

Clinton Public Schools - New Teacher Mentoring

Unless otherwise noted all meetings start at 3:30 pm at the media center of that month's host school (Elementary, Middle or High). Meetings are required for both mentors and mentees. Please bring mentoring books to each session and any other materials requested (i.e. plan books, student work etc). Time sheets will be provided at each meeting for the next month, mentors be sure to keep a different sheet for each mentee.

| <u>Date</u> | <u>Major Topic(s)</u> |
|---------------|--|
| August 20: | Getting Started |
| September 17: | Getting to know your students/Establishing routines |
| October 15: | Planning/Communicating with parents |
| November 19: | Rubrics/Needs of diverse learners/SMART goals |
| December TBD: | Stress |
| January TBD: | Classroom/Behavior Management |
| February TBD: | Teacher Observation/Evaluation |
| March TBD: | Using class time effectively/Professional Portfolios |
| April 14: | Standards/Data |
| May TBD: | High Stakes Assessment/Self Assessment |
| June TBD: | Wrapping up |

Day One

Clinton High School

8:00 to 8:20: Registration and Coffee & Donuts

8:20 to 8:45: Welcoming Remarks

8:45 to 9:00: Introduction of Yourself

9:00 to 10:00: Computer Lab

IPASS

10:00 to 10:30: BREAK

10:30 to 11:00: New Staff Binder with TPI

11:00 to 11:30: CTA

11:30 to 12:15: Lunch

12:15 to 1:00: SPED

Afternoon: Work in your classroom

Day 2
Clinton High School

8:00 to 8:15: Sign In

8:15 to 8:45: Introduction to CPS Mentoring Program

8:45 to 9:00: Meet with your Mentor, complete survey (Pair)

9:00 to 9:15: Report Survey Results

9:15 to 10:15: Meet with Mentor & go over mentoring book

10:15 to 10:45: Break

10:45 to 11:45: Curriculum Guides

11:45 to 12:00: Questions?

12:00 to 12:30: Lunch

Afternoon: Work in classroom & mentor will be available for questions.

September

1. Page 51: Getting to Know Your Students
2. Page 54: Establishing Routines
3. Page 57: Organizing Your First Classroom
4. Page 58: Classroom and Behavior Management Issues

October

1. Page 84: Communicating With Parents
2. Page 74: Creating a Lesson Plan
3. Page 76: What Should the Students Know and Be Able to Do?
4. Page 78: Pacing a Lesson

November

- Page 100: Tapping into Students Prior Knowledge (5-10)
- Page 101: Different Ways to Observe Student Learning (3-6)
- Page 102: Formative & Summative Assessments (5-10)
- Page 103: Using Rubrics & Portfolios (Limited) (3-6)
- Page 104: Documenting Progress & Record Keeping (Limited) (3-6)
- Page 106: Communicating with Students about Their Progress (5-10)
- Page 111: Reflections & Goals: New Teacher Group Discussion (10-15)

December

1. Page 125: “Avoiding Common Problems and Keeping Students Interested”
2. Activity: Connery and Ingano gave all the new teachers an index card and asked them to write one thing they need help with right now, an item they need for their classroom, access to something etc.
3. Activity: Ingano met with the new teachers and discussed stress and how to deal with it. New teachers wrote things that we causing them stress on balloons and then popped them during a discussion of ways to avoid getting stressed out (and solutions to the items written on their balloons).
4. Page 127: “Making Connections” (for help and resources)

January

1. This month’s meeting was the Portfolio Party which featured a workshop led by the Coordinators concerning the creation of Professional Portfolios (review of the standards and selection of evidence).

February

1. Page 167: Giving students choices to enhance their learning
2. PARCCGames.com.
3. CCbetterlessons.com.
4. Page 169: How Much Time?

March

Page 194: Classroom and Behavior Management Issues

Page 192: Connecting New Teachers to Professional Organizations

Activity: Connery passed out and directed the groups to work on the 5 topic handout.

The topics were pulled from the previous month's "Parking Lot" assignment where each member was asked to write down a single issue of importance/need. These were then aligned into 5 general topics for discussion. (Worksheet below)

Groups discussed the topics for 5-8 min each and then read out their findings and points to the rest of the room.

Connery acted as moderator for the discussion based upon Assessment, and technology. These focused on variety of assessments, portfolio work and being prepared for technology failures.

Ingano acted as moderator for the discussion of Resources, Class/Time Management and Differentiation. These focused on pd360 and online resources, routines, schedules, flipped classrooms and common planning time.

March Worksheet (jigsaw by school)

- 1.) Assessment: to drive instruction and better ways to assess (CES)
- 2.) Technology: Use of tech, more activities, fitting into schedule (CES)
- 3.) Resources: More ideas for Common Core, more options for PDP/Classes (CMS)

4.) Class/Time Management: Better planning and use of instructional time /additional ideas, disruptive students (CMS)

5.) Differentiation; How to meet the needs of struggling and exceptional students at the same time (CMS/CHS)

April

Page 214: Relating the Standards to Real Life with worksheet

Page 219: Communicating with Parents with worksheet

Blog Article Concerning Attracting and Retaining Effective TeachersHYPERLINK "http://tntp.org/blog/the-best-teachers-money-might-not-buy" \h HYPERLINK "http://tntp.org/blog/the-best-teachers-money-might-not-buy" \h<http://tntp.org/blog/the-best-teachers-money-might-not-buy>

Page 232-233 From Harry Wong’s “The First Days of School” concerning assignment quality and purpose

Relating Curriculum to Real Life

Mentor/Mentee Team:

Class/Grade Level:

Current/Upcoming Topic:

What are some ways you could relate this topic to the “real world”?

Connecting Class/Home Work with Parents

Mentor/Mentee Team:

Class/Grade Level:

Current/Upcoming Assignment: (In Class or Homework?)

**What are some ways you could make a parent connection with this assignment?
(What behavior will they see? Or What role can they play in the assignment?)**

May

1. Page 238: Looking at Student Work
2. Page 240: Self Assessment
3. Page 241: Preparing a Professional Portfolio (review)

June

1. Page 259: A Letter to Future First Year Teachers
2. Year End Surveys

Mentor Name: _____

Mentee Name: _____

Mentoring Exit Survey (Mentor)

Please answer all questions provided; your answers WILL NOT be shared with your mentee unless you expressly tell us to do so.

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how would you rate your relationship with your mentee? (approachability, ability to listen, willingness to accept help)

1 2 3 4 5 6 7 8 9 10

Did you attend all the group meetings for the 2012-2013 school year?

YES NO

How many times did you informally observe/sit in on your mentee's classes?

How many times did your mentee informally observe/sit in on your classes?

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how would you rate

the value of our group meetings?

1 2 3 4 5 6 7 8 9 10

How often did you and your mentee meet?

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how useful was the book, "Mentoring in Action" to your experience of being a mentor?

1 2 3 4 5 6 7 8 9 10

In your opinion, what was the most valuable aspect of the mentoring program?

Name 3 strengths of your mentee as relates to curriculum and instruction?

Name 3 areas your mentee should focus on for next year? Will you share this information with your mentee?

Mentee Name: _____

Mentoring Exit Survey (Mentee)

Please answer all questions provided; your answers WILL NOT be shared with your mentor unless you expressly tell us to do so.

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how would you rate your relationship with your mentor? (approachability, ability to listen, willingness to help)

1 2 3 4 5 6 7 8 9 10

Did you attend all the group meetings for the 2012-2013 school year?

YES NO

How many times did you informally observe/sit in on your mentor's classes?

How many times did your mentor informally observe/sit in on your classes?

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how would you rate the value of our group meetings?

1 2 3 4 5 6 7 8 9 10

How often did you and your mentor meet?

On a scale of 1 to 10 (1 being very weak and 10 being very strong), how useful was the

book, "The First Year Matters" to your experience of being mentored?

1 2 3 4 5 6 7 8 9 10

In your opinion, what was the most valuable aspect of the mentoring program?

Name 3 strengths of your mentor?

Name 3 areas your mentor should focus on the next time they mentor a new teacher? Will you share this information with your mentor?

We at CPS understand that mentoring teachers is an organic process and needs to be tended to often to ensure that the needs of all new teachers are being met. With that in mind, please consider the struggles you may have faced this year and suggest any additional supports that you feel may have helped you navigate these situations with more ease. Please offer your thoughts about time, instructional support, guidance with dealing with parents or administration, daily classroom situations or curriculum, so that

