

Clarke County School District Teacher Mentor Program Overview

Program Target

Under the supervision of the building principal, mentor coordinates the successful onboarding of a new teacher to the Clarke County School District. Mentor supports new staff to provide equitable opportunities and opportunities for personal excellence for all students. The program is intended for all first-year teachers to CCSD, including new and veteran teachers.

Program Objectives

- a. to enable new teachers to have a more professionally fulfilling first year,
- b. to enable the new teacher to be more instructionally effective during his/her first year,
- c. to promote a professional atmosphere that will encourage the new teacher to remain in education and to remain in the CCSD
- d. to build cohesiveness of purpose among new and veteran teachers

Mentor's Purpose and Duties/Responsibilities/Essential Job Functions:

- Welcome new teacher
- Introduce the teacher to the building and the district resources
- Make sure the teacher knows:
 - Logs-in and reports for all online platforms
 - How to request a sub
 - How to request professional leave
 - Required meeting dates
 - Infinite Campus (progress reports, report cards, ect.)
 - Ins & Outs of Parent communication (appropriate emails, conferences, phone calls, and classroom newsletter; if appropriate)
 - How to access IEP, RTI, & 504 plans
 - Taking attendance in Infinite Campus
- Curriculum guidance
- Assists new teacher in making arrangements for tiered number of classroom visits
 - Tier 1 (4) visits
 - Tiers 2 and 3 (2) visits
- Develop communication protocol (feedback and support)
- Lesson planning and unit pacing
- Problem solving with the teacher throughout the year
- Maintains Activities Record to document all contacts between mentor and NT
- Reviews with NT his/her tiered number of Self-Reflective recordings of the Classroom Management Focus Walk reflections
- Serves as a coach for new teacher
- Maintains confidentiality between mentor teacher and new teacher
- Meets monthly (minimum) with new teacher
- Conduct classroom observations (Based on the Tiered System of Support)

- Tier 1--Teacher 0-3 years experience --1 observation/month (Max 9)
- Tier 2--Teacher 4-7 years experience -- 4-6 observations/year
- Tier 3--Teacher 8 or more years experience --2-3 observations/year
- Other needs specific to the department or school (classroom management strategies, etc)

The primary purpose of the mentor – mentee (new teacher, NT) relationship is to assist the NT and to help make his/her first year in CCSD more effective. To that end, no part of the Mentor program is intended to add paperwork or other tasks to the NT’s workload. There will be many interactions between the mentor and NT; however, all activities are intended to support tasks in which the NT is or will be engaged. Primarily, all activities and interactions between the mentor and NT are intended to assist in:

1. Improving teaching and learning for all CCSD students
2. Instructional Planning and alignment of content standards
3. Providing feedback and support to create a conducive instructional environment
3. Understanding and adhering to district & school protocols and procedures

Therefore, documentation of activities is the responsibility of the **mentor**, not NT.

Mentor Professionalism

The Clarke County School District conducted a survey of 1st and 2nd year teachers. The most frequent and meaningful need identified by responding teachers was their need for a personable, content-competent, and dedicated (in their role as mentor) Teacher-Mentor. New teachers need and desire a colleague-mentor (as opposed to an administrator) to whom they can go to time and time again with questions without feeling like they are being a burden. Depending upon the personality of the NT, the Mentor may be relied upon for moral support and encouragement in addition to a question & answer resource. The next most identified need of new teachers is reflected above: Improving teaching and learning for all CCSD students, instructional planning and alignment of content standards, providing feedback and support and assisting with understanding of school and district policies.

However, the most important component to the Induction & Mentor Program is the Mentor and his/her dedication to the Mentor – Mentee relationship.

New Teacher Roles/Responsibilities

- Completes required tiered classroom observations of mentor or other veteran teachers. Completes the Standards-Based Classroom Focus Walk observations and meets with mentor or veteran teacher to review the observation.
- Asks questions of mentor (as many and as often as needed).
- Completes, as a Self-Reflective, the Classroom Management Focus Walk reflections monthly August through March.

Online Documentation

- ⇒ **Classroom Management Focus Walk and Self-Assessment:** to be used when Mentor observes NT and as a self-reflective guide for the new teacher.

**The Classroom Management Checklist are recommendations for practice based on “A Handbook for Classroom Management that Works,” by Robert J. Marzano, Barbara B. Gaddy, Marica C. Foseid, Mark P. Foseid, Jana S. Marzano*

- ⇒ **Standards-Based Classroom Walk-Through Rubric:** to be used when Mentor observes NT and when NT observes Mentor or Veteran Teacher.

**Based on Standards 3-8 of the Commitments for High Student Performance Teacher Evaluation System Observable Practices.*

Mentor Qualities: for Selecting & Assignment

1. Commitment
 - a. belief in worthiness of mentor program
 - b. have someone who WANTS to be a mentor. Not everyone wants to make the commitment.
2. Organized
 - a. knowledgeable about school-based procedures & protocols
 - b. must be a model for NT in organization of tasks
 - c. good and thorough in record-keeping
3. Model for Planning & Collaboration
 - a. recognizes the importance of lesson planning
 - b. incorporates “backwards planning”
 - c. model for incorporating formative assessment
 - d. practices collaboration and is thus a model for collaboration
4. Classroom Management
 - a. effective classroom manager
 - b. recognizes that it is his/her (teacher’s) behavior that makes the difference
 - c. builds positive and respectful relationships
 - d. teaches and incorporates classroom procedures & routines
 - e. attends to detail of school-wide discipline expectations
 - f. consistent with expectations
5. Confidence as a Veteran Teacher and as a Mentor
 - a. be capable and comfortable in role as “teacher of teacher”
 - b. be able to give constructive criticism in both lesson planning, lesson delivery, and classroom management
 - c. be an effective teacher with a minimum of 3 years of teaching experience. Should be someone who models classroom expertise and is a team player on the staff.
 - d. be someone who is as good with working with adults as they are with kids. A great teacher is not always the best mentor. They need to be "consciously competent" as a teacher so they are able to communicate to another person why they do what they do in their classroom.
 - e. have experience at the mentee's grade level or subject area or currently working in that grade level or content area.
 - f. have the mentor housed in close proximity to the mentee.
 - g. have someone who will commit to working with the mentee before or after school and during planning.
 - h. have someone who honors confidentiality (trusted colleague and confidant), but also knows when to seek assistance from others as needed to support the new teacher.
 - i. have someone who is a good broker of resources (able to help the mentee put their hands on things they need to have to be effective in their classroom).
 - j. have someone who can be a gatekeeper of information... in other words, can help pace the mentee so they don't get overwhelmed).
 - k. have someone who either has some experience observing in classrooms or willing to learn to observe.

**Office of Instructional Services and Accountability
Contact Information List**

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Clarke County School District Acronyms

<p>ACCA--Athens Career and Community Academy ADD--Attention Deficit Disorder ADHD--Attention Deficit Hyperactivity Disorder ASP--After School Program AP--Assistant Principal AVID--ADVANCEMENT VIA INDIVIDUAL DETERMINATION</p>	<p>FBA--Functional Behavior Assessment FLP--Flexible Learning Program (Focus Schools) FTE--Full Time Equivalent GKAP-R--Georgia Kindergarten Assessment Program—Revised</p>	<p>RESA--Regional Education Service Agency RTI--Response to Intervention</p>
<p>BIP--Behavior Intervention Plan BOE--Board of Education</p>	<p>HID--High Incident Disability ID--Intellectual Disabilities IDEA--Individual Disabilities Education Act IEP--Individualized Education Plan IR--Interrelated Resource IT--Instruction Technology</p>	<p>SAMR--Substitution, Augmentation, Modification, Redefinition (technology integration framework) SC--Self-Contained SILT--School Instructional Leadership Team SLD--Specific Learning Disabilities SLP--Speech Language Pathologist SMART--Specific, Measurable, Attainable, Results-Oriented, Timely SGP--School Growth Plan SPED--Special Education SST--Student Support Team</p>
<p>CCRPI--College and Career Ready Performance Index CCSD--Clarke County School District</p>	<p>LEP--Limited English Proficient LID--Low Incident Disability LRE--Least Restrictive Environment LSGT--Local School Governance Council</p>	<p>TKES--Teacher Keys Evaluation System</p>
<p>DFACS--Department of Family and Children Services</p>	<p>NEP--Non-English Proficient NT--New Teacher OHI--Other Health Impaired OT--Occupational Therapy</p>	<p>WICOR--Writing, Inquiry, Collaboration, Organization, and Reading</p>

Mentor Responsibilities

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

Preliminary Tasks

- ___ Get name and contact information of your Mentee (cell phone)
- ___ Share your contact info with your Mentee (cell phone & e-mail)
- ___ Invite your Mentee to school and show him/her their room
- ___ Ensure your Mentee has Teacher's Editions and other planning materials
- ___ Invite your Mentee to help you 'set-up' your classroom
- ___ Offer to help your Mentee 'set-up' his classroom (use this time to build relations)

KEY (Based on Teacher Tier)

Yellow - Mentor observes Mentee

(August, September, October, November, January, February, March, April and May)

Blue - Mentee observes Mentor

(August, October, January, March)

Green - Review of Mentee's online Self-Reflective Classroom Management Focus Walk

(August-March)

Mentor Observations

- Tier 1 Teachers--Mentor completes 7-9 classroom observations (August-May)
- Tier 2 Teachers--Mentor completes 4-6 classroom observations (August-May)
- Tier 3 Teachers--Mentor completes 2-3 classroom observations (August-May)

Mentee Observations

- Tier 1 Teachers--Observe mentor 4 times (August, October, January, March)
- Tiers 2 and 3 Teachers--Observe mentor 2-3 times (August-May)

Pre-Planning (Must be submitted in December)

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- ___ Review acronyms with your Mentee (introduction to "school")
- ___ Ensure your Mentee is set-up in AESOP and reinforce procedures
- ___ Introduce your Mentee to department and/or team members
- ___ Introduce your Mentee to Counselors
- ___ Introduce your Mentee to Instructional Coach
- ___ Introduce your Mentee to Office Staff
- ___ Review Classroom Management Focus Walk (found on the CCSD Evaluation platform → Staff Evaluations → Focus Walks → Classroom Management) to see if all is in place.
- ___ Demonstrate Copier use and ensure teacher's access
- ___ Review and locate available Instructional Resources
- ___ Review distribution and management of digital devices
- ___ Review textbook distribution (if applicable) procedures and develop a system for keeping track of textbooks
- ___ Show teacher where to find important forms (digital and hard copy)
- ___ Review where and how to obtain instructional supplies
- ___ Review and ensure adequate classroom inventory (technology & furniture)
- ___ Review daily schedule
- ___ Review Hall Pass procedures
- ___ Review Discipline Referral Process
- ___ Review Fire Drill and Inclement Weather Procedures
- ___ Review Lesson-Planning Format and Instructional Framework
- ___ Develop first TWO weeks of Lesson Plans together!
- ___ Explain lunch procedures for students
- ___ Do a cafeteria walk through. Explain lunch choices for students, if applicable
- ___ Review procedures for reporting an injury to a student
- ___ Explain 'First Day of School Forms'
- ___ Review how to distribute and collect 'First Day Forms'
- ___ Review how to distribute Agendas (if applicable)
- ___ Explain dismissal procedures
- ___ Review clinic procedures
- ___ Discuss instructional role of para-professionals (if applicable)
- ___ Explain playground procedures (if applicable)
- ___ Explain restroom procedures
- ___ Explain bus dismissal procedures
- ___ Explain car rider procedures
- ___ Explain guidelines for transportation changes

First Day of School (Must be submitted in December)

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

___ Arrive Early, check on your Mentee before school starts

___ Check on your Mentee during your Planning

___ Check on your Mentee after school, Celebrate!

First Week of School (Must be submitted in December)

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

___ Review After School Program Tutoring Program (if applicable)

___ Review developing Substitute Lesson Plans

___ Check on your Mentee each day, before or after school

August Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- ___ Review calendar for September
- ___ Review beginning of year screeners/assessments
- ___ Mentor ensures Emergency Sub-Plans have been filed
- ___ Share ideas for communicating with parents
- ___ Arrange a time for **Mentor to observe in Mentee's class**. Complete the online Standards-Based Classroom Focus Walk **and** the online Classroom Management Focus Walk **(Follow steps 1-5 below to access the online forms)**
- ___ Arrange a time for the **Mentee to observe in the Mentor's class**. Complete the online Standards-Based Classroom Focus Walk form:
 1. **Go to North True Logic (CCSD Teacher Evaluations Platform)**
 2. **Click on Staff Evaluations**
 3. **Search Teacher you will observe by Last name**
 4. **Click on that teacher name**
 5. **Click the online form you need (Standards-Based Classroom/Classroom Mgmt, etc)**
- ___ Meet with Mentee to discuss observations
- ___ Review **Mentee's should complete Classroom Management Focus Walk (Self-Assessment)**
- ___ Discuss IEP and ELL responsibilities (modifications, etc...)
- ___ Review "Open House" procedures
- ___ Explain RTI procedures (SPED, EIP, ELL)
- ___ Discuss Homework Policies
- ___ Explain procedures for showing Instructional Videos
- ___ Explain the Counselor Referral Process
- ___ Discuss Grade level expectations & grading standards
- ___ Discuss Field Trip procedures
- ___ Discuss and explain any upcoming school programs which may be especially relevant to your grade level

September Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for October
- _____ Arrange a time for **Mentor to observe in Mentee's class**. Complete the online Standards-Based Classroom Focus Walk and the online Classroom Management Focus Walk (*Refer to PG 10 for Instructions to access online documents*)
- _____ Meet with Mentee to discuss observations.
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (*Refer to Pg 10 to access document*)
- _____ Discuss Early Release Conferences
 - Scheduling
 - Translators
 - Evening Conferences
 - Goal of 100%

October Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

Mentor's Name _____
Teacher's Name _____

- _____ Review calendar for November
- _____ Discuss Mid-term Progress Reports
- _____ Arrange a time for the **Mentee to observe in the Mentor's class**. Complete the online Standards-Based Classroom Focus Walk (Refer to Page 10 for instructions to access document).
- _____ Meet with Mentee to discuss observation
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document).

November Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for December
- _____ Arrange a time for **Mentor to observe in Mentee's class**. Complete the online Standards-Based Classroom Focus Walk and the online Classroom Management Focus Walk (Refer to Page 10 for instructions to access document).
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document).

December Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for January
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document).
- _____ *Send an email to Sharon Bates with monthly logs attached from preplanning-December, by **December 12**. In the subject line please enter "NTO Mentor 19 Pre-December"*

January Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for February
- _____ Arrange a time for the **Mentee to observe in the Mentor's class**. Complete the online Standards-Based Classroom Focus Walk (Refer to Page 10 for instructions to access document).
- _____ Meet with Mentee to discuss observation
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document).

February Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for March
- _____ Arrange a time for **Mentor to observe in Mentee's class**. Complete the online Standards-Based Classroom Focus Walk and the online Classroom Management Focus Walk (Refer to Page 10 for instructions to access document)
- _____ Meet with Mentee to discuss observation
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document).
- _____ Review procedures for Scheduling Conferences (High School)

March Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- _____ Review calendar for April
- _____ Arrange a time for the **Mentee to observe in the Mentor's class**. Complete the online Standards-Based Classroom Focus Walk (Refer to Page 10 for instructions to access document)
- _____ Meet with Mentee to discuss observation
- _____ Review **Mentee's online Self-Reflective Classroom Management Focus Walk** (Refer to Page 10 for instructions to access document)
- _____ Review procedures for Spring conferences (Elementary and Middle School)

April Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- ___ Review calendar for May
- ___ Discuss timeline for promotion/retention decisions

May Responsibilities/Monthly Log

Mentor's Name _____
Teacher's Name _____
School _____

(Please indicate date in the blank when topic reviewed with mentee)

- ___ Discuss End of Year Checklist
- ___ Assist your Mentee in planning the "taking down and packing away" of teacher materials
- ___ Discuss activities which may be completed during post planning
- ___ Assist your Mentee with his/her classroom Inventory
- ___ Discuss your Mentee's Permanent Record responsibilities
- ___ Send an email to Sharon Bates with monthly logs attached from January-May, by May 10, 2019. In the subject line please enter "NTO Mentor 19 January-May"

- ___ **Celebrate a great school year!**

