

Cypress-Fairbanks ISD
New Teacher Induction Program



Mentoring
Handbook

Your Link to Success

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Your Link to Success

Cypress-Fairbanks ISD

New Teacher Induction Program



Mission: To increase student achievement by providing purposeful, structured, and systemic support services that develop and retain quality teachers.

Our Beliefs:

The teacher is the most critical element in students' success and achievement.

A purposeful, structured, and systemic induction program increases the potential growth and development of teachers.

It is essential that a new teacher induction program provides various levels of support in order to retain quality teachers.

The communication and implementation of high standards and expectations is required to maintain a culture of excellence in CFISO.

Our Goals:

To provide purposeful, structured, and systemic support services for teachers new to Cypress-Fairbanks ISO.

To improve instruction of teachers new to Cypress-Fairbanks ISO.

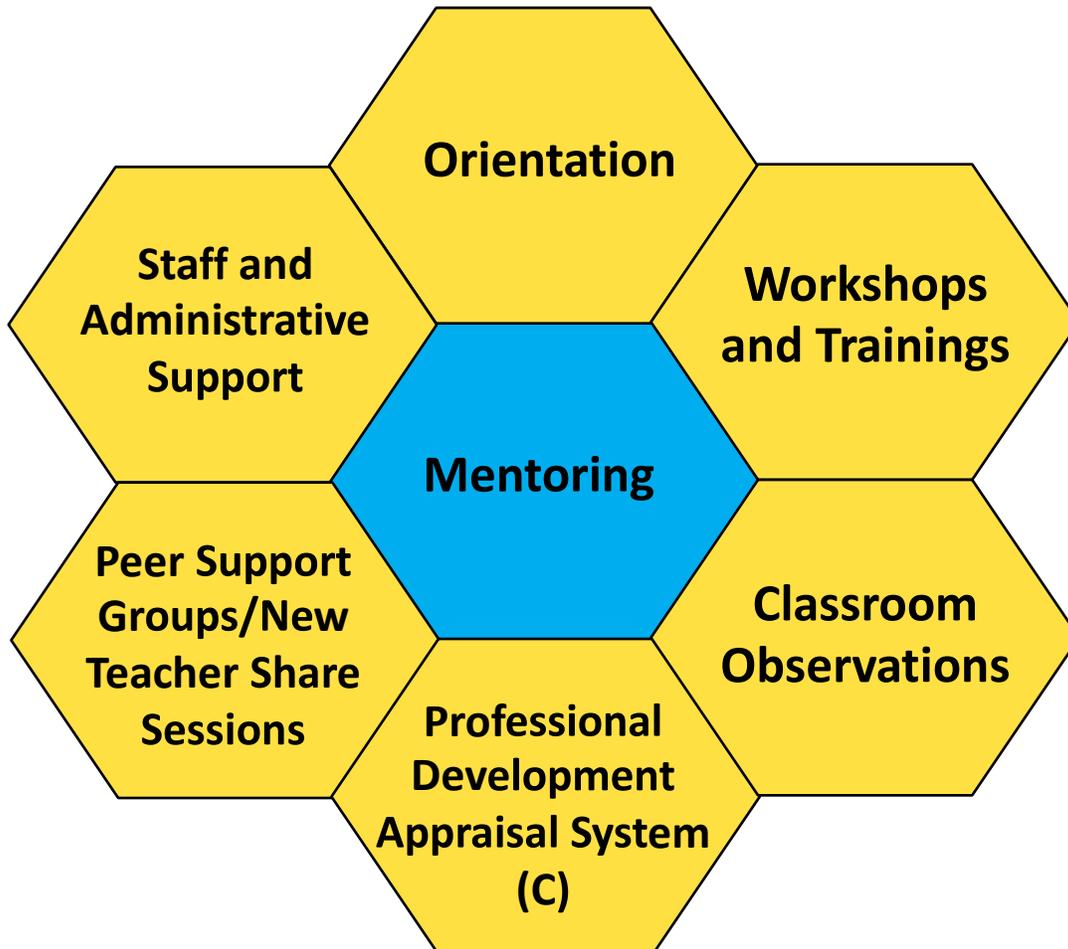
To retain quality teachers new to Cypress-Fairbanks ISO.

Cypress-Fairbanks ISD

New Teacher Induction Program



Mission: To increase student achievement by providing purposeful, structured, and systemic support services that develop and retain quality teachers.



New Teacher Mentoring Network

New Teachers

- * Provide quality instruction for students
- * Maintain a positive learning environment in the classroom
- * Attend and participate in both campus and district programs and activities
- * Ask for help when needed

Mentors

- * Promote the well-being of teachers
- * Transmit the culture of the school and district
- * Transmit the culture of the profession
- * Increase retention of promising beginning teachers
- * Improve teaching effectiveness
- * Assist in planning and carrying out orientation and continuous improvement activities
- * Network with other mentors

Lead Mentors

- * Promote the well-being of teachers
- * Transmit the culture of the school and district
- * Transmit the culture of the profession
- * Increase retention of promising beginning teachers
- * Improve teaching effectiveness
- * Satisfy induction mandates
- * Train others to become mentors
- * Assist in planning and carrying out orientation and continuous improvement activities
- * Network with other lead mentors

Campus

- * Provide support to appointed lead mentors
- * Ensure mentoring activities are

NTIP

Administration

implemented and maintained throughout the year.

Coordinator

Overview of Criteria, Responsibilities, and Compensation

Cooperating Teacher (for Student Teachers)	Consulting Teacher (for ACP Interns)	Mentor (for New Teachers)
<p>Criteria:</p> <ul style="list-style-type: none"> • a minimum of 3 years teaching experience with “Skilled”, “Accomplished”, or “Distinguished” ratings in CFISD • Recognized and selected by building administration and by peers as a model for other professionals. • Demonstrated expertise in working with and teaching other adults 	<p>Criteria:</p> <ul style="list-style-type: none"> • a minimum of 3 years teaching experience with “Skilled”, “Accomplished”, or “Distinguished” ratings in CFISD • Recognized and selected by building administration and by peers as a model for other professionals • Demonstrated expertise in working with and teaching other adults • Teaching in same content area as intern • Common planning time as intern (preferred) 	<p>Criteria:</p> <ul style="list-style-type: none"> • a minimum of 1 year teaching experience with “Skilled”, “Accomplished”, or “Distinguished” ratings in CFISD • Recognized and selected by building administration and peers as a model for other professionals • Demonstrated expertise in working with and teaching other adults
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Promote the personal and professional well-being of student teachers • Transmit the culture of the school; the school system, and the teaching profession • Improve teaching effectiveness • Attract promising student teachers to the teaching profession and to CFISD • Attend orientation training provided by university • Provide blended coaching model with opportunities for observations • Provide formal and informal feedback through pre- and post-observation conferences • Collaborate with university supervisors • Provide input to university supervisor concerning the evaluation 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Promote the personal and professional well-being of ACP interns • Transmit the culture of the school; the school system, and the teaching profession • Improve teaching effectiveness • Increase the retention of promising beginning teachers • Assist building administrators and lead mentor teacher in planning and carrying out orientation and continuous improvement activities for beginning teachers • Network with other mentors about successful practices • Attend ACP Mentoring Institute provided by CFISD • Attend mentor trainings provided by lead mentor at individual campus • Provide blended coaching model with opportunities for observations • Provide formal and informal feedback through pre- and post-observation conferences • Follow specific ACP program requirements • Provide input, along with ACP supervisor, to the principal concerning the evaluation 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Promote the personal and professional well-being of teachers new to CFISD • Transmit the culture of the school; the school system, and the teaching profession • Improve teaching effectiveness • Increase the retention of promising beginning teachers • Assist building administrators and lead mentor teacher in planning and carrying out orientation and continuous improvement activities for beginning teachers • Network with other mentors about successful practices • Attend mentor trainings provided by lead mentor at individual campus
<p>Compensation:</p> <ul style="list-style-type: none"> • A maximum 20 hours off-contract credit (documented on the district Mentor/Cooperating Teacher Log) can be counted toward the 25/75 expectation 	<p>Compensation:</p> <ul style="list-style-type: none"> • Varies by program 	<p>Compensation:</p> <ul style="list-style-type: none"> • A maximum 15 hours off-contract credit (documented on the district Mentor/Cooperating Teacher Log) can be counted toward the 25/75 expectation

The Mentoring Process

All Cypress-Fairbanks ISD teachers new to the profession will participate in the mentor program. This includes first year teachers transitioning from student teacher/intern programs and first year teachers completing a deficiency plan. These “new to the profession” teachers will be considered mentees and will be assigned a mentor teacher. The purpose of mentoring is to develop the skills, knowledge, attitudes, and values that are necessary to carry out their role as classroom teacher effectively.

All experienced teachers new to CFISD will also participate in mentor program activities and will be assigned a mentor. The mentoring program for experienced teachers new to CFISD focuses on transmitting the culture of the district and campus.



Mentee - The mentee will utilize the work experience and the assistance provided by the district to enhance his/her professional skills.

Mentor - The mentor will work directly with the new teacher throughout the year. The mentor will serve as a resource to the mentee and meet regularly with the mentee.

Campus Lead Mentor – The campus lead mentor will facilitate mentor-mentee relationships and coordinate campus-based induction activities.

Campus Administrator – The principal/assistant principal/director of instruction will designate a mentor selection and matching process for each new teacher and ensure that mentoring activities are implemented and maintained throughout the year.

Coordinator of New Teacher Induction Program – The Coordinator of the New Teacher Induction Program will provide support to administrators and lead mentors in developing and implementing induction activities.

What is a Mentor?

A mentor is...

- * a teacher of teachers.
- * an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.
- * a friend with a positive attitude and a sense of humor.
- * an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs, and philosophies of teaching.
- * sensitive, discreet, wise, knowledgeable, and caring.

What are the Needs of a New Teacher?

A new teacher needs...

- * accessibility to supportive, informative colleague/mentor who will guide and assist with academic and personal needs.
- * support network for reflection time with other mentees.
- * accessibility to open lines of communication with all administrative staff.
- * sensitivity of administrative staff regarding new teacher assignments and workloads.
- * prior to the beginning of school, knowledge of school culture to include demographics, timelines, and programs.
- * A school community of enthusiastic advocates who are nurturing, supportive, and open.

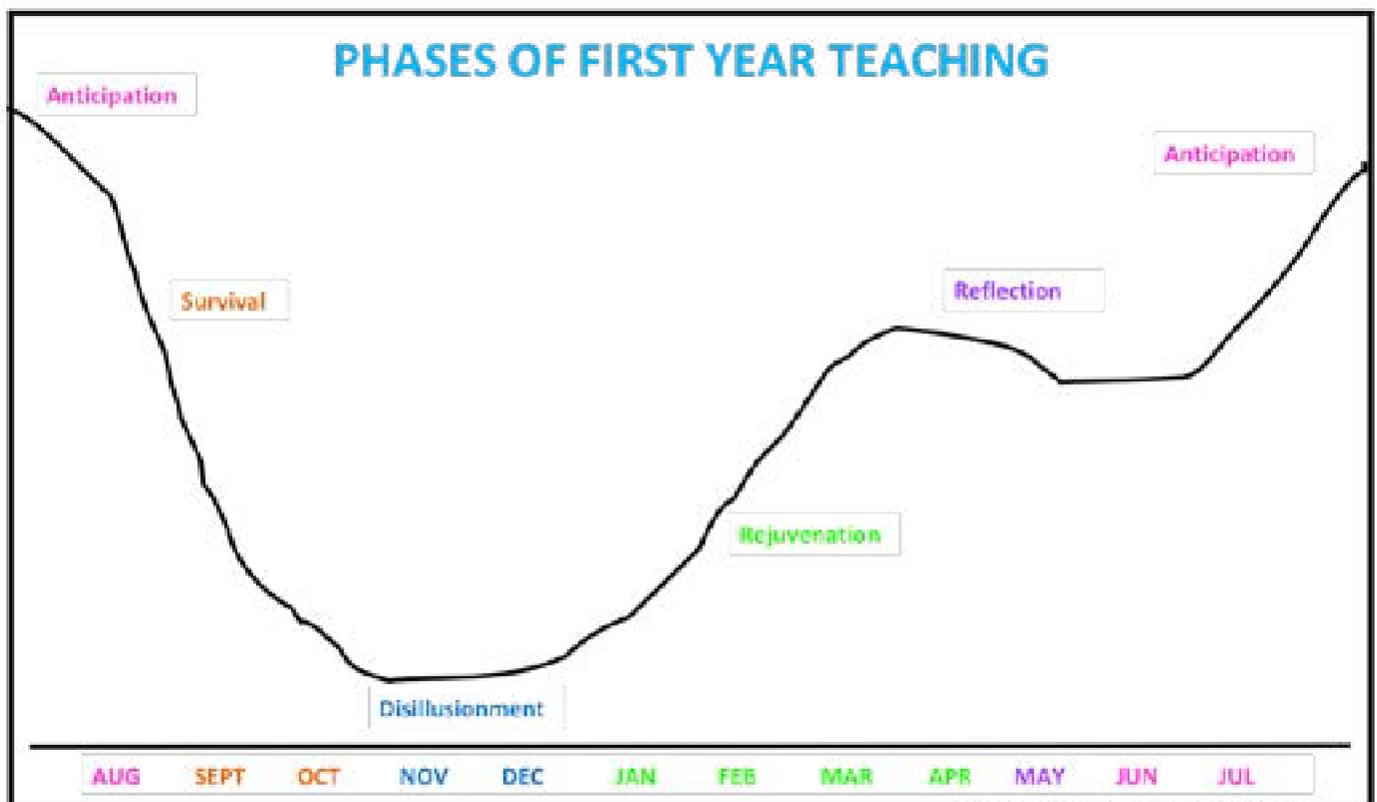
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Portrait of a Cypress-Fairbanks ISD Mentor

- **Able to anticipate problems and prepare solutions in advance**
- **Excellent role model of a professional educator; respected by others**
- **Sensitive to the evolving developmental needs, feelings, and skills of others**
- **Candid, but also positive, patient, encouraging, and helpful**
- **Committed to the success of his or her mentee**
- **Discreet, confidential, and astute in what is said and not said**
- **Nurturing, caring and accepting**
- **Dedicated, enthusiastic, experienced, effective, and a reflective teacher**
- **Emotionally stable, trustworthy, reliable, and self-confident**
- **Continual learner, open to the views and feedback of others, and a risk-taker**
- **Team-oriented, sees diversity as a strength**
- **Adept at achieving balance between maintaining relationships and accomplishing tasks**
- **Knowledgeable about the organization and its culture, mission, and values**
- **Effective listener and communicator**
- **Effective leader and facilitator of both adults and students**

Phases of First Year Teaching



Adapted from Moir, E. (1999). *The Stages of a Teacher's First Year*

Phases of First Year Teaching

Anticipation Phase

“I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge?”

Survival Phase

“I thought I’d be busy, something like student teaching, but this is crazy. I’m feeling like I’m constantly running. It’s hard to focus on other aspects of my life?”

“I thought there would be more time to get everything done?”

Disillusionment Phase

“I thought I’d be focusing more on curriculum and less on classroom management and discipline. I’m stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open?”

Rejuvenation Phase

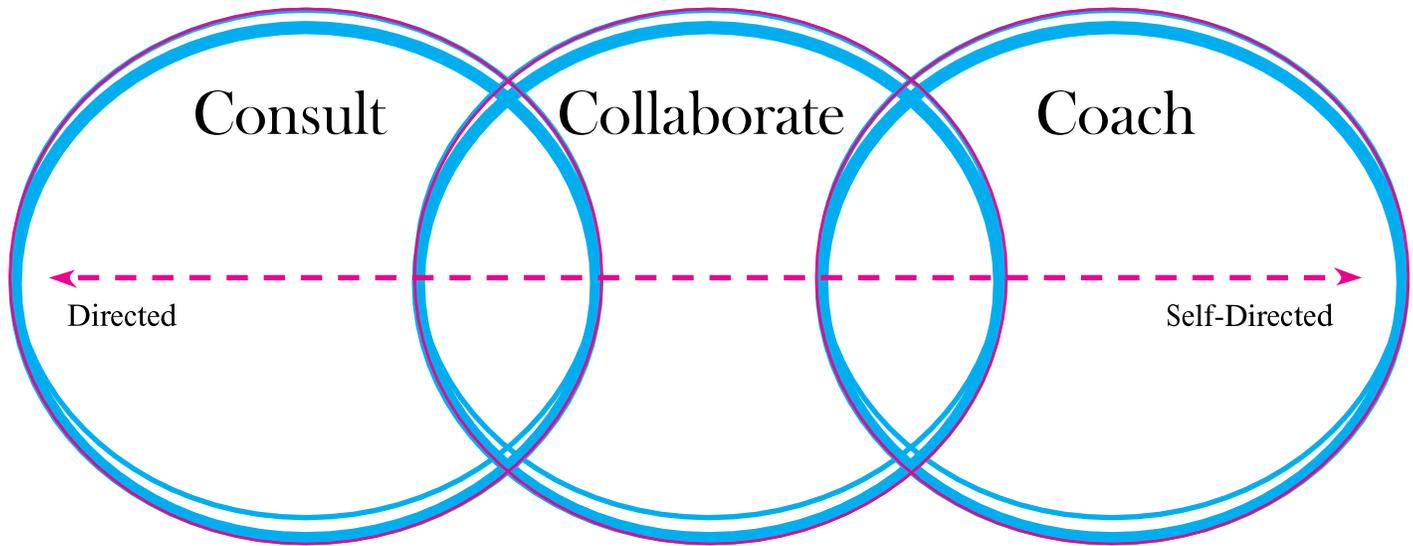
“I’m really excited about my story writing center. Although the organization of it has, at times, been haphazard, story writing has definitely revived my journals.”

Reflection Phase

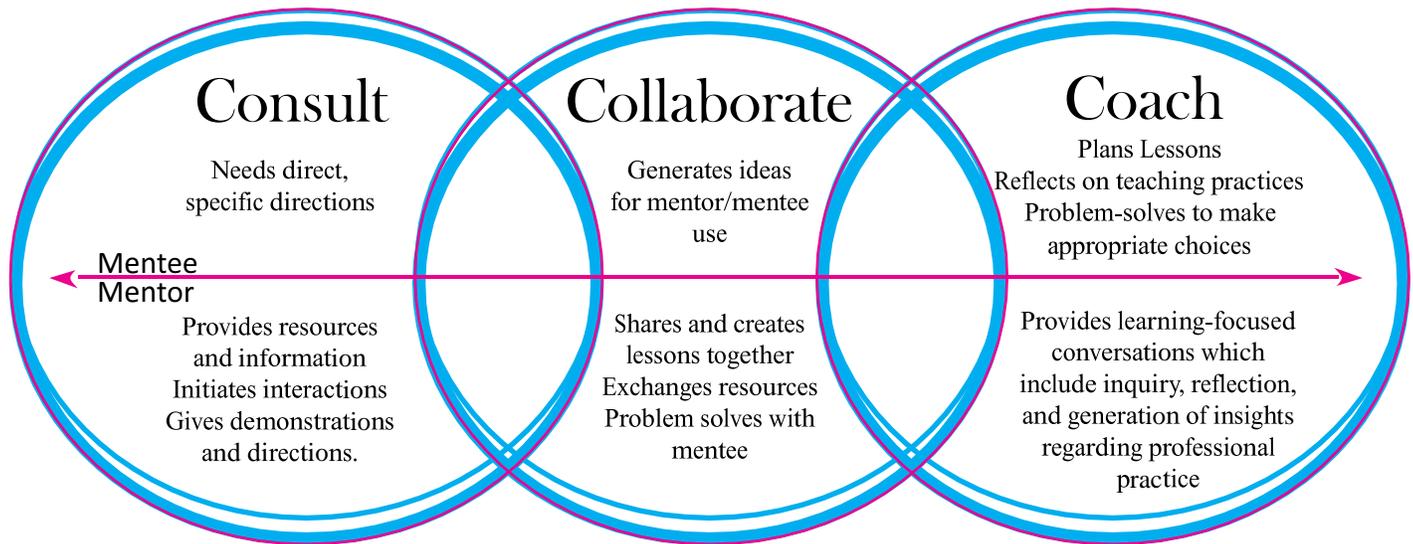
“I think that for next year, I’d like to start the novel activity earlier in the year to introduce the kids to a wider range of literature?”

Adapted from Moir, E. (1999). *The Stages of a Teacher’s First Year*

The Mentoring Cycle

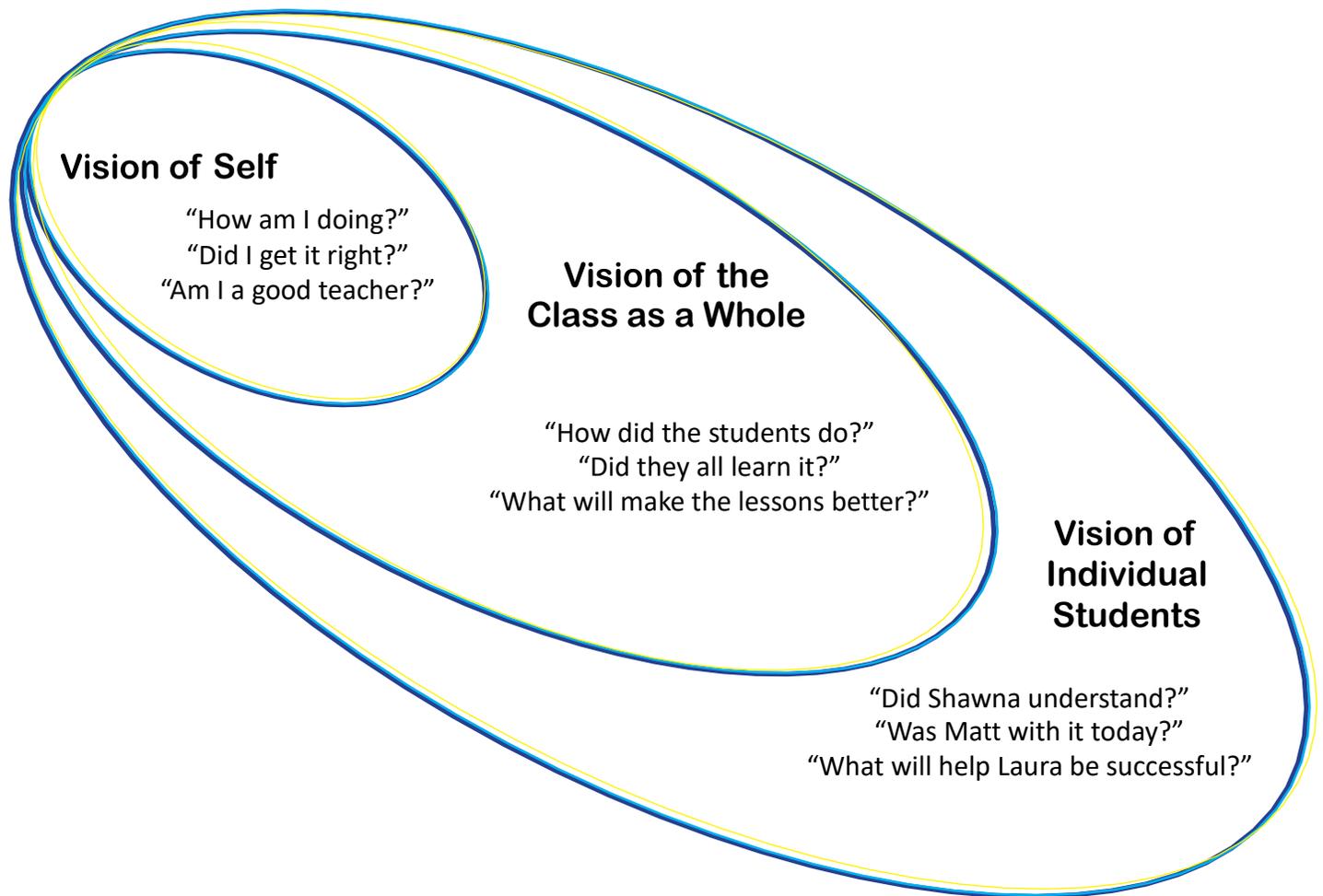


Behaviors of Mentees and Mentors



Adapted from Lipton, L. & Wellman, M. *Mentoring Matters: A practical guide to Learning-Focused Relationships*

The Expanding Vision of Beginning Teachers



The Five Needs of New Teachers

1. The need to accurately see what is happening in the classroom
2. The need for guiding questions
3. The need for an action plan and resources
4. The need for empathy and personal support
5. The need for honesty

Reference: Pitton, Deb. *Mentoring New Teachers*

Questions for Success

Developing a safe environment, where questions are respectful, allows a new teacher to grow. Guiding questions encourage thinking about the day's lesson, reflecting on student needs and successes, and making decisions that lead a new teacher to have a strong sense of ownership for his/her work.

Beginning Guiding Questions: Post-Observation Conversation

1. How do you feel about today's lesson?
2. How do you think it went today?
Did you accomplish what you set out to do today?
3. What were you expecting from today's lesson?
4. What have you been working on?
5. How did you spend your time preparing?
6. What can I help you with?
7. What in today's lesson would you like to talk about?

Questions that Encourage Thinking and Reflecting:

1. Why do you think that happened?
2. What does the students' work tell you?
3. What about the students' behavior leads you to think that?
4. How else might you do that?
5. How can you make your planning more effective next time?
6. Tell me more about that...

Questions/Statements to Direct Mentee Reflection More Specifically:

I wonder what would happen if you tried

_____ **(insert suggestion).**

What do you think would happen if you

_____ **(insert suggestion)?**

Does this

_____ **(insert mentee's action)
relate to**

_____ **(insert students' behaviors)?**

How might

_____ **(insert mentee's action)
affect**

_____ **(insert student's behavior)?**

Adapted from Pitton, Debra. *Mentoring Novice Teachers: Fostering a Dialogue Process*

Empathy and Emotional Support

Developing a safe environment, where questions are respectful, allows a new teacher to grow. Guiding questions encourage thinking about the day's lesson, reflecting over a completed success and making decisions that will lead a new teacher to having a strong sense of ownership over his/her work. Noted below are several support statements and questions for responding to emotions:

"You can do it. You just need more time."

"All learners, including teacher-learners, learn in different ways."

"Everyone develops his/her skills at a different pace."

**"You seem to be feeling _____
(insert emotion); is that right?"**

**"What do you think is causing you to feel
(insert emotion)?"**

"Change is hard."

"What do you think your strengths are?"

"I noticed that you seemed a little quiet today. Is everything okay? Is there anything I can help with?"

"What are you doing to release your stress?"

"Taking risks is never easy, but I will help you."

"What are you doing to stay healthy during this stressful time?"

Adapted from Pitton, Debra. *Mentoring Novice Teachers: Fostering a Dialogue Process*

Suggestions for Working with New Teachers

- Commit to a long-term, developmental view of teacher growth
- Facilitate, rather than control, the professional growth of the teacher
- Establish a trusting professional relationship with the new teacher
- Develop mutual respect for each other's competence
- Assist, rather than assess, the progress of the teacher
- Notice and build on the strengths of the teacher
- Focus on the teacher's own goals for teaching
- Agree on the goals of your work, together
- Use classroom data as a basis for analysis and discussion with the teacher
- Be a first year teacher advocate as you communicate and interact with the principal²

² Texas Education Agency. *Mentoring Frameworks for New Teachers*

Suggestions for Mentoring and Some Helpful Coaching Tips

The following are recommended potential topics to discuss with your mentee. Remember to be understanding and select only one or two areas upon which to focus. You may use the New Teacher Self-Assessment Inventory Tool on the following pages to assist you in a process for reflection.

- 1. Classroom Management.** Does the first-year teacher have problems getting classes started promptly, keeping students on task, giving suitable rewards (and consequences), maintaining an atmosphere for work, establishing routines, keeping class time moving smoothly, etc.? Is she/he in control of classroom management?
- 2. Organization of Instruction.** Does the first-year teacher present material clearly, in an organized and systematic fashion, with appropriate examples and instructional materials, giving attention to all or most of the students in the classroom? Is there a balance of instructional strategies? Are interests of students taken into account during instruction? Does the teacher provide ongoing feedback to students? Are transitions smooth and timely?
- 3. Time Management.** Is there enough time to accomplish everything planned for the class period? Are paperwork and administrative details handled efficiently? Does the first-year teacher appear to be physically (and emotionally) drained or tired?
- 4. Curriculum Planning.** Is the first-year teacher prepared for the day's instruction? Are materials ready and available? Is there attention given to planning for relatively long periods of time (as opposed to single lesson planning)? Does she/he talk about planning and using the plans in an orderly and systematic way?
- 5. Curriculum Knowledge.** Does the first-year teacher have a firm grasp of the knowledge required for the subject area? If there are gaps in the knowledge, does she/he recognize and know how to fill them?
- 6. Working with Colleagues.** Is the first-year teacher comfortable with her/his colleagues? Is she/he developing professional relationships with other teachers, administrators, and support staff? Does the first-year teacher use the school district's human resources in dealing with teaching issues?
- 7. Instructional Materials.** Does the first-year teacher know where (and how) to obtain the best available materials for instruction? Have other teachers shared materials with the new teacher? Does the first-year teacher indicate a sense of what instructional materials are most appropriate for students, the curriculum, and her/his instructional style?
- 8. Relationship with Parents.** Is the first-year teacher "comfortable" with parents? Does she/he appear to have the support of parents? Has she/he been helped to understand the school's "protocol" in terms of parent conferences, informal contacts, etc.? How does she/he communicate with non-English speaking parents?
- 9. Evaluation, Grading, & Reporting.** Does the first-year teacher know the standard applied to student grades? Does she/he understand the relationship between grading and evaluation? Is she/he clear about the procedures used to arrive at grades? Is the first-year teacher aware of the subject/grade level expectations about grades? Is the first-year teacher able to interpret grades to students and parents?

³ Texas Education Agency. *Mentoring Frameworks for New Teachers*

New Teacher Self-Assessment Inventory

Step-by-Step Guide for Mentors

Rational

The New Teacher Self-Assessment Inventory is designed to assist new teachers in a self-reflective process for improving their own teaching practices. Mentors are encouraged to use this tool with their mentee as a guide for initiating conversations around standards for teaching based on the Cypress-Fairbanks Professional Development Appraisal System (CFPDAS). **This tool is not intended in any way to be used in the evaluation process but as a vehicle for self-directed growth.** The following steps are provided to assist mentors in initiating the process and conversations with their mentee.

Setting the Stage

To maximize the process for utilizing the New Teacher Self-Assessment Inventory, consider the following:

- Set a time to meet with your mentee that will allow for privacy and uninterrupted time together.
- Ensure confidentiality of what is discussed.
- Explain to your mentee that this process is in no way connected with the evaluation process but is a tool for self-reflection and self-directed learning/growth.
- Upon completion of the process, the mentee should retain the only copy of the New Teacher Inventory Assessment and any notes that may have been taken.

Steps for Implementing the New Teacher Self-Assessment Inventory Process

1. Explain the rationale and parameters listed above to your mentee prior to giving the self-assessment. Ask your mentee if he/she is comfortable in participating in this self-reflective process. If so, continue to the next step. (Note: If the mentee is uncomfortable with the process, explain that it is voluntary and confidential, and that you will answer any questions or concerns he/she may have.)

2. Have your mentee complete the New Teacher Assessment Inventory. Responses should be based on mentee's experiences, feedback from team, former evaluations, and personal observations of student performance. This is intended to extend thinking and reflection on the mentee's total experience.

3. After completing the assessment, ask your mentee the following questions:

- Based on your self-assessment, on what standard would you like to focus today?
- What led you to select this standard?
- What evidence do you have that leads you to think that this is an area for focus?
- What do you already know about effective teaching strategies for that standard?
- What are some ways to measure improved practice for that standard?
- What are some next steps you could take toward improved practice/growth in this area? (Mentees can use the "Next Steps and Ideas" section of the inventory to write down generated ideas).
- What additional resources and professional development could you pursue to assist you?
- In what ways can I assist you as your mentor?

NOTE: Sometimes conversation can move in a direction that is not focused on standards. Although emotional support is part of the mentoring process, it is important to maintain a focus on teaching standards and what impacts student learning in this self-reflective process.

4. Plan a follow-up time to meet that allows for reflective practice and future focus.

Reference: Robin McGlohn, Cypress-FairbanksISD

New Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Domain I: Active, Successful Student Participation in the Learning Process

	1. Engaged in learning
	2. Successful in learning
	3. Critical thinking/problem solving
	4. Self-directed
	5. Connects learning

Domain II: Learner-Centered Instruction

	1. Goals and Objectives
	2. Learner-centered
	3. Critical thinking and problem solving
	4. Motivational Strategies
	5. Alignment
	6. Pacing/sequencing
	7. Value and importance
	8. Appropriate questioning and inquiry
	9. Use of technology

Domain III: Evaluation and Feedback on Student Progress

	1. Monitored and assessed
	2. Assessment and instruction are aligned
	3. Appropriate assessment
	4. Learning reinforced
	5. Constructive feedback
	6. Relearning and re-evaluation

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

	1. Discipline procedures
	2. Self-discipline and self-directed learning
	3. Equitable teacher-student interaction
	4. Expectations for behavior
	5. Redirects disruptive behavior
	6. Reinforces desired behavior
	7. Equitable and varied characteristics
	8. Manages time and materials

Domain V: Professional Communication

	1. Written with students
	2. Verbal/non-verbal with students
	3. Reluctant students

NEXT STEPS and IDEAS:

Adapted from Lipton, L. *Mentoring Matters*. Mira Via. 2003

Mentor Checklist: Topics to Discuss

Check with your Lead Mentor for additional campus specific topics.

Beginning of School

- Classroom rules, procedures, and arrangement and organization
- Student Code of Conduct, campus discipline procedures and referrals, etc.
- Lesson planning, expectations and procedures
- Curriculum guides, teacher editions, auxiliary materials
- Textbooks and instructional and clerical supplies
- Procedures for A-V equipment and materials
- Procedures for student permanent records
- Recordkeeping: student forms, attendance, lunch, etc.
- Grading guidelines, grade book procedures
- Attendance procedures for students and staff
- Dress code for students and staff
- Protocol for staff parking, lunchroom, duty, faculty meetings, etc.
- Responsibilities for special needs children (special education and IEPs, bilingual, G/T, etc.)
- Emergency procedures, fire drill, tornado, etc.

Mentor Checklist: Topics to Discuss

Check with your Lead Mentor for additional campus specific topics.

First Grading Period

- Protocol for parent communication, phone calls, progress reports, conferences, etc.
- Open house responsibilities and expectations
- _____ Grade reporting procedures and timelines
- _____ Referral process for special programs (G/T, special education, counseling, etc.)
- _____ District and campus testing procedures
- _____ Field trip guidelines and procedures
- _____ District Teacher Appraisal System, expectations and procedures for walk-throughs, formal and informal observations, etc.
- _____ Process for completing "Professional Development: A Plan for Student Learning"
- _____ Opportunities for professional growth, training, classroom visits, etc.
- _____ Procedures for substitutes, materials, folders, etc.

First Semester

- Semester grade reporting procedures
- Reflection on Professional Development Plan
- Curriculum planning, review scope and sequence for pacing
- Fall & Spring testing schedule: district benchmarks, End-of-Course Exams (EOC) etc.
- District Teacher Appraisal Process observations, formal and informal

Mentor Checklist: Topics to Discuss

Check with your Lead Mentor for additional campus specific topics.

End of Year

- Grade reporting
- Recommendations for retention, referrals, etc.
- Procedures for return of textbooks, supplies, AV materials, etc.
- Reflection on Professional Development Plan and summer opportunities for professional development
- Preparation for Summative Conferences
- Final checkout procedures, keys, etc.