

Mentor Timeline/Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

First Nine Weeks:

- ☐ Familiarize BT with facility (i.e., tour of building).
- ☐ Familiarize the BT with the faculty, staff and/or service personnel.
- ☐ Discuss the LEA/school's policies regarding dress, teacher workdays, early release days, and inclement weather policies.
- ☐ Make sure the BT has the North Carolina Standard Course of Study (NCSOS) and other curriculum guidelines.
- ☐ Familiarize the BT with the format and use of the NCSOS in planning (and end-of-grade or end-of-course testing when appropriate).
- ☐ Assist BT with location, selection and access to instructional materials.
- ☐ Assist BT with creating a substitute teacher folder of pertinent information (rosters, lesson plans, procedures, etc.).
- ☐ Meet with BT an average of one time each week and document the date, time and contents of each meeting.
- ☐ Assist BT with information about services offered by school, school system, DPI, community agencies, etc.
- ☐ Assist BT with record keeping (grades, monies, parent contacts, discipline).
- ☐ Assist BT with strategies and/or procedures to identify and appropriately serve special needs students.
- ☐ Review the INTASC Standards and the role of these standards in the classroom, the Individual Growth Plan, and the Teacher Performance Appraisal System.
- ☐ Assist BT in lesson planning and pacing.
- ☐ Assist BT in development of an IGP.
- ☐ Assist with creation of a professional development log.
- ☐ Informally observe the BT and provide verbal or written feedback in a post conference.
- ☐ Have BT observe Mentor teaching a lesson to model effective teaching practices.
- ☐ Explain formal observation procedures and annual evaluation.
- ☐ Assist BT in interim reports and ending the grading period including demonstrating the use of a computerized grading system, use of comments, etc.
- ☐ Celebrate accomplishments.
- ☐ Other _____

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

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Please check the following as you complete them with your BT:

Second Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review lesson plans and pacing for adherence to the NC Standard Course of Study.
- ☐ Review lesson plans for inclusion of multiple learning strategies and for evidence of meeting the needs of all diversities.
- ☐ Discuss progress in identifying and soliciting services for unique learners.
- ☐ Encourage BTs to use testlets or assessments and to practice end-of-grade or end-of-course tests with their students.
- ☐ Review progress on these testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Discuss policies and impact of holidays and scheduling between now and winter break.
- ☐ Discuss organizational and record keeping procedures.
- ☐ Encourage parental contact.
- ☐ Review classroom management and discipline strategies.
- ☐ Spend informal social time with BT.
- ☐ Discuss semester exam schedule and/or testing schedule and procedures.
- ☐ Assist BT in interim reports, ending the grading period, and semester records.
- ☐ Celebrate accomplishments.
- ☐ Other _____
- ☐ Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

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Third Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Encourage parental contact.
- ☐ Remind BT about the LEA/school's retention and failure policies.
- ☐ Encourage BTs to reflect on their teaching experience at mid-point. Set goals for the rest of year.
- ☐ Review progress toward covering goals in the NC SCOS.
- ☐ Review progress on the IGP.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review procedures for field trips.
- ☐ Spend informal social time with BT.
- ☐ Assist BT in interim reports and ending the grading period.
- ☐ Videotape at least one lesson and review it with the BT.
- ☐ Celebrate accomplishments.
- ☐ Other _____
- ☐ Other _____

Notes: _____

Mentor signature _____ Date _____

BT signature _____ Date _____

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Mentor Timeline Checklist

School year _____ Name of BT _____
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Please check the following as you complete them with your BT:

Fourth Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Review progress on completion of the goals from the NC SCOS, and review pacing.
- ☐ Encourage BTs to seek out testlets or assessments and practice end-of-grade or end-of-course tests with their students.
- ☐ Review progress on the testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Review plans for end of year activities.
- ☐ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.
- ☐ Review progress on the tGP.
- ☐ Remind BT about LEA/school's retention and failure policies.
- ☐ Discuss procedures for ending the school year (collecting books, fees, returning teaching materials, graduation, etc.).
- ☐ Help BT with end of year administrative forms, policies, and procedures.
- ☐ Spend informal social time with BT.
- ☐ Celebrate accomplishments the BT achieved during the year.
- ☐ Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

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Suggestions for New Teacher Orientation at School Site

1. Show your beginning teacher (BT) exactly where to park.
2. Give a tour of the school building. Show your BT his/her room.
3. Show a map of the school and highlight key places.
4. Be sure your BT has keys, if applicable.
5. Provide lists of things that must be done to set up a room (texts, manuals, furniture arrangement, bulletin boards, class lists, student supply lists, permanent records, schedules, audio visuals, resources, classroom library, supplementary materials, etc.).
6. Provide your BT with a student aide or parent volunteer the first week or two of school. Be sure to give your BT helpful hints as to how this resource person can be utilized.
7. Develop an orientation plan for your BT if he/she is a late hire.
8. Get your BT his/her books as soon as possible and always make sure he/she has all available curriculum guides.
9. Emphasize the importance of End-of-Grade tests and appropriate pacing.
10. Show the BT how the North Carolina Standard Course of Study (NCSCOS), pacing guides, benchmarks, etc., are accessed at school (web, notebook, etc.).
11. Share the faculty roster. Make introductions of administrative staff, specialists, secretaries, cafeteria and janitorial staff, etc.
12. Show the teacher how to get class rosters.
13. Explain committee assignment procedures. (When are the meetings, where are the meetings, who is in charge, what is expected?).
14. Highlight the real "nuts and bolts" of the teacher handbook (fire drill, plan book, sign-in and sign-out procedures, ID badges, annual and sick leave procedures, etc.).
15. Instruct your BT on ordering supplies, availability, and procedure. Try to find additional supply resources for your BT.
16. Help your BT plan for the first day and the first week of school.
17. Help your BT arrange his/her classroom and discuss classroom environment.
18. Share your "effective" classroom rules and/or systems.
19. Review administrative tasks (cumulative folders, records, literacy portfolio, etc.).
20. Show where equipment is kept and how to access it. Review the mechanics of operating computers, copiers, etc.
21. Discuss student attendance procedures. Explain the importance of accuracy when taking attendance.
22. Share any of your "systems" that work (organizing grade book, keeping track of homework, tracking down tardies, orchestrating the first day and first week of school, working through administrative procedures, etc.) Go over classroom management strategies.
23. Share school health policies and procedures. (When is the school nurse available?)
24. Review important school issues and "unwritten" policies.
25. Review the "must follow" rules of the school (arrival, dismissal, lunch hour on teacher workdays, teacher dress codes, parent contact procedures, etc.).
26. Share a typical year's calendar of activities. (Use last year's plan book, field trips, testing schedules, etc.)
27. Review information that needs to be sent home with students.
28. Always provide time and opportunity for your mentee to reflect and ask questions.



Suggested Timeline Events for September

1. Assist your BT with Open House, Back to School Night, Walk the Schedule, etc.
2. Continue to help your BT with lesson plans.
3. Establish regular meetings/interaction times with your BT.
4. Help your BT set up a substitute folder.
5. Discuss the importance of documentation of each student's work. Show your BT how to set up student work files.
6. Discuss how to work successfully with parents. Prepare the BT for parent/teacher conferences.
7. Encourage your BT to keep an accurate log of interactions with parents.
8. Encourage your BT to make positive parent contacts daily.
9. Assist the BT with record keeping and filing.
10. Explain your school's student make-up policy.
11. Stress to your BT that he/she needs to strike a healthy balance in life between life and relaxation.
12. Discuss grading rationale and policies for your school. Show your BT how to use the school's computerized grading system.
13. Stress that confidentiality exists between you and your BT.
14. Reiterate the point that your comments and opinions will NEVER be part of the evaluation process.
15. Make your mentee aware of any "unwritten" policies.
16. Schedule an observation in your BT's class. **THIS IS A VERY IMPORTANT COMPONENT OF THE PROGRAM.** Ask others to help cover your class if scheduling is a problem. Be sure to have a pre-conference and a post-conference after each observation.
17. Ask your BT how classroom management strategies are going.
18. Check on how your BT is keeping up with grading, evaluating, and recording data. Ask to see the data.
19. Discuss policies related to religious holidays.
20. Work closely with your BT in explaining the formal and informal observation procedures.
21. Provide time and opportunity for your BT to reflect and ask questions.

Suggested Timeline Events for October



1. Prepare your mentee for building level evaluations.
2. Discuss your mentee's organizational and record keeping skills.
3. Evaluate the status of the objectives and goals you wrote together at the beginning of the mentee-mentor process. (So, how are things going?)
4. Review classroom management and discipline strategies.
5. Begin to discuss sensitive issues in education (i.e. AIDS, family life curriculum, custody battles, etc.)
6. Review the referral process for IST or SST.
7. Help your mentee to be prepared for student highs and lows.
8. Prepare yourself for your mentees' highs and lows.
9. Share stories about your first year of teaching.
10. Discuss policies and impact of holidays on scheduling between now and Christmas.
11. Begin to familiarize mentee with assessments.
12. Share staff development opportunities.
13. Always provide time and opportunity for your mentee to reflect and ask questions.
14. Review assessment procedures and strategies. Use assessment to drive instruction.
15. Assist your beginning teacher during his or her first interim and grading period (i.e. how to write report card comments, how to get grades, share grading system notes, explain all aspects of the computerized grading system for your school, etc.)



Suggested Timeline Events for November

1. Assist your beginning teacher as he or she begins the second interim or grading period. Review what worked first quarter and what didn't.
2. Share success stories.
3. Plan a celebration! Twenty-five percent of the year is complete!
4. Prepare your BT for building level evaluation if one has not already taken place.
5. Discuss your BT's organizational and record keeping skills.
6. Continue to re-evaluate the status of the objectives and goals you wrote together at the beginning of the mentee-mentor process. (So, how are things going?)
7. Continue to review classroom management and discipline strategies.
8. Help your mentee to be prepared for students' highs and lows. Prepare yourself for your mentee's highs and lows.
9. Prepare your mentee as to how to handle students' behavior after the Thanksgiving holiday and prior to Christmas vacation.
10. Review snow day policy.
11. Share staff development opportunities.
12. Always provide time and opportunity for your mentee to reflect and ask questions.
13. Schedule an observation in your beginning teacher's class. Be sure to have a pre-conference and a post-conference after each observation.



Suggested Timeline Events for December

1. Assist your BT as he or she teaches through the second interim or grading period. Begin to help your mentee write a semester exam if applicable.
2. Enjoy the weeks before winter break. Include your BT in faculty and team traditions (gift exchanges, etc.)
3. Make plans for your BT to observe one of your best lessons!
4. Plan to observe your mentee again.
5. Revisit goals and objectives for the year.
6. It's time for the holidays and students are anxiously anticipating the upcoming vacation. Continue to review classroom management and discipline strategies.
7. Advise your mentee to enjoy the vacation. It is a time for family, relaxation, and revitalization.
8. For EC teachers, review policy concerning head counts.
9. Review ways for stress management.
10. Always provide time and opportunity for your mentee to reflect and ask questions.



Suggested Timeline Events for January

1. Discuss delayed opening and snow day policies.
2. Review policies and issues that relate to retention and failure of students.
3. Tell your beginning teacher about special activities.
4. Discuss testing policies and share information on Mock EOG/EOC procedures. Share EOG/EOC information.
5. Encourage your BT to continue to reflect on their teaching experience at midpoint of the first year.
6. Encourage your BT to try new things! (rearrange the classroom, set new goals, etc.)
7. Conduct and/or arrange observations for the BT if requested and if possible.
8. Share your own fears, mistakes, and funny stories when you were a first year teacher. Share some that you are still experiencing.
9. Encourage parental contact.
10. Always provide time and opportunity for your BT to reflect and ask questions.

Suggested Timeline Events for February



1. Encourage beginning teachers to continue to reflect on their teaching experience at midpoint of the first year.
2. Encourage beginning teachers to try new things! (i.e. rearrange the classroom, expand his or her teaching repertoire, and set goals for the rest of the school year.)
3. Conduct and / or arrange observations for the beginning teacher if requested and if possible.
4. Encourage parental contact. Offer your help in ways to approach parents in the most professional and appropriate ways.
5. Spend time on reviewing curriculum maps.
6. Encourage participation in textbook adoption (when applicable).
7. Always provide time and opportunity for your mentee to reflect and ask questions.
8. Review PDP with mentee to ensure the NC Professional Teaching Standards are understood and progress is being made towards meeting them.
9. Make plans to observe your mentee. Be sure to follow up with a post observation conference.
10. Celebrate the progress the mentee has made.
11. Make an extra effort to give your mentee positive feedback as well as constructive feedback.



Suggested Timeline Events for March

1. Do an update on cumulative folder activities and grading procedures.
2. Give suggestions as to how to keep momentum and interest at the end of the year for students and teachers.
3. Maintain a sense of humor!
4. Do something special for your BT. Third quarter can be difficult for teachers and students.
5. Prepare for the writing test (if applicable).
6. Always provide time and opportunity for your mentee to reflect and ask questions.

Suggested Timeline Events for April



1. Review procedures for field trips.
2. Review plans for end of school activities.
3. Remind BT of retention notification.
4. Share procedures on how to conference with administrators.
5. Give suggestions as to how to keep momentum and interest at the end of the year (students and teachers).
6. Maintain a sense of humor!
7. Encourage your BT to think ahead about next year.
8. Request your faculty to submit one idea for a beginning teacher survival kit.
9. Review parent conferencing skills.
10. Discuss BT portfolio.
11. Always provide time and opportunity for your mentee to reflect and ask questions.



Suggested Timeline Events for May and June

1. Do an update with your BT on cumulative folder activities.
2. Review plans for end-of-school activities.
3. Give suggestions as to how to keep momentum and interest at the end of the year for students and teachers!
4. Do something fun with your mentee. School is almost out!
5. Encourage your BT to think ahead to next year's activities, grades, workshops, etc.
6. Get feedback from your BT on the induction program. Share this with the Office of Induction!
7. Counsel your BT about the school's retention and failure policies.
8. Remind your BT about summer school procedures, recommendations, etc.
9. Review End of Year Activities.
10. Discuss school closing procedures. Help your BT get forms and administrative requests turned in on time.
11. Discuss EOG/EOC procedures.
12. Encourage BT's to seek summer renewal credits through staff development activities.
13. Always provide time and opportunity for your BT to reflect and ask questions.

Celebrate