teaching--between February through May.
  Date completed: _____
  Provide feedback what you observed

☐ Have mentee observe another teacher's classroom—between February through May.
  Have them provide feedback what they observed. Date completed: _____

Please give an estimate of how often you met during the month of May.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

May

- [ ] Discuss procedures for closing up the end of the school year—room preparation
- [ ] Ordering procedures for next school year
- [ ] Review information from meetings for clarification, etc.

- [ ] Observe mentee's classroom teaching--between February through May.
  Date completed: _____
  Provide feedback what you observed

- [ ] Have mentee observe another teacher's classroom—between February through May.
  Have them provide feedback what they observed. Date completed: _____

- [ ] Celebrate a successful school year!
- [ ] List below any other items discussed:

Please give an estimate of how often you met during the month of May.

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

This document was borrowed from the following website:

http://www.tirp.org/mentors/index.php#1

It was edited by Lisha Elroy to meet the needs of Duncan Public Schools.

August 16, 2013

Mentoring/Coaching Cycle

Article Summary from Mentor Modules: Coaching Cycle and Approaches

Podsen, I. & Denmark, V. (2006). Components of a coaching cycle. Coaching and mentoring first year and student teacher, 2nd ed. (pp. 76--85). Larchmont, NY: Eye on Education.

Coaching provides the beginning teacher with feedback on those practices that should be continued and those that should be changed with specific evidence to back up this recommendation. The evidence shared comes from a systematic five-stage coaching cycle that is linked to standards of teaching, to annual school improvement goals, and ultimately to summative evaluation.

Stage One: The pre-observation conference is an important first step in the cycle and an effective way to build trust and increase collaboration between mentors and mentees. This conference provides you with the opportunity to ask specific questions about the lesson, the teaching strategies selected, the assessment methods, the materials chosen or developed, the classroom management techniques, and the relationship of this lesson to the previous and subsequent lessons.

Stage Two: Follow the pre-observation conference by observing the lesson discussed, using the observation instrument selected in the conference to collect data. Be sure to take short, objective, and descriptive notes of the performance. If possible, incorporate videotaping: this is a strong tool for improving performance. It allows the mentor and the mentee to review the lesson and stop the video at various points to reinforce strengths and address problem areas in the lesson.

Stage Three: Once you have collected the data, you must now analyze your notes and prepare for the feedback loop in the cycle. Your task might be tallying the number of times the novice did something, looking for patterns of behavior, noting a significant event in the lesson, or assessing which performance indicators were demonstrated and which were not. Based on specific data and concrete examples, you are now able to interpret the impact of the teaching performance.

Stage Four: You both come together for a post-observation conference after each of you has had an opportunity to reflect on the lesson. You, as the mentor, must now provide feedback that is helpful without being judgmental. Some ways to communicate to novice's areas of needed improvements without presenting communication roadblocks include:

- Describing the behavior in specific rather than fuzzy terms
- Limiting yourself to behavioral descriptions
- Stating your description in objective terms, noting the impact of the behavior

Stage Five: This last stage of the coaching cycle is reflection. This gives both the mentor and the beginning teacher an opportunity to discuss the effectiveness of the mentoring process. When both parties share in the analysis, it brings to the surface behaviors that didn't work as well as expected, and provides a mechanism to share concerns and reinforce effort. Podsen and Denmark talk about the importance of **Post Observation Conferences Stances:**

In the post-observation conference, determine the appropriate stance to take with the beginning teacher based on their individual knowledge and skill.

Approach: Nondirective

The purpose of the nondirective conference approach is to create an active sounding board for a high-level thinker and creative professional.

- **Conference Outcome:** Novice self-assesses and develops improvement plans
- **Description:** Your role is to facilitate the novice's thinking in assessing lesson planning, presentation, and classroom management tasks. Novice develops a follow-up action plan for the next lesson. When the new teacher possesses knowledge and skill, Glickman (1990) suggests using the following behaviors:
    - Listening until the novice completes analysis
    - Reflecting and paraphrasing the novice's analysis, views, and feelings
    - Clarifying to probe for underlying issues and understanding
    - Encouraging the novice to elaborate
    - Problem solving by asking the novice to generate solutions, actions, and possible consequences of these actions

Approach: Collaborative

The purpose of the collaborative approach is to develop mutual decisions and courses of action.

- **Conference Outcome:** Mentor and mentee assess performance and develop improvement plans.
- **Description:** In the collaborative approach, you both share information and discuss strengths and problem areas as peers. Follow-up action is developed together. When the conceptual level of the novice is moderate to high, Glickman (1990) suggests using the following behaviors:
    - Clarifying strengths and growth areas as viewed by the novice
    - Listening to the novice's perspectives
      o Reflecting and verifying the novice's perceptions of performance
    - Presenting the mentor's point of view
    - Problem solving mutually suggested options, negotiating differences
    - Standardizing the plan by agreeing on the details of follow-up actions

Approach: Directive Informational

The purpose of this type of conference is to establish a clear understanding of what needs to happen to help the novice correct and or modify teaching behaviors.

- **Conference Outcome:** Mentor assesses performance and suggests plan after soliciting novice's input.
- **Description:** In this type of conference approach, you need to provide the focus and the parameters of the lesson assessment. You allow the novice to select choices within your suggestions as you develop follow-up improvement plans. When the conceptual level of the novice is low to moderate or when the novice feels confused or at a loss of what to do, Glickman (1990) outlines these behaviors during the conference:
  - Presenting strengths and growth areas
  - Clarifying and asking for teaching input
  - Listening to understand the novice's perspective on problem-solving to determine possible actions
  - Directing the alternatives
  - Asking the novice to make a choice
  - Standardizing the actions to be taken
  - Reinforcing the follow-up plan

Approach: Directive Control

The purpose of this type of conference is to specify what must happen to achieve an acceptable performance and clearly outline the consequences for failure to bring performance up to expectations.

- **Conference Outcome:** Mentor assigns the plan.
- **Description:** In this approach, you need to tell the novice exactly what is to be done. There are no choices offered. When the conceptual level is low or the novice fails to show the awareness, knowledge, or desire to act on suggestions previously given to move him or her to an acceptable performance, Glickman (1990) suggests this approach:
  - Identifying and presenting the problem(s) with the greatest negative impact on performance
  - Clarifying the problem with the novice
  - Listening to the novice's point of view
  - Problem solving to see best solution
  - Directing specific expectations
  - Standardizing expectations and the possible consequences for noncompliance
  - Reinforcing and monitoring the action plan

Types of Mentoring

Table 1

Types of Mentoring

Type of Mentoring	Description	Goals	Examples	Advantages	Disadvantages	When to Use
Reflective Mentoring	Also termed *cognitive coaching*, reflective mentoring helps mentees reflect on their teaching strategies and develop and improve instruction.	To critically think about teaching practices and lesson plans and develop a deeper understanding of the learning process.	• "What are some of the problem-solving techniques you could use?" • "What elements of the lesson helped your students succeed or not succeed?"	Helps mentees develop critical thinking skills and efficacy and allows them to take ownership of mentoring sessions.	May not work well with mentees who are still in survival mode or who cannot identify their areas of weakness.	Works well with mentees who have acquired basic pedagogical skills, who can identify successful and unsuccessful teaching strategies, and who strive to improve.
Direct Mentoring	Mentors act as problem solvers and models for mentees.	To provide modeling and strategies for mentees.	• "One way I have dealt with this problem in the past is . . . . " • "A good suggestion for this issue is . . . . " • "Strategies that have proved successful for increasing fluency are . . . ."	Provides mentees with problem-solving techniques; mentees do not need to develop their own solutions.	Does not allow mentees to identify their problem-solving strategies.	Works well with mentees who are not yet confident in their skills, are stuck on dilemmas, or do not have the knowledge base to identify and implement solutions.
Collaborative Mentoring	Also termed *instructional coaching*, in collaborative mentoring, mentors and mentees form partnerships.	To use open dialogue between mentors and mentees to facilitate partnerships in improving instruction.	• "Let's brainstorm some ways in which we can work out this problem together." • "That is a great idea. What about adding this?"	Encourages problem-solving dialogues among colleagues and allows mentors and mentees to contribute.	May not be appropriate for all mentees. Some mentees may be more reflective, and more needy mentees may require direct mentoring.	Serves as a bridge between direct mentoring and reflective mentoring.

Article Summary from Mentoring Modules: Mentoring Stances

Helman, L. (2006). Investigating Mentoring Conversation Using Different Mentoring Stances. In B. Achinstein & S. Athanases (Eds.), *Mentors in the making* (pp. 69- 82). New York: Teachers College Press.

Based on case studies conducted by one beginning teacher induction program, mentors assumed several different stances when conducting coaching conversations.

Those stances include (1) probing to extend the beginning teacher's thinking, (2) explicitly teaching or suggesting a specific practice, or (3) focusing the teacher on how the lesson was accountable to larger school and state standards.

A mentor may use a variety of techniques to promote **deeper thinking** or elicit possible solutions from the new teaching during a coaching conversation. Some of these techniques may include:

- **Using clarifying questions** (What do you mean by "a good story"?)
- **Paraphrasing** (So, you're saying that certain students get done faster than others?)
- **Probing** (Tell me more about how you've done that before.)
- **Making connections** (How does this seating arrangement affect students' behavior issues?)
- **Projecting** (What might it look like to modify the work for your students with special needs?)
- **Brainstorming** (What are some ways you have seen or heard of that being done?)
- **Pausing** (Leave space in the conversation for the beginning teacher to think and speak.)

If the beginning teacher lacks important information about a key area being discussed, **direct teaching** is a strategy where the mentor relays big ideas or discreet skills that the new teacher does not yet possess. **In direct teaching,** the mentor may:

- **Define a concept** (Reciprocal teaching is a process in which...)
- **Make a suggestion** (Taking a stretch break may work well at that point in the lesson.)
- **Tell** (What I know about working with second language learners is...)
- **Illustrate from your own experience** (When I organized a class field trip, I structured groups by...)
  - **Show how** (Here's how I might write up a language experience group chart)
  - **Elaborate on** (You mentioned _____, one additional idea relating to that is) •
    Explain why (Doing a quick check for understanding with your students is one way to get assessment of whether your class is ready to move on, or if the topic needs further explanation)

During a planning conversation, the mentor promotes accountability by ensuring the novice's goals are based on systematic teaching and learning standards. In this stance, the mentor may engage in **extending thinking** or in **direct instruction** about a standard, but the stance involves looking *together* at how the novice's work can be shaped by and aligned with standards. A mentor may promote accountability by:

- **Questioning** (What teaching standard would you like me to observe when I come in tomorrow?)
- **Telling** (The 4th grade writing standard includes _____)
- **Researching** (I'll get a copy of the Math Framework so we can look up the geometry expectations for 6th grade.)
- **Problem--solving with the new teacher** (Where can we find your school's expectations for implementing the fall writing performance assessment?)

Structured conversations between a mentor and a novice provide a powerful opportunity for supporting reflective thinking, teaching specific content and instructional practices, and incorporating an understanding of expectations for teaching and learning.

Mentors should be extremely thoughtful when choosing an appropriate stance as it directly impacts the amount of thinking and reflection a novice does in the coaching conversation.

Excerpts adapted from:
Larissa Raymond, Jill Flack & Peter Burrows, *EdPartnerships International* for the Early Childhood & School Education Group, Department of Education and Training (DET). February 2016. Reflective Guide to Mentoring.

The 4Cs: Clarifying, Consulting, Collaborating and Coaching

Clarifying

The practice of '**Clarifying**' and asking clarifying questions is central to effective mentoring and can help to reveal the kind of support a beginning teacher needs. Clarifying can be supported by writing down what your colleague says - this will allow you to return to specific comments or observations later that may benefit from further clarification. The goal of the mentor when clarifying is to be fully present for their colleague and to be 'interested rather than interesting'.
What kinds of questions are clarifying?

- When you said... what were you thinking about?
- What makes you say that?
  Could you say a little more about...
- I am not sure I understand, could you explain that a little more?
- Which of these ideas (raised by the beginning teacher) is more important or urgent for you?
- If you had to choose (ideas raised by the beginning teacher), which of these would help most?

Asking clarifying questions, rather than analytical, critical or interrogative questions can be quite challenging at first - the goal of clarifying questions is to understand something more fully from the beginning teacher's perspective. Clarifying questions help the beginning teacher to think more clearly and the responses generated can be as revealing and helpful for the new teacher as they are for you.

Consulting

When Consulting, the mentor responds to the beginning teacher's questions or requests for information or ideas, and takes into account a stated (or implied) need for specific knowledge or know how. The mentor, drawing on their broader experience and deeper repertoire of practices, supports their less experienced colleague with options and alternatives to consider, to which they would not otherwise have access.

The mentor is positioned as 'the expert', the 'giver' and the person who has the greater knowledge and agency in the relationship. It is also quite common for new teachers to position a mentor in this way, particularly at the beginning of a mentoring relationship. It is also quite common for mentors to position themselves as a **consultant**.

A technique for gradually increasing the level of agency (the beginning teacher making decisions) can be achieved by increasing the number of options and alternatives offered. This encourages the beginning teacher to recognize that there are multiple ways of addressing the same teaching goal or challenge and encourages them to weigh up possibilities and make considered professional decisions. This also encourages the beginning teacher to engage with you in a professional conversation, which allows you to help them deepen their thinking in relation to the options offered.

Collaborating

When Collaborating, the mentor engages with their colleague in a shared approach to analysis, problem-solving, decision-making and reflection. The mentor may also prompt collaborating by asking questions such as: Is this something we could work on together?

Collaborating introduces a greater sense of equality and collegiality into the mentoring relationship, offers opportunities for creative input as it calls for contributions from both mentor and beginning teacher. Collaborating encourages new teachers to take on greater responsibility (more agency), it fosters joint or negotiated decision- making and readies the beginning teacher for working in teams. Collaborating also leads to a growing sense of self-efficacy and achievement.

Coaching

When Coaching the mentor supports their colleague through skillful questioning and probing, creating the conditions in which their colleague arrives at their own course of action. When coaching, a beginning teacher is ready to use his or her own evidence and knowledge to decide where to go next. The coach functions as a sounding board, mirroring back their colleague's ideas and possibilities for practice, supporting them through questions they ask rather than offering suggestions or ideas of their own.

Evidence can play a key role in coaching when it becomes central to the beginning teacher's practice in designing, reviewing, assessing, analyzing and discussing learning. The beginning teacher recognizes evidence as being essential to a productive coaching conversation. The coach supports the beginning teacher by asking rigorous analytical questions.

Facilitating professional conversations

Significant aspects of facilitating effective professional conversations involve choosing the most appropriate form of conversation to have and finding the right balance between empathy, challenge and support. *Too much empathy, challenge or support will encourage high levels of dependency and uncertainty, likely to lead to feelings of inadequacy.* Too little empathy, challenge and support can lead to beginning teachers feeling isolated, misguided and unsure about how they are going.

By creating time for simple, open conversations, mentors provide opportunities for new teachers to reveal what's on their mind. Mentors will gain insights into the needs of the beginning teacher and together they can determine what kind of support is needed.

Listening with the intention of truly understanding what the beginning teacher needs is an important skill for mentors to develop. *Constant 'on the run' conversations run the risk of masking any issues or challenges that may grow into something more difficult to manage later on.* Beginning with simple, open conversations should lead to opportunities later for deeper conversations where thornier issues or challenges might be discussed and appropriate plans for action developed. Types of professional conversations include:

Wellbeing conversations, which focus on the beginning teacher's confidence and sense of self-efficacy

Technical conversations that focus on information, policies and processes

Planning and design conversations that focus on designing for learning

Reflective and analytical conversations that encourage beginning teachers to consider their practice, its impact on learners and options for future actions

The four conversation types listed above represent a continuum from the most straightforward and least challenging, wellbeing conversations, through to more complex and demanding conversations, which have a reflective or analytical focus. Mentors will find that it makes sense to gradually build the intellectual (and potentially emotional) rigor and demand of the conversation as the beginning teacher becomes more confident and as trust in the relationship builds.

The extent to which a new teacher will be ready to engage in rigorous, analytical, evidence-informed conversations will depend on the extent to which their confidence and sense of self-efficacy has developed. Entering into such a conversation at the beginning of a mentoring relationship is likely to be unproductive and may alienate the beginning teacher.

Well-being conversations

These conversations focus on the beginning teacher's confidence and sense of self-efficacy – they reveal more about how they're feeling than their work.

Mentors use this form of conversation to learn more about their colleague's perceptions about their teaching, and any anxieties or insecurities they may have. A well-being conversation can also reveal how they are building relationships with students and colleagues, any challenges or concerns they might have about time- management and surface a need to advocate on the beginning teacher's behalf for entitlements such as preparation and mentoring time.

Wellbeing conversations focus on the beginning teacher's emotional welfare within the context of their new career and the 'everyday' of their work – a setting in which stresses can build gradually or suddenly, which means there is a need for regular check-ins and debriefings.

During such conversations, mentors will often empathize with the beginning teacher and find ways to encourage and reassure their new colleague. Mentors become an ally in a new and sometimes daunting environment. Conversations like this are more frequent in the early days of teaching when building a mentoring relationship is the focus and making sense of the working environment is a priority.

Technical conversations

Beginning teachers require specific information, which is often readily available if you know where to look or who to ask. This type of conversation will occur each time there is an unfamiliar school requirement or event that the new teacher encounters. After providing the information they need, the new teacher usually won't need to ask again.

Topics commonly at the center of these conversations include: assessment schedules, where to locate resources, report writing and timelines, excursion notices, professional expectations, behavior management policies, and other school policies and processes.

Planning or Design Conversations

Planning or Design Conversations are active and collaborative endeavors. Mentors work with new teachers to guide, question, challenge, offer options, probe for and seek solutions to

challenges of practice. The focus of planning or design conversations is the teacher's work in the classroom, which should always connect to student learning.

The mentor will draw on their own experience and expertise to support the beginning teacher as they work out learning goals for their students and identify success indicators to track the effectiveness of practices they have chosen to develop. Planning or design conversations will continue throughout the year with the beginning teacher providing the focus based on their own professional learning needs, prompted by the identified learning needs of their students.

Reflective and analytical conversations

Reflective and analytical conversations encourage beginning teachers to consider the various aspects of their practice and its impact on learners to guide their future actions.

Mentors can help beginning teachers to make sense of classroom events by documenting and recording specific information that can be analyzed and discussed afterwards. This evidence provides an objective starting point for beginning teachers to examine, question and compare what happened with what they intended to happen in the lesson. Together, the beginning teacher and mentor can consider the implications for future actions and build from a reflective conversation towards a planning one.

Mentors will find that they need to use skilled questioning techniques to clarify and probe the evidence to draw out different perspectives that may offer new insights, which will influence what the beginning teacher does next. Documentation of classroom events might include: video, student work samples, lesson plans, classroom running sheets and data. Different forms of evidence offer potentially rich insights into the nature and impact of the new teacher's practice.

Giving and receiving feedback

There will be times when new teachers seek opinions and advice from their mentor and there will be times when mentors would like to offer an opinion or advice to their less experienced colleague.

This process sometimes leaves the person 'receiving the feedback' feeling judged, demoralized and inadequate and the person 'giving the feedback', who is usually positioned as an expert, uncertain about its impact, especially when they encounter a dispirited response. Neither of these outcomes is ideal or desirable, nor will such responses support the development of an effective mentoring relationship. *The issue with feedback is that it always requires a 'giver' and a 'receiver', implying a didactic or 'transmission' approach to learning. It involves someone*

else's judgement, which is at odds with contemporary views of adult learning and how adults learn best.

Mentors and beginning teachers seeking opinions and advice from each other, discussing, analyzing and designing learning together does not have to take the form of 'giving and receiving feedback'.

Difficult or challenging conversations

Despite our best efforts to develop seamless and trouble-free mentoring relationships, which are always positive and encouraging, there will be times when a conversation we have becomes difficult or challenging for both of us.

We know when someone we are working with, or mentoring, is challenged by something we are discussing – they become defensive, agitated, perhaps visibly upset or quieter, more deferential or they respond in mono-syllables.

Sometimes the conversations we want to have with a beginning teacher will explore territory that one or both of us experience as difficult or challenging. These are the types of conversation we sometimes put off, engage in when we are frustrated with a colleague's practice or when we are insufficiently prepared, because a negative response was unanticipated.

There is a strong connection between the level of trust we develop towards each other and the extent to which we can have a conversation about something that is potentially challenging – the greater the level of trust the more likely it is that we can cope with talking about 'the hard stuff'. The less trust there is in our relationship, or the greater the difference in power between us, the more likely it is that challenging 'topics' will place one of us (usually the beginning teacher) in a vulnerable or defensive position.

Building trust is essential to engaging in challenging conversations

Professional stance, our demeanor, disposition, tone and the language we use will significantly influence the level of trust that develops in a mentoring relationship. *If we position ourselves as 'experts' and the beginning teacher as 'trainee' we are more likely to behave in ways that demonstrate that we know best and reduce the likelihood that beginning teachers will act independently*. In such circumstances answers or solutions are likely to flow in one direction. The beginning teacher will be expected to implement, not question, the theories and practices of their more experienced colleague.

If a beginning teacher is positioned as a contributor to the discussion, by being asked thoughtful questions or respectfully prompted to explain or elaborate, trust is more likely to develop. If the mentor's tone is supportive and curious rather than critical or condescending, trust is cultivated. They are more likely to see themselves as a respected colleague rather than a student or novice. Trust grows alongside respect.

If the focus of a professional conversation between a mentor and beginning teacher, particularly at the beginning, is about the beginning teacher's successes and wins rather than their faults and failures, trust and confidence are more likely to develop. Faults and failures are often more obvious, when someone first begins as a teacher, so it takes a great deal of discipline as a mentor to look for and focus on the positive aspects of a new teacher's practice. Confidence and trust can be compromised in an unsympathetic setting and conversations that set out to deal with a challenging subject become more difficult instead of easier.

Mentoring Language

Paraphrasing

Paraphrasing communicates that the listener has...
   Listened carefully,
   Understood what was said,
   Extends thinking, and
   Cares

Paraphrasing involves:
   • Restating in your own words
   • Summarizing
   • Organizing

Possible **paraphrasing** stems include:
   So,...
   In other words,...
   It sounds like...
   There are several key points you're bringing up...
   From what you're saying,...
   You're primarily concerned with...

Clarifying

Clarifying communicates that the listener has...
   Heard what the speaker said,
   but does **not** fully **understand** what was said

Clarifying involves **asking a question** (direct or implied) to:
   • Gather more information
   • Discover the meaning of the language used
   • Learn more about the speaker's reasoning
   • Seek connections between ideas
   • Develop or maintain a focus

Possible **clarifying stems** include:
   Would you tell me a little more about...?
   Let me see if I understand...
   Can you tell me more about...
   It would help me understand if you'd give me an example of...
   So, are you saying/suggesting...?
   What do you mean by...?
   How are you feeling about...?

Mediational Questions

Mediational questions help bring about a new **understanding** by posing questions that extend thinking, learning, and planning.

Mediational questions help the colleague:
   • Hypothesize what might happen
   • Analyze what worked or didn't
   • Imagine possibilities
   • Compare intended plans and outcomes with what actually happened

Possible **mediational** question stems include:
   What's another way you might...?
   What would it look like if...?
   What do you think would happen if...?
   How was ____ different from (like)...?
   What sort of an impact do you think...?
   What criteria do you use to...?
   When have you done something like ____ before?
   What do you think about...?
   How did you decide...? (come to that conclusion?)
   What might you see happening in your classroom if...?
   What might have contributed to...
   What do you think ____ might have been thinking or feeling?

Non-Judgmental Responses

Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.

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

Possible **non-judgmental responses** include:
   Identifying what worked and why
      I noticed when you ____ the students really ____
   Encouraging
      It sounds like you have a number of ideas to try out!
   Asking the teacher to self-assess
      In what ways did the lesson go as you expected?
      What didn't you expect?
   Asking the teacher to identify her or his role
      What instructional decisions made the lesson successful?
   Showing 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...

Mentoring Language

Suggestions

Suggestions...

- Are expressed with invitational, positive language and vocal tone
- Offer choices to encourage ownership
- Are often expressed as a question (or include a "tag question" to invite further thinking and elaboration)
- Are achievable—enough to encourage but not to overwhelm
- May provide information about the mentor's thinking and decision-making strategies
- That are accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher

Suggestion Stems

Express **suggestions** that represent using strategic practices, embed choices, and encourage thinking/experimentation:

- *Perhaps __, __, or __ might work for...*
- *From our experience, one thing we've noticed...*
- *Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you...*
- *What we know about __ is...*
- *Based on your question, something/some thing to keep in mind when dealing with...*
- *There are a number of approaches...*

Following a **suggestion** with a question invites the teacher to imagine/hypothesize how the idea might work in his/her context:

- *How might that look in your classroom?*
- *To what extent might that work in your situation/with your students?*
- *What do you imagine might happen if you were to try something like that with your class?*
- *Which of these ideas might work best in your classroom (with your students)?*

Teachable Moments

Teachable moments are spontaneous opportunities that offer the mentor an entry point to:

- Fill in instructional gaps
- Help the teacher make good choices
- Encourage the teacher to take "the next step"

Taking advantage of a **teachable moment** involves:

- Sharing in the spirit of support
- Being brief—focus on the essential
- Being strategic
- Avoiding using jargon or sounding pedantic

Possible **teaching moment** stems include:

  One thing to keep in mind is...
  If you're interested in ____, it's important to...
  What I know about ____ is...
  It's sometimes/usually helpful to ____ when...

Attitudes for Effective Listening

Effective listening communicates that the listener is...
- Respectful
- Focused on building the relationship
- Increasing his/her knowledge and understanding
- Encouraging
- Trustworthy

Effective listening involves:

- Truly hearing what the other person has to say
- Viewing the other person as separate from yourself with alternative ways of seeing what you see
- Genuinely being able to accept the other person's feelings, no matter how different they are from your own
- Trusting the other person's capacity to handle, work through, and find solutions to his/her own problems

From: Buzzing with Mrs. B Blogspot
http://buzzingwithmsb.blogspot.com/2018/08/the-coaching-cycle-say-this-not-that.html

THE COACHING CYCLE: Pre-conference
Say this...   Not that...

Say this...	Not that...
· Is there something you'd like me to look for?	· I'm going to observe you because...
· What are you working on?	· You need help with...
· Are you trying out something new?	· You've had a hard time with...
· What has been a challenge for you?	· You're not really doing (whatever practice you think they should be doing...
· What solutions have you tried?	

THE COACHING CYCLE: The Visit
Say this...   Not that...

Say this...	Not that...
· (to student) Can you tell me about what you're working on?	· Sorry I'm late!
· (to student) What are you going to do next?	· Is this what we planned to do?
· (to student) What did you just finish working on?	· I thought you were going to...
· (to student) Thank you! I love visiting your class!	· Why are you...?
	· ANYTHING AT ALL! Don't interrupt the teacher!

Observation

Article Summary from Mentor Modules: Coaching Cycle and Approaches Sausen, Julie (2012). **Mentor and coach data gathering.**

Retrieved from
http://www.phschool.com/eteach/professional_development/mentor_coach_data_gathering/essay.html

The keys to a successful observation that can lead to professional growth are the data gathered during the observation and the analysis of that data.

Collecting appropriate data that **match** the observation elements set in the pre--- observation planning conference is important for the beginning teacher.

These data are used to determine which instructional strategies are going well and what improvements can be made in the beginning teacher's practice. If data collected is not focused on what was determined in the pre-observation planning conference, then it becomes irrelevant to the beginning teacher.

Scripting: Scripting involves taking notes that represent a script of classroom interactions. Mentors sit in a location in the classroom that provides them with a good view of the students and the teacher and write down what they hear

Anecdotal Record: The anecdotal record is a form of scripting that allows the observer to note events that occur at particular times during the lesson and includes a place for comments so that interpretations might be captured and set aside for later discussion with the mentee

Free Writing: This concept does not attempt to capture specific statements and observations, but rather describes on a paragraph format the overall sequence of events

Focused Scripting: In focused scripting, the mentor looks for evidence in classroom interactions that support the language and expectations defined in the pre- conference

Visual/Auditory Evidence: Mentors write down what they saw, what they heard, and, if they wish, what they thought

Proximity Analysis: The goal is to capture the teacher's movement in the classroom, indicated by an arrow and/or line. The mentor can include an indicator of where the teacher stops during the lesson by numbering the stops, or perhaps by noting the time for each pause in teacher movement

Verbal Flow: Looking at the verbal flow in the classroom allows mentors to gather evidence of the way teachers and students engage in conversation during the lesson. This is an especially

useful tool to use for class discussion, when mentees are working to involve all students in the conversation

Numeric Data: This data can be used when mentees use a word or phrase that could distract student learning. The mentor would count the number of times that word or phrase is spoken in a particular lesson. This method can also be used to track teacher or student behavior.

Videotaping and Audiotaping: This type of data recording should be looked at by both the mentor and mentee because it may overwhelm some beginning teachers

Portfolio: The use of a portfolio to document classroom plans, creative units, and classroom management plans can be a very helpful way for beginning teachers to organize this evidence

Ten Data Gathering Techniques

After the data are collected, the next stop in the data-gathering process is data analysis, and it is the mentor's or coach's responsibility to collect and analyze the data **before** the post-observation reflection conference.

The analysis of the data paints a non-judgmental, factual picture of the teaching accomplished during an observed lesson. The analyzed data provides the new teacher with evidence to show strengths in teaching practices.

Analyzed data is **the nonjudgmental, nonthreatening** evidence needed to determine areas for improvement, which is where the professional growth journey begins. The data also provides the foundation that the beginning teacher needs to develop new goals related to practice.

Sample Observation Techniques

Primary Reference: Acheson, K., & Gall, M. (1992). Techniques in the clinical supervision of teachers (2nd ed.). New York: Longman.

Focus	Technique
Student involvement	Verbal Flow At task Sampling Overview/scripting Tally Marks
Individualized instruction	Class traffic Sampling Overview/Scripting Tally Marks
Levels of student thinking	Selective verbatim Overview/scripting Tally Marks
Teacher talk/behavior	Selective verbatim Overview/scripting Tally marks
Classroom climate	Verbal flow Selective verbatim At task Sampling Overview/scripting Tally Marks

Overview and Scripting

When using the overview method, write down everything that transpires in the classroom. For scripting, write down everything that is said in the classroom. These observation techniques are useful for gathering information on most focus areas. It is difficult, however, to record everything. Use shorthand notations and do not worry about connecting events. Remember to write down only facts, not judgements.

- Create a seating map of the classroom and number of students. Use the numbers to refer to which student is speaking
- T=teacher
- Use quotation marks or capital letters to denote actual quotes. Paraphrase other comments and actions.

Example

Observation Notes:

SCRIPTING Teacher: Tom V. Lesson: Geometry Date: 3/4/04 Observer: Amy L. Begin10:35. Children are sitting in desks with teacher at front of room

T: WHO REMEMBERS WHAT WE DISCUSSED YESTERDAY IN MATH?

3: WE WERE TALKING ABOUT SHAPES...GEO...mumbles an incoherent word.

14: GEOMETRY!

T: YES, WE STARTED TALKING ABOUT GEOMETRY. (Taps lightly on 4's desk to get his attention) AMY, CAN YOU TELL US ANYTHING MORE ABOUT WHAT WE DISCUSSED YESTERDAY?

7: (Looking in desk) Asks the teacher to repeat the question. Teacher repeats. WE TALKED ABOUT DIFFERENT DIMENSIONS OF SHAPES.

T: WHAT DO YOU MEAN DIFFERENT DIMENSIONS OF SHAPES?

Analysis Suggestions

Since as much of the action and/or conversation as possible is noted, the focus of analysis will depend upon the individual lesson, the chosen focus, and what stands out as relevant or important.

Selective verbatim

This technique is a form of scripting, however the focus is narrower. Record everything that is said within a certain category or focus area.

Categories of teacher talk	Categories of student talk
Questions	Questions
Responses to questions	Responses to questions
Responses to statements	Responses to statements
Directions or assignments	Student initiated statements
Information statements	
Reward and praise statements	
Criticisms and constructive feedback	
Management statements	

Example
Observation Notes:
TEACHER QUESTIONS Teacher: Ann K. Lesson: Penguins Date: 5/14/04 Observer: Dan B.
Children and teacher are sitting on rug in a circle
Time Question
1:15 WHAT DO YOU THINK PENGUINS EAT? DO THEY EAT WHAT WE EAT?
1:17 DOES ANYONE HAVE A DIFFERENT IDEA?
1:18 ANYONE ELSE?
1:20 WHY DO YOU THINK PENGUINS WOULD EAT BIRDS?
1:21 ARE PENGUINS BIRDS?

Analysis Suggestions:
• Examine number of open vs. closed questions
• Examine cognitive level of questions
• Examine the number of probing and follow-up questions

• Examine the use of multiple questions at one time

Verbal flow

This technique is similar to selective verbatim, which focuses on the content of verbal communication. Verbal flow, however, identifies the initiators and recipients of the verbal communication. The same categories or focus areas can be used.
• Create a seating map of the classroom using boxes to represent the teacher and students.
• When the teacher makes a comment or asks a question to the whole class indicate with an arrow from the teacher box.
• When the teacher speaks specifically to a student indicate with a downward arrow in that student's box.
• When the student speaks to the teacher or the whole class indicate with an upward arrow in that student's box.
• When a student speaks to another student indicate with an arrow between the two students' boxes noting the direction.
• Use notches on the arrows to keep track of the number of comments or questions

Example: Verbal Flow
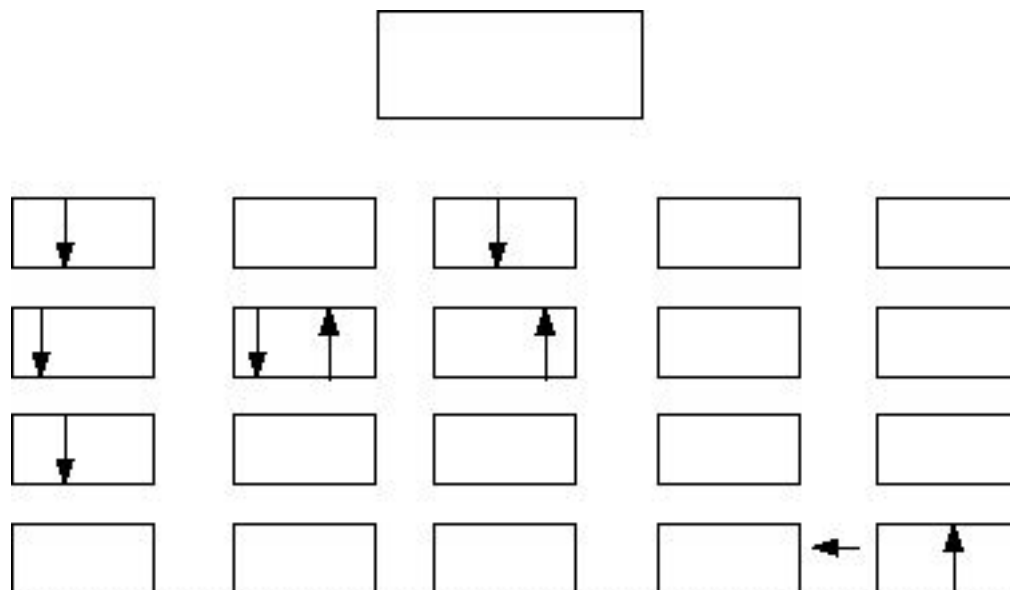
Analysis Suggestions:
• Does the teacher question or call on students sitting in particular seats?
• Does the teacher question or call on particular individuals or a particular gender?

• Do particular students ask more questions or direct comments to the teacher? To other students?

At Task

This technique provides data on individual students' engagement levels. It is important for the teacher being observed to explain what he or she considers to be on-task behavior.

• Create a seating map of the classroom using boxes to represent each student
• Create a legend to represent various behaviors (For example:)

A = At task
B = Stalling
C = Schoolwork other than requested
D = Out of seat
E = Talking to others

• Systematically examine each student's behavior for a few seconds and record his or behavior accordingly in the appropriate box
• Repeat the observations of each student every three to four minutes and record appropriately

Example
Observation Notes:
AT TASK Teacher: Liz P. Lesson: Journal writing Date: 2/2/04 Observer: Laura
Begin 9:20. Students working at desk while teacher conferences one on one at her desk.

Classroom Layout:

AAAA	ADDA	EEAA	AADA
BBAA	ABBA	BBEE	AAAA
CCCC	DDEE	AAAD	BBBB

Analysis Suggestions:
• Examine individual student's level of engagement
• Examine the general level of engagement across activities or time periods

Sampling

Similar to the at task technique, this method requires coding at regular intervals. The focus can be on either the teacher or student(s).

• Create a legend to represent various behaviors (For example:)
o P = presenting
o O = observing
o M = Managing
o H = Helping or consoling
o I = Individualizing instruction
• Observe the focus individual's behavior at regular intervals and record

---

Example
Observation Notes:
TEACHER BEHAVIOR SAMPLING Teacher: Julie J. Lesson: Magnets Date: 3/3/04 Observer: Rachel E. Children at desks. Teacher at front of room.

Time Behavior
1:00 P
1:04 P
1:08 P
1:12 M
1:16 M
1:20 H
1:24 H
1:28 M
1:32 I
1:36 I

Analysis Suggestions:
• Examine patterns in teacher or student behavior
• Examine time spent exhibiting different types of behavior

Class Traffic

Record the movement patterns of the teacher and/or 1 or 2 students. You can record just the physical movements or also the type/reason for the movements.
• Create a map of the classroom
• Create a legend to describe the types of movements (if desired)

     ___ Teacher movement
     ----- Directed student movement
     +++ Non-directed but purposeful student movement
     === Non-directed and non-purposeful student movement

Example
Observation Notes: Classroom Observation (Teacher Movement)
Teacher: Lori K. Lesson: SSR Date: 3/15/04 Observer: Barb   Begin 12:20.

Analysis Suggestions:
• Examine teacher's movement around classroom
• Examine individual students' movement around and in and out of classroom
• Examine locations in the classroom that get high and low amounts of traffic

Tally Marks

Tally marks can be used to record many different types of information. Although you do not record the actual words or actions, totals and percentages of different types of behaviors can be informative.

• Select the general area of focus (for example:)
- o Students called on by teacher
- o Participating students
- o Types of questions asked by the teacher
- o Interactions with students initiated by teacher
- o Interactions with teacher initiated by students
- o Teacher praise statements
- o Teacher management statements
- o Children called on with or without hands raised

• Create relevant sub-categories for focus area if desired (For example:)
- o Types of questions
- o Types of interactions
- o Gender
- o Use of specific words

• Record tally marks and compute percentages if applicable

Example

TEACHER QUESTIONS Teacher: Mary K. Lesson: Economics

Date: 5/6/04 Observer: Jim B. Children at desks. Teacher wanders. Begin: 2:15

	Total Questions
Factual questions	IIII II
Clarification questions	III
Explanation questions	II
Opinion Questions	IIII II
Application Questions	IIII

Analysis Suggestions: Analysis depends upon the focus and sub-categories chosen. Information can be examined according to individuals, gender, seat location or other variables.

Pre-Observation Meeting
(Blackstone Valley Tech MA New Teacher Induction Program)

Mentor's Name: _____

Mentee's Name: _____

Observation Date: _____ **Observation Time:** _____

NOTES FOR PRE-OBSERVATION MEETING:

Class title –
_____

Number of students –
_____

Description of students -
_____

Class topic - _____

1. **What are the objectives or goals for the class period? (What do you expect the students be able to do/know by the end of the class period?)**

2. **What is the planned agenda/procedure for the class period?**

3. **What strategies/methods do you plan to use to help the students to reach the objectives?**

4. **Assessment - How will the students show that they know and can do what you expected of them?**

5. **Is there anything that the mentor observer to pay special attention to (ex. A problem student, time or classroom management)?**

With your mentee, please plan a Post-Observation Conference to discuss observation.

Date for Post-Observation Conference: _____

Drop In Observation Form West Denver Preparatory Charter School

<School Name>
Teacher Drop-In Observation Form

Teacher:	Observer:	Date:

Please indicate whether the following is true and provide observations to support your assessments.

Question	Observed (+/)	Notes
1. Is the lesson objective clearly posted?		
2. Is the lesson objective clearly articulated and student friendly?		
3. Are instructional methods appropriately aligned to lesson objectives?		
4. Does teacher assess student understanding (formally/informally) and is assessment aligned to lesson objectives?		
5. Are classroom rules and procedures clear, specific, consistent, and evident?		

Next Steps and Summary:

West Denver Preparatory Charter School
Walk-Through Observation Notes

Teacher: _____   Date:_____   Time in:_____   Time out:_____
Observer:_____   Advisory and subject:_____

Classroom Management and Culture	
CMC Teacher Behaviors/Actions	**CMC Student Behaviors/Actions**
___ Sense of urgency	___ On task and actively participating
___ Respectful, supportive tone	___ Following directions/expectations
___ Assertive tone when appropriate	___ Respectful/courteous
___ High Expectations	___ Sense of responsibility/initiative for learning
___ Stimulating classroom environment	___ Productive risk-taking
___ Positive reinforcement	___ Off task/disengaged
___ Redirecting inappropriate/off-task behavior	___ Disruptive/disrespectful
___ Strong procedures/routines/transitions	

Instructional Planning and Delivery	
IPD Teacher Behaviors/Actions	**IPD Student Behaviors/Actions**
___ Objective clearly posted/stated	___ Balance of student vs. teacher talk time
___ Lesson contributes to EQ and/or EU	___ Time to practice critical and higher order thinking
___ Lesson materials strongly align to the objective	___ Students are able to make cross-curricular connections
___ Engaging and effective instructional strategies	___ Student responses are varied mode and depth
___ Varied and effective grouping strategies	___ Adequate time to practice independently
___ Real world connections	___ Objective mastery is formally assessed at the end of class
___ Effective questioning strategies	___ Students with IEPs are receiving appropriate accommodations
___ Actively monitoring student understanding	
___ Effective pacing and sequencing	
___ Directions are clear, concise, and achievable	

___ Circulation around room to enhance CFUs and management	

KEY TAKE-AWAYS	
Keep Doing	**Start Doing**
\	

Questions

ACTION STEPS FOR THE UPCOMING WEEK:
❶
❷

West Denver Preparatory Charter School

Teacher: _____ Observer: _____ Date: _____

"What to Do" Observation

Summary of Directions:

_____
_____

_____
_____

Directions are:

☐ **Specific** ("Stand with your eyes forward and your hands behind your back.")

☐ **Concrete** ("Put your feet on the floor and your legs under the desk.")

☐ **Sequential** ("Hands folded, feet on the floor, eyes on me.")

☐ **Observable** ("Pencils down and eyes on me in 3-2-1…")

☐ **Brief** (Time: _____)

When giving directions:

☐ **You are standing still** (In this part of the classroom: _____)

☐ **You are**:

_____

_____
_____

☐ **Your speech & volume are:**

_____

☐ **You repeat yourself** _____ **times**

When receiving directions:

❑ **Kids are**:

_____

The directions in your packet are:

❑ **Clear and concise:**

_____

❑ Easy to reference:

_____

After you give directions, you:

❑ **Monitor carefully to see if 100% of students are following your directions:**

_____

❑ **Correct students who do not follow the directions by**

_____

❑ **Never confuse ignorance with defiance:**

_____

SIX STEPS FOR EFFECTIVE FEEDBACK:

Leading Post-Observation Face-to-Face Meetings

Leader Should Bring:	Teacher Should Bring:
• Laptop with Observation Tracker • One-Pager: Six Steps for Effective Feedback • Pre-planned script for the meeting (questions, obs evidence, etc)	• Laptop & school calendar • Curriculum/unit plan, lesson plans, class materials, data/student work

1 **Praise**	**Praise—Narrative the positive:**
	What to say: We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took.]. What made you successful? How did it feel?
2 **Probe**	**Probe—Start with a targeted question:**
	What to say: What is the purpose of _____ [certain area of instruction]? What was your objective/goal for _____ [the activity, the lesson]?
3 **ID Problem & Action Step**	**Progress to Concrete Action Step—Add scaffolding as needed:**
	What to say: **Level 1 (Teacher-driven)—Teacher self-identifies the problem:** Yes. What, then, would be the best action step to address that problem? **Level 2 (More support)—Ask scaffolded questions:** How did your lesson try to meet this goal/objective? **Level 3 (More leader guidance)—Present classroom data:** Do you remember what happened in class when ____? [Teacher then IDs what happened] What did that do to the class/learning? **Level 4—(Leader-driven; only when other levels fail) State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]
4 **Practice**	**Practice—Role play/simulate how they could have improved current lesson:**
	What to say: Let's try that. [Immediately jump into role play.] Let's re-play your lesson and try to apply this. I'm your student. I say/do _____. How do you respond? **[Level 4:** Model for the teacher, and then have them practice it.]
5 **Plan Ahead**	**Plan Ahead—Design/revise upcoming lesson plans to implement this action:**
	What to Say: Where would be a good place to implement this in your upcoming lessons? **[Teacher works by self or follow these next steps]:** Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]

6 **Set Timeline** **for** **Follow-up**	**Set Timeline for Follow-up:**
	What to Say: When would be best to observe your implementation of this? **Levels 3-4:** I'll come in tomorrow and look for this technique. **What to Do—Set Timeline for:** • **Completed Materials:** when teacher will complete revised lesson plan/materials. • **Leader Observation**: when you'll observe the teacher • **(When valuable) Teacher Observes Master Teacher**: when they'll observe master teacher implementing the action step • **(When valuable) Video**: when you'll tape teacher or master teacher to debrief in upcoming meeting

THE COACHING CYCLE: Post-conference

Say this...

- How do you think it went?
- Did students respond as you expected them to?
- What part would you change?
- What would you like support in?
- One thing I noticed...
- I can offer help with
- You might try...

Not that...

- I didn't see you...
- You don't ever...
- Why don't you...
- You should really...
- If I were you, I would...
- You're supposed to...
- Next time, ...

Bloom's Taxonomy, Revised for 21st-Century Learners
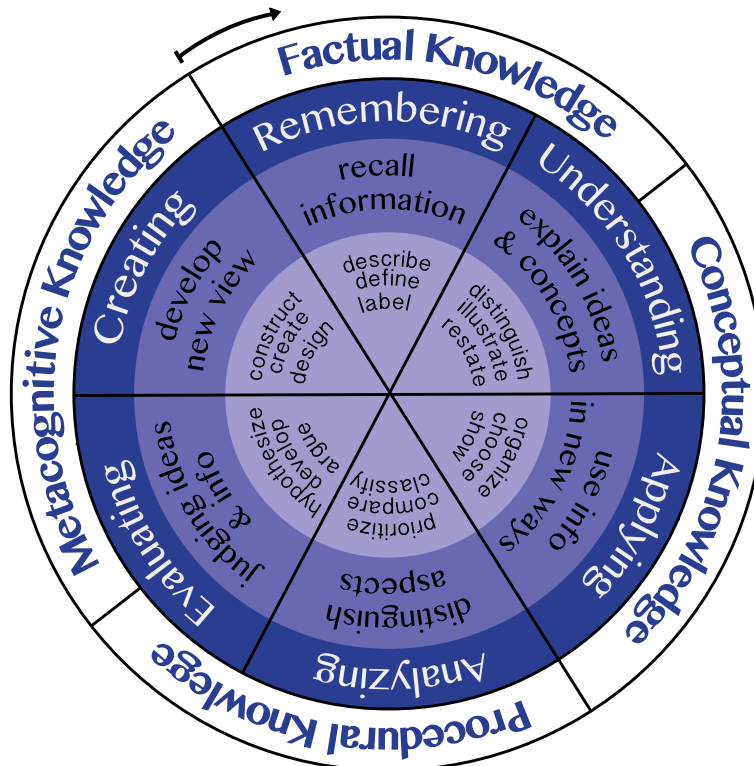
Benjamin Bloom led a team of researchers in the 1950s to establish behaviors associated with learning; the outcome of this study was Bloom's Taxonomy of Learning (1956). Forty years later, one of his students, Lorin Anderson, revised the taxonomy to accommodate progressions in pedagogy. The revised taxonomy has altered categories and now includes verbs associated with each of the six aspects of cognition.

The graph demonstrates the six aspects of learning, **Remembering, Understanding, Applying, Analyzing, Evaluating,** and **Creating,** in combination with a brief explanation of the process, and verbs teachers can use to get students to think on these levels. Here, Bloom's Taxonomy is situated in the four types of knowledge, **Factual Knowledge** of terminology and details, **Conceptual Knowledge** of relationships among pieces of concepts or theories, **Procedural Knowledge** of processes and methods of theories and problems, and **Metacognitive Knowledge** of learning strategies and processes. This chart starts with factual knowledge and remembering and builds in complexity as it moves clockwise. A comprehensive lesson will require students to apply multiple types of knowledge and cognitive skills.

BLOOM'S REVISED TAXONOMY

Level	Verbs & Sample Objectives	Discussion Questions
Remember Be able to recall information such as dates, events, places, ideas, definitions, formulas, and theories.	Arrange, Define, Describe, Detail, Draw, Duplicate, Identify, Indicate, Inventory, Label, List, Locate, Match, Name, Outline, Pick, Point, Pronounce, Quote, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Restate, State, Underline • Label the parts of the heart. • Outline the steps in the writing process. • Recite the Gettysburg Address.	• Who was…? • What is…? • When was…?
Understand Be able to grasp the meaning of the information, express it in own words, and/or cite examples.	Classify, Confirm, Contrast, Convert, Decipher, Defend, Designate, Differentiate, Equate, Estimate, Examine, Express, Extend, Extrapolate, Generalize, Give Examples, Group, Infer, Interpret, Order, Paraphrase, Predict, Rephrase, Rewrite, Sort, Specify, Substitute, Tell, Translate • Defend your position about flat taxes. • Give an example of an adjective. • Specify the role of project management in an organization.	• Can you name…? • What is an example of…? • Where does…differ from…?
Apply Be able to apply knowledge or skills to new situations. Use information and knowledge to solve a problem, answer a question, or perform another task.	Add, Allocate, Alter, Apply, Calculate, Change, Choose, Complete, Compute, Conduct, Coordinate, Demonstrate, Determine, Direct, Discover, Divide, Dramatize, Draw, Employ, Formulate, Gather, Graph, Make, Manipulate, Model, Multiply, Operate, Perform, Present, Provide, Recount, Report, Schedule, Show, Sketch, Subtract, Use, Utilize • Choose criteria to assess change readiness. • Demonstrate the proper technique for drawing blood. • Graph the results of the market analysis.	• How does…explain…? • Examine the graph and tell me…? • Which events led to…?
Analyze Be able to break down knowledge into parts and show and explain the relationships among the parts.	Analyze, Appraise, Associate, Break Down, Criticize, Discern, Diagram, Discriminate, Dissect, Distinguish, Elect, Establish, Explain, Expound, Illustrate, Inspect, Profile, Question, Refute, Separate, Simplify, Subdivide, Summarize, Test • Explain the ramifications of sexual harassment in the workplace. • Appraise potential suppliers according to organizational needs. • Distinguish between ethical & unethical behavior.	• What is the relationship between…and…? • What caused…? • How does…apply to…? • Why does…work? • How does…relate to…? • What distinctions can be made about…and…?
Evaluate Be able to judge or assess the value of material and methods for a given purpose.	Argue, Assess, Attack, Compare and Contrast, Conclude, Critique, Debate, Decide, Deduce, Diagnose, Evaluate, Forecast, Improve, Judge, Justify, Measure, Prioritize, Prove, Rank, Rate, Recommend, Resolve, Revise, Select, Solve, Support, Value, Verify, Weigh • Support the value of diversity in a project team. • Recommend course of action for comprehensive organizational change. • Resolve ethical issues that plague researchers conducting experiments on animals.	• How does…meet criteria for…? • What judgments can you make about…? • Can you compare and contrast…criteria for…? • Is there a better solution to…?
Create Be able to pull together parts of knowledge to form a new whole and build relationships for new situations.	Assemble, Assimilate, Categorize, Collect, Combine, Compile, Compose, Condense, Construct, Create, Design, Derive, Develop, Devise, Elaborate, Expand, Generate, Guide, Hypothesize, Integrate, Invent, Manage, Modify, Organize, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Reconstruct, Reorganize, Rework, Set Up, Synthesize, Theorize, Transform, Write • Devise a plan to deal with violence in your community. • Design an instructional unit to meet the needs of online students. • Modify the training process for a business or organization.	• What would happen if…? • Can you compile the data to…? • How can we solve…? • How many ways can you…? • What hypotheses can you make? • Why?

Reference:
Table adapted from: Anderson, L.W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing, abridged edition.* Boston: Allyn & Bacon.
Wheel adapted from: *Edutechalogy*. Retrieved from http://eductechalogy.org/swfapp/blooms/wheel/engage.swf

Models of Reflective Practice

Adapted from: Essays, U.K. (2018). Reflective practice: Models of reflection. November. Retrieved from:
https://www.ukessays.com/courses/education/best-practice/reflective/1-lecture.php#

Rolfe et al. (2010) Reflective Model
 Key questions:
- ***What?*** Describe the event or occurrence being reflected upon, defining one's self-awareness in relation to it.
- ***What…***
  - …*was my role in the event?*
  - …*was I trying to achieve?*
  - …*actions were being done towards the achievement?*
  - …*were the responses of other people?*
  - …*were the consequences?*
  - …*feelings were provoked?*

- ***So What?*** Analyze the situation and begin to make evaluations of the circumstances being addressed.
- ***So what…***
  - *…does this tell me about myself and my relationships with learners*
  - …*was my thought process as I acted?*
  - …*other approaches might I have brought to the situation?*
  - *…have I learned because of this situation?*

- ***Now What?*** Synthesize information and insight, and consider what to do differently in the future and to be prepared for what might be done in future, similar situations.
- ***Now what…***
  - …*do I need to make things better?*
  - …*should I ask of others to support me?*
  - …*have I learned?*
  - …*will I recognize in advance?*

Rolfe Model Evaluation: The core advantages of this model relate to its simplicity and clarity. Reflective tools need to be accessible and useful to the user, and produce meaningful results. However, if applied only at the level of the three core questions, a full inventory of the situation may not take place, and the insights produced as a consequence might tend to be simplistic or descriptive, rather that deeply reflective.

Gibbs' Reflective Model (1988)

Six principal elements:

1. ***Description***
2. ***Feelings:*** How were you feeling at the time? How did your emotions and thought alter (if at all) after the situation arose?
3. ***Evaluation:*** How well was the situation handled? (positives and negatives)
4. ***Analysis:*** What sense can be made of the situation?
5. ***Conclusion:*** What possible alternative to the course of action could you have taken?
6. ***Action Plan:*** What will you do next time, or in a similar situation?

s

Gibbs Model Evaluation: Offers a systematic consideration of separate phases of a learning experience. Possible disadvantage: can be more descriptive than reflective, can be centered on the perspective of the practitioner only (does not take into consideration the perspective of others in the situation).

Brookfield's Four Lenses Model (1995) (adapted by Essays, U.K.)

Reflection from four perspectives:

1. *Ourselves:* drawing from our own past, as well as immediate context
2. *Our learners:* consideration of the students' perspective, including recognizing hidden assumptions, biases, and articulations of power
3. *Our colleagues*
4. *Theoretical Contexts* from critical reading, subject scholarship, political and other contexts of contemporary teaching and higher education, refreshing connections between pedagogy in practice and critical engagement with practice

(From https://www.cambridge-community.org.uk/professional-development/gswment/index.html]

Evaluation of Brookfield Model: takes a holistic perspective, addresses teaching from a variety of standpoints. Possible drawbacks: may be less useful for making assessments of teaching in action, may be less applicable to immediate use (requires time, detailed consideration).

Reflection Guide for Quarterly Reflections

Adapted from Douglas School District Educator Evaluation Guide:
http://douglas.k12.ma.us/common/pages/DisplayFile.aspx?itemId=305198

These are questions you can use to track your thoughts- and growth- throughout this school year.

Reflection # 1 - October

. Your first reflection could include the following:

1. One area of strength

2. One goal for next term

3. Reflection: My students are truly learning…

Reflection # 2 - December

Your second reflection could include the following:

1. Something that is really working is…

2. I continue to be challenged by…

3. My students should know _____ by January/midterms

Reflection # 3 February

Your third reflection could include the following:

1. I am frustrated by…

2. I am proud of…

3. One thing that would make a difference for the rest of the year is…

Reflection # 4 April

Your third reflection could include the following:

1. The biggest challenge I faced this year was…

2. Suggestions for next year include…

3. Overall, this year was…

The Gut-Level Teacher Reflection

Adapted from: https://www.cultofpedagogy.com/gut-level-reflection-questions/

See website for more information and link to a related podcast.

These five questions can help you listen to your gut and uncover problem areas in your teaching. Under each question, space is provided for you to take notes on things that give you positive feelings (+), negative feelings (—), and mixed or unclear feelings (?).

1. Look around your classroom or work space. What parts of the room make you feel tense, anxious, or exhausted? What parts make you feel calm, happy, or proud?		
+	-	?

2. Open your plan book and just start browsing, paying attention to how you're feeling as your eyes meet certain events. What days and weeks give you a lift when you see them, a feeling of pride or satisfaction? Which make you feel disappointed, irritated, or embarrassed?		
+	-	?

3. Look over your student list. What do you feel when you look at each name? Which make you feel relaxed, satisfied, and proud, and which ones make your chest tighten with regret, and which ones make your stomach tense?		
+	-	?

4. Mentally travel from classroom to classroom, picturing each teacher in the building. What are your feelings as you approach each one? Which give you a generally positive feeling, which ones are neutral, and which make you feel nervous, angry, or annoyed?

+	-	?

5. Look at the professional practice "buzzwords" in the left column. As you read each one, do you have a positive, negative, or mixed feeling? Blank spaces are for you to add your own buzzwords or terms that impact your work.

	+	-	?
Technology			
Data driven			
Evidence-based			
Standards based			
Higher level thinking			
PBIS			
RTI			
Social Emotional Learning			

Priorities and Action Plan: For each of the five areas above, identify one or two priorities for change. They may be positives into which you want to put more energy, negatives you want to address, or ambiguities that need more investigation. Then, jot down a concrete plan to address each priority.

	Priorities	Action Plan
Area 1: Classroom		
Area 2: Planning		
Area 3: Students		
Area 4: Co-workers		
Area 5: Professional Practice		

Discussion Log- Year 1

Adapted from Delaware DOE Comprehensive Induction Program

https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/522/teachers_year_1/discussion_log_4_y1_form.pdf

New Teacher: Mentor:	Date:
What successes have you had with managing classroom procedures, managing student behavior, creating an environment to support learning and/or organizing physical space?	What challenges have you had with managing classroom procedures, student behavior, creating a learning environment and organizing physical space?
When you reflect on the challenges that you have faced, can you think of different ways that you could have addressed the situation? Describe the actions that you will take the next time that you face a similar situation.	*When you consider the challenges that you have faced recently are there any that you would like guidance with from me as your Mentor or others that you feel could assist you in developing the skills and knowledge that you need?*

E-Mentoring	
Potential ADVANTAGES	*Potential DISADVANTAGES*
• Flexible communication environment that is independent of time and location- minimizes scheduling difficulties, participants can read and respond at times convenient to them	• Both partners need access to, expertise with technology
• Mentor can be assigned to mentee based on expertise, rather than geography	• Loss of visual, vocal nuance, contextual cues can create more opportunities for miscommunication
• Mentee may feel safer venting, discussing sensitive issues with mentor from a different school or district (less chance of mentor sharing with mentee colleagues)	• Takes more time to establish, develop trusting relationship
• Revisability: Allows for thoughtfully constructed/edited messages without pressure for immediate response	• Lack of immediacy (disadvantage especially if one partner is in crisis, or needs more immediate help)
• Reviewability: Record of interactions remains, can be reviewed and reflected upon	• Less opportunity for casual exchanges based on proximity (i.e. passing in hall, shared lunch)
• Sequentiality: participants take turns in an orderly fashion	• Asynchronous mode of communication may reduce relevance of communicative exchange
• Differences in status may be concealed, otherwise might hinder communication between higher- and lower-status individuals	• Confidentiality can be breached more easily- need to be clear about what will and will not be shared
	• Engagement and persistence can become issues- takes deliberate effort to maintain contact, touch base regularly

Tips for E-Mentoring

Getting Started:
- Introduce yourself, mention personal, career, education interests.
- Explore mentee interests by
  - Asking questions

- o Promoting discussion
  - o Providing resources (especially online resources)
- Discuss, establish parameters for confidentiality
- Discuss how (through what mode or modes), when, how often you will communicate
- Be aware and respectful of mentee's communication/personality styles. Ask if there are ways you can accommodate them in the ways you communicate.
- Take responsibility for developing the relationship: mentor may need to initiate contact in the early stages
- Discuss what each partner hopes to gain from mentoring relationship
- Give mentee some control over topics to be covered
- Facilitate contact between students and people with shared interests or resources
- Developing relationships takes time: give time and room to learn about each other, develop trusting relationship
- Mentor, mentee may need to make more frequent contact than would in a face to face pairing, use visual contact modes more often in early stages of establishing relationship
- Have fun: don't be afraid to share humor

Staying Active:
- Log in regularly (at least once per week) and
- read and respond to all messages.
- Communicate with other mentors, act as a resource when possible.
- Acknowledge and respect mentee's viewpoint, validate their experiences
- Be sensitive to differences in communication modes and potential challenges of each mode of contact (face-to-face, telephone, email, text, video conference, in person)
- Avoid acting as the authority figure, making judgmental statements

"Netiquette:"
- Avoid covering several topics in one message. Instead, send each in a separate message so mentee can respond to each separately.
- Begin the text of message with the person's name, end the text with your name.
- When replying, include all or parts of the message to which you are replying.
- Do not use words others might find offensive, personal attacks, or name calling.
- Do not engage in conversations you are not comfortable with.
- Make sure parameters of confidentiality are discussed and honored.
- Use spell-check
- Review what is written before sending it
- Keep paragraphs short, separate paragraphs with white space
- In phone conversations: pauses, silences should be addressed, resist temptation to close meeting. Use silence to explore the reason for the pause, is often an indication of some discomfort.

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Welsh, K.; & Schaffer, C. (2016). *Improving reflection: Using video to improve teacher candidate performance in the field.* The Field Experience Journal (18) pp 1-19.

Zoom Quick Start Guide for Students

Everyone at the University of Maine has a Pro Zoom license. To use Zoom, a user needs a few things to get started: a computer or mobile device with a webcam, a reliable internet connection (typically a wired connection is more reliable), and headphones with microphone capability.

Getting Started

It is recommended that you test your computer prior to attending a meeting. You can do this by going to **maine.zoom.us/test**. You will be prompted to download and install the zoom.us app. If nothing happens, click **Download and Run Zoom**.

Once you have set up and tested the zoom app you are ready to join a meeting using a provided url or meeting ID.

Step 1

Navigate to **maine.zoom.us** and click Sign in. If you are already logged into the portal you will be directed to your zoom page, Otherwise, sign in with your maine.edu credentials.

Step 2

Access your profile page.
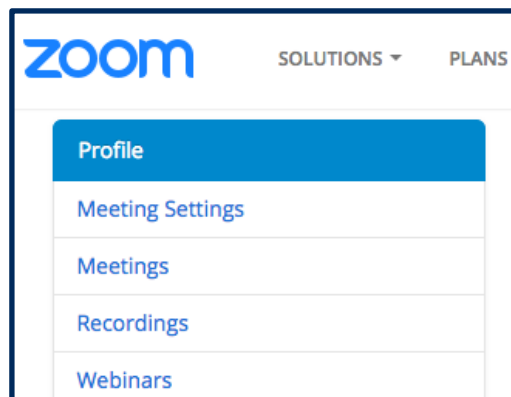
Step 3

Scroll to the bottom of this page to the Kaltura User ID option. Enter your Mainestreet user ID here (your UMaine Portal login without the @maine.edu - example: john.smith).

| Kaltura User Id | john.smith| |

Step 4

When you set up the options to record, click **On the Cloud** (indicated in the red box). This can be done in Meeting Settings, or with the start of each call. Your video will be temporarily stored on Zoom until the asset is moved to Kaltura.

Meeting Options

☐ Require meeting password

☑ Enable join before host

☑ Mute participants upon entry Supported versions

☐ Use Personal Meeting ID 207-581-2724

☑ Record the meeting automatically   ○ On the local computer   ◉ In the cloud

Step 5

After any Zoom meeting has been recorded it must be transcoded. An hour lecture can take up to 20 minutes to be transcoded. Once completed you will receive a confirmation email from Zoom.

Cloud Recording - 's Personal Meeting Room is now available   □   Inbox x

Zoom <no-reply@zoom.us>
to me

Hi   ,

Your cloud recording is now available.
Cloud recordings will be deleted automatically after they have been stored for 10 days.

Topic: Personal Meeting Room
Date: Aug 28, 2017 11:39 AM Eastern Standard Time (US and Canada)

Click here to download or view your recording:
https://zoom.us/recording/detail?meeting_id=ZrgmZbBrRh2Ol06n020%2Fcg%3D%3D

Share your recording:
Recording-1 (2 MB):
https://zoom.us/recording/play/fykasMIX33qQNYgNn2e27Hj8LN7nWiiYDTAK-TxlGBWZdx5lP-5P_4ksnzPTvF1X

Audio Only-1 (6 KB):
https://zoom.us/recording/play/lfvY9GWo7g5wVfUrlZiIpM-J3sWAi686k2LjBA7EqgBnrbRbmusoyJ7m-w-F8ePw

Thank you for choosing Zoom.
-The Zoom Team

Step 6

Check that the media has been transferred to your Kaltura My Media library.

Note: All Zoom recordings using this integration will be temporary stored in the Zoom cloud service for while transcoding. The recorded media/meetings will be DELETED from Zoom cloud and can not be retrieved under Zoom account after the set period of time. The only place your media can be found is now in Kaltura. If you would like to download your content from Kaltura, contact CITL.

Hosting a Meeting

Step 1
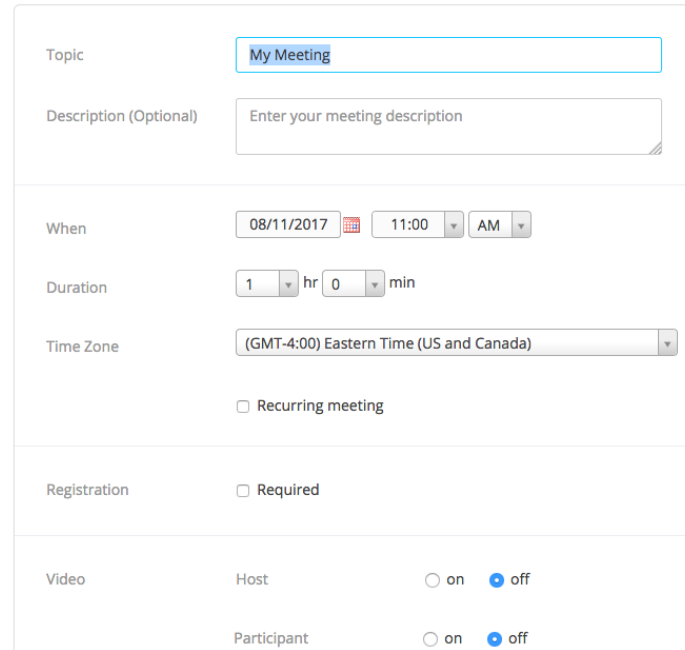
Begin by going to Meetings, and then click **Schedule A Meeting**.

Profile

Meeting Settings

Meetings

Recordings

Schedule a New Meeting
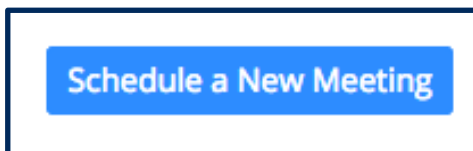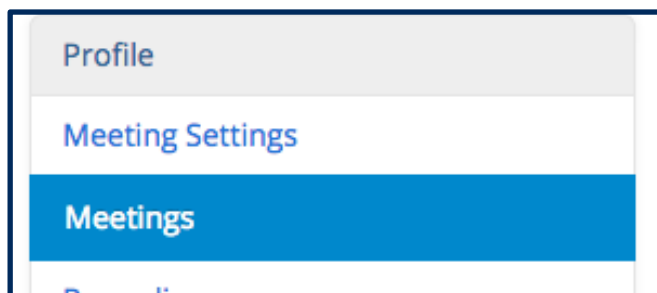
Step 2

Once selected, you will be prompted with various meeting options.

Schedule a Meeting

Topic	My Meeting
Description (Optional)	Enter your meeting description

When	08/11/2017 11:00 AM
Duration	1 hr 0 min
Time Zone	(GMT-4:00) Eastern Time (US and Canada)
	☐ Recurring meeting
Registration	☐ Required
Video	Host ○ on ● off
	Participant ○ on ● off

- Topic: Choose a topic/name for your meeting.

- When: Select a date, and time of your meeting.

- Timezone: By default, Zoom will use your computer's time zone setting. To change the time zone, click on the **dropdown** menu beside Time Zone.

- Recurring meeting: Choose if you would like a recurring meeting (i.e. the meeting ID will be persistent for the recurring meetings).

- Video (when joining meeting): Default video by clicking **on** or **off** for host and/or participants.

- Audio Options: Choose whether to allow users to call in via Telephone, VOIP, or both.
- Password: You can select and input your password here. Joining participants will be required to input this before joining your scheduled meeting.

- Enable join before host: Allow participants to join your meeting before you. Note: The meeting will end after 40-minutes for Basic/Free subscriber.

- Schedule: Click **Schedule** to finish scheduling.

Step 3

Once finished, you can either click **Add To Calendar** to choose the calendar system of your choice or click **Copy The Invitation** to send out the invitation to your Zoom meeting.

Record My Zoom Meeting

Local recording allows you to record meeting video and audio locally on your computer. The recorded file can then be **uploaded** to UMaine's video platform Kaltura, or to Youtube. You can also set up your Zoom account to automatically transfer your recording to Kaltura.

Recording

Note: You must join the meeting audio either through telephone or computer audio in order to record the meeting's audio.

Step 1

The host can record. While you are in a Zoom meeting, move your mouse around the screen to toggle the menu bar.

Step 2

Click **Record** from the bottom toolbar (indicated with the red arrow below).
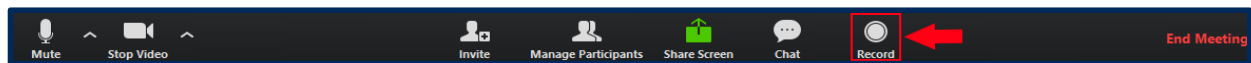
Step 3

You can also click on **Participant** to assign someone to record.

Step 4

All participants in the meeting will see a recording indicator in the upper-left corner of their screen, and all dial-in participants will hear a message informing them that the meeting is now being recorded.
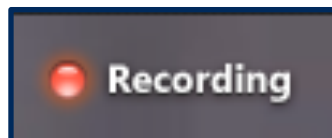
If you are the host, you will see this button appear in the upper left corner.
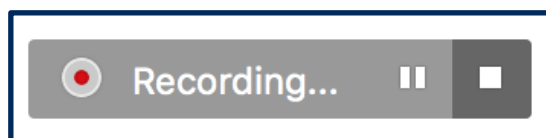
Recording Layout

Step 1

You can record the following:
- the active speaker,
- content sharing with active or sub video panel,
- gallery view or
- M4A audio.

Step 2

By default, only the host can record each Zoom meeting. This can be changed by having the host allow specific users to record the meeting through the Manage Participants panel.

Step 3

Each resulting recording will be in the layout of choice by the person who is recording.

Step 4

The Zoom meeting will be recorded in the current layout that the host is recording. For example, if the host is recording in Gallery View the recording will be in gallery view. This is independent of what the participants are viewing, so if a participant is watching the meeting in Active Speaker view and they start recording because the host granted them recording, the resulting recording will be in Active Speaker.
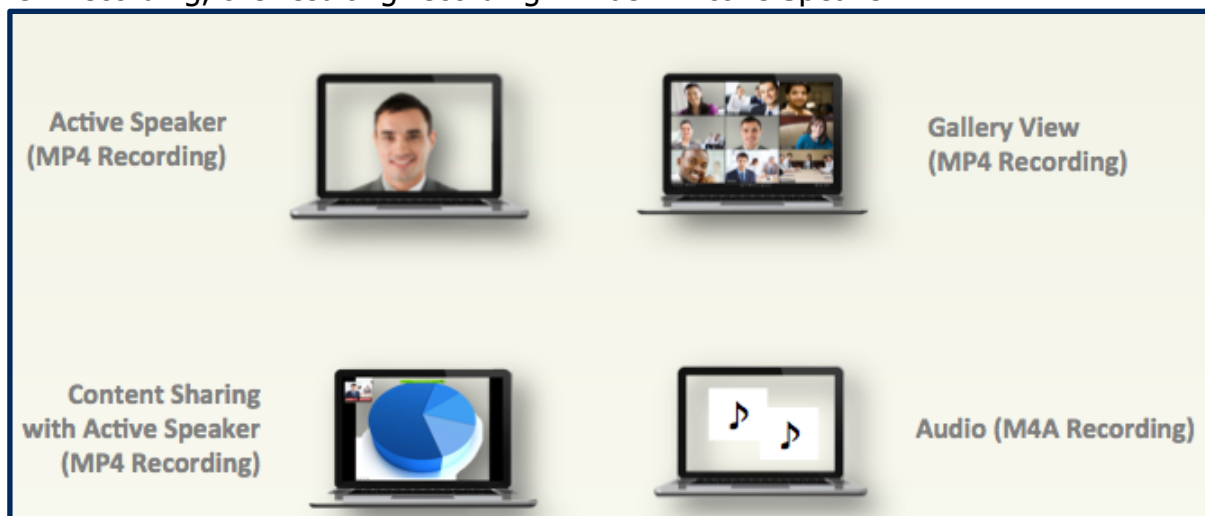
Note: If you move the active speaker display thumbnail to the edge of the screen, or to additional monitor from the one you are presenting from, the thumbnail will show up in the surrounding black bars on the recording.
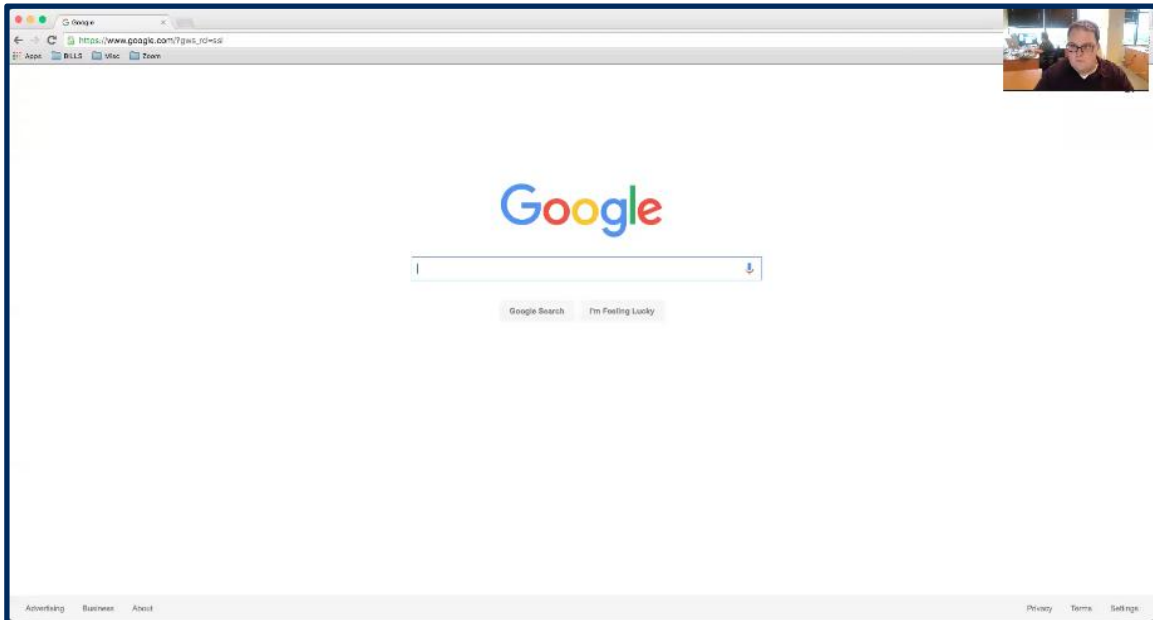
Thumbnail on the main display (seen in upper right corner).
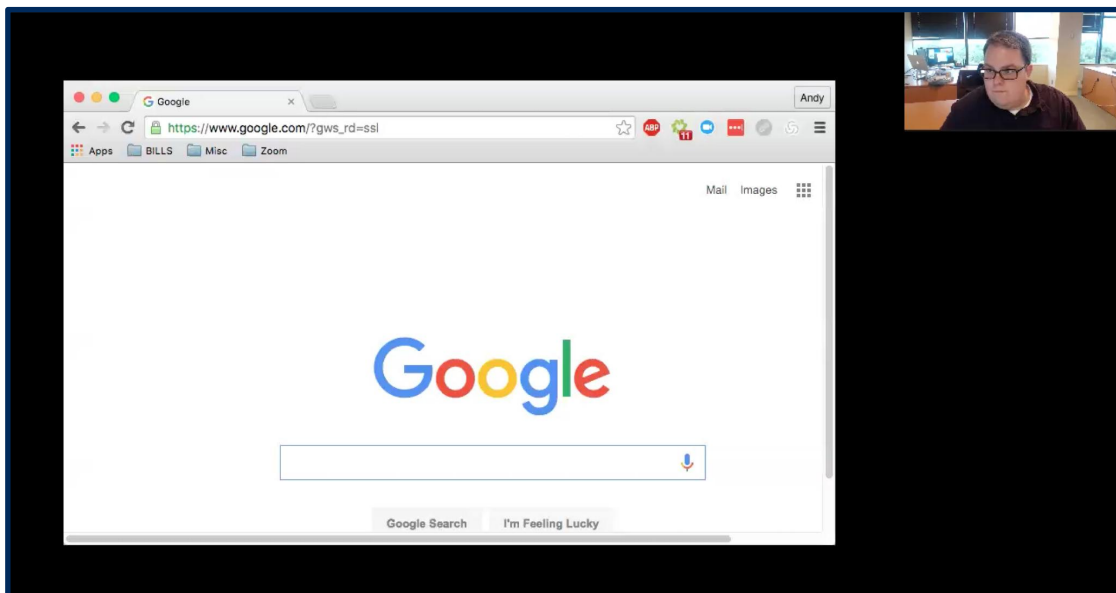
Thumbnail moved to another monitor or edge of screen.

Accessing Your Local Recording

Step 1

To access your saved recorded meetings, open your client menu. Click **Meetings**, then click **Recorded**.
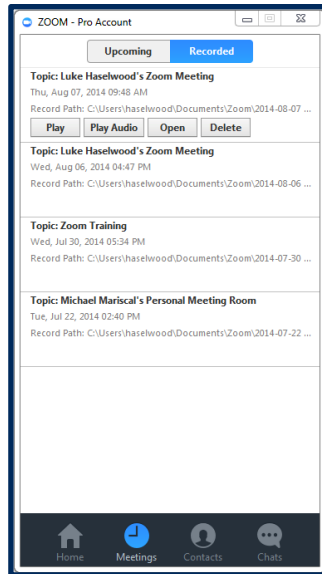
Step 2

All recorded meetings are stored locally on your local device or computer.

Note: Your recorded meeting will be converted and added after the meeting is ended.

Recording Formats

Step 1

After you have ended your meeting, your recorded file will be converted and saved to your local device or computer.

Step 2

To access your recorded meeting folder, click **Open From: Meetings**, then **Recorded**, then **Open**. You will have four different files to choose from.
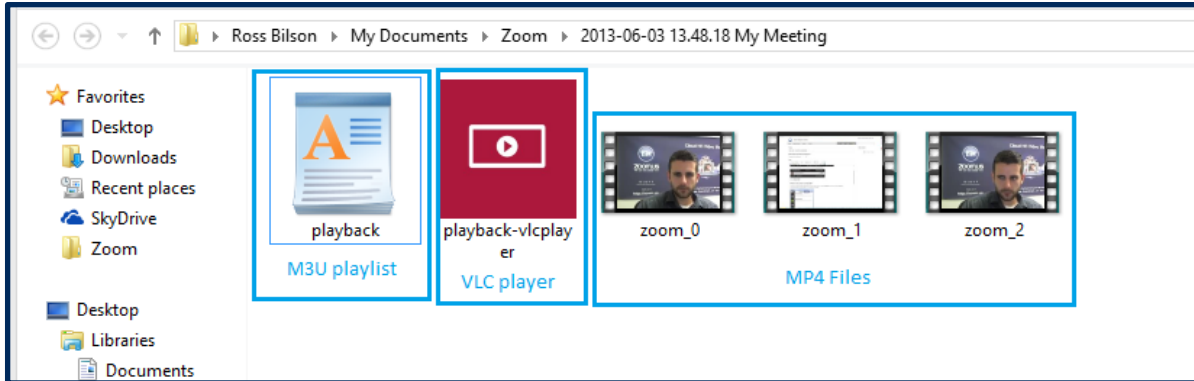
- M3U playlist: A playlist to play the individual MP4 files. Windows only.

- MP4 files: Video file or split video and screen sharing files. Windows and Mac.

- M4A file: A single audio only file.

- VLC player (MP4) file: Single file for video and screen sharing view via **VLC Player**. Windows, Release 3.0 and below.

- MP4 file: Single file for video and screen sharing. Release 3.5 and above.

- Chat (txt) file: Single file for in meeting group chat.

Note: Screen sharing recording takes about 20M of storage per hour while video recording takes about 200M of storage an hour. This is an estimate, as the resolution and types of video or screen sharing content may change storage requirements.

Note: The VLC player (MP4) file and single MP4 (Mac) file can also be opened by Quicktime player. You can convert the file to .MOV and edit using iMovie.

Change Location for Recording

Step 1
Open your Zoom client and click **Settings**, then **Recording**.

Step 2
From here you can:

- Change where your recorded file will be stored.

● Select an option to pop up a location selection each time a meeting ends.
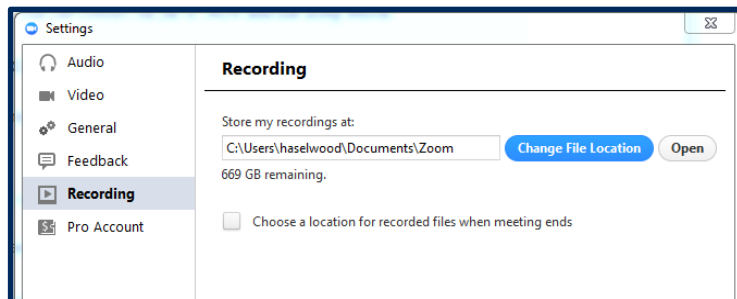
Note: We recommend keeping the default location for recordings as the \Documents\Zoom folder. Setting the default location to a cloud syncing folder (i.e. Dropbox, Google Drive, or One Drive) or an external or network storage device may cause issues with saving and converting the local recording.

Swivl Orientation

Intro (YouTube) https://youtu.be/UaHSIzq0jfI : What is it, what does it do?

1. https://swivl.zendesk.com/hc/en-us/articles/360009754373-Beginner-Basics-and-Swivl-Cloud
Beginner Basics and Swivl Cloud

- Set up your markers, robot, and device
- Navigate the Swivl app
- Capture video
- Upload videos to Swivl Cloud
- Add slides to projects
- Share videos
- Record dual-camera videos
- Live stream through a third-party app like Zoom

How to set up Swivl (youTube): https://youtu.be/zgrt3QDZTa0

Adding comments (mentors)
https://swivl.zendesk.com/hc/en-us/articles/360009441894-Video-Tutorials-for-Swivl-Team-Users

Using for Classroom Observations https://youtu.be/Pa_etQPGzv4

Planning for the Paraeducator (Ed Tech)

From Special Connections, University of Kansas. URL:

http://www.specialconnections.ku.edu/?q=collaboration/working_effectively_with_paraeducat ors/teacher_tools/planning_for_the_paraeducator

How is planning for a paraeducator different than planning for yourself and from co-planning with a peer?

You may have already read about co-planning in another section of the Special Connections website. The forms contained in that section provide an excellent basis for planning with another teacher. However, planning for a paraeducator is different because the role is different than yours, and it doesn't legitimately allow them to make decisions about the curriculum or instruction that students receive. While you may be able to use shorthand in your plan book or on a planning form to remind yourself of what you intend to do, a paraeducator cannot be expected to read your mind and is left stranded without written plans.

Why is planning for paraeducators important?

Dynamic instruction is founded on good planning and good planning is founded on assessment information. While most teachers have stopped using the planning forms their education professors gave them, effective teachers are absolutely clear about the purposes of their lessons and they create classroom experiences that target those purposes. They decide ahead of time what activities they'll engage students in, how they'll provide directions to students, and what materials they'll need at their fingertips. They know what homework will be assigned and they know beforehand how they'll prepare students to engage with the concepts.

When experienced school professionals fail to plan, they may be able to wing it or make it through a class or two without disastrous results. However, when no one plans for the instruction delivered by paraeducators, it means that paraeducators, who are unprepared to plan lessons, are on their own to design the instruction. It is legally and ethically unacceptable for a paraeducator to work with students who have complex learning needs, or with social, emotional, or health issues, with no written plan provided by a supervisor. Yet, it is commonly done.

Paraeducators, unfortunately, are frequently allowed to make decisions that should be rightfully made by fully qualified professionals. Interviews with paraeducators have revealed intuitive or "home grown" attitudes about their roles in supporting students, in the absence of written plans. Some paraeducators believe it is their job to keep students with disabilities from "bothering the classroom teacher." They believe that they are responsible for all aspects of a child's education, that they have to create all adaptations for the child, and that they are

responsible totally for the child. And, sadly, they have been allowed to deliver services with little guidance.

Paraeducators who are placed in such positions realize that they are poorly equipped to do the job. Some paraeducators have reported that, "I make my own plans." Others reported, "No one plans, I just follow along trying to do what I'm supposed to," and still others reported that they "write lesson plans for the reading group." Paraeducators in many locations have reported that they held full responsibility for students, including planning lessons and activities, creating curricular and instructional adaptations and modifications even though state policies do not advocate such responsibilities for paraeducators.

When teachers were asked if they planned for paraeducators, they often admitted that they did not. Some teachers justified their lack of planning for paraeducators, "I don't need to plan - she just knows what to do." Some said, "She doesn't need a written plan, I just tell her what to do on the 'fly' (French, 1998)." While these responses may reflect the current state of affairs, none of them exemplify a legal or ethical position.

Should we expect something different from paraeducators than we expect from teachers? In a word, yes. Paraeducators are not teachers. They are valuable school employees who hold a legitimate role in the teaching process, but they work in a different capacity than teachers. For example, paraeducators assist teachers of students who are learning English but they do not have the skills to conduct language assessments or to plan lessons that focus on language acquisition.

We expect nurses and doctors to have different roles. We recognize that a nurse may give the injection to a patient, but we understand that the doctor prescribed it. Nurses do not prescribe medications or courses or treatment-they deliver them. They provide daily care to patients; ensure the delivery of prescribed medications and treatments, and record data so that the doctor can make informed decisions about further treatment. Similarly, we do not want paraeducators prescribing instructional sequences, units, lessons, or adaptations. We do want paraeducators delivering instruction and interventions, carrying out the curricular adaptation plans made by the professional.

Designing instructional environments and making decisions about the goals, objectives, activities, and evaluations of instructional episodes are tasks that are well outside the paraeducator's scope of responsibility. We should not let it slide when a paraeducator, who works on an hourly basis, with little preparation, and no professional credential, is allowed to plan or, worse, is forced into planning for students because the professional has neglected to do so. Paraeducators should not be asked to do the teacher's job. There is an important instructional role for paraeducators, but that does not include usurping the teacher's role.

What factors should I consider in planning for paraeducators?

First, let's consider what it is that a special educator plans. Those who work in self-contained classes plan like any other teacher for all the curricular and instructional needs of their students. There is little else to say about that situation.

On the other hand, special education teachers who work in inclusion programs have to plan differently. Their plans are not so much about the curricular standards (because general education teachers plan the class lessons). They are about the adaptations to general education curriculum and instruction that are driven by the IEP and are necessary to the success of students in general education classes.

Because the tasks that paraeducators perform vary substantially in complexity and risk, the type and level of planning also varies. Consider the following factors.

Paraeducator Experience, Skill, and Training.

If a paraeducator has performed the same type of instructional activity, student supervision assignment, clerical task, behavior management technique, data collection, or health service in the past, and has performed satisfactorily, then plans may be very brief. A sentence or phrase added to the schedule would suffice. On the other hand, if a paraeducator is new to the position, has received only a brief training, or doesn't have the skills, the plan must be more detailed, specifying outcomes, actions, materials, cautions, and levels of authority.

Complexity of the Task

Obviously, clerical work requires minimal planning and direction, but instructional work requires more. The more complex the instruction, or the intervention, the more important it is to give specific directions in the plan for data recording and instructional techniques. For example, a paraeducator should be given specific directions regarding the amount of student success or failure to tolerate. A paraeducator may be directed to allow a student to fail at a task and then redirect his or her efforts or, alternatively, to give enough prompts and cues so that student performance is errorless.

Behavior issues are also complex. A paraeducator working with students who have significant behavior or social issues needs more guidance about appropriate ways to interact with the students, appropriate limits to set, and types of behavior to tolerate or ignore, as well as the behaviors that require interruption, redirection, or reinforcement.

Risk

Two circumstances that increase risk are structure and distance. Structure refers to the circumstances of the situation. Where there are walls and doors, where the activities are performed uniformly with other students, where there is little movement or few choices, there tends to be less risk. Within a school, physical education classes pose greater risks for students than English classes.

Distance is the physical separation between the paraeducator and the person responsible for the outcomes of instruction. Where the paraeducator performs his or her work matters. The distance of the paraeducator from the supervising professional is one factor that contributes to risk. The greater the distance, the greater the risk. Greater risk requires more specific guidance.

For example, Ruby works one-to-one with an elementary school student with autism in the general classroom, hallways, lunchroom, and playground-all at some distance from the special education teacher. Ruby needs full information about the student's health, academic needs, appropriate adaptations, and appropriate instructional techniques, as well as specific directions on how to cue the student to engage in activities. The plan should tell Ruby how much or little verbalization to use and how to work around the student's sensitivities to touch and other sensory inputs.

Another example is of a secondary special education program where students go into the community for life-skills experiences, vocational exploration, or work experience. The paraeducator is working in a high-risk situation, away from the teacher, and in a low-structure situation. Such a paraeducator should have a list of precautions and emergency procedures, as well as specific goals and directions for the instructional sequences that take place in the community setting.

What do plans for paraeducators contain?

Components of Plans

1. Purpose of task, lesson or adaptation
2. Long term student goals, short term objectives
3. Specific student needs & strengths
4. Materials & Research
5. Sequence of actions, use of cues or prompts, permissible adaptations
6. Data structure for documenting student performance

Good plans are brief, easy to read at a glance, and relatively easy to write. They also contain six key components.

Components of Plans

A good plan specifies how to do the task, the purposes of the task or lesson, the specific student needs to be addressed or strengths on which to capitalize, the materials to use, and the type of data needed to determine whether the student achievement is satisfactory, moving in the right direction, or unsatisfactory.

It is also important for the paraeducator to understand how the task fits into the broader goals and outcomes for the student. For example, James, a student with severe and multiple disabilities, has been learning to raise and lower his left arm. If Lu, the paraeducator who works

with him, understands that James is preparing for a communication device that depends on this skill, she will be sure that he practices many times a day and that he practices correctly. So, the plan may tell Lu that the goal is for James to raise and lower his left arm deliberately. It should also tell her that the long-range goal is that he will be able to use a button or switch that controls an assistive speaking device. The plan also needs to have a place to document the number of opportunities he had to practice the skill, the amount of cueing or prompting he required to perform the skill, and the number of times he successfully performed the skill, with or without cueing or prompting.

How can I plan for paraeducators efficiently?

Communicating About Plans

When you plan for yourself, communicating with another person isn't an issue. But, when you plan for paraeducators, lack of clarity can cause unexpected problems. Try to look at the plan from the paraeducator's point of view. Unless the plan is communicated in a format that she understands, she may not be able to use it.

Good planning formats are easy to use and user-friendly. If the planning form or format is handy, simple, and includes all key components, you will improve your communication and minimize the amount of time you spend doing it. How can you be sure the paraeducator knows how to carry out the plan? You may also need to check for understanding about the plan. Asking the paraeducator if he or she has any questions is one way to open the opportunity for clarification.

Planning Forms and Formats

Plans do not necessarily adhere to a predetermined format. Many teachers use their creative talents to design forms and formats that respond to the unique characteristics of their own situation. Professionals have sufficient latitude to create a planning form or format that pleases them and addresses the combined needs of the team. What is contained in the written plan, the amount of detail, and the specificity of directions are all negotiable.

Although a paper-based planning form isn't necessary and plans certainly may be written on any type of surface (chalkboards, dry-mark boards) or electronic platform (hand-held electronic planner, centrally located computer), school professionals tend to rely on paper.

Using blank paper means that the plan-writer will have to write certain pieces of information or structural aspects of the plan over and over again. Forms eliminate the duplication of effort and streamline the planning process. Paper-based planning forms, like other planning formats, must also meet the dual tests of ease-of-use and user-friendliness.

Click the links below to view various examples of planning forms that can be downloaded for your own adaptation.

- Example Student Daily Communication Sheet and IEP Goals
- Example Communication Sheet: Academic and Physical Activities
- Example Pull-Out Activity Plan
- Example Lesson Plan for Application of Modifications and Adaptations
- Example Small Group Vocabulary Procedures

Ease of Use

Ease-of-use means that the plan form or format should be readily available and comprehensive enough to cover all the key components, yet simple enough that the professional can use it consistently. The professional is the best judge of ease-of-use. For example, a template created and kept on a word processor may be readily available for a professional who has a computer on his or her desk. Multiple copies of a printed form kept in a desktop folder may be easier for another teacher who prefers the pen to the keyboard.

Length of the form is also important. Too many components make it difficult to know what to write and too tedious to write it in each space. Including too few components may result in the transmission of too little information or of information that is too general to be useful.

User-Friendly

User-friendliness refers to the visual appeal of the form and its familiarity. User-friendliness is best judged by the paraeducator. Visual appeal often means that there is a lot of white space or graphics on the page and that the length is sufficient but not overwhelming. A paraeducator faced with a two- to three-page plan will be less likely to read the plan carefully than she would given a single page, neatly written or typed. The use of common terminology and a reading level that is consistent with the knowledge and literacy level of the paraeducator are also important factors in user-friendliness.

What is the role of the paraeducator in adapting curriculum and instruction?

The paraeducator holds the ethical responsibility to follow written plans and oral directions provided by any or all school professionals assigned to the student with disabilities. The written plans need not be complex, but must be developed by the professionals who participated in assessment of the student and in the IEP planning, and who hold responsibility for that student's IEP goals and objectives. A list of goals and the related adaptations covering the range of classroom instructional situations meets the legal requirements if it is shared with the paraeducator as well as general education teachers.

University of Kansas
http://www.specialconnections.ku.edu/?q=collaboration/working_effectively_with_paraeducators/teacher_tools/planning_for_the_paraeducator

Starting Off On the Right Foot: Getting Acquainted

From: University of Kansas. Special Connections. URL:
http://www.specialconnections.ku.edu/?q=collaboration/working_effectively_with_paraeducators/teacher_tools/starting_off_on_the_right_foot_getting_acquainted

Starting Off on the Right Foot: Getting Acquainted

How do I do a Getting Acquainted Interview?

Getting to know the individual or team that will provide supervision is of primary importance to the paraeducator. One way for school professionals and newly employed paraeducators to get to know one another is to have a structured initial conversation. The Getting Acquainted Questions can help two people get acquainted. Click here for a printable form of the interview questions. You may want to ask other questions that will help you get to know the new person. The structured conversation is not meant to replace a hiring interview. It is meant to occur at the beginning of employment to help newly employed paraeducators gain knowledge of their fellow workers and to help team members get to know one another.

How do I compare my work style and preferences to that of the paraeducator's?

To compare work styles and preferences, click here to access the Work Styles and Preferences Worksheets. The first page, Teacher Work Style and Preferences, allows you to reflect on your own preferences and to share them with the paraeducator you work with. The paraeducator version, Paraeducator Work Style and Preferences allows the paraeducator to tell her preferences on the same kinds of items.

It is important for all team members to recognize that style preferences are not inherently good or bad, but that they do exist. The lack of initial recognition of differences often creates a breeding ground for interpersonal problems between paraeducators and professionals. Managing differences from the start means that the team members must note differences in work style preferences, recognizing that preferences are just that-preferences. They are not flaws or personality defects, but simple likes and dislikes. And everyone is different.

How do I create a personalized job description?

Paraeducators deserve to know what is expected of them. Many teachers haven't thought carefully about what the paraeducator should or shouldn't do. But, once you've reviewed the tools on legal, ethical, and liability considerations regarding the types of tasks paraeducators perform, and you've examined the material on sharing supervisory responsibilities, you are equipped to handle the task of creating a personalized paraeducator job description. There are four steps after you've conducted the work style and preferences analysis described above.

Step 1: Create a task list for paraeducators.

The first step is to analyze all the tasks that need to be performed for the paraeducator program to function, for students to thrive, and for the paraeducator's own needs to be met. The Master List of Tasks and Duties can be used to help professionals list all the possible duties. Professionals who work together may want to create one master list or each professional may want to create his or her own master list. Either way, such a list represents categories of tasks that typically need to be done to ensure student success at school and to maintain the program, the team relationship, the classroom, and the work climate.

Adapt your master list to fit the characteristics of your program, students and professionals. For example, professionals in a preschool program might eliminate some tasks (e.g., giving spelling tests) and keep others (e.g., self-help, read to students). They might also add tasks that are specific to a program (e.g., work on articulation skills with children). Professionals in a vocational preparation program, on the other hand, might reword a task such as "Help students in drill and practice lessons," to read "Help students apply basic computational skills on the job" to reflect the differences in programmatic emphasis, as well as the age and needs of students. Again, the wide variety of programs, professionals, and student needs precludes the possibility of creating a single list that is entirely useful in all situations. The examples presented are intended as starters from which professionals can create unique lists that address their own program needs.

Step 2: Ask paraeducator to review list.

The second step is to invite the paraeducator to review the list(s), considering his or her skills, knowledge, and areas of confidence. While it is not necessary to use forms to perform the analysis and comparison, a systematic format, once created, saves time in the future and assures team members that they have addressed all relevant issues. The companion to the Master List of Tasks and Duties is the Paraeducator Task Preparation and Confidence Inventory (click here to view this form). It may be given to the paraeducator to obtain his or her input.

Step 3: Analyze the list.

The third step occurs after the list is made and the paraeducator has responded to it. This step is essentially a needs vs. preferences analysis in which the professional examines both the master list and the paraeducator's responses to the items to decide which tasks will become an immediate part of the expectations for the paraeducator and which tasks require further preparation.

Step 4: Create a personalized job description.

The fourth step of defining the job involves creating a personalized job description. Items on which there is a scoring match (that is, the professional needs the task done and the paraeducator agrees that he or she is prepared to perform it) automatically become part of the

personalized job description. Items for which the need exists, but paraeducator preparation or confidence are lacking, deserve examination and individual evaluation. You will want to negotiate with the paraeducator on these items. The inventories become the vehicle by which these important negotiations are structured. Tasks that the professional needs, but that are not matched by paraeducator training or confidence, may be treated in one of three ways. They may be listed as expected tasks, in which case training must be immediate. They may be listed as future tasks, following appropriate preparation. Or, they may be eliminated completely. You decide.

Is creating a personalized job description in conflict with the job description my district uses or the union agrees upon?

The personalized job description should never exceed the limitations imposed by the official district position description or go beyond the duties prescribed by union agreements. This is generally not a problem because the items listed in the Master List of Tasks and Duties and in the Paraeducator Task Preparation and Confidence Inventory are just specific examples of the general categories that are typically found on official position descriptions and are well within the scope of legal and ethical tasks.

For example, one category typically found on a paraeducator position description is "Assist with Instruction." Rarely do official position descriptions specify what such assistance is composed of. The personalized job description gives definition to the category by describing the specific actions to be taken by the paraeducator.

Paraeducator Task Preparation / Confidence Inventory

Directions for the Paraeducator: *Complete this form by considering your own preparation and confidence to perform each task. Decide how prepared and confident you feel for each task / duty. Check 1 if you are unprepared to do the task and want / need training in order to begin. Check 2 to show that you may begin doing the task, but need further instruction. Check 3 or 4 to show that you want more training to improve your skill. Check 5 if you feel well prepared and confident.*

Supervision of Groups of Students

1. Assist individual students on arrival or departure (specify _____) 1 2 3 4 5
2. Supervise groups of students during lunch... 1 2 3 4 5
3. Supervise groups of students during recess 1 2 3 4 5
4. Supervise groups of students loading / unloading buses 1 2 3 4 5
5. Monitor students during hall passing periods 1 2 3 4 5
6. Escort groups of students to bathroom, library, gym, etc. 1 2 3 4 5
7. Accompany students to therapy sessions, individual appointments, etc. 1 2 3 4 5
8. Teach appropriate social behaviors in common areas 1 2 3 4 5
9. Carry out behavior management 1 2 3 4 5
10. Participate in classroom behavioral system as directed 1 2 3 4 5
11. Provide reinforcement /support in IEPs / behavior plans 1 2 3 4 5
12. Mediate interpersonal conflicts between students 1 2 3 4 5
13. Provide instruction to students on how to mediate their own conflicts 1 2 3 4 5
14. Provide cues, prompts to students who are mediating conflicts 1 2 3 4 5
15. Provide physical proximity for students with behavior problems 1 2 3 4 5
16. Circulate in classroom to provide behavioral supports where needed 1 2 3 4 5
17. Enforce class and school rules 1 2 3 4 5
18. Assist students who are self-managing behavior (e.g provide cues, prompts) . 1 2 3 4 5
19. Help students develop / self-monitor organizational skills 1 2 3 4 5
20. Provide cues, prompts to students to use impulse / anger control strategies ... 1 2 3 4 5
21. Provide cues, prompts to students to employ specific prosocial skills 1 2 3 4 5
22. Teach pro-social skill lessons 1 2 3 4 5
23. Facilitate appropriate social interactions among students 1 2 3 4 5
24. Assist other students in coping with the behaviors of specific students 1 2 3 4 5

Delivery of Instruction

25. Conduct drill & practice activities (e.g. vocabulary, math facts,
    articulation protocols) 1 2 3 4 5
26. Read / repeat tests or directions to students 1 2 3 4 5
27. Read with students (specify techniques _____[e.g. guided oral reading,
    neurological impress, repeated readings, choral reading]) 1 2 3 4 5
28. Help students complete written assignments 1 2 3 4 5
29. Give objective tests (e.g. spelling, math)... 1 2 3 4 5
30. Assist students to compose original work (e.g. stories, essays, reports) 1 2 3 4 5
31. Tape record stories, lessons, assignments 1 2 3 4 5
32. Create individualized instructional materials according to the adaptation list provided or
    specific directions (e.g. lesson plans, IEPs) 1 2 3 4 5
33. Read to students (specify _____ [e.g. texts material, stories]) 1 2 3 4 5
34. Listen to students reading orally 1 2 3 4 5
35. Help students' work on individual projects 1 2 3 4 5
36. Facilitate students' active participation in cooperative groups 1 2 3 4 5
37. Help students select library books / reference materials................................... 1 2 3 4 5
38. Help students use computers (specify purpose_____[e.g. keyboarding, drill &
    practice, composing written assignments, printing, Internet) 1 2 3 4 5

39. Translate instruction / student responses (e.g. sign or other language) 1 2 3 4 5
40. Translate directions into other language for student(s) (e.g. ASL) 1 2 3 4 5
41. Translate teacher made materials / text materials into another language 1 2 3 4 5
42. Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been taught in English 1 2 3 4 5
43. Carry out lessons on field trips as directed 1 2 3 4 5
44. Monitor student performance as directed 1 2 3 4 5
45. Re-teach / reinforce instructional concepts introduced by teachers to small groups or individual students 1 2 3 4 5

Data Collection / Reporting
46. Observe and record student progress in academic areas 1 2 3 4 5
47. Observe and record individual student behaviors 1 2 3 4 5
48. Observe and record student health needs 1 2 3 4 5
49. Observe and record student food / liquid intake 1 2 3 4 5
50. Observe and record student bathroom use / needs 1 2 3 4 5
51. Observe and record student communication skills, adaptive equipment 1 2 3 4 5
52. Observe and record student social interactions / initiative, etc. 1 2 3 4 5
53. Observe and record behavior of classes, large, or small groups 1 2 3 4 5

Activity Preparation / Follow-up
54. Find / arrange materials / equipment (e.g. mix paints, set up lab materials) 1 2 3 4 5
55. Adapt materials / equipment as specified for particular student 1 2 3 4 5
56. Construct learning materials as directed 1 2 3 4 5
57. Prepare classroom displays 1 2 3 4 5
58. Order materials and supplies 1 2 3 4 5
59. Organize classroom supplies / materials 1 2 3 4 5
60. Operate equipment (e.g. tape recorders, VCRs, overhead projectors) 1 2 3 4 5
61. Make audio and/or visual aids (transparencies, written notes, voice notes etc.) 1 2 3 4 5
62. Schedule guest speakers / visitors as directed 1 2 3 4 5
63. Help prepare and clean up snacks 1 2 3 4 5
64. Help students clean up after activities 1 2 3 4 5
65. Distribute supplies / materials / books to students 1 2 3 4 5
66. Collect completed work from students / return papers to students 1 2 3 4 5
67. Make field trip arrangements (e.g. schedule buses, notify cafeteria) 1 2 3 4 5

Ethical Practice
68. Maintain confidentiality of all information regarding students 1 2 3 4 5
69. Respect the dignity of every child at all times 1 2 3 4 5
70. Report suspected child abuse according to the law, local policies, procedures. 1 2 3 4 5
71. Abide by school district policies, school rules, and team standards in all areas 1 2 3 4 5
72. Communicate with parents and families only as directed by the teacher 1 2 3 4 5
73. Provide accurate and timely information about the student to those who have know [e.g. team members] 1 2 3 4 5
74. Carry out all assigned duties responsibly, in a timely manner 1 2 3 4 5
75. Protect the welfare and safety of students at all times 1 2 3 4 5
76. Maintain composure / emotional control while working with students 1 2 3 4 5
77. Demonstrate punctuality, good attendance, and report absences as directed .. 1 2 3 4 5
78. Maintain acceptable hygiene and appearance 1 2 3 4 5
79. Protect the privacy and dignity of school staff members, team members, co-workers, other adults in the school 1 2 3 4 5
80. Accept assigned tasks graciously 1 2 3 4 5

81. Request direction, instruction, or guidance for new or unfamiliar tasks 1 2 3 4 5

Team Participation / Membership
82. Meet with team as scheduled / directed 1 2 3 4 5
83. Participate in team meetings by contributing information, ideas, and assistance 1 2 3 4 5
84. Participate in team meetings by listening carefully to the ideas of others 1 2 3 4 5
85. Engage in appropriate problem-solving steps to resolve problems.................... 1 2 3 4 5
86. Engage in mature conflict management steps / processes 1 2 3 4 5
87. Use appropriate communication actions in adult-adult interactions 1 2 3 4 5
88. Respect the dignity of other adults 1 2 3 4 5
89. Participate in learning activities as specified in growth and development plan . 1 2 3 4 5
90. Participate in school wide growth and development activities as specified........ 1 2 3 4 5

Clerical Work
91. Take attendance 1 2 3 4 5
92. Type reports, tests, IEPs, assessment reports 1 2 3 4 5
93. Make copies.. 1 2 3 4 5
94. Sort and file student papers 1 2 3 4 5
95. Record grades 1 2 3 4 5
96. Collect fees, i.e. lab, book, milk, activity, etc. 1 2 3 4 5
97. Correct assigned student-lessons / homework... 1 2 3 4 5
98. Grade tests.. 1 2 3 4 5
99. Help with paperwork to facilitate parent-teacher appointments 1 2 3 4 5
100. Inventory materials and fill out routine forms Maintain files for IEPs,
     assessment reports, other program reports... 1 2 3 4 5
101. Maintain databases of student information... 1 2 3 4 5

Health / Personal Related Services
102. Assist students using the restroom... 1 2 3 4 5
103. Change diapers.. 1 2 3 4 5
104. Clean up after student accidents 1 2 3 4 5
105. Help students with health related services as directed by school nurse
     (e.g. trach tube suction, nebulizer treatments) 1 2 3 4 5
106. Help student(s) eat, mix food, feed (e.g. G-tube) 1 2 3 4 5
107. Transfer, turn, position, lift students 1 2 3 4 5
108. Assist student to use wheelchair, stander, other mobility devices.................... 1 2 3 4 5
109. Check functioning of equipment (e.g. hearing aid batteries, oxygen tank) 1 2 3 4 5
110. Dispense medication to students according to health plan, as directed by nurse 1 2 3 4 5

Other
111. Attend IEP meetings 1 2 3 4 5
112. Participate in unit, lesson, individual student planning sessions with teacher.... 1 2 3 4 5
113. Attend parent-teacher conferences 1 2 3 4 5
114. Communication with families (specify _____) 1 2 3 4 5
115. Contribute unique skills and talents (specify _____) 1 2 3 4 5
116. Attend after school activities (specify _____) 1 2 3 4 5

To begin, the paraeducator and the professional(s) fill out the worksheets individually using the appropriate form. Then, together, the professional(s) and the paraeducator fill in Work Style Score Comparison Sheet. The comparison sheet is intended to be a vehicle for communication about how the two (or the team) will work together. Items where the scores vary by only a point tend to be fairly easy to discuss. Items where the score differences are greater need to be discussed further. Knowing the preferences of a newly employed paraeducator and comparing them to the preferred work style of the professional team members enables the team to start off on the right foot. Remember that the scores are not absolutes. Everyone is capable of adapting their own preferences to those of their teammates.

<u>Teacher Work Style and Preferences</u>

Directions: *Check the box with the number that indicates your level of agreement / disagreement with each statement.*

	Disagree			Agree	
1. I supervise paraeducators closely.	1	2	3	4	5
2. I like a flexible work schedule.	1	2	3	4	5
3. I let paraeducators know exactly what is expected.	1	2	3	4	5
4. I provide (or at least determine) all the materials that will be used.	1	2	3	4	5
5. I provide a written work schedule.	1	2	3	4	5
6. I expect the paraeducator to think ahead to the next task.	1	2	3	4	5
7. I determine the instructional methods that will be used	1	2	3	4	5
8. I encourage the paraeducator to try new activities independently.	1	2	3	4	5
9. I give explicit directions for each task	1	2	3	4	5
10. I always do several things at one time.	1	2	3	4	5
11. I like working with paraeducators that willingly take on new challenges.	1	2	3	4	5
12. I like taking care of details.	1	2	3	4	5
13. I require the paraeducator to be very punctual.	1	2	3	4	5
14. I like to get frequent feedback on how I can improve as a supervisor	1	2	3	4	5
15. I like to bring problems out in the open	1	2	3	4	5
16. I like to give frequent performance feedback to the paraeducator	1	2	3	4	5
17. I like to discuss activities that do not go well	1	2	3	4	5
18. I like working with other adults.	1	2	3	4	5
19. I encourage paraeducators to think for themselves	1	2	3	4	5
20. I am a morning person.	1	2	3	4	5
21. I speak slowly and softly.	1	2	3	4	5
22. I work best alone with little immediate interaction	1	2	3	4	5
23. I need a quiet place to work without distractions.	1	2	3	4	5
24. I prefer that no one else touches my things	1	2	3	4	5
25. I prefer to work from a written plan.	1	2	3	4	5

Paraeducator Work Style and Preferences

Directions: *Check the box with the number that indicates your level of agreement / disagreement with each statement.*

	Disagree			Agree	
	1	2	3	4	5

1. I like to be supervised closely...1 2 3 4 5

2. I like a flexible work schedule..1 2 3 4 5

3. I like to know exactly what is expected...1 2 3 4 5

4. I prefer to decide which materials to use...1 2 3 4 5

5. I like having a written work schedule...1 2 3 4 5

6. I need time to think ahead on the next task...1 2 3 4 5

7. I like to determine the instructional methods I use 1 2 3 4 5

8. I like to try new activities independently. 1 2 3 4 5

9. I like to be told how to do each task 1 2 3 4 5

10. I like to do several things at one time. 1 2 3 4 5

11. I like to take on challenges and new situations. 1 2 3 4 5

12. I like taking care of details. 1 2 3 4 5

13. I like to be very punctual...1 2 3 4 5

14. I like to give frequent feedback on how I prefer to be supervised 1 2 3 4 5

15. I like to bring problems out in the open 1 2 3 4 5

16. I like to get frequent feedback on my performance 1 2 3 4 5

17. I like to discuss when activities do not go well 1 2 3 4 5

18. I like working with other adults..1 2 3 4 5

19. I like to think things through for myself 1 2 3 4 5

20. I am a morning person..1 2 3 4 5

21. I like to speak slowly and softly 1 2 3 4 5

22. I like to work alone with little immediate interaction 1 2 3 4 5

23. I need a quiet place to work without distractions..1 2 3 4 5

24. I prefer that no one else touches my things 1 2 3 4 5

25. I prefer to work from a written plan 1 2 3 4 5

Work Style Score Comparison Sheet

Directions: *You now need to transfer your individual preferences to this comparison sheet. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.*

Disagree Agree	Item Content	Disagree Agree
1 2 3 4 5	1. Closeness of supervision.	1 2 3 4 5
1 2 3 4 5.	2. Flexibility of work schedule .	1 2 3 4 5
1 2 3 4 5.	3. Preciseness of expectations.	1 2 3 4 5
1 2 3 4 5.	4. Decisions on which materials to use	1 2 3 4 5
1 2 3 4 5.	5. Written work schedule	1 2 3 4 5
1 2 3 4 5.	6. Time to think ahead on the next task.	1 2 3 4 5
1 2 3 4 5.	7. Decisions on instructional methods	1 2 3 4 5
1 2 3 4 5.	8. Trying new activities independently.	1 2 3 4 5
1 2 3 4 5.	9. Specifying how to do each task	1 2 3 4 5
1 2 3 4 5.	10. Doing several things at one time.	1 2 3 4 5
1 2 3 4 5.	11. Taking on challenges .	1 2 3 4 5
1 2 3 4 5.	12. Taking care of details.	1 2 3 4 5
1 2 3 4 5.	13. Punctuality	1 2 3 4 5
1 2 3 4 5.	14. Giving /getting feedback on supervision	1 2 3 4 5
1 2 3 4 5.	15. Dealing with problems out in the open	1 2 3 4 5
1 2 3 4 5.	16. Giving / getting frequent feedback	1 2 3 4 5
1 2 3 4 5.	17. Discussing activities that do not go well	1 2 3 4 5
1 2 3 4 5.	18. Working with other adults	1 2 3 4 5
1 2 3 4 5.	19. Thinking things through for myself	1 2 3 4 5
1 2 3 4 5.	20. I am a morning person	1 2 3 4 5
1 2 3 4 5.	21. Speak slowly and softly	1 2 3 4 5
1 2 3 4 5.	22. Working alone - little interaction	1 2 3 4 5
1 2 3 4 5.	23. Quiet place to work / no distractions	1 2 3 4 5
1 2 3 4 5.	24. Touching others' things	1 2 3 4 5
1 2 3 4 5.	25. Working from a written plan	1 2 3 4 5

Retrieved From:

On-the-Job Training for Paraeducators

How do I know what the paraeducator's training needs are?

Planning for paraeducator training occurs initially during orientation, while creating the personalized job description. The four step process for developing the Personalized Job Description includes a step where the paraeducator is asked to self-analyze her skills and confidence for performing each of the tasks. When the paraeducator indicates that she is not comfortable or skillful at a task that is required in the program, you will want to create a training plan.

What does a training plan look like?

The plan can take any form, but it should indicate the type of training needed for the task, the competency or skill desired, possible trainers, and when the training is needed. This initial plan reminds the teacher about the kinds of on-the-job training he or she will need to provide.

Click here to see a sample training plan form.

Do I have to provide all the training on the job?

The training plan should include other possibilities for training, such as having another, more experienced paraeducator provide the training to the newcomer, the use of videotaped material, Internet research, or written materials. It also identifies the need for more formal classroom-based training because not all training can or should occur on the job.

How do I train paraeducators?

Our students deserve to be instructed by paraeducators who have good training. Good training goes beyond the usual - "I-just-tell-them-what-to-do-and-they-do-it" model. There are five essential training components: theory, demonstration, practice, feedback, and coaching that should be used when you train paraeducators on the job. Although the training components are discreet, each component builds on the prior one. The Training Components Chart shows how the components relate to one another.

Click here to view the training components chart.

Component 1: Theory

Theory means that the skill, strategy, or concept is clearly explained or described. While paraeducators do not require significant amounts of learning, language, or behavioral theory, they do need honest, straightforward information about the basic concepts so they will have a context to understand why and when they will use certain instructional, behavioral, literacy, social, and language learning techniques. Presenting conceptual information is inadequate for paraeducators to be able to apply information to the job.

Teachers tend to receive much more theory in their preparation because the teaching role requires substantial decision making about instruction and behavioral approaches, curriculum planning, program design, and student assessment. Teachers sometimes say that they had too much theory and

too little of the other training components in their own preparation. If you have said this, take it as a healthy warning to not make the same mistake.

Component 2: Demonstration

Demonstration means that a skill, strategy, or concept is modeled or shown in some way, so the paraeducator sees, hears, or touches an example or sees how it works in real situations. For example, Jon uses video to show how to lift a child out of a wheelchair without sustaining back injuries. He tapes the video of himself, while he is working with the child.

Reza, on the other hand, models the use of prompts and cues while working with Aram, differentiating between the two as she uses them and showing the paraeducator how to systematically decrease levels of prompting at the same time. This component is essential if the paraeducator will have to perform the skill with students.

Component 3: Practice and Feedback

Practice means that the paraeducator tries out the skill, strategy, or concept in a controlled or safe place-probably not with students. Often that place is in the classroom where the training session is taking place. Practice can take many forms. When teaching conceptual information, it may mean discussion about how the concept applies in the real world. For example, if you were teaching the principle of normalization for students with disabilities, you can guide a discussion of how the basic principles translate into the use of age-appropriate instructional materials, instruction of social behaviors, students' schedules, and so on.

In another example, a quick lesson on how to help students read aloud fluently might include an activity where the paraeducators practice the techniques with each other. If they are given multiple practice opportunities they are more likely to be able to perform that way in a real classroom.

Feedback means that you provide information to the paraeducator about how well he or she performs the skill or strategy or understands the concept. For example, during a practice activity on a social skills instruction sequence, you might stop a paraeducator who forgets one step in the sequence and offer a cue that helps the paraeducator remember how to present information to students. You would then watch the complete instructional sequence a second time and point out how the paraeducator was able to complete the sequence independently. When added to the training session, practice with feedback substantially boosts the learning of participants and increases the likelihood that the paraeducator will be able to demonstrate the skill when asked.

Component 4: Coaching

Coaching is an essential part of the training, but typically occurs after the training session, on the job, while the paraeducator works with students. Coaching means that you watch the paraeducator perform the skill with students and you provide on the spot feedback (discretely, of course) so that the paraeducator can refine their use of the skill.

Coaching is the most powerful of all the training components, yet it tends to be the one that is least used. Why? Coaching takes time and skill. It does almost ensure, however, that the skill will actually be applied in the classroom. Without coaching, we have little assurance that training efforts will pay off in terms of student achievement or improved performance of paraeducators.

University of Kansas

Special Education Paraprofessional Support Checklist

Student _____   **Date:** _____

Student Issues / Needs Profile	Logistics	Who could assist?	Training Plan	Supervision
1. Safety issues ○ Wanders off / runs away ○ Hurts self ○ Falls ○ Puts inedible items in mouth ○ Hurts others ○ _____ ○ _____ ○ _____	**Place:** **Time(s):** **Level:** Low Medium High **Duration:** Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____ /_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____
2. Physical needs ○ Restroom / diapers ○ Orientation / Mobility ○ Eating /feeding ○ Dressing ○ Breathing / respiration ○ Medication ○ Equipment (e.g. hearing aides, wheelchairs) ○ Posture, positioning, ○ Medicaid-billable procedures ○ Has individualized Health Plan in place ○ Other _____ ○ _____	**Place:** **Time(s):** **Level:** Low Medium High **Duration:** Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____

Student Issues / Needs Profile	Logistics	Who could assist?	Training Plan	Supervision
3. Communication Needs ○ Instruction in use of technology (including Braille, sign language) ○ Cues / prompts to use technology ○ Programming of device(s) ○ Cues / prompts to communicate with peers / adults ○ Interpretation ○ Cues/prompts to use articulation skills ○ Voice, breathing ○ Other _____	Place: Time(s): Level: Low Medium High Duration: Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____
4. Behavioral Needs ○ Disruptive behaviors (e.g, noises, hitting) ○ Self-stimulation ○ Resists changing activity ○ Refuses to follow directions ○ Takes others' things ○ Sits passively, doesn't engage in activity ○ Makes bad choices ○ Needs specifics of Individual Behavior Plan monitored, supported ○ Other _____ ○ _____	Place: Time(s): Level: Low Medium High Duration: Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____

Student Issues / Needs Profile	Logistics	Who could assist?	Training Plan	Supervision
5. Social Needs ○ Prompts /cues to interact with peers ○ Social instruction ○ Protection from peers ○ Peer instruction how to interact with student ○ Adult instruction how to interact with student ○ Other _____	**Place:** **Time(s):** **Level:** Low Medium High **Duration:** Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____
6. Academic Needs ○ Cues to attend to teachers ○ Cues to begin tasks ○ Cues to remain on task ○ Physical use of instructional materials ○ Modification of instructions / directions ○ Modification of materials, tasks (including Braille) ○ Adaptive equipment ○ Community-based activities ○ Job shadow, exploration ○ Work / job skill development ○ Other _____	**Place:** **Time(s):** **Level:** Low Medium High **Duration:** Permanent Temporary	○ age-peer student ○ older student ○ general education teacher ○ special education teacher ○ class/program paraprofessional ○ 1:1 designated paraprofessional ○ parent volunteer	**Indicate training needed / Who delivers** ○ _____ /_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____ ○ _____/_____	**Check all who share supervisory responsibility / Name lead person** ○ general education teacher ○ special education teacher ○ OT / PT ○ SLP ○ School Psychologist ○ Nurse ○ Vision / hearing specialist ○ Other professional _____ ○ Lead _____

Source: French, N. K. (2003). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff.* Thousand Oaks: Corwin Press, Inc. To purchase this book click www.corwinpress.com

Special Education Paraprofessional Assistance Checklist Directions:

Column 1: Student Needs
Check all boxes that apply. Specify other needs that are not listed.

Column 2: Logistics
Place: Describe the location where the assistance will be provided (e.g. gym, hallway, lunchroom, classroom).
Time: Indicate times of the school day when assistance is needed by hour or period (e.g. 9:15 – 10:00 am or Art class).
Level: For each student, circle the level of support needed using the following descriptions of levels:
    Low – support person checks on student periodically, or engages with the student for short periods of time, and provides cues, prompts, instruction, related services or supervision that permits the student to engage in or continue with tasks reasonably independently.
    Medium – support person spends approximately one-half of the school day providing cues, prompts, instruction, related services, or supervision that permits the student to engage in or continue with tasks for which partial participation is acceptable and independence is not the short-term objective.
    High – support person spends a majority of the school day with the student providing cues, prompts, instruction, related services, or supervision that permits the student to engage in or continue with tasks for which partial participation, rather than independence is the eventual goal.
Duration: Circle the anticipated duration of the support necessary, using the following descriptions:
    Permanent - The amount of support, whether low, medium, or high, is provided on a long-term, no-end-in-sight basis to assist a student to engage in or continue with tasks for which he/she is unlikely to gain independence before the next meeting.
    Temporary – Indicate the amount of support, whether low, medium, or high, is provided temporarily to assist a student in gaining independence in new environments, activities, acquisition of new concepts, and /or English as a second language. The assumption here is that the student will gain some level of independence during the designated time period and will need less support in future time periods.

Column 3: Who Could Assist
Indicate possible persons who could provide the necessary assistance to the student, considering what other adults and student supports are already in place in each environment. Providing assistance through people who are already in the environment reduces the chance that the student will become overly reliant on adult attention, increases the likelihood that he/she will learn to rely on natural supports in the environment, and reduces the chance that the student will be inadvertently isolated from peers and general education curriculum and instruction.

Column 4: Training
For each student need, time, place of assistance, and for each person who provides assistance, indicate the type of training that will be provided including the person who holds responsibility for assuring the delivery of training.

Column 5: Supervision
Indicate the person(s) who will supervise the assisting person(s). You may specify which of the seven supervisory functions each supervisor will perform. The seven supervisory functions are:
1. orientation to the job
2. delegation / direction of daily tasks
3. planning (based on IEP objectives)
4. scheduling
5. on-the-job training
6. performance monitoring and feedback
7. managing the work environment (including conflict management, communications, problem solving)

Source: French, N. K. (2003). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff.* Thousand Oaks: Corwin Press, Inc. To purchase this book click www.corwinpress.com
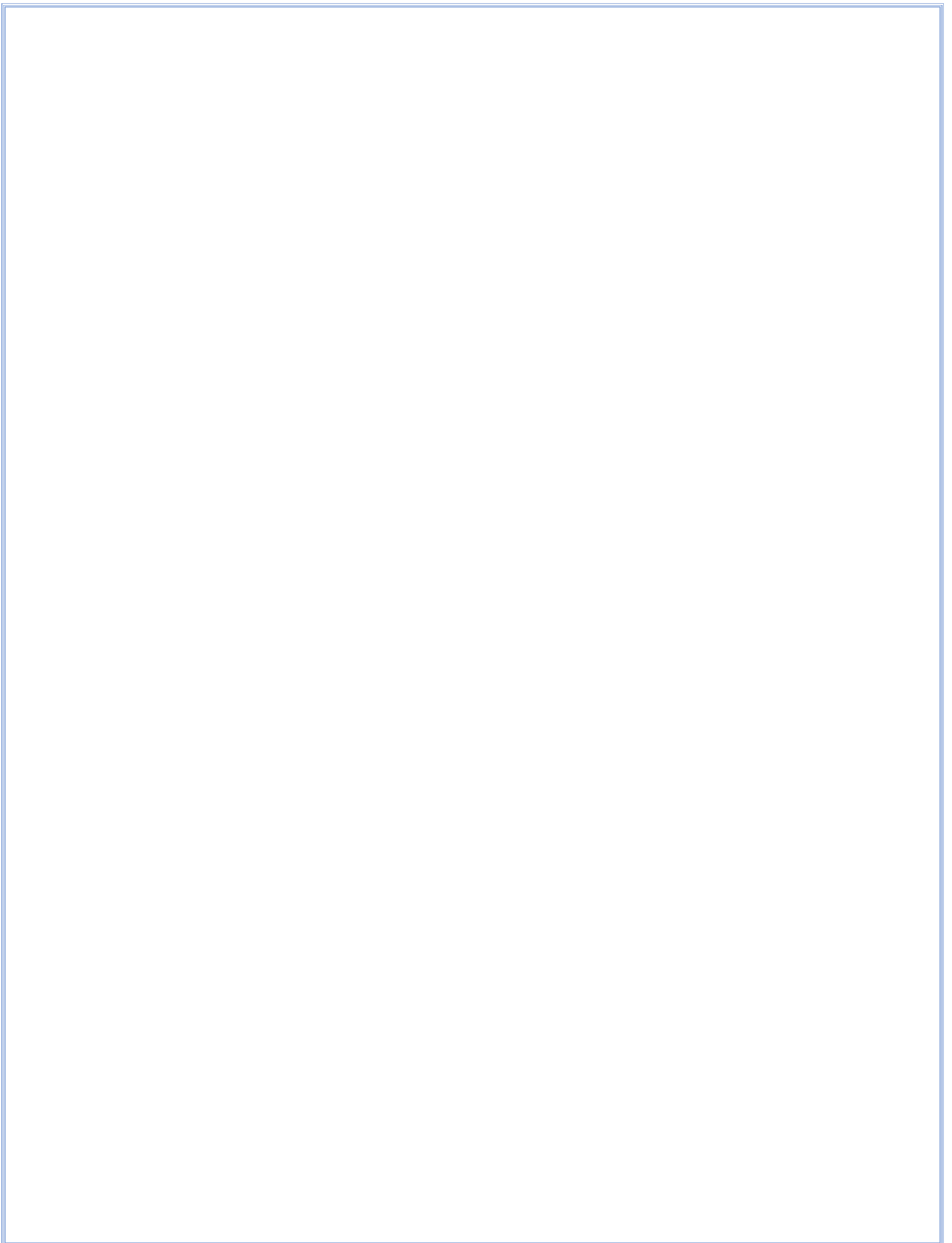
Possible Paraeducator Roles in the Classroom

Lesson Planning

Teacher	√	Collaborative Team	√	Paraeducator	√
Develops lesson plans		Discuss lesson plan before implementation of activities		Assists coordinating and managing activities	
Determines needed materials		Discuss specific instructional strategies, student groupings, and activities		Obtains needed material	
Aligns lesson with standards, IEPs, and/or student needs		Delineate who will prepare needed materials		Assists coordinating and managing activities	

Instructional Accommodations and Curriculum Modifications

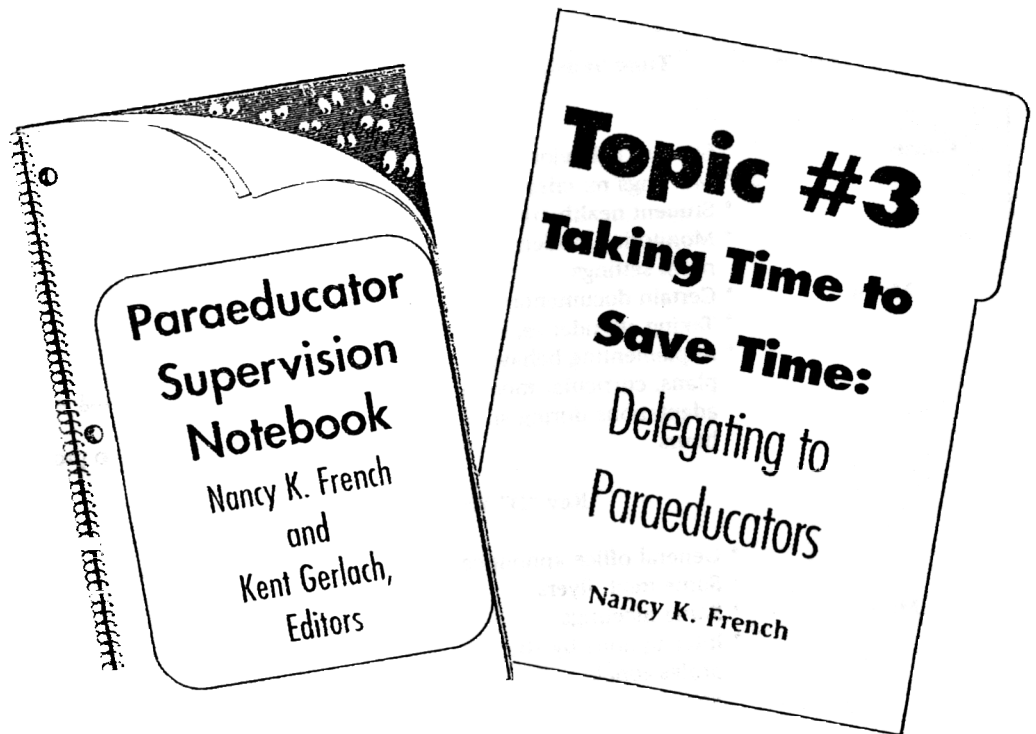| Teacher	√	Collaborative Team	√	Paraeducator	√
Include instructional accommodations and curricular modifications in design of lesson plan		Discuss any accommodations and modifications needed for students and how they will be implemented		Prepare accommodations per teacher direction	
Monitor proper use of accommodations and modifications		Delineate who will facilitate student instructional accommodations needed for lesson		Facilitate and monitor instructional accommodations under teacher supervision	
				Provide instructional supports per teacher-determined curricular modifications	

Instruction

Teacher	√	Collaborative Team	√	Paraeducator	√
Plan all instructional activities and student groupings		Teachers gives direction to paraeducator regarding activities, materials and student groupings related to lesson plans		Reinforce and review initial teacher instruction as planned by teacher	
Deliver all initial instruction		Discuss method for student progress data collection and plan for sharing findings and observations		Provide struggling learners with prompts and cues related to teacher instruction	
				Collect data on student progress as defined by teacher	

Classroom Management

Teacher	√	Collaborative Team	√	Paraeducator	√
Define, teach and monitor class management plan		Discuss class management plan and model supporting strategies		Assist and reinforce class management plan	
Define, teach and monitor student specific behavior management plans		Discuss student specific behavior management plan and model supporting strategies		Assist and reinforce student specific behavior management plan	
				Monitor plans with teacher direction	

Delegation means getting things done through others who have been trained to handle them. When you delegate to a paraeducator you give that person the authority to get the task done without giving up your responsibility. Maintaining responsibility while delegating is the key to your effectiveness as a school professional. Responsibility means that you take time to save time.

Paraeducator Supervision Notebook

Nancy K. French
and
Kent Gerlach,
Editors

Topic #3
Taking Time to Save Time:
Delegating to Paraeducators

Nancy K. French

Hints? Focus on results, not necessarily the methods, and allow for mistakes. Thus, you provide guidance without being overbearing. Specify the outcomes you expect, the timeframe, and how much authority you'll support, but realize that the paraeducator may not do things in exactly the same way you would.

This third installation of the *Paraeducator Supervision Notebook* focuses on practical ways you can make decisions about which classroom tasks to delegate to a paraeducator. Sometimes these decisions can be complex, as several examples in this article show.

Effective Delegators Are Effective Time Managers

Delegation requires effective time management. To manage your time well, you need to consider every task in terms of two factors: how time sensitive it is and the consequences of doing or not doing the task.

First, a task is *time sensitive* if you are being pushed to attend to it or to complete it immediately. It may be your policy to avoid interrupting your instructional time, but if an upset parent comes to your door, you will probably make an exception and respond to the urgency of the situation.

Second, you can measure the *consequences* of a task by how much the task contributes to your overall purposes. Consequences may be major or minor. You decide whether doing a particular job yourself, or doing it now, helps you get what you want in the end.

Do Soon

Considering those two factors, you may then place tasks into one of four quad-

Communication

How do you communicate with a paraeducator about your delegation plans? Unless the plan is communicated in a format that both parties understand in the same way, it is difficult to know that students are achieving their outcomes. Good planning formats are easy to use and user-friendly. If you take the time to create a planning form or format that is handy, simple, but has all the major topics on it, you will improve your communication and minimize the amount of time you spend doing it. How can you be sure the paraeducator knows how to carry out the plan? You may also need to check for understanding about the plan. Asking, "What questions do you have?" is one way to open the opportunity for clarification.

Table 1. "D"elegation "D"ecision Matrix for School Professionals

Time →	Time Sensitive	Not Time Sensitive
Consequences ↓ **Major**	* Student behavior crises * Meetings re: crises * Student health crises * Monitoring students in nonclass-room settings * Certain documentation/paperwork * Taking attendance, lunch counts * Implementing behavior plans, health plans, curricular modifications and adaptations during student contact hours **Key "D" Word: Do Now**	* Designing individual behavior plans/health plans/curricular modifications/adaptations * Assessment of students' progress * Assessment of students for program eligibility * Long-range planning of instruction * Curriculum development/revision * Building relationships among professionals, paraeducators * Co-planning of behavioral interventions/instruction * Meeting to provide supervision to paraeducators **Key "D" Word: Do Soon**
Minor	* General office announcements * Some mail, flyers * Some meetings * Interruptions by students, other professionals * Some parent visits * Grading some daily student work **Key "D" Words: Delegate/Defer**	* Some copy work, filing * Some mail * Some phone calls * Some teachers' lounge conversations * Some classroom decorating activities * Some recordkeeping/filing/cleaning up **Key "D" Words: Defer/Discard**

rants on the "D"elegation "D"ecision table (French, 1997) (see Table 1). Notice that the tasks located in the upper right-hand quadrant, such as designing individual behavior plans and long-range planning of instruction, are tasks you probably want to do yourself. Tasks in the "Do" quadrant are not appropriately delegated to a paraeducator. You may find that these tasks are difficult to get to because they are not so pressing. Yet each of these tasks makes a major contribution to your overall effectiveness as a teacher. Deferring and delegating these tasks are both bad choices if you want to be effective.

....

Consider every task in terms of how time sensitive it is and the consequences of doing or not doing it.

....

Do Now

Although school professionals may also choose to do the tasks that fall into the upper left-hand quadrant themselves, such as tending to a student's behavior crisis or implementing a curriculum modification, many of these tasks are appropriate for delegation to a paraeducator. School professionals who delegate tasks appropriately take these factors into account along with the skills, preferences, program needs, and the job description of the paraeducator.

Delegate/Defer

The lower left-hand quadrant contains tasks that are appropriately delegated to a paraeducator, such as making general announcements and going on some parent visits, but may also be deferred until more pressing issues are completed.

You may want to keep two in-baskets for the paraeducator, labeled "Deadlines" and "No Deadlines." A paraeducator first finishes the tasks in the dead-

lines basket, but when unexpected "down" times occur, or when he or she has an odd moment, tasks from the "No deadline" basket can be addressed.

Defer/Discard

The lower right-hand quadrant contains tasks that are not particularly pressing nor do they result in consequences of major significance. Those tasks may be delegated to a paraeducator, but for the most part, they are tasks that should simply be discarded—not done by anyone. The key words for the lower right-hand quadrant are "Defer" and "Discard."

Be Kind to Yourself

Have you ever failed to delegate when you might have? Take a moment to ask yourself why you have failed to delegate when you could have? First, jot your thoughts down, then compare them to the reasons listed in Figure 1 (French, 1997). Once you understand your own reasons—such as not being able to tol-

erate less-than-perfect results—you can begin to think about how you can use your time more wisely through delegation.

But be kind to yourself. Few of us were prepared to supervise other adults (French & Pickett, 1997). You may have never thought of yourself as a manager of other adults. You probably began your career believing that you, and you alone, would have to do it all. You are not alone. For years, other school professionals, like you, have had little preparation to manage a schedule that includes collaborative plannning, co-teaching, and supervision of paraeducators despite the fact that paraeducators have been working in schools since the 1950s (Gartner, 1971; Pickett, 1986, 1994).

Six Steps to Delegation

Delegation works best if you take it step by step. Figure 2 provides a list of steps

> ....
> *If you decide to delegate the task, break it apart and identify the smaller steps.*
> ....

that you can follow as you decide what and how to delegate to paraeducators.
1. *Analyze the Task.* This step has three parts. The first is time management. Consider the task in terms of time sensitivity and consequences. If you decide to delegate the task, break it apart and identify the smaller steps. Consider the skills of the person who will perform the task while you do this task analysis. Your breakdown may be more or less detailed depending on the skills of the person with whom you work.

Figure 1. Some Reasons School Professionals Fail to Delegate

They:
* Believe they can do the job faster and are unwilling to wait.
* Recognize that it takes time to train the paraeducator.
* Lack confidence in the paraeducator's work.
* Cannot tolerate less than perfect results.
* Fear being disliked by someone who may expect them to do the task themselves, or by the person to whom they delegate an unpleasant task.
* Fear that they will lose control.
* Think it is easier to do it themselves than to tell others how to do it.
* Are convinced that delegation burdens the other person more than it benefits him or her.
* Lack the skill to delegate well.
* Lack the skills to work well with adults.
* Fear that delegation reveals incompetence or feel insecure when depending on others.
* Want to account only for themselves and do not want to be indebted to others.
* Believe that "teaching is for teachers" and are unwilling to give the necessary authority.

Figure 2. Steps for Delegation to Paraeducators

1. Analyze the Task
* Assess task in terms of urgency and importance.
* Decide whether you have to do it or whether it could be performed by someone else.
* Identify component parts of the larger task.

2. Decide What to Delegate
* Consider programmatic and student needs, preferences of professionals and paraeducators, and paraeducator skills.
* Decide what training/coaching the paraeducator needs to perform the tasks.

3. Create the Plan
* Review all essential components of the task.
* Clarify appropriate limits of authority.
* Establish performance standards.
* Determine how you will direct and monitor.
* Determine when/how you will train/coach.

4. Select the Right Person
* Consider interests, preferences, and abilities.
* Consider the degree of challenge it presents.
* Balance and rotate unpleasant tasks.

5. Direct the Task
* Clarify the objectives and purposes.
* Clarify degree of authority.
* Clarify the importance/urgency of the task.
* Communicate effectively.

6. Monitor Performance
* Create system for ongoing/timely feedback.
* Act promptly/appropriately on feedback.
* Insist on achievement of objectives, but not perfection.
* Encourage independence.
* Tolerate/manage style differences.
* Don't short-circuit paraeducator effort by taking tasks back prematurely.
* Document and reward good performance.

Peer or Paraeducator Delegation?

Mr. Wright, the special education teacher, makes decisions regarding whether he will delegate a particular task to a peer or to a paraeducator. A situation that developed in music class exemplifies this type of decision. Laura, a special education student, had become infatuated with one of her classmates and insisted on standing next to him in the choir. Ms. Myers, the vocal music teacher, had her hands full with the 105 students in her choir and requested help from the special education team. Mr. Wright came to the choir room to assess the situation. Once he understood the problem Laura was having, he decided that he should assign a paraeducator to the situation on a temporary basis (3 weeks) rather than trying to employ the services of a peer. He had to instruct the paraeducator as to how she should help the student stay in her place and attend to the teacher. He also specifically told her how to begin to "fade" her help as soon as Laura began to do what she was asked.

2. *Decide What to Delegate.* Think about the skills as well as the preferences of the people involved, and consider whether it is ethical and legal for the paraprofessional to do the task (Heller, 1997).

3. *Create the Plan.* Good plans are brief, easy to read at a glance, and easy to write. They also contain certain key components. A good plan tells how to do the task, the purposes of the task or lesson, the specific student needs to be

> Don't forget: Even if a person is very good at an unpleasant duty, that duty should be rotated and shared by others.

addressed, and the criteria for successful completion. It also helps when the paraeducator understands how the task fits into the broader goals and outcomes for the student. For example, Eric, a student with severe and multiple disabilities, has been learning to raise and lower his left arm. If Maizy, the paraeducator who works with him, understands that Eric is preparing for a communication device that depends on this skill, she will be sure that he practices many times a day and that he practices correctly.

4. *Select the Right Person.* This step is useful if more than one paraeducator works with you or if you have other human resources (e.g., volunteers, peer tutors, peer coaches). At Mason High School, for example, a schoolwide peer support program prepares students without disabilities to assist special education students. Sometimes a student may take notes for another student. Sometimes a peer may redirect a student who has difficulty attending to tasks. Sometimes peers can be seen helping a student regain composure during a stressful moment.

The corollary to selecting the right person is using the skills or talents one person has to their best advantage. If a paraeducator is particularly skillful in a particular area, it may make sense to delegate those tasks to the person regularly. For example, Ivory, an experienced paraeducator, is a particularly gifted storyteller. The school professionals with whom she works all recognize and value her accomplishments in storytelling. They frequently find opportunities to take advantage of this unique contribution that Ivory makes to their school.

On the other hand, paraeducators grow and develop as they are assigned challenging work and they learn to do it. Edee was reluctant at first to use the computer in the special education program, but when the team urged her to gradually take on some computer-based recordkeeping, she found that her fear of the technology dissipated as her skills grew.

You may also recognize that some tasks are more unpleasant than others. Even if a person is very good at an

> You may want to keep two in-baskets for the paraeducator, labeled "Deadlines" and "No Deadlines."

unpleasant duty, that duty should be rotated and shared by others. For example, diaper changing is sometimes necessary. It is a task that no one really likes to do. Yet it is important and often time sensitive. It also has a tremendous effect on the student. The student's privacy is at stake, and his or her dignity must be preserved during such an intimate procedure. You will want to ensure student privacy and dignity while fairly rotating unpleasant tasks. Suzanna, a third-grade teacher at Thatcher Elementary School, works with Vada, a paraeducator assigned to her classroom. Vada is assigned to the third-grade classroom on behalf of Melinda, a child with significant support needs. Melinda needs "freshening" (as they like to call it) every few hours. Sometimes Suzanna takes Melinda to the "private corner" to do the "freshening" while Vada continues working with students on math skills. At most other times, Vada takes Melinda while Suzanna continues with the class. Neither one likes diaper changing, but Suzanna understands the fairness of sharing the task.

5. *Direct the Task.* This step is an extension of good planning. If you have made the purposes of the task or lesson clear and have specified the amount of authority the paraeducator needs to make on-the-spot decisions, directing is easy. For example, Barbara, a paraeducator at Porter Elementary School, was

> Maintaining responsibility while delegating is the key to your effectiveness as a school professional.

> Educators who delegate tasks appropriately consider many factors, such as urgency of the task; program needs; and the skills, preferences, and the job description of the paraeducator.

given a plan to work one-to-one with Javier to reinforce the two-digit multiplication his class had been working on but he didn't seem to understand yet. Barbara unexpectedly finds that Javier remembers exactly how to perform the function and is able to complete all the assigned problems in a few minutes. The teacher who supervises Barbara is not in the room, and Barbara has to decide what to do next. Does she have the authority to determine whether she should go on with a more advanced skill, make Javier continue to practice the same skill, or stop and reward him with a pleasant but unrelated activity?

Like the teacher with whom Barbara works, you may not be around when your plans are carried out. Your direction often happens at a distance. So what do you do? You consider the possibilities and direct the paraeducator to make certain kinds of on-the-spot decisions in certain situations. Your communication skills are important here.

6. *Monitor Performance.* Monitoring is essential to ensure that all is going well. Of course, the amount and intensity of monitoring depend on the history of the working relationship. The longer you have known the paraeducator and the more skillful that person is, the less direct monitoring you'll do. Shorter histories or fewer skills mean that more intensive, direct observation is neces-

> Paraeducators grow and develop as they are assigned challenging work and they learn to do it.

sary. Managing your time well means that you have built time into your schedule for monitoring and feedback to paraeducators. The general rule of thumb in monitoring is to focus on the objectives, rather than the perfect execution of prescribed actions. At times, however, *precise execution of a technique is necessary.* Identifying such times is easier when precision and perfection are not constant demands.

Although monitoring the paraeducator's work is necessary for ethical practice, it is not necessary to hover over the paraeducator during every instructional episode (Heller, 1997). In fact, this would be a waste of everybody's time. In addition, many paraeducators lose self-confidence if you monitor too closely. Communication style and work style differences sometimes result in tasks being performed differently from the way the planner had envisioned. The professional who delegates tasks should clearly differentiate between idiosyncrasies of style and incorrect performance of a task.

Sometimes professionals who are concerned with perfection err by taking a task from a paraeducator too soon. It is a mistake to short-circuit paraeducator effort before the paraeducator has a chance to improve his or her skills. If you've chosen the right person and are clear about your expectations, then remind yourself to be patient enough to allow the paraeducator to reach your standards. In the end, this will save time because the paraeducator will be able to do the task alone.

Finally, you will want to document and reward good performance. Everyone enjoys a bit of praise now and then, but the issue of documenting and rewarding good performance goes beyond the level of "niceness." Documentation of performance should be specific to the objectives of the task and the specifications of the plan. Even when paraeducator performance is not yet perfect, recognizing improvement gives the motivation to continue to grow and improve.

Final Thoughts

Delegation is a time-taker and a time-saver. It takes organization, time, and

skill to delegate well. The investment of time and energy into effective delegation pays off on a day-to-day basis, however, because it frees you to do the things that only a professional can and should do. Your effectiveness grows as your delegation skills grow. Your efficiency at delegation allows you to be the highly ethical, effective professional you want to be.

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Schedule for Paraeducator Staff

School: _____ Date Prepared: _____ Schedule for: _____

Remember to make best use of instructional paraprofessionals, eliminate or significantly limit the amount of time spent on duties outside the classroom.

Time	Class/ Subject	Student(s)	Supervising Teacher	Details re: Support Accommodations, Modifications, Behavioral, Other	Skills Required from Paraeducator	Teacher Observation Schedule	√
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							

Time/Days per Week	Duty	Responsible for	Skills Required from Paraeducator	Observation Schedule	√