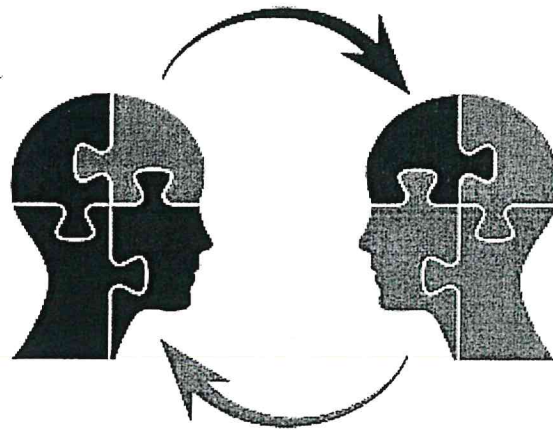


Globe Unified School District  
2019-2020

**Mentoring  
and  
Peer Teacher  
Program Portfolio**



New Teacher: \_\_\_\_\_

Program Year: ① or ②

Mentor/Peer  
Teacher: \_\_\_\_\_

## Site Coordinators Contact Information

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“We rise by lifting others.”

–Robert Ingersoll

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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

©2008 Barry Sweeny [www.teachermentors.com](http://www.teachermentors.com)

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		
<b>Expectations</b>					
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
<b>Teaching</b>					
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
<b>Classroom Management</b>					
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
<b>Relationships</b>					
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 _____					
<b>Other Concerns?</b>					
24. _____	1	2	3	4	5
25. _____	1	2	3	4	5
26. _____	1	2	3	4	5

### **Mission Statement**

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.

### **Program Overview**

#### **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

# MENTOR/MENTEE CHECKLIST - 1ST WEEK - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

.....

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

.....

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

.....  
           

**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

.....

**6. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BY THE END OF THE FIRST WEEK. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Discuss layout of school (bathroom, lounge, copy machine)
- Time sheets (if applicable)
- Implementation of CKH (including social contract), Beyond Textbooks, Fundamental Five)
- Lesson plan expectations (formats, submit to principal)
- First week agendas and expectations (syllabus, social contract, etc)
- Discuss written and unwritten rules (greet in hallways, be on time to meetings, management expectations, have objectives posted)
- Help set up gradebook (import rosters, configuration, weighted columns, posting columns, etc.)
- Discuss how to find medical alerts/needs for students
- Tiger time procedures (3rd hour - 30 min)
- sign in with the secretary each day and attend morning meetings
- introduce them to the people in their hall

**7. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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# MENTOR/MENTEE CHECKLIST - 2ND WEEK - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

.....

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

.....

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

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**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

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**6. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BY THE END OF THE SECOND WEEK. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Discuss written and unwritten rules (tiger 45, don't teach from desk, send parent contact logs, 2 grades per week)
- Disciplinary referral procedure (how to use it and how to avoid using it)
- Explain the counselor referral process
- Provide information about the community
- Questions about calendar (codes, holidays, qualified days)
- Explain lunch, morning, and after school duties
- How to find and read IEPs, 504s, ELLs, and gifted reports
- Give the info for 301, and remind them to save PD documents for recertification
- Explain procedures on how to post and check grades
- Discuss mandatory reporting procedures as well as how/when to contact administrator/counselor
- Explain the ZAP (Zeros aren't permitted) program
- Availability of school resources, such as vending machines, gyms, weights, elevators, etc.)
- Assist with preparation of Sub Folder
- Review lock down, fire drill, and other emergency procedures. Also gather information about any needs that should be addressed for the classroom, students, and/or teacher regarding emergencies
- Not Yet (no D's) policy (grades can only be A, B, C, F)
- Explain the concept of trimesters and how it is used to help provide opportunities for reteach and supplemental learning

**7. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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# MENTOR/MENTEE CHECKLIST - BEFORE SCHOOL - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

.....

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

.....

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

.....  
           

**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

.....

**6. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BEFORE SCHOOL STARTS. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Review how to order supplies
- Meet office staff and show how to contact
- Sub procedures (plans, emergency plans given to secretary, subfinder, ivisions, notify secretary)
- Procedures for maintenance and IT request needs
- Email procedures, access, and addresses
- Hallway procedures for dismissing kids (nurse pass, hall pass, etc.)
- How to use phones and change voicemail message on phones
- Emergency procedures (printed rosters, maps, and attendance slips)
- Introduce them to department heads for help with curriculum and supplies, etc.
- Assist with obtaining necessary keys, and help with classroom set up where necessary
- Explain gradebook, grading policies, late work policies, growth mindset points, other expectations
- Attendance procedures (head count, schoolmaster)
- Procedures for meet the teacher night
- First week agendas and expectations (syllabus, social contract, etc)
- Staff meeting schedule and expectations
- How to access and use copy machine
- Help with chromebook carts, promethean boards, and other technology
- Introduce to the bookstore for lanyards, id tags, books, etc.

**7. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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# MENTOR/MENTEE CHECKLIST - REMAINDER OF TRIMESTER 1 - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

\_\_\_\_\_

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

\_\_\_\_\_

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

\_\_\_\_\_

**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

\_\_\_\_\_

**6. Schedule two observations before the end of Trimester 1 (Based on need it can be mentor observing mentee, mentee observing mentor, or both and it can be all day or one class.) (Discuss with the lift team members to utilize the scheduled substitute dates.)**

*Check all that apply.*

observation 1 completed

observation 2 completed

**7. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BY THE END OF TRIMESTER ONE. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Assist where needed in differentiating instruction for students with special needs.
- Show how to print progress reports for students and how to show it on the desktop without showing everyone else's grades.
- Explain procedures on how to post final grades and verify through secretary
- Introduce to the staff (make sure they all know and feel comfortable with mentee)
- Discuss evaluation procedures (including formal, drop-ins, and things each evaluator looks for)
- Go over procedures for allowing students in halls and in other classrooms
- Help them find the best way to utilize the ZAP program
- Explain written and unwritten rules (notify parents of failing students, how communications are generally shared with staff, avoid calling in for subs last minute, how to keep the secretaries on your side, etc.)
- Field trip procedures, guest speaker procedures, payroll procedures, etc.
- Double check gradebook for dates, issues, concerns.
- Review 301 procedures
- Go over standardized testing procedures, dates, and expectations.
- Coordinate with the department heads about curriculum planning and any budget/supply needs.
- Review and classroom management strategies based on need
- Review any concerns or questions about grading policies, late work policies, etc.
- Show how to incorporate any Growth Mindset points into the gradebook
- Assist (if needed) with record-keeping and organizational skills
- Review Professional Development schedule
- Coordinate with department heads to determine which students will need to retake the class, be signed up for additional support, etc. and give that information to the counselor. (at least 1.5 - 2 weeks prior to the end of the trimester)
- Assembly schedules, half day schedules, and expectations for both
- Sign-in/out process for students who stay after school or come in at lunch.
- Discuss referral process for the TAT team (for students)
- New teachers should obtain instruction on learning styles and blooms taxonomy
- Show how to print gradebook or save as a pdf BEFORE deleting them.
- Review ways to be sensitive to the culture of our students (things that can be misconstrued, meanings of behaviors, etc.)
- Confidentiality rules and expectations (no lists of kids, id's, names, addresses, grades, etc.).  
Review locations of shredding bins.

**8. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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# MENTOR/MENTEE CHECKLIST - TRIMESTER 2 - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

\_\_\_\_\_

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

\_\_\_\_\_

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

**6. Schedule two observations before the end of Trimester 1 (One or both of these should be a scheduled visit where the mentee goes to observe another teacher that is not the mentor--possibly one within their department)**

*Check all that apply.*

observation 1 completed

observation 2 completed

**7. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BY THE END OF TRIMESTER TWO. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Help re-import rosters and set up new gradebook (include extra support for those with year-long classes--be sure to save old gradebooks before deleting them)
- Coordinate with department heads to discuss specific ways to address students in reteach classes, supplemental classes, or students who need additional support
- Coordinate with the department heads about curriculum planning and any budget/supply needs.
- Explain procedures and dates for Parent/teacher conferences
- Review and classroom management strategies based on need
- Discuss the process of formal evaluations
- Discuss unique challenges faced during the holidays regarding schedules, management within the classroom, schoolwide management in halls, etc.)
- Go over standardized testing procedures, dates, and expectations.
- Review Professional Development schedule
- Help to plan and prepare lists of students who will need additional interventions or reteach classes for counselor (at least 2 weeks prior to the end of the trimester)
- Review written and unwritten rules (keep sick days in check, how to stay off the radar in a bad way, how to stand out in a good way)
- Where possible, attend formal and informal district and school socials with the mentor/mentee and assist with introductions

**8. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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# MENTOR/MENTEE CHECKLIST - TRIMESTER 3 - HIGH SCHOOL

PLEASE FILL THIS OUT HONESTLY. IT WILL NOT BE SHARED WITH YOUR MENTOR/MENTEE OR ANY ADMINISTRATOR WITHOUT YOUR PERMISSION. THIS WILL ONLY BE USED FOR FEEDBACK FOR THE LIFT TEAM AND THE MENTORSHIP PROGRAM

**1. YOUR NAME**

\_\_\_\_\_

**2. ARE YOU A MENTOR OR A MENTEE**

*Mark only one oval.*

MENTOR

MENTEE

**3. WHO IS YOUR MENTOR/MENTEE?**

\_\_\_\_\_

**4. HOW WELL ARE YOU AND YOUR MENTEE/MENTOR GETTING ALONG (1 being not well...5 being very well) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

**5. HOW AVAILABLE IS YOUR MENTEE/MENTOR? (1 being completely unavailable...5 being available all the time) (this information will be held in confidence)**

*Mark only one oval.*

1      2      3      4      5

**6. Schedule two observations before the end of Trimester 3 (One or both of these should be a scheduled visit where the mentee goes to observe another teacher that is not the mentor--possibly one within their department)**

*Check all that apply.*

observation 1 completed

observation 2 completed

**7. PLEASE GO THROUGH AND CHECK OFF THE ONES YOU HAVE REVIEWED WITH YOUR MENTOR/MENTEE BY THE END OF TRIMESTER THREE. (Be sensitive to the needs of the mentee as to when and how these items are reviewed.)**

*Check all that apply.*

- Help re-import rosters and set up new gradebook (include extra support for those with year-long classes)
- Coordinate with the department heads about curriculum planning and any budget/supply needs.
- Explain procedures and dates for Parent/teacher conferences
- Review and classroom management strategies based on need
- Address any concerns about formal evaluations
- Go over standardized testing procedures, dates, and expectations.
- Review Professional Development schedule
- Help to plan and prepare lists of students who will need additional interventions or reteach classes for counselor (at least 2 weeks prior to the end of the trimester)
- Review written and unwritten rules (based on questions/needs, how to help ensure rehire, etc.)
- Discuss end of year procedures (check out sheets, pay checks, letter of intent, returning contract signing bonus, etc.)
- Discuss last 2 weeks of school deadlines, agendas, and schedules (dates of finals, assemblies, expectations)
- Review procedures for confidentiality and how to dispose of documents
- Complete exit survey for the mentor/mentee program
- Please provide feedback below on these checklists or other forms from the lift team. (things we should remove/add)

**8. Do you have any suggestions/concerns for the lift team? (feedback for the program, feedback about your mentorship, any concerns you need addressed or questions you have)**

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**Mentee EXIT SURVEY**  
**And**  
**Mentor EXIT SURVEY**

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

The Mentor Exit Survey 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:**

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\_\_\_ 2. \_\_\_ **Getting to work immediately:**

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\_\_\_ 3. \_\_\_ **When you are tardy:**

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\_\_\_ 4. \_\_\_ **End of period, class dismissal:**

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\_\_\_ 5. \_\_\_ **Listening to/responding to questions:**

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\_\_\_ 6. \_\_\_ **Participating in class discussions:**

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\_\_\_ 7. \_\_\_ **When you need paper/pencil:**

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\_\_\_ 8. \_\_\_ **Keeping your desk orderly:**

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\_\_\_ 9. \_\_\_ **Checking out classroom materials:**

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\_\_\_ 10. \_\_\_ **Indicating whether you understand:**

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\_\_\_ 11. \_\_\_ Coming to attention:

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\_\_\_ 12. \_\_\_ When you are absent:

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\_\_\_ 13. \_\_\_ Working cooperatively:

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\_\_\_ 14. \_\_\_ Changing groups:

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\_\_\_ 15. \_\_\_ Keeping your notebook:

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\_\_\_ 16. \_\_\_ Going to the office:

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\_\_\_ 17. \_\_\_ When you need help/conferencing:

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\_\_\_ 18. \_\_\_ Knowing the schedule for the day/class:

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\_\_\_ 19. \_\_\_ Keeping a progress report:

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\_\_\_ 20. Finding directions for each assignment:

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\_\_\_ 21. \_\_\_ Passing in papers:

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\_\_\_ 22. \_\_\_ Returning student work:

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\_\_\_ 23. \_\_\_ Getting materials without disrupting others:

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\_\_\_ 24. \_\_\_ **Handing out playground materials:**

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\_\_\_ 25. \_\_\_ **Moving about the room:**

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\_\_\_ 26. \_\_\_ **Going to the library/career center:**

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\_\_\_ 27. \_\_\_ **Heading of papers:**

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\_\_\_ 28. \_\_\_ **When you finish early:**

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\_\_\_ 29. \_\_\_ **Returning to task after interruption:**

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\_\_\_ 30. \_\_\_ **When asking a question:**

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\_\_\_ 31. \_\_\_ **When a school-wide announcement is made:**

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\_\_\_ 32. \_\_\_ **Walking in the hall during class time:**

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\_\_\_ 33. \_\_\_ **Responding to a fire drill:**

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\_\_\_ 34. \_\_\_ **Responding to a severe weather alert:**

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\_\_\_ 35. \_\_\_ **Responding to a code red/lockdown:**

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\_\_\_ 36. \_\_\_ **When visitors are in the classroom:**

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\_\_\_ 37. \_\_\_ **If the teacher is out of the classroom:**

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\_\_\_ 38. \_\_\_ **If the teacher is suddenly ill:**

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\_\_\_ 39. \_\_\_ **Saying "Thank you":** \_\_\_

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# 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				

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

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				

### 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



### Testing:

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

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

## **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?

Subject: _____		Grade: _____	
Steps		Date: _____	Time: _____
1. <u>Learning Objective:</u> Is learning objective evident to students?	Yes No Verb: _____	Content: _____	
2. <u>State Standard Alignment:</u> Is #1 aligned to the state standards at appropriate level? (grade/verb/content)	Aligned Not aligned		
3. <u>Student Thinking Level?:</u> (Check all that apply)	Low Knowledge Comprehension	Middle Application	High Analysis Synthesis Evaluation
4. <u>Assessment:</u> What measurements are used to assess learning, if any? (Check all that apply)	Selected Response Extended Written Response Performance Assessment Personal Communication		
5. <u>Engagement:</u> At what level of engagement are the majority of students working?	Engaged Compliant Off Task		
6. <u>Instructional Strategies:</u> 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 **Bolted items are Student Directed** Other: Lecture Worksheet		
7. <u>Learning Environment:</u> 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		

Subject: _____		Grade: _____	
Steps		Date: _____	Time: _____
1. <u>Learning Objective:</u> Is learning objective evident to students?	Yes No Verb: _____	Content: _____	
2. <u>State Standard Alignment:</u> Is #1 aligned to the state standards at appropriate level? (grade/verb/content)	Aligned Not aligned		
3. <u>Student Thinking Level?:</u> (Check all that apply)	Low Knowledge Comprehension	Middle Application	High Analysis Synthesis Evaluation
4. <u>Assessment:</u> What measurements are used to assess learning, if any? (Check all that apply)	Selected Response Extended Written Response Performance Assessment Personal Communication		
5. <u>Engagement:</u> At what level of engagement are the majority of students working?	Engaged Compliant Off Task		
6. <u>Instructional Strategies:</u> 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 **Bolted items are Student Directed** Other: Lecture Worksheet		
7. <u>Learning Environment:</u> 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 turned into Site Program Coordinators on or before August 14, 2019.

This may be completed online using the following link:

[https://docs.google.com/forms/d/e/1FAIpQLScCHKKbLOUEk9qsqI7NRPD1hFv-SdXjfJPGQV\\_uWHDMMalGvwO/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScCHKKbLOUEk9qsqI7NRPD1hFv-SdXjfJPGQV_uWHDMMalGvwO/viewform?usp=sf_link)

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:

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Thank You,  
LIFT Team





## Teacher Evaluation Tool



Gila County Education Service Agency  
GLOBE FORM

**SUMMARY  
SHEET**

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

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

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

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**

Teacher  
 Evaluation Domains

Teacher:  
 School:  
 Date:

Evaluator:  
 Title:

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

<b>DOMAIN 1: PLANNING AND PREPARATION</b>									
A teacher uses Arizona content area standards to develop a rigorous curriculum relevant to all students.									
	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence				
1A. Demonstrates knowledge of content and pedagogy									
<ul style="list-style-type: none"> <li>■ knowledge of content and the structure of the discipline</li> <li>■ knowledge of prerequisite relationships</li> <li>■ knowledge of content-related pedagogy</li> </ul>									
1B. Demonstrates knowledge of students									
<ul style="list-style-type: none"> <li>■ knowledge of child and adolescent development</li> <li>■ knowledge of the learning process</li> <li>■ knowledge of students' skills, knowledge and language proficiency</li> <li>■ knowledge of students' interests and cultural heritage</li> <li>■ knowledge of students' special needs</li> </ul>									
1C. Selects instructional goals and designs instruction									
<ul style="list-style-type: none"> <li>■ value, sequence and alignment</li> <li>■ clarity in lesson and unit structure</li> <li>■ balance of instructional groups</li> <li>■ suitability for diverse learners</li> </ul>									
1D. Uses available technology in planning and preparation									
<ul style="list-style-type: none"> <li>■ resources for classroom use with students</li> <li>■ resources to extend content knowledge and pedagogy</li> <li>■ congruence with instructional outcomes</li> </ul>									
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
<p>2A. Creates a supportive environment of respect and rapport</p> <ul style="list-style-type: none"> <li>■ <i>teacher interaction with students</i></li> <li>■ <i>student interactions with one another</i></li> </ul>					
<p>2B. Establishes a culture of learning</p> <ul style="list-style-type: none"> <li>■ <i>importance of the content</i></li> <li>■ <i>expectations for learning and achievement</i></li> <li>■ <i>student pride in work</i></li> </ul>					
<p>2C. Manages classroom procedures &amp; student behavior</p> <ul style="list-style-type: none"> <li>■ <i>management of instructional groups</i></li> <li>■ <i>management of transitions</i></li> <li>■ <i>management of materials and supplies</i></li> <li>■ <i>performance of non-instructional duties</i></li> <li>■ <i>supervision of volunteers and paraprofessionals</i></li> </ul>					
<p>2D. Provides a technology-rich learning environment w/ available tech</p> <ul style="list-style-type: none"> <li>■ <i>student use of technology</i></li> <li>■ <i>monitoring of student behavior with technology</i></li> </ul>					
Total Points Awarded	0	0	0	0	
<b>Subtotal DOMAIN 2</b>	<b>0</b>				

**DOMAIN 3: INSTRUCTION**

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.

	Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
<p>3A. Communicates clearly and accurately</p> <ul style="list-style-type: none"> <li>■ <i>expectations for learning</i></li> <li>■ <i>directions and procedures</i></li> <li>■ <i>explanations of content</i></li> <li>■ <i>use of oral and written language</i></li> </ul>					
<p>3B. Uses questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>■ <i>quality of questions</i></li> <li>■ <i>discussion techniques</i></li> <li>■ <i>differentiated instruction</i></li> </ul>					
<p>3C. Engages students in learning</p> <ul style="list-style-type: none"> <li>■ <i>activities and assignments</i></li> <li>■ <i>grouping of students, cooperation, collaboration</i></li> <li>■ <i>instructional materials and resources</i></li> <li>■ <i>structure, pacing, and questioning</i></li> </ul>					
<p>3D. Helps students develop critical thinking and problem solving skills</p> <ul style="list-style-type: none"> <li>■ <i>students and teacher asking questions</i></li> <li>■ <i>students communicate sound reasoning</i></li> <li>■ <i>students frame, analyze, and solve problems</i></li> </ul>					
<p>3E. Provides feedback to students</p>					

<ul style="list-style-type: none"> <li>■ <i>assessment criteria</i></li> <li>■ <i>monitoring of student learning</i></li> <li>■ <i>feedback to students</i></li> <li>■ <i>student self-assessment and monitoring of progress</i></li> </ul>					
<p>3F. Integrates and uses available technology in instruction</p> <ul style="list-style-type: none"> <li>■ <i>teacher models technology use</i></li> <li>■ <i>students supported with technology for learning content</i></li> </ul>					
Total Points Awarded		0	0	0	0
<b>Subtotal DOMAIN 3</b>		<b>0</b>			

<b>DOMAIN 4: PROFESSIONALISM AND LEADERSHIP</b>						
A teacher develops and sustains the intense energy and leadership within the school community to ensure the achievement of all students.						
4A.	Engages in ongoing professional development <ul style="list-style-type: none"> <li>■ <i>participates in high quality professional development</i></li> <li>■ <i>attends and participates in professional learning communities</i></li> <li>■ <i>seeks opportunities to lead professional development</i></li> <li>■ <i>participates in implementation of initiatives to improve education</i></li> </ul>					
4B.	Demonstrates appropriate ethical practices <ul style="list-style-type: none"> <li>■ <i>honesty, integrity, fair treatment</i></li> <li>■ <i>models respect for others</i></li> </ul>					
4C.	Demonstrates leadership skills in school and community					
		Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence



<ul style="list-style-type: none"> <li>■ <i>improves communication/collaboration between school and community</i></li> <li>■ <i>builds relationships within school community</i></li> <li>■ <i>advocates for positive change in practices affecting student learning</i></li> <li>■ <i>seeks solutions to overcome learning obstacles in/out of school</i></li> </ul>					
<p>4D. Models the appropriate use of available technology</p> <ul style="list-style-type: none"> <li>■ <i>uses available technology in classroom with students</i></li> <li>■ <i>teaches how to use existing technology with colleagues</i></li> <li>■ <i>shares new technology advances and applications with colleagues</i></li> </ul>					
Total Points Awarded					
		0	0	0	0
		<b>Subtotal DOMAIN 4</b>			
		<b>0</b>			

<b>DOMAIN 5: CLASSROOM ASSESSMENT AND DATA</b>						
A teacher responsibly collects, analyzes, and uses current student achievement data to drive instructional practices in the classroom.						
5A. Assesses student learning		Ineffective (0)	Developing (4)	Effective (8)	Highly Effective (10)	Evidence
<ul style="list-style-type: none"> <li>■ <i>formative assessments</i></li> <li>■ <i>summative assessments</i></li> </ul>						
5B. Assesses data to drive instruction						
<ul style="list-style-type: none"> <li>■ <i>uses assessment systems to inform instruction</i></li> <li>■ <i>demonstrates evidence of students' 21st century skills</i></li> </ul>						
5C. Assesses data to analyze student success						

<ul style="list-style-type: none"> <li>■ <i>collects and analyzes student performance data</i></li> <li>■ <i>thinks systemically and critically</i></li> <li>■ <i>adapts practice based on data and research</i></li> </ul>					
<p>5D. Uses available technology in the assessment process</p> <ul style="list-style-type: none"> <li>■ <i>technology used in summative and formative assessment of students</i></li> <li>■ <i>maintains assessment data using technology</i></li> </ul>					
Total Points Awarded					
0					
Subtotal DOMAIN 5					
0					

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

0
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