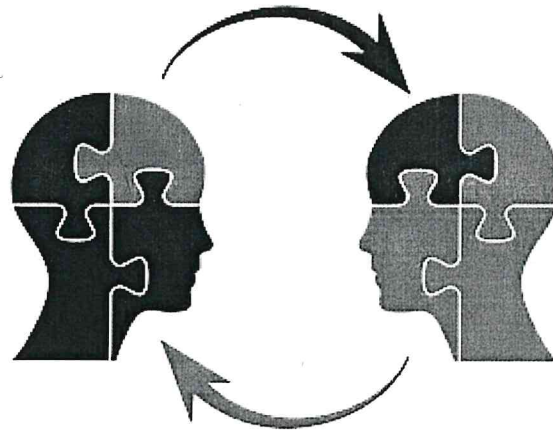Globe Unified School District
2019-2020

Mentoring
and
Peer Teacher
Program Portfolio

New Teacher: _____   Program Year:① or ②

Mentor/Peer
Teacher:_____

Site Coordinators Contact Information

Copper Rim	
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"We rise by lifting others."
–Robert Ingersoll

Table of Contents

Dear Mentoring Program Participants:

Welcome to Globe Unified School District #1. We are excited to have you as a member of our team! The Globe Unified School District Mentoring and Peer Teacher Program is a joint effort on behalf of the Globe Unified School District (LIFT) Leaders Influence for Transformation Team, Administrators and Mentor Teachers. The program seeks to support new teachers and/or any teacher needing additional support both professionally and personally in their efforts to become "highly performing educators".

Research indicates that student achievement depends, in part, on constructing a school culture that fosters growth for students and staff alike. We believe that mentors, new teachers and teachers in need of support will learn and grow in this process. We recognize that the level of support will depend on the individual needs (i.e. experience and certification status) of the mentee-teacher.

We wish you every success in your new teaching/continued teaching experience, and will assist you in any way that we can. Please feel free to contact your mentor at any time.

Respectfully,
Globe Unified School District #1 LIFT Team

MENTEE NEEDS ASSESSMENT

The following will assist you as a mentee to inventory your experiences and areas of need. This information will not be shared with your building administrator, it will only be used by your district mentor facilitator to assist in matching you to a mentor and once matched, to give your mentor a concept of your specific strengths and areas where you want to grow.

Name _____ School _____

1. Previous educator experience, including student teaching or internship.

2. List your three strongest assets as an educator.

3. List your three areas of concern as a new educator with this agency/ district.

How would you rate your skills in the following areas:
1 – developing, 2 – confident, 3- accomplished
Place a check in the corresponding box.

1	2	3		1	2	3	
			Lesson planning				Dealing with crisis in the classroom
			Planning for a substitute teacher				Addressing student learning standards
			Large group instruction				Establishing rapport with faculty and staff
			Small group instruction				Understanding of teaching/learning styles
			One-to-one instruction				Parent conferencing and Communication
			Creating & administering informal assessments				Understanding of cultural or ethnic differences
			Planning instructional units				Supporting school improvement goals
			Planning for students with special needs, including "at risk" and "gifted"				Ability to set appropriate levels of expectations for student achievement
			Planning and producing instructional materials				Addressing teacher performance standards
			Behavior management/Capturing Kids Hearts				Establishing a Growth Mindset

The Mentoring and Peer Teacher Program is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics.

	No Concern		Somewhat Concerned		Very Concerned
Expectations					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject areas for student learning	1	2	3	4	5
3. School/District policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
Teaching					
6. Determining student academic ability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	1	2	3	4	5
Classroom Management					
11. Student discipline	1	2	3	4	5
12. Preparation time	1	2	3	4	5
13. Assessing/grading student work	1	2	3	4	5
14. Organization of the classroom	1	2	3	4	5
15. Management of paperwork and reports	1	2	3	4	5
16. Accessing materials, supplies, equipment	1	2	3	4	5
17. The budget for instructional materials	1	2	3	4	5
Relationships					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5

23. Your number of years of teaching experience _____

Other Concerns?

24. _____	1	2	3	4	5
25. _____	1	2	3	4	5
26. _____	1	2	3	4	5

<div align="center">**Mission Statement**</div>

It is the mission of the Globe Unified School District #1 Mentoring and Peer Teacher Program to provide information, support and encouragement for the success of educators new to the district.

<div align="center">**Program Overview**</div>

New Teacher Orientation

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the Mentees to meet with their Mentors, building principals and district administration.

Mentee/Mentor Meetings

The focus for each meeting is outlined within the Mentee/Mentor monthly checklist included in this portfolio. Attendance is mandatory.

Mentoring Program

All educators new to the district, educators experiencing a change in grade level or type of assignment, or teachers returning to the profession after time away will be assigned a mentor as needed, up to 3 years. The purpose of the mentor will be to provide information, support and encouragement for the success of all educators. A checklist of activities is located in this portfolio.

Statement of Purpose

The purpose of the Mentoring Program at Globe Unified School District #1 is to provide a new teacher in the district the assistance necessary to begin a successful teaching career through a mentoring relationship during their first two years of employment in our district. This program will assist new teachers and teachers new to our district in a further understanding of teaching techniques, procedures, requirements, and expectations of their specific grade level or subject area assignment.

The Mentoring and Peer Teacher Program will:
- Provide a system of induction for new faculty members in order to effectively assimilate new teachers to the culture of the community and school environment.
- Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.
- Provide information for new teachers on available resources and necessary district policies and procedures.
- Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers.
- Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

THE BENEFITS OF TEACHER MENTORING

GOAL: TO ENSURE THAT CHILDREN HAVE A QUALITY TEACHER IN EVERY CLASSROOM, EVERY DAY!

When trained mentors help guide new teachers, we see results reflected in higher student achievement (AYP).

Research tells us that if low-performing students have an effective teacher, the average gains will be 53% as opposed to students who have an ineffective teacher whose students will only have an average 14% gain. (Sanders and Rivers, 1996).

Research also tells us that with embedded professional development, such as that provided by an onsite mentor, student gains will be measured at 93% as compared with teacher's obtaining masters degree (12%), professional development apart from other staff (20%), and school-wide professional development (38%). (NAAC Report, 2003)

Teacher Retention Depends Upon Strong Support For New Teachers~ New Teacher Center at Santa Cruz, University of California (2006)

Mentor
Roles and Responsibilities

Roles:

- To listen
- To be available for consultation and assistance
- To establish lines of communication
- To support the Mentee as an advocate and a professional confidant
- To schedule and meet with the Mentee monthly (or more often, as necessary) at a time and place mutually agreed upon in the *Mentor-Mentee Contract*
- To articulate district policies, procedures, and expectations to the Mentee
- To help the Mentee understand the organizational culture
- To guide the Mentee in lesson planning and grade-book procedures
- To familiarize the Mentee with available resources in the district
- To share personal experiences and insights that may benefit the Mentee
- To help the Mentee set realistic goals and targets that will impact student learning

Responsibilities:

- To attend and complete a *Mentor Portfolio Training Workshop*
- To sign the *Mentor-Mentee Contract*
- To commit time to work with the new Mentee for at least one school year
- To meet with the Mentee at least once a month at scheduled times throughout the year, as agreed upon by both parties
- To discuss in detail with Mentees the monthly issues listed in this Mentoring Program Portfolio
- · To complete an Exit Questionnaire, to be used for assessment and improvement of the program

Mentee
Roles and Responsibilities

- To attend a partnering session with Mentee/Mentor Assignment prior to the start of the school year
- To sign the *Mentor-Mentee Contract*
- To ask questions, exchange ideas, seek advice and information from the Mentor
- To meet with the Mentor at least once a month (or more), at scheduled times throughout the year, as agreed upon by both parties
- To discuss in detail with the Mentor the monthly issues in the Mentoring Program Portfolio
- To complete an Exit Survey, to be used for assessment and improvement of the program

Mentoring Program Coordinators
Roles and Responsibilities

- Coordinate with the business office for financial reimbursement for Mentors participating in the Mentoring Program
- Actively seek additional grant money that can be used to finance the mentor program
- Coordinate Mentoring Program activities throughout the year
- Arrange Mentor-training sessions
- Annually evaluate the effectiveness of the Mentor Program and make recommendations for continued improvement
- Share resources for professional development opportunities
- Address the challenges/concerns presented by the building administrators and/or Mentors

School Site Principal
Roles and Responsibilities

· School Site Principal works with LIFT Team to assign a Mentor to new teachers as appropriate and in a timely manner; gives consideration to grade level, subject taught, and specialized expertise
· Agrees to provide support for both the Mentor and the Mentee
· Supervises curriculum
· Checks lesson plans
· Makes required classroom visits
· Completes required summative observations

Mentor/Mentee Contract

_____(Mentor) & _____ (Mentee) working relationship:

Availability: Both will participate in an "open door policy". Either teacher may stop in to the other's room as needed. We realize that, at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time for each other to do this. There will also be planned times for meeting together.

Atmosphere: We will respect each other's time and space. We will accommodate each other's comfort zone as to when and where to meet.

Tone: We will be aware that we are each human and that our job at times can be stressful. We will be serious in our approach to working together in remembering that humor and a good laugh can make our jobs and time spent together more enjoyable. We will do what we can for each other to alleviate some of this stress.

Promptness: We will both respect the value of each other's time by being prompt at our set meeting times and keep the meeting concise. We recognize that each other's time is valuable. If something comes up unexpectedly, we agree to let each other know as soon as possible.

Confidentiality: We agree to keep our discussions confidential. We will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

This is to certify that_____(Mentee)
and_____(Mentor) have agreed to work
collaboratively throughout the current school year, in conjunction with the
GUSD #1 Mentoring Program.

By signing, Mentee and Mentor both agree to the following requirements:

- *To attend a required partnering orientation session prior to the start of school.*
- *To meet regularly, at the place(s), and the time(s) indicated below, for purposes of conferencing and consultation; three of these contacts must be within the first month of school, the remainder at approximately one-month intervals throughout the rest of the school year.*
- *To document and discuss in detail, monthly classroom visitations/observations, one of which must be within the first two weeks of the school year.*
- *To maintain and submit this complete Mentoring Portfolio to the principal for review by May 01, 2020*
- *To complete and submit an Exit Survey to help evaluate and develop the program*

Mentor/Mentee Agreement of Confidentiality

I understand and will fulfill my responsibilities as outlined in the Globe Unified School District's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Mentor Signature:	Mentee Signature:
Date:	Date

Copper Rim Mentor/Mentee Checklist

<div align="center">

Mentor/Mentee Checklist
Some items may not apply to your site.

</div>

Mentor	Grade Level/Subject Area
Mentee	Grade Level/Subject Area
School	School Year

Week of teacher return/before students return

New Teacher Orientation/Housekeeping   **Notes:**

- ❏ Familiarize Mentee with district, building calendars & employee handbook
- ❏ Establish/log meeting times with new teacher
- ❏ Technology systems & resources (schoolmaster, attendance, BT, phone, textbooks, manuals).

Building

- ❏ Introduce Mentee to staff
- ❏ Demonstrate use of building equipment
- ❏ Discuss office procedures (checking your box and checking daily attendance--sign and put in Terri's basket)
- ❏ Review all applicable handbooks & emergency procedures (including lock-down and fire alarm procedures).
- ❏ Obtaining classroom supplies
- ❏ Give a tour of the building, parking areas, confirm entry & keys
- ❏ Discuss supervisory duties/procedures and lunchtime routine, playground duty, recess procedures.

Classroom

- ☐ Classroom preparations
- ☐ Explain Meet the Teacher Night (**Make sure you know how each student is getting home,** letter home, supply list)
- ☐ Technology systems & resources (schoolmaster, attendance, BT, phone).
- ☐ Planning for the first day/week of school
- ☐ Daily tasks of attendance, lunch count, etc.

Trimester 1 Google Doc

https://docs.google.com/forms/d/1fnSE3rFkPugQrFPdQv1d_6ZA7ZGb3MP77ABD3fhb9Xk/viewform?ts=5d1a46d1&edit_requested=true

Trimester 1

Mentor and Mentee may need to meet several times during this period

- ❏ Share lesson plans & other related schedules/activities (i.e. field trip procedures)
- ❏ Encourage mentee to continue reflecting on his/her teaching experience, differentiated instruction/RTI
- ❏ Collecting grades (what/when/how/why)
- ❏ Explain 301 documentation and keeping a file of PD certificates
- ❏ Explain cumulative files
- ❏ Review assessments/star testing
- ❏ Review CKH and social contract
- ❏ Parent volunteer process
- ❏ Review process of Schoolmaster (gradebook, attendance)
- ❏ Discuss procedures for new students who enroll/withdraw after the school year has begun
- ❏ Explain curriculum, access to the curriculum guides & importance of lesson planning
- ❏ Special Education referral processes & pertinent forms (i.e. IEP's TAT, ELL, 504, etc.)
- ❏ Referral procedures for school guidance counselors
- ❏ Getting and preparing for a sub (Substitute Teacher Folder and ReadySub)
- ❏ Arrange for Mentee to observe another teacher monthly (not the mentor)
- ❏ Mentor/mentee observations
- ❏ Class parties, birthday celebrations, etc.
- ❏ <u>Share Success Stories and Celebrate!!!</u>

<u>October</u>
- ❏ Posting grades for report cards
- ❏ Prepare for end of Trimester 1 (Oct. 31)

What went well?   Areas to work on

Trimester 2 Google Doc

https://docs.google.com/forms/d/1tBsXU-9qsLqE4D5uj2q6O_fJAs6-dvsMUjZCxqlXdJ8/viewform?ts=5d1a46f0&edit_requested=true

Trimester 2

<u>Share Success Stories and Celebrate!!!</u>

Nov/Dec
- ❑ Address concerns of classroom management & discipline (CKH)
- ❑ Prepare/scheduling for parent-teacher conferences
- ❑ Review previous areas to work on
- ❑ Arrange for Mentee to observe another teacher (not the mentor)/feedback
- ❑ Advise new teacher of special events (turkey trot, class parties, etc.)

January/February
- ❑ Review lesson planning/grading
- ❑ Posting grades for report cards
- ❑ Observation/annual evaluation form
- ❑ Any students of concern? (Possible TAT process candidates, due Feb. 1/retention process, due May 1)
- ❑ Prepare for end of Trimester 2 (Feb. 20)

What Went Well:

Areas to Work On:

Trimester 3 Google Doc

Trimester 3

Share Success Stories and Celebrate!!!

February

- ☐ Parent Teacher Conferences (March 4-5)
- ☐ Address concerns of classroom management & discipline (CKH)
- ☐ Prepare/scheduling for parent-teacher conferences
- ☐ Review previous areas to work on
- ☐ Arrange for Mentee to observe another teacher (not the mentor)/feedback
- ☐ Advise new teacher of special events (turkey trot, class parties, etc.)
- ☐ Check in on classroom management & discipline procedures (CKH and Social Contract)
- ☐ Revisit 301 Documentation
- ☐ Arrange for Mentee to observe another teacher (not the mentor)
- ☐ Any students of concern? (Possible TAT process candidates, due Feb. 1/retention process, due May 1)
- ☐ Encourage mentee to continue reflecting on his/her teaching experience
- ☐ Encourage trying new things

What Went Well:

Areas to Work On:

March/April
- [ ] Plan/prepare for state testing (dates, schedule reviews, etc.)
- [ ] Contracts are given around spring break
- [ ] 301 documentation due May 1
- [ ] Retention, failure of students, summer school options (retention paperwork due by May 1)
- [ ] Encourage mentee to continue reflecting on his/her teaching experience
- [ ] Complete mentee observations and provide feedback
- [ ] Encourage trying new things

May

- [ ] Plan for end-of-year student activities
- [ ] Give suggestions for keeping momentum & interest at the end of year for students & teacher
- [ ] Discuss end-of-year checkout procedures
- [ ] Assist with final grading procedures
- [ ] Encourage mentee to write thank-you notes to parents/staff who helped make this year successful
- [ ] Ask for feedback on the mentor program & record data to be shared

What Went Well:

Areas to Work On:

Mentee EXIT SURVEY
And
Mentor EXIT SURVEY

The <u>Mentee Exit Survey</u> is to be completed by the new teacher/mentee and sent to your school's administrator.

The <u>Mentor Exit Survey</u> is to be completed by the mentor/peer teacher and sent to your school's administrator.

Responses will be kept confidential

Mentoring and Peer Teacher Program
Mentor Exit Survey
2019/20

Mentor Name: _____ School Location: _____

Please answer the following questions to the best of your ability. If you would prefer to fill this out online, please click on the following link:

1) Was the Mentoring Program Portfolio helpful to you in assisting your mentee?

2) If yes, how, and if no, why not?

3) What would you change to improve it?

4) Please rate your "mentoring experience" by checking a number from 1 to 5, with one being the least positive and 5 being the most positive (you may consider factors such as relationship, time, spent, support given/received, and feedback from mentee, etc.)

1_____ 2_____ 3_____ 4_____ 5_____

5) Please explain your rating (if 1, why was it so low, and if 5, why was it so high?)

_____*Yes, I would like to be a Peer Teacher/Mentor for the following school year, contingent upon Administrative recommendation.*
_____*No, I would not like to mentor anyone next year.*

_____   _____   _____
            Signature   School   Date

Mentee Exit Survey

Mentee Name: _____

School: _____ Principal: _____

Please answer the following questions regarding the support and assistance you received from your assigned Mentor by checking the appropriate box:	Yes	No	Somewhat
1) Has the assigned teacher been a help to you?			
2) Did you consider the support/assistance you received relevant to or helpful in:			
Your subject area			
Your grade level			
Knowledge of resources			
Knowledge of School-related issues			
Knowledge of District Policies/Procedures			
Knowledge of Parent Relationships			
Knowledge of Professional Relationships			
3) My Principal/Assistant Principal was an additional resource for me to access for support and/or assistance			
4) Was your Mentor able to answer your questions and/or concerns when you met?			
If no, why not?			
5) How often did you meet with your Mentor? (You may answer number of times per week, mon, year)			
6) How long did your meetings last?			
7) Using a rating scale of 1 to 5, with 5 being the highest/best, I would rate the support and assistance I received from my Mentor as a _____			
8) If I needed help, I felt I could comfortably and confidently ask			

the following resource personnel for assistance (yes/ no): Mentor: _____ Principal?Asst. Principal _____ School Office _____ Other teachers _____ District Office Personnel _____			
9) I would recommend my Mentor to other new Teachers:			
10) Please provide any additional input you feel would be helpful in assessing the support and assistance you received in the program.			

Appendix

Procedures to Rehearse with students
According to Harry Wong

Please take a few minutes to consider going over the following procedures with your students during the first week of school.

_____1. Entering the classroom:

_____

___ 2. ___ Getting to work immediately:

_____

___ 3. ___ When you are tardy:

_____

___ 4. ___ End of period, class dismissal:

_____

___ 5. ___ Listening to/responding to questions:

_____

___ 6. ___ Participating in class discussions:

_____

___ 7. ___ When you need paper/pencil:

_____

___ 8. ___ Keeping your desk orderly:

_____

___ 9. ___ Checking out classroom materials:

_____

___ 10. ___ Indicating whether you understand:

_____

___ 11. ___ Coming to attention:

_____

___ 12. ___ When you are absent:

_____

___ 13. ___ Working cooperatively:

_____

___ 14. ___ Changing groups:

_____

___ 15. ___ Keeping your notebook:

_____

___ 16. ___ Going to the office:

_____

___ 17. ___ When you need help/conferencing:

_____

___ 18. ___ Knowing the schedule for the day/class:

_____

___ 19. ___ Keeping a progress report:

_____

___20. Finding directions for each assignment:

_____

___ 21. ___ Passing in papers:

_____

___ 22. ___ Returning student work:

_____

___ 23. ___ Getting materials without disrupting others:

_____

___ 24. ___ Handing out playground materials:

_____

___ 25. ___ Moving about the room:

_____

___ 26. ___ Going to the library/career center:

_____

___ 27. ___ Heading of papers:

_____

___ 28. ___ When you finish early:

_____

___ 29. ___ Returning to task after interruption:

_____

___ 30. ___ When asking a question:

_____

___ 31. ___ When a school-wide announcement is made:

_____

___ 32. ___ Walking in the hall during class time:

_____

___ 33. ___ Responding to a fire drill:

_____

___ 34. ___ Responding to a severe weather alert:

_____

___ 35. ___ Responding to a code red/lockdown:

_____

___ 36. ___ When visitors are in the classroom:

_____

___ 37. ___ If the teacher is out of the classroom:

_____

___ 38. ___ If the teacher is suddenly ill:

_____

___ 39. ___ Saying "Thank you": __

2019-2020 School Calendar

Globe Unified School District
"Capturing Hearts, Empowering Minds"
460 N. Willow St.
Globe, AZ 85501
928-402-6000   (Fax) 928-425-8912

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Date	Event
July 17 - July 25	New Teacher Days
July 17-18	Capturing Kids Hearts
July 26	Professional Learning Day
July 23 - July 25	Returning Teacher Days
July 25	SY Classified Staff Return
July 29	Students Return/1st day of Trimester
August 29	Early Release Day
September 2	Labor Day
September 13	Professional Learning Day
October 7-10	Fall Break
October 14	40th Day
October 18	Professional Learning Day
October 31	Early Release Day
October 31	End of 1st Trimester
November 11	Veteran's Day Holiday
November 25-26	Parent Teacher Conferences
November 27-28	Thanksgiving Break
December 23-January 2	Christmas Break
January 20	Martin Luther King Day Jr.
January 31	Professional Learning Day
February 13	Early Release Day
February 17	Presidents Day
February 18	100th Day
February 20	End of 2nd Trimester
March 4-5	Parent Teacher Conferences
March 9-12	Spring Break
March 20	Professional Learning Day
May 21	Student Last Day/End of 3rd Trimester
May 22	Teacher Last Day
May 25	Memorial Day

Calendar Overview

1st Trimester ends October 31 - 51 days
2nd Trimester ends February 20 - 51 days
3rd Trimester ends May 21 - 48 days

150 Student Days
159 Continuing Teacher Days
162 New Teacher Days

Graduation: May 21   Baccalaureate: May 17

Information

All PL/PD Days are full days
Prof. Learning: 7/26, 9/13, 10/18, 1/31, 3/20

Early Release Days: 8/29, 10/31, 2/13

Parent/Teacher Conf: 11/18-19; 3/4-5

- School Closed/Holiday
- Make-up Day if necessary
- 40th & 100th Day
- Pay Day
- Professional Learning
- Early Release
- Parent/Teacher Conferences
- First & Last Day of School
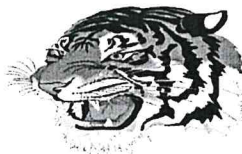
Testing:

IE Pretest (GHS & HDMS)
CBAS 1 - All Schools
CBAS 2 - All Schools
IE 2 Posttest (GHS & HDMS)

Calendar Templates by Vertex42.com

https://www.vertex42.com/calendars/school-calendar.html

Pre-Conference

The Pre-Conference is used to obtain information from you regarding an upcoming observation. The information given during this conference will help the observer obtain a better understanding of the students in the classroom and how the curriculum that has been taught prior to the lesson that will be observed.

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The Mentee will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

Build rapport and trust.
Determine what the educator intends for the lesson.
Discuss the Mentor's objectives for the observation.
Review the Visitation Form.
Identify specific areas of instruction to be observed.
Provide feedback regarding intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?

- What curriculum outcomes are identified?

- What type(s) of assessment is needed for this lesson?

- What will you be doing this lesson?

- How will you know when the instructional objectives are accomplished?

- What are your expected student behaviors?

- How will you assure that student behavior meets intended expectations?

- How will you differentiate instruction to meet the needs of all learners?

Post conference

The post conference is used to reflect on the observed lesson

Post Conference Objectives

A post-conference presents an opportunity to discuss and analyse the lesson observation.
The objectives for a post-conference are to:
- Build rapport and trust.
- Provide recall of what happened during the observation.
- Provide collaboration analysis and problem solving strategies.
- Provide for continuation of effective teaching behavior through coaching.
- Support commitment to continued growth and change.
- Develop the teacher's skills in self-analysis.

Post Conference Questions

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?

- What did you feel were some of the more effective parts of the lesson?

- Did you achieve the objective you had planned?

- What did you feel did not go as you had intended?

- If you were to teach the same lesson tomorrow, what would you change or do differently?

- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?

Steps	Date: _____
1. Learning Objective: Is learning objective evident to students?	Yes No Verb: _____ Content: _____
2. State Standard Alignment: Is #1 aligned to the state standards at appropriate level? (grade/verb/content)	Aligned Not aligned
3. Student Thinking Level?: (Check all that apply)	Low — Knowledge, Comprehension Middle — Application High — Analysis, Synthesis, Evaluation
4. Assessment: What measurements are used to assess learning, if any? (Check all that apply)	Selected Response Extended Written Response Performance Assessment Personal Communication
5. Engagement: At what level of engagement are the majority of students working?	Engaged Compliant Off Task
6. Instructional Strategies: Which research-based instructional strategies are evident? (Check all that apply)	Identifying Similarities and Differences Summarizing Note taking Reinforcing Effort Providing Recognition Homework Practice Nonlinguistic Representation Cooperative Learning Setting Objectives Teacher to Student Feedback Student to Student Feedback Generating & Testing hypotheses Questions, Cues, & Advance Organizers **Bolded Items are Student Directed** Other: Lecture Worksheet
7. Learning Environment: What factors in the classroom appear to contribute to positive student learning?	Safe Environment: The room Climate of high expectations for success: The routines Opportunity to learn and student time on task Student Work Displayed

AUGUST COMPATIBILITY REPORT

To be completed by Mentors and Mentees individually and <u>turned into Site Program Coordinators on or before August 14, 2019</u>.
This may be completed online using the following link:
<u>https://docs.google.com/forms/d/e/1FAIpQLScCHKKbLOUEk9qsqI7NRPD1hFv-SdXjfJPGQV uWHDMmalGvwQ/viewform?usp=sf_link</u>

Mentee_____

Mentor_____

Please indicate with an "X" the statement that best describes your relationship with your mentor/mentee:

_____ Everything is going great!
_____ I have some concerns that I would like to discuss.
_____ This isn't working! Please help!

Date of Response_____and Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____

_____

Thank You,
LIFT Team

MENTORING

GOALS COACHING GUIDANCE TRAINING MOTIVATION KNOWLEDGE SUPPORT SUCCESS

Teacher Evaluation Tool

Gila County Education Service Agency
GLOBE FORM

Teacher:
School:
Date:

Evaluator:
Title:

Total Value of Domains of Teaching	0	Max 220
Total Value of Classroom Achievement Data	0	Max 110
Total Combined Value	**0**	Max 330

Highly Effective (297 - 330)

The teacher consistently demonstrates the listed functions and other actions that are above and beyond stated expectations. Teachers that perform at this level should exceed goals and targets established. A Highly Effective rating means that the only areas for growth would be to further expand on the strengths and find innovative ways to apply it to the benefit of the school and district. Specific comments are required for rating a standard as Highly Effective. A Highly Effective rating means that performance is excellent. The employee is a top performer in all domains.

Effective (215 - 296)

The teacher demonstrates the listed functions most of the time. Performance in this area is satisfactory and similar to that of others regarded as good performers. The indicator of performance delivered when rating one as Effective is that performance is very good. There are areas remaining that require improvement to be considered an excellent performer in all domains

Developing (165 - 214)

The teacher sometimes demonstrates the listed functions. A Developing rating indicates that the employee performs well at times but requires more consistent performance overall. The teacher demonstrates potential, but must focus on opportunities for improvement to elevate the performance in some domains. The teacher may be placed on an improvement plan.

Not Effective (0 - 164)

The teacher rarely demonstrates the listed functions. The demonstrated performance of this teacher requires intervention. A Not Effective rating indicates that performance is unsatisfactory and the teacher requires significant improvement. Specific comments (i.e., evidence, explanation) are required when rating a standard Not Effective. The teacher should be placed on an improvement plan.

Supervisor's Employment Recommendation: Renewal of Contract   Non-Renewal of Contract

_____   _____
Teacher Signature/Date   Principal Signature/Date

Gila County Education Service Agency
GLOBE FORM

Classroom Achievement Level Data

Teacher: _____

School: _____

Date: _____

Evaluator: _____

Title: _____

Classroom Achievement Level Data constitutes 33% of the total Evaluation Instrument

AIMS DATA *				
AIMS Data must be used if available and in this model accounts for 3% of the total Classroom Level Data points.		Evidence		
AIMS goal				
AIMS Data Goals Total Points Awarded	No Progress (0)	0	No Progress (0)	0
	Some Progress (6)	0	Some Progress (38)	0
	Significant Progress (10)	0	Significant Progress (55)	0
	Accopmlished (11)	0	Accomplished (66)	0

GROWTH DATA *				
Growth data elements must account for at least 20% of the total Classroom Level Data points. (In this model Growth Data points constitute 80% of the total Classrom Level Data points)		Evidence		
Growth Data goals				
Growth Data Goals Total Points Awarded				

COLLEGE AND CAREER RREADY DATA *

	Evidence	No Progress (0)	Some Progress (19)	Significant Progress (28)	Accomplished (33)
College and Career Ready data points account for 10% of the total Classroom Level Data points.					
CCR goals	Evidence				
CCR Goals Total Points Awarded		0	0	0	0
Total Points Awarded		0	0	0	0
Subtotal CLASSROOM ACHIEVEMENT-LEVEL DATA		0			

Rubric:

Accomplished...............90 - 100% goal attainment
Significant Progress.....75 - 89% goal attainment
Some Progress.............60 - 74% goal attainment
No Progress................ 0 - 59 % goal attainment

Total Points Received	0
Total Points Possible -- Data (maximum) (33% of total)	110

Gila County Education Service Agency
GLOBE FORM

Evaluator:
Title:

Teacher
Evaluation Domains

Teacher:
School:
Date:

This Teacher Evaluation Domains section constitutes 67% of the total Evaluation Instrument

DOMAIN 1: PLANNING AND PREPARATION		Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
A teacher uses Arizona content area standards to develop a rigorous curriculum relevant to all students.						
1A.	Demonstrates knowledge of content and pedagogy ■ *knowledge of content and the structure of the discipline* ■ *knowledge of prerequisite relationships* ■ *knowledge of content-related pedagogy*					
1B.	Demonstrates knowledge of students ■ *knowledge of child and adolescent development* ■ *knowledge of the learning process* ■ *knowledge of students' skills, knowledge and language proficiency* ■ *knowledge of students' interests and cultural heritage* ■ *knowledge of students' special needs*					
1C.	Selects instructional goals and designs instruction ■ *value, sequence and alignment* ■ *clarity in lesson and unit structure* ■ *balance of instructional groups* ■ *suitability for diverse learners*					
1D.	Uses available technology in planning and preparation ■ *resources for classroom use with students* ■ *resources to extend content knowledge and pedagogy* ■ *congruence with instructional outcomes*					
	Total Points Awarded	0	0	0	0	
	Subtotal DOMAIN 1			0		

DOMAIN 2: THE CLASSROOM ENVIRONMENT

A teacher fosters a climate of urgency and expectation around achievement, excellence, and respect in a classroom environment.

		Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
2A.	Creates a supportive environment of respect and rapport ■ teacher interaction with students ■ student interactions with one another					
2B.	Establishes a culture of learning ■ importance of the content ■ expectations for learning and achievement ■ student pride in work					
2C.	Manages classroom procedures & student behavior ■ management of instructional groups ■ management of transitions ■ management of materials and supplies ■ performance of non-instructional duties ■ supervision of volunteers and paraprofessionals					
2D.	Provides a technology-rich learning environment w/ available tech ■ student use of technology ■ monitoring of student behavior with technology					
	Total Points Awarded	0	0	0	0	
	Subtotal DOMAIN 2			0		

DOMAIN 3: INSTRUCTION	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
A teacher facilitates student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives from Arizona content standards.					
3A. Communicates clearly and accurately ▪ expectations for learning ▪ directions and procedures ▪ explanations of content ▪ use of oral and written language					
3B. Uses questioning and discussion techniques ▪ quality of questions ▪ discussion techniques ▪ differentiated instruction					
3C. Engages students in learning ▪ activities and assignments ▪ grouping of students, cooperation, collaboration ▪ instructional materials and resources ▪ structure, pacing, and questioning					
3D. Helps students develop critical thinking and problem solving skills ▪ students and teacher asking questions ▪ students communicate sound reasoning ▪ students frame, analyze, and solve problems					
3E. Provides feedback to students					

- *assessment criteria*
- *monitoring of student learning*
- *feedback to students*
- *student self-assessment and monitoring of progress*

	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
3F. Integrates and uses available technology in instruction ■ *teacher models teachnology use* ■ *students supported with technology for learning content*					
Total Points Awarded	0	0	0	0	
Subtotal DOMAIN 3			0		

DOMAIN 4: PROFESSIONALISM AND LEADERSHIP

A teacher develops and sustains the intense energy and leadership within the school community to ensure the achievement of all students.

	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
4A. Engages in ongoing professional development ■ *participates in high quality professional development* ■ *attends and participates in professional learning communities* ■ *seeks opportunities to lead professional development* ■ *participates in implementation of initiatives to improve education*					
4B. Demonstrates appropriate ethical practices					
4C. Demonstrates leadership skills in school and community ■ *honesty, integrity, fair treatment* ■ *models respect for others*					

	improves communication/collaboration between school and community				
	builds relationships within school community				
	advocates for positive change in practices affecting student learning				
	seeks solutions to overcome learning obstacles in/out of school				
4D.	Models the appropriate use of available technology	0	0	0	0
	▪ uses available technology in classroom with students				
	▪ teaches how to use existing tehnology with colleagues				
	▪ shares new tehnology advances and applications with colleagues				
	Total Points Awarded	0	0	0	0
	Subtotal DOMAIN 4	**0**			

DOMAIN 5: CLASSROOM ASSESSMENT AND DATA	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
A teacher responsibly collects, analyzes, and uses current student achievement data to drive instructional practices in the classroom.					
5A. Assesses student learning ▪ formative assessments ▪ summative assessments					
5B. Assesses data to drive instruction					
5C. Assesses data to analyze student success ▪ uses assessment systems to inform instruction ▪ demonstrates evience of students' 21st century skills					

- *collects and analyzes student performance data*
- *thinks systemically and critically*
- *adapts practice based on data and research*

5D. Uses available technology in the assessment process
- *technology used in summative and formative assessment of students*
- *maintains assessment data using technology*

Total Points Awarded	0	0	0	0
Subtotal DOMAIN 5	0			

Total Points Received | 0
Total Points Possible -- Teacher (maximum) (67% of total) | 220

Mentoring Calendar

2019-2020

- 8/6 – Mentor Meeting - 4:00 5:00 – District Office
- 8/13 - Mentee Meeting - 4:00-5:00 – District Office
- 8/14 - Compatibility report due
- 9/10 - Mentee Meeting - 4:00-5:00 – District Office
- 10/29 – Mentor and Mentee Meeting – 4:00-4:30 – District Office

Possible Mentoring Sub Days

We will let you know for sure the week before

- Copper Rim- Aug 26, Sept 24, Oct 22, Jan 14,
- HDMS – Aug 27, Sept 25, Oct 23, Jan 15,
- GHS – Aug 28, Sept 26, Oct 24, Jan 16