

Viking Mentorship Program



No act of kindness,
no matter how small,
is ever wasted.

- Aesop

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Principal:

Kyle Gunderson

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Jul-15

Sun	Mon	Tue	Wed	Thur	Fri	Sat
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Aug-15

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Sep-15

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17th-1st fall practice
 ☆ 10th - Mentor mtg w/ board

Oct-15

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Nov-15

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Dec-15

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Nov 30 - 1st winter practice

Jan-16

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31						

Feb-16

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Mar-16

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Mar. 7 - 1st Tr practice

Apr-16

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May-16

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Jun-16

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- VACATION
- TEACHER In-Svc/Work DAYS
- STUDENT-START/STOP
- EARLY OUT
- GRADUATION
- P/T CONF. (8-11 am)
- P/T CONF. (4-8 p.m.)
- Mentor training
- EARLY OUT-Staff PD
- Mid-terms
- End of quarters

“Preparing Each Learner”

Our Mission is to improve the knowledge, skills, and attitudes of each learner, empowering individuals to grow into responsible, productive, global citizens.

Our Vision: We are absolutely committed to preparing each learner for the future.

GOALS

Prepare Each Student for College, Career, & Citizenship

- Increase student achievement in content areas.
- Build a guaranteed, viable curriculum
- Develop professional development plan to increase instructional strategies and assessment skills

Build a Positive Culture

- Improve two-way communication with stakeholders through development and implementation of a district communication plan.
- Facilitate growth and learning through collaborative relationships.
- Celebrate our successes; emphasize our accomplishments.

All decisions and actions are governed by our mission, vision, values, and goals.

Viking Teacher and Para-Educator Induction Ceremony:

Day One:

August

11th:

5:00-

5:30

Mentorship Introduction/Meeting

5:30-

6:45

Meet and Greet Supper--New Staff, Mentors, Administration, and Board

Day Two:

August

12th:

8:00-

8:45

Welcome--Mr. Barker/Mr. Gunderson

Staff Introduction

Tour

Schedule for first week of training and mentorship program

Open House/Back-to-School Activities

8:45-9:30

New Staff Paperwork Completion--Ms. Schrader

Health Insurance Benefit Explanation

Retirement System Explanation

9:30-

10:00

**Explanation of Evaluation Process, Professional Growth Plans and Classroom Observations--
Mr. Gunderson**

10:00-10:30

In the event of...prepping for the unforeseen!

Elementary--Mrs. Ayers

Secondary--Mr. Harmon

Topics to Cover:

Accident Reporting

Calling Tree-School Cancellation

Calling Tree Provided

Cold Weather

Procedures

Crisis Plan

Drug and Alcohol Policy and Procedures

SchoolDude

- 10:30-11:00 **Student Handbook Review**
Elementary--Mrs. Ayers
Secondary--Mr. Harmon
Topics to Cover:
 Student Eligibility
 Drop and Add Scheduling--Mrs. Schuldies go-to-person
 Leaving the Class-Restroom/Locker/Hall Policy
 Lunchroom/Hallway/Playground Procedures
 Before and After School Procedures (student
 pick-up, breakfast, indoor recess)
 Other important/key points
- 11:00-
 12:00 **Teacher Handbook--Come back together as a group**
Mr. Gunderson, Mr. Harmon, Mrs. Ayers
 Teacher Handbook Updates
 Handbook Conversation
 Q&A with Mentor
- 1:00-2:00 **Becoming a Better Teacher: 101--Mr. Griffith and Mr. Barker**
Topic to Cover:
 Professional Development Requests
 Grad School Form/Reimbursement Process
 PTSB Explanation for State of Wyoming
 PD-360
- 2:00-4:00 **Curriculum and Assessments--Mr. Barker and Mrs. Schuldies**
 Atlas
 State Assessments
 How and when they are administered?
 To what grades will these be administered?
 How to access results?
 How are results communicated to teachers,
 parents and community?
 District Assessments
 How and when they are administered?
 How to access results?
 Passwords and Logins
 How are results communicated to teachers,
 parents and community?
 Tests-Acronyms and Administered (list provided)
 Interpreting the Data

**Day
Three:**

**August
13th:**

8:00-9:00

Elementary Q&A Session--Mrs. Schuldies
Secondary Bench Marks/Reporting/Q&A--Mr. Griffith and Mr. Barker

Topics to Cover:

- What are the benchmarks used for?
- How do I assess the benchmarks?
- How do I track the scores of the benchmarks?

9:00-
12:00

First Day Survival: 101

9:00-10:00

Boys Town Behavior Model--Mr. Gunderson and Mrs. Schuldies

- Dates for Upcoming Training
- Contacting parents-tracking information
- Misbehaving student's discipline.
- Academic Support Protocol Form **and** Process Explanation
- Cell Phone Usage and Expectations

10:00-10:30

Supplies--Mr. Barker

- Purchasing Supplies--Guernsey Market and Howshar Hardware vs. other purchases
- How to order materials throughout school year
- Requisitions--When and How To?

10:30-11:30

PowerSchool/MilePosts--Mrs. Schuldies and Mr. Cook

- How to log in?
- How to take attendance?
- How to take lunch count?
- How to access the announcements?
- How to insert grades?
 - Copy and paste assignments from previous years
 - Scheduling via PowerSchool
- Posting discipline issues

11:30-12:00

Learning Targets--Mr. Gunderson

- What are they?
- Where should they be posted?
- Submitting to Mr. Gunderson every week prior to 8:00 Monday morning.
 - *These will be submitted to Mr. Gunderson instead of Formal Lesson Plans.*

- 1:00-2:00 **Student Assistance Process**--Mrs. Griffith, Mrs. Young, and Mrs. Thomas
- BIT Team
 - Special Education and IEP's
 - Title I Services
 - Summer School
 - Student Behavior Plan
 - REDCAT
 - What is it?
 - What is it for?
 - Where do I find it?
- 2:00-2:30 **Mandatory Training**--Mr. Barker
- FERPA
 - Suicide Prevention
 - Blood Born Pathogens
 - Sexual Harassment
 - Topics to Cover:**
 - How to access?
 - Deadline?
- 2:30-3:00 **Form Access**--Mr. Cook
- Teacher Common
 - What is available there?
 - Where can you access it?
 - Student Common
 - What is available there?
 - Where can you access it?
 - Saving to the server--students and teachers
- 3:00-4:00 **The Basic Essentials**--Mr. Barker and Mr. Gunderson
- Dress Code
 - Tardy Policy
 - Teacher Attendance
 - Sick days, personal days, substitute, AESOP usage
 - Sick Bank
 - PLC Time Explanations- every Wednesday 7:30
 - Field Trip Process
 - Requests for Subs
 - Requests for buses
 - Requests for Emergency
 - Consent Forms
 - iCal
 - Pay Day!!
 - Voicemail

Day
Four:

August
14th:

Set up/work within classroom

Welcome to Guernsey- Sunrise!



Platte County School District #2

Mentoring Purpose

The mentoring program at Platte County School District #2 is a three-year program designed to ensure that all new teachers feel comfortable and supported in their teaching roles. They will have the opportunity to enhance learning in the classroom working side-by-side with an outstanding, experienced educator.

The mentors will have an opportunity to instill confidence, provide instructional feedback, and will be available on a regular basis to conference with their assigned mentee regarding general school and district policy and procedures.

The mentoring program is separate from the Evaluation Plan. It is not intended to be supervisory or evaluative in nature.

Role of Mentor

1. The new or new-to-the-district teacher will be required to participate in the New Teacher Induction Process.
2. The district superintendent and building principal will meet with mentors and new teachers to review the mentoring plan and answer questions before school begins.
3. New teachers will attend monthly meetings with mentor and other appropriate staff.
4. Mentors will follow developed and planned monthly meetings that have been approved by district leadership. These meetings have been placed on the district calendar.
5. The mentor and new teacher will develop an observation schedule.
6. The mentor and new teacher will meet informally as needed throughout the year.
7. The mentor and new teacher will provide feedback to the district regarding the Induction and Mentoring program at the conclusion of the school year.
8. The mentor will attend the before school induction ceremonies.

**Year three optional unless otherwise determined by administrators. Mentors will receive stipend if a third year requirement has been made by the administration. Mentors and Mentees are encouraged to meet informally.*

Mentor Selection

To be considered for mentoring, the mentor teacher must...

1. Receive a rating of “proficient” on his/her last formal evaluation on four of the five domains; or a recommendation to the superintendent from the building principal.
2. Not have received a written administrative warning in the last five years.
3. Receive continuing contract status from Platte County School District #2;
4. Be selected by the building principal and approved by the superintendent;
5. Agree to a three-year commitment to the mentoring program;
6. Be willing to act as a mentor beyond the normal work day or during planning time;
7. Have a positive attitude toward the profession, the District, and the mentoring program;
8. Possess strong written and verbal communication and organizational skills;
9. Possess a sound knowledge of school policies and procedures; and
10. Most importantly, be a good role model.

Mentors work with new teachers in a variety of capacities...

As a **guide**, the mentor will...

- assist the new teacher in organizing the classroom and the curriculum for the beginning of school.
- orient the new teacher to the school, school culture, community, and staff.
- inform the new teacher of methods, procedures and expectations of the building and district.
- help locate needed resources, materials, and services.
- meet regularly as well as informally with the new teacher.
- model effective teaching strategies when observed.

- assist the new teacher in scheduling interventions and/or special education services.

As a **colleague**, the mentor will...

- Establish and maintain confidentiality and mutual trust.
- Listen to the new teacher's concerns and be supportive and understanding of his/her efforts and experiences.
- Serve as an advisor, not a supervisor or evaluator of the new teacher.

As a **model educator**, the mentor will...

- Model effective teaching strategies.
- Coach the new teacher through observations and conferences to develop effective skills and professional attributes.
- Assist the new teacher by functioning as a one-to-one staff developer; help process ideas and experiences; problem-solve; offer feedback, plan and test out ideas; encourage new teacher's self-direction and self-confidence.

As a **professional**, the mentor will...

- Model professionalism, lifelong learning, openness, flexibility, and creativity.
- Establish joint goals with the new teacher.
- Model professionalism by setting personal goals for professional growth;
- Support the efforts of other mentors.
- Work to support a positive learning environment.

District Leadership Expectations

District Leadership (Superintendent)

1. Plan and coordinate before school induction activities with building principle and mentor representative.
2. Identify and train mentors.
3. Provide support for principals, mentors, and new teachers.
4. Collect and analyze feedback to make adjustments to mentor programs, if needed.

Building Leadership (Principal)

1. Selects and appoints mentors to new teachers.
2. Plans and conducts building level new teacher orientation.
3. Provides support and feedback to mentors.
4. Provides support for new teachers.
5. Respects mentor – new teacher relationship and confidentiality.

Mentor Representative (Volunteer)

1. Coordinate monthly meetings as per mentor schedule.
2. Check with mentors twice monthly, or as needed.
3. Collaborate with principal and superintendent to provide feedback and support.
4. Assist superintendent to plan and coordinate before school induction activities.
5. Collect and submit completed mentor schedule to Superintendent by December 1st and May 1st of each year.

Mentor/Mentee Agreement of Confidentiality

I understand and will fulfill my responsibilities as outlined in the Platte Country District #2's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Name

Date

Terms for the mentor contract:

1. Recognized that not all mentor/mentee relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. The mentor will be compensated as defined in the mentor and extra duty contract.

Platte County School District #2

Mentor Schedule: 2015-2016

Below is the Mentor Schedule. Deadlines are given, and you are required to initial and date the areas as you complete them. It is a requirement of all mentees to turn in this completed handbook to the central office at the end of each school year. Group meetings will occur the first Friday of each month from 1:45 to 3:00 PM (During holidays or breaks these meetings will be on the 2nd Friday of the month). You will also keep a weekly Reflection Journal. This can be done electronically or in a notebook.

Before School Starts

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Attend Induction/Orientation Days with Mentor			
Attend New Teacher Meet-and-Greet with Mentor			
Read <i>The First Days of School: Unit A</i>			
Meet to discuss any questions or concerns			
Set Mentoring Goals for first semester and review them with your Mentor			
Begin with your Reflection Journal: What are your thoughts, hopes, desires, and fears as the school year is about to begin			

By the end of August

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Discuss Unit A from <i>The First Days of School</i>			
Read <i>The First Days of School: Unit B</i>			
Meet to discuss any questions or concerns and review and practice writing Learning Targets.			
Schedule a time for your mentor to observe you in September.			
Write in your weekly Reflection Journal			

Goals: Semester 1:

- 1.
- 2.
- 3.

September

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Attend Group Meeting 1: Sep. 4 th Domain 1 School Teaching Framework: Provide Meaningful Learning for Students			
Discuss Unit B from <i>The First Days of School</i>			
Read <i>The First Days of School: Unit C</i>			
Meet to discuss any questions or concerns.			
Have mentor observe you and reflect on the observation. What can you improve?			
Reflect weekly in your Reflection Journal			

Weekly Reflections:

October

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Attend Group Meeting 2: Oct. 2 nd Domain 2 School Teaching Framework: Student Achievement			
Discuss Unit C from <i>The First Days of School</i>			
Read <i>The First Days of School: Unit D</i>			
Meet to Discuss any questions or concerns.			
Observe your Mentor teacher in his classroom and reflect on what you learn.			
Schedule a time for your mentor to observe you (in November)			
Reflect weekly in your Reflection Journal			

Weekly Reflections:

December

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Attend Group Meeting 4: Dec. 4 th Domain 4 School Teaching Framework: Leadership, Professionalism, & Interpersonal Skills			
Rate yourself on each domain of Danielson’s model and see where you need to improve. Then meet with your mentor and principal talk about your growth and areas of weakness.			
Review your goals for the first semester, and set new ones for the second semester.			
Discuss Unit E from <i>The First Days of School</i>			
Reflect weekly in your Reflection Journal			
Get <i>Energy Bus</i> so you can start reading it for second semester.			

Goals: Second Semester

- 1.
- 2.
- 3.

Weekly Reflections:

Year 2:

Before School Starts

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Attend the second day of the Induction/Orientation Days with Mentor			
Attend New Teacher Meet-and-Greet with Mentor			
Meet to discuss any questions or concerns			
Set Mentoring Goals for first semester and review them with your Mentor.			
Begin with your Reflection Journal for year 2: What are your thoughts, hopes, desires, and fears as the school year begins? What will you do better this year?			
Choose a book for 1 st semester book read			

First Week of School

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Meet to discuss any questions or concerns.			
Review goals			
Write in your weekly Reflection Journal			

By the End of September

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Review and discuss Domain 1 of Danielson's Framework for Teaching: Planning and Preparation			
Meet to discuss any questions or concerns.			
Read and discuss book			
Team teach a lesson with your mentor			
Schedule a time for your mentor to observe you			
Reflect weekly in your Reflection Journal			

By the End of October

Activity or topic to Review	Date Completed	Mentee Initials	Mentor Initials
Review and discuss Domain 2 of Danielson's Framework for Teaching: The Classroom Environment			
Meet to discuss any questions or concerns.			

Read and discuss Book			
Observe your mentor teacher in his classroom and reflect on what you learn.			
Schedule a time for your mentor to observe you and reflect together on your lesson. How are you doing with Domain 1?			
Meet again to discuss any questions or concerns			
Reflect weekly in your Reflection Journal			

By the End of November

Activity or topic to Review	Date Completed	Mentee Initials	Mentor Initials
Review and discuss Domain 3 of Danielson's Framework for Teaching: Instruction			
Meet to discuss any questions or concerns.			
Schedule an out visit to another teacher in a nearby school			
Schedule a time for your mentor to observe you: specifically look for Domain 2.			
Reflect weekly in your Reflection Journal			

By the End of December

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Review and discuss Domain 4 of Danielson's Framework for Teaching: Professional Responsibilities.			
Rate yourself on each domain of Danielson's model and see where you need to improve.			
Review your goals for the first semester and set new ones for the second semester.			
Discuss Unit D from <i>The First Days of School</i>			
Reflect weekly in your Reflection Journal			
Choose a new book with your mentor to read and discuss for semester 2			

By the End of January

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Begin reading book for the book read			
Meet to discuss any questions or concerns			
Reflect weekly in your Reflection Journal			

By the End of February

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Read and discuss book for book read			
Meet to discuss any questions or concerns			
Mentor Observation with reflective feedback			
Reflect weekly in your Reflection Journal			

By the End of March

Activity or topic to Review	Date Completed	Mentee Initials	Mentor Initials
Read and discuss book for book read			
Meet to discuss any questions or concerns			
Visit a different teacher from another school who teaches your subject or grade and come back with ideas of how to improve and make necessary changes.			
Reflect weekly in your Reflection Journal			

By the End of April

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Read and discuss book for book read			
Meet to discuss any questions or concerns			
Mentor Observation with reflective feedback			
Reflect weekly in your Reflection Journal			

By the End of May

Activity or topic to review	Date Completed	Mentee Initials	Mentor Initials
Culminate any discussion from the second semester book read.			
Meet to discuss 2 nd semester goals, what you achieved, and what you hope to accomplish next year.			
Mentor Observation with reflective feedback. Mentor will evaluate you on each segment of each domain from Danielson's framework for teaching.			
Reflect weekly in your Reflection Journal: Go back and see if you accomplished what you hoped, what have you learned, and where will you focus over the summer and next school year to improve?			

Pre-Conference Objectives

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding intended lesson plan.

Pre-Conference Questions

The following will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed from this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets the intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

Observation

Date: _____

Class Being Observed: _____

Teacher: _____

Observer: _____

The teacher understands the central concepts, tools of inquiry and structures of the discipline he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to people.

Post-Conference Objectives

Post Conference Objectives

Pre Observation-	Observation Notes	Action Plan
What am I looking for? (Mentor and New Teacher)	(Mentor and New Teacher)	(New Teacher)

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change
6. Develop the teacher's skills in self-analysis.

Post-Conference Questions

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you thought it? How did you decide to make those adjustments?

Platte County School District #2 Teaching Framework

Planning				
Element	Unsatisfactory	Focus area	Proficient	Area of Strength
Knowledge and Linking of Standards	The teacher is unfamiliar with the state standards or does not teach using “big ideas” or backward design. The teacher cannot always articulate what the students are to know and be able to do.	The teacher is familiar with the state standards and is becoming familiar with using “big ideas” and backward design. Most of the time the teacher is able to articulate what the students are expected to know and be able to do.	The teacher utilizes “big ideas” and backward design when planning units. The teacher can articulate what students in their classroom are expected to know and be able to do.	The teacher is highly familiar with the state standards and often utilizes “big ideas” and backward design when planning units. The teacher can clearly articulate what students in their classroom are expected to know and be able to do.
Knowledge of the Learning Process	<p>Teacher sees no value in understanding how students learn and does not seek such information.</p> <p>Teacher displays little or no knowledge of students’ skills, knowledge, language proficiency, interests, and cultural heritage and does not indicate that such knowledge is valuable.</p>	<p>Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.</p> <p>Teacher recognizes the value of understanding students’ skills, knowledge, language proficiency, interests, and cultural heritage but displays this knowledge only for the class as a whole.</p>	<p>Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.</p> <p>Teacher recognizes the value of understanding students’ skills, knowledge, language proficiency, interests, and cultural heritage and displays this knowledge for groups of students.</p>	<p>Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.</p> <p>Teacher displays understanding of students’ skills, knowledge, language proficiency, interests, and cultural heritage and has a strategy for displaying and maintaining such information for individual students.</p>
Instructional Outcomes	<p>Outcomes represent low expectations for students and lack rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.</p> <p>Outcomes are neither clear or are</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline at least some connection to a sequence of learning.</p> <p>Outcomes are only moderately clear or consist of a</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p> <p>All the instructional outcomes are clear, written in the form of student learning.</p>	<p>All outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p> <p>All the outcomes are clear, written in the form of student</p>

	<p>stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand.</p> <p>Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>	<p>combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class based on global assessments of students.</p>	<p>Most suggest viable methods of assessment.</p> <p>Outcomes reflect several types of learning and opportunities for coordination.</p> <p>Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</p>	<p>learning and permit viable methods of assessment.</p> <p>Where appropriate, outcomes reflect several types of learning and opportunities for both coordination and integration.</p> <p>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</p>
Instructional Design	<p>Learning activities and/or materials are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p> <p>The lesson or unit has no clearly defined structure, or the structure is chaotic.</p>	<p>Only some of the learning activities and materials are suitable to students or to instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> <p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</p>	<p>All of the learning activities and materials are suitable to students or to instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different students.</p> <p>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</p> <p>The lesson or unit has a clearly defined structure around which activities are organized.</p>	<p>Learning activities and materials are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</p> <p>Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</p> <p>The structure is clear and allows for different pathways according to diverse student needs.</p>
Student Assessments	<p>Assessment procedures are not congruent with</p>	<p>Some of the instructional outcomes are</p>	<p>All the instructional outcomes are assessed through</p>	<p>Proposed approach to assessment is fully aligned with the</p>

	<p>instructional outcomes.</p> <p>Proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit for designing future instruction.</p>	<p>assessed through the proposed approach, but many are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>the approach to assessment; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used to plan for future instruction for groups of students.</p>	<p>instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.</p> <p>Assessment criteria and standards are clear; there is evidence that the students contributed to their development.</p> <p>Approach to using formative assessment is well designed and includes students as well as teacher use of the assessment information for future instruction for individual students.</p>
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Instruction

Element	Unsatisfactory	Focus area	Proficient	Area of Strength
Communicating with students	<p>Purpose in a lesson or unit is unclear to students.</p> <p>Teacher's directions and procedures confuse students.</p> <p>Teacher has inaudible speech, illegible writing, or errors.</p>	<p>Limited success with explanation of purpose of lesson.</p> <p>Teacher's directions are clarified after initial student confusion.</p> <p>Speech is audible, writing legible, vocabulary is limited.</p>	<p>Purpose of lesson is clear, including connections within broader learning.</p> <p>Teacher's directions are clear to students and contain appropriate detail.</p> <p>Speech & writing are clear and correct, appropriate vocabulary.</p>	<p>Purpose of lesson is clear, connected to broader learning, and linked to student interests.</p> <p>Teacher's directions are clear to students and anticipate possible student misunderstanding.</p> <p>Expressive speech and writing vocabulary enriches the lesson.</p>

<p>Questioning and Discussion</p>	<p>Teacher's questions are of poor quality with low cognitive challenge and single correct responses. They are asked in rapid succession.</p> <p>Discussion between students and teacher is predominantly recitation or lecture (teacher-centered).</p> <p>Only a few students participate in the discussion.</p>	<p>Teacher's questions are a combination of low and high quality, posed in rapid succession. Limited thoughtful responses.</p> <p>Teacher makes some attempts to engage students in genuine discussion with uneven results.</p> <p>Teacher attempts to engage all students in the discussion, with limited success.</p>	<p>Most of the teacher's questions are of high quality. Adequate time is provided for student responses.</p> <p>True discussion takes place, with teacher stepping aside when appropriate.</p> <p>All students engage in discussion.</p>	<p>Teacher's questions are always of high quality, with adequate time for students to respond. Students formulate many questions.</p> <p>Students assume responsibility for much of discussion, initiating topics and making unsolicited contributions.</p> <p>Students ensure that all voices are heard in the discussion.</p>
<p>Student Engagement</p>	<p>Few students are authentically engaged. Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</p> <p>Teacher ignores or brushes aside students' questions or interests.</p>	<p>Some students are engaged some of the time. Teacher may attempt to adjust a lesson when needed, with only partially successful results.</p> <p>Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.</p>	<p>Many students are engaged most of the time, and when they are not, the teacher makes an effort to redesign the activity or learning so that more students are engaged. There is some documentation.</p> <p>Teacher successfully accommodates students' questions or interests.</p>	<p>Nearly all students are highly engaged and when they are not, the teacher makes every possible effort to redesign the activity or learning so that more students are highly engaged. There is clear documentation to support this.</p> <p>Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.</p>

• Student Achievement

Element	Unsatisfactory	Focus area	Proficient	Area of Strength
<p>Data-driven Instruction</p>	<p>Few of the students show gains in academic achievement from the previous school year and/or from the beginning of the school year as measured by state, district, and/or other assessments.</p>	<p>Some of the students show gains in academic achievement from the previous school year and/or from the beginning of the school year as measured by state, district, and/or other assessments.</p>	<p>Most of the students show gains in academic achievement from the previous school year and/or from the beginning of the school year as measured by state, district, and/or other assessments.</p>	<p>All or nearly all of the students show significant gains in academic achievement from the previous school year and/or from the beginning of the school year as measured by state, district, and/or other assessments.</p>

Satisfaction	Several parents are highly dissatisfied with their child's level of learning in the teacher's classroom. Staff members in the receiving classrooms are dissatisfied with what the students have learned.	Most parents and staff members in the receiving classrooms are neither satisfied nor dissatisfied with what the students have learned in the teacher's classroom. Minimal effort has been made to communicate with parents and other educators.	Most parents satisfied that their child has learned what they needed to learn to be successful in the receiving classroom or environment. Communication with parents has been positive.	Most parents and staff members in the receiving classroom are satisfied that students have learned what they needed to learn to be successful in the receiving classroom or environment. Communication with parents and other educators has been highly positive.
Assessment	Teacher does not monitor student learning in the curriculum. Students do not engage in self-assessment or monitoring of progress.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
Multiple Opportunities	When students fail to meet with success and are making sincere efforts, they rarely receive additional instruction and an opportunity to improve their work. Those not making sincere efforts are rarely encouraged to try. Feedback is given when grades are distributed. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	When students fail to meet with success and are making sincere efforts, they sometimes receive additional instruction and an opportunity to improve their work. Those not making sincere efforts are encouraged to try. The teacher is making an effort to give descriptive, regular feedback. Teacher accepts responsibility for the success of all students but has only a limited repertoire of	When students fail to meet with success and are making sincere efforts, they receive additional instruction and an opportunity to improve their work. Those not making sincere efforts are encouraged to try. Descriptive feedback is given to students on a regular basis. Teacher persists in seeking approaches for students who have difficulty learning,	When students fail to meet with success and are making sincere efforts, they receive additional instruction and an opportunity to improve their work. Those not making sincere efforts are encouraged to try. Feedback is descriptive, regular and ongoing. The teacher works directly with the students and families to diagnose the cause of failure and remedy the situation. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of

		instructional strategies to draw on.	drawing on a broad repertoire of strategies.	strategies and soliciting additional resources from the school.
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• **Safe, Respectful Environment**

Element	Unsatisfactory	Focus area	Proficient	Area of Strength
Respect and Rapport	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p> <p>Students do not demonstrate disrespect for one another.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>Student interactions are generally polite and respectful.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p> <p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>
Culture for Learning	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p> <p>Students demonstrate little or no pride in their</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p> <p>Students minimally accept the</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p> <p>Students accept the teacher's insistence on work of high quality and</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</p> <p>Students demonstrate</p>

	work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	responsibility to do good work but invest little of their energy into its quality.	demonstrate pride in that work.	attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
Organizing Physical Space	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

• Leadership, Professionalism, & Interpersonal Skills

Element	Unsatisfactory	Focus area	Proficient	Area of Strength
Reflective Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

<p>Contributions to School</p>	<p>Teacher rarely engages colleagues in serious discussions of curriculum, student data, the key points in books dealing with educational issues, and rarely attends on-going training.</p> <p>Teacher avoids participation in a culture of inquiry and/or in responsibilities outside the classroom as they relate to school, resisting opportunities to become involved. Collegial relationships are negative or self-serving.</p>	<p>Teacher sometimes engages colleagues in serious discussions of curriculum, student data, the key points in books dealing with educational issues, and attends some on-going training.</p> <p>Teacher becomes involved when asked to do so and has cordial relationships with colleagues.</p>	<p>Teacher regularly engages colleagues in serious discussions of curriculum, student data, the key points in books dealing with educational issues, and attends on-going training and coaching.</p> <p>Teacher actively participates in a culture of professional inquiry, volunteers for involvement in responsibilities outside the classroom as they relate to school, and has relationships characterized by mutual support and cooperation.</p>	<p>Teacher often engages colleagues in serious discussions of curriculum, student data, the key points in books dealing with educational issues, and attends, participates in and offers on-going training and coaching.</p> <p>Teacher assumes positive leadership among the faculty in promoting a culture of professional inquiry, in responsibilities outside the classroom as they relate to school, and building collaborative relationships.</p>
<p>Professional Development</p>	<p>Teacher participates in no professional development activities.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>No effort made to assume professional responsibilities or knowledge.</p>	<p>Participation in professional activities is limited when convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance.</p> <p>Contributions to profession are limited.</p>	<p>Opportunities for development are actively sought out.</p> <p>Teacher welcomes feedback from supervisor or through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

<p>Professionalism</p>	<p>Contributions detract from serving all students.</p> <p>Decisions based on self-serving interests.</p> <p>The teacher sometimes models professional standards including being punctual, completing duties accurately and promptly, adhering to authorized procedures and policies, selecting appropriate channels for resolving conflicts/concerns, and is a positive ambassador in both the school and community.</p>	<p>Students may be unknowingly ill served by actions.</p> <p>Decisions are based on limited, though professional thoughts.</p> <p>The teacher regularly models professional standards.</p>	<p>Teacher works to help ensure that all students receive a fair chance to succeed.</p> <p>Teacher maintains an open mind and participates in team or departmental decision-making.</p> <p>The teacher often models professional standards.</p>	<p>Teacher challenges negative attitudes and ensures that all students are honored.</p> <p>Teacher takes leadership role in team decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>The teacher is a model for professional standards.</p>
<p>Communication with Families</p>	<p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the culture of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p>	<p>Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</p>

**Platte County School District #2
Summative Evaluation Report
Teacher/Support Staff**

Teacher/Support Staff Name

Grade/Subject

Person Completing Report: _____ Years in Report: _____

Evaluatee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

S = Strength: Evidence shows that outstanding performance has been demonstrated. This person could model this criterion for others.
 P = Proficient: Evidence shows that both quality and consistency have been demonstrated.
 F = Focus Area: Evidence shows that quality and/or consistency needs improvement.
 U = Unsatisfactory: Evidence shows that quality and/or consistency of performance does not meet district criterion.

	U	F	P	S
Provide Meaningful Learning for Students				
Knowledge and Linking of Standards				
Knowledge of the Learning Process				
Instructional Outcomes				
Instructional Design				
Student Assessments				
Communicating with students				
Questioning and Discussion				
Student Engagement				
Student Achievement				
Data-driven Instruction				
Satisfaction				
Assessment				
Multiple Opportunities				
Safe, Respectful Environment				
Respect and Rapport				
Culture for Learning				
Student Behavior				
Organizing Physical Space				
Leadership, Professionalism, & Interpersonal				

Skills				
Reflective Teaching				
Contributions to School				
Professional Development				
Professionalism				
Communication with Families				

Comments: (use back of summative evaluation)

Platte County School District #2

Possible Mentor and New Teacher Topics.

**Mentors will meet to create a meeting schedule to include those topics. Meetings will be scheduled twice per month the first quarter and once per month the second, third and fourth quarters unless there is a need to meet more frequently.*

- Differentiated instruction for all students
- Classroom management
- Parent contacts
- Duties/responsibilities
- Boys Town Model (Behavior expectations and behavior model)
- Evaluation Tool
- BIT referrals – Knowing when to refer and the process to use
- Paperwork
- Scheduling an observation
- Budgets
- Report Cards and grading
- Parental conferences
- Field trip requests/Expectations
- Lesson Plans
- Learning Targets and Planning
- MAPS/PAWS data
- Certification for transporting students
- Absences in fall
- ATLAS curriculum check
- Projects and homework during the holidays
- Review Grades for failing students
- Parent contact procedures for students on failing list
- Teacher leave for sick and/or personal days
- Reviewing fall and mid-terms MAPS with students

- Dealing with spring fever
- Mass absence during the day
- PAWS
- Senior exit
- Graduation
- School wrap-up
- Summer School
- Prom

- ***Additional topics will be added as needed.***

Potential Topics for Discussion With New Teachers

- Using a variety of sources to help organize, plan and instruct in a variety of settings.
- Using multiple assessment measures to evaluate student progress.
- Making adjustments to instruction based on student results.
- Establishing a safe and orderly learning environment.
- Identifying or creating highly engaging activities that are aligned to standards.
- Creating opportunities for collaboration with other students.
- Knowing how students think and learn.
- Learning and participating in leadership opportunities within the school and district.
- Activities that deepen understanding and connect learning to real life experience.
- Developing strategies to make the curriculum rigorous and relevant for all students.
- Using technology effectively as a teaching tool and as a tool for students to use to improve their learning.
- Working collaboratively with colleagues to create a professional learning community.
- Analyzing local, state, and national data to help develop goals and strategies to enhance student learning.
- Providing input in to the school budget and professional development topics.
- Collaborating with support staff to help meet the special needs of all students.
- Improving communication and collaboration between school, home, and the community.
- Understanding that change is constant and teachers should actively investigate and consider new ideas that improve teaching and learning.

**Please follow the link and complete the survey based on your experience with the Mentor program. Please feel free to present any suggestions you have to improve this process in the future.
Thank you**

<https://www.surveymonkey.com/s/YBZYB7D>

**If for any reason the link does not work, or based on personal preference the survey is also attached on the next page*

**Induction and Mentor Program Survey
Platte County School District #2**

As a non-continuing contract teacher and after participating in Platte County School District's mentoring program...

	<i>Strongly Disagree.....Strongly Agree</i>					
	1	2	3	4	5	6
I have a good understanding of the district and school processes after attending the Before School Induction program.						
I have developed positive relationships within the district and feel valued as a teacher.						
I feel my teaching has improved or has been enhanced because of the book studies.						
I feel my teaching has improved or has been enhanced because of what I've learned at the scheduled monthly mentor meetings.						
I feel my teaching has improved or has been enhanced because of the observation and feedback sessions I've had with my mentor.						
I feel my teaching has improved or has been enhanced because of informal conversations with my mentor.						

What has been the most beneficial part of the mentoring program?

What do you wish the mentoring program could have done differently?

Other:

