2019-2020

MENTOR HANDBOOK

EASTPOINTE
COMMUNITY SCHOOLS

"Better than a thousand days of diligent study is one day with a great mentor."
Japanese Proverb

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Mentoring Resources

Our Mission

Eastpointe Community Schools, in partnership with families and community, will empower all students to achieve academic and personal success.

Our Vision

Students Prepared for Success in College, Career and Life.

Our Beliefs:

We believe…

- Students are our first priority
- In a strong partnership between our schools, families and community with open communication
- All students will learn and become productive citizens
- All students are deserving of a high-quality education in a safe and nurturing environment
- In providing a relevant and rigorous curriculum which is research-based and technology-rich
- We are culturally responsive; we acknowledge, respect and embrace all differences in the community
- High-quality education requires strong teacher and student engagement
- Meaningful relationships enhance learning

Michigan Mentoring Legislation

Section 1526, of P.A. of 1993 establishes a new teacher induction and teacher mentoring process in Michigan. It requires:

For the first three years of employment in classroom teaching, a teacher shall be assigned by the school to one or more master teachers, college professors, or retired master teachers, who shall act as mentor to the teacher. Intensive professional development induction into teaching, to include classroom management and instructional delivery; 15 days to include experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.

"Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning and the means by which they assess student progress in achieving high academic standards."

National Staff Development Council

Mission for Mentoring in Eastpointe Community Schools

Mission Statement:

The mission of the Eastpointe Community Schools Mentor Teacher Program is to provide the best instructional and learning environment for students by ensuring the success and professional growth of our teachers.

Definitions of a Mentor:

In order to focus upon the role of mentors in ECS, it is important that a definition for the role be established.

- A mentor is a leader of teachers who shares the district's and school's vision.
- A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating the professional growth and support of a colleague through a mutually beneficial relationship.
- A mentor is a teacher leader who possesses a friendly, positive attitude and a sense of humor.
- A mentor is an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs and philosophies of teaching.
- A mentor is sensitive, discreet, wise, knowledgeable, and caring.

The mentor teacher models professional growth and supports the mentee teacher's professional development.

Mentors model…

- A commitment to ongoing professional growth
- The ability to work collaboratively with others
- Conflict resolution skills
- Conscious ongoing reflection of classroom practices
- Open to giving and receiving feedback

Definitions of Mentee:

- A person in their first three years of teaching in the Eastpointe Community Schools (ECS) or a teacher new to ECS (any new teacher with more than 3 years' experience) or a teacher new to ECS.
- A person who is advised, trained or counseled by a mentor.

Needs of Mentees:

In order to effectively impact student achievement and retain quality teachers, mentoring must address the critical needs of newly hired teachers. These needs include the following:

- knowledge of school and district culture, including demographics, timelines, and curriculum
- a school community of enthusiastic advocates who are nurturing, supportive, and open
- accessibility to supportive, informative colleagues/mentors who will guide and assist with academic and personal needs
- support groups for reflection time with other newly hired teachers
- accessibility to and open lines of communication with all administrative staff
- sensitivity of administrative staff regarding new teacher assignments and workloads

"An effective mentor builds on the identified strengths of the novice and provides for training in areas needing refinement and growth"

-Charlotte Danielson, 1996

How do I become a mentor teacher?

A survey of teachers who wish to become mentors will be conducted in the spring for selection the following school year. Mentor positions will be communicated by Building Principals. Experienced teachers who wish to become mentors should discuss with their administrators, complete this survey (Questionnaire for Mentor Teachers on page 21), and submit this questionnaire to their building principal. Mentors will be matched to mentees by September 30th each year. Principals will notify mentors of their appointment via letter or memo.

Mentor Selection

Experienced teachers in Eastpointe Community Schools are encouraged to become mentor teachers by administrators. Mentor positions will be posted within 30 days of a new teacher starting. Teachers who wish to become mentors should contact their building administrator and apply using the uniform application process. To meet the needs of the school district, retired educators may be used as mentor teachers. The assignment of mentor teacher will be for one year, subject to a review by the mentor and mentee after ninety (90) working days.

Mentor/Mentee Matching (See Resources in Appendix A)

Eastpointe Community Schools prefers that mentors and mentees are matched on a one-to-one basis, by September 30th or within 30 days of hire by building principal. The following criteria will be considered:
- Proximity/Building
- Grade Level
- Certification
- Content/Subject
- Planning Time Availability
- Seniority/Experience

Mentor Role Responsibilities

The mentor teacher will support the mentee by:
- Attending mentor/mentee training
- Participating in other professional development activities
- Scheduling meetings with mentee
- Responding to all information requests in a timely manner
- Visiting the mentee's classroom and workshop
- Providing feedback on the mentor program
- Inviting visitations from the mentee

- Maintaining an Activity Log
- Following the attached check list where appropriate

Mentee Role Responsibilities

The mentee will support the mentor/mentee relationship by:
- Providing input for mentor selection
- Attending mentor/mentee training
- Participating in other professional development activities
- Meeting with mentor teacher
- Responding to all information requests in a timely manner
- Visiting the mentor teacher's (and other's) classrooms
- Inviting visitations from mentor, principal and coach
- Maintaining an Activity Log and proofread and approve mentor logs
- Providing feedback on the mentor program

Mentor Incentives

Eastpointe Community Schools acknowledges the contributions of mentor teachers with the following incentives:
- Stipend (designated per contract)
- Release time for visitations
- Recognition
- Opportunity to experience additional leadership roles

Mentor/Mentee Training

Teachers will receive comprehensive mentor training in the following components:
- Relationship Building
- Communication Skills
- Elements of Professional Practice
- Cognitive Coaching
- Non-evaluative Observation Skills
- Personal Reflection
- New Teacher Growth and Development
- District Expectations

Professional Development

Additional professional development opportunities will be designed and/or facilitated by the Eastpointe Community Schools within the parameters outlined by the master agreement between the district and the Eastpointe Federation of Educators. Teachers new to Eastpointe Community Schools are required to attend an additional 5 days of professional development during the summer of the year they were hired. Professional development will serve to enhance the teacher mentoring program as well as address the diverse and unique needs of the district. Elements may include:

- Classroom Management/Environment (Classroom Learning Culture)
- Wellness (the quality or state of being healthy in body and mind, especially as a result of deliberate effort)
- Community Building (Classroom and/or Building Culture)
- District Curriculum
- District Resources
- Problem-Solving Strategies
- Conducting Conferences
- Professional Learning Goals
- Other, as defined by district and/or building administration

Contacts and Visitation Time

The administration or coach shall make available a minimum of one (1) day per month for the bargaining unit mentor to work with their mentee in his/her assignment during the workday (October—May), requested by the mentor or mentee for mentoring activities, scheduled meetings, professional development and other appropriate experiences, with the approval of the building administrator.

Mentors and Mentees will receive two site-based professional development sessions to discuss and build understanding of education strategies that align with ECS's subject-specific Visions for High Quality Instruction.

Both teachers should maintain an Activity Log of times met.

Activity Log Information

The mentor and mentee teacher will keep a log of meetings, classroom visits, and professional development specifying the dates and times. The Building Administrator will collect and forward the Activity Logs to Central Office the end of 1st semester, and again at the end of the 2nd semester.

Sample Activity Log (See Appendix A, page 28)

DATE/TIME	TYPE OF CONTACT	TOPIC	MENTOR INITIALS

A contact will consist of, but is not limited to, the following: two (2) site-based professional learning whole group sessions (4-8 hours), instructional visits to mentor and mentee classroom (10-20 hours), collaborative conversations regarding improvement of instruction. Mentors and Mentees can accrue additional hours by touching base via phone (documentation), e-mail (documentation), personal contact, discussion, visit or observation. Mentors and Mentees must meet a minimum of 12 hours per semester or 24 hours total for the year.

Topics could include curriculum, management, resources, instruction, best practice, or procedures.

One day equals six hours. The five district days every year cannot be used by the mentee for this requirement, however, time recorded here will accrue towards Professional Development days.

Mentoring Program Focus Areas

Year One Suggestions:

The following areas will be addressed during Year One of the Mentoring Program:

- Classroom Management/Environment (Classroom Learning Culture), Behavior Support, Managing Paperwork, Homework and Make-Up work
- Work, Lesson Plans, online tools, Parent/Guardian Interaction, Parent/Teacher
- Conferences; Assessing, Teacher Evaluation Process
- Time Management of Classroom Interaction; Instructional Strategies
- Issues, Policies and Mandates Affecting Classroom Practice, Core Curriculum,
- Academic Standards, Retention Policies, Grading Practices
- Suspected Child Abuse Reporting
- Accommodations for Students with Disabilities

Year Two and Three Suggestions:

The following areas will be addressed during Year Two and Three of the Mentoring Program:

- Knowledge of Community, School and Community Relationships, Knowledge of Local,
- State and Federal Legal Requirements, Alignment of Curriculum, Instructional Delivery
- and Assessment, Use of Assessment
- Results, Technology, Concepts and Resources, School Improvement Process,
- Research-Based Teaching Strategies
- Diversity in Classroom Instruction
- Accommodations for Students with Diverse and/or Special Needs
- Use of Volunteers
- Knowledge of How to Use Resources of School/District/Community, Human Resources,
- Business Resources, University/College Resources, Government Resources

Program Evaluation

The Eastpointe Community Schools Mentoring Program will be evaluated through:
- Building Administrator
- District Turnaround Network
- Building Turnaround Network
- Survey
- Anecdotal Records
- Componential Evaluation from grant evaluations
- University Review

Funding

Funding for the Eastpointe Community Schools Mentoring Program is provided through a combination of sources—the district general fund, Title II part A and the Title II part A Competitive Grant. Professional Development has been planned using Title II, Part A funding.

Title II Part A Competitive Leadership Grant:

- Develop strong mentor/mentee relationships focused on improving instructional design and delivery
- Develop a positive adult and student learning culture and climate
- Revise and improve the ECS Mentor Handbook and core competencies addressed in the mentorship to reflect collaborative routines
- Long term increases in teacher and administrator retention

Teacher Collaborative Routines
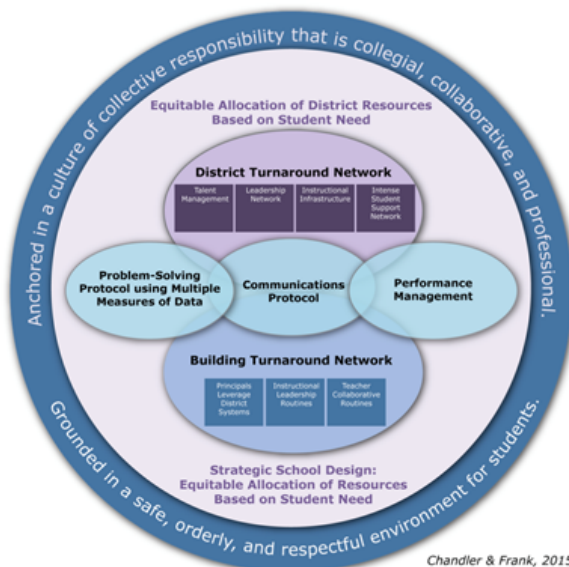
Eastpointe believes that mentor/mentee relationships are part of teacher collaborative routines.
(See Coaching Forms in Appendix D, page 41)

Teacher Collaborative Routines

Strategic Planning Template

Blueprint Component	What do we need to accomplish?
Mezzanine Level	**Instructional Design and Delivery: Collaboration around instructional design, aligned curriculum, high-quality instruction, academic and non-academic needs**
Tenant Level	**Deepening understanding of student learning through analyzing formative assessments, student work, academic and non-academic needs, and high- quality instruction using the Problem-Solving Driver during PLCs**
Residential Level	**Collegial Reflective Practices:** **1. Peer observations (academic and non-academic needs) which provide informal feedback** **2. Reflect on feedback** **3. Seek out knowledgeable peers**
Spire Level	**Teachers organically guide each other at instructional improvement at scale through daily routines to increase student, teacher, and leader performance**

Strategic Planning Template provided by MI Excel Statewide Field Team (Calhoun Intermediate School District & MI Excel) (Chandler, 2017). All Rights Reserved.

Guidelines for Pre & Post Conferences- District Mentor Teacher

Steps in the Pre-Conference
- Gather Information
- Establish a focus for the observation

Pre-Conference Questions
- While I am observing, I can zoom in on details. What might I watch for "in detail" that I can give you some focused feedback on?
- How will I know what is happening?
- What is the evidence?
- What should students be doing?

Steps in the Post-Conference
- Share data gathered during the observation.
- Create a dialogue.
- Trust is built by keeping the conference focused on the agenda agreed on in the pre-conference.
- Keep it future focused; it may turn into the next pre-conference.

Post-Conference Questions
- What does the data show about your teaching?
- What piece of data surprised you?
- What piece of data confirms what you thought?
- As a result of the data, what area(s) do you want to focus on in the future?

Conducting an Observation

Directions: Mentors should use the following questions as they prepare for observations. The questions are designed to facilitate a peer coaching relationship between the mentor and the new teacher.

NEW TEACHER OBSERVES THE MENTOR TEACHER

Phase 1: Pre-Observation Review: The mentor and the new teacher discuss what might be helpful for the new teacher to observe. Consider what will be modeled: lesson content, instructional format (teaching strategies), demonstration of procedures, behavior management, etc.

Questions Mentor May Ask:
When do you want to observe, date and time?
What strategies and teacher behaviors do you want to observe?
What student behaviors do you want to observe?
What do you want to learn through this observations process?
As you observe, would you be willing to take data on the following…?
Do you have any additional requests of me before the observations?

Phase 2: Observation: It is recommended that an entire lesson be observed. If possible, allow enough time in the observation to model a transition or other pertinent procedures.

Phase 3: After Observation Review: The new teacher and mentor reflect upon what was observed. The conference should focus upon specific strategies observed and any data the new teacher collected.

MENTOR OBSERVES THE BEGINNING TEACHER

Phase 1: Pre-Observation Review: The mentor and the new teacher discuss what might be helpful for the mentor to observe. Consider what will be modeled: lesson content, instructional format (teaching strategies), demonstration of procedures, behavior management, etc.

Questions Mentor May Ask:
- When do you want to be observed: date and time?
- What strategies and teacher behaviors do you want me to observe?
- What student behaviors do you want me to observe?

- Do you have any additional requests of me before the observation?

Phase 2: Observation: It is recommended that an entire lesson be observed. If possible, allow enough time in the observation to model a transition or other pertinent procedures.

Phase 3: After Observation Review: The new teacher and mentor reflect upon what was observed in the lesson. The conference should focus upon specific strategies observed and any data that was collected.

MENTOR AND NEW TEACHER reflect upon the lesson taught by addressing the following points:
- What do you know about your students?
- Which TEKS were the focus of your lesson?
- The extent to which the lesson objective was achieved.
- The strategies that facilitated the lesson's success.
- What was learned through this experience?
- What would remain the same?
- What will the follow-up lesson focus upon?
- What was not observed that the new teacher would like me to see in the future?
- What was observed about this lesson (mentor shares data collected)?
- How engaged were your students? How do you know this?
- Based upon what you know now, what would you do differently?

GIVING FEEDBACK
As an overview, your responsibility is to provide ongoing support and encouragement to your New Teacher. You are not an appraiser, so be
mindful . . .

Overview
Feedback is a powerful tool for growth and development. After observing your New Teacher, you should meet with him/her for a feedback session to discuss what happened during the observation period. You should facilitate the feedback session by asking questions that prompt the New Teacher to reflect on the experience and to analyze personal preference. You must also be prepared to share observations and analysis in a non-threatening manner.

You will use the skills of listening, questioning and summarizing. The purpose of the feedback is to plan the next steps for New Teacher growth and development.

Preparing for Feedback Session
- Review New Teacher's objectives.
- Review observation notes.

Reviewing and Analyzing Behavior
- Ask New Teacher how he/she feels about the observation.
  - What he/she did well?
  - What he/she would do differently another time?
- Begin your feedback by recognizing effective behavior.
  - Describe the behavior and why/how, it was effective.

Providing Suggestions for Improvement
- Ask the New Teacher how he/she might change his/her behavior for better results.
- Respond to the New Teacher's suggested behavior changes. Caution: Be careful not to get carried away telling "war stories." Keep suggestions specific and focused on the new teacher's situation.
- Check the New Teacher's perceptions of his/her performance and the discussion you have had regarding effective and less effective behavior. Is he/she clear about areas of strengths and areas that need improvement? Was your feedback clearly understood?

Developing Strategies for Implementing New Behavior
- Ask the New Teacher to outline how he/she plans to implement any new behavior.
- Review these five questions:
- What will be done?
- How will it be done?
- Who will be involved or affected?
- When will it be done?
- How will it be monitored and evaluated?

Ending Feedback Sessions
- Review and summarize the feedback session
- Behavior analysis
- Suggestions for improvement
- Strategies for implementing new behavior

Professional Growth Cycle

Professional Improvement is characterized by a cycle that includes four steps:
PLAN – TEACH – REFLECT – APPLY

PLAN

What are my goals? What do I know about my students?

Information Gathering

Developing a plan

TEACH

Implementation in the classroom

REFLECT

What have I learned... about my students? about my teaching? about the community of learners at my school?

APPLY

How will I apply what I've learned in my classroom to enhance student learning?

Catalog of Mentoring Resources

Prior to the First Day of School Conversations

By the End of the First Month of Mentoring

Month by Month Mentor/Mentee Conversations

Coaching Resources

Criteria for Mentor Teachers and Questionnaires

Criteria for Mentor Teachers

The purpose of this tool: This tool will help you and your administrator to assess your potential as a mentor. Mentoring requires different skills and knowledge from those used in teaching children. Not all effective teachers are necessarily effective mentors.

How to use this tool: Think about yourself in terms of the research-based suggested criteria. Keep in mind that most mentors will not exhibit or possess all of the criteria, so also consider evidence of your efforts to further develop such characteristics. Provide evidence to substantiate your self-assessment.

- Sees self as a learner and continually strives to improve own practice, and the practice of their colleagues
- Commits to providing educative mentoring as well as emotional and technical support
- Works well with colleagues: models empathy, integrity, flexibility and genuine concern for others' growth
- Exhibits a passion for teaching
- Shows a willingness to devote the time and resources needed to develop as a mentor
- Shares resources and ideas with colleagues
- Takes initiative and leadership role
- Identifies and is responsive to new teacher needs
- Articulates and explains own thinking processes and reasoning
- Demonstrates dependability, responsiveness and responsibility
- Displays classroom expertise/viewed as expert teacher by peers
- Possesses knowledge of subject matter
- Maintains a wide repertoire of effective classroom management and instructional strategies
- Uses culturally responsive teaching practices
- Reflects the school's philosophy about teaching and learning
- Understands the politics and culture of the school and community

Other important considerations:
- Understands the school or district requirements of mentors. Is willing and able to commit the time required of mentors
- Certification and licensure
- Tenure or years of experience as a teacher
- Workload
- Experience working with student teachers

Questionnaire for Mentor Teachers

Name _____ Grade/Subject Area _____

Purpose of this tool: This tool will help you in the process of matching mentors to beginning teachers. There are multiple perspectives and recommendations on the topic of making mentoring matches. Research shows that two factors stand out as most important:

- Same grade level or subject matter
- Accessibility

Beyond these two factors, there are other considerations including teaching style, personality, strengths and needs of the mentors and beginning teachers.

How to use this tool: To help ensure an effective match between mentors and beginning teachers, getting input from those involved in the relationship is important. Ask the following questions to mentors and beginning teachers to get a sense of their teaching styles, personalities, strengths and needs.

Please answer the following questions on a separate sheet and return to the building principal of the probationary teacher.

- Have you ever been a mentor or been in a mentoring relationship?
- Looking over the suggested mentor criteria, how would you describe your strengths and weaknesses in these areas?
- How would you describe your philosophy of teaching and learning?
- What are your strengths and weaknesses as a teacher?
- How would you describe your communication style? How do you like to communicate and collaborate with colleagues?
- How do you deal with conflict and differences of opinion?
- Are there particular characteristics you are looking for in the person with whom you are matched?
- Please list times that you would be willing/available to work with a new teacher (lunch, planning, before/after school, etc.).

There is to be no formal evaluation of the mentor or mentee in terms of their performance of mentor program activities. Additionally, the mentor/mentee relationship is confidential and cannot be used as a means of evaluation.

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Mentor Questionnaire

Name: _____ **Date:** _____

Please darken in the response that best indicates the degree to which you can offer assistance to the new teacher.

1=Little/None   2= Some   3= Moderate   4= High   5=Very High

1. Finding out what is expected of a new teacher ① ② ③ ④ ⑤
2. Communicating with the principal ① ② ③ ④ ⑤
3. Communicating with other teachers ① ② ③ ④ ⑤
4. Communicating with parents ① ② ③ ④ ⑤
5. Organizing and managing the classroom ① ② ③ ④ ⑤
6. Maintaining student discipline ① ② ③ ④ ⑤
7. Obtaining instructional resources and materials ① ② ③ ④ ⑤
8. Planning for instruction ① ② ③ ④ ⑤
9. Managing time and work ① ② ③ ④ ⑤
10. Diagnosing student needs ① ② ③ ④ ⑤
11. Evaluating student progress ① ② ③ ④ ⑤
12. Motivating students ① ② ③ ④ ⑤
13. Assisting students with special needs ① ② ③ ④ ⑤
14. Dealing with individual differences among students ① ② ③ ④ ⑤
15. Understanding the curriculum ① ② ③ ④ ⑤
16. Completing administrative paperwork ① ② ③ ④ ⑤
17. Using a variety of teaching methods ① ② ③ ④ ⑤
18. Facilitating group discussions ① ② ③ ④ ⑤
19. Grouping for effective instruction ① ② ③ ④ ⑤
20. Administering standardized tests ① ② ③ ④ ⑤
21. Understanding the teacher evaluation process ① ② ③ ④ ⑤
22. Understanding legal rights and responsibilities as a teacher ① ② ③ ④ ⑤
23. Dealing with stress ① ② ③ ④ ⑤
24. Becoming aware of special services provided by district ① ② ③ ④ ⑤

Other areas of assistance: _

Adapted from How to Help Beginning Teachers Succeed, by Stephen P. Gordon

Questionnaire for Mentee Teachers

Name _____ Grade/Subject Area _____

Purpose of this tool: This tool will help you in the process of matching mentors to beginning teachers. There are multiple perspectives and recommendations on the topic of making mentoring matches. Research shows that two factors stand out as most important:

- **Same grade level or subject matter**
- **Accessibility**

Beyond these two factors, there are other considerations including teaching style, personality, strengths and needs of the mentors and beginning teachers.

How to use this tool: To help ensure an effective match between mentors and beginning teachers, getting input from those involved in the relationship is important. Ask the following questions to mentors and beginning teachers to get a sense of their teaching styles, personalities, strengths and needs.

Please answer the following questions on a separate sheet and return to the building principal.

- What are you looking for in a mentor? At this point what do you anticipate being your areas of greatest need?
- How would you describe your philosophy of teaching and learning?
- What are your strengths and weaknesses as a teacher?
- How would you describe your communication style? How do you like to communicate with colleagues?
- How do you deal with conflict and differences of opinion?
- Are there particular characteristics you are looking for in the person with whom you are matched?

There is to be no formal evaluation of the mentor or mentee in terms of their performance of mentor program activities. Additionally, the mentor/mentee relationship is confidential and cannot be used as a means of evaluation.

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Mentee Teacher Questionnaire and/or Goal Setting

Circle when Completed: August   December   May

Name: _____ **Date:** _____

Please darken in the response that best indicates the degree to which you can offer assistance to the new teacher.

1=Little/None   2= Some   3= Moderate   4= High   5=Very High

		1	2	3	4	5
1.	Maintaining student discipline	①	②	③	④	⑤
2.	Organizing and managing my classroom	①	②	③	④	⑤
3.	Managing my time and work	①	②	③	④	⑤
4.	Completing paperwork in a timely manner and meeting deadlines	①	②	③	④	⑤
5.	Communicating with the principal and other administrators	①	②	③	④	⑤
6.	Communicating with other teachers and staff	①	②	③	④	⑤
7.	Obtaining instructional resources and materials	①	②	③	④	⑤
8.	Evaluating student progress	①	②	③	④	⑤
9.	Motivating students	①	②	③	④	⑤
10.	Assisting students with special needs	①	②	③	④	⑤
11.	Dealing with individual differences among students	①	②	③	④	⑤
12.	Understanding the curriculum	①	②	③	④	⑤
13.	Communicating with parents	①	②	③	④	⑤
14.	Understanding my legal rights and responsibilities as a teacher	①	②	③	④	⑤
15.	Dealing with stress	1	2	3	4	5

Part 2: Rank the following in order from greatest concern/problem =10 through least concern/problem =1 (Leave the item blank if it doesn't apply to your assignment).

_____ Instruction: planning and preparing lessons
_____ Instruction: instructing and assessing
_____ Managing time
_____ Managing materials and paperwork
_____ Managing student behavior
_____ Dealing with difficult students
_____ Dealing with parents and families
_____ Physical/emotional stress
_____ Working with a mentor
_____ Feeling supported as a new teacher

Ginger Tucker 2012

Mentee Teacher Survey

Year of teaching   ☐ *First*   ☐ *Second*   ☐ *Third*   *Date* _____

	<1 hr.	1-2 hrs.	3-4 hrs.	>4 hrs.	
How much time did you spend with your mentor each month?					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There was adequate time to discuss and reflect about my professional growth.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The specific feedback that I received from my mentor helped me improve as a teacher.					

Working with a mentor this year has helped me improve my skills in the following areas:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Curriculum					
Instructional Strategies					
Assessment					
Classroom Management					
Communication with Parents					
Communication with Staff					
Time Management					
Meeting needs of diverse learners					
Utilizing technology					
Completing professional development requirements					

Your suggestions for improving the mentoring program:

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Additional comments/reflections:

The following forms from the Mentor Teacher Program packet were helpful	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did Not Use
Pre-Observation Summary						
Monthly Reflection Form						
Mentor/Mentee Time Log						
Tasks of Mentor Teachers						

Adapted from Okemos Public Schools' Mentor Teacher Program, 2006

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Autobiographical Questionnaire

Name _____

Birthday _____

How do you prefer I contact you/number? _____
_____

Describe your family and pets: _____
_____
_____
What is your favorite book, movie, and/or TV show?
_____
What are your favorite sports, hobbies, crafts?
_____
_____
List three to five words that best describe you.
_____
_____
Describe how you learn best:
_____
_____
What are some of your long-term goals?
_____
_____
_____
 When we have to have touch discussions, how do you prefer that we address that?
_____
_____
_____

Sample Activity Log

MENTOR ACTIVITY LOG				
DATE/TIME	TYPE OF CONTACT	TOPIC	MENTOR INITIALS	NEW TEACHER INITIALS

B APPENDIX

Checklists, Reflection and Feedback Forms

First Day of School Checklist

- ☐ Discipline/classroom management plan
- ☐ Curriculum Resources for ECS
- ☐ Lesson Plans
- ☐ Textbooks
- ☐ Textbook documentation and procedures
- ☐ Schedule and rosters
- ☐ Arrive at school by: _____
- ☐ First day duty: _____
- ☐ Discipline/homework letters to parents or guardians
- ☐ Teacher expectations discussed
- ☐ Class procedures discussed:
    - ○ Restroom
    - ○ halls/hallway
    - ○ lunch
    - ○ end-of-day/period
    - ○ desk/notebook organization
- ☐ Goals established with student
- ☐ Grade book and grading policies
- ☐ Seating chart
- ☐ Substitute folder
- ☐ First-day attendance

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Substitute Folder/Emergency Plans Checklist

- ❏ Daily plans made out in sufficient detail
- ❏ Weekly and daily schedule of classes
- ❏ List of students' names and seating chart(s)
- ❏ List of students in special programs and schedules
- ❏ List of supervisory responsibilities such as duty
- ❏ Copy of class rules
- ❏ Fire drill and other emergency procedures
- ❏ Important or unusual information about special students
- ❏ (physical problems or medication)
- ❏ Textbooks, manuals, workbooks, and worksheets in an accessible place
- ❏ Name and location of another teacher who can answer questions
- ❏ Lunch schedule/lunch cards
- ❏ Attendance procedures
- ❏ Emergency lesson plans on file per campus policy

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Daily Checklist

- ❑ Check duty schedule
- ❑ Take attendance, document absences and tardies
- ❑ Review schedule for the day
- ❑ Set daily goals
- ❑ Make announcements
- ❑ Hand out important correspondence
- ❑ Review plans for next day
- ❑ Organize materials for next day
- ❑ Check for organization:
- ❑ Lesson plans in place
- ❑ Handouts/teaching materials in place
- ❑ Curriculum (Scope and Sequence, teacher's editions in place)
- ❑ Send papers home

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Monthly Reflection Form

Reflection for the month of _____

The most valuable thing I learned this month was…

A new idea I implemented in my classroom was…

How have my experiences this month improved my instruction?

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Task Lists for Mentor Teachers

Tasks of Mentor Teachers

Orient New Teachers to their Building

From the following lists, the mentor teacher will choose tasks appropriate for his/her particular situation. Not every task is appropriate at each level – elementary, middle school, and high school. These same tasks should be completed with teachers who might start during the course of the school year.

Building Tour

- ❑ School layout
- ❑ Washrooms
- ❑ Lounge/workroom
- ❑ Office/secretary(s)
- ❑ Supply room
- ❑ Library and AV equipment
- ❑ Computer lab
- ❑ Custodian
- ❑ Bus entrance and teacher parking
- ❑ Rooms for specialists, social worker, psychologist, music, art, PE, counselor
- ❑ Student files/records

Tour of Other Important Places

- ❑ Administration building
- ❑ Location of first day district new teacher orientation and first day Institute activities (explain time)
- ❑ Local "teacher store"
- ❑ ISD
- ❑ Good lunch spots

Building Procedures

- ❑ Hours for teachers, building use other times
- ❑ Extra duties, bus, club activities, chaperoning
- ❑ Attendance/lunch count
- ❑ Movement of children, entry/exit from building washrooms, lunch, recess
- ❑ Student and teacher "dress code"
- ❑ Emergency drills
- ❑ Lunch supervision, eating arrangements
- ❑ Homework, testing policies
- ❑ Student accidents, emergencies, illness
- ❑ Pullout programs and the need for teacher flexibility in scheduling
- ❑ Field trips
- ❑ Communication within building (e-mail, voice mail, mailboxes)

Access to Resources

- ❑ Classroom and teaching supply requisitions, budget process
- ❑ AV equipment requests
- ❑ Computer access for teacher use, for student use
- ❑ Sub calling system
- ❑ Voice mail, e-mail systems
- ❑ Building activity funds (and saving receipts)
- ❑ Shared equipment and material (with other staff)
- ❑ Textbooks, supplemental materials
- ❑ District forms
- ❑ Print shop procedure

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Tasks of Mentor Teachers

First Semester – First Year

From the following lists the mentor teacher will choose tasks appropriate for his/her particular situation. Not every task is appropriate at each level – elementary, middle school, and high school.

Curriculum

- ❑ **Guides/manuals**
- ❑ **Curriculum Director/Curriculum Coordinator**
- ❑ **Management of the curriculum "demands" and pacing of learning**
- ❑ **Introduction to texts and available supplemental materials**
- ❑ **Lesson plan procedure, expectations**
- ❑ **Teaching teams or shared responsibilities**
- ❑ **Grading procedures for day-to-day records (report cards later)**
- ❑ **Opening day schedule, appropriate plans, administrative details**
- ❑ **Curriculum flow, overview of units throughout the year**
- ❑ **Plan for the first week's lessons (allow for organizing**

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, teaching centers**

Student Discipline

- ❑ **Behavior expectations for hallway, lunch, washroom, playground, library**
- ❑ **Establishing and maintaining classroom behavior expectations**
- ❑ **Managing transitions**
- ❑ **Strategies that work for mentor**
- ❑ **Principal involvement**
- ❑ **Consequences for behavior problems: parent? referral? detention? peer-mediators? conflict managers?**
- ❑ **Expected staff supervision outside the classroom**
- ❑ **Discipline referral forms**

Building and District Requirements

- ❑ **Sub folder, lesson plans, requests for substitutes**
- ❑ **Faculty meetings, timing, and schedule for meetings**
- ❑ **School calendar for the year including end of quarter, holidays, assemblies**
- ❑ **Progress reports procedures**
- ❑ **District-wide discipline referral form**
- ❑ **Report card process and deadlines**
- ❑ **Parent-teacher conferences**
- ❑ **Professional staff evaluation process**
- ❑ **Contract questions (OEA)**
- ❑ **Parental correspondence**
- ❑ **Meet with school administrator(s) to discuss progress**
- ❑ **Building and district assessment**

Helping Children with Special Considerations

- ❑ Staffing or placement procedures
- ❑ Cumulative records and the issue of confidentiality
- ❑ Introduction to support staff: gifted, reading, LD/EI, speech, social worker, psychologist, guidance
- ❑ Suggestions for working with special needs and high ability students
- ❑ Team referral for students with special needs

Personal and Professional Topics, Decisions and Procedures

- ❑ Calling in absences, and personal or professional days
- ❑ Expectations for sharing with colleagues, what others can do for you
- ❑ Importance of attending meetings that explain expectations and changes
- ❑ Avoid compromising situations when trying to help students, such as offering transportation
- ❑ Explain mentor's class schedule and availability. How can mentee contact mentor (home, phone, etc.)?
- ❑ Time management and balance
- ❑ Classroom observations

Mentor Reminders

- ❑ Ask about concerns, new ideas, proud moments
- ❑ Share your experiences too (we all work on these same issues)
- ❑ Ask how you can help. Give contact information and times available
- ❑ Ask questions to prompt reflection
- ❑ Explain it's normal to be overwhelmed
- ❑ Be clear and direct
- ❑ Provide praise and specific feedback, show enthusiasm for successes, look for ways to celebrate

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Tasks of Mentor Teachers

Second Semester – First Year

From the following lists the mentor teacher will choose tasks appropriate for his/her particular situation. Not every task is appropriate at each level – elementary, middle school, and high school. **Reflect upon the first semester and discuss the following topics as needed:**

Curriculum

❑ Management of the curriculum "demands" and pacing of learning	❑ The curriculum flow, overview of units throughout the year
❑ Subject matter experts on your building staff	❑ CA 60
	❑ Assessments
	❑ Check out procedure

Organizing the Classroom

❑ Options for room arrangement and effect on teaching and learning	❑ Traffic patterns
	❑ Storage of and access to materials

Student Discipline

❑ Behavior expectations for hallway, lunch, washroom, playground, library	❑ Establishing and maintaining classroom behavior expectations
❑ Classroom transitions	❑ What works for me with students
❑ Strategies that work for mentor	

Building and District Requirements

❑ School calendar for the year including end of quarter, holidays, assemblies	❑ Parental correspondence
	❑ Meet with school administrator(s) to discuss progress
❑ Professional staff evaluation process questions	❑ Building check out procedures

Helping Children with Special Considerations

❑ Staffing or placement procedures	❑ Suggestions for working with special needs and high ability students
❑ Cumulative records and the issue of confidentiality	❑ Team referral process

Personal and Professional Topics

❑ Opportunities for attendance at professional meetings or workshops	❑ How can mentee contact mentor (at home, phone, etc.)?

❏ Explain mentor's class schedule and availability	❏ Classroom observations

Mentor Reminders

❏ Ask about concerns, new ideas, proud moments ❏ Share your experiences too (we all work on these same issues) ❏ Ask how you can help. Give contact information and times available	❏ Ask questions to prompt reflection ❏ Explain it's normal to be overwhelmed ❏ Be clear and direct ❏ Provide praise and specific feedback, show enthusiasm for successes, look for ways to celebrate

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Tasks of Mentor Teachers

First Semester – Second Year

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From the following lists the mentor teacher will choose tasks appropriate for his/her particular situation. Not every task is appropriate at each level – elementary, middle school, and high school.

Curriculum

- ❑ Guides/manuals
- ❑ District curriculum development process and resulting expectations for teachers
- ❑ Re-introduce the Curriculum Director
- ❑ Management of the curriculum "demands" and packing of learning
- ❑ Introduction to texts and available supplemental materials
- ❑ Lesson plan procedure, expectations

- ❑ Subject matter experts on your building staff
- ❑ Teaching teams or shared responsibilities
- ❑ Opening day schedule, appropriate plans, administrative details
- ❑ The curriculum flow, overview of units throughout the year
- ❑ A plan for the first week's lessons (allow for organizing)

Organizing the Classroom

- ❑ Student access to texts, equipment, teaching centers

Student Discipline

- ❑ Behavior expectations for hallway, lunch, washroom, playground, library
- ❑ Establishing and maintaining classroom behavior expectations
- ❑ Strategies that work for mentor

- ❑ Consequences for behavior problems: Parent? Referral? Detention? Peer-mediators? Conflict managers?
- ❑ Expected staff supervision outside the classroom

Building and District Requirements

- ❑ Sub folder, lesson plans requests for substitutes
- ❑ Faculty meetings, timing and schedule for meetings
- ❑ School calendar for the year including end of quarter, holidays, assemblies

- ❑ Parent-teacher conferences
- ❑ Professional staff evaluating process questions
- ❑ Contract questions
- ❑ Parental correspondence
- ❑ Meet with school administrator(s) to discuss progress

Helping Children with Special Considerations

- ❑ Staffing or placement procedures
- ❑ Cumulative records and the issue of confidentiality
- ❑ Suggestions for working with special needs and high ability students

Personal and Professional Topics, Decisions, and Procedures

❑ Calling in absences; personal or professional days	❑ Avoid compromising situations when trying to help students, such as offering transportation
❑ Expectations for sharing with colleagues, what others can do for you	❑ Explain mentor's class schedule and availability
❑ Importance of attending meetings that explain expectations and changes	❑ How can mentee contact mentor (at home, phone, etc.)?

Mentor Reminders

❑ Ask about concerns, new ideas, proud moments	❑ Ask questions to prompt reflection
❑ Share your experiences too (we all work on these same issues)	❑ Explain it's normal to be overwhelmed
❑ Ask how you can help. Give contact information and times available	❑ Be clear and direct
	❑ Provide praise and specific feedback, show enthusiasm for successes, look for ways to celebrate

Adapted from Killeen Independent School District Mentor Handbook, 2018-2019

Tasks of Mentor Teachers

D APPENDIX

Coaching Resources

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Pre-Coaching Session: Guidelines for Questions and Discussions

Coach: _____   Teacher _____

1. What is the subject and unit topic for the Coaching Session lesson?

2. What are the learning objectives or intended learning outcomes for students in this lesson? (CD: 1c)
    a. What are the student "I can" statements?

    b. What content standard(s) will be taught?

    c. What knowledge, skills, or concepts will students be learning?

    d. What are authentic, real-life uses of these learnings?

    e. What is the level of this content? Does it introduce, reinforce, or let students master knowledge or skills?

3. Describe the students in the class, including those with special needs. (CD: 1b)
    a. How do the students in the class learn best? How do you know?

    b. What are the unique learning needs of students within the classroom?

4. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (CD: 1a)
    a. How do you know students are ready for this lesson/unit?

b. What information do you have about students' current understanding of the learning objectives/outcomes?

c. What depths of knowledge do you want students to demonstrate during the learning process?

5. What is the instructional plan? (CD: 1e)

   a. Is the teacher being observed by the coach? Is the teacher watching the coach model instruction? Are the teacher and coach co-teaching?

   b. How will students' background knowledge or existing schema be activated?

   c. Describe the planned activities <u>and the purpose underlying each activity</u>.

      i. What will the instructor(s) be doing? Are these activities aligned with ECS HQI?

      ii. What will the students be doing? Are these activities aligned with ECS HQI?

         1. How will they be actively engaged?

         2. How will students' sensory memory and short- and long- term memory be engaged?

   d. What instructional strategies will be used?

      i. How will the strategies accommodate for different types of learners?

      ii. What recently learned instructional strategies could be considered to vary strategies and maintain novelty?

      iii.   What student groupings are appropriate? What data is used to determine those groupings?

6. What instructional materials and/or resources will you use? (CD: 1d)

    a. How have you prepared those resources for ease of delivery, transitions, and a "perky pace"?

    b. What are the questions you plan to ask the students? How are they prepared and/or scripted?

7. How will student achievement of the learning objectives for the lesson be assessed? (CD: 1f)

    a. What should students know and/or be able to do after the lesson?

    b. What are indicators of student learning relative to the standard(s) being taught?

    c. How will students demonstrate their learning in class? What are some things you might see students doing or saying that will help you assess their learning along the way?

    d. What will be a short formative assessment for the lesson?

    e. What are the criteria for assessing learning?

    f. How does the assessment provide students multiple methods for expressing their learning?

    g. What are some ways you might document student success?

8. How will you respond if students do not learn the objectives for the lesson? (CD: 4a)

9. What would you like to take away from this Coaching Session?

    a. What are some aspects of your instruction you want us to focus on?

Resources: Danielson, C. (2007) Enhancing Professional Practice: A Framework for Teaching.
Killion, J. & Harrision, C. (2017) Taking the Lead.

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Post-Coaching Session: Guidelines for Questions and Discussions

Coach: _____   Teacher _____

1. What was the subject and unit topic for the Coaching Session lesson?

2. What positive classroom management, culture for learning, and/or instructional strategies were utilized by the teacher?

3. What are some areas for reflection and growth for the teacher in regard to the lesson observed?

4. What is the main intention, or take away, for the Post-Coaching Session discussion?

5. What data supports the feedback the coach will give to the teacher?

6. What are the high-quality instruction next-steps for the teacher?

7. Reflection questions for the coach/teacher:
   a. To what extent were the students productively engaged? (CD: 1e, 3c, 4a)
      i. If you were to look at examples of student work, what do those samples reveal about the students' level of engagement and understanding? (CD: 3c, 4b)

   b. In general, how successful was the lesson? Did the students learn what was intended? How do you know? (CD: 1f, 4a)

    c.   Did the teacher depart from the lesson plan? If so, how and why? (CD: 1e, 3e)

    d.   If the teacher had the opportunity to teach the lesson again to the same group of students, what would s/he do differently? (CD: 4a)

8. What is the feedback relating to what the teacher hoped to take away, and focus on instructionally during the coaching session?

9. Moving forward, how will the teacher utilize the feedback provided during the Post-Coaching Session discussion?

10. How will the coach follow-up with the teacher to help support the utilization of the feedback?

Resources: Danielson, C. (2007) Enhancing Professional Practice: A Framework for Teaching.

Coaching Session Guidelines and Resources: Possible Models of Coaching

1. Modeled Lessons
   a. While one MISD coach is modeling, the other MISD coach is talking in the ear of the ECS coach and classroom teacher regarding purpose of instructional moves and the use of resources.
2. Jigsaw Observations
   a. Two MISD coaches observe the teacher with an ECS coach. The three come out of the classroom and each shares her observations, and they discuss instructional next steps for the teacher.
3. Division
   a. One MISD coach observes with ECS coach; Second MISD coach observes with principal.
   b. One MISD coach observes with ECS coach/principal; Second MISD coach works with teachers.

Guidelines for Observation Notes and Documentation

When observing, document what you see and hear the teacher and students doing. Leave out all opinions and only document actions and verbiage. For example:

Teacher Actions and Verbiage	Student Actions and Verbiage
"It's really fun to find the patterns for factoring polynomials." - Some students are talking among themselves, and without a word, teacher moves nearer to them; the talking stops. - Kneels down next to student to provide individual feedback during writing activity.	- Assigned student helper distributes handouts to the class. - Students are talking while teacher is delivering instructions; another student says "Shhh" to classmates. - All students clap signal back to teacher when directed and turn their direction to the teacher.

Eastpointe Community Schools High Quality Instruction Checklists

READING	
Teacher Actions	**Student Actions**
☐ Develop relationships w/students & encourage students to choose their own texts ☐ Use complex texts as models ☐ Model variety of strategies to ensure meaning is derived from texts and comprehension is increased ☐ Provide skillful, instructional scaffolding to construct meaning from challenging texts ☐ Model how to develop a love of lifelong reading ☐ Provide access to increasingly complex, multi-modal and discipline-specific texts, including digital & visual ☐ Model & teach methods to increase vocabulary	☐ Use variety of strategies to derive meaning from texts and increase comprehension ☐ Use variety of methods to increase vocabulary ☐ Analyze, comment on, compare, and share thinking ☐ Make their thinking visible about what they have read, connecting text to text, text to self, and text to world. ☐ Read multiple texts focused on the

- Provide opportunities to analyze, comment on, compare, and share thinking about texts
- Expect students to make their thinking visible, connecting text to text, text to self, and text to world
- Require readings of multiple texts focused on the same topic to improve comprehension
- Require all to construct, synthesize & evaluate meaning
- Use a variety of formative assessment methods

- same topic
- Demonstrate, understand, synthesize, and evaluate texts
- Compare & contrast variety of complex multi-modal texts
- Use formative assessments of their own learning to monitor progress

WRITING

Teacher Actions	Student Actions
- Provide explicit writing instruction so students develop the ability to monitor and modify their own writing processes - Use modeling and/or mentor texts to engage in a wide variety of genres and writing tasks - Require writing extensively & for extended lengths of time - Use formative assessment to provide ongoing, timely, feedback - Use functional grammar through each stage of writing process - Provide opportunities to experience writing collaboratively - Expect & provide opportunities to use digital media/technologies - Document growth through portfolios or collecting student work - Demonstrate knowledge of the Michigan state Anchor Standards for writing as evidenced by learning objectives & instruction	- Analyze, comment on, compare, and share their thinking about writing through learning-focused "talk" - Utilize combination of self-eval. & peer evaluation strategies - Discuss writing decisions within a variety of contexts and genres - Utilize self-eval., peer eval., & teacher feedback in all phases of the writing process to enhance writing - Analyze writing, think critically, and discuss writing decisions. - Use computers for writing and collaboration with other writers. - Write in a wide variety of genres and for different audiences. - Write extensively and for extended periods of time. - Exhibit evidence of mastery of the Michigan state Anchor Standards for writing

MATH

Teacher Actions	Student Actions
- Establish mathematics goals to focus learning - Implement tasks that promote reasoning and problem solving - Facilitate meaningful mathematical discourse - Use and connect mathematical representations - Pose purposeful questions - Build procedural fluency from conceptual understanding - Support productive struggle in learning mathematics - Elicit and use evidence of student thinking	- Make sense of problems and persevere in solving them - Reason abstractly and quantitatively - Construct viable arguments and critique the reasoning of others - Model with mathematics - Use appropriate tools strategically - Attend to precision - Look for and make use of structure - Look for and express regularity in repeated reasoning

SCIENCE

Teacher Actions	Student Actions
- Anchors instruction by investigating the puzzling natural world as well as designing and building complex systems - Intentionally uses science terms & concepts in explanation	Analyze, comment on, compare and share their thinking about science through learning- focused talk.

□ Engages students in discovering, interacting, & exploring science □ Models thinking aloud & how thinking changes after learning □ Uses strategic questioning to promote learning about science □ Facilitates sense-making talk re. investigations/activities/readings □ Uses discourse strategies to get students to think deeply by constructing explanations & responding to each other's thinking □ Scaffolds students' efforts to analyze & synthesize science ideas and press for evidence- based explanation □ Uses specialized tools & routines to support students who are not willing or able to participate without help	□ Engage in multiple rounds of creating and revising scientific models, explanations and evidence-based arguments □ Prompt each other to engage in sense-making talk during investigations and other activities □ Make thinking visible through drawing and writing □ Engage in a variety of activities to promote learning of science □ Share thinking & when their thinking is changing based learning

SOCIAL STUDIES	
Teacher Actions	**Student Actions**
□ Provides skillful, instructional scaffolding to ensure students are able to become independent and self-regulated learners □ Ensures students become aware of the values, complexities, and dilemmas involved in an issue □ Ensures instruction focuses on sustained examination of a few important topics rather than superficial coverage of many □ Promotes subject specific "talk" that facilitates the construction of meaning and develops important social understanding □ Models and asks students to engage in reflective thinking and decision-making as events unfold during instruction □ Guides consideration of ethical dimensions of topics & addresses controversial issues, providing an arena for reflective development of concern for common good & application of social values □ Encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility □ Models seriousness of purpose & thoughtful approach to inquiry □ Expects students to provide well-reasoned arguments rather than opinions voiced without adequate thought or commitment	□ Analyze, comment on, compare, and share thinking through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding □ Think critically & make value-based decisions about social issues □ Show awareness and respect for opposing points of view and respect others' positions □ Provide well-reasoned arguments orally and in writing □ Engage in reflective thinking and decision-making □ Develop new understanding through a process of active construction of knowledge □ Engage in meaningful learning activities that focus on the most important ideas embedded in what they are learning □ Monitor own learning through self-reflection & teacher feedback

Effective/Meaningful Student Stations Guidelines

- Center-based learning should create situations for students to work independently or in groups, while also allowing the teacher the ability to work with smaller groups of students or individual students.
- Each station must have purposeful tasks that enrich students' skills or knowledge, provide remediation, serve as a formative assessment aligned with standards/objectives for the day's lesson, or build M-STEP, or other assessment, test-taking skills or strategies.
- Student groupings should be designed and backed by data; utilizing NWEA scores, or scores aligned with students' ability in math/reading.

- Stations should be centered around: Reading, Writing, Spelling, Mathematics, Science, Social Studies, and/or Technology.

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Coaching Session Notes

Coach: _____   **Teacher:** _____

Teacher Actions and Verbiage	Student Actions and Verbiage

Coaching and Conferencing: Sample ORID Questions

Module 7

Coaching and Conferencing: Sample ORID Questions

Objective Questions *(They are easy to answer. They get the facts and information. Their purpose is to relieve stress and invite active participation.)*	**Reflective Questions** *(They elicit emotional response and personal reactions. They invite a deepened level of participation: think, feel, believe, gauge.)*
What?	***What about "The What"?***
What do you remember most vividly about . . . ?	How do you feel "it" went?
What were the key points you noted about . . . ?	What was the most/least successful thing you noted?
What did the . . . actually do during . . . ?	What seemed to really work (or not work)?
What did you/they accomplish?	What concerns you? Confuses you? Annoys you?
What did you observe during the . . . ?	As you look at these artifacts, what concerns/pleases you?
Which individuals did . . . ? What were the behaviors you observed?	As you reflect on the evidence on standards and criteria, what pleases/concerns you?
Where does this action/activity fit in the Iowa Standards for School Leaders?	What one thing that you did made you feel most effective?
Which actions or activities were addressed?	What was exciting, surprising, or frustrating about . . . ?
What body language did you notice in the participants?	What part of the . . . was/will be hardest/easiest?
How many different resources did you use in . . . ?	How did you feel as you were . . . ?
What are some innovation/trends that you noted?	Where or when do you feel . . . had difficulty/will be difficult?
Are there artifacts that I should examine?	Which activities/actions do you think fostered high involvement?
What facts do we know about this situation?	
Interpretive Questions *(They invite sharing, and they build consciousness. They generate options and possibilities. Brainstorming and identification of possible solutions is the norm.)*	**Decisional Questions** *(They develop opinions/options/solutions that lead to future actions. They clarify expectations for improvement or change.)*
So What?	***Now What?***
What did you learn about yourself through this experience?	What things will you do differently?
What things could you have done/could you do to increase . . .?	What things will you do the same in future . . . ?
What things could you have done/could you do to extinguish the undesirable . . . .?	Which of your skills will you further develop? And what will you do to develop them?
What are some examples of techniques or strategies that worked/coul work for you in this . . . ?	What things will you do to increase . . . ?
What are things that you might have done/ could do in the beginning (or middle, or end) of this . . . that would have enhanced/could enhance the outcome?	What things will you do to ensure future success and/or prevent future failure?
\What do these results mean to you in terms of future planning?	What things will you do during . . . to sustain or extinguish . . . ?
What other ways could you assess . . . ?	What are your next steps? What actions/ideas has this triggered for you?
What insights have you gained about how you . . .?	What supports will you need to continue to work on those areas of concern to you?
	What goals have you set for yourself that are related to our conversation?

Objective Questions *(They invite sharing, and they build consciousness. They generate options and possibilities. Brainstorming and identification of possible solutions is the norm.)*

What ?

Reflective Questions *(They elicit emotional response and personal reactions. They invite a deepened level of participation: think, feel, believe, gauge.)*

Then What ?

Interpretive Questions *(They invite sharing, and they build consciousness. They generate options and possibilities.)*

So What ?

Decisional Questions *(They develop opinions/options/solutions that lead to future actions. They clarify expectations for improvement or change.)*

Now What ?

Module 7: Tool 7.5   ©2007   Module 7 Handout 9

SBI Feedback Model

```
┌─────────────────────────────┐
│         SITUATION           │
│     (SETTING/BACKGROUND)     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          BEHAVIOR           │
│    (DESCRIBE THE BEHAVIOR    │
│       OF THE TEACHER)        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│           IMPACT            │
│ (CONSEQUENCE OF THE BEHAVIOR │
│   ON THE INTENDED AUDIENCE)  │
└─────────────────────────────┘
              │
              ▼
          ( STUDENT )
              │
              ▼
┌─────────────────────────────┐
│      INQUIRY QUESTION        │
│    (TO MEDIATE THINKING)     │
└─────────────────────────────┘
```
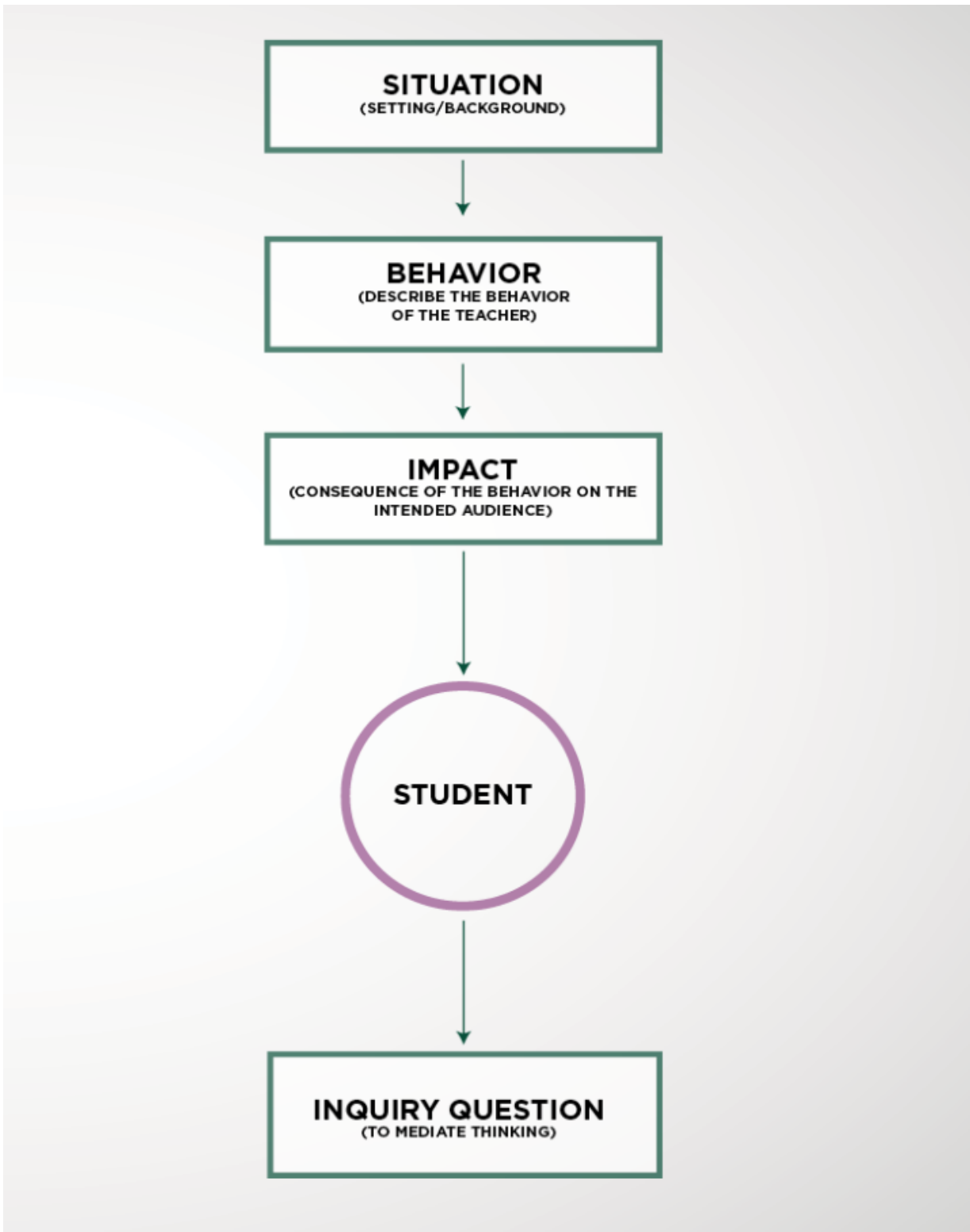
(Graphic from Michigan State University, Office of K-12 Outreach, MSU Coaching for Effective Teaching Program, 2018)

Phases of First Year Teachers' Attitudes Toward Teaching

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

Anticipation

Survival

Anticipation

Reflection

Rejuvenation

Disillusionment

NEW TEACHER CENTER

Aug Sept Oct Nov Dec Jan Feb Mar Apr May June July
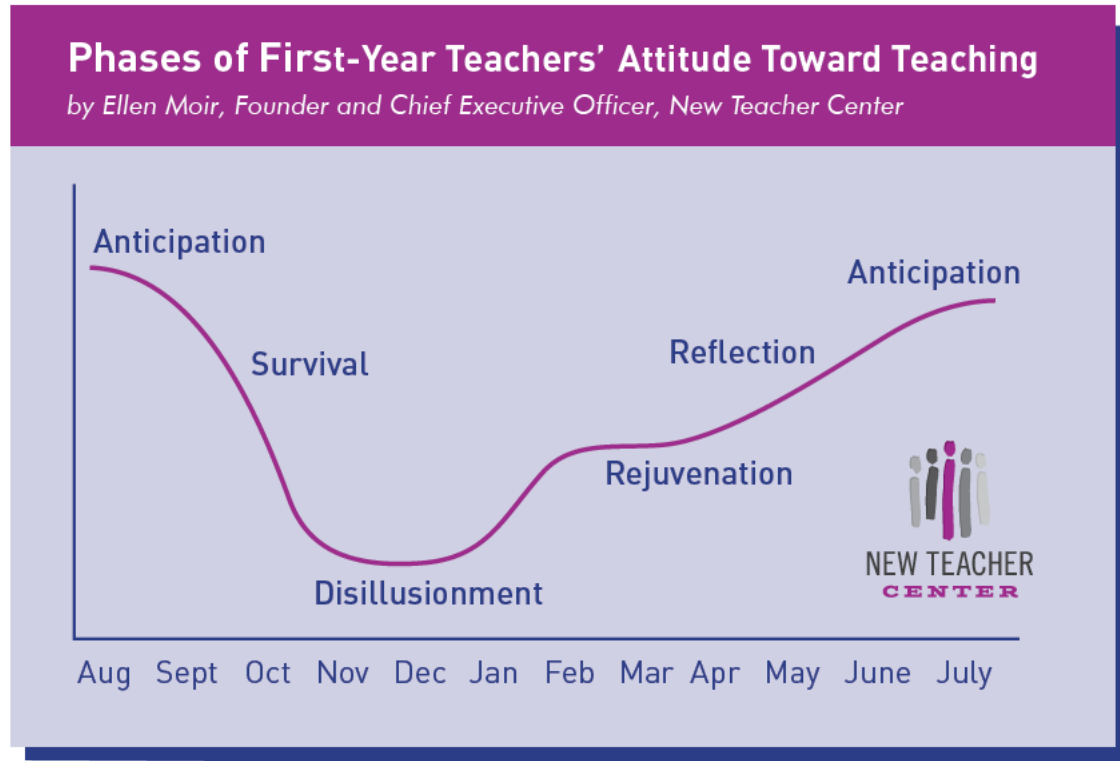
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