# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albemarle County Public Schools (ACPS) Strategic Plan</td>
<td>3</td>
</tr>
<tr>
<td>Support for New Teachers</td>
<td>4</td>
</tr>
<tr>
<td>What is Mentoring-Coaching?</td>
<td>5</td>
</tr>
<tr>
<td>Suggested Activities: Academic Year</td>
<td>8</td>
</tr>
<tr>
<td>Survival Kit</td>
<td>24</td>
</tr>
<tr>
<td>Checklists</td>
<td>26</td>
</tr>
<tr>
<td>Mentor-Coach-New Teacher Workbook</td>
<td>29</td>
</tr>
<tr>
<td>ACPS Teacher Performance Appraisal</td>
<td>43</td>
</tr>
<tr>
<td>Bibliography</td>
<td>54</td>
</tr>
</tbody>
</table>

Revised 2010
STRATEGIC PLAN

VISION

All learners believe in their power
to embrace learning, to excel, and to own their future.

MISSION

The Albemarle County Public Schools’ core purpose is
to establish a community of learners and learning,
through rigor, relevance, and relationships,
one student at a time.

GOALS

1. Prepare all students to succeed as members of a global community and in a global economy.

2. Eliminate the Achievement Gap.

3. Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

4. Achieve recognition as a world-class educational system.

5. Establish efficient systems for development, allocation, and alignment of resources to support the Division’s vision, mission, and goals.

http://schoolcenter.k12albemarle.org/
Albemarle County Support for New Teachers

**Description:**
The Teacher Mentor-Coach supports new teachers and serves as a liaison between teachers, building administrators, and the central office.

**Responsibilities:**

- Is involved in New Teacher Orientation as needed
- Orients new teachers to procedures and policies of the Division and the school
- Assists new teachers with planning and organization as needed
- Provides support **as needed**; assists and offers suggestions related to curriculum, instruction, assessment, and/or behavior management
- Checks in regularly with new teachers to discuss issues of concern and to provide support
- Communicates concerns of new teachers to the building administration and/or instructional coach
- Assists new teachers with planning and implementing professional growth plan for the year
- Assists new teachers with finding appropriate resource people and materials as needed

[www.k12albemarle.org/arc/newteacher](http://www.k12albemarle.org/arc/newteacher)

**Lead Coaches** who work with Instructional Coaches/Mentors
Tony Borash [tborash@k12albemarle.org](mailto:tborash@k12albemarle.org) and Beth Costa [bcosta@k12albemarle.org](mailto:bcosta@k12albemarle.org) (6th-12th grade teachers)
Craig Dommer, [cdommer@k12albemarle.org](mailto:cdommer@k12albemarle.org) Cyndi Wells, [cwells@k12albemarle.org](mailto: cwells@k12albemarle.org) Kristen Williams [kwilliams@k12albemarle.org](mailto:kwilliams@k12albemarle.org) (preK-5th grade teachers)
What is Mentoring-Coaching?

Mentoring is a sustained relationship which gives experienced teachers the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process.

It is based upon encouragement, constructive conversation, openness, mutual trust, respect and a willingness to learn and share.

“Mentoring is a relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/employee relationship.”

(S. Mind, Business Mentoring and Coaching, Training and Development, April 1993, p. 26)

A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the less experienced person grow and develop specific competencies.”

(M Murray and M Owen, Beyond the Myths of Mentoring: How to Facilitate and Effective Mentoring Program, Jossey-Bass, San Francisco, 1991, p xiv)
Benefits of Mentoring-Coaching

Research suggests that an innate, beneficial reciprocity exists. New teachers benefit from the support offered by an experienced colleague during the crucial first year. Mentor-Coaches report they grow because they are forced to reflect extensively about their own teaching. They develop a new awareness for the complexities of teaching. Mentors feel they grow professionally and personally, that they are revitalized by sense of renewal, and that their crucial role fosters a sense of empowerment.

**Principals** benefit from the assistance they receive as they share the responsibility for orienting and inducting new staff members.

**Albemarle County Schools** benefit by the protection of the investment in recruiting top quality new teachers whose success can be heightened by a mentor’s assistance and support. Additionally, the renewal of experienced teachers serving in the mentor role serves as a retention factor for teachers at the time of potential burn-out or career plateauing.

**Students** benefit by having a reflective teacher who is supported systematically thoughtful about planning for high quality instruction and meaningful student learning.
Benefits of Having a Mentor-Coach

- Having a designated person to ask questions
- Trusting that anything discussed will be confidential
  - Having someone with whom to share ideas
- Having someone to discuss doubts and frustrations
- Having an experienced advocate to turn to when needed
  - Having someone to help with lesson plans
  - Having someone to give encouraging feedback
  - Having someone willing to share teaching strategies
- Knowing that there is someone who knows that there is no such thing as a “stupid question”
  - Having a friendly face in a new environment
SUGGESTED ACTIVITIES
- BEFORE STARTING SCHOOL

Not every task on this list makes sense for every teacher prior to starting school. Identify appropriate activities given the experience of the teacher who is your mentee and then check off tasks as you do them.

**Building Tour:**
- school layout & location of:
- washrooms
- lounge
- office
- supply room
- custodian
- Equipment, technology tools
- bus entrance and teacher parking
- rooms for specialists, nurse, social worker, psych, music/art/pe
- Electronic Resources provided by librarian

**Building Procedures:**
- hours for teachers, building use other times
- extra duties, bus, clubs, activities, chaperoning
- attendance
- movement of students, entry/exit from building, washrooms, lunch
- student and teacher “dress code”
- fire drills
- lunch supervision, eating arrangements
- homework, testing policies
- student accidents, emergencies
- pullout programs and the need for flexibility

**Access to Resources:**
- classroom and teaching supply requisitions, budget process
- Technology equipment requests
- computer access for teacher use, for student use
- discretionary funds (and saving of receipts)
- shared equipment and materials (with other staff)
- Learning resources, textbooks, hands-on materials.

**Student Discipline**
- behavior expectations for hallway, lunch, washroom, playground
- establishing classroom behavior expectations
- what works for me with our children
- consequences for extreme behavior problems, parent? Referral?
- expected staff supervision outside of classroom
- referral process for students with special needs
**Curriculum**
- ACPS Curriculum Frameworks - on SchoolNet
- curriculum maps and pacing guides
- introduction to texts and available learning resources
- Framework for Quality (FQL) lesson plan template - SchoolNet
- content experts and instructional coaches
- PLC teams and shared responsibilities
- Formative and summative assessment guidelines/tools - SchoolNet
- grading e-report card system procedures
- opening day schedule, appropriate plans, administrative details
- the curriculum “flow”, overview of units throughout the year
- a plan for the first week’s lessons (allow for organizing)

**Organizing the Classroom**
- options for room arrangement and effect on teaching and learning
- traffic patterns
- storage and access to materials
- student access to texts, equipment, teaching centers and electronic learning resources - SchoolNet

**Personal and Professional Decisions and Procedures:**
- calling in sick, and personal or professional days
- expectations for sharing with colleagues, what others can do for you
- we appreciate you for who you are, relax, be your personal best
- make some time for you, the demands of adjustment to a new job

**Other ideas?**
SUGGESTED ACTIVITIES
DURING FIRST & SECOND WEEKS

How Is It Going?
— **don’t wait:** ask about concerns, new ideas, proud moments
— share your experiences too, (we all work at these same issues)
— how can I help? I’m available at ..., let’s work together on...
— provide praise, show enthusiasm for success, look for ways to celebrate
— only provide feedback or “other options” when requested or when the answer is clearly “one right way”

Building and Division Requirements:
— sub folder, lesson plans, requests for specific substitutes
— faculty meetings, timing and schedule for team meetings, etc.
— the school calendar for the year including end of quarter, holidays, assemblies, dates for Division and School-based functions such as Fine Arts Festival, Inquiry Fair, Science Fair, Quest Fest, etc.
— Teacher Performance Appraisal (TPA) progress [www.k12albemarle.org/tpa](http://www.k12albemarle.org/tpa)
— report card processes and deadlines
— professional staff evaluation process
— contractual requirements for non-tenured staff such as workshops or visits
— Access to school’s share drive

Helping Children With Special Needs:
— staffing or placement procedures/child study/SBIT
— cumulative records and the issue of confidentiality
— avoid compromising situations when trying to help, offering rides, etc.
— introductions to support staff, gifted, reading, LAP, LD/BD, speech, social workers, psychologist, nurse, guidance, Library Media Specialist, Instructional Coach, etc.

Personal and Professional Topics
— opportunities for attendance at professional meetings/workshops
— Invite new teacher and a few colleagues away from the building for a social gathering to begin friendships
— explain mentor’s class schedule and availability. Are calls at mentor’s home OK?

Helpful hint, give the new teacher plenty of informal & formal opportunities to ask for help, to tell class “stories” and to watch you at work. The important things to learn about good teaching are best taught by modeling. Plan ahead so your time is available to assist your protégé.
MONTH-BY-MONTH ACTIVITIES

The list of activities for the first months of August and September is broken into manageable sections to pace the overwhelming amount of information but any item may be addressed at any time. Just be sure that all are addressed in a timely manner. **Become familiar with the entire list before you begin.**

AUGUST AND SEPTEMBER

As soon as you hear that the new teacher is employed:

It’s good to offer a warm welcome to the community as well as to the school. These activities could also be addressed during the first days of school.

- Welcome the new teacher with a phone call as soon as identified.
- Stress the confidential non-evaluative relationship that exists between the mentor and new teacher.
- Plan a breakfast, lunch, coffee/doughnuts, or some type of pre-school social.
- If new to the area, offer the new teacher a tour of the community and/or provide a useful, current map. Point out the best route to school and alternative routes for traffic tie-ups, if appropriate.
- Share the residential boundaries of school so the new teacher knows the neighborhoods of the school population.
- Give a tour of the building, explain how to get keys for the room and/or the building, codes for getting in the building, if applicable, where to park/ eat/ bathrooms/ teacher lounge/ etc.
- Develop an orientation plan for “late hires.” Collect and organize items as you are working with others to pass to these people when they do come.

**Reflections on what worked or was forgotten:**
During the New Teacher Academy week (before school starts)

Please give the new teacher a copy of this list of activities.

- Check to make sure each new teacher’s room is ready for occupancy.
- Provide a reminder timeline lists of things that must be done to set up a room (for example, furniture arrangement, bulletin boards, class lists, student supply lists, permanent records, schedules, audio-visual resources, classroom libraries, supplemental materials, etc.)
- Review “Getting Started: Teachers new to ACPS Need to Know” www.k12albemarle.org/arc/newteacher
- Obtain a map of the school and highlight specific places teachers need to know about, specifically “off limit” areas for students.
- Share information about the school’s website, specifically the online subscriptions databases, digital learning resources and electronic professional journals located on the library media specialist’s homepage.
- Share the faculty roster. If possible, locate last year’s yearbook and copy pictures of the staff for new teachers.
- Be sure the school Technology Department provides new teachers with email accounts, proper protocol, and explanation about shared folders and other set-ups for the year.
- Assist the new teacher with Homework Hotline, voice mail, etc.
- Instruct new teachers on how to order supplies, what is available, and how to get it such as bulletin board paper, etc.
- Explain copying machine policies and paper quotas, if applicable.
- Explain codes for making long distance calls at the school.
- Check with other grade level/department level teachers to make sure that supplies and materials are consistently available for all.
- MS/HS only: Secure the locker list and help new teachers learn the tricks for distributing secure combinations to students.
- Make sure the new teacher has textbooks, including student and teacher editions and any other learning resources such as student workbooks, audiovisuals, CD’s, online resources, etc. that may accompany the texts. Explain how to distribute (and get back!) the textbooks. Be sure to make and keep an inventory of all items in the room at the beginning of school.
• Help with ideas for the first day and first week of school, including how to set up the classroom and establish a sense of community among students quickly.

• Share the bell schedule and its variances for the first week of school, if this applies.

• Provide school calendars and review the September highlights. Help new teachers anticipate “tight times” in the calendar such as the end of grading periods, holidays, and the end of the semester or year.

• Discuss policies regarding religious holidays and practices that are permissible by school policies such as Halloween, Thanksgiving, winter break, etc. so teachers can plan appropriately. Also include a discussion of pets permitted in the classroom. (See “Guidelines for Religious and Cultural Holiday Observations”)

• Set up an appointment with the librarian to examine resources (electronic and print) and receive instruction on using audiovisual equipment.

• Share information about equipment and other resources available at Albemarle Resource Center  www.k12albemarle.org/arc

• Be sure new teachers are introduced to all resource personnel in the school and help them understand how these people can be of assistance for curriculum issues as well as student services.

• Share your own classroom management rules and behavior management systems as an example. Be sure the new teacher gets a copy of the Student Code of Conduct and the school rules (if applicable) so classroom rules are consistent with the school expectations.

• Provide and explain the forms teachers are to use for Discipline Referrals to the office from the classroom.

• Provide and highlight the major parts to the Teacher Handbook, pointing out essential procedures such as fire drill, plan book uses, sign-in/sign-out sheets, phone usage, leave procedures, etc. Provide time for questions and discussion about policies in the student and faculty handbook that new teachers need to know about. Review all important school issues and the unwritten policies of “how things are done around here.” Explain emergency procedures.

• Explain committee/ assignments and other Teacher Duties and procedures, as applicable.

• Discuss the procedure for getting a substitute and professional leave. Explain the expectations of the school on the use of these activities. Help new teacher set up a Substitute Folder or file of Emergency Lesson Plans to be used at a moment’s notice.

• Point out health clinic procedures and routines for sending students to the nurse.

• Be sure new teachers understand student attendance policies and procedures.

• Share any of your “systems” that work (for example, organizing the grade books/ grading/ keeping track of homework/ tardies/ orchestrating first day and first week, working through administrative tasks, distribution of books, etc.). Show new
teachers how to set up folders and other file systems for what they will need to track through the year. Show the new teacher effective ways to organize and manage the paperwork of teaching. Assist them with suggestions and ideas that work.

- Share information concerning the SOL and the SOL test blueprints. Make sure all new teachers understand the importance of these documents. SchoolNet
- Make sure new teachers have all the curriculum guides they need. SchoolNet
- Share the importance of curriculum mapping and other benchmarks of progress.
- Share the format for curriculum maps, course syllabus and pacing guides.
- Explain a Parent Contact Log for recording all contacts with parents and why it is important to document this work. Discuss techniques for working successfully with parents. Encourage new teachers to occasionally contact parents with calls/emails that compliment their children’s behavior and learning.
- Introduce new teachers to other teachers, secretaries, custodians and other key personnel in the school. Be sure they are included as much as possible in the rituals and customs of the school.
- Share your helpful hints on how to set up a grade book as well as a planning guides. Caution the new teacher about setting up a grade book too soon because of enrollment changes at the beginning of the year.
- Show new teachers how to access cumulative folders and be sure they understand the rules of their use.
- Talk about the diversity of students in the school and help the new teacher become knowledgeable of culturally responsive practices.
- Be sure the new teacher has the Parent Letter of essential information for the year prepared for distribution for the first day of school. If fees are to be collected, be sure they are approved and the proper procedures for collecting student monies is followed by the new teacher.

**Reflections on what worked or was forgotten:**
By the end of the first week of school:

- Check in with mentees often during the first week. Consider having lunch or supper together one day, if possible.

- Provide opportunities for sharing as well as questions, remembering that new teachers will often not ask for help.

- Explain the processes and forms in place to get help regarding potential discipline issues. Discuss what new teachers should look for that is “out of range” student behavior. Be they know the resources they can and should use to get help with “tough kids.”

- Have the Special Education teacher in the school explain the process of “green folders,” SBIT, Child Study and other interventions for special students including the use of IEP’s and 504s.

- Explain formative assessment systems. Be sure the new teacher knows how to collect, use, and document such information and how the information informs instruction and planning.

- Explain the process and timelines for the identification of gifted students. Be sure the new teacher knows who to contact for support and help with the process.

- Provide pointers on assessment, grading, make-up work, homework, etc. Discuss grading strategies and policies of the school.

- Explain the procedures for field trips. Provide supervision as they schedule their first few fieldtrips and other activities.

- Discuss how to get and use volunteers in the classroom. Offer guidelines for their use and how to ensure confidentiality.

- Offer guidelines on collecting and purchasing books for the classroom library.

- Discuss how to identify and work with non-English speaking parents and resources from the ESOL office.

Reflections on what worked or was forgotten:
By the end of the second week of school:

- Set up a meeting and/or classroom visit with a veteran teacher in another school.
- Assist with planning “Back to School Night” event and other activities involving parents such as “Conference Days.”
- Establish regular formal meeting and interaction time with new teachers during the first month of school, perhaps at least once a week and then tapering off to every other week and then at least once a month afterwards. Daily “check-ins” are particularly helpful for some.
- Share information concerning expectations of student use of technology in assignments and class projects. Be sure new teachers know the procedures for securing lab time.
- Help the new teacher become aware of and understand the regularity of meetings in school. Provide helpful reminders until routines are established.
- Share examples of the report card and discuss methods of collecting information about student achievement and learning beyond tests and homework. Be sure to point out how the “Teacher Comments” are to be used.
- Continue to stress the confidential non-evaluative relationship that exists between the mentor and a new teacher.

Reflections on what worked or was forgotten:
Before the end of the first month:

- Check how the new teacher is doing with analysis of student work, grading and evaluating. Continue to offer assistance, especially near the end of the marking term. Be sure the new teacher knows dates and times that grades are due.

- Schedule an informal observation in the new teacher’s classroom. Agree in advance on an area for specific feedback together. Explain the formal evaluation process and be sure the new teacher understands the forms and procedures that will be used. Consider sharing your experience and forms completed by the principal with the new teacher.

- Help new teachers prioritize workload.

- Provide opportunities for the new teacher to observe you or others, if appropriate or requested.

- Vary the ways of meeting format. Let them bring their “Problem of the Day” or their “Success of the Day” to share. Your role is to listen, guide reflection and offer suggestions in the context of the need.

Reflections on what worked or was forgotten:
At any time that’s convenient within the first month of school:

- Discuss professional development opportunities in Albemarle County and help new teachers understand how to keep up with and take advantages of the opportunities. Have examples of the forms to be used and explain how the process for recertification works. Include information about Professional Development Reimbursement Program [http://www.k12albemarle.org/arc/pdrp](http://www.k12albemarle.org/arc/pdrp)

- Request that PTO (or other school organization) provide a gift certificate of any amount at a teacher store for new teachers.

- Hold a shower for the new teacher where the other teachers can bring a school item, favorite bulletin board, a teacher-type item, suggested lesson plan for “those days” when you need something to hold you through the day including a small bottle of aspirin!

- Plan to get together with other mentors and new teachers in your school (or feeder school). Adjourn to a relaxing place and chat and enjoy some time together!

- Share student test taking strategies.

- Review procedures for field trips.

Reflections on what worked or was forgotten:
During the second month of teaching:

- Stress the importance of striking a healthy BALANCE between WORK and RELAXATION.
- Help the new teacher understand the importance of not becoming over-whelmed by keeping things organized and developing a good system for remembering deadlines, due dates, etc.

Reflections on what worked or was forgotten:
• Assist new teachers during the first interim and grading period (i.e. writing report card comments, averaging grades, explaining computerized programs as applicable).

• Plan with new teacher to visit in one another’s class to share instructional strategies that work well, strategies that may be enhanced, and to become familiar with one another’s teaching style.

• Prepare teachers for the Teacher Performance Appraisal experience.

• Support the new teacher in scheduling and planning parent conferences such as Back to School Night or Conference Days.

• Review the process of pacing guides and calendars. Be sure new teachers understand the process and are using the SOL Curriculum Framework (see “Getting Started…” document)

• Discuss organization and record keeping skills and help new teachers identify areas for improvement before they get too overwhelmed.

• Discuss exam policies with new teachers and share samples. Assist with exam review and preparation.

• Review classroom management and discipline strategies and help new teachers strengthen their skills. Remind them of appropriate ways to get help with difficult students.

• Review referral process for Special Education. Give new teachers sample forms to serve as models and be sure they know the steps to take before making a referral.

• Alert new teachers to sensitive issues (i.e., AIDS, Family Life, etc.) and advise them of the role of the school counselor.

• Explain the inclement weather policy and how to find out about last minute school closings.

• Share informal time with new teachers to allow opportunities for “venting.”

• Be on the lookout for the “over-whelmed” teacher who won’t ask for help. Provide or arrange supportive structures and resources for this teacher as well as a “good ear.”

• Be sure the new teacher knows to “flag” students with attendance problems and how to seek help through parent and/or the guidance counselor.

**Reflections on what worked or was forgotten:**
January – February

- Remind the new teacher of Inclement Weather procedures, notification methods, and hotline numbers to call in inclement weather.

- Explain how semester grades are calculated and when they are due.

- Review policies and issues that need to be considered related to retention and failure of students.

- Tell new teachers about special activities or rituals of the school that are traditional, such as, for example, “where we all have breakfast on snow days,” etc.

- Encourage new teachers to reflect on the teaching experience at mid-point of the first year and to set realistic goals.

- Encourage new teacher to try NEW things like rearrange the room, expand teaching repertoire, set goals for the rest of the year, etc.

- Conduct and/or arrange observation of new teacher, if requested.

- Share professional journals and publications them.

- Share your own fears, mistakes, and funny stories of your first years of teaching.

- Review SOL expectations and testing schedules.

- Offer encouragement and perhaps a little surprise when least expected for the new teacher who is feeling that the end is very far away!

- A “Gift of Time Coupon” or a Barnes and Noble coffee gift certificate can be a perfect way to lift the spirits of a new teacher, just when they need it most.

- Write notes of encouragement often. Be generous with praise. It’s cheap and if perceived as sincere, a BOOST in self-confidence that can be of great benefit.

- Help your new teacher prepare for his or her evaluation or review portfolio (if applicable), etc.

**Reflections on what worked or was forgotten:**
MARCH – APRIL

• Continue to counsel the new teacher about the school’s retention and failure policies and advise that they contact the guidance counselor, parents, etc. for students in trouble of not passing for the year.

• Suggest a check for lost or damaged books and other class materials used by students.

• Begin to explain the sequence of the end of the school year with all the deadlines and duties that teachers have to complete. Provide them an overview of the forms, reports, procedures that can be expected as the year ends.

• Share your SOL review strategies and ideas.

• Continue to support the new teacher with little surprises and notes of encouragement. Help the new teacher remember they are improving steadily and that they will never have another “first” year!

*Reflections on what worked or was forgotten:*
May – June

- Explain how to update cumulative folders and other end of the year reports that must be filed and with whom.
- Discuss grouping procedures for next year, if appropriate.
- Give suggestions as to how to keep momentum and interest going at the end of the year for students (and teachers!)
- Show the new teacher the tips and tricks of “packing up” at the end of the year.
- Encourage them to think ahead about next year and to record thoughts and ideas for reflection.
- Plan a MAJOR end-of-the-year celebration with your new teacher.
- Share the school rituals for the last day, such as waving to students as they leave on busses the last day, etc.

*Reflections on what worked or was forgotten:*

Revised 2010
Beginning Teacher's Survival Kit Ideas
Suggested List of Contents

√ Checklist for
- Things to do before the first day
- Things to do the first week
- First day activities
- End-of-year activities and routine
- Fire drill procedures
- Report Cards
- Routine procedures
- Field trip policies and procedures

Lesson Plans for
- First day activities
- First week

List of
- Teacher and administrative tasks for preschool days, first week, first month, and/or all year!
- Specialists within the school area and county
- Staff Development activities for fall semester
- Wish list...things beginning teacher needs to start off the year
- Standardized tests given by county
- Supplies students need on the first day
- Grade level supply list
- Subject area supply list
- Sample report card comments
- Ideas for Back-to-School Night or Open House
- Ideas for classroom rules
Beginning Teacher’s Survival Kit Ideas
Suggested List of Contents

MAP of
- School
- School’s enrollment boundaries

Description of any “system” that works
- Ways to keep grade book
- How to keep track of tardies
- Make-up work, etc

How-To Packets for:
- Ordering supplies
- Ordering audio-video materials
- Getting parent volunteers
- Planning field trips

Prepared bulletin board for new teacher to use at the beginning of school

Explanation of special education referral process

“Neat” holiday activities folder

Substitute folder

Source:
Colleague Lead Teachers, Fairfax County Public Schools, Virginia
Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

**Directions:**
Check (v) each item for which you already have a prepared a procedure. Place and (x) by any item for which you do not have a procedure but believe you need one. Highlight those procedures which you will teach the students the first day of class.

**Beginning Class**
- Attendance taking
- Academic warm-ups
- Distributing materials
- Class opening

**Room/School Areas**
- Shared materials
- Teacher's desk
- Drinks, bathroom, pencil sharpener
- Student storage/lockers
- Student desks
- Learning centers, stations
- Playground, school grounds
- Lunchroom
- Halls

**Setting Up Independent Work**
- Defining “Working Alone”
- Identifying problems
- Identifying resources
- Identifying solutions
- Scheduling
- Interim checkpoints

**Instructional Activities**
- Teacher, student contacts
- Student movement in the room
- Signals for students’ attention
- Signals for teacher’s attention
- Student talk during seatwork
- Activities to do when work is done
- Student participation
- Laboratory procedures
- Movement in and out of small groups
- Bringing materials to school
- Expected behavior in group
- Behavior of students not in group

**Ending Class**
- Putting away supplies, equipment
- Cleaning up
- Organizing class materials
- Dismissing class

**Interruptions**
- Rules
- Talk among students
- Conduct
CHECKLIST
Preparing for the First Day, continued

Other Procedures
— Fire drills
— Lunch procedures
— Student helpers
— Safety procedures

Work Requirements
— Heading papers
— Use of pen or pencil
— Writing on back of paper
— Neatness, legibility
— Incomplete work
— Late work
— Missed work
— Due dates
— Make-up work
— Supplies
— Coloring or drawing on paper
— Use of manuscript or cursive

Communicating Assignments
— Posting assignments
— Orally giving assignments
— Provision for absentees
— Long-term assignments
— Term schedule
— Homework assignments

Student Work
— In-class participation
— In-class assignments
— Homework
— Stages on long-term assignments

Checking Assignments in Class
— Students exchanging papers
— Marking and grading assignments
— Turning in assignments
— Students correcting errors

Grading Procedures
— Determining grades
— Recording grades
— Grading long assignments
— Extra credit work
— Keeping papers, grades, assignments
— Grading criteria

Academic Feedback
— Rewards and incentives
— Posting student work
— Communicating with parents
— Students’ record of grades
  Written comments on assignments

Source:
Adapted from Achieving Excellence, Mid-Continent Regional Educational Laboratory, Kansas City, MO
SUPPLY LIST/GIFT BASKETS
Grades: K-12

ESSENTIALS
Box of ink pens
Box of pencils
Pens for grading in a variety of colors—not red
Calculator
Post-it notes
File folders
Kleenex
Hold punch
Pencil sharpener
Paper clips
A stapler & box of staples
Lined and blank paper
Scissors
A grade-book
Erasers

NICE EXTRAS
Small legal pads
Bookends
Safety pins
Small sewing kit
Tool kit
Diary
List of teacher websites
Pins
Teacher-tack
Cardstock scraps
Scalloped bulletin board borders
Small screwdriver for glasses repair
In/out stackable trays
Tic-Tac Candy
Post-it flag tags
Thank you notecards

VERY HELPFUL
Headache medicine
Apple or candy bar
Bottle of waterless hand cleaner
Markers
12” and 3’, rulers
Gummed reinforcements for 3-holed paper
Pencil erasers
Pencil holder
Small clip board
Key ring
Tote bag
Personal coffee cup/beverage mug
5 x 8 index cards
Calendar
Flash drive

Push-pins
Index tabs for edge of grade book
Labels that say ‘PERSONAL PROPERTY OF ___”
Different lesson plan formats to photocopy or change to meet needs
Two or three sets of punch-out letters for display
Show boxes to contain things on shelves

Source: Gwen Smith, Fairfax, VA
MENTOR-COACH NEW TEACHER Workbook

WELCOME TO ALBEMARLE COUNTY SCHOOLS
Mentoring is the establishment of a personal relationship for the purpose of professional instruction and guidance. You will be assigned a mentor to help and support you through the all-important first weeks and months of school. Your mentor-instructional coach is an experienced teacher prepared to help you get off to a good start! The purpose of this short workbook is to provide a springboard for discussion between you and your mentor-coach. Included are the most frequently asked questions by beginning teachers. You and your mentor-coach will want to review the questions in this booklet and decide which ones are applicable to your assignment.
### Very Important People

<table>
<thead>
<tr>
<th>Title/Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>School-based Teacher Leader</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Asst. Principal</td>
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<tr>
<td>PLC Team Leader/Dept. Chair</td>
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<tr>
<td>School Secretary</td>
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<td>Library Media Specialist</td>
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<td>Custodian</td>
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<td>School Counselor</td>
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<td>SOL</td>
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<tr>
<td>Instructional Coach</td>
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<td>Interventionist</td>
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<tr>
<td>Resource/Special Education teacher</td>
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<tr>
<td>Gifted Resource Teacher</td>
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<tr>
<td>Athletic Director</td>
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</tbody>
</table>
THE WHAT AND WHERE OF SUPPLIES

What will you need to get your classroom ready and in order for the first day of school? Please go over this list with your mentor-coach:

. When and how do I get my list of assigned students?

. How do I obtain extra desks and chairs, if needed?

. Other classroom furniture needed?

. What supplies will my student need to bring? How should I give them this list?

. How do I obtain textbooks and other learning resources?

. How do I get funds/charges in local stores to pick up other supplies? What are the rules and procedures to do this in my school?
Basic Classroom Supplies – How many and where are they located?

_____ Pencils
_____ Pens
_____ Crayons
_____ Markers
_____ Chalk, erasers
_____ Stapler/staples
_____ Construction paper
_____ Thumbtacks
_____ Roll paper for covering bulletin board
_____ Paints
_____ Paper towel, soap, sponge
_____ Scissors
_____ Paper
_____ Rulers
_____ Glue/paste
_____ Computer Supplies
_____ AV Materials

Other items needed to equip classroom?
EMERGENCY PROCEDURES

Fire Drill/Tornado Drill Procedure/Emergency Plan:

How does the phone system work?

How do I contact the office from my classroom? How do I get help?
SCHEDULING YOUR DAY

Specific scheduling information you’ll need to know about your school:

What time do I report in the morning? Do I sign in?

When do the students begin coming into my classroom?

What is the routine for opening exercises/morning meeting at the beginning of the day?

What do I need to know about lunch time?

What is the routine for the closing of the day? Bus schedules, dismissal bells, etc.?

What specific duties will I have? (Bus duty, hall duty, etc.?)

Does this school have an After School Program? If so, where is it based?

What meetings am I expected to attend? When are they held?

What are the “off-hours” school access policies?

Is any other this information available online?
PARENTS/COMMUNITY CONTACT

What do I need to do to prepare for Back-to-School night?

Is there a pre-school Open House? When? What is the purpose? How should I prepare?

When are parent conferences? How are they scheduled?

When are the PTO meetings?

How do I keep records of parent contacts?
GRADING AND REPORT SYSTEMS

Report Cards? Grading policies? Access to eGrading/Reporting tools?

BEHAVIOR MANAGEMENT

Is there a school-wide behavior management plan? If so, attach a copy to this booklet. Discuss with your mentor.

Are there specific restrictions related to student use of equipment or space - such as the copier, telephone, computer, etc.?

SPECIAL EDUCATION

What are the child study procedures and the referral process for students with academic or emotional problems? What is SBIT?
COPYING AND USING MATERIALS

What copier should I use? Where is it located? How do I obtain paper?

Are there policies as to what can be copied and used in my classroom?

(see copyright policy on your school librarian’s homepage)

TEACHER ABSENCES

If I need to be out for the day, what do I do?

What are the procedures for getting substitute coverage? How/where do I leave lesson plans?
IMPORTANT REFERENCES

What are Albemarle County Public Schools’ Strategic Plan, Vision, Mission & Goals?  http://www.k12albemarle.org/

What are the school improvement goals/objectives for this year?

Where are the faculty handbook, parent-student handbook, District Policy manual, and Emergency Plan?

Where are the ACPS Curriculum Frameworks and SOL Curriculum Frameworks that I will use? (SchoolNet Outreach)

Where and what are the SOL Test Blueprints?

Where are the student records stored? How do I access them? What are the rules for viewing them? What help can the school counselor give me in working with student information?
The 2 Most Important Things You will Teach on the First Day

1. EXPECTATIONS for BEHAVIOR and Shared Responsibilities

2. PROCEDURES

Your behavior management plan based on classroom systems is:

I will communicate this plan to the students, parents, principal, etc. by:
Procedures

What classroom procedures will you begin to teach?

Procedures are those daily routines which you want your students to do automatically so that teaching and learning becomes the focused energy of the classroom. How will you cultivate a shared ownership of these procedures responsibilities?

Examples: What to do when the bell rings? What to do when the fire drill bell sounds? What to do when you have a question? What to do when you need to go to the restroom?
Lesson Plan
For the
First Week of School

Obtain the lesson plan book or format that is required/suggested for your school. Work closely with your mentor-coach to develop a lesson plan to cover the first week of school.

What are the expectations for:

. Course syllabus for secondary schools?
. Lesson plans for elementary?

Discuss specific plans with your mentor-coach for the first day of school, to include:

. Best seating arrangement
. Name tags/identification needed for students
. Supplies needed specifically for first day activities
. Quick engagement strategies - getting students on task quickly
. Other
"What teachers know and can do makes the most difference in what children learn."
~ Linda Darling-Hammond
Vision
The Albemarle County Public Schools’ Teacher Performance Appraisal provides a systematic structure to build and ensure a culture of professional learners committed to meeting the educational needs of all students.

Core Beliefs
The Teacher Performance Appraisal system is grounded on three core beliefs about teaching and learning:
- Teachers have a profound impact on student achievement;
- Professional growth is essential to developing and maintaining both content knowledge and pedagogical knowledge and skills; and
- Professional relationships enhance commitment to continuous improvement and professional growth
(A-2) Performance Domains and Standards

Knowledge of Students
a. Provides learning opportunities that support students’ learning style and intellectual, social, and personal development.

Knowledge of Content
a. Effectively articulates the central concepts and understandings of the discipline(s).
b. Communicates content knowledge and processes used by adults working in the discipline(s).

Planning, Delivery, and Assessment of Instruction
a. Develops and implements yearlong plans for instruction that reflect division curriculum and SOL.
b. Teaches to planned objectives on a daily basis.
c. Uses appropriate instructional strategies to promote student learning.
d. Differentiates instruction in response to student differences.
e. Uses comprehensive materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills.
f. Sets high standards for student work.
g. Assesses student achievement and monitors learning in the classroom, adjusting instruction accordingly.

Safe, Effective Learning Environment
a. Creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement in learning, and self-motivation.
b. Sets standards for classroom behavior and follows through consistently.
c. Applies classroom procedures to maximize academic learning time.
d. Establishes and maintains a safe environment for students at all times.

Communication and Collaboration
a. Maintains effective communication and works collaboratively with students, parents, colleagues, administration, and community to promote student success.

Professionalism
a. Models professional and ethical standards as well as personal integrity in all interactions.
b. Participates in meaningful and continuous professional growth including self-evaluation.
c. Contributes to the school community.
d. Supports and participates in school- and division-based initiatives.
(B-1) Teacher Self-Assessment

Using the Performance Rubrics as a guide, decide which category below best aligns with your current practice and place an X along the continuum. Use the keywords column for ideas that come to mind as you target areas of strength and areas on which you would like to work.

Teacher: ________________________    School: ________________________    Conference Date: ____________

<table>
<thead>
<tr>
<th>Domains and Standards</th>
<th>Meeting Standards</th>
<th>Key Words</th>
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<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Professional</td>
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<td>d. Differentiates instruction in response to student differences.</td>
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<td>e. Uses comprehensive materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills</td>
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<td>f. Sets high standards for student work.</td>
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(B-2) Self-Assessment Summary

Teacher ___________________________  School _________________________
Grade/Subject _______________________

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Standard</th>
<th>Areas for Growth</th>
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</thead>
<tbody>
<tr>
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Support Material for Teacher Professional Development Goals

Introduction
Goal setting can be the foundation for personal and organizational improvement if the goals are representative of what matters most in the work we do and progress toward them is monitored and strategies adjusted in ways that are true to the growth process. The SMART Goal structure is a specific tool to sustain the efforts of continuous improvement.

Goal Statement
SMART goals result in an explicit plan to increase student learning.
- Specific/Strategic
- Measurable
- Attainable
- Realistic
- Time-limited
- Results-oriented
- Time-bound

Baseline Data/Monitoring Strategies
Documentation supports the accomplishment of SMART goals. In establishing the base of documentation demonstrating increases in student learning, teachers may choose to collect baseline data and implement strategies for monitoring student performance.
- PALS testing grades k-3
- K-5 reading levels (STAR reading assessment, QRI)
- CRTs for language arts and math
- Stanford Diagnostic Reading Test
- End of course exams for grades 8-12
- Authentic assessments such as writing portfolios
- Student performance
- Tests of Higher Standards (Flanagan & Mott)
- Textbook assessment
- Teacher-made assessments

Strategies for Improvement
In our efforts to sustain continuous improvement, we often encounter barriers to success. The SMART Goal process requires that we confront these barriers and adjust our actions as needed to attain our goals of increasing student learning. In doing so, there are a number of strategies for improvement a teacher may choose to implement.
- Modified teaching arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons by colleagues, curriculum specialists, teacher mentors, literacy specialists
- Focused classroom observation by colleagues, curriculum specialists, teacher mentors, literacy specialists
- Development of curricular supplements
- Further analysis of student skill profiles
- Workshops, conferences, coursework
- Team teaching
- Visits to other classrooms
(B-4) Teacher Goals

Teacher _______________________________

Grade/Subject ____________________________

Principal or Designee ________________________________

School ____________________________ School Year ____________

Content Area [The area/topic I will address (e.g., reading instruction, long division, problem solving).]

Baseline Data [Where I am now (i.e., status at beginning of year).]

Goal Statement [What I want to accomplish this year (i.e., my desired results for student learning).]

Strategies for Improvement [Activities I will use to accomplish my goal.]

Monitoring Strategies [How will progress be assessed?]

Principal or Designee Signature   Date

Teacher’s Signature   Date

-----------------------------------------------------------------------------------------------------------

Goal Progress Review

End-of-Year Data/Results

Principal or Designee Signature   Date

Teacher’s Signature   Date
**Virginia Department of Education References**


Highly Qualified Special Education Teachers (http://www.pen.k12.va.us/VDOE/suptsmemos/2005/inf053.html)

Virginia Licensure Renewal Manual (http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/remanual.pdf)

**Bibliography**


