MENTOR-COACH
NEW TEACHER
Workbook

Albemarle County Public Schools

WELCOME
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.
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<th>Title/Name</th>
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<td>School-based Teacher Leader</td>
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<td>Asst. Principal</td>
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<td>Athletic Director</td>
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**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:*

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

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

3. Other classroom furniture needed?

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

5. How do I obtain textbooks and other learning resources?

6. 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?
# The What and Where of Supplies

## 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/](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?
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:
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
Albemarle County Public Schools
Teacher Performance Appraisal
Tenured Teachers

• Knowledge of Students
• Knowledge of Content
• Planning, Delivery, and Assessment of Instruction
• Safe, Effective Learning Environment
• Communication and Collaboration
• Professionalism

"What teachers know and can do makes the most difference in what children learn."
~ Linda Darling-Hammond
Albemarle County Public Schools

Teacher Performance Appraisal

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: _________

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<tr>
<th>Domains and Standards</th>
<th>Meeting Standards</th>
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# (B-2) Self-Assessment Summary

**Teacher**

\[\text{__________________________________________}\]

**School**

\[\text{__________________________________________}\]

**Grade/Subject**

\[\text{__________________________________________}\]

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<tr>
<th>Strengths</th>
<th>Standard</th>
<th>Areas for Growth</th>
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(B-3) 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-constrained
- 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 ________________

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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)

(C-2) Bibliography


