



Texas Beginning Educator Support System

Handbook for Beginning Teachers and Support Team Members



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**Texas Beginning Educators Support System
(TxBESS)
Handbook for Beginning Teachers and
Support Team Members**

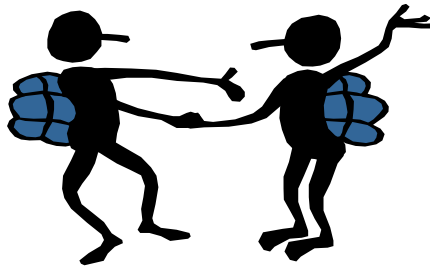
The Texas Beginning Educator Support system (TxBESS) project is a Region 10 Education Service Center partnership with several school districts, teacher preparation entities, the State Board of Educator Certification and the Texas Workforce Commission. Two local workforce areas, specifically, the Texoma Workforce Development board and the Worksource for Dallas County are also partners. The TxBESS project is focused on increasing the retention rate of early career teachers in Texas. The partnership endeavors to create school cultures that welcome, encourage, and assist beginning educators. Goals for the partnership include providing each new educator with a local support team, providing each team member with training in mentoring and coaching, and administering the TxBESS Activity Profile (TAP). The TAP is a vehicle for providing formative feedback and reflective thinking opportunities for the beginning teacher. The partnership is committed to providing two years of support for beginning educators that includes mentoring, professional development opportunities and access to resources and materials.

This handbook is a compilation of information and resources that have proven helpful to novice educators as well as to support team members. Principals, mentors, central office personnel as well as beginning educators will find many helpful ideas. Districts and campuses are encouraged to select sections from this document in order to construct a locally created handbook. Campuses and districts will add specific pages that address local goals for support and retention of beginning educators.

This handbook, compiled by Region 10 TxBESS consultants, is for the support of beginning educators. Please contact Angela Gutierrez at 972-348-1518 or email gutierrez@esc10.ednet10.net for additional information.



Texas Beginning Educator Support System



Mentor's Handbook



Texas Beginning Educator Support System

Mentor Handbook

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Mentoring New Teachers

“Life’s greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one’s own life.”

Martin Haberman, 1995

Goals for Beginning Teachers for the First Days of School

When establishing your classroom expectations, remember that the goal is to help students become more responsible. The intent for administering rules and procedures is to help students learn appropriate and productive life skills within a comfortable environment. Also, keep in mind that your responsibility goes beyond content information. Teaching and developing student behaviors conducive to learning is a critical part of your job as a teacher.

The activities of the first days of school (examples listed below) should lead to some specific goals. These goals might fit into three categories:

- A. The teacher getting to know the students**
- B. The students getting to know the teacher and each other**
- C. Classroom organization and management**

Teacher getting to know the students

- Review and diagnostic activities, both formal (testing) and informal
- Maintain a whole-group focus on instruction and review
- Monitor student activities, both academic and social
- Actively engage all students in learning activities

Students getting to know the teacher and each other

- Teacher greets students, demonstrates personal interest
- Students introduce themselves to each other
- Design activities to make students feel unique and successful. Keep activities simple but meaningful. Hands-on activities resulting in a product or a sense of productivity are beneficial.
- Establish an accepting climate
- Student self-assessment activities

Classroom organization and management

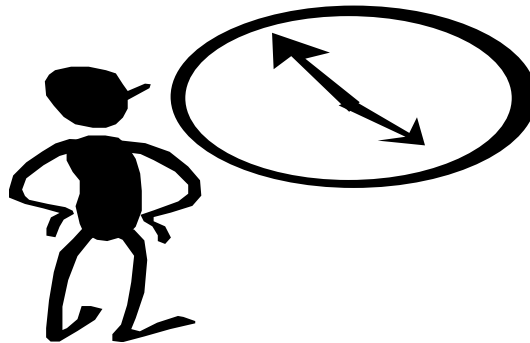
- Acquaint students with room and materials they will use (supplies, texts, building)
- Teach appropriate behavior, rules, procedures, consequences, attention signals
- Explain homework
- Demonstrate that teacher is well-prepared and purposeful
- Provide an overview of curriculum to be studied
- Preview curriculum as motivational device



Expectations for Commitment of Time

YEAR 1

Texas Beginning Educator Support System (TxBESS)	
Activity Profile Training (summer/fall)	24 hours
Focus Groups/Networking Meetings (throughout the year)	6 hours
Observation/Reflection (early fall)	4 hours
Meet prior to the first day of school to plan the first day and first week	3 hours
Maintain daily contact for the first two weeks of school	
Meet twice weekly through the first semester	
Meet weekly for the remainder of the school year	



YEAR 2

Orientation/Update	1 hour
Capacity Building Activity-Cognitive Coaching (summer)	12 hours
Focus Groups/Networking Meetings (throughout the year)	6 hours
Observation/Reflection	2 hours
Meet prior to the first day of school to plan	2 hours
Meet weekly through the first semester	
Meet monthly for the remainder of the school year	

Mentor Teacher Application

A mentor teacher is willing to provide on-going support and assistance to the beginning teacher to whom he/she has been assigned. Please complete the Mentoring Skills Checklist in order to identify areas of strength, read the program description, review the attached Mentor Roles and Responsibilities and Expectations for Commitment of Time lists, and submit this completed form. Mentor teachers understand that they must be willing to attend an orientation session, complete mentor professional development activities/sessions, attend a variety of beginning teacher/mentoring activities, and be available to help the beginning teacher throughout a two-year period of time.

Signing this application, signifies that you understand the criteria of the program, attest that you qualify as a mentor, agree to attend the staff development sessions to further develop your skills as a mentor, and agree that you will support and assist a beginning teacher.

Name

Campus

Grade level/subject area(s)

Social Security Number

Years experience: Teaching _____ District _____ Campus _____ As a mentor _____

Provide a brief answer (print or type) to the following questions/statement. You may use an additional page for the answers but use no more than one page and be sure to include your name at the top of the page.

Why are you interested in becoming a mentor?

What characteristics do you possess that will enable you to support a beginning teacher?

Refer to the “Should I Be a Mentor? Checklist” and give examples from your work that demonstrate your areas of strength.

Signature

Date

TEAMWORK

Mentor Professional Commitment Contract

As a team member of the Beginning Teacher Support/ Induction Program each participant should be willing to sign and commit to the following:

I commit myself to full and active participation in the Beginning Teacher Support/Induction Program. I commit to fulfill my role to promote the success of the program.

I commit myself to professionalism at all times. I will exhibit commitment to my own personal and professional growth. I commit to quality teaching and learning and excellence in our schools.

I commit myself to full and active mentorship of a beginning teacher, and seek the best education for all learners.

I commit to the belief that all children can learn.

I commit to the understanding that this program is developmental and focuses on continual improvement. I will contribute information when I can that might help to improve the program.

Signature

Date

Research Related to Mentoring

Veenman's Most Frequently Perceived Problems of Beginning Teachers

<u>Rank Order</u>	<u>Problems</u>	<u>Frequency</u> (N=91 studies)
1	classroom management	77
2	motivation of students	48
3	dealing with individual differences	43
4	assessing students' work	31
4	relations with parents	31
6	organization of classwork	27
6	insufficient materials/supplies	27
8	dealing with problems of individual students	26

from: Veenman, S. Perceived problems of beginning teachers. *Review of Educational Research*, 1984, 54 (2).

Common Initial Anxieties Experienced by Beginning Teachers

1. Does my mentor really want that role?
2. What will my mentor expect of me?
3. What standards does my mentor maintain? Will I measure up to those standards?
4. What are my mentor's special interests, personality characteristics, likes and dislikes?
5. What should I do when I make a mistake?
6. What should I do in the classroom if my material has been covered and there is extra time?
7. Will I be required to turn in my lesson plans and who will evaluate them?
8. When is the best time to ask my mentor questions?
9. How often will my mentor and I be able to plan or problem solve together?

L. Huling-Ausitn, S.O'Dell, P. Yacher, R.S. Kay and R.A Edelfelt. (Eds), Assisting the Beginning Teacher Reston, VA: Association of Teacher Educators.

Mentor Characteristics



Teacher (Model)

- **Demonstrates excellence in teaching**
- Shows enthusiasm and commitment to teaching profession
- Has confidence in own teaching ability
- Has the ability to be reflective
- Is an active learner/open to new ideas
- Focuses on improving student learning
- Facilitates learner-centered environment

Coach (Collaborative)

- **Willing to facilitate planning, reflecting, and problem solving**
- Willing to team teach as co-learners
- Able to collect data for feedback

Communicator (Effective Interpersonal Skills)

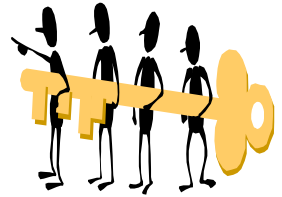
- **Accepts diverse learning and teaching styles**
- Sensitive to viewpoints of others
- Willing to listen
- Encourages
- Provides emotional support
- Values confidentiality
- Supports and understands beginning teacher's position

Mentor Qualifications



- Has 3-5 years experience
- **Is proficient (or above) on teacher performance rating**
- Allocates time to plan, reflect, observe, etc.
- Shares similar assignments/grade level/subjects
- Volunteers/willing to participate in selection process
- Is certified to teach (holds valid credentials)
- Is employed as a classroom teacher
- Is selected/approved by district process

Mentor Roles and Responsibilities

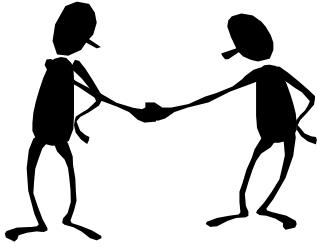


Facilitator of Networking Opportunities

- Meets regularly with beginning teacher over a two year period
 - Develops, implements, revises action plan
 - Maintains daily contact for the first two weeks of school
 - Meets twice weekly through the first semester
 - Meets weekly for the remainder of the school year
 - Arranges release time/substitutes
- Maintains confidentiality
- Attends professional development activities to enhance mentoring skills
 - Mentoring
 - Beginning teacher development
 - Cognitive Coaching seminars
 - Book Studies
 - Adult learners
 - Networking meetings
- Provides professional assistance
 - Classroom management
 - Teaching methodology
 - Instructional strategies
 - Learning styles
 - District information
 - Curriculum and assessment
 - Appraisal system
 - Time management
 - Parents/communication
 - Texas Beginning Educator Support System (TxBESS) Activity Profile case study

Facilitator of Reflection Opportunities

- Participates in joint planning with beginning teacher, class observations/data collection, models instructional practices, team teaches, and facilitates reflective conversations
- Utilizes knowledge of formative assessments (TxBESS Activity Profile, etc.)
- Facilitates professional growth of beginning teachers
 - Attends focus/networking groups
 - Develops reflective practices (feedback conversations, journals, etc.)
- Maintains communication with district/regional coordinators
 - Creates communication logs
 - Utilizes e-mail
 - Participates in videoconference networking sessions



MENTORING APPROACHES

*From How to Mentor in the Midst of Change
by Cheryl Sullivan, ASCD Publishers*

What?

Some of the surface aspects of mentoring approaches can be delineated. These may include orientation, getting-acquainted workshops, and other formal structures. However, highlights from research on mentoring show that successful mentors “take a personal interest in their protégés’ ideas, and help them gain self-confidence”.

The key to a successful approach to mentoring is to show sincere caring and to foster rapport. Establishing a sense of commitment to the individual and to the relationship may come through discussions, shared projects, or some other joint ventures.

Consider:

- *How can I show that I care about another person?*
- *Which of the opportunities (projects, discussions) available would be best to share in forging a mentoring relationship.*
- *How will I avoid filling time with trivial activities that do not provide the foundation for mentoring?*

When and Where?

The logistics of mentoring need to fit with other aspects of personal and professional life. The job must synchronize with the individual and should begin when the mentor is fit mentally, experientially, physically, and emotionally.

The timing question in mentoring is a matter of internal as well as external clocks and calendars. In the largest sense of the question “When?”, the mentoring relationship should come at a career time that is right for both people.

In anticipating time factors, it is important that both mentor and protégé protect some on-the-job time for needed dialogue. Some encounters can and should be preplanned, but “as needed” sessions for sharing and problem solving should also be included.

Mentoring is not a staged act that has an unchanging set. It needs one-on-one settings at times—but the relationship and exchanges may also occur in the context of larger meetings and informal gatherings.

Consider:

- *Where in my current schedule do I need to make adjustments for being a mentor?*
- *How can my protégé and I indicate that a “sharing or problem solving” session should take place?*

As you become a better mentor...

- *Which approach will you favor...
formal?
informal?*
- *What will you emphasize within your chosen approach?*

Checklist For Mentors

What Mentors need to discuss with Mentees before or soon after the school year begins...

- Review the school handbook
- Explain your role as a mentor; ask what expectations the mentee has
- Teachers' hours
- Allotted funds for supplies and requisition procedures
- Supply room (open or restricted)
- Curriculum guides and teachers' manuals
- Library procedures for checking out equipment
- How to get help from the custodian
- How to check out textbooks and complete textbook cards/forms
- How to get and stay in control; the importance of preparation/organization/setting the tone early
- Community culture (what makes up our community, i.e. people, businesses, socio-economic backgrounds)
- Share grade level or team expectations (thematic units, pretests, reading inventories, scope and sequence, etc.)
- Resources available through Region 10 and location of materials catalogs
- Parent communication; available forms, when and how often to contact
- Document, document, document!

Help your Mentee locate...

- Office
- Teachers' lounge
- Supply rooms
- Cafeteria
- Faculty restrooms
- Custodian's room
- Library
- Nurse's office
- Portables and all areas of school
- Content Mastery room
- Computer lab

Assist Mentee in knowing the organization of the school...

- Bell schedule (if applicable)
- Procedures and requirements for safety drills
- Methods for checking attendance/taking lunch count
- Hall or other duties
- Printed forms used: hall passes, nurse passes, discipline referral slips

Advise Mentee of other procedures...

- Procedures for getting a substitute
- Library services
- Counseling services (for students)
- How to access adequate number of desks
- How to requisition textbooks
- Lesson plan format and policy
- Teacher mailboxes
- Keys to the building and classrooms
- Grading policy
- Permanent files location
- How to work copiers, laminating, etc
- Unwritten rules! (For example: Do not make appointments after school on meeting days. Do not send a student to the office without a pass from the teacher.)

Planning for the First Day...

- Seating arrangements
- Rules and procedures
- Lesson plans for the first week (share examples)
- Setting the tone
- CONFIDENCE

Introduction to staff...

Be sure the mentee knows and is introduced to staff members: principals, teachers, secretaries, custodians, counselors, librarian, resource teachers, coaches, cafeteria staff.

Quotes to ponder

Care enough to share enough to let others become what they can be.

Communication is a process of sharing experience until it becomes a common possession. It modifies the disposition of both parties who partake in it.



MENTOR'S CATEGORIES OF SUPPORT CHECKLIST

1. **INSTRUCTIONAL**: Giving information about teaching strategies, the instructional process, or content.

- ❑ Talk about curriculum guides, Texas Essential Knowledge and Skills (TEKS), and teachers' manuals. Discuss general instructional goals and Texas Assessment of Knowledge and Skills (TAKS) connections.
- ❑ Share expertise on planning:
 - 1) Find out how you can be the most helpful in the area of planning
 - 2) Team up before school begins and schedule regular times for planning
 - 3) Discuss goals for the year or semester and objectives for units or lessons
 - 4) Share catalogs for ordering instructional materials and equipment
 - 5) Show how you organize your planning for the year, semester, week, and day
 - 6) Talk about how and where to anticipate students' errors and misconceptions
 - 7) Collaborate on a special unit of instruction or a project
 - 8) Work together to design a new lab or learning centers
 - 9) Share syllabi, units of study, or lessons that have worked well for you
 - 10) Offer to share your computer software or show where other software can be found
- ❑ Explain the expectations of subject/grade level teams regarding tests, discipline, duty schedule, interdisciplinary units, reading inventories, scope and sequence, etc.
- ❑ Help mentee acquire strategies to address TEKS content and TAKS objectives.
- ❑ Suggest lessons/activities/enrichments that can be used in the classroom to reinforce learning.
- ❑ Provide suggestions, methods, and rationales for addressing learners' needs:
 - 1) evaluating student success
 - 2) modifying activities to address specific individual needs
 - 3) using manipulative material
 - 4) motivating students
 - 5) increasing student attention/participation
- ❑ Provide scope and sequence of topics that must be learned during the school year.
- ❑ Discuss times for observing each other teaching.
- ❑ Offer to demonstrate lessons or labs – live or on videotape.
- ❑ Offer to prepare to videotape lessons or classes and offer to provide feedback.



2. **SYSTEM**: Giving information related to procedures and guidelines of the school and/or school district.

- ❑ Review the school handbook.
- ❑ Explain teachers' hours.
- ❑ Explain the process for accessing funds for supplies/materials.
- ❑ Review library procedures for checking out equipment.
- ❑ Explain process for scheduling class times in the library/computer lab, etc.
- ❑ Review schedule for grade level/faculty meetings and describe campus/district committees.
- ❑ Describe special school activities such as Sustained Silent Reading, Book Clubs, TAKS "sponges" or reviews.



3. RESOURCES: Collecting, disseminating, or locating resources for use by the new teacher.



- Acquaint mentee with the school building: its rooms, equipment, and grounds.
- Provide information regarding special services available through resource teachers, nurse, counselor, and others.
- Explain the process for acquiring textbooks and completing textbook cards/forms.
- Provide information regarding what materials/resources are available for use in the classroom.
- Provide information regarding the "Chain of command" to follow in case of a complaint.
- Provide information regarding the use of the telephone.
- Provide information regarding student records.

4. EMOTIONAL: Offering new teachers personal support through empathic listening and sharing experiences.

- Explain how to balance being a good teacher and also have a life outside the classroom. (Advise not to become involved with too many "extra" activities.)
- Explain your role as a mentor and that you are always available to listen to concerns as well as to provide positive input.
- Recognize them as peers who have ideas/activities to share.
- Remind them that making mistakes is natural and is part of teaching/learning.
- Provide practical paperwork shortcuts.
- Designate weekly meetings to vent/share/update/provide positive feedback, etc.
- Socialize outside the workplace.



5. MANAGERIAL: Managing and organizing the school day.

- Explain when to arrive at school
- Provide information regarding bell schedules
- Provide information regarding class seating designs/room arrangement
- Discuss organization for the first day.
- Discuss organization for an entire week
- Offer assistance for organizing materials before day/class begins
- Explain system for taking attendance/grading/establishing routines

6. PARENTAL: Giving help and ideas related to conferencing with parents.

- Provide examples of introductory letters to parents that might include: grading system, supplies needed, special dates/events (open house), etc.
- Explain when to contact parents: when child is doing poorly in class, homework is late, discipline problem, a positive phone call to say how well child is doing.
- Identify methods for documenting parent/guardian contact.
- Explain written progress report forms and procedures.



7. DISCIPLINARY: Giving guidance and ideas related to managing children.

- Share a few concise and positive rules for expected behavior in classroom.
- Provide ideas to positively reinforce good behavior.
- Assist in setting goals or standards and for determining consequences. Identify when to write a referral/send a student to the office/hold student/parent conferences.

Mentoring Skills Checklist

The checklist below is designed to guide the self-reflection of individuals who are becoming mentors. The checklist provides a description of the qualities that are most often thought to be conducive to successful mentoring. Successful mentors generally have many of the qualities listed here, along with some other valuable qualities that are not listed here but are unique to them as individuals.

To use the checklist, respondents should read each statement and place an X in the appropriate column that represents the degree to which the statement characterizes the way the respondent sees himself or herself. After ranking each statement, (1) Strongly Agree; (2) Agree; (3) Neutral; (4) Disagree; or (5) Strongly Disagree, respondents may reflect on their own strengths and weaknesses.

There is no single “ideal profile,” but respondents who possess many of these qualities are likely to serve well as mentors. It is also important to recognize that many of the qualities listed here are developed or learned and are the result of practice.

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
1. I see myself as being people oriented; I like and enjoy working with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am a good listener and respect my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am sensitive to the needs and feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I realize when others need support or independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I want to contribute to the professional development of others and to share what I have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am willing to find reward in service to someone who needs my assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to support and help without smothering, parenting, or taking charge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am patient and tolerant when teaching someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I enjoy the subject(s) I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I set high standards for myself and my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I use a variety of teaching methods, and my students achieve well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Checklist for Mentors

1. How do I perceive myself in the many roles a mentor plays?
2. How well do I understand the beginning teacher's overall expectations for our mentoring relationship?
3. Is my verbal communication with him or her effective?
4. Is my nonverbal communication effective?
5. What is my objective in this specific conversation or message?
6. Does my delivery mode (face-to-face, phone, written communication) fit my purpose?
7. Am I too formal or informal for the purpose of this communication?
8. What assumptions have I made or shared in this communication?
9. What kind of response do I expect from the beginning teacher?
10. Am I prepared for a very different kind of response?
11. Have I given him or her enough time to respond, to ask questions, or to ask for clarification?
12. If I think I have been misunderstood, can I clarify and paraphrase?
13. Am I willing to set aside my own agenda to listen to his or her concerns at any time?
14. How should I react to his or her communication to further our mentoring relationship?
15. How often am I planning to meet specifically to extend the lines of communication between us?
16. How might I continually access information from the beginning teacher about needs and concerns to be addressed?

Mentoring Matters: A Practical Guide to Learning Focused Relationships
by Laura Lipton 2001, Mira Via, LLC



Tips for Mentors

Prepare for the new teacher's arrival. Preparations made before the beginning teacher arrives in the school help both the mentor and the new teacher adjust to the new experience. Collect materials that may help the new teacher. Remember that the first year teacher will need to be oriented to facets of school life which have become second nature to experienced teachers – the school building, the school schedule, school policies, classroom procedures, faculty routines, etc. A map of the school building, copies of handbooks, and copies of class bell schedules would be helpful. Having a folder of items available when the new teacher arrives will demonstrate your interest and make the new teacher feel that this will be a good place to work.

More Tips for Mentor Teachers from Sandra Odell, Western Michigan University

- ...establish a strong and trusting professional relationship with new teachers
- ...develop mutual respect for each other's competence
- ...commit to a long-term, developmental view of teacher growth
- ...facilitate rather than control the professional development of new teachers
- ...assist rather than assess the progress of the new teacher
- ...notice and build on the strengths of the new teacher
- ...focus on the new teacher's own goals for teaching
- ...agree together on the goals of your work
- ...use classroom data as a basis for analysis and discussion with the new teacher
- ...be a new-teacher advocate as you communicate and interact with the principal

Your Tips for Mentoring Beginning Teachers...

Teachers' Perceptions of their Professional Characteristics

Professional Characteristics		Stage I Survival Stage First Year	Stage 2 Adjustment Stage Second, Third and Fourth Year	Stage 3 Mature Stage Fifth Year and Beyond
Job Skills, Knowledge and Behaviors	Knowledge of Teaching Activities	Limited knowledge of teaching methods, lesson planning, record keeping, motivating and disciplining students, and organizational skills	Increasing knowledge and skills in these areas	Good command of these teaching activities
	Knowledge of Teaching Environment	Limited knowledge of children's characteristics (e.g., personalities, behaviors, attention spans, achievement levels), school curriculum, school rules and regulations	Increasing knowledge and skills in these areas	Good command of the teaching environment
	Professional Insight and Perception	Limited insight into the children or school environment, unable to see themselves objectively; wrapped up in their own activities	Gradually gained insight into the complexities of the professional environment; saw children in more complex ways and were able to respond to their needs more capably	
	Approach to Curriculum	Subject-centered curricular approach; limited personal contact with the children	Transitional period with more concern for the child's self-concept	Child-centered curricular approach; more concerned with teaching the individual child and creating a positive classroom environment

Source: Austin Educational Associates

Establishing Routines

What are the activities you do on a daily or weekly basis that students can expect and count on? How do you teach and involve the students in carrying out these routines?

Share your routine ideas with the beginning teacher in any of the following areas that apply. Note the difference in elementary and secondary routines and expectations.

_____	daily attendance	_____	homework collection
_____	homework checking	_____	folders for students
_____	lunch count	_____	make-up work for absent students
_____	room jobs/chores/duties	_____	hall passes
_____	bathroom procedures	_____	late passes
_____	opening procedures	_____	sign-out to leave room
_____	closing activities	_____	library passes
_____	weekly attendance	_____	testing procedures
_____	seasonal activities	_____	fire drills
_____	monthly activities	_____	behavior expectations at an assembly, library, etc.
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Share with your beginning teacher how you selected these routines. Ask the beginning teacher to observe your class and see if he or she can discover more routines you have not shared.

ESTABLISHING A PLAN OF ACTION Mentor Teacher

Mentor Teacher: _____

Beginning Teacher: _____

District: _____

Campus: _____

In what area(s) does the mentee feel he/she needs assistance?

Need #1: _____

What activities can be done address the Issue?	By when will these activities be accomplished?
1.	
2.	
3.	
4.	
5.	

Need #2: _____

What activities can be done to address the issue?	By when will these activities be accomplished?
1.	
2.	
3.	
4.	
5.	

Organizing Physical Space in a Classroom

Review the options you have for organizing a room and share why you set yours up this way. Ask your beginning teacher to share goals to be met and how he or she would like to set up a classroom in the future to meet those goals.

Student Desks. How do you organize the students?

- _____ groups—number in group, location in room, student or teacher choice
- _____ rows—number in row
- _____ other patterns for desks—partners, triads, large horseshoe shape, circle

Teacher Workspace. How do you organize your workspace?

- _____ file cabinet (how do you organize each drawer or file?)
- _____ teacher use only
- _____ extra worktable
- _____ teacher mailbox
- _____ other

Supplies and Materials. Where do you keep personal supplies vs. supplies for students use?

- _____ for teacher use only
- _____ available for student use

Bulletin Boards/Interactive Learning Centers. Where are they located?

- _____ seasonal information
- _____ subject or enrichment centers

Other Areas in Classroom. What and where?

- _____ lost and found
- _____ student mailboxes/folders
- _____ reference materials/computers
- _____ other

Rules, Rewards, and Consequences

1. **Rules.** How do you establish classroom rules? What are they right now? How do the students know what they are? List your rules and share the process of how they were established with your beginning teacher. Example: “Be kind to everyone.” (Instead of writing what students cannot do, write what you expect students to do).

2. **Rewards.** Do you have any reward systems operating in your classroom (for bringing in homework, finishing assignments, behaving appropriately, etc.)? Are your rewards given to individuals, groups, or the whole class? What do you use for rewards? Remember the reward itself gives a message to the student. If you use candy, think about the dental care message. Are all students able to achieve awards? Are there different standards for different students? Share your thoughts about rewards with your beginning teacher. Explain the differences between rewards and bribes.

3. **Consequences.** Students need logical consequences when they break a rule. These should be discussed up front with the rule explanation so there is no mystery about what will happen. This ensures consistency and equal treatment for all students. Be sure students are clear about the consequences. What are the logical consequences you have established as part of your room routine?

Mentor Teacher Roles and Responsibilities Texas Novice Teacher Induction Support System

Categories of Support	First Month of School Focus	Year 1 Focus	Year 2 Focus
<p style="text-align: center;">Instructional</p> <p>Giving information about teaching strategies or the instructional process.</p> <p>Providing feedback on novice teacher's performance.</p>	<ul style="list-style-type: none"> • Plan first day of lesson in detail. • Help set up and prepare classroom. • Review local curriculum expectations and resources. • Help set up grading system and show how to use computer grade book program. • Assist with detailed lesson planning until novice is comfortable with process expected at this campus. 	<ul style="list-style-type: none"> • Informally observe teacher and provide feedback. • Allow novice to observe your teaching and that of other experienced teachers. • Help novice modify instructions for students on IEP's • Help novice prepare for observations of teaching. • Assist novice in calculating grades and completing report cards. • Assist novice in preparing students for assessments. • Assist novice in disaggregating the results of benchmark tests 	<ul style="list-style-type: none"> • Review educational objectives, critically analyze instruction, and make modifications to better address objectives. • Analyze the intellectual quality of student tasks. Modify to increase task authenticity of higher order thinking skills. • Assist to videotape teaching and to identify strengths/weaknesses. • Assist novice in preparing for assessments of teaching.

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Categories of Support	First Month of School Focus	Year 1 Focus	Year 2 Focus
<p style="text-align: center;">System</p> <p>Giving information related to procedures, guidelines and expectations of the school district.</p>	<ul style="list-style-type: none"> • Introduce novice to key persons and services on the campus. • Show procedures for completing paperwork and make novice aware of paperwork due dates. • Familiarize novice with school rules, dress code, etc. • Familiarize novice with non-instructional duty requirements. 	<ul style="list-style-type: none"> • Help novice access services or information for specific students with special needs. • Assist novice with first cycle of each type of paperwork (mid-semester progress reports, report cards, etc). • Keep novice informed of meeting dates, school events and preparations that need to be made for each. 	<ul style="list-style-type: none"> • Assist novice in taking advantage of professional development opportunities. • Introduce novice to opportunities to participate in campus leadership team, district vertical teams, etc. • Continue to help novice access services/information for specific students with special needs.
<p style="text-align: center;">Resource</p> <p>Collecting, disseminating or locating materials or other resources.</p>	<ul style="list-style-type: none"> • Help novice acquire materials necessary to begin school year. • Inform novice of available supplies and funds to purchase teaching materials. • Help collect materials needed for lessons scheduled for first month of school. 	<ul style="list-style-type: none"> • Help novice locate and identify resources for providing remediation and/or enrichment. • Accompany novice teacher to ESC to acquire necessary teaching materials. • Share and assist in the collection of materials needed to support instruction as novice teaches each aspect of the curriculum for the first time. 	<ul style="list-style-type: none"> • Help collect teaching resources that supplement textbook. • Help novice identify and utilize community resources that can enhance instruction. • Assist novice in accessing resources to modify instruction for individual needs of students.

Mentor Teacher Roles and Responsibilities Texas Novice Teacher Induction Support System

Categories of Support	First Month of School Focus	Year 1 Focus	Year 2 Focus
<p style="text-align: center;">Parental</p> <p>Giving help or ideas related to conferencing or working with parents.</p>	<ul style="list-style-type: none"> • Share insights/information about cultural background of students/parents. • Review teacher introductory letters and materials to be sent home. • Help novice teacher prepare for “Meet the Teacher” event. • Help novice prepare for “Back to School Night.” 	<ul style="list-style-type: none"> • Help prepare for parent conferences. • Problem solve best approaches for working with parents of problem students. • Offer to participate in problematic meeting with parent(s). 	<ul style="list-style-type: none"> • Help identify where parental volunteers can strengthen the instructional program. • Help novice plan and implement parent volunteer efforts. • Help locate professional development resources to strengthen ability to work effectively with parents.
<p style="text-align: center;">Managerial</p> <p>Information about organizing and planning the school day.</p>	<ul style="list-style-type: none"> • Help novice establish procedures for each classroom task. • Familiarize novice with schedule and processes for transitioning students from one class to another. • Share specific tips related to the management of students and classrooms. 	<ul style="list-style-type: none"> • Help novice prepare for special events such as field trips, administration of tests, class parties, etc. • Help find solutions to logistical or transitional problem areas. (Going to lunchroom, changing from math to language arts). 	<ul style="list-style-type: none"> • Analyze classroom procedures and make adjustments to maximize efficiency. • Help novice create a classroom learning community in which members support one another’s learning.

Mentor Teacher Roles and Responsibilities Texas Novice Teacher Induction Support System

Categories of Support	First Month of School Focus	Year 1 Focus	Year 2 Focus
<p style="text-align: center;">Disciplinary</p> <p>Giving guidance and ideas related to discipline and managing students.</p>	<ul style="list-style-type: none"> • Help novice establish rules and consequences. • Plan in detail how to teach these rules to students and to reinforce them often during first weeks. • Help novice establish incentives and rewards to encourage and recognize positive behavior. 	<ul style="list-style-type: none"> • Help novice identify causes of discipline problems and how to reteach and reinforce rules and procedures. • Help novice problem solve approaches to specific discipline problems/situations. 	<ul style="list-style-type: none"> • Examine strategies to facilitate student self-management skills. • Examine the connection between respect for students, student engagement and classroom discipline.
<p style="text-align: center;">Emotional</p> <p>Offering support by listening empathetically and sharing experiences.</p>	<ul style="list-style-type: none"> • Facilitate getting acquainted with novice and the development of a trusting relationship. • Support novice through the nervousness of first days of school. • Help novice develop confidence in being able to manage children and teaching. 	<ul style="list-style-type: none"> • Help with stress management when novice becomes overwhelmed with the demands of teaching. • Reassure the novice about concerns they have about formal observations. • Listen and be supportive when novice expresses self-doubts about teaching. • Help novice become acquainted with other teachers and involved community members. • Support novice emotionally when they encounter interpersonal difficulties with students, parents or other educators. Steer them toward constructive solutions. • Help novice recognize his/her own growth and celebrate teaching successes. 	<ul style="list-style-type: none"> • Help novice keep perspective that while job is difficult, it is one of the most important jobs in the world. • Assist novice in dealing with the pressure of teaching assignments. • Continue to steer novice toward constructive solutions to interpersonal conflicts.

Developed by Leslie Huling for the SBEC Panel for Texas Novice Teacher Induction Support System.

*Categories of support is a widely used concept that was first proposed in Odell, S.J. (1986). Induction support of new teachers: A functional approach. *Journal of Teacher Education*. 37(1), 26-29.

SAMPLE LETTER TO COLLEAGUES

Date: _____

Dear Colleagues:

I believe a basic part of a positive learning experience for a new teacher involves observing other teachers and teaching styles. Beginning teachers can gain valuable insights and observe that many types of teachers make up a school. As our new teacher(s) begin to discover his/her style and philosophy, I believe it is important to have him/her observe as many teachers as possible. Would you be willing to invite _____(teacher) into your classroom for a period so he/she may benefit from viewing another teacher in action?

_____ will be using observation forms to collect data and answer questions to help him/her observation. If you would like to see the forms, please see me and I'd be happy to share these prior to the observation.

Please let me know if you are willing to participate in this professional development opportunity for _____. Please let me know the dates and times an observation would be welcome. Thank you!

Sincerely,

Principal or Mentor Teacher

**CALENDAR OF SUGGESTIONS FOR INDUCTING BEGINNING TEACHERS
INTO THE SCHOOL COMMUNITY**

<p>AUGUGUST</p> <ul style="list-style-type: none"> • New teacher orientation, including 1st week. information & PDAS information • Assign mentors, then luncheon with mentors & administration • Staff provide starter goodies bag. • Team planning time • Social/retreat 	<p>FEBRUARY</p> <ul style="list-style-type: none"> • Teacher observation • Give specific positive feedback in their classroom – personal • Social activity • Recognitions at faculty meetings • New teacher fun night to socialize
<p>SEPTEMBER</p> <ul style="list-style-type: none"> • Model parent conferences • Supportive teacher observation • Now we've started school... What next info....? • Breakfast-informal questions time • Note in box-positive and specific Motivational “trinket” 	<p>MARCH</p> <ul style="list-style-type: none"> • Principal meet with classes • Assessment preparation/support • Meeting individual student needs • Positive note • Candy • Staff development • W(h)ine/cheese party
<p>OCTOBER</p> <ul style="list-style-type: none"> • Mentor and new teacher meetings • Provide report card help • Support/encouraging article • Outside training • Provide sub so new teacher can observe • Provide trick or treat bag 	<p>APRIL</p> <ul style="list-style-type: none"> • TAAS picnic • Testing support • Chocolate
<p>NOVEMBER</p> <ul style="list-style-type: none"> • Thanksgiving luncheon • Discuss student diversity with other teachers • Provide encouraging note • Meet for rap session with new teachers ONLY • Class data analysis • Look at prof. development opportunities 	<p>MAY</p> <ul style="list-style-type: none"> • One-on-one conference with new teacher • 1/2 day of reflection time • Breakfast: Q & A of the year • Celebrate!!
<p>DECEMBER</p> <ul style="list-style-type: none"> • Christmas ornament/gifts • Team planning: Refocus expectations, reflection/encouragement • Support for At Risk/failures • Banana split party – pm 	<p>JUNE</p> <ul style="list-style-type: none"> • Book Study
<p>JANUARY</p> <ul style="list-style-type: none"> • Welcome back celebration • One-on-one meeting to address problems • Goal-setting meeting • Day long Think Tank • Parent Communication • Survey of “more of/less of...” 	<p>JULY</p> <p align="center">REST!!!</p>

Research says:

“Mentored teachers had a higher rate of one-to-one contact with students, were more focused on academic content, and handled discipline better.” Crawford, et al, 1984.

*“Beginning teachers who are mentored had an increased awareness of curriculum, significant gain in the use of mastery teaching, enhanced ability to communicate with parents and the public, and an increased inclination to teach higher order thinking skills.” Summers, J. (1987)
“Effects of New Teacher Support.” Teacher Connections*