

# Professional Development Handbook Plan, Procedures, and Forms

**PIRATES**

Osage Co. R-I School District  
Chamois, MO

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# **Professional Development Handbook**

## **Introduction**

This handbook has been prepared to assist you in the planning of opportunities for professional development. The Professional Development Committee (PDC) works to make this possible. State law requires documentation. The committee assumes the following responsibilities:

- ❑ Identify educational concerns and seek remedies for them
- ❑ Determine faculty needs
- ❑ Recommend or suggest needs to administration
- ❑ Develop in-service opportunities
- ❑ Provide consultation per teacher request
- ❑ Assist with mentor/protégé program

Professional development is on-going. It is a mixture of new and improved teaching techniques in combination with the enhancement of older skills. Teachers are encouraged and expected to share methods, resources, knowledge, and results of knowledge gained through in-services and other professional development opportunities.

## **Background**

As per Senate Bill 380, school districts are required to allocate 1% of funds received from the state toward the district's improvement plan. At least 75% of those allocated funds must be utilized during the year it is received for in-service education and professional development activities which provide means to meet the objectives of the local board of education's improvement plan. The remaining 25% may also be spent, or it may be carried forward for expenditure in the succeeding year.

## **Professional Development Committee**

The Osage Co. R-1 Board of Education values professional development for its faculty and it is committed to providing systematic professional development for beginning and practicing teachers. The Board supports the professional development committee, provides a professional development plan for the beginning teachers, and provides in-service opportunities for all practicing teachers. Adequate time and funds are included in the district's yearly calendar and budget to support the programs.

The PDC works with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assists beginning teachers with implementation of their professional development plan; serves as a confidential consultant upon a teacher's request; arranges training programs for mentors; assesses faculty needs; develops in-service opportunities for school staff; and presents the chair of the professional development committee with faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

In response to Senate Bill 380 that mandates the establishment of a Professional Development Committee (PDC), Osage Co. R-I has established a PDC. By design, it consists of no more than six (6) members, with membership on the committee spread across disciplines and attendance centers.

Members of the committee are certificated staff members with at least three years of teaching experience, two of which must have been in the Osage Co. R-I School District. Members are elected for three-year terms so that terms are staggered. New members are selected annually, no later than March 31. Committee members are selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.

The current Osage Co. R-I District PDC is made up of 2 elementary teachers (lower and upper), 1 junior high teacher, 1 high school teacher, 1 vocational teacher, and 1 special education teacher.

Lawrence Hord, Joyce Wright, Jeremy McKague, Christine Hord, Kate Kuschel, and vacant spot.

## **State Expenditure Guidelines**

One hundred per cent of Professional Development funds must be:

- Used for professional development
- Spent on activities consistent with the professional development plan
- Approved by the PDC
- Related to the objectives found in the district CSIP.

### **Allowable Expenditures**

- ❑ Activities for staff with teaching certificates and associated costs
- ❑ Consultant/presenter fees and expenses
- ❑ Stipends for:
  - ❑ Teachers' participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
  - ❑ Teachers' work as a member of the professional development committee includes any training received for being a Professional Development Committee (PDC) member if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
  - ❑ Mentor/Buddy teachers for time spent working with first and second year teachers, and teachers new to the district outside regular contracted school hours.
  - ❑ Teachers' participation in professional development and in-service events scheduled and held by the district outside contracted school hours.
- ❑ Reimbursement for: travel, lodging, meals and registration fees to in-service training and professional development events. (Breakfast and Lunch \$10 max reimbursement, Dinner \$15)
- ❑ Pay for substitute teachers when professional development activities are held during the regular school day.
- ❑ Tuition and fees for selected colleges or university courses.
- ❑ Library, instructional, technology related resources that support development goals identified in the CSIP plan.
- ❑ District Fee to belong to a professional development co-op and professional organizations

### **Non-Allowable Expenditures**

- ❑ Individual membership dues to associations or organizations.
- ❑ Travel, food, lodging, and registration fees to conferences and workshops of general interest which do not support the professional development plan and Comprehensive School Improvement Plan (CSIP).
- ❑ Travel, food, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
- ❑ Equipment and materials for administrative use
- ❑ Salaries - Professional development funds **may not** be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
- ❑ Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)
- ❑ Training of school board members - the Department of Elementary and Secondary Education (DESE) subsidizes the cost of training new school board members through other state-level funding.

- ❑ Training of Parents as First Teachers – (Professional development funds must be used to train certificated teachers and administrators who are on the district salary schedule and under district contract.)
- ❑ Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review.
- ❑ Professional Development activities for non-certificated staff.
- ❑ As a supplement for teacher health insurance premiums.
- ❑ Certified staff CPR training.

A PDC member or the Director of Professional Development at DESE can answer questions that have not been addressed relating to expenses that are allowable or non-allowable.

### **Steps to Obtain Professional Development Funds**

- ❑ Fill out a PDC request form (a copy is enclosed in the handbook)
- ❑ Attach a copy of the brochure for the professional development activity
- ❑ Submit to the PDC for review/consideration.
- ❑ Obtain the signature of the PDC Chair and the building principal (if approved)
- ❑ Forward the request to the Superintendent of School for signature.
- ❑ Upon approval, a PO is prepared and faxed or mailed for registration.

The committee must approve the workshop before registration.

### **Post PD Responsibilities**

- ❑ Turn in reflection form to the PDC Chair.
- ❑ Submit expenses to PDC and central office.
- ❑ Implement strategies learned
- ❑ Share information learned, its application in the classroom, etc. with colleagues.

## Osage Co. R-I Professional Development Plan

The professional growth of beginning and practicing teachers is viewed as a continuous process. Professional development programs must be organized and systematic for optimum results. It is seen as a positive and necessary process to guarantee optimum educational opportunities for students while providing personal growth and competency for instructors. Consequently, the Osage Co. R-I Board of Education values professional development by budgeting 1% of the Foundation Formula revenues for professional development. In this way, teachers are provided with means to stay abreast of developments in the field of education while refining old skills and implementing new ones in the classroom. The board will support the PDC, provide a professional development plan for beginning teachers, and provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

### Curriculum/Instruction

#### Goals/Standards

- 1. Students will continually increase performance on EOC/MAP Assessments as measured by MPI, Proficiency Rate, and Scale Score.**
  1. The District will continue with K-12 curriculum alignment with Missouri Learning Standards and related activities.
  2. Curriculum guides which have the following components will be maintained: rationales, description of subject area, goal for graduates cross-referenced to the knowledge, skills and competencies students need to meet; and measurable student learner objectives.
  3. Classroom instruction will be assessed by Standards Based Grading System.
  4. District will develop incentive programs associated with assessment, and ensure staff are equipped to provide test strategies to students.
  
- 2. At least annually, the Osage Co. Board of Education reviews test results and other indicators; considers recommendations; and sets policy to ensure the curriculum and instruction for all student populations improves in effectiveness and efficiency.**
  1. The district staff will consistently provide subject and/or course outcomes with parents prior to instruction.
  2. After school tutoring is provided in grades K-12 for students needing additional help.
  3. Title I supplemental support in reading/comm. arts is available to students in grades 1-6.
  4. The district provides comprehensive services for all resident children with disabilities.

### **Professional Development/Mentoring**

- 3. The district provides professional development opportunities to support improved teaching strategies/techniques, and testing results.**
  1. The district provides professional development opportunities to support improved teaching strategies/techniques and testing results.
  2. The professional development committee is allocated 1% of the District's current year formula funding.
  3. Staff development opportunities are available for all staff and supported financially to enable participation.
  4. The district has developed a plan to include short and long-range goals for practicing teachers which will include procedures for mentor selection and a time for mentors to observe and provide feedback to new teachers.
  5. Technology integration in-services/workshops will be provided by the District to enhance instruction using current technology.

### **Guidance/Resource**

- 4. Guidance services and resource libraries are provided.**
  1. The guidance program has been implemented at each school to meet the needs of students.
  2. The district school library is open to students and staff use during regular school hours, before, and after school.
  3. District will continue with an At-Risk Program in K-12 and tiered instructional/behavioral supports as necessary.
  4. PBS will support classroom instruction and reduce At-Risk tendencies.
  5. Attendance plans/incentives will be developed in each building based on scientific based research practices.

### **Technology**

- 5. The district provides adequate hardware, software, and instruction in the area of technology so that students will become proficient in its use.**
  1. District will develop and implement a 1:1 Tech Plan for students.
  2. District will utilize curriculum supported by technology integration.
- 6. Computers are used by students as a means of supplementing the curriculum, individual supplemental activities and enrichment, enhance research skills, collaborate within and outside the building, and developing skills that allow the student to become a lifelong learner.**
  1. The District will provide basic training and awareness of current technology to staff and students.
  2. The district will continue to purchase grade appropriate software to be used as an instructional tool.



3. District will provide infrastructure to support an environment capable of supporting modern technology integration in teaching practices and supporting career/college ready environment for students.
- 7. Proper maintenance, electrical needs, and storage of equipment has been established by the district.**
  1. An annual maintenance plan has been established.
  2. All buildings have adequate wiring to handle electrical needs of technology equipment.
  3. Adequate storage is maintained for all technology hardware.
- 8. The district provides funding for the acquisition and expansion of technology.**
  1. The district applies for state and federal grants for financial support of technology.
  2. The district provides the community and board of education with assessment of current and future needs in technology.
  3. The district provides adequate funding to achieve the goals of the technology plan.

#### **Service for At-Risk Students**

- 9. The district's annual drop-out rate will remain at 5% or less. The district monitors student progress and revises the educational program for students at risk.**
  1. Staff members meet to discuss at-risk students and possible changes to improve the students' educational program.
  2. In house counseling is provided and referrals to outside agencies are made as deemed appropriate.
  3. A+ Program will be implemented to increase attendance, reduce drop-out rate, and service At-Risk students.
- 10. The district promotes a positive atmosphere which encourages students to attend school on a regular basis.**
  1. The staff provides leadership in establishing a positive learning environment.
  2. Activities recognize excellence in achievements of students.
  3. Incentives are offered to encourage student attendance.
- 11. The district monitors the annual drop-out rate.**
  1. All drop-outs are reported to the appropriate sources.
  2. The drop-out rate is assessed.

## **Assistance for New Teachers**

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the Osage Co. R-I School District provides a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two years in the classroom, and the goals identified in the plan relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions are filed in the new teacher's building, to be readily available to the teacher and mentor for review and updating.

Beginning teachers participate in an entry year mentor program and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selection and placement of mentors.

## **Professional Development Plan**

The beginning teacher and mentor meet in the pre-school in-service to initiate a professional plan. During these sessions, beginning teachers are introduced to the administrative details of the district and school. This is done in an effort to make the beginning teacher feel welcome. The district also encourages that a mentor be assigned to each experienced teacher who is new to the district. The mentor for an experienced teacher need only be assigned for a year or less.

The two-year mentoring program with a new teacher will first necessitate the development of a professional development plan using the format provided. Those items should be addressed before the start of the school year or early in the school year.

The plan should be reviewed and updated, including goals that have been established by the mentor, protégé, and building principal.

As professional development is an on-going process, the NEE will be used to assist the teacher in noting strengths and a basis for adjustment of goals. Mentors may be utilized beyond the two-year period. If the protégé transfers to another district at the end of the first year, the other district may request the plan as well as the teacher's Professional Development Plan.

### **Mentor/Protégé Expectations**

The mentor and protégé are expected to work together to ensure the successful development of the new teacher. Frequent dialogue and collaboration are necessary, and the district permits time for both the mentor and protégé to observe class activities. The building principal may be consulted to make arrangement for time and a possible substitute.

### **Selection of Mentors/Buddy Teachers and Training**

Care will be taken in the selection of mentors/buddy. Experience, personality, similar educational areas, and proximity may be areas of concern. Mentors are normally trained by the administration and or the PDC. However, funds may be expended to allow teachers to attend workshops that train them to be mentors.

### **Assistance for Practicing Teachers**

The district's PDC will assess the in-service needs of practicing teachers annually. The committee will select the assessment instrument. Once identified, faculty concerns and needs will be categorized by areas such as building, grade level or subject, and the committee will prepare a recommendation for addressing the identified needs and methods for improving instruction in the district.

### **PDC BUDGET**

Salary (Subs, Mentors, Stipend) + Benefits	\$1465
In Service Training	\$4900
Travel	\$3500
Supplies	\$1000
<b>TOTAL</b>	<b>\$10,866</b>

## Osage Co. R-I Professional Development Request

**Check One:** \_\_\_\_\_ **PDC REQUEST**      \_\_\_\_\_ **NON PDC REQUEST**  
**IF PDC REQUEST—SUBMIT TO PDC. IF NOT PDC, SUBMIT TO PRINCIPAL**

Building Level: <input type="checkbox"/> Jr./Sr. High <input type="checkbox"/> Elementary      Date: _____		
Name: _____	Date of Activity: _____ Registration Deadline: _____	Location of Activity: _____
Description of Activity:  _____		
CSIP Objective # _____ Strategy # _____ PD Hours _____  PD Plan Standard/Indicator _____  Describe how <b>you</b> plan to use the knowledge gained from participating in this activity to achieve the district goal(s):  _____		
<b>Estimated Expenses:</b>  _____ Sub Pay    \$75/day _____ miles X \$.42 _____ Mileage (\$.42/mile)  _____ Registration: Circle one    Jenny    Myself _____ Lodging    Circle one    Jenny    Myself _____ Other _____ _____ Meals (\$10/\$10/\$15)  _____ <b>Total Estimated Expenses</b>	<b>Actual Expenses: (Office Use Only)</b>  _____ Substitute _____ Mileage _____ Registration    P.O.# _____ _____ Lodging    P.O.# _____ _____ Other _____ P.O.# _____ _____ Meals  _____ <b>Total Actual Expenses</b>	
<b>Return a copy to PDC (IF PDC REQUEST) after Superintendent approval.</b>		
_____ Total Jr./Sr. High      _____ Total Elementary		
PDC Chair Signature (If applicable)		
Building Principal Signature		
Superintendent Signature		

**PROFESSIONAL DEVELOPMENT MATERIALS REQUEST**

Check One: \_\_\_\_\_ PDC REQUEST \_\_\_\_\_ NON PDC

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Building: Elementary                      JH/HS                      District Wide

Materials Requested: \_\_\_\_\_

Catalogue Number: \_\_\_\_\_ Price: \_\_\_\_\_

Shipping \_\_\_\_\_

Other \_\_\_\_\_

Total \_\_\_\_\_

Company: \_\_\_\_\_ Phone # \_\_\_\_\_

Address: \_\_\_\_\_ Fax # \_\_\_\_\_

\_\_\_\_\_ email \_\_\_\_\_

Description of materials: \_\_\_\_\_

\_\_\_\_\_

CSIP Objective # \_\_\_\_\_ Strategy # \_\_\_\_\_ PD Plan Standard/Indicator \_\_\_\_\_

Describe how **you** plan to use knowledge gained from these materials to achieve district goal(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cost:  _____ Elementary                      _____ JH/HS                      _____ District
PDC Chair
Building Principal
Superintendent

# Osage Co. R-I Schools: Mentor Plan

## A Guide for the Beginning Teacher and Mentor

20\_\_\_\_-20\_\_\_\_ School Year

Beginning Teacher: \_\_\_\_\_

Mentor: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

\*The mentor uses this packet as a guide. The new teacher completes the forms and gives a copy to the building administrator and keeps a copy in their portfolio.

*“Assistance for Beginning Teacher Success”*

## **Definition of a Mentor**

A mentor teacher has been described as a “coach, trainer, positive role model, developer of talent, and opener of doors.”

A mentor is a special individual, one not only competent in his/her field, but one who has an ability to listen and to nurture. Just as good teaching cannot solve all the problems facing schools today, mentor teachers cannot solve all the problems for the beginning teacher. Through collaboration and the use of personal experience and training, mentors may be able to help assist the beginning teachers in effective problem solving.

**The role of the mentor is to be a “helper”,  
not an “evaluator”.**

## **Selecting Mentor Teachers**

Ideally, a mentor would be a faculty member with certification and a minimum of 3 years, but 5 years experience is recommended in the same area as the beginning teacher or one teaching at the same grade level as the beginning teacher. It is recommended that mentors are to be matched with grade level or content area. When the mentor is outside of the building, the new teacher should be assigned a “buddy” in each assigned site. Locating mentors and new teachers in the same building allows for both formal and informal communication.

Each building principal is encouraged to poll his/her staff to find candidates interested in serving as mentors and who are willing to follow the guidelines of the mentor program. Principals should not feel limited to having to choose teachers who volunteer. In turn, teachers should feel free to turn down the nomination to be a mentor teacher. When choosing a mentor teacher, the principal should consider if the teacher has the qualities defined and has the time to devote to mentoring a new teacher.

A mentor should be assigned as soon as possible after a new teacher is hired. This allows the new teacher and the mentor to get to know each other personally before the “pressure” of the beginning of school or allows a new teacher hired during the year immediate support from a mentor teacher.

## **Mentor Teacher Responsibilities and Qualifications**

Experienced teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession are sought as mentors for beginning teachers just starting their careers. Mentors must play several roles, including guide, role model, sponsor, counselor, coach, resource, and colleague. Mentors should be interested in guiding a new teacher and be able to communicate and respond to a new teacher's needs.

### **Responsibilities**

As a mentor, you will be responsible for:

- Meeting regularly with your protégé, both planned meetings and informally.
- Guiding the beginning teacher through the daily operations of the school.
- Arranging for the beginning teacher to visit different teachers' classes. (Four visits are mandated.)
- Demonstrating lessons for the new teacher.
- Observing your protégé and providing feedback.
- Being a role model in all aspects of professionalism.
- Developing your skills as a mentor as well as a teacher.
- Supporting and counseling the beginning teacher, providing perspective when needed.

### **Qualifications**

A good mentor is a teacher who:

- Has 5 years experience (in extreme cases, 3 years minimum)
- Is well-versed in district policy and procedure.
- Is a skillful teacher.
- Is able to transmit effective teaching strategies.
- Has thorough command of the curriculum being taught.
- Is a good listener
- Can communicate openly with the beginning teacher.
- Is sensitive to the needs of the beginning teacher.
- Understands that teachers may be effective using a variety of styles and is careful not to be over judgmental.

Extra time, effort, and commitment are required on the part of the mentor. Increased contact with colleagues, professional stimulation, and a sense of accomplishment are likely rewards.



## Needs of Beginning Teachers

Many teachers have vivid memories of their own first year teaching experience. The often voiced contention that the first year of teaching is one of trauma, drama, and basic survival may be overstated. Fifty percent of beginning teachers will leave the field in seven years. Not all teachers will report great levels of difficulty and stress during their first year. However, researchers have looked at the needs, problems, and concerns of beginning teachers and have identified the following issues:

- Maintaining classroom management and discipline. (\*Wong, p. 83-194)
- Managing time and pacing, including striking an appropriate balance between personal and professional time.
- Motivating students (\*Wong, p. 35-49 and 69-76)
- Managing classroom instruction, including planning instruction, finding resources and materials, evaluating student progress and coping with a wide variance of student ability in the same class. (\*Wong, p. 196-267)
- Experiencing feelings of isolation, or unhappiness with teaching (\*Wong, p. 18-26 and 271-291)
- Developing positive relationships with parents, administrators, colleagues, and students.
- Coping with workload, including a number of preparations, teaching outside of expertise, being assigned more “difficult” classes, and too many extracurricular responsibilities.
- Dealing with individual differences, but especially working with students who have special needs or problems. (use special education teachers as a resource)
- Meeting many new people all at once and having to adjust to their learning and teaching styles.

Our district annually initiates a needs assessment with beginning teachers. Some teacher induction issues that are specific for Osage Co. R-I are:

- accessing PDC money
- explanation of field trips and school events
- daily routines, school schedules, and District/building level traditions
- parent/teacher conferences
- Teaching Standards
- District/Building Policies
- NEE

\*How To Be An Effective Teacher: The First Days of School, by Harry K. Wong & Rosemary T. Wong

## **Assistance for Beginning Teachers**

The Excellence in Education Act specifically requires professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession. Legal requirements/provisions for beginning teachers include: 1) Professional Development Plan and 2) Mentor Teachers.

### Professional Development Plan

All teachers in the state of Missouri are responsible for developing a Professional Growth and Learning Plan which is critical to improving teaching, thus improving student knowledge and performance. This performance-based professional growth and learning plan is based on a collaborative spirit, open communication, and joint responsibility. This Professional Growth and Learning Plan centers around the belief that all staff members are committed to continuous improvement of professional performance.

### Mentor Teachers

Each beginning teacher (first & second year teachers) will be assigned a mentor by the building principal. Planning between the mentor and beginning teacher should occur prior to or during the first month of the school year.

### Higher Education Assistance

Higher education institutions may help graduates who are beginning teachers with activities such as on-site visits, telephone support, or in-service training. Higher education institutions should sponsor seminars for first-year teachers in designated geographic areas. Contact a Professional Development Committee member in your building to find out if area colleges are offering workshops that you can attend. To meet PCI you must participate in a beginning teacher assistance training in the first or second year.

## MENTOR PLAN: ASSISTANCE FOR BEGINNING TEACHER SUCCESS

The following pages provide the various forms/documents to enable first and second year teachers to meet their Professional Development Plan activities as required for Professional Certification.

# Beginning the School Year Mentor/Protégé Checklist

Use This Checklist To Identify Procedures You Follow In Your Classroom.

- Put A Check Mark ✓ Next To Each Item For Which You Have A Set Procedure.
- Put An “X” ✗ Next To Those Items You Do Not Have A Procedure For But Feel You Should.
- Circle ○ Items You Feel Should Be Taught On The First Day Of School.
- Cross Out Items That Do Not Apply To Your Building Or Level.

## ❖ Beginning Class/Day

- Teacher Check-In Time/Homeroom
- Roll Call, Absentee, Lunch Count (STI/Grade Book)
- Tardy Students
- Academic Warm-Ups, Or Getting Ready Routines
- Distributing Materials
- Behavior During Class Opening
- Classroom Expectations (Elementary PBIS)/Classroom Rules/Post In Classroom
- Weekly Lesson Plans Accessible For Viewing By Administrator

## ❖ Room/School Areas

- Shared Materials
- Teacher’s Desk
- Drinks, Bathroom, Pencil Sharpener
- Student Storage/Lockers
- Student Desks/Tables
- Learning Centers, Stations
- Playground
- Lunchroom

## ❖ Setting Up Independent Work

- Defining Working Alone
- Identifying Problems
- Identifying Resources
- Identifying Solutions
- Scheduling
- Interim Checkpoints

## ❖ Instructional Activities

- Teacher/Student Contracts
- Student Movement In The Room
- Signals For Students’ Attention
- Signals For Teacher’s Attention
- Laboratory Procedures
- Student Movement In Small Groups
- Bringing Material To Group
- Expected Behavior In Group
- Expected Behavior Of Students Not In Group

- ❖ Ending Class/Day
  - Putting Away Supplies, Equipment
  - Cleaning Up
  - Organizing Materials In Class
  - Dismissing Class
  - Checklist Before Leaving Classroom
  - Preparing Room For Custodian
  - Teacher Check-Out Time
  
- ❖ Interruptions
  - Rules
  - Talk Among Students
  - Conduct During Interruptions Or Delays
  - Passing Out Books, Supplies
  - Turning In Work
  - Out-Of-Seat Policies
  
- ❖ Work Requirements
  - Heading Papers
  - Use Of Pen Or Pencil
  - Writing On Back Of Paper
  - Neatness, Legibility
  - Incomplete/Late Work
  - Work Missed
  - Work/Due Dates
  - Make-Up Work
  - Supplies
  - Coloring Or Drawing On Paper
  - Use Of Manuscript Or Cursive
  
- ❖ Communicating Assignments
  - Posting Assignments ([homeworknow.com](http://homeworknow.com))
  - Orally Giving Assignments
  - Provision For Absentees
  - Requirement For Long-Term Assignments (Rubric)
  - Returning Assignments
  - Homework Assignments (Assignment Book)
  
- ❖ Monitoring Student Work
  - In-Class Oral Participation
  - Completion Of Homework (Teachers' Against Failure/Homework Policy)
  - Completion Of Benchmarks On Long-Term Assignments (Rubric)
  - Monitoring All Students (STI Progress Report)
  - Checking On IEP Students
  - Altering Assignments/Tests For Special Needs Students

- ❖ Checking Assignments In Class
  - Students Exchanging Papers
  - Marking And Grading Assignments
  - Turning In Assignments
  - Students Correcting Errors
  
- ❖ Grading Procedures
  - Determining Report Card Grades (STI-Electronic Grades Not Rounded)
  - Recording Grades (Both STI and Grade Book)
  - Grading Benchmarks Of Long-Term Assignments (Rubric)
  - Extra Credit Work
  - Keeping Records Of Papers/Grades/Assignments (SLO/Unit Of Instruction)
  - Grading Criteria
  - Contacting With Students For Grades (STI Progress Report)
  
- ❖ Academic Feedback
  - Rewards And Incentives
  - Posting Student Work (STI Weekly)
  - Communication With Parents
  - Students' Record Of Grades (Both STI And Grade Book)
  - Written Comments On Assignments
  
- ❖ IEP Procedures
  - Make Accommodations/Modifications For Assignments/Tests
  - Copy Modified Finals To Principal
  - All IEP Student Information Kept Confidential And Locked In File Cabinet
  
- ❖ Other Procedures
  - Fire Drill
  - Tornado Drill
  - Earthquake Drill
  - Lock Down Procedures
  - Crisis Drill
  - Lunch Procedures
  - Student Helpers (A+ Program)
  - Safety Procedures (I.E. Science Safety Experiments/Equipment)
  - Assemblies
  - Before School Procedures
  - School Bus Procedures
  - After School Procedures
  
- ❖ "Teacher Checklist" (Building Procedures That You Need To Understand)
  - Permanent Records
  - Early Dismissal Procedures (I.E. Weather Related)
  - No School (I.E. Severe Weather)
  - How To Get Supplies
  - Preparing For Substitute Teacher (Sub Folder)

- Calling For A Sick Day
- Planning For A Professional Day
- PDC Procedure To Attend Workshop/Conference
- Planning A Field Trip

# Calendar

Please Add Any Topics/Procedures Missing From This List That You Feel Are Important.

## August/September

### Activities and Ideas

- ❖ **Meet, Welcome The New Teacher**
  - Welcome New Teacher Beginning School Year Teachers' Workshops
  - Take New Teacher On Tour Of Building/District
  - Introduce New Teacher To Other Staff
  - Provide Orientation To Community Resources (I.E. Guest Speakers, Field Trips, Etc.)
  
- ❖ **Introduce New Teacher To The Building**
  - Discuss School Norms, Social Traditions
  - Show Where To Find Supplies, Materials, Resources, Etc.
  - Review Standard Operating Procedures
  - Explain Parking Procedure
  - Explain Building Discipline Procedures
  - Explain District Discipline Procedures
  - Requisition Procedures—Securing Materials And Supplies
  - Leave Requests—District Days, Emergency, Sick, Professional
  - Preparing For A Substitute Teacher
  - Copy Machine Procedures
  - AV/Computer Locations And Checkout/Lab Use
  - Attending Staff and In-Service Meetings
  - Discuss Organizations (PTO And CTA)
  - Discuss Class Sponsor Activities/Fundraising Policy
  
- ❖ **Beginning Of The Year Checklist**
  - Keeping Grades (STI and Grade Book)
  - Maintaining Student Discipline
  - Managing Classroom Instruction
  - Obtaining Supplies
  - Identifying School Policies, Procedures, Faculty/Student Handbooks
  - Discuss Homework/Make-Up Work Policies
  - Maximizing Academic Learning Time
  - Special Services School District Procedures/IEP'S
  - Professional Organizations (NEA, MSTA)
  
- ❖ **Suggested Topics For Scheduled Protégé/Mentor Conferences**
  - Open House
  - Preparing For Parent Conferences
  - Sharing One Discipline Technique That Worked
  - Conferring Regarding Professional Development Plan/Unit Of Instruction (SLO)
  - Discuss Curriculum, Pacing And Sample Lessons



- Share A Lesson That Went Well
- Other
  
- ❖ **Discuss District Workshops Available For The Beginning Teacher**
  - New Teacher Meetings
  - New Teacher Professional Development Workshop
  - Professional Development Opportunities/Funds Availability
  
- ❖ **Provide For A Lesson Observation By The New Teacher**
  - Schedule Demonstration Lesson To Be Observed
  - Hold A Follow-Up Conference
  
- ❖ **Maintain Informal Contact**
  - “Drop In” To Touch Base
  - Share Lesson Ideas
  - Share A Funny Or Interesting Event That Happened During The Day
  - Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## October

### Activities and Ideas

- ❖ **Suggested Topics For Regularly Scheduled Conferences**
  - Assessment
  - Parent Conferencing and Documentation
  - Report Cards/Progress Reports (STI And Grade Book)
  - Classroom Management
  - Discipline
  - Students With Special Needs/IEP’S
  - Managing Instructional Tasks, Time Management
  - Share A Discipline Technique That Worked
  - Student Motivation And Feedback
  - Share A Lesson That Went Well
  - Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
  - Individual Building Issues
  - Grade Level/Departmental Activities For The Year
  - Discuss Curriculum, Pacing And Sample Lesson
  - School Traditions/Holiday Celebrations
  - School Assemblies
  - Special School Programs
  - Other
  
- ❖ **Guide For Observation Of New Teacher In Preparation For Formal Evaluation**
  - Schedule Observation With Pre- And Post-Conference Time
  - Be Sure To Use Positive Feedback
  - Identify Focus For Next Observation

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## November

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- State Testing Preparation, Curriculum, Aligning Assessments
- Parent Conferences, Communications
- Providing Feedback To Students (STI Progress Reports)
- Curriculum Resources, Materials
- Modifying Instruction For Students With Special Needs
- Instructional Strategies
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- Arranging For Substitute Teachers
- New Teacher Questions
- Share A Discipline Technique That Worked
- Field Trips
- Extra Duties
- School Traditions/Holiday Celebrations
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## December

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- District Policies Regarding Holiday Events And Activities
- Students With Concerns. . .Support For Teachers And Students
- Share A Discipline Technique That Worked
- Share A Lesson That Went Well
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- Discuss Curriculum, Pacing And Sample Lesson
- State Testing Preparation
- Testing Preparation For EOC's And Finals (Technology Use)
- School Traditions/Holiday Celebrations
- Report Cards And Grading (STI and Grade Book)
- Semester Class Changes

- Review And Plan Calendar For Second Semester
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## January

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- School, Classroom Procedures For Ending/Beginning The Semester
- Curriculum Resources
- State Testing Preparation
- Assessment
- Promoting Positive Relationships Among Students And Teachers
- Modifying Instruction For Students With Special Needs
- Instructional Strategies
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- New Teacher Questions
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Semester Activity Days
- Incentive Grants
- Plan Activities For Second Semester

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## February

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Review And Discuss District Office Staff Roles, Departments And Support Services
- Share Literature, Research Readings, Professional Journals
- State Testing Preparation
- Testing Strategies, Assessment
- Promoting Positive Relationships Among Students And Teachers
- Modifying Instruction Or Students With Special Needs
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)

- Preparing For Contests
- Winter Blahs
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## March

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- New Teacher's Concerns, Needs
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Share A Lesson That Went Well
- Testing Strategies Preparation For Testing
- Other

❖ **New Teacher Observation Of Other Teachers**

- Additional Opportunity Arranged By Mentor

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## April

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Career Planning And Development
- Testing And Evaluation Services
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- PD Responsibilities
- Ordering Awards/Certificates For End Of Year Awards
- Purchases For Next Year
- Share A Lesson That Went Well
- Begin Discussing Bringing The Year To A Close
- Discuss Curriculum, Pacing And Sample Lessons
- Reflecting On This School Year/Preparing For Next Year
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## **May**

### **Activities and Ideas**

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Procedures For Ending The Year
- Inventories
- Awards/Certificates Signed By Superintendent And/ Or Principal
- Concerns On New Teacher
- Review Of Year's Events
- School Traditions
- Graduation Activities
- End Of Year Assemblies/Programs
- Share Lessons That Have Gone Well
- Reflecting On This School Year
- Goals/Preparing For Next Year
- Professional Development Plan/Unit Of Instruction Submitted

### **CLASSROOM VISITATION LOG: INFORMATION**

This log is provided for first and second year teachers. It is intended to document visitations of the new teacher's classroom by the mentor. (At least three per year, no more than 30 minutes per visit.) The goal of the visit is to give suggestions to the new teacher. These should help the new teacher feel more comfortable when they are formally evaluated by the principal. The new teacher should visit other classrooms at least four times each year for approximately 30 minutes. These informal visits should be scheduled by the mentor and take place during a planning period. If this is not possible, **talk to the principal to obtain assistance in scheduling visitations.**

\*This form should be copied and filed by **May 1** of year 1 and 2.

# CLASSROOM VISITATION LOG

Directions: Please provide a brief comment of observation.

Mentor Column	New Teacher Column
Date of 1st visitation: Comment:        Signature:	Date of 1st visitation in another teachers classroom Comment:        Signature:
Date of 2 <sup>nd</sup> visitation: Comment:        Signature:	Date of 2 <sup>nd</sup> t visitation in another teachers classroom Comment:        Signature:
Date of 3 <sup>rd</sup> visitation: Comment:        Signature:	Date of 3 <sup>rd</sup> t visitation in another teachers classroom Comment:        Signature:
Date of 4th visitation: Comment:        Signature:	Date of 4 <sup>th</sup> visitation in another teachers classroom Comment:        Signature:

## Mentor/Mentee Log First Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discussed Professional Development Plan (PDP/In-service Hours) – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Submitted PD Plan, met with principal, made revisions if needed – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Discussed Unit of Instruction(UOI)/Student Learning Objective (SLO) – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Submitted UOI/SLO, met with principal, made revisions if needed – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Set up weekly/biweekly meeting time	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Scheduled date to observe in mentor’s class	_____
<input type="checkbox"/> Scheduled date to observe mentee	_____
<input type="checkbox"/> Discussed what we observed in each other’s class	_____
<input type="checkbox"/> Discussed NEE standards and upcoming teacher evaluation	_____
<input type="checkbox"/> Discussed preparation for first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed semester finals and testing (technology use)	_____
<input type="checkbox"/> Scheduled meetings/in-service for this year (Beginner Teacher Assistance Program)	_____
<input type="checkbox"/> Held question/answer period	_____
<input type="checkbox"/> Discussed Beginning the School Year and August-October checklists	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

**Please give a copy to the principal and the PDC chairperson.**



## Mentor/Mentee Log Second Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Developed and discussed Professional Development Plan – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Implemented PD Plan, completed mid-year review, submitted for review – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Developed and discussed Unit of Instruction/SLO – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Implemented Unit of Instruction/SLO and collected data – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Met for informal discussion (in the hall and at lunch)	_____
<input type="checkbox"/> Discussed attendance at building/district events	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom problems and strategies to solve problems	_____
<input type="checkbox"/> Discussed teacher evaluation	_____
<input type="checkbox"/> Discussed first semester grades	_____
<input type="checkbox"/> Scheduled and observed each other teach	_____
<input type="checkbox"/> Discussed what we observed in each other's class	_____
<input type="checkbox"/> Met with principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional development opportunities	_____
<input type="checkbox"/> Scheduled a time to observe another teacher in his/her classroom	_____
<input type="checkbox"/> Discussed November-December checklist	_____
<input type="checkbox"/> Celebrated together by _____	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

**Please give a copy to the principal and the PDC chairperson.**

## Mentor/Mentee Log Third Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Continued informal contact (hallway/lunch)	_____
<input type="checkbox"/> Reviewed Professional Development Plan (PDP/In-service Hours) – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Completed PD Plan End-of-Year Review and submitted for review – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Reviewed Unit of Instruction/Student Learning Objective (SLO) – 1 <sup>st</sup> yr. Mentee	_____
<input type="checkbox"/> Completed Unit of Instruction/SLO and submitted for review – 2 <sup>nd</sup> yr. Mentee	_____
<input type="checkbox"/> Reviewed attendance at building/district events	_____
<input type="checkbox"/> Discussed semester finals and testing (technology use)	_____
<input type="checkbox"/> Scheduled third observation of mentee and discussed what was observed	_____
<input type="checkbox"/> Scheduled a time to observe another teacher in his/her classroom	_____
<input type="checkbox"/> Discussed a new/innovative teaching strategy	_____
<input type="checkbox"/> Evaluated relationship of mentor/mentee	_____
<input type="checkbox"/> Discussed January-March checklist	_____
<input type="checkbox"/> Celebrated by _____	_____

Signatures verify that we have accomplished the activities checked off above.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

Please give a copy to the principal and the PDC chairperson.

## Mentor/Mentee Log Fourth Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> <b>Finalized Professional Development Plan (PDP) and submitted paper draft to the principal and the PDC chairperson – 1<sup>st</sup> yr Mentee</b>	_____
<input type="checkbox"/> <b>Gave a copy of PD Plan to the principal and the PDC Chairperson – 2<sup>nd</sup> yr. Mentee</b>	_____
<input type="checkbox"/> <b>Finalized Unit of Instruction/Student Learning Objectives (SLO) Plan and submitted paper draft to principal – 1<sup>st</sup> yr. Mentee</b>	_____
<input type="checkbox"/> Discussed PD Plan and Unit of Instruction summative review – 2 yr. Mentee	_____
<input type="checkbox"/> <b>Finalized Log of Professional Development Activities Form, gave a copy to the principal and the PDC chairperson</b>	_____
<input type="checkbox"/> Set Professional Development goals for next year	_____
<input type="checkbox"/> Discussed end of the school year procedures (requisitions, inventory, awards, STI, etc.) and the district end of the year checklist	_____
<input type="checkbox"/> Evaluated the program	_____
<input type="checkbox"/> Celebrated/recognized accomplishments	_____
<input type="checkbox"/> Discussed April-May checklist	_____
<input type="checkbox"/> <b>Completed and made copies of all quarterly Mentor/Mentee Logs and gave a copy to principal and PDC chairperson</b>	_____
<input type="checkbox"/> <b>Completed and made copies of Classroom Visitation Log and gave a copy to the principal and the PDC chairperson</b>	_____

Signatures verify that we have accomplished the activities checked off above.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

## EVALUATION OF THE MENTOR PROGRAM: INFORMATION

These Needs Assessment Questionnaire forms are provided to help improve the mentor program and make any necessary changes to meet the needs of the new teacher and mentor. A form should be completed by the teacher and a form should be completed by the mentor. The forms are forwarded to the Professional Development Committee to assist with the mentor/new teacher evaluation meeting you will attend in May.

\*This should be copied and sent to building PDC chair by **May 1**

# Beginning the School Year Buddy Teacher/New Teacher Checklist

Use This Checklist To Identify Procedures You Follow In Your Classroom.

- Put A Check Mark ✓ Next To Each Item For Which You Have A Set Procedure.
- Put An “X” ✗ Next To Those Items You Do Not Have A Procedure For But Feel You Should.
- Circle ○ Items You Feel Should Be Taught On The First Day Of School.
- Cross Out Items That Do Not Apply To Your Building Or Level.

## ❖ Beginning Class/Day

- Teacher Check-In Time/Homeroom
- Roll Call, Absentee, Lunch Count (STI/Grade Book)
- Tardy Students
- Academic Warm-Ups, Or Getting Ready Routines
- Distributing Materials
- Classroom Expectations (Elementary PBIS)/Classroom Rules/Post In Classroom
- Weekly Lesson Plans Accessible For Viewing By Administrator

## ❖ Room/School Areas

- Shared Materials
- Teacher’s Desk
- Drinks, Bathroom, Pencil Sharpener
- Student Storage/Lockers
- Student Desks/Tables
- Learning Centers, Stations
- Playground
- Lunchroom

## ❖ Ending Class/Day

- Checklist Before Leaving Classroom
- Preparing Room For Custodian
- Teacher Check-Out Time

## ❖ Student Work Requirements

- Incomplete/Late Work
- Work Missed
- Work/Due Dates
- Make-Up Work

## ❖ Communicating Assignments

- Posting Assignments ([homeworknow.com](http://homeworknow.com))
- Provision For Absentees
- Requirement For Long-Term Assignments (Rubric)
- Homework Assignments (Assignment Book)

- ❖ Monitoring Student Work
  - Completion Of Homework (Teachers' Against Failure/Homework Policy)
  - Monitoring All Students (STI Progress Reports)
  - Checking On IEP Students
  - Altering Assignments/Tests For Special Needs Students
  
- ❖ Grading Procedures
  - Determining Report Card Grades (STI-Electronic Grades Not Rounded)
  - Recording Grades (Both STI And Grade Book)
  - Grading Benchmarks Of Long-Term Assignments (Rubric)
  - Keeping Records Of Papers/Grades/Assignments (SLO/Unit Of Instruction)
  - Contacting With Students For Grades (STI Progress Report)
  
- ❖ Academic Feedback
  - Posting Student Work (STI Weekly)
  - Communication With Parents
  
- ❖ IEP Procedures
  - Make Accommodations/Modifications For Assignments/Tests
  - Copy Modified Finals To Principal
  - All IEP Student Information Kept Confidential And Locked In File Cabinet
  
- ❖ Other Procedures
  - Fire Drill
  - Tornado Drill
  - Earthquake Drill
  - Lock Down Procedures
  - Crisis Drill
  - Lunch Procedures
  - Student Helpers (A+ Program)
  - Safety Procedures (I.E. Science Safety Experiments/Equipment)
  - Assemblies
  - Before School Procedures
  - School Bus Procedures
  - After School Procedures
  
- ❖ "Teacher Checklist" (Building Procedures That You Need To Understand)
  - Permanent Records
  - Early Dismissal Procedures (I.E. Weather Related)
  - No School (I.E. Severe Weather)
  - How To Get Supplies
  - Preparing For Substitute Teacher (Sub Folder)
  - Calling For A Sick Day
  - Planning For A Professional Day
  - PDC Procedure To Attend Workshop/Conference
  - Planning A Field Trip

# Calendar

Please Add Any Topics/Procedures Missing From This List That You Feel Are Important.

## August/September

### Activities and Ideas

- ❖ **Meet, Welcome The New Teacher**
  - Welcome New Teacher During Beginning School Year Teachers' Workshops
  - Take New Teacher On Tour Of Building/District
  - Introduce New Teacher To Other Staff
  - Provide Orientation To Community Resources (Guest Speakers, Field Trips, Etc.)
  
- ❖ **Introduce New Teacher To The Building**
  - Discuss School Norms, Social Traditions
  - Show Where To Find Supplies, Materials, Resources, Etc.
  - Review Standard Operating Procedures
  - Explain Parking Procedure
  - Explain Building Discipline Procedures
  - Explain District Discipline Procedures
  - Requisition Procedures—Securing Materials And Supplies
  - Leave Requests—District Days, Emergency, Sick, Professional
  - Preparing For A Substitute Teacher
  - Copy Machine Procedures
  - AV/Computer Locations And Checkout/Lab Use
  - Attending Staff and In-Service Meetings
  - Discuss Organizations (PTO And CTA)
  - Discuss Class Sponsor Activities/Fundraising Policy
  
- ❖ **Beginning Of The Year Checklist**
  - Keeping Grades (STI and Grade Book)
  - Maintaining Student Discipline
  - Managing Classroom Instruction
  - Identifying School Policies, Procedures, Faculty/Student Handbooks
  - Discuss Homework/Make-Up Work Policies
  - Maximizing Academic Learning Time
  - Special Services School District Procedures/IEP'S
  - Professional Organizations (NEA, MSTA)
  
- ❖ **Suggested Topics For Buddy Teacher/New Teacher Conferences**
  - Open House
  - Preparing For Parent Conferences
  - Sharing One Discipline Technique That Worked
  - Conferring Regarding Professional Development Plan/Unit Of Instruction (SLO)
  - Discuss Curriculum, Pacing And Sample Lessons
  - Professional Development Opportunities/Funds Availability

❖ **Maintain Informal Contact**

- “Drop In” To Touch Base
- Share Lesson Ideas
- Share A Funny Or Interesting Event That Happened During The Day
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## October

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Assessment
- Parent Conferencing and Documentation
- Report Cards/Progress Reports (STI And Grade Book)
- Classroom Management
- Discipline
- Students With Special Needs/IEP’S
- Share A Discipline Technique That Worked
- Student Motivation And Feedback
- Share A Lesson That Went Well
- Confer Regarding Professional Development Plan/Unit of Instruction (SLO)
- Individual Building Issues
- Grade Level/Departmental Activities For The Year
- Discuss Curriculum, Pacing And Sample Lesson
- School Traditions/Holiday Celebrations
- School Assemblies
- Special School Programs
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## November

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- State Testing Preparation, Curriculum, Aligning Assessments
- Parent Conferences, Communications
- Providing Feedback To Students (STI Progress Reports)
- Curriculum Resources, Materials
- Modifying Instruction For Students With Special Needs
- Instructional Strategies
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)



- Arranging For Substitute Teachers
- New Teacher Questions
- Share A Discipline Technique That Worked
- Field Trips
- Extra Duties
- School Traditions/Holiday Celebrations
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## December

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Students With Concerns. . .Support For Teachers And Students
- Share A Discipline Technique That Worked
- Share A Lesson That Went Well
- Confer Regarding Professional Development Plan/Unit of Instruction (SLO)
- Discuss Curriculum , Pacing And Sample Lesson
- Testing Preparation For EOC's And Finals (Technology Use)
- School Traditions/Holiday Celebrations
- Report Cards And Grading (STI and Grade Book)
- Semester Class Changes
- Review And Plan Calendar For Second Semester
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## January

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- School, Classroom Procedures For Ending/Beginning The Semester
- Curriculum Resources
- State Testing Preparation
- Assessment
- Promoting Positive Relationships Among Students And Teachers

- Modifying Instruction For Students With Special Needs
- Instructional Strategies
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- New Teacher Questions
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Semester Activity Days
- Incentive Grants

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## February

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- State Testing Preparation Strategies
- Promoting Positive Relationships Among Students And Teachers
- Modifying Instruction Or Students With Special Needs
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- Preparing For Contests
- Winter Blahs
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## March

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- Share A Discipline Technique That Worked
- Discuss Curriculum, Pacing And Sample Lessons
- Testing Strategies Preparation And Testing
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## April

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Testing And Evaluation Services
- Confer Regarding Professional Development Plan/Unit Of Instruction (SLO)
- PD Responsibilities
- Ordering Awards/Certificates For End Of Year Awards
- Purchases For Next Year
- Begin Discussing Bringing The Year To A Close
- Discuss Curriculum, Pacing And Sample Lessons
- Reflecting On This School Year/Preparing For Next Year
- Other

❖ **Maintain Informal Contact**

- Continue To Share Events And Happenings Of The Day
- Share Lesson Ideas
- Write An Occasional Note Acknowledging Or Supporting Activities/Successes

## May

### Activities and Ideas

❖ **Suggested Topics For Regularly Scheduled Conferences**

- Procedures For Ending The Year
- Inventories
- Awards/Certificates Signed By Superintendent And/ Or Principal
- School Traditions
- Graduation Activities
- End Of Year Assemblies/Programs
- Reflecting On This School Year
- Goals/Preparing For Next Year
- Professional Development Plan/Unit Of Instruction Submitted

## Buddy Teacher/New Teacher Log First Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

We:	Date
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discussed Professional Development Plan (PDP/In-service Hours)	_____
<input type="checkbox"/> Discussed Unit of Instruction/Student Learning Objective (SLO)	_____
<input type="checkbox"/> Set up monthly meeting time	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Discussed NEE standards and upcoming teacher evaluation	_____
<input type="checkbox"/> Discussed preparation for first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed semester finals and testing (technology use)	_____
<input type="checkbox"/> Held question/answer period	_____
<input type="checkbox"/> Discussed Beginning the School Year and August-October checklists	_____

Signatures verify that we have accomplished the activities checked off above.

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
New Teacher

Please give a copy to the principal and the PDC chairperson.

## Buddy Teacher/New Teacher Log Second Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Finalized Professional Development Plan (PDP)	_____
<input type="checkbox"/> Discussed and continue to work on Unit of Instruction/Student Learning Objective (SLO)	_____
<input type="checkbox"/> Met for informal discussion (in the hall and at lunch)	_____
<input type="checkbox"/> Discussed attendance at building/district events	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom problems and strategies to solve problems	_____
<input type="checkbox"/> Discussed teacher evaluation	_____
<input type="checkbox"/> Discussed first semester grades	_____
<input type="checkbox"/> Met with principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional development opportunities	_____
<input type="checkbox"/> Held question/answer period	_____
<input type="checkbox"/> Discussed November-December checklist	_____
<input type="checkbox"/> Celebrated together by _____	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
New Teacher

**Please give a copy to the principal and the PDC chairperson.**

## Buddy Teacher/New Teacher Log Third Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Continued informal contact (hallway/lunch)	_____
<input type="checkbox"/> Submitted paper draft of Professional Development Plan, met with principal, and made revisions if needed (PDP/In-service Hours)	_____
<input type="checkbox"/> Finalized Unit of Instruction/Student Learning Objective (SLO)	_____
<input type="checkbox"/> Reviewed attendance at building/district events	_____
<input type="checkbox"/> Discussed semester finals and testing (technology use)	_____
<input type="checkbox"/> Discussed a new/innovative teaching strategy	_____
<input type="checkbox"/> Evaluated relationship of buddy teacher/new teacher	_____
<input type="checkbox"/> Discussed January-March checklist	_____
<input type="checkbox"/> Celebrated by _____	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
New Teacher

**Please give a copy to the principal and the PDC chairperson.**

## Buddy Teacher/New Teacher Log Fourth Quarter

Please check all activities accomplished, and list the date it occurred on the form below.

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Submitted paper draft of Unit of Instruction/Student Learning Objectives (SLO), met with the principal, and made revisions if needed	_____
<input type="checkbox"/> <b>Finalized Log of Professional Development Activities Form, gave a copy to the principal and the PDC chairperson</b>	_____
<input type="checkbox"/> Set Professional Development goals for next year	_____
<input type="checkbox"/> Discussed end of the school year procedures (requisitions, inventory, awards, STI, etc.) and the district end of the year checklist	_____
<input type="checkbox"/> Evaluated the program	_____
<input type="checkbox"/> Celebrated/recognized accomplishments	_____
<input type="checkbox"/> Discussed April-May checklist	_____
<input type="checkbox"/> <b>Completed and made copies of all quarterly Buddy Teacher/New Teacher Logs Gave a copy to the principal and the PDC chairperson</b>	_____

**Signatures verify that we have accomplished the activities checked off above.**

\_\_\_\_\_  
Buddy Teacher

\_\_\_\_\_  
New Teacher

## PD In-Service Evaluation

**Date** \_\_\_\_\_ **Topic** \_\_\_\_\_

**Presenter(s)** \_\_\_\_\_

Please rate the session by circling the number which corresponds to your evaluation.

Exceeded Expectations and applicable to me	5
Exceeded, but not applicable to me	4
Met expectations and applicable to me	3
Met expectations, but not applicable to me	2
Did not meet any expectations	1

Most beneficial was:

What I wanted more of:

Suggested related topics for future in-services: \_\_\_\_\_

\_\_\_\_\_



**PROFESSIONAL DEVELOPMENT MEETING/WORKSHOP**

Check One: \_\_\_\_\_PDC Activity      \_\_\_\_\_Non PDC Activity  
If PDC, submit to PDC Chair. If Non-PDC, submit to Principal.

NAME:

DATE:

WORKSHOP/MEETING ATTENDED:

BRIEF SUMMARY OF MEETING/WORKSHOP:

Please rate the session by circling the number which corresponds to your evaluation.

Exceeded Expectations and applicable to me	5
Exceeded, but not applicable to me	4
Met expectations and applicable to me	3
Met expectations, but not applicable to me	2
Did not meet any expectations	1

How do you plan to use this information in the classroom?

Most beneficial was:

What I wanted more of:

**Individual PD Log  
Use Spreadsheet For Final Version**

Professional Development Log                      School Year \_\_\_\_\_

Name: \_\_\_\_\_

Position \_\_\_\_\_

<u>Date</u>	<u>Workshop/Conf/Activity</u>	<u>PD Contact Hours</u>
	<b><u>Total Hours</u></b>	