

Mentor/New Teacher Checklists

Section: I Mentor Responsibilities

The Mentor will use the following checklist during the three-year mentoring cycle.

Year 1 The focus is on practical application and best practice.

- Met the new teacher during Orientation Week held in late August
- Attended district mentor training (September)
- Attended two follow-up sessions (January & May)
- Provided professional and curriculum resources to the new teacher
- Established a relationship of trust and confidentiality with the new teacher
- Held weekly conferences with the new teacher

- Pre-conference # 1
- New teacher observation #1 (November)
- Post-conference #1

- Pre-conference #2
- New teacher observation #2 (February)
- Post-conference #2

- Pre-conference #3
- New Teacher observation #3 (April)
- Post-conference #3

- Pre-conference #4
- New teacher observation #4 (May)
- Post-conference #4

- First new teacher observation of the Mentor (November)
- Second new teacher observation of the Mentor (February)

- First new teacher observation of another teacher (April)
- Second new teacher observation of another teacher (May)

- Assisted with the development of the Professional Development Plan (PDP)
- Completed on-going Mentor Logs (first semester)
- Completed on-going Mentor Logs (second semester)
- Submitted logs to the mentor program coordinator

Year 2 The transition year for support and continued development of the Professional Development Plan (PDP)

- Continued assistance with the PDP
- Provided resources and support for curriculum planning
- Scheduled observations as requested
- Met once per month
- Submitted on-going Mentor Logs to the mentor program coordinator

Year 3 The final transition from Initial Educator to Professional Educator, in terms of both licensure and teacher development.

- Read PDP for final review
- Provided resources and support as requested
- Met once per month

Section: II New Teacher Responsibilities

The New Teacher will use the following checklist during the three-year mentoring cycle.

Year 1 The focus is on practical application and best practice.

- Attended orientation week
- Attended "Teaching in Central Wisconsin" class (Optional)
- Participated in individual building activities
- Established a relationship of trust and confidentiality with the mentor
- Held weekly conferences with the mentor

- Pre-conference # 1
- New teacher observation #1 (November)
- Post-conference #1

- Pre-conference #2
- New teacher observation #2 (February)
- Post-conference #2

- Pre-conference #3
- New teacher observation #3 (April)
- Post-conference #3

- Pre-conference #4
- New teacher observation #4 (May)
- Post-conference #4

- First new teacher observation of the Mentor (November)
- Second new teacher observation of the Mentor (February)

- First new teacher observation of another teacher (April)
- Second new teacher observation of another teacher (May)
- Submitted all observation and visitation forms to the mentor program coordinator

Year 2 The transition year for support and continued development of the Professional Development Plan (PDP)

- Worked on the (PDP) with assistance from the mentor
- Worked with mentor on curriculum planning
- Scheduled observations as needed
- Met once per month

Year 3 The final transition from Initial Educator to Professional Educator, in terms of both licensure and teacher development.

- Consulted with the mentor as needed
- Presented PDP to mentor for final review
- Met once per month

Section: III New Teacher/Mentor Essential Topics to be Addressed

The new teacher and the mentor will use the following Essential Topics Checklist during each year of the three-year mentoring cycle. The use of the 10 Wisconsin Teacher Standards will help the new teacher and the mentor to identify the knowledge, skills, and attitudes that are the foundation of effective teaching practices.

Discussion of the Essential Topics will continue in all three years of the mentoring process. Additional topics may be included from other sources. The new teacher and the mentor will reflect on this list individually and together. The completion of this checklist is to be confidential between the mentor and new teacher.

- Year 1**
- Year 2**
- Year 3 (Check one)**

1. Teachers know the subjects they are teaching.

- I have a good understanding of the curriculum for my grade level and/or the course that I am teaching.
- I have had the opportunity to discuss curriculum issues with my colleagues.
- I have analyzed and identified the content standards for what students must know and be able to do.
- I have developed meaningful lessons and units of instruction based on inquiry.

2. Teachers know how children grow.

- I have held problem-solving meetings with individuals or groups of students.
- I have helped students to develop individual behavior plans.
- I have participated in the development of individual student behavior plans.
- I have worked to remediate or accelerate student learning.

3. Teachers understand that children learn differently.

- I understand the rationale behind the Child Study Team process.
- I understand Special Education referral procedures.
- I have participated in the IEP process.
- I am aware of special services provided by the district and the community.
- I diagnose individual student needs and plan for differentiated instruction.
- I use a variety of grouping strategies based on student interest ability.

4. Teachers know how to teach.

- I have used varied research-based reading strategies with my students.
- I am able to incorporate the use of instructional technology in student lessons.
- I use a variety of instructional strategies in my classroom.
- I have used writing strategies (6-Trait Writing, etc.) with my students.
- I am able to link learning objectives with my classroom activities.
- I am able to link classroom instruction with real-life learning.
- I use various types of questioning and higher level thinking-skills with my students.
- I connect homework to content matter and clearly explain homework assignments.

5. Teachers know how to manage a classroom.

- I can create and maintain a healthy classroom learning environment.
- I have a well-ordered environment with high academic expectations.
- I teach classroom policies and procedures to my students through modeling, rehearsing, and reinforcing early in the school year.

- I have a discipline plan that minimizes classroom disturbances and maximizes learning.
- I have consequences that are reasonable and logical.

6. Teachers communicate well.

- I have clear expectations for student learning and participation.
- I am able to communicate effectively both verbally and in writing.
- I understand and have communicated school safety policies to my students.
- I am able to find student information in specific folders and portfolios.
- I understand district policies on attendance for students and teachers.
- I understand the importance of professionalism and confidentiality in dealing with colleagues, families, and students.

7. Teachers are able to plan different kinds of lessons.

- I differentiate instruction according to individual student needs and learning styles.
- I have developed lessons that incorporate a high level of student involvement in work and content.
- I have participated in collaborative planning with my colleagues.
- I have worked collaboratively to create units of instruction that make learning meaningful for my students.

8. Teachers know how to test for student progress.

- I use a variety of assessment strategies in my classroom instruction.
- I monitor student progress by giving clear, specific and timely feedback.
- I am knowledgeable about the state and local assessments used in this district.
- I understand the district system for grading and record keeping.
- I know which standards and skills are assessed on state assessments.
- I use both formative and summative assessment results to inform my teaching.
- I understand the district retention and advancement policies.
- I have helped to develop common assessments in my subject area.
- I have administered a standardized achievement test.
- I have been involved in analyzing student data.

9. Teachers are able to evaluate themselves.

- I am developing into a reflective practitioner.
- I understand the requirements for licensure under PI 34.
- I have determined my Professional Development Goals and have started working on my Professional Development Plan.
- I understand teacher evaluation policies and procedures.
- I have learned to manage my time and deal with stress effectively.

10. Teachers are connected with other teachers and the community.

- I am acquainted with the demographics in the community.
- I have communicated successfully with students, parents, and colleagues through written and oral means.
- I have participated in parent conferences.
- I understand my legal rights and responsibilities to students as a mandatory reporter.
- I have an understanding of AODA and Social Services connections in the community