



**Seminole County
Public Schools
2013 - 2014**

**New Teacher
School-wide
Mentor Program
Guide**

SCHOOL-WIDE MENTOR: _____

SCHOOL: _____

School-wide Mentor Roles and Responsibilities

<u>Roles</u>	<u>Notes</u>	
<input type="checkbox"/> To listen		
<input type="checkbox"/> To be available for consultation and assistance		
<input type="checkbox"/> To establish lines of communication		
<input type="checkbox"/> To support the incoming mentees as a nonjudgmental peer professional		
<input type="checkbox"/> To articulate district policies, procedures and expectations to the new teacher		
<input type="checkbox"/> To help the mentees understand the organizational culture		
<input type="checkbox"/> To guide the mentees in lesson plan and grade book procedures		
<input type="checkbox"/> To familiarize the mentees with resource personnel in your school		
<input type="checkbox"/> To share personal experiences and insights that may benefit the mentees		
<input type="checkbox"/> To help the mentees set realistic goals and targets that will impact student learning		
<input type="checkbox"/> To share the necessity for continual learning as professionals (PD)		
<u>Responsibilities</u>		
<input type="checkbox"/> To attend and complete mentor training workshop		
<input type="checkbox"/> To meet the Thursday before preplan with the new teachers		
<input type="checkbox"/> To follow “First Steps to New Teacher Success” (See PowerPoint)		
<input type="checkbox"/> To maintain a log of meetings, dates, topics, and attendees		
<input type="checkbox"/> To commit to supporting the new teacher in a confidential manner		
<input type="checkbox"/> To schedule and meet with the new teacher on a regular basis – more frequently during the first grading period (Discuss with administration.)		

Before School Starts

Identify the appropriate activities given the experience of your new teacher, and then “**date**” the items as you complete them.

Building Tour

Notes

<input type="checkbox"/>	School location and general layout (grade levels or departments)	
<input type="checkbox"/>	Bus boarding/unloading area	
<input type="checkbox"/>	Teacher parking	
<input type="checkbox"/>	Administrative Offices (Principal, AP, Deans)	
<input type="checkbox"/>	Guidance Offices	
<input type="checkbox"/>	Media Center and AV equipment	
<input type="checkbox"/>	Rooms for music, art, physical education, speech, gifted, etc.	
<input type="checkbox"/>	Computer labs	
<input type="checkbox"/>	Supply room	
<input type="checkbox"/>	Book storage room	
<input type="checkbox"/>	Custodial Storage Room	
<input type="checkbox"/>	Teacher lounge	
<input type="checkbox"/>	Staff restrooms	
<input type="checkbox"/>	Cafeteria	
<input type="checkbox"/>	Mail room, sign-in area	
<input type="checkbox"/>	Copy Center	
<input type="checkbox"/>	Teacher work areas	
<input type="checkbox"/>	ISS / Time-Out Rooms (If applicable)	
<input type="checkbox"/>	Clinic	

<u>Building Procedures</u>		<u>Notes</u>
<input type="checkbox"/>	Teacher sign-in and sign-out policies	
<input type="checkbox"/>	Hours for teachers and students	
<input type="checkbox"/>	Student Code of Conduct	
<input type="checkbox"/>	Expectations of teacher pertaining to professionalism, dress code	
<input type="checkbox"/>	Extra duties (hall, bus, etc.) times, responsibilities, when to sign up (if applicable)	
<input type="checkbox"/>	Lunch procedures	
<input type="checkbox"/>	Arrival and dismissal procedures	
<input type="checkbox"/>	Emergency drills (fire, tornado, bomb, lock-down, etc.)	
<input type="checkbox"/>	Staff accidents and emergencies	
<input type="checkbox"/>	Assembly seating and supervision	
<input type="checkbox"/>	Student accidents, emergencies	
<input type="checkbox"/>	Movement of students, entry/exit from lunch, physical education, buses	
<input type="checkbox"/>	Keys for room, building, parking lot security fence	
<input type="checkbox"/>	Maintenance and custodial procedures	

<u>Access to Resources</u>		<u>Notes</u>
<input type="checkbox"/>	Classroom and teaching supply requisitions	
<input type="checkbox"/>	Departmental budgets, warehouse requisitions, and purchase order procedures	
<input type="checkbox"/>	AV equipment requests	

Access to Resources (continued)

Notes

<input type="checkbox"/>	Shared equipment and materials	
<input type="checkbox"/>	Computer configuration	
<input type="checkbox"/>	Computer access for students	
<input type="checkbox"/>	Textbooks, supplementary materials	
<input type="checkbox"/>	School site duplicating services and supplies	
<input type="checkbox"/>	County Office Print shop services	
<input type="checkbox"/>	Faculty Handbook	
<input type="checkbox"/>	Options for room arrangement and effect on teaching and learning	
<input type="checkbox"/>	Traffic patterns	
<input type="checkbox"/>	Storage and access to materials	
<input type="checkbox"/>	Student access to equipment, teaching centers	
<input type="checkbox"/>	Operation of equipment	
<input type="checkbox"/>	Copyright procedures	

Communication

Notes

<input type="checkbox"/>	Accessing intercom, phone system, sending and receiving voice mail	
<input type="checkbox"/>	Accessing and using computer e-mail	
<input type="checkbox"/>	Inter-school courier service	
<input type="checkbox"/>	Guidelines and policies concerning communication with parents: Letters, phonecalls, and personal contacts	

<u>Communication (continued)</u>		<u>Notes</u>
<input type="checkbox"/>	District Web Page and school site web pages	
<input type="checkbox"/>	SCPS website to access Sunshine State Standards and Professional Links	
<input type="checkbox"/>	Curriculum pages on SCPS website (according to subject area taught)	
<input type="checkbox"/>	Professional Development available on SCPS website/ signing up	
<input type="checkbox"/>	Procedures for sending home communication: newsletters, notes, etc.	
<input type="checkbox"/>	Discuss making positive contact with parents by phone or written note within the first month.	

<u>Personal and Professional Decisions and Procedures</u>		<u>Notes</u>
<input type="checkbox"/>	Understanding the recognized categories of absences	
<input type="checkbox"/>	Procedures and expectations when you call in sick	
<input type="checkbox"/>	Required paperwork following sick leave (varies by school)	
<input type="checkbox"/>	Procedure for requesting personal or professional leave	
<input type="checkbox"/>	Automated Call-In System for substitutes (according to school policies)	
<input type="checkbox"/>	Lesson Plans for substitutes	
<input type="checkbox"/>	Emergency lesson plans (for unexpected or extended absence)	
<input type="checkbox"/>	Faculty Meetings and Team Meetings	
<input type="checkbox"/>	Required observations / evaluations by administrators	
<input type="checkbox"/>	Planning to collaborate and share with colleagues	
<input type="checkbox"/>	Social media: Texting, Facebook, blogs, etc.	

Preplan Week

Begin Building a Trusting Relationship

Notes

<input type="checkbox"/>	Peer teacher meet new teacher(s) in predesignated area the first day	
<input type="checkbox"/>	Peer teacher shares beliefs in: <ul style="list-style-type: none"> ▪ the need for continual learning as professionals ▪ the need to be open to feedback and learning ▪ the power of collaboration 	
<input type="checkbox"/>	Peer teacher encourages new teacher(s) to ask questions, confide concerns	
<input type="checkbox"/>	Peer teacher introduces new teacher to staff: grade level chairperson, dept. head, team members, media specialist(s), office staff, custodial staff, bookkeeper	
<input type="checkbox"/>	Begin discussing stress management	

Procedures

Notes

<input type="checkbox"/>	Share lunch schedule and procedures (and recess procedures, where applicable)	
<input type="checkbox"/>	Review the daily schedule, including Planning Period	
<input type="checkbox"/>	Review plans for the first day	
<input type="checkbox"/>	Discuss school's procedures for student-schedule pick-up (varies by school the degree to which teachers are involved in this)	
<input type="checkbox"/>	Discuss policy regarding visitors on campus	
<input type="checkbox"/>	Discuss policy on inviting guest speakers	

Procedures (continued)

Notes

<input type="checkbox"/>	Discuss money collection procedures	
<input type="checkbox"/>	Discuss policies and procedures for student out-of-class passes	
<input type="checkbox"/>	Discuss clinic policy, accidents and incident reports	
<input type="checkbox"/>	Review beginning of the year student forms, including emergency contact cards, identification cards, field trip permission forms, information release forms, Internet access permission forms, change of bus forms, etc.	
<input type="checkbox"/>	Discuss issuing textbooks, recording book numbers	
<input type="checkbox"/>	Discuss uses of student ID#,s, signing on and logging off school computers (teachers and students)	
<input type="checkbox"/>	Explain first day attendance procedures for students	
<input type="checkbox"/>	Cover grading procedures (school-based requirements)	
<input type="checkbox"/>	Set up Copy Center Account	
<input type="checkbox"/>	Discuss AUP (Acceptable Use Policy)	
<input type="checkbox"/>	Discuss usage of electronic devices by both faculty and students	
<input type="checkbox"/>	Point out that all teachers are held to a higher standard and make the teacher aware of the Florida Department of Education's Code of Ethics brochure.	

Curriculum

Notes

<input type="checkbox"/>	Review guides/manuals, Student Progression Plan, Code of Student Conduct, Faculty Handbook, Sunshine State Standards	
<input type="checkbox"/>	Give an overview of instructional plans	
<input type="checkbox"/>	Lesson plan procedures and expectations	
<input type="checkbox"/>	Introduction to texts and available supplemental materials	
<input type="checkbox"/>	Subject matter experts within the building/staff/District Office	

<input type="checkbox"/>	Teaching teams or shared responsibilities (where applicable)	
<input type="checkbox"/>	Grading procedures for day-to-day record keeping (number of grades, state numerical and letter grade scale, weighting schemes, etc.)	
<input type="checkbox"/>	Use of the District's adopted computerized grading network	
<input type="checkbox"/>	Special accommodations for ESE (Exceptional Student Education) students (e.g.: extended testing time, alternative testing site, etc.)	
<input type="checkbox"/>	School, grade-level and District guidelines, homework/assignments	

Student discipline

Notes

<input type="checkbox"/>	Think about this: "Classroom Discipline is like other disciplines, i.e. language arts, science, math, and social studies. It needs to be taught, practiced, evaluated, retaught, and reinforced."	
<input type="checkbox"/>	Behavior expectations for hallways, lunchroom, parking lots, recess areas	
<input type="checkbox"/>	Establishing classroom behavior expectations	
<input type="checkbox"/>	Posting of rules and consequences	
<input type="checkbox"/>	Location of security personnel/or resource officer, how and when to meet with these individuals, when to refer a student here versus administration	
<input type="checkbox"/>	Expected staff supervision outside of the classroom, including assigned morning or afternoon duty obligations, school assemblies and other school events	
<input type="checkbox"/>	Detention and/or referral process for students, including special needs students	
<input type="checkbox"/>	Incentives and motivation (personal and/or school-based)	

Preparations

Notes

<input type="checkbox"/>	Readiness of room and materials for "Meet the Teacher"	
<input type="checkbox"/>	Walk through room to look for safety issues and/or fire code issues	

New Teacher's Checklist -- First Day of School

		<u>Notes</u>
<input type="checkbox"/>	How to handle a crisis situation.	
<input type="checkbox"/>	Obtain Supplies: class list(s) / art supplies / lesson plan book / attendance book (Online) / office supplies	
<input type="checkbox"/>	Student Information Card (contact information, things you want to know, such as hobbies, interests, favorite subject, etc.	
<input type="checkbox"/>	Use an activity to gather information about your students so you can begin to foster relationships. <i>Examples: Learning Style Inventory, Multiple Intelligence Survey, letter home requesting info on students etc.</i>	
<input type="checkbox"/>	Bus lists (where applicable)	
<input type="checkbox"/>	Bulletin board decisions; where to post announcements, calendar, menus, etc.	
<input type="checkbox"/>	Code red, code yellow, fire drill procedures discussed with students	
<input type="checkbox"/>	Make signs for room	
<input type="checkbox"/>	Post your name, room number, schedules for lunch, other important info	
<input type="checkbox"/>	Prepare name tags for student desks (Name tents for secondary)	
<input type="checkbox"/>	Prepare class lists, seating charts, artifact/portfolio folders (as needed)	
<input type="checkbox"/>	Prepare take-home packets for students on the first day, including such items as an introductory letter to parents, class rules and procedures, homework policy, course overviews, assorted school forms, etc.	
<input type="checkbox"/>	Consider the impact of dressing professionally	
<input type="checkbox"/>	Check to see which students may be going to special classes	
<input type="checkbox"/>	Gather and organize textbooks; inventory as necessary	
<input type="checkbox"/>	Gather appropriate supplementary materials	
<input type="checkbox"/>	Define and explain your classroom procedures and management	

<input type="checkbox"/>	Write plans for the first day and the first week	
<input type="checkbox"/>	Make sure you have community-building activities to do with your class	
<input type="checkbox"/>	Make sure you have community-building activities to do with your class	
<input type="checkbox"/>	Have copies of written materials for the first week	

August

Notes

<input type="checkbox"/>	Discuss and review Professional Development needs, upcoming inservice training, etc.	
<input type="checkbox"/>	Discuss school culture and social traditions	
<input type="checkbox"/>	Review and assemble substitute folder	
<input type="checkbox"/>	Discuss the Homebound Program (for students out of school on extended stays)	
<input type="checkbox"/>	Be accessible during first week of school planning	
<input type="checkbox"/>	Review the SCPS webpage: calendar (comp. days), EIS (PD classes and points), and ESS (paychecks).	
<input type="checkbox"/>	Share bad weather and school closing procedures (e.g., online information, radio stations, school contact tree)	
<input type="checkbox"/>	Discuss indoor recess activities (elementary only)	
<input type="checkbox"/>	Review ESE staffing, placement procedures, and schedule change policies	
<input type="checkbox"/>	School policy on who is responsible for writing the PMP, IEP, LEP, etc.	
<input type="checkbox"/>	Discuss cumulative records and the issue of confidentiality	
<input type="checkbox"/>	Avoid compromising situations when trying to discipline students	
<input type="checkbox"/>	Determine award criteria	
<input type="checkbox"/>	Learn assembly procedures	

<input type="checkbox"/>	Review teacher evaluation procedures and upcoming observation	
<input type="checkbox"/>	Meet to review data assessments that will be given to students	
<input type="checkbox"/>	Complete textbook inventory (How to assign books)	
<input type="checkbox"/>	Discuss policy on inviting guest speakers	
<input type="checkbox"/>	Dividend procedures for school and county	
<input type="checkbox"/>	Plan for open house: procedures, situations to avoid, materials to prepare	
	August Meeting Notes (reflecting upon your discussions):	

Some people go into teaching because it is a job. Some people go into teaching to make a difference."

Harry Wong

September

Notes

<input type="checkbox"/>	Discuss and review Professional Development needs, upcoming inservice training, etc.	
<input type="checkbox"/>	Share instructional strategies, cooperative learning, and flexible grouping	
<input type="checkbox"/>	Review parent communication methods, conferences, time lines and record keeping	
<input type="checkbox"/>	Review the school web page	
<input type="checkbox"/>	Discuss classroom volunteers and student helpers	
<input type="checkbox"/>	Discuss Book Club order procedures (Troll, Scholastic, etc.)	
<input type="checkbox"/>	Consider attending a Parent Teacher Organization or School Improvement Team meeting with your mentor	
<input type="checkbox"/>	Review procedure for Progress Reports (Have parents of struggling students been notified?)	
<input type="checkbox"/>	Organize a year long calendar (FCAT testing, report cards, field trips, activities, etc.)	
<input type="checkbox"/>	Review teacher evaluation procedures and upcoming observation	
<input type="checkbox"/>	Awareness of school master calendar	
Meeting Notes (reflecting upon your discussions):		

October

Notes

<input type="checkbox"/>	Review classroom management and discipline	
<input type="checkbox"/>	Review holiday issues – Halloween coming up - sensitivity to religious concerns	
<input type="checkbox"/>	Analyze lesson plans for organization and pacing	
<input type="checkbox"/>	Discuss possible interventions for individual students, as needed (Progress Monitoring Plans, PMPs, for students performing below expectations)	
<input type="checkbox"/>	Revisit student referral procedures	
<input type="checkbox"/>	Review student portfolio expectations (cumulative folders), as appropriate	
<input type="checkbox"/>	Discuss parent conferences and why to bring appropriate documentation	
<input type="checkbox"/>	Review bilingual assistance available for conferences	
<input type="checkbox"/>	Review schedule for state testing (FCAT)	
<input type="checkbox"/>	Discuss appropriate procedures for classroom celebrations	

Meeting Notes (reflecting upon your discussions):

"A major attribute of a profession is that there is a systematic enculturation of its new members."

Jon Saphier

November

Notes

<input type="checkbox"/>	Share ideas and application from workshops, conferences, Professional Learning Communities, and/or inservice training	
<input type="checkbox"/>	Discuss needs and concerns	
<input type="checkbox"/>	Share bulletin board ideas	
<input type="checkbox"/>	Maintain parent communication: students successes and concerns	
<input type="checkbox"/>	Explore professional development opportunities for second semester	
<input type="checkbox"/>	Discuss in detail preparation for state assessments	
<input type="checkbox"/>	Review instructional strategies; discuss alternative assessments	

Meeting Notes (reflecting upon your discussions):

"The only limitations are those you place upon yourself and those you allow other people to place upon you."

Jean Driscoll

December

Notes

<input type="checkbox"/>	Discuss school traditions and district policies regarding holiday events and activities (e.g., no Christmas trees, gift giving, sensitivity to religious issues) (e.g., no Christmas trees, gift giving, sensitivity to religious issues)	
<input type="checkbox"/>	Discuss upcoming social gathering and staff activities	
<input type="checkbox"/>	Detail a plan for dealing with the week before and after the holiday break	
<input type="checkbox"/>	Review the fall semester's experiences: highlights, struggles, goals	
<input type="checkbox"/>	Discuss upcoming exam schedule and policies (where applicable)	
<input type="checkbox"/>	Design substantive, comprehensive exams (where applicable)	
<input type="checkbox"/>	Plan for possible changes, student reassignments, etc., after the holidays	
<input type="checkbox"/>	IF WORKING ON TEMPORARY CERTIFICATE, CONTACT Carolyn Hevey 50083, Ramona Rainey 50497, Emily Devito 50417, Lacy Witschey 50037, or Rosa Jones 50100	
Meeting Notes (reflecting upon your discussions):		

*"Learning is an individual activity, but not a solitary one. It is more effective when it takes place within a supportive community of learners."
Harry and Rosemary Wong*

January

Notes

<input type="checkbox"/>	Plan activities for the second half of the year	
<input type="checkbox"/>	Discuss parent conferences concerning academic progress	
<input type="checkbox"/>	Consider enrolling in an appropriate professional development workshop	
<input type="checkbox"/>	Prepare for next administrative observation; look over last one	
<input type="checkbox"/>	Discuss retentions with parents of at-risk students who might not graduate	
<input type="checkbox"/>	Keep documentation	
<input type="checkbox"/>	Discuss and review academic choices and the pupil progression plan	
Meeting Notes (reflecting upon your discussions):		

The Three ARE's.

"Teachers ARE important. Teachers ARE influential. Teachers ARE able to make a difference."

Helen Morsink

February

Notes

<input type="checkbox"/>	Share literature, research readings, and professional journals	
<input type="checkbox"/>	Discuss time lines and deadlines that come up before Spring Break	
<input type="checkbox"/>	Review Valentine's Day party procedures (class lists), elementary only	
<input type="checkbox"/>	Review FCAT (Florida Comprehensive Achievement Test) procedures/and test security issues	
<input type="checkbox"/>	Discuss retention and promotion policy	
Meeting Notes (reflecting upon your discussions):		

"Every one of us is both a student and a teacher. We are at our best when we each teach ourselves what we need to learn."

Harry and Rosemary Wong

March / April

<input type="checkbox"/>	Review the Spring Break calendar	<u>Notes</u>
<input type="checkbox"/>	Discuss re-teaching and reinforcing academic behavior expectations after Spring Break	
<input type="checkbox"/>	Review cumulative folder and student portfolio maintenance, where applicable	
<input type="checkbox"/>	Review student report cards	
<input type="checkbox"/>	Start thinking about students who deserve year end reward, school awards assembly	
<input type="checkbox"/>	Meet with parents about retentions, promotions, graduation and the requirements	
<input type="checkbox"/>	Discuss end-of-the-year events and traditions	
A Survey or Questionnaire will be SENT AT THE END OF APRIL by Randy Allman. Please complete this form and return electronically or through the courier to Rose Jones. Each form is completed individually and remains confidential.		
Meeting Notes (reflecting upon your discussions):		

"If you touch a rock, you touch the past. If you touch a flower you touch the present. If you touch a child you touch the future."

Anonymous

May

Notes

<input type="checkbox"/>	Consider new ideas for putting the classroom in "end-of-the-year" order; tips for summer storage	
<input type="checkbox"/>	Discuss room check-out/ when to collect textbooks/ fines, forms needed	
<input type="checkbox"/>	Consider closure activities with the students	
<input type="checkbox"/>	Review any variation in pay periods (at end)	
<input type="checkbox"/>	Consider what changes you want to make next year	
<input type="checkbox"/>	Discuss the importance of lessons that are both "real" and motivational in the closing days of school	
<input type="checkbox"/>	School-wide mentor submits new teachers meeting log	
Meeting Notes (reflecting upon your discussions):		

"With desire and commitment the leader builds a fire inside that causes others to glow brightly. No matter what the odds, the leader knows that the task can be accomplished."

Anonymous