



Guidance for Mentors 2020-2021

The purpose of this document is to provide an outline to mentors about the supports available.

Roles and Responsibilities of Mentors and Coaches For New Teachers

COACHES support teachers in classroom curriculum planning, instruction, and assessment	
<p style="text-align: center;">CURRICULUM</p> <ul style="list-style-type: none"> Content coaching in PLC/CPT Using Atlas maps to plan pacing Standards-based practices and grading driven by the content In-the-moment coaching on content Coaching cycle (September) 	<p style="text-align: center;">INSTRUCTION</p> <ul style="list-style-type: none"> Matching best instructional practices to the lesson or task Ongoing support with creating comprehensible materials/presentations that promote equitable learning opportunities for all learners Support with classroom management/routines as applicable to the content area (i.e. setting up how to manage reading groups, managing rotation of stations in science, etc.)
<p style="text-align: center;">TEACHPOINT: Goals and Evidence</p> <ul style="list-style-type: none"> Setting Student Learning Goal(s) Reviewing student data and evidence toward student learning goals Choosing artifacts to upload to support goals 	<p style="text-align: center;">ASSESSMENT</p> <ul style="list-style-type: none"> Review of assessment calendars, ensuring a productive testing environment; talking with students about assessments like Schoolcity, MCAS, etc. Support with formative assessments (exit tickets, check ins, etc.) to drive lessons/instruction

MENTORS support teachers in the technical aspects of teaching in the building	
<p style="text-align: center;">SCHOOL-BASED PROCEDURES</p> <ul style="list-style-type: none"> Fire drill protocols Substitute protocols and materials End of year paperwork & protocols Filling out Special Education form A and B 	<p style="text-align: center;">TECHNOLOGY</p> <ul style="list-style-type: none"> Aspen - taking attendance Teachpoint - uploading evidence Atlas maps (for teachers not assigned to a coach) Accessing IEPs and EL Transition Profiles (using Ellevation)
<p style="text-align: center;">COMMUNICATION</p> <ul style="list-style-type: none"> Outlook for email and calendar as well as expectations Connecting with multilingual families (translations services, family engagement facilitators, etc.) (*paired phone calls with mentor) 	<p style="text-align: center;">CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> Routines for discipline School-based protocols for behavior and classroom management Organizing physical space for proactive discipline and instruction- including visual cues Build relationships while maintaining healthy boundaries with students.



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Monthly Content To Be Reviewed By Mentors & At New Teacher Meetings

	New Teacher Meetings “How to teach” - general instruction focused	Mentor Responsibility How to be a teacher - in your building				
Sept	Joined by mentors: meeting and expectations	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Mentoring in Action:</u> Sept. Check in on the NTI plan </td> <td style="width: 50%; vertical-align: top;"> Technology Aspen - taking attendance, Atlas maps (for teachers not assigned to a coach) Accessing IEPs and EL Transition Profiles (using Ellevation) </td> </tr> <tr> <td style="vertical-align: top;"> Communication Gmail for email and calendar as well as expectations Connecting with multilingual families (translations services, family engagement facilitators, etc.) (*paired phone calls with mentor) Back to School night </td> <td style="vertical-align: top;"> Classroom Management School-based protocols for behavior and classroom management Routines for discipline Build relationships while maintaining healthy boundaries with students. Organizing physical space for proactive discipline and instruction- including visual cues </td> </tr> </table>	<u>Mentoring in Action:</u> Sept. Check in on the NTI plan	Technology Aspen - taking attendance, Atlas maps (for teachers not assigned to a coach) Accessing IEPs and EL Transition Profiles (using Ellevation)	Communication Gmail for email and calendar as well as expectations Connecting with multilingual families (translations services, family engagement facilitators, etc.) (*paired phone calls with mentor) Back to School night	Classroom Management School-based protocols for behavior and classroom management Routines for discipline Build relationships while maintaining healthy boundaries with students. Organizing physical space for proactive discipline and instruction- including visual cues
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Oct	<i>Welcoming environment</i> Classroom Management: addressing behaviors/restorative practices “Getting down to technical basics:” Aspen, TeachPoint	<u>Mentoring in Action:</u> Oct <ul style="list-style-type: none"> ● Skill check on technology AFTER the 1st year teacher meeting ● Bi directional observations - laying the groundwork ● School-based check ins: <ul style="list-style-type: none"> ○ Filling out Special Education form A and B ○ Substitute protocols and materials ○ Fire drill protocols ● Standards-based grading procedures (follow up) 				
Nov	<i>Meaningful Interaction</i> Honing your craft: stage presence, encourage risk taking, strong classroom culture	<u>Mentoring in Action:</u> Nov. <ul style="list-style-type: none"> ● Preparing for family conferences ● Teach point: how to upload evidence ● Revisit -Do Now and a Later list was helpful when we worked with new teachers last summer ● Getting through the holidays 				
Dec	<i>Comprehensible Input</i> New “hopes and dreams” mingled with some trauma-informed practices	<u>Mentoring in Action:</u> Dec. <ul style="list-style-type: none"> ● How is your experience matching your expectations? ● Planning for resetting expectations/redefining goals for the New Year. ● How to assert yourself with colleagues. 				



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Jan	<i>Welcoming environment PD</i>	<ul style="list-style-type: none"> • <u>Mentoring in Action</u>: Jan • Teachpoint -Review of uploaded evidence. • Check in on new year's reset - what stuck? what didn't?
Feb	<i>Problem of Practice (Mentor)</i>	<u>Mentoring in Action</u> : Feb
Mar	<i>Comprehensible Input</i> EL experts lead this	<u>Mentoring in Action</u> : March Follow up with how the comprehensible input looks, sounds and feels like within the classroom setting
Apr	<i>Meaningful interactions</i> (guest speakers)	<u>Mentoring in Action</u> : April. <ul style="list-style-type: none"> • Follow up with how meaningful interactions look, sound and feel like within the classroom setting • Moving on paperwork and protocols for students
May	District Priorities: "I used to think that"/"Now I know"	<u>Mentoring in Action</u> : May <ul style="list-style-type: none"> • Year-end paperwork • Recommending scholars for summer programming • Tips for leaving your classroom fall-ready
June	Celebration of Learning (joined by mentors)	<u>Mentoring in Action</u> : June <ul style="list-style-type: none"> • End of year protocols for exiting for the summer. • How to have a purposeful and meaningful closing to school for students

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Mentoring in Action: At A Glance

Mentoring In Action Topics by Month ¹ (* denotes monthly recurring topic)		
<p>August How do novice teachers contribute to the school Introducing the school and district Getting to know students and families Creating a survival packet Lesson planning The first days of school</p>	<p>September Creating a community of learners Getting to know students Creating a classroom profile Learning how students learn Establishing routines Rules, rewards, consequences School procedures *Classroom management issues *Looking at student work *Communicating with families</p>	<p>October Organizing a lesson plan Questions about planning Planning for understanding Engaging learners Pacing a lesson Unit planning Student perspectives</p>
<p>November How students are assessed in class/district Linking lessons to assessment Product or process? Formative and summative assessments Evidence and documentation of progress Communicating with students Students share their learning</p>	<p>December Problem solving Teaching style Engage the brain Behavior management Keeping students interested Keeping students engaged When to seek additional support</p>	<p>January Looking back/moving forward What do I believe Constructing a sociogram Gaining student perspective Where is your sense of humor?</p>
<p>February Using varied teaching strategies How much time Engaging learners Student choice Homework: does it work?</p>	<p>March Providing feedback Observation protocols</p>	<p>April Novice teacher goal Class learning standards Reducing teacher talking time Observing a student or small group</p>
<p>May Mentee's progress and portfolio Measuring student progress Student self assessment Assessing the whole student</p>	<p>June Letters: mentor/mentee, students, families Dear future first year teachers Closing procedures</p>	<p>Pro-Tip list updated and maintained by mentors (FAQ below)</p>

¹ Radford, C. P. (2016). *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers: A Month-by-Month Curriculum for Teacher Effectiveness*. Corwin Press.

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Frequently Asked Questions:

- **Are there examples of mentor logs?**
 - This is a sample spreadsheet for tracking [meeting documentation](#). Make a copy and use it as your own log. You can earn up to 30 PDPs in pedagogy for your work as a mentor based on the number of contact hours you document.
- **How many hours/when are we supposed to meet with mentees?**
 - See [job posting](#)
- **What topics were presented during the New Teacher Institute?**
 - [See New Teacher Institute Show Flow](#)
 - [Curriculum for 101 and 201](#)
- **Is there a contact list for tech support, teaching and learning staff, human resources, etc?**
 - [We don't have an updated list -- who would create this? I literally have no idea!](#)
- **Where is the a job alike calendar posted?**
 - Find the job alike calendar [here](#).
- **Do we have a list of technology resources for remote learning?**
 - [Remote learning resources](#)
- **Is there a document with login information for district platforms and programs?**
 - [District platforms and programs](#)
- **Where can I find information about Teachpoint deadlines?**
 - Emailed annually by the Assistant Superintendent
- **What does the MA Department of Elementary and Secondary Education say about mentors?**
 - The [DESE Mentor Guidelines](#) are linked here.
 - This is a link to the [Induction and Mentoring](#) site from DESE
 - This [Google Doc](#) is a summary of a variety of DESE resources on mentoring.