



## Roles and Responsibilities For Mentors and Coaches 2021-2022

The purpose of this document is to outline the roles and responsibilities of those who support new teachers

### COACHES support teachers in classroom curriculum planning, instruction, and assessment

#### CURRICULUM



- 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)

#### INSTRUCTION



- 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.)

#### TEACHPOINT: Goals and Evidence



- Setting Student Learning Goal(s)
- Reviewing student data and evidence toward student learning goals
- Choosing artifacts to upload to support goals

#### ASSESSMENT



- 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

#### SCHOOL-BASED PROCEDURES



- Fire drill protocols
- Substitute protocols and materials
- End of year paperwork & protocols
- Filling out Special Education form A and B

#### TECHNOLOGY



- Aspen - taking attendance
- Teachpoint - uploading evidence
- Atlas maps (for teachers not assigned to a coach)
- Accessing IEPs and EL Transition Profiles (using Ellevation)

#### COMMUNICATION



- Outlook for email and calendar as well as expectations
- Connecting with multilingual families (translations services, family engagement facilitators, etc.) (\*paired phone calls with mentor)

#### CLASSROOM MANAGEMENT



- 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.

**District Supports** support teachers through non-evaluative classroom observations and feedback for the first year, and monthly meetings for the first three years.