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Introduction

Welcome to mentoring, and to Maine’s Alternative Certification Mentoring program!

Did your career path start as a special educator, or did you transition from another career or educational position? Most, but not all, participants in MACM are people who 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 colleague 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—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.

MACM

Maine’s Alternative Certification Mentoring program, or MACM, is required for new conditionally certified special educators per Maine DOE Rule Chapter 180. MACM was developed to address a critical need for qualified special educators teaching Maine’s children with disabilities. Maine continues to experience a severe shortage in professionally certified special educators, at the same time that the number of students identified with disabilities continues to increase. As many of 55% of new special educators nationally leave the profession within the first 5 years in the field. This has negative consequences for the students who are taught by a series of inexperienced teachers, for the school community, and for the special education staff in the district.
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.

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 can trust and who has taught students similar to those on their caseload.

<table>
<thead>
<tr>
<th>Things Mentors do</th>
<th>Things Mentors do NOT do</th>
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<tbody>
<tr>
<td>• Listen to mentee concerns, questions</td>
<td>• Supervise mentees</td>
</tr>
<tr>
<td>• Offer emotional support, availability</td>
<td>• Evaluate mentees</td>
</tr>
<tr>
<td>• Help them learn special ed and district procedures</td>
<td>• Talk with others about the mentee without their permission</td>
</tr>
<tr>
<td>• Help them understand and manage paperwork</td>
<td>• Tell them what to do (although you may offer suggestions, or point toward resources that will benefit them)</td>
</tr>
<tr>
<td>• Share materials and help them develop curriculum, behavior management, and other strategies</td>
<td>• Criticize, or otherwise demoralize</td>
</tr>
<tr>
<td>• Help addressing professional areas like working with families, integrating IEP goals into the general curriculum</td>
<td>• Help them develop the skills of a reflective practitioner</td>
</tr>
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In-District Mentors
Some of you come directly from your district’s cadre of trained mentors, and work you’re 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. MACM may touch base with you occasionally, but you do not otherwise report to MACM.

MACM Mentors
MACM mentors are veteran special educators who have completed mentor training (or, as an Early Childhood Special Educator, coach training). MACM mentors from a district different from that of the mentee do not usually 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 also 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.

5. **If MACM is paying your stipend,** submit the invoice form provided to you in December and the second invoice in early June. The Coordinator will forward these to the Maine Department of Education.

6. **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.
7. **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!

8. **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.
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<th>Mentor</th>
<th>Mentee</th>
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<tr>
<td>Date/est. length of contact time</td>
<td>Topics discussed</td>
<td>Contact mode (i.e. in person, email, text, phone, FaceTime, Zoom)</td>
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**PHASES OF FIRST YEAR TEACHING**

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<th><strong>DISILLUSIONMENT</strong></th>
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<td>Overwhelmed and struggling to keep their head above water</td>
<td>Beginning to question their own commitment and competence</td>
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<td>Invigorating time for new teachers</td>
<td>Vision is emerging as to what next year will look like</td>
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<td><strong>BEGINNING TO FOCUS ON CURRICULUM DEVELOPMENT, LONG TERM PLANNING, TEACHING STRATEGIES &amp; TESTING</strong></td>
<td><strong>REFLECTING ON SUCCESSFUL EVENTS &amp; THOSE THAT WERE NOT</strong></td>
<td><strong>NEW FEELINGS OF EXCITEMENT IN PLANNING FOR NEXT YEAR</strong></td>
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Understanding Beginning Special Educators

Adapted from NCIPP Mentor Handbook: Supporting Beginning Special Educators (2013). Chapter 3

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 the MACM mentees were educational technicians and are 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.

Concerns of novice SEDs

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


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 varied responsibilities like 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.
The Challenge of Managing Roles
Understanding the Needs of Novice Special Education Teachers

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.

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.

Learn More. This Brief summarizes select findings from a comprehensive review of the literature:


It is available on the NCIPP website at www.ncipp.org.
Instructional Challenges
Understanding the Needs of Novice Special Education Teachers

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, prepare 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, responding 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).

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

Learn More. This Brief summarizes select findings from a comprehensive review of the literature:


It is available on the NCIPP website at www.ncipp.org.

This Brief is part of a series designed to help special education teachers during their initial years in the profession. The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) is funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (cooperative agreement # H325Q070002). Bonnie Jones is the OSEP Project Officer. Opinions expressed herein do not necessarily reflect the views of the U.S. Department of Education. NCIPP aims to inform special education policy and practice by examining and recommending those policies and practices that improve the retention and quality of beginning special education teachers. There are no copyright restrictions on this document; however, please use proper citation. The Briefs were produced by Warger, Eavy and Associates.

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

Using this Information to Reshape Induction Programs

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.

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

Principals should ensure that teachers have regular opportunities to engage in induction activities. Strong administrator support, including regular communication, can help novice special education teachers feel well prepared for their teaching assignments.

Formally scheduled meetings with mentors appeal to novice special education teachers. Such meetings help to facilitate collaboration and communication between mentors and mentees. 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 routine 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.

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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.

Learn More. This Brief summarizes select findings from a comprehensive review of the literature:

Pedagogy Vs Andragogy

Adult learning is a vast area of educational research and probably one of the most complicated. Adults learn differently and have different strategies in learning. Adults Learning Theory and Principles explain in details these strategies and sheds more light on how adults cultivate knowledge. Malcolm Knowles an American practitioner and theorist of adult education, defined andragogy as “the art and science of helping adults learn”. Knowles identified the six principles of adult learning as presented in the chart below.

<table>
<thead>
<tr>
<th>Pedagogy vs. Andragogy</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>The Learner</strong></td>
<td></td>
</tr>
<tr>
<td>Pedagogical</td>
<td>Andragogical</td>
</tr>
<tr>
<td>The learner is dependent upon the instructor for all learning</td>
<td>The learner is self-directed</td>
</tr>
<tr>
<td>The teacher/instructor assumes full responsibility for what is taught and how it is learned</td>
<td>The learner is responsible for his/her own learning</td>
</tr>
<tr>
<td>The teacher/instructor evaluates learning</td>
<td>Self-evaluation is characteristic of this approach</td>
</tr>
<tr>
<td><strong>Role of the Learner's Experience</strong></td>
<td></td>
</tr>
<tr>
<td>The learner comes to the activity with little experience that could be tapped as a resource for learning</td>
<td>The learner brings a greater volume and quality of experience</td>
</tr>
<tr>
<td>The experience of the instructor is most influential</td>
<td>Adults are a rich resource for one another</td>
</tr>
<tr>
<td><strong>Readiness to Learn</strong></td>
<td></td>
</tr>
<tr>
<td>Students are told what they have to learn in order to advance to the next level of mastery</td>
<td>Any change is likely to trigger a readiness to learn</td>
</tr>
<tr>
<td><strong>Orientation to Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Learning is a process of acquiring prescribed subject matter</td>
<td>Learners want to perform a task, solve a problem, live in a more satisfying way</td>
</tr>
<tr>
<td>Content units are sequenced according to the logic of the subject matter</td>
<td>Learning must have relevance to real-life tasks</td>
</tr>
<tr>
<td><strong>Motivation for Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Primarily motivated by external pressures, competition for grades, and the consequences of failure</td>
<td>Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</td>
</tr>
</tbody>
</table>
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.

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 II, 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 III, 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 IV: 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’re 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.
Creating a Climate of Support
Adapted from: Mentor Handbook: Supporting Beginning Special Educators. Chapter 5. (NCIPP)

New Special Educator Support Areas

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

• IEP programs, paperwork
  o Managing timelines
  o Managing paperwork
  o IEP expectations
  o Writing IEPs
  o Data collection, assessment

• Working with Others
  o Working with IEP teams
  o Talking with administrators
  o Connecting to colleagues
  o Supervising ed techs

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

• Connecting to resources
  o Classroom resources
  o Curricular resources
  o Evaluating resources, materials
  o School support services
Mentoring/Coaching Cycle

- Reflection
- Goal Setting
- Learning
- Data Collection and Observation
### Types of Mentoring

<table>
<thead>
<tr>
<th>Type of Mentoring</th>
<th>Description</th>
<th>Goals</th>
<th>Examples</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Mentoring</td>
<td>Also termed cognitive coaching, reflective mentoring helps mentees reflect on their teaching strategies and develop and improve instruction.</td>
<td>To critically think about teaching practices and lesson plans and develop a deeper understanding of the learning process.</td>
<td>- “What are some of the problem-solving techniques you could use?” - “What elements of the lesson helped your students succeed or not succeed?”</td>
<td>Helps mentees develop critical thinking skills and efficacy and allows them to take ownership of mentoring sessions.</td>
<td>May not work well with mentees who are still in survival mode or who cannot identify their areas of weakness.</td>
<td>Works well with mentees who have acquired basic pedagogical skills, who can identify successful and unsuccessful teaching strategies, and who strive to improve.</td>
</tr>
<tr>
<td>Direct Mentoring</td>
<td>Mentors act as problem solvers and models for mentees.</td>
<td>To provide modeling and strategies for mentees.</td>
<td>- “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 . . . ”</td>
<td>Provides mentors with problem-solving techniques; mentees do not need to develop their own solutions.</td>
<td>Does not allow mentees to identify their problem-solving strategies.</td>
<td>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.</td>
</tr>
<tr>
<td>Collaborative Mentoring</td>
<td>Also termed instructional coaching, in collaborative mentoring, mentors and mentees form partnerships.</td>
<td>To use open dialogue between mentors and mentees to facilitate partnerships in improving instruction.</td>
<td>- “Let’s brainstorm some ways in which we can work out this problem together.” - “That is a great idea. What about adding this?”</td>
<td>Encourages problem-solving dialogues among colleagues and allows mentors and mentees to contribute.</td>
<td>May not be appropriate for all mentees. Some mentees may be more reflective, and more needy mentees may require direct mentoring.</td>
<td>Serves as a bridge between direct mentoring and reflective mentoring.</td>
</tr>
</tbody>
</table>
Article Summary from Mentor Modules: Coaching Cycle and Approaches


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
  - 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
  - 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
Article Summary from Mentoring Modules: Mentoring Stances


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 night 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.
## 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...?*

### Mediation Questions
Mediation questions help bring about a new understanding by posing questions that extend thinking, learning, and planning.

Mediation 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 mediation 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
On Communication
Excerpts adapted from:

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.
## SIX STEPS FOR EFFECTIVE FEEDBACK:
### Leading Post-Observation Face-to-Face Meetings

<table>
<thead>
<tr>
<th>Leader Should Bring:</th>
<th>Teacher Should Bring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Laptop with Observation Tracker</td>
<td>• Laptop &amp; school calendar</td>
</tr>
<tr>
<td>• One-Pager: Six Steps for Effective Feedback</td>
<td>• Curriculum/unit plan, lesson plans, class materials, data/student work</td>
</tr>
<tr>
<td>• Pre-planned script for the meeting (questions, obs evidence, etc)</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>1. Praise</strong></th>
<th><strong>2. Probe</strong></th>
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<tbody>
<tr>
<td><strong>What to say:</strong> 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?</td>
<td><strong>What to say:</strong> What is the purpose of ______ [certain area of instruction]? What was your objective/goal for ______ [the activity, the lesson]?</td>
</tr>
</tbody>
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<tr>
<th><strong>3. ID Problem &amp; Action Step</strong></th>
<th><strong>Progress to Concrete Action Step—Add scaffolding as needed:</strong></th>
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<tbody>
<tr>
<td><strong>What to say:</strong></td>
<td><strong>What to say:</strong></td>
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<tr>
<td>Level 1 (Teacher-driven)—Teacher self-identifies the problem: Yes. What, then, would be the best action step to address that problem?</td>
<td>Level 2 (More support)—Ask scaffolded questions: How did your lesson try to meet this goal/objective?</td>
</tr>
<tr>
<td>Level 2 (More support)—Ask scaffolded questions: How did your lesson try to meet this goal/objective?</td>
<td>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?</td>
</tr>
<tr>
<td>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?</td>
<td>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.]</td>
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<th><strong>4. Practice</strong></th>
<th><strong>5. Plan Ahead</strong></th>
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<tr>
<td><strong>What to say:</strong> 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.]</td>
<td><strong>What to say:</strong> 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.]</td>
</tr>
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### Set Timeline for Follow-up:
### 6 Set Timeline for Follow-up

<table>
<thead>
<tr>
<th>What to Say:</th>
<th>When would be best to observe your implementation of this?</th>
</tr>
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<tbody>
<tr>
<td>Levels 3-4:</td>
<td>I'll come in tomorrow and look for this technique.</td>
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#### 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: Pre-conference**

**Say this...**
- Is there something you’d like me to look for?
- What are you working on?
- Are you trying out something new?
- What has been a challenge for you?
- What solutions have you tried?

**Not that...**
- I’m going to observe you because...
- You need help with...
- You’ve had a hard time with...
- You’re not really doing (whatever practice you think they should be doing).

**THE COACHING CYCLE: The Visit**

**Say this...**
- (to student) Can you tell me about what you’re working on?
- (to student) What are you going to do next?
- (to student) What did you just finish working on?
- (to student) Thank you! I love visiting your class!

**Not that...**
- Sorry I’m late!
- Is this what we planned to do?
- I thought you were going to...
- Why are you?...
- ANYTHING AT ALL! Don’t interrupt the teacher!
THE COACHING CYCLE: Post-conference

Say this... Not that...

· 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...
· 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, ..
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.
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)
Reflection and Collaboration

The DET Evidence-based Professional Learning Cycle

- **Dimension 1**: What do my students need to be able to know and be able to do?
- **Dimension 2**: What do I need to know and be able to do in response to my students' needs?
- **Dimension 3**: How do I go about deepening my knowledge and refining my skills?
- **Dimension 4**: What happens in the classroom when I apply my learning?
- **Dimension 5**: What impact did my learning have on my practice and on my students' learning?
Models of Reflective Practice


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 than 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?

**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).

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](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

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?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>+</td>
<td>-</td>
<td>?</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Buzzwords</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td></td>
<td></td>
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<tr>
<td>Data driven</td>
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<tr>
<td>Evidence-based</td>
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<td></td>
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<tr>
<td>Standards based</td>
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<td></td>
<td></td>
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<tr>
<td>Higher level thinking</td>
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<tr>
<td>PBIS</td>
<td></td>
<td></td>
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<tr>
<td>RTI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Emotional Learning</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1: Classroom</td>
<td></td>
</tr>
<tr>
<td>Area 2: Planning</td>
<td></td>
</tr>
<tr>
<td>Area 3: Students</td>
<td></td>
</tr>
<tr>
<td>Area 4: Co-workers</td>
<td></td>
</tr>
<tr>
<td>Area 5: Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>
Discussion Log- Year 1
Adapted from Delaware DOE Comprehensive Induction Program


<table>
<thead>
<tr>
<th>New Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td></td>
</tr>
</tbody>
</table>

**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?**
### Sample Observation Techniques

<table>
<thead>
<tr>
<th>Focus</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student involvement</strong></td>
<td>Verbal Flow At task Sampling Overview/scripting Tally Marks</td>
</tr>
<tr>
<td><strong>Individualized instruction</strong></td>
<td>Class traffic Sampling Overview/Scripting Tally Marks</td>
</tr>
<tr>
<td><strong>Levels of student thinking</strong></td>
<td>Selective verbatim Overview/scripting Tally Marks</td>
</tr>
<tr>
<td><strong>Teacher talk/behavior</strong></td>
<td>Selective verbatim Overview/scripting Tally Marks</td>
</tr>
<tr>
<td><strong>Classroom climate</strong></td>
<td>Verbal flow Selective verbatim At task Sampling Overview/scripting Tally Marks</td>
</tr>
</tbody>
</table>
Article Summary from Mentor Modules: Coaching Cycle and Approaches


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.
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: ________________________
Teacher Drop-In Observation Form

Teacher: Observer: Date:

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

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

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

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

Instructional Planning and Delivery

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

<table>
<thead>
<tr>
<th>Keep Doing</th>
<th>Start Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>

| ACTION STEPS FOR THE UPCOMING WEEK: |
| 1 |   |
| 2 |   |
“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:
Collaboration Log

Retrieved and adapted from:

New Teacher:        Mentor:
School/Program:        Date:
Meeting Duration:

---

Collaboration Type (check all that apply):

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

Positives:

Key Points/Needs:

Next Steps:

Next meeting date/time:

Mentee Signature:        Mentor Signature:
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.

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

<table>
<thead>
<tr>
<th>Support Areas</th>
<th>High Need</th>
<th>Moderate Need</th>
<th>Low Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Student Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations and Modifications to Curriculum</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lesson Planning, Co-Planning</td>
<td></td>
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</tr>
<tr>
<td>Compiling IEP Assessments, writing parent-friendly summaries</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Writing measurable, portable* IEP goals, objectives</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*portable: applicable across environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing student progress data collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following district IEP procedures, meeting IEP timelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Maine’s IEP template and guidelines</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Writing IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing student artifacts, record-keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing the classroom (physical space)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting and locating classroom materials, supplies, resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing myself, creating a time management system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating and enforcing class rules and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning more about subjects</td>
<td></td>
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<tr>
<td>Ideas for teaching specific lessons</td>
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<tr>
<td>Motivating students</td>
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<tr>
<td>Managing challenging student behavior</td>
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<tr>
<td>Support Areas</td>
<td>High Need</td>
<td>Moderate Need</td>
<td>Low Need</td>
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<td>------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Collaborating with general ed peers</td>
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<tr>
<td>Collaborating with related service professionals (i.e. SLPs, OTs, PTs)</td>
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<tr>
<td>Working with parents/caregivers</td>
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<tr>
<td>Supervising ed techs</td>
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<td></td>
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<tr>
<td>Others not listed here:</td>
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</tbody>
</table>

**Priority Goals for this year**

<table>
<thead>
<tr>
<th>Goal area</th>
<th>What will success look like? (describe)</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
Mississippi 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.

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

______________________________________________________________________________
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Arlington Mentee Needs Assessment- adapted for MACM

Special Education

Mentee Teacher Needs Assessment

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

<table>
<thead>
<tr>
<th>Areas to Consider</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Course Management</td>
<td></td>
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<tr>
<td>Setting up the learning environment</td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>Creating classroom rules</td>
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<tr>
<td>Enforcing classroom rules</td>
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<tr>
<td>Dealing with crisis in the classroom</td>
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<tr>
<td>Behavior management</td>
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<tr>
<td>Knowledge of relevant disabilities and related</td>
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<tr>
<td>accommodations/strategies</td>
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<tr>
<td>Ability to set up and follow routines</td>
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<tr>
<td>Areas to Consider</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<tr>
<td><strong>Expectations</strong></td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>Working knowledge of special education regulations and practices</td>
<td></td>
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<tr>
<td>Using technology as a tool</td>
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<tr>
<td>Understanding and implementing emergency protocols (bldg, health, beh.)</td>
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<tr>
<td><strong>Teaching</strong></td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>Locating and using grade-level district and state standards</td>
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<tr>
<td>Differentiating Instruction</td>
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<td>Motivating students</td>
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<tr>
<td>Using a variety of teaching strategies</td>
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<tr>
<td>Familiarity with content for grade levels taught</td>
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<tr>
<td>Understanding testing materials and procedures</td>
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<tr>
<td>Familiarity with district materials and programs at grade levels taught</td>
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<tr>
<td><strong>Relationships</strong></td>
<td>E</td>
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<td>N</td>
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<tr>
<td>Communicating with parents</td>
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<tr>
<td>Working with related service providers</td>
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<tr>
<td>Working with general education staff</td>
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<tr>
<td>Working with administration</td>
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<tr>
<td>Giving direction</td>
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<tr>
<td>Taking direction</td>
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<td></td>
<td></td>
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<tr>
<td>Asking for help</td>
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<tr>
<td><strong>IEPs</strong></td>
<td>E</td>
<td>P</td>
<td>N</td>
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<tr>
<td>Administering standardized tests, interpreting results, writing evaluations</td>
<td></td>
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<tr>
<td><strong>Writing goals and objectives</strong></td>
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<tr>
<td>Data collection and analysis</td>
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<td></td>
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<tr>
<td>Presenting information/facilitating meetings</td>
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<tr>
<td>Knowing your caseload and related timelines</td>
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</tbody>
</table>
NCIPP Needs Assessments

Introduction

NCIPP www.ncipp.org

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.

NCIPP www.ncipp.org

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

NCIPP www.ncipp.org

Teacher Self-Assessment/Needs Form Special Education II

Teacher: __________________________ Mentor: _______________________ Date: ________

Directions: Please rate your level of expertise with each Attribute listed below. Note: “1” indicates very limited expertise and “4” indicates a great deal of expertise.
DOMAIN I: PLANNING

Component A: The teacher plans effectively for instruction.

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<thead>
<tr>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>IA1. Specifies learner outcomes in clear, concise objectives</td>
<td></td>
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<tr>
<td>IA2. Includes activities/environments that develop objectives</td>
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<tr>
<td>IA4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity</td>
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<tr>
<td>IA5. States method(s) of evaluation to measure learner outcomes</td>
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<tr>
<td>IA6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate</td>
<td></td>
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</tbody>
</table>

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

Component A: The teacher maintains an environment conducive to learning.

<table>
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<tr>
<th>1</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>IIA1. Organizes available space, materials, and/or equipment to facilitate learning</td>
<td></td>
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<tr>
<td>IIA2. Promotes a positive learning climate</td>
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<tr>
<td>IIA3. Promotes a healthy, safe environment</td>
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</table>

Component B: The teacher maximizes the amount of time available for instruction.

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<th>1</th>
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</thead>
<tbody>
<tr>
<td>IIB1. Manages routines and transitions in a timely manner</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IIB2. Manages and/or adjusts allotted time for activities and provision of auxiliary services.</td>
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From LDE New Teacher Handbook

NCIPP www.ncipp.org
Component C: The teacher manages learner behavior to provide productive learning opportunities.

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<tr>
<td></td>
<td>IIC1. Establishes expectations for learner behavior</td>
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<td></td>
<td>IIC2. Uses monitoring techniques to facilitate learning</td>
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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**

Component A: The teacher delivers instruction effectively.

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<tr>
<td></td>
<td>IIIA1. Uses technique(s) which develop(s) lesson/activity objective(s)</td>
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<tr>
<td></td>
<td>IIIA2. Sequences lesson/activity to promote student learning/development</td>
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<tr>
<td></td>
<td>IIIA3. Uses available teaching material(s), equipment, and environment to achieve lesson/activities objective(s)</td>
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<td></td>
<td>IIIA4. Adjusts lesson/activity when appropriate</td>
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<td></td>
<td>IIIA5. The teacher integrates technology into instruction.</td>
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Assistance/Resources Requested: Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.

Component B: The teacher presents appropriate content.

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<tr>
<td></td>
<td>IIIB1. Presents functional content appropriate to the learners’ capacities</td>
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<td></td>
<td>IIIB2. Presents relevant subject matter/curriculum content in appropriate settings</td>
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<td></td>
<td>IIIB3. Illustrates application of content through examples, unexpected situations, and other means</td>
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</table>

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

NCIPP www.ncipp.org
### Component C: The teacher provides opportunities for student involvement in the learning process.

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<tbody>
<tr>
<td><strong>IIIC1.</strong> Accommodates individual differences</td>
<td></td>
<td></td>
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<tr>
<td><strong>IIIC2.</strong> Demonstrates ability to communicate effectively with students</td>
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<tr>
<td><strong>IIIC3.</strong> Stimulates and encourages independent performance and optimal levels of thinking</td>
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<tr>
<td><strong>IIIC4.</strong> Promotes student participation</td>
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**Assistance/Resources Requested:** Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.

### Component D: The teacher assesses student progress.

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<tbody>
<tr>
<td><strong>IIID1.</strong> Consistently monitors ongoing performance of students</td>
<td></td>
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<tr>
<td><strong>IIID2.</strong> Uses appropriate and effective assessment technique(s)</td>
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<tr>
<td><strong>IIID3.</strong> Provides timely feedback to students</td>
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<tr>
<td><strong>IIID4.</strong> Produces evidence of student academic growth under his/her instruction</td>
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**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

NCIPP [www.ncipp.org](http://www.ncipp.org)

**DOMAIN IV: PROFESSIONAL DEVELOPMENT**

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<tbody>
<tr>
<td><strong>IVB1.</strong> Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</td>
<td></td>
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<tr>
<td><strong>IVB2.</strong> Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them</td>
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</tbody>
</table>
**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**

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

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<th>Topic</th>
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**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.

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>1. Check to make sure emergency lesson plans are in place. Encourage the teacher to have enough material for 2-3 days just in case.</td>
</tr>
<tr>
<td>2. Discuss formal observation(s) or upcoming observations</td>
</tr>
<tr>
<td>3. Observe each others’ classroom teaching sometime between October through December (one observation each during this time frame)</td>
</tr>
<tr>
<td>4. 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.</td>
</tr>
<tr>
<td>5. Discuss how their classroom management &amp; discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following semester.</td>
</tr>
<tr>
<td>6. Review grade how grades are reported &amp; how grade reports will be distributed to parents</td>
</tr>
<tr>
<td>7. Discuss parent/teacher conferences including tips in how to conduct, handling parent issues, support staff available and what to prepare.</td>
</tr>
<tr>
<td>8. Explain the spirit week and homecoming activities.</td>
</tr>
<tr>
<td>9. Discuss their IDP and the goals they established.</td>
</tr>
<tr>
<td>10. Show the teacher where they may find opportunities for staff development or attend conferences.</td>
</tr>
<tr>
<td>11. 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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ ___________________________</td>
</tr>
<tr>
<td>______ Discuss how busy both professionally and personally it is between Thanksgiving &amp; Winter Break and how to keep the students engaged &amp; productive</td>
</tr>
<tr>
<td>______ Discuss parent communication</td>
</tr>
<tr>
<td>______ Share “tricks of the trade” to get through the upcoming weeks and preventing burn out</td>
</tr>
<tr>
<td>______ Discuss concerns/successes of students</td>
</tr>
<tr>
<td>______ Discuss the common assessment guidelines and procedures</td>
</tr>
<tr>
<td>______ Talk about the end of semester procedures</td>
</tr>
<tr>
<td>______ Review snow day procedures and how they will be notified</td>
</tr>
<tr>
<td>______ Share information from observations of each other</td>
</tr>
<tr>
<td>______ Discuss district and school holiday events and local happenings</td>
</tr>
<tr>
<td>______ Start discussing changes the teacher would like to make for 2nd semester</td>
</tr>
<tr>
<td>______ 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.</td>
</tr>
</tbody>
</table>
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 you 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.

Topic

_______ 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 effectively teach this course.
_______ Discuss strategies for working with struggling students
_______ Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc. Remember these can be to 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 affects 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 through out 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.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review up coming district and building activities</td>
</tr>
<tr>
<td>Discuss learning resources to suggest to parents when ask how they can help support their student’s learning.</td>
</tr>
<tr>
<td>Discuss upcoming observations and formal observations, walk-throughs, evaluation process, etc</td>
</tr>
<tr>
<td>Schedule a time to observe mentee’s classroom teaching--between February and May.</td>
</tr>
<tr>
<td>Have your mentee observe another teacher’s classroom—between February and May.</td>
</tr>
<tr>
<td>Discuss upcoming parent teacher conferences</td>
</tr>
<tr>
<td>Discuss MME testing procedures and schedule.</td>
</tr>
<tr>
<td>Discuss reviewing procedures and rules for students who will participate in MME testing</td>
</tr>
<tr>
<td>Share some of professional organizations in your mentee’s discipline or area of interest.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss their evaluations</td>
</tr>
<tr>
<td>Marking grades</td>
</tr>
<tr>
<td>Continued partnerships with parents through communication</td>
</tr>
<tr>
<td>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 their preparing for next year.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Review upcoming district and building events.</td>
</tr>
<tr>
<td>Make sure they are aware of ordering procedures for the upcoming year.</td>
</tr>
<tr>
<td>Discuss strategies for dealing with spring fever and senioritis.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>District and building level activities including prom, honors</td>
</tr>
<tr>
<td>convocation, graduation, etc.</td>
</tr>
<tr>
<td>School traditions for the end of the year.</td>
</tr>
<tr>
<td>Closing the classroom for the end of the year.</td>
</tr>
<tr>
<td>Check out procedures</td>
</tr>
<tr>
<td>Look at next year’s calendar</td>
</tr>
<tr>
<td>Discuss any changes to courses being taught during the new school</td>
</tr>
<tr>
<td>year and any necessary preparations.</td>
</tr>
<tr>
<td>Make sure you share summer contact information just in case.</td>
</tr>
<tr>
<td>Cover how to mark final grades and what to do with corrected exams.</td>
</tr>
<tr>
<td>Celebrate the year!</td>
</tr>
</tbody>
</table>
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 other’s’ time by 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 & McTigre, 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 _____________
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
Swivl Orientation

Intro (YouTube) https://youtu.be/UaHSlzq0JfI : What is it, what does it do?

   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)

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

![Schedule a New Meeting](image)

Step 2
Once selected, you will be prompted with various meeting options.
- **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.
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).
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.