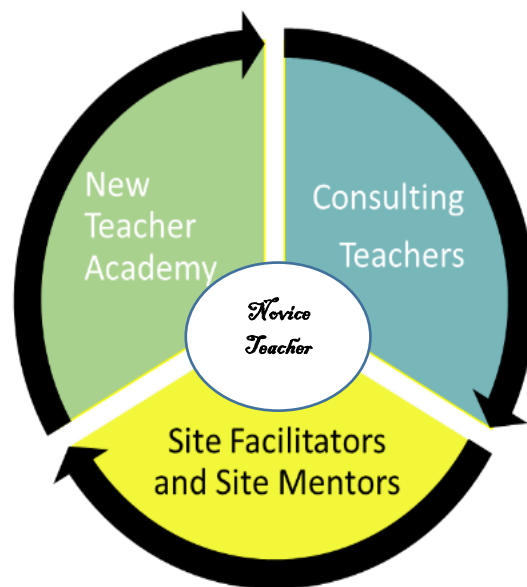


Induction and Mentoring Handbook



Site Facilitators

Induction and Mentoring Program

Washoe County School District

Curriculum & Instruction

380 Edison Way

Reno, NV 89502

www.washoeschools.net/mentorteach



Washoe County School District

Every Child, By Name And Face, To Graduation

WELCOME TO MENTORING



Induction and Mentoring Program
Washoe County School District
Curriculum & Instruction
380 Edison Way
www.washoeschools.net/mentorteach



Mentor Teacher Program

Washoe County School District

Curriculum & Instruction

380 Edison Way

www.washoeschools.net/mentorteach

Dear Colleague,

Congratulations! You have been selected to be a Site Facilitator! Being a Site Facilitator is one of the most rewarding professional learning opportunities that you can choose. It means you will be making a difference in the lives of novice teachers and their students. As you assist a novice teacher you will be growing professionally too.

Enclosed, please find the "Mentor Teacher Program" welcome packet. It contains information that will be useful to you as you perform your Site Facilitator duties. One of the duties consists of teaching the "Novice On-Site Seminar." This in-service course is required for new teachers as part of the New Teacher Academy.

Upon completion of the seminar hours, teachers will earn one in-service credit. The seminar sessions may take place during lunch or before/after school, and must be conducted as a group meeting. Veteran teachers are welcome to attend your seminar sessions and earn in-service credit as well.

A list of your seminar topics and dates for your meetings is due on September 6, 2017. You may send it to either Ellen Thomas (Inservice Secretary) or Jodi Wycoff (Mentor Teacher Program Secretary) in the Department of Professional Learning. Thank you for your attention to detail in completing the requirements for this New Teacher Academy in-service course.

The continued success of the Mentor Teacher Program would not be possible without teachers like you. Thank you for participating!

Sincerely,

Carol Gebhardt
Professional Learning Specialist



Mentor Teacher Program

Washoe County School District
Curriculum & Instruction
380 Edison Way
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SITE FACILITATOR APPLICATION

Site Facilitator Information

Full Name
(Please Print)

Last

First

School/
Location

Teaching
Profile

Grade Level/Position

Years of Teaching

WCSD
Experience

of years in district

Years at present school

Site Facilitator Qualifications

- Three years of mentoring experience
- Effective classroom management
- Excellent interpersonal skills
- Completion of Foundations of Mentoring training

Number of years matched with a novice teacher: _____

Prior Leadership Role: _____

Job Description: A Site Facilitator provides ongoing support and assistance to all novice teachers and mentors at their school site. The Site Facilitator works closely with the administrator in overseeing the program. In order to serve as a Site Facilitator, the school must have at least 3 teachers who are required to take the *Novice On-Site Seminar*, including newly hired veteran teachers, novice 1st-year teachers, and novice Special Ed teachers. Compensation for performing the duties is two-fold. Part of the compensation is for teaching the 15 hour *Novice On-Site Seminar* and the other part is for coordinating the matches and paperwork of at least 3 "official" mentors and their novice teachers. Official mentors are those who meet weekly with novice teachers and complete all required paperwork on time.

Responsibilities:

- Assists principal in supporting newly hired teachers.
- Communicates weekly with novice teachers and provides ongoing support.
- Collaborates with the Site Mentors and helps to resolve minor issues or concerns that may arise.
- Collects and submits paperwork on time such as applications, contact logs, needs assessments, etc., for at least 3 official mentors. For these duties, and those above, the compensation is 1 inservice credit.
- Attends the fall and spring Site Facilitator meetings, as well as advanced training such as *Observation and Feedback*.
- Teaches the 15 hour *Novice On-Site Seminar* and does web attendance for the compensation of 1 inservice credit or \$560.

SITE FACILITATOR

I understand the job description and the responsibilities of a Site Facilitator. I agree to meet these responsibilities for the full school year. I understand the confidential and non-evaluative nature of the relationship among teachers in the Mentor Teacher Program

Signature

Date

PRINCIPAL

I support this teacher's request to become a Site Facilitator. I understand the confidential and non-evaluative nature of the relationship among teachers in the Mentor Teacher Program.

Signature

Date

Return completed form to the Mentor Teacher Program at 380 Edison Way, Reno Nv. 89502.



Mentor Teacher Program

Washoe County School District
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WHY? Induction and Mentoring

New teachers are expected to perform the same duties as veteran teachers from the moment they step into the classroom. They are expected to perform a variety of roles such as educator, motivator, guide, counselor, coach and manager, to name a few. New teachers are often expected to sponsor extra-curricular activities and serve on school committees. The enormity of it all can be overwhelming.

Teacher education programs often emphasize mastery of subject matter and instructional theory. It is not until they reach the classroom that new educators move from theory to practice.

The Washoe County School District's Induction and Mentoring Program serves to bridge the gap between initial preparation and the realities of teaching.



Mentor Teacher Program

Washoe County School District
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Mission Statement

The mission of the Mentor Teacher Program is to provide high quality instruction for students by ensuring the success and on-going growth of teachers.

Purpose

The purpose of the Mentor Teacher Program is to orient the novice teacher to the educational environment and share the vision of the profession by modeling and encouraging best practice through collaboration, collegiality and participation in a continuous learning community.

Goals

- Improve teaching performance
- Enhance student achievement
- Increase teacher retention
- Promote novice well-being
- Transmit the culture
- Increase collegiality



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Induction and Mentoring Program Summary

Consulting Teachers

- Meet regularly with the novice teacher
- Conduct formative assessment with focus on the four standards
- Observe novice teacher and give feedback
- Analyze student work with the novice teacher
- Accompany the novice teacher on visits to other classrooms

Principals

- Share expectations with the novice and the consulting teacher
- Provide novices with additional support as needed
- Select and supervise a site facilitator
- Provide time for planning, observing and conferencing

Site Facilitators

- Three years of mentoring experience and completion of *Foundations of Mentoring* training
- Assist principal in supporting newly hired teachers
- Communicate weekly with novice teachers and provide ongoing support
- Collaborate with the Site Mentors and help to resolve minor issues or concerns that may arise
- Teach the monthly *Novice On-Site Seminar* and complete the related paperwork and web attendance
- Collect and submit paperwork on time, such as applications, contact logs, leave forms, needs assessments, etc.
- Attends *Site Facilitator Meetings*, as well as advanced training such as *Observation and Feedback*.

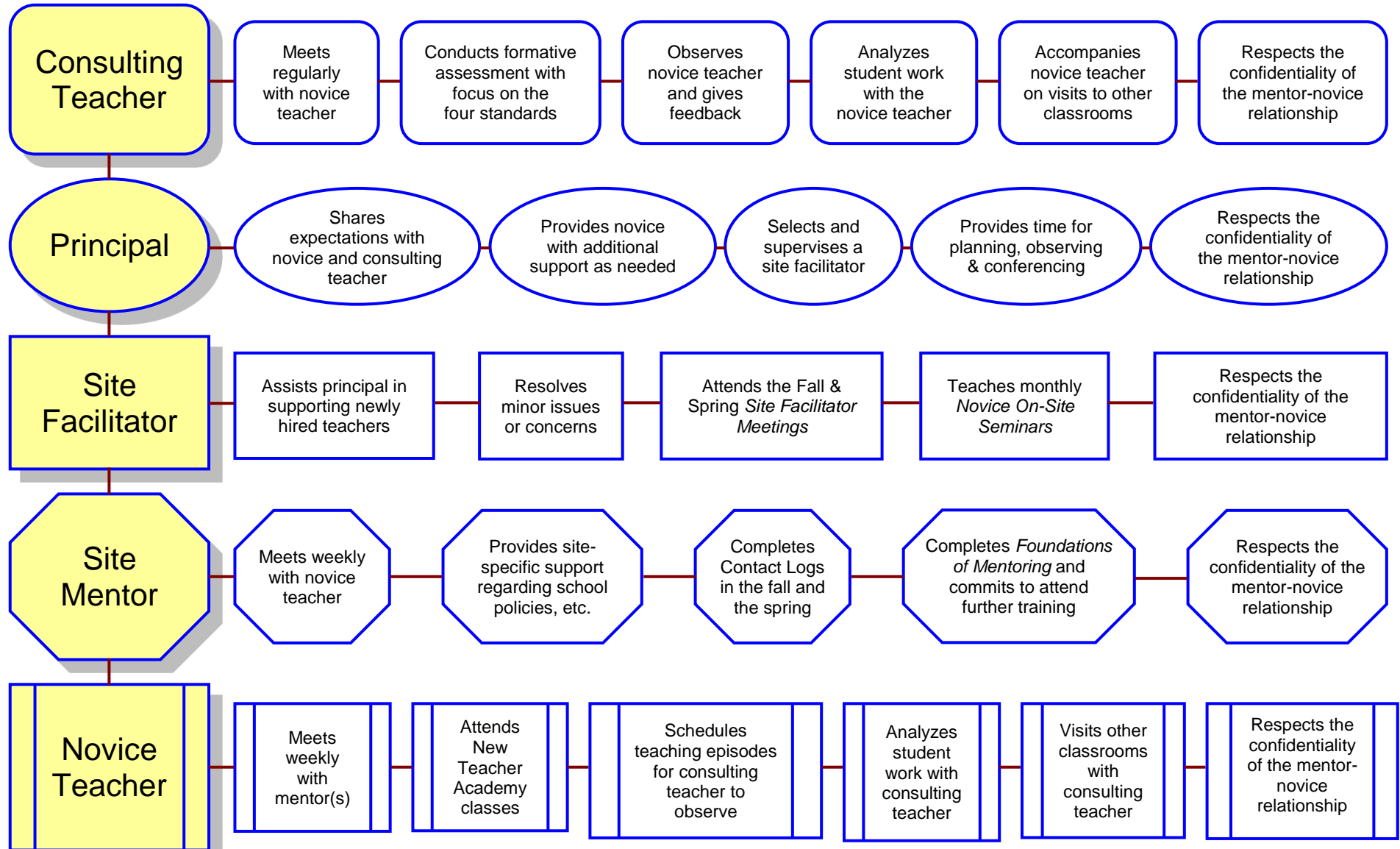
Site Mentors

- Three years of successful teaching in the Washoe County School District
- Possess effective classroom management skills and excellent interpersonal skills
- Complete *Foundations of Mentoring*
- Commit to attend further training such as *Observation and Feedback*
- Meet weekly with the novice teacher
- Complete and submit Contact Logs twice a year

Novice Teachers

- Meet weekly with site mentor(s) regarding lesson plans, management, instruction, etc.
- Take sub day(s) to visit other classrooms with Consulting Teachers.
- Schedule teaching episodes for mentor(s) to give confidential feedback
- Attend the *Novice On-Site Seminar* at the school site or the *Novice Regional Seminar* at the district level
- Attend New Teacher Academy classes
- Evaluate the program

Washoe County School District INDUCTION AND MENTORING PROGRAM





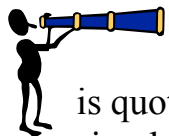
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PHASES OF FIRST YEAR TEACHING

First-year teachers will move through a number of developmental phases. While not every teacher goes through this exact sequence, these phases are very useful to assist you in the process of supporting your new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here is a look at the stages through which new teachers move during this first crucial year.

ANTICIPATION PHASE

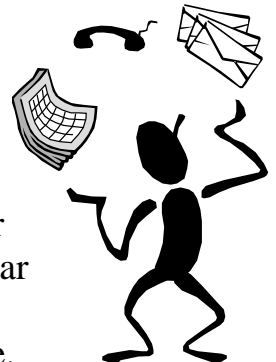


New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. One new teacher is quoted as saying, “I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge.” This feeling of excitement carries new teachers through the first few weeks of school.

SURVIVAL PHASE



The first month of school is very overwhelming for new teachers. They are learning a lot and at a very fast rapid pace. During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork. New teachers, still uncertain of what really works, must develop their lessons for the first time. Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.



DISILLUSIONMENT PHASE



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

Many new teachers get sick during this phase. During this phase, classroom management is a major source of distress.

At this point, the accumulated stress of the first-year teachers, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.



REJUVENATION PHASE



The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers

have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and to prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

REFLECTION PHASE

The reflection phase is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings a new phase of anticipation.

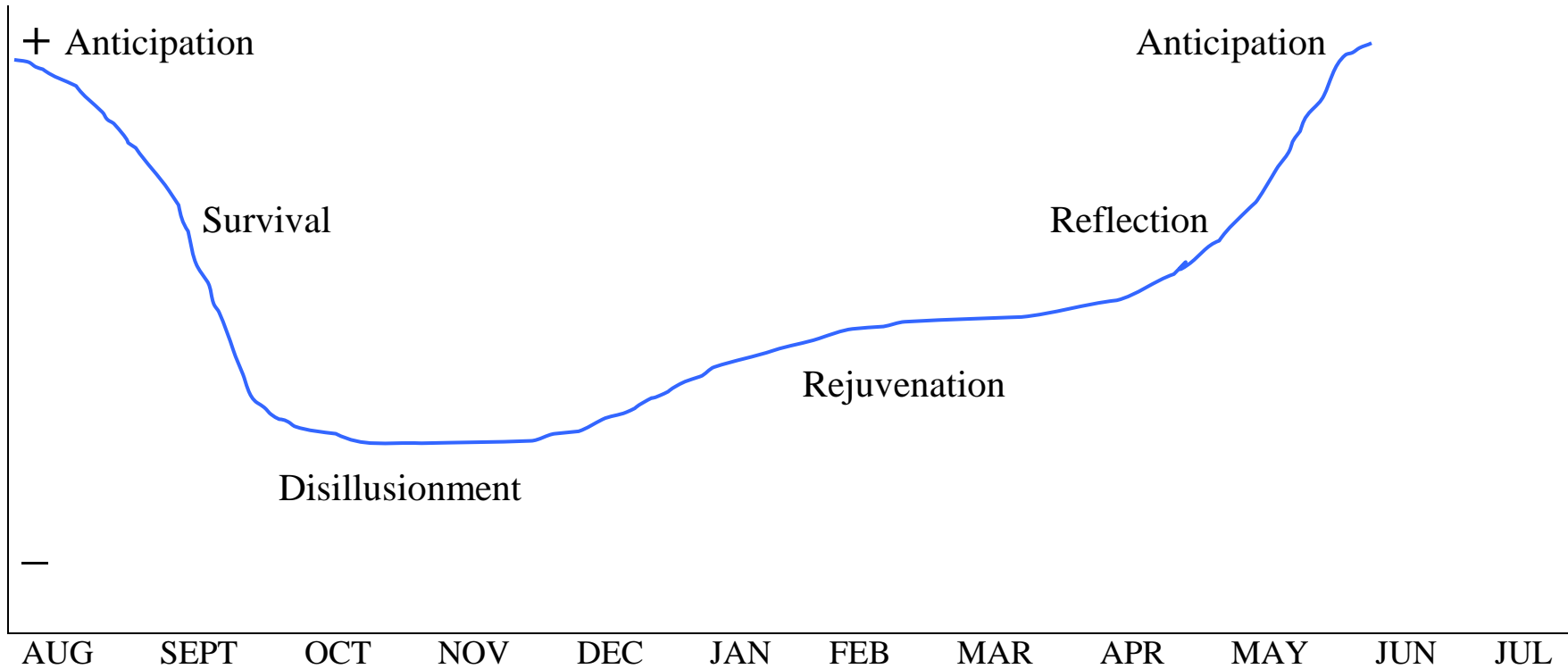


It is critical to assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases new teachers go through gives you the framework within which you can design your support program to make their first year of teaching a positive experience for everyone.



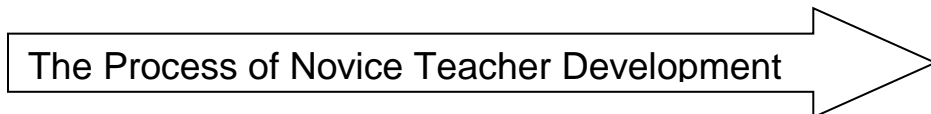
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Phases of First-Year Teaching



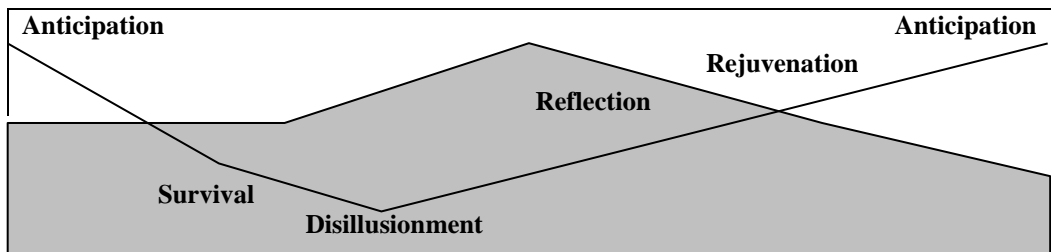


Dynamics Within the Mentoring Process

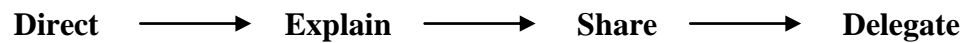


A Novice Teacher's Need for Support, Encouragement, and Affirmation

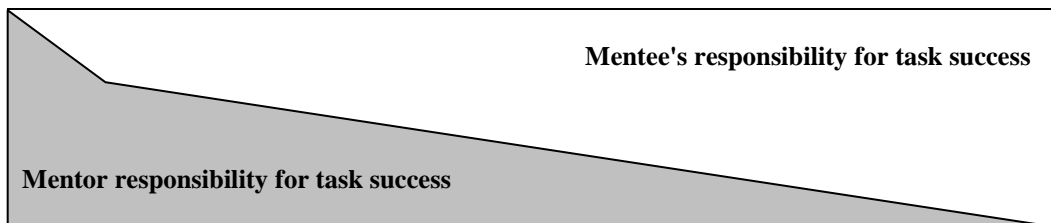
A Protégé's Emotional Level



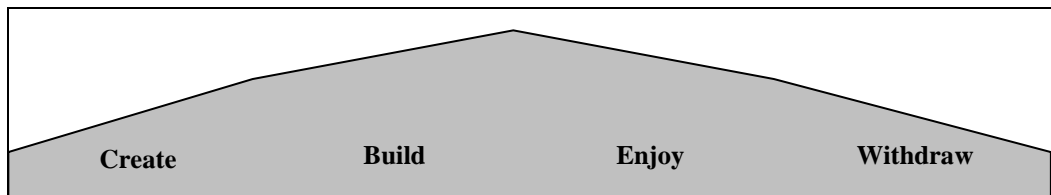
Mentoring Styles and Processes



Shifting Leadership Responsibilities in the Mentor-Mentee Relationship



The Strength of the Mentor-Mentee Partnership





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TIPS for Site Administrators

- Encourage veteran teachers to take *Foundations of Mentoring* and become a mentor.
- Inform novice teachers about the Mentor Teacher Program and the New Teacher Academy.
- With the Site Facilitator, if your school has one, match novice teachers with trained mentors by grade level, subject matter, proximity and personal style.
- Provide time for planning, observing and conferencing.
- Respect the confidentiality of the mentor-novice relationship.
- Lighten the load of novice teachers.
- Encourage novice teachers to take classes designed for them.
- Publicly recognize the efforts of mentors.
- Ask staff members to write down something they are willing to share or have a novice teacher observe. Distribute the list to the novice teachers.
- Do walk-throughs often and early in the year.
- Provide district support for struggling novices early on.
- Contact the Mentoring & Induction Program Administrator to help resolve concerns.
- Share the Phases of First Year Teaching information with the novices: Anticipation, Survival, Disillusionment, Rejuvenation, Reflection and Anticipation.
- Acknowledge their accomplishments throughout the year and at year's end.



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Success Survey Mentor Match

	+2	+1	0	Score
Mentor Attributes	<i>Does the mentor have?</i>			
Preparation and Experience	Prior mentor experience and mentor training for beginning teachers	Mentor training	No prior mentor experience, training	
Personality	Many traits in common	Some novice teacher traits	Very different traits	
Time/Responsibilities	No extra curricular responsibilities	1-2 extra curricular responsibilities	Many extra curricular activities and/or administrative responsibilities	
Philosophy of Education	Very similar to novice teacher	Somewhat like novice teacher	Different from novice teacher	
Personal Life	A stable home life that is supportive, secure	Secure and stable home environment	Many changes in home life or stressful, family dynamics	
Gender	Same gender as novice teacher	Novice teacher – female Mentor – male	Novice teacher – male Mentor – female	
Age	Older than novice teacher 3 years +	Approximately same age	Younger than novice teacher 3 years or more	
Grade Level	Same grade/subject	Within 2 grades (+ or -) or same content	No match for grade or subject	
Proximity	Next door	Same school	Different school	
Responsiveness	Interactive	Laissez Faire	Authoritarian	
			Total Score	

20 - 14 = Positive mentor match

13 - 9 = Potential mismatch

8 - 0 = Problematic match



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Mentoring Relationship Self-Assessment

Use this rubric to assess your development as a Mentor Teacher.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Mentor-novice contact is irregular and generally precipitated by a need for information or assistance.	Contact occurs as scheduled and satisfies the novice's need for information.	The mentor and novice maintain regular contact.	Contact between mentor and novice is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district.
Interactions are limited to the transfer of critical, basic information.	Throughout the relationship, information production remains higher for the mentor.	Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.	Both the mentor and the novice consistently initiate learning-focused conversations regarding teacher and student learning.
The mentor provides suggestions and advice as requested.	The mentor conducts conferences employing strategies to fix current problem and add to the novice's list of activities.	The mentoring relationship is mutually beneficial and information production is equal.	The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the novice's capacity to generate information.
The novice's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.	Discussions center on specific situations. Meeting novice's needs may become time intensive for the mentor.	Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.	Mentoring interactions promote connection-making between instructional practice and student results. Personal learnings are transferred and applied to other contexts. These learnings inform future actions.
The greatest learnings for the novice are within the management domain and generally do not progress to the examination of impact.	The mentor provides orientation and introduction to the professional school community.	The mentor provides connections with grade level / content area colleagues and promotes collaborative opportunities.	The mentor models problem-solving processes and reflective practices which novice adopts.
Survival strategies are the emphasis of the novice's learning.			The novice participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community.



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Offering Support Calendar

August:

- Schedule conference times for:
Clarifications/questions/problem-solving around grouping issues, materials, attendance policies, and classroom management
- Establish a basic contact schedule for the first month
- Review school handbook and answer any questions
- Think aloud regarding pre-assessment and uses of data
- How to use Infinite Campus

September:

- Joint planning for time management and new instructional units
- Provide information/clarification regarding grading, report cards, state or district testing procedures
- Provide information/clarification regarding district evaluation policy, student progress reports and grading
- Share procedures and tips for Open House
- Review non-instructional duties (plan to accompany the first time)
- Think aloud regarding parent contacts and preparing for parent conferences

October:

- Discuss the impact of holidays on student behavior and instruction
- Discuss purchases, fundraising, or departmental monies
- Emphasize personal, informal contacts

November:

- Encourage contact and activities with colleagues
- Think aloud regarding student motivation
- Discuss impact of student extra-curricular activities
- Share personal time management strategies

December:

- Ensure that the novice is familiar with Outlook and all other forms of communication your school uses
- Provide time for the novice to share success stories
- Give the novice a pep talk – be their cheerleader
- Review current achievement data and how it impacts planning for instruction
- Encourage the novice to communicate often with parents
- Invite the novice to visit your classroom for the day
- Give the novice a present that doesn't cost anything, but that they'll appreciate...like some of your best lesson plans wrapped with care



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Offering Support Calendar *(continued)*

January:

- Mutual sharing of professional growth goals and strategies
- Joint planning for upcoming units
- Clarify schedules, recordkeeping, reporting, etc.
- Encourage collaborative opportunities with other colleagues
- Attend a professional development offering

February:

- Explore team teaching opportunities
- Think aloud regarding student performance data and its use
- Collaborate on an action research project
- Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)

March:

- Discuss curricular pacing
- Think aloud analyzing student performance data and exploring cause-effect relationships
- Provide information/clarification on student files/records, parent conferences, etc.
- Mutually share progress on professional growth plans
- Discuss end-of-year schedules, final evaluations, student testing, field trips, etc.

April:

- Meet with the novice frequently and ask him/her to pick the topic of conversation
- Offer to complete a task for your novice

May:

- Schedule a reflecting conversation
- Identify success
- Assist in analyzing student performance data and exploring cause-effect relationships
- Facilitate connection-making between personal learnings and application to future decisions
- Final check for clarification on parent contacts

June:

- Celebrate successes
- Think aloud regarding completion of recordkeeping and other end-of-year activities



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Reflection Prompts

Please reflect on the way things have been going for you professionally. If there is a difference between the way things are, and the way you would like them to be, *and that difference concerns you*, you may have identified a significant area of need for your professional development. The following questions might stimulate your thinking. Ask yourself:

- ✓ What is the most stressful part of my workday? What makes it so?
- ✓ What is the least stressful part of my workday? What makes it so?
- ✓ Have there been any recent developments in my field that I need to know more about?
- ✓ If I had to describe my major job responsibility in one sentence, what would I say?
- ✓ In terms of my profession, where do I hope to be a year from now? 3 years? 5 years?
- ✓ Do I know enough about my students as individuals and as a group to help me teach them more effectively?
- ✓ What qualifications or abilities do I have which are not being fully utilized?



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Suggestions for Seminar Meetings

Review Novice Teacher Folder On-line

Communication with Parents

Preparing for Open House

Grading Expectations

Infinite Campus

Attendance Forms

Preparing for a Substitute Teacher

Field Trips (Ed Collaborative Warehouse)

Guest Speakers

Preparing for Parent Conferences

Preparing for Family Support Meetings

Dealing with Difficult Student Behaviors

Evaluations – How to Prepare

Using Effective Teaching Strategies

End of the Year Forms

Other Topics



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Tips Too Good To Leave Out

Just a few more ideas too good to leave out, organized as time savers, learning opportunities, relationship builders, and additional support.

Time Savers

- Provide printed regulations, policies, and procedures with highlights or annotations.
- Suggest that your novice keep an ongoing list of questions/needs in classroom.
- Jointly construct a calendar with red letter days and “high jam” periods.
- Order supplies before they are needed.
- Anticipate likely concerns and problems. Create a “life-saver” file of practical ideas to address them.

Learning Opportunities

- Provide small amounts of information as needed. Avoid doing an “information dump”.
- Plan for Problem-Solving Partners Sessions (at least 3 per year) where each person has a presenting problem and you jointly engage in brainstorming, assessing options, decision-making.
- See opportunities to collaborate with your novice and arrange for observation opportunities.
- Arrange for “practice” assessment observations by a peer or the mentor to familiarize the novice with the process.
- Model teaching procedures and “think aloud” with the novice about your choice points, criteria for selecting strategies, and personal learnings from a teaching experience.
- Duplicate and share resource files containing ideas and activities for activating, and integrating content.

Relationship Builders

- Mentors share challenges you faced and strategies you used to overcome barriers.
- Conduct a conference while taking a walk, sitting outside, etc. to reduce stress.
- Model trustworthy behavior/confidentiality.
- Attend to stress management strategies.
- Develop common and shared vocabulary.
- Seek opportunities to grow together and move across the continuum from consultant to coach.

Additional Support

- Leave notes of encouragement and support particularly during the first two weeks of school and during times of intensive paperwork reporting requirement.
- Trade professional articles of interest: highlight important points first.
- Accompany novice on the first non-teaching assignment.
- Introduce novice to support services staff and provide information on available services.
- Assist with identifying special needs students in the novice’s classroom.



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PLANNING FOR A SUBSTITUTE

1. Follow your school procedures for obtaining a substitute.
2. Leave your substitute notebook in a very **obvious** place. Your substitute will probably not be able to get into your office, so leave it on your cart or on a table/desk in your first classroom. Label your substitute notebook with your name and class schedule.
3. Leave detailed lesson plans for each class. Mention who your troublesome students might be and also any students who have special health concerns.
4. Leave your seating charts for each class.
5. Write down your procedures for using the pass to the bathroom, etc.
6. Leave information for your substitute about:
 - Where to find the restroom? Where to eat lunch?
 - Where to go on prep period?
 - Who to ask if he/she has a question?
 - Where to find the department chair?
 - Where to leave your keys/substitute notebook?
 - Where should work be left that students turn in?
 - Where to put extra copies of handouts?
7. Substitutes appreciate having an answer key to your lesson so they can help students with questions.
8. If your substitute is showing a movie, leave a student's name who can help the him/her with the audio-visual equipment.
9. Ask your substitute to leave you notes detailing what happened in each class.



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A Note from the Sub...

Date: _____

Dear _____

My day was: _____

These students were VERY helpful:

These students were absent:

These students were tardy:

Problems I had and what we did to resolve the problem:

This is what we did today:

Comments:



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Welcome Basket

What could you put into a mentee's Welcome Basket?

- Your phone number
- Gift certificate to a teacher store
- Sponge activities
- "Lunch on Me" coupon
- Welcome card
- Map of school and district
- List of staff names and room numbers
- School calendar
- School discipline policy
- Student handbook
- Cushion for chair
- Attendance policies
- Lunch count slips
- Sugar fix
- Subscription to professional magazine
- Phone numbers for local lunch delivery
- "Victory" journal
- Inspirational books or quotes
- Children's book
- Relaxation tapes
- Lotion
- Plant
- Bulletin board materials
- Lesson ideas
- Copy of grade level long-range plans for the year
- First aid kit from the health office
- List of good substitute teachers
- Motivational poster
- "Warm fuzzy"
- Invitation to visit your classroom
- Invitation to a staff social event



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THE CLERICAL STAFF MATCHING GAME!

- | | | |
|---------------------|---------------------|-------------------|
| A. Marilyn Monroe | F. Sally Field | K. Reba McEntire |
| B. Lisa Gibbons | G. Mariska Hargitay | L. Britney Spears |
| C. Jennifer Aniston | H. Janis Joplin | M. Queen Latifah |
| D. Katie Couric | I. Madonna | |
| E. Courteney Cox | J. Jessica Simpson | |

1. _____ She is our new registrar. She loves to play Bunko and spoil her dog, Calli.
2. _____ She is our Career Center Coordinator. She is the advisor for the dance team.
3. _____ She is our brand new librarian. Her son, Joel, is a student here at the school.
4. _____ She is our new clinical aide. She keeps all the band-aids locked up tight.
5. _____ She is our new school nurse. She has a daughter who goes to McQueen.
6. _____ She works in the library. Her son, Nick, is active in the school theater.
7. _____ She is our bookkeeper. She is very involved in helping the band. She loves Mickey Mouse and wild jewelry.
8. _____ She is our latest addition to the library staff. Her mom teaches foods and sewing at Sparks High. Her dad is the principal of North Valleys High School.
9. _____ She is the athletics' secretary. She arrives at school at 6 AM each day to walk the halls for exercise.
10. _____ She is the new counseling secretary. She decorates her desk for each holiday. At Halloween she decorated her desk with blood-thirsty rats.
11. _____ She is a part-time secretary in the main office. She works on attendance. She is quiet and unassuming.
12. _____ She is the main attendance secretary. She writes short stories in her spare time. You will give this person your paperwork if you need a sub.
13. _____ She is the discipline secretary. She is a runner.



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IDEAS FOR 2ND YEAR TEACHERS

- How to move across pay scale
- Department information on Administration building (Greenhouse map)
- Revisit classes for better understanding.
- Classroom observations/walkthroughs
- Input/discussions with other teachers
- Present topics on occasion.
- Let them know their voice is valuable in these meetings.
- On-site observations of administration/classified staff/counselors...then report back about what surprised them.
- Pair first- and second-year teachers.
- Veteran (non-mentors) sharing expertise
- Holiday crafts, activities to do, model, and take away from meeting
- Skits, role-playing
- Education Alliance Warehouse “field trip”
- Peer presentations
- “Content Buffet”: focused topic, bring your favorite / best idea, copies for everyone
- Copy box as an idea resource
- They present a successful idea to the group.
- Give them time-credit for the time spent preparing for their presentation.
- Have a brainstorming meeting and get their input about what to share with novices.
- Master’s Equivalency information
- Have them help with instruction of meetings.
- Book Clubs: Everyone reads the same book and presents a chapter to the group or participate in a discussion after reading.
- Professional portfolios
- Collect data from pre- and post tests. Discuss what to do with data.
- Reflection journaling
- Videos: Watch the same one and discuss it, or watch different ones and present them to the group.
- Idea bank
- Share professional articles.
- Have them check out websites that are subject-based and share findings.



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BOOKS RECOMMENDED FOR NEW TEACHERS

Assessment

Exploring Formative Assessment

Susan M. Brookhart
 ASCD, 2009 (Alexandria, VA)

Advancing Formative Assessment in Every Classroom

Connie M. Moss & Susan M. Brookhart
 ASCD, 2009 (Alexandria, VA)

Formative Assessment Strategies for Every Classroom-2nd Edition

Susan M. Brookhart
 ASCD, 2010 (Alexandria, VA)

Assessing 21st Century Skills

Laura Greenstein
 Corwin, 2012 (Thousand Oaks, CA)

Behavior Management

Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom

Jane Nelsen & Lynn Lott
 Three Rivers Press, 2013 (New York)

Classroom Management for Elementary Teachers

Carolyn M. Evertson & Edmund T. Emmer
 Pearson, 2016 (Boston, MA)

Getting Classroom Management Right in Secondary Schools

Carol M. Lieber
 Engaging Schools, 2009 (Cambridge, MA)

Discipline in the Secondary Classroom

Randall S. Sprick, Ph.D.
 Jossey-Bass, 2006 (San Francisco, CA)

The Classroom Management Book

H. Wong & R. Wong
 Harry Wong Publications, 2014 (Mountain View, CA)

Positive Behavior Support at the Tertiary Level

Laura A. Riffel
 Corwin, 2011 (Thousand Oaks, CA)

Conflict Resolution

Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them

Ross W. Greene Ph.D.
 Scribner, 2014 (New York)

Ready-to-Use Conflict-Resolution Activities for Elementary Students

Beth Teolis
 Jossey-Bass, 1998 (San Francisco, CA)

Conflict Resolution in the High School: 36 Lessons

Linda Lantieri & Carol Miller Lieber
 Education for Social Responsibility, 1998 (Cambridge, MA)

Inclusion

Including Students with Special Needs

M. Friend & W. Bursuck
 Allyn and Bacon, 1996 (Boston, MA)

How to Differentiate in Mixed-Ability Classrooms

Carol Ann Tomlinson
 ASCD, 2001 (Alexandria, VA)

Co-Teaching in the Differentiated Classroom

Melinda L. Fattig & Maureen T. Taylor
 Jossey-Bass, 2008 (San Francisco, CA)

Instruction

Teach Reflect Learn

Pete Hall & Alisa Simeral
 ASCD, 2015 (Alexandria, VA)

The Highly Engaged Classroom

Robert Marzano & Debra Pickering
 Marzano Research Lab, 2011 (Bloomington, IN)

Activators, Classroom Strategies for Engaging Students

Nicole Frazier & Donna Mehle
 Engaging Schools, 2013 (Cambridge, MA)



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RECOMMENDED BOOKS

101 “Answers” for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use

Annette L. Breaux
 Eye on Education, 2003

The Answers to Questions that Teachers Most Frequently Ask

Julie Wofford Anderson
 Corwin Press, 2001

The Best of Works 4 Me 2: Winning Tips from Classroom Teachers

NEA Professional Library, 2005

Bright Ideas: A Pocket Mentor for Beginning Teachers

Mary C. Clement
 NEA Professional Library, 2002

But High School Teaching is Different! Successful Strategies for New Secondary Teachers

Mary C. Clement
 NEA Professional Library, 2003

Classroom Assessment for Student Success

Richard J. Stiggins
 National Education Association, 1998

Classroom Management Simplified

Elizabeth Breaux
 Eye on Education, 2005

Classroom Record Keeping Made Simple: Tips for Time-Strapped Teachers

Diane Mierzwik
 Corwin Press, 2005

The Competent Classroom: Aligning High School Curriculum, Standards, and Assessment

NEA Professional Library, 2001

Conscious Classroom Management: Unlocking the Secrets of Great Teaching

Rick Smith
 Conscious Teaching Publications, 2004

Countdown to the First Day of School

Leo M. Schell and Paul R. Burden
 NEA Professional Library, 2000

Dealing with Difficult Parents (and With Parents in Difficult Situations)

Todd Whitaker and Douglas J. Fiore
 Eye on Education, 2001

Discipline Checklist: Advice from 60 Successful Teachers

Ken Kosier
 NEA Professional Library, 2002

The First Days of Class: A Practical Guide for the Beginning Teacher

Rebecca Lynn Wilke
 Corwin Press, 2003

The Frazzled Teacher’s Wellness Plan: A Five-Step Program for Reclaiming Time, Managing Stress, and Creating a Healthy Lifestyle

J. Allen Queen and Patsy S. Queen
 Corwin Press, 2004

How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy

Elaine K. McEwan
 Corwin Press, 2005

How to Survive and Thrive in the First Three Weeks of School

Elaine K. McEwan
 Corwin Press, 2006

Including Students with Disabilities in Assessments

Martha Thurlow and James Ysseldyke
 National Education Association, 2002

Inclusion Strategies that Work! Research-Based Methods for the Classroom

Toby J. Karten
 Corwin Press, 2005

Let’s Team Up: A Checklist for Paraeducators, Teachers, and Principals

Kent Gerlach
 NEA Professional Library, 2004

Making Your First Year a Success: A Secondary Teacher’s Survival Guide

Robert L. Wyatt III and J. Elaine White
 Corwin Press, 2002



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RECOMMENDED BOOKS

(Page 2)

Managing Conversations with Hostile Adults: Strategies for Teachers

Georgia J. Kosmoski and Dennis R. Pollack
 Corwin Press, 2001

Mentoring in Action: A Month-by-Month Curriculum for Mentors and Their New Teachers

Carol Pelletier
 Pearson Education, Inc., 2006

Mentoring New Special Education Teachers: A Guide for Mentors and Program Developers

Mary Lou Duffy and James Forgan
 Corwin Press, 2005

The Mentoring Year: A Step-by-Step Program for Professional Development

Susan Udelhofen and Kathy Larson
 Corwin Press, 2003

Motivating Students Who Don't Care: Successful Techniques for Education

Allen N. Mendler
 National Educational Service, 2000

Multiple Intelligences

National Education Association, 1996

Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers

Barbara A. Murray and Kenneth T. Murray
 NEA Professional Library, 2004

Professional Development for Mentors: A Facilitator's Guide for Induction Program Leaders

Wendy Baron and Jan White
 New Teacher Center @ UCSC, 2004

Real Teachers, Real Challenges, Real Solutions: 25 Ways to Handle the Challenges of the Classroom Effectively

Annette L. Breaux and Elizabeth Breaux
 Eye on Education, 2004

Standing in Your Shoes: A Checklist for Classroom and Substitute Teachers

Doug Provencio
 NEA Professional Library, 2003

Students Who Drive You Crazy: Succeeding with Resistant, Unmotivated, and Otherwise Difficult Young People

Jeffrey A. Kottler
 Corwin Press, 2002

Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers

Harriett Arnold
 Corwin Press, 2001

Succeeding with English Language Learners: A Guide for Beginning Teachers

Thomas S. C. Farrell
 Corwin Press, 2006

Teaching Effective Classroom Routines

Joe Witt, Lynn LaFleur, Gale Naquin & Donna Gilbertson
 Sopris West, 1993

Teaching Mathematics in the Block

Susan N. Gilkey and Carla H. Hunt
 Eye on Education, 1998

Time Strategies

National Education Association, 1994

Tips for Managing Your Classroom

Kay Burke
 Corwin Press, 2001

Tools for Teaching: Discipline, Instruction, Motivation

Fred Jones
 Fredric H. Jones & Associates, Inc., 2000

What Great Teachers Do Differently: 14 Things that Matter Most

Todd Whitaker
 Eye on Education, 2004

You Have to Go to School – You're the Teacher! 250 Classroom Management Strategies to Make Your Job Easier and More Fun

Renee Rosenblum-Lowden
 Corwin Press, 2000



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NOVICE TEACHER

Name (Please Print) _____

☐ Fall Semester

☐ Spring Semester

Needs Assessment Questionnaire for NOVICE Teachers

PART A

Please **choose** the response for each item that most nearly indicates **YOUR** level of **need for assistance** in the area described in the item.

LN = <u>Little or No Need</u>	SN = <u>Some Need</u>	MN = <u>Moderate Need</u>	HN = <u>High Need</u>	VHN = <u>Very High Need</u>
A. <u>LN</u> SN MN HN VHN	A. LN <u>SN</u> MN HN VHN	A. LN SN <u>MN</u> HN VHN	A. LN SN MN <u>HN</u> VHN	A. LN SN MN HN <u>VHN</u>
Finding out what is expected of me as a teacher LN SN MN HN VHN				
Communicating with the principal LN SN MN HN VHN				
Communicating with other teachers LN SN MN HN VHN				
Communicating with parents LN SN MN HN VHN				
Organizing and managing my classroom LN SN MN HN VHN				
Maintaining student discipline LN SN MN HN VHN				
Obtaining instructional resources and materials LN SN MN HN VHN				
Planning for instruction LN SN MN HN VHN				
Managing my time and work LN SN MN HN VHN				
Diagnosing student needs LN SN MN HN VHN				
Evaluating student progress LN SN MN HN VHN				
Motivating students LN SN MN HN VHN				
Assisting students with special needs LN SN MN HN VHN				
Dealing with individual differences among students LN SN MN HN VHN				
Understanding the curriculum LN SN MN HN VHN				
Completing administrative paperwork LN SN MN HN VHN				
Using a variety of teaching methods LN SN MN HN VHN				
Facilitating group discussions LN SN MN HN VHN				
Grouping for effective instruction LN SN MN HN VHN				
Administering standardized achievement tests LN SN MN HN VHN				
Understanding the school system's teacher evaluation process LN SN MN HN VHN				
Understanding my legal rights and responsibilities as a teacher LN SN MN HN VHN				
Dealing with stress LN SN MN HN VHN				
Dealing with union-related issues LN SN MN HN VHN				
Becoming aware of special services provided by the school district LN SN MN HN VHN				

PART B

List any professional needs you have as a novice that are not addressed by the preceding items:

Novice Teacher completes this Needs Assessment, keeps a copy, and gives original to Site Mentor(s).



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SPECIAL EDUCATION NOVICE TEACHER

 Name (Please Print)

☐ Fall Semester

☐ Spring Semester

Needs Assessment Questionnaire for Special Education NOVICE Teachers

Please choose the response for each item that most nearly indicates your level of need for assistance/support in the areas described below: .

LN = Little or No Need	SN = Some Need	MN = Moderate Need	HN = High Need	VHN = Very High Need
A. <input checked="" type="radio"/> LN SN MN HN VHN	A. LN <input checked="" type="radio"/> SN MN HN VHN	A. LN SN <input checked="" type="radio"/> MN HN VHN	A. LN SN MN <input checked="" type="radio"/> HN VHN	A. LN SN MN HN <input checked="" type="radio"/> VHN

Finding out what is expected of me as a teacher	LN	SN	MN	HN	VHN
Communicating with the principal	LN	SN	MN	HN	VHN
Assessing student progress	LN	SN	MN	HN	VHN
Making accommodations or modifications for students	LN	SN	MN	HN	VHN
Lesson planning (long or short term plans)	LN	SN	MN	HN	VHN
Writing goals and objectives	LN	SN	MN	HN	VHN
Writing IEPs / IEP Program	LN	SN	MN	HN	VHN
Completing paperwork related to district procedures	LN	SN	MN	HN	VHN
Setting up the classroom environment	LN	SN	MN	HN	VHN
Creating and/or enforcing classroom rules	LN	SN	MN	HN	VHN
Managing my time and work	LN	SN	MN	HN	VHN
Managing classroom instructional time or downtime	LN	SN	MN	HN	VHN
Locating and using grade-level expectations or state standards	LN	SN	MN	HN	VHN
Obtaining instructional resources and materials	LN	SN	MN	HN	VHN
Understanding testing materials and procedures	LN	SN	MN	HN	VHN
Ideas for teaching specific lessons	LN	SN	MN	HN	VHN
Organizing student papers and records	LN	SN	MN	HN	VHN
Motivating students	LN	SN	MN	HN	VHN
Working with paraprofessionals	LN	SN	MN	HN	VHN
Working with parents	LN	SN	MN	HN	VHN
Collaborating with general education teachers	LN	SN	MN	HN	VHN
RTI.....	LN	SN	MN	HN	VHN
Navigating the CSI Site.....	LN	SN	MN	HN	VHN
Administering standardized achievement tests.....	LN	SN	MN	HN	VHN
Understanding the school system's teacher evaluation process.....	LN	SN	MN	HN	VHN

List any professional needs you have as a Special Education teacher that are not addressed by the preceding items:

Novice Teacher completes this Needs Assessment, keeps a copy, and gives original to Site Mentor(s).



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TIPS FOR NOVICE TEACHERS

Tips For Novice Teachers

Compiled by the Washoe County School District

- ♥ Post **Rules** with Signature of Students and **Stick to Them**
- ♥ Send Letter Home: Discipline Rules and Plan to Be Signed by Parents & Student
- ♥ Send Home a Letter of Greeting with Rewards, Policy, Consequences and Philosophy and Have Students Return It Signed
- ♥ Use Name Tags
- ♥ Make Contact with Parents
- ♥ Make Room Bright & Colorful
- ♥ Obtain an Old Yearbook to Check Out Faculty
- ♥ Lesson Plans — More is Better, but Be Flexible
- ♥ Try Out Activities Ahead of Time
- ♥ Act Confident
- ♥ Know the Schedule: Start & Stop Time, Recess, Lunch

- ♥ SMILE
- ♥ Schmooze the Secretary & Custodian
- ♥ Make Bathroom Passes
- ♥ Keep Running Tab of What You Are Spending for Taxes & Personal Budget Control
- ♥ Always Have a Plan B (C, D, E & F)
- ♥ Plan Ahead & Extra Activities for Lessons That Run Short
- ♥ Don't Be Afraid to Ask for Help
- ♥ Mingle — Get Out of Your Room — Avoid Cliques
- ♥ Do a School Tour with Your Class
- ♥ Go Home — Set a Limit of How Late You Will Stay
- ♥ You Don't Have to Do Everything, Every Day
- ♥ Know that You Won't Get Everything Done
- ♥ Practice Routines (Lines, Fire Drills)
- ♥ Take Time to Build Your Community
- ♥ Scrounge, Beg, Borrow (Return What You Borrow)
- ♥ Visit the Education Alliance Warehouse
- ♥ Know How Your Students Get to and from School (Medical Information, Lunch Status)



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TIPS FOR NOVICE TEACHERS

Tips For Novice Teachers (*Continued*)

Compiled by the Washoe County School District

- ♥ Teach and Re-Teach Rules and Procedures
- ♥ Always Over-Plan Your Day
- ♥ Get Plenty of Rest at Night — Teaching is Tiring!
- ♥ Don't Be Afraid to Ask for Help
- ♥ Read the Faculty Handbook
- ♥ It's OK to Use Other Teachers' Ideas!
- ♥ Make and Keep a Seating Chart
- ♥ Learn Every Student's Name ASAP
- ♥ Prioritize — At School & At Home
- ♥ Get All Materials Ready for a Lesson Ahead of Time
- ♥ Keep a Sense of Humor & Have Fun

- ♥ Introduce and Practice Class Rules
- ♥ Really Talk with Students
- ♥ Insert Humor
- ♥ Take Your Vitamins, Bring Aspirin
- ♥ Get Out of Your Classroom at Lunch Time
- ♥ Have a Back-Up Plan
- ♥ Be Flexible
- ♥ Know When and Who to Ask for Help
- ♥ Have Some Fun
- ♥ Use Name Tags (Where Applicable)
- ♥ Be Sure Everyone has Access to "Stuff" (e.g. scissors, pencils, etc.)
- ♥ Prepare and Have Available Student Supply List
- ♥ Introduce Yourself to Parents Through Letter, Phone Call, etc.
- ♥ Remember, There are ONLY 179 Days Left

- ♥ Have an Activity for Them to Do When They Come In
- ♥ Need to Know the Following Procedures: Line-Up, Entering Building, Bathroom, Drinks, Sharpening Pencils, Using Manipulatives, Attendance, Lunch Count, Hall Passes
- ♥ Teach Rules & Consequences
- ♥ Set-Up Grade Book: Addresses, Birth Date, Parent's Name, Phone Numbers, Legal Names vs. Nicknames
- ♥ Plan More Than You Need
- ♥ For Primary Students — Keep Snacks
- ♥ Don't Expect Them to Sit for Long Periods
- ♥ Health Issues: Medications? Allergies?



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Tips for Novice Special Education Teachers

Compiled by the Washoe County School District Special Education Teachers

- Remember, IEPs are supposed to be a pleasant experience! Chocolate helps!
- Get to know the General Education teachers.
- You cannot do everything at once. Try and create one extra project each week.
- Don't take it personally!
- Give your aides and assistants specific tasks that they are good at. It helps the flow of the class.
- Begin immediately with scheduling!
- Enjoy your students and take deep breaths frequently.
- Find humor in every day!
- Always think ahead!
- Don't be afraid to ask questions!
- You have a life outside of the classroom.
- Make a list of tasks that need to be completed each day to help keep organized.
- Access your resources!
- Form friendships with other Special Education personnel.
- Take time for yourself!
- Laugh with your students.
- Keep a supply of chocolate in your desk drawer. You will need it!
- Read and re-read the IEPs for your students.
- Write a letter of introduction to the parents. Assure them you are there for them.
- Take advantage of attending workshops when offered.
- Take your lunch! Don't skip it!
- Engaging lessons = great behavior management.
- Structure the learning environment (classroom).
- Get behaviors under control by first teaching procedures.
- Prioritize!
- Learn where the school calendar is, how to distribute information, the discipline plan, and where the supply area is.
- Pick your battles!
- Collect data, lots of it.
- Tomorrow is another day!

FOUNDATIONS OF MENTORING



FREE Class
One Inservice Credit

This is an introductory course for teachers with three years of teaching experience who would like to learn the fundamentals of mentoring a novice teacher and/or student interns. It is also an excellent refresher course for trained Mentor teachers.

WHEN?

Fall and spring
See web site
for details.

WHERE?

1150 Matley
Lane

WHY?

To become a
trained lead
teacher or a
mentor in the
WCSD Mentor
Teacher Program

To enroll go to:
MyPGS: Professional Learning

Mentor Teacher Program

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THE JOB OF A MENTOR TEACHER

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Many of these responsibilities can be done through conversation; others are appropriate for seminar topics.

BUILDING TOUR:

School layout and location of:

- ☐ Washroom
- ☐ Lounge/Workroom (production room)
- ☐ Office/Secretaries
- ☐ Supply Room
- ☐ Learning Center and AV Equipment
- ☐ Custodian
- ☐ Bus Entrance and Teacher Parking
- ☐ Student Files/Records
- ☐ Lunch Room
- ☐ Offices/Rooms of School Specialists

TOUR OF OTHER IMPORTANT PLACES:

School layout and location of:

- ☐ WCSD Administration Building
- ☐ 1150 Matley Lane (home of the Inservice Department, Mentor Teacher Program, and New Teacher Academy)
- ☐ Education Alliance Teachers Warehouse (380 Edison Way, Reno)

CURRICULUM:

- ☐ Curriculum maps, teacher manuals, standards
- ☐ Supplemental materials and textbooks
- ☐ Lesson plan, unit planning procedures, expectations
- ☐ Teaching teams or shared responsibilities
- ☐ Grading procedures and attendance for day-to-day records
- ☐ A plan for the first week's lessons

ACCESS TO RESOURCES:

- ☐ Classroom and teaching supply requisitions, budget process
- ☐ Audio-video equipment requests
- ☐ Computer access for teacher, student use
- ☐ Building activity funds (and saving receipts)
- ☐ Shared equipment and material (with other staff)
- ☐ Textbooks, supplemental materials

ORGANIZING THE CLASSROOM:

- ☐ Options for room arrangement and effect on teaching and learning
- ☐ Traffic patterns; storage of and access to materials
- ☐ Student access to texts, equipment and teaching centers



Tasks of Mentor Teachers (continued)

STUDENT DISCIPLINE:

- ☐ Behavior expectations for hallway, lunch, washroom, playground, Learning Center
- ☐ Establishing and maintaining classroom behavior/expectations
- ☐ Discipline procedures; classroom rules/consequences
- ☐ Consequences for behavior problems: Parent? Referral? Detention?
- ☐ Expected staff supervision outside the classroom

BUILDING PROCEDURES:

- ☐ Hours for teachers, building use at other times (alarms)
- ☐ Extra duties – bus, clubs, activities, chaperoning
- ☐ Attendance/lunch count
- ☐ Movement of students, entry/exit from building, washrooms, lunch, recess
- ☐ Student and teacher “dress code”
- ☐ Fire/lockdowns, earthquake drills
- ☐ Lunch supervision, eating arrangements
- ☐ Homework, testing policies
- ☐ Student accidents, emergencies
- ☐ Pull-out programs and the need for flexibility
- ☐ Field trips

PERSONAL AND PROFESSIONAL TOPICS, DECISIONS AND PROCEDURES

- ☐ Calling in sick and personal or professional days (AESOP)
- ☐ Importance of attending meetings that explain expectations and changes
- ☐ Explain mentor’s class schedule and availability. Are calls at mentor’s home OK?
- ☐ Faculty meeting, timing and schedule for meetings
- ☐ School calendar for the year including end of quarter, holidays, assemblies
- ☐ Mid-quarter progress report procedures
- ☐ Report card process and deadlines
- ☐ Parent-teacher conferences
- ☐ Professional staff evaluation process
- ☐ Parental correspondence/documentation

HELPING STUDENTS WITH SPECIAL NEEDS

- ☐ Staffings or placement procedures (IEP’s, 504’s)
- ☐ Cumulative records and the issue of confidentiality
- ☐ Introduction to support staff – gifted, reading, ESL, LD/BD, speech, social worker, psychologist, nurse, guidance counselor
- ☐ Suggestions for working with special needs students/classroom modifications

My First Days of Teaching

My thoughts before school began ~

What I wore the first day ~

The person who helped me the most ~

A memorable moment ~

What I would do the same next year ~

What I was grateful for ~

My biggest laugh in the classroom was when ~

My biggest teaching breakthrough was ~

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Making the Most of Mentoring Relationships

Given that we cannot possibly learn all we need to know about the act of teaching during preservice education, learning during the induction period must continue at an intensive level. Careful selection of mentors is an essential component of designing productive mentoring relationships. Whether you are identifying your own mentor, or deciding whether to become one yourself, include the following criteria in assessing the appropriateness of the choice. A teacher teaching a new grade level or a new subject area may need a mentor just as much as a beginning teacher.

Mentor teachers should exhibit excellence in classroom teaching by:

- Demonstrating strong content knowledge
- Having and using a wide repertoire of teaching strategies
- Using a wide range of assessment tools
- Being willing to give special attention to students who need remedial or compensatory help as well as to students who need enrichment
- Demonstrating success in facilitating high student performance and achievement

Additional attributes of successful mentors include:

- A history of collegial interactions or an expressed desire to collaborate with other educators in purposeful ways
- An appreciation for, and skills for working with, a variety of teaching and learning styles
- Assignment to same subject level / grade level
- Commitment to own personal growth
- Willingness to be reflective about own teaching decisions
- Strong communication skills
- Knowledge of adult learning theory
- Capacity to match interactions and responses to knowledge, skills, and trust level of mentee

Interactions between a new staff member and the mentor depend on the needs of the new staff member and the purposefulness of the district in promoting collegiality as a value of the district. If collegiality is a value of the district, then the frequency, intensity, and quality of the interactions between mentor and new staff member should clearly demonstrate that value.

Potentially Helpful Mentor Actions

- Introduce the beginning teacher to members of the administrative staff, teachers, and other school employees.
- Go over all school routines, rules, and policies...especially the unwritten ones!
- Take the new teacher on a tour of the school grounds...and even of the school attendance zone.
- Escort and sit with the new colleague at faculty meetings and staff development opportunities.
- Remember to include the new staff member in informal social gatherings...whether in the lounge or outside of school.
- Observe the new teacher and give feedback as appropriate.
- Encourage the new teacher to observe other teachers who teach the same subject / grade and/or the same students.
- Teach a demonstration lesson or co-teach in the new teacher's classroom.
- Involve the new teacher in co-curricular activities.
- Help the new staff member recognize and appreciate the knowledge and expertise he / she brings to the profession.
- Guide the new teacher through state and district standards; share time-proven lessons and assessments which are efficient and effective in moving students toward meeting the standards.
- Assist the new teacher with identifying a wide variety of materials and resources appropriate for the content and the students.
- Inform the new staff member of how to obtain audio-visual equipment and supplies as well as how to obtain all other supplies.
- Coach the new colleague in how teachers collaborate around special needs students, whether it be in an inclusion model or a pullout model.
- Explain the system's teacher supervision and evaluation system and go over the criteria for teaching performance used in the district.
- Hold regularly scheduled meetings / conferences...daily, at first, and then weekly.



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Mentor Teacher Profile

Full Name
 (Please Print) _____
 Last First

School
 Location _____

Teaching
 Profile _____
 Grade Level Years of Teaching

 Subject Area

WCSD
 Experience _____
 # of years in district Years at present school

Please initial one line below:

_____ I want to receive inservice credit for mentoring

_____ I do not want to receive inservice credit for mentoring
 (Please note: Contact Logs must still be submitted)

MENTOR TEACHER APPLICATION

A mentor teacher is a person who is willing to provide ongoing support and assistance to a novice teacher.

Mentor Requirements

- Three years of successful teaching in the Washoe County School District
- Effective classroom management
- Excellent interpersonal skills
- *Foundations of Mentoring* completed
- Commitment to attend further training such as *Observation and Feedback*
- Weekly meetings with novice teacher
- Completion of Fall and Spring Contact Logs (**even if not receiving credit**)

Why are you interested in becoming a mentor?

Name of teacher(s) you will be mentoring

What characteristics do you possess that will enable you to help a novice teacher?

TEACHER

I understand and accept the requirements and criteria of the Mentor Teacher program. I agree to abide by the program guidelines and will assist a novice teacher for the full school year. I further understand that final selection and assignment is based upon current district needs and recommendations.

 Signature

 Date

PRINCIPAL

I have reviewed this application and support this teacher's request to become a mentor. I understand that the mentor/novice relationship is a confidential one. I will notify the Mentor Teacher Program Administrator if I have any questions or concerns.

 Signature

 Date

Please return completed form to your Site Facilitator (if applicable) or to the Mentor Teacher Program at 380 Edison Way.



Mentor Teacher Program

Washoe County School District
Curriculum & Instruction
380 Edison Way
www.washoeschools.net/mentorteach

COMMUNICATION STATEMENT

Communication among mentors, new teachers and administrators is essential for the growth and development of novice teachers. It is the mentor's responsibility to help the novice teacher meet the expectations of the principal related to the four domains of teaching. Therefore, it is important that the mentor and administrator be "on the same page" with and for the novice teacher.

Mentors have a non-evaluative, confidential relationship with the novice teachers, which is built on trust. In order to maintain that trust, mentors do not discuss their mentee's teaching performance with anyone, including school and district administrators, except under the following conditions:

1. Mentor teachers will be able to discuss, with the mentee's permission and in the presence of the mentee, non-evaluative aspects of their mentee's performance with administrators or other mentors who may be designated as resources for the new teacher. For example, a mentor teacher and mentee might meet with the principal to discuss the principal's overall expectations of the novice teacher. The mentor teacher may not be present during the mentee's evaluations.
2. Mentors, with the mentee's knowledge and permission, may discuss the mentee's teaching performance with resource professionals whose job it is to help teachers. For example, if the novice needs help in designing hands-on science lessons, the mentor may contact the district's Science Coordinator for assistance.
3. Mentors, with the mentee's knowledge and with or without permission, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgment, the health or physical safety of the students is at risk.
4. If the mentor, mentee or administrator believes that confidentiality has been broken, that person will contact the Induction and Mentoring Administrator for assistance in resolving the situation.

Mentor Teacher Name (Please Print)

Novice Teacher Name (Please Print)

Mentor Teacher Signature

Novice Teacher Signature

Site Facilitator Signature

Date

School

Please send a copy to the Mentor Teacher Program, 380 Edison Way.

Note: The term "mentor" includes Site Mentors, Special Ed Mentors and Site Facilitators.



Mentor Teacher Program

Washoe County School District
Curriculum & Instruction
380 Edison Way
www.washoeschools.net/mentorteach

Dear Mentor Teacher,

Congratulations! You have been selected to be a Mentor Teacher! Being a Mentor Teacher is one of the most rewarding positions you can choose. It means you will be making a difference in the lives of novice teachers and their students. As you assist a novice teacher, you will be growing professionally too.

Enclosed you will find the "Mentor Teacher Program" Welcome Packet. It contains forms to be completed, as well as information that will be useful to you as you perform your mentoring duties.

Please complete the *Site Mentor Application*, and then sit down with your novice teacher and complete and sign the *Communications Statement*. Both forms should be given to your Site Facilitator. If your school does not have a Site Facilitator, please send the completed forms directly to the Mentor Teacher Program, 1150 Matley Lane, Suite 201, as soon as possible but no later than September 1.

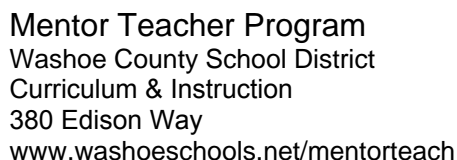
Throughout the semester, you should record the interactions you have with your novice teacher on the enclosed Contact Logs. Contact Logs should be returned to the Mentor Teacher Program by **December 1 and April 15**.

You will receive one inservice credit as compensation for your duties as a Mentor Teacher. You may mentor more than one new teacher, but you can only earn a maximum of two inservice credits.

The continual success of the Mentor Teacher Program would not be possible without teachers like you. Thank you for your participation.

Sincerely,

Carol E. Gebhardt
Professional Learning Specialist



To be completed by the Mentor each semester.
Return this form by **December 1** and **April 15**

Site Facilitator: Please initial here _____ acknowledging that you have reviewed this Contact Log. If it does not list approximately 7.5 hours of contact per semester, please return to the Site Mentor for additional information.

New Teacher Information

Name (Please Print)
School

Name (Please Print)
New Teacher Signature

Page 1 of 1



INDUCTION and MENTORING PROGRAM

Washoe County School District
www.washoeschools.net/mentorteach

Request for Exemption

PLEASE NOTE THAT ARL TEACHERS MAY NOT BE EXEMPTED FROM ANY PART OF THE NEW TEACHER ACADEMY PROGRAM

Please check ALL items for which you are requesting an exemption and include a rationale for each

NOVICE TEACHER SEMINAR	
<input type="checkbox"/> Novice On-Site Seminar	OR <input type="checkbox"/> Novice Regional Seminar K-12 (online)
Rationale for Exemption:	
NEW TEACHER ACADEMY - YEAR 1	
<u>First-Year teachers must complete one required course</u>	
<input type="checkbox"/> One Class – Required for all newly hired novice teachers in Year 1	
Rationale for Exemption:	
NEW TEACHER ACADEMY – YEAR 2	
<u>Second-Year teachers must complete two required courses.</u>	
<input type="checkbox"/> Requesting an exemption from ONE of the 2 nd Year required classes	
<input type="checkbox"/> Requesting an exemption from BOTH of the 2 nd Year required classes	
Rationale for Exemption:	

Teacher Name (please print) _____ School: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Mentor Teacher Program Administrator: _____ Date: _____

Please return completed form to Curriculum & Instruction at 380 Edison Way.
 For information, contact Carol Gebhardt at cgebhardt@washoeschools.net.
 For course information and enrollment, go to www.washoe.truenorthlogic.com.
 Once approved, a signed copy of this Exemption Form will be returned to you.