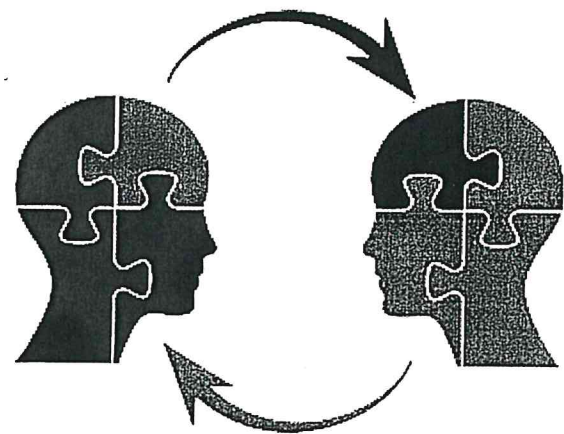


HDM5

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	
Susan Guerrero Ext 2033	Kelli Williams ext. 2034
susan.guerrero@globeschools.org	kelli.williams@globeschools.org
Jennifer Gourdin ext. 5809	
jennifer.gourdin@globeschools.org	
High Desert Middle School	
Laura Stennerson ext. 3419	Suzy Morales ext. 3206
laura.stennerson@globeschools.org	suzy.morales@globeschools.org
Globe High School	
Sal Fiorello ext. 6125	Carrie Nawrocki ext 4407
sal.fiorello@globeschools.org	carrie.nawrocki@globeschools.org

“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

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

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

High Desert Middle School Mentor/Mentee Checklist

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

<u>Mentor</u>	<u>Grade Level/Subject Area</u>
<u>Mentee</u>	<u>Grade Level/Subject Area</u>
<u>School</u>	<u>School Year</u>

Trimester 1

Week 1

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Attend New Teacher Orientation <input type="checkbox"/> Discuss telephone procedures <input type="checkbox"/> Review all applicable handbooks & emergency procedures <input type="checkbox"/> Identify students with specific educational plans <input type="checkbox"/> Review Staff Handbook <input type="checkbox"/> Discuss office procedures <input type="checkbox"/> Assist with room preparations <input type="checkbox"/> Review student information provided in Schoolmaster <input type="checkbox"/> Review CKH and Social Contract <input type="checkbox"/> Introduce Mentee to staff <input type="checkbox"/> Show how to obtain classroom supplies <input type="checkbox"/> Explain Meet the Teacher Night and Open House Procedures <input type="checkbox"/> Develop syllabus | <ul style="list-style-type: none"> <input type="checkbox"/> Establish/log meeting times with new teacher <input type="checkbox"/> Introduce technology systems (phone, school master, BT, email) <input type="checkbox"/> Review AZCCR Standards <input type="checkbox"/> Teacher Development, Licensure, <input type="checkbox"/> Create personal calendar to contain applicable professional appointments <input type="checkbox"/> Give a tour of the building, parking areas, confirm entry & keys <input type="checkbox"/> Discuss school lunchtime routine <input type="checkbox"/> Discuss supervisory duties/procedures <input type="checkbox"/> Review effective teaching methods of a lesson <input type="checkbox"/> Assist with planning for the first week of school |
|--|--|

Week 2

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Provide information about the community <input type="checkbox"/> Familiarize Mentee with district & building calendars <input type="checkbox"/> Demonstrate use of building equipment <input type="checkbox"/> Review/concerns regarding curriculum, access to the curriculum guides & importance to lesson planning <input type="checkbox"/> Review Fire Drill & Emergency Evacuation plans | <ul style="list-style-type: none"> <input type="checkbox"/> Obtain textbooks, manuals, & curriculum guides <input type="checkbox"/> Review beginning of the year assessments <input type="checkbox"/> Introduce technology resources (projector, doc. Camera, interactive board) <input type="checkbox"/> Share organizational systems for grades, homework, parent communication, etc. |
|---|---|

Week 3

- Discuss importance of parent communication
- Assist in developing & implementing classroom management strategies
- Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)
- Help establish a Substitute Teacher Folder
- Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts
- Discuss grading philosophy (what, when, how, why) & review recording/weighting data
- Teacher Development
- Review process of Schoolmaster (posting gradebooks & attendance)

Week 4 and Remainder of Trimester 1

- Explain 301 documentation and procedures
- Discuss the referral process & documentation for Teacher Assistance Teams
- Discuss procedures for new students who enroll/withdraw after the school year has begun
- Discuss supplementary tools, materials, resources, media center & specialists, etc.
- Share lesson plans & other related schedules/activities (i.e. field trip protocol)
- Address concerns of classroom management & discipline
- Discuss procedures for parent-teacher conferences prior to scheduled dates
- Discuss standardized exam policies & share sample tests in appropriate grade
- Complete new teacher observation & offer feedback
- Review items from the beginning of the mentoring process
- Discuss short cycle observation, if one occurred
- Discuss student assessment & progress reports
- Discuss policy for homework, make-up work, & late work
- Acquaint the new teacher with Special Education referral processes & pertinent forms (i.e. IEP's TAT, etc.)
- Encourage mentee to continue reflecting on his/her teaching experience
- Discuss differentiated instruction/RTI
- Review services offered/referral procedures for school guidance counselors & psychologist
- Review organizational & recordkeeping skills
- Assist the new teacher through the first report cards
- Prepare new teacher for principal observation/evaluation
- Share information & process for professional development opportunities
- Explain remediation (grades 6-12)
- Discuss benchmark assessments (Star, etc)
- Discuss end of trimester procedures

What Went Well:

Areas to Work on:

Trimester 2 - What Went Well

Share Success Stories and Celebrate!!!

- Advise new teacher of special events, delayed opening & snowy day procedures
- Reflect on areas for growth
- Prepare for end of Trimester/Parent Teacher Conferences
- Discuss different learning styles
- Check in on classroom management & discipline procedures (CKH and Social Contract)
- Complete new teacher observation & provide feedback
- Encourage trying new things
- Update personal calendar with new 3rd trimester appointments
- Discuss involvement in and contributions to district & site committees
- Discuss assessment techniques & recordkeeping skills
- Revisit 301 Documentation
- Arrange for Mentee to observe another teacher (not the mentor)
- Review setting up new trimester
- Revisit parent contacts
- Review classroom procedures & expectations
- Review policies & issues that relate to retention, failure of students Summer School options
- Encourage mentee to continue reflecting on his/her teaching experience
- Plan for Benchmark/State assessments

What Went Well:

Areas to Work On:

Trimester 3

- Complete mentee observation and provide feedback
- Review procedure for field trips, if necessary
- Review proper procedures for signing contract and following deadlines**
- Plan for Benchmark assessments
- Discuss retention procedures for specific students
- Review plans 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
- Give suggestions for keeping momentum and interest at the end of the year for students & teachers
- Encourage mentee to contact parents in preparation for parent/teacher conferences
- Discuss Summer School enrollment procedures
- Discuss specific student clustering or needs for next year
- 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 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:**

___ 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				

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						

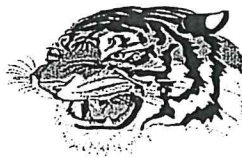
June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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_uWHDMmalGvwQ/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:

Thank You,
LIFT Team



Teacher Evaluation Tool



Gila County Education Service Agency
GLOBE FORM

**SUMMARY
SHEET**

Teacher: _____ Evaluator: _____
 School: _____ Title: _____
 Date: _____

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 *		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	
GROWTH DATA *		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.				Evidence	
CCR goals		No Progress (0)	Some Progress (19)	Significant Progress (28)	Accomplished (33)
	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

Teacher
Evaluation Domains

Teacher:
 School:
 Date:

Evaluator:
 Title:

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

DOMAIN 1: PLANNING AND PREPARATION

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"> ■ knowledge of content and the structure of the discipline ■ knowledge of prerequisite relationships ■ knowledge of content-related pedagogy 					
1B. Demonstrates knowledge of students <ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ■ resources for classroom use with students ■ resources to extend content knowledge and pedagogy ■ congruence with instructional outcomes 					
Total Points Awarded					
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"> ■ <i>teacher interaction with students</i> ■ <i>student interactions with one another</i> 					
<p>2B. Establishes a culture of learning</p> <ul style="list-style-type: none"> ■ <i>importance of the content</i> ■ <i>expectations for learning and achievement</i> ■ <i>student pride in work</i> 					
<p>2C. Manages classroom procedures & student behavior</p> <ul style="list-style-type: none"> ■ <i>management of instructional groups</i> ■ <i>management of transitions</i> ■ <i>management of materials and supplies</i> ■ <i>performance of non-instructional duties</i> ■ <i>supervision of volunteers and paraprofessionals</i> 					
<p>2D. Provides a technology-rich learning environment w/ available tech</p> <ul style="list-style-type: none"> ■ <i>student use of technology</i> ■ <i>monitoring of student behavior with technology</i> 					
<p>Total Points Awarded</p>	0	0	0	0	
<p>Subtotal DOMAIN 2</p>		0			

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

<ul style="list-style-type: none"> ■ assessment criteria ■ monitoring of student learning ■ feedback to students ■ student self-assessment and monitoring of progress 					
	<ul style="list-style-type: none"> ■ integrates and uses available technology in instruction ■ teacher models technology 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 <ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ■ honesty, integrity, fair treatment ■ models respect for others 					
4C. Demonstrates leadership skills in school and community					

<ul style="list-style-type: none"> ■ 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 					
<p>4D. Models the appropriate use of available technology</p> <ul style="list-style-type: none"> ■ uses available technology in classroom with students ■ teaches how to use existing technology with colleagues ■ shares new technology advances and applications with colleagues 					
Total Points Awarded					
	0	0	0	0	
Subtotal DOMAIN 4					
	0	0	0	0	

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

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

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

0	220
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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