Fauquier County Public Schools

NEST: New Educator Support Team

Mentoring Program
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic/Activity</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>June/July (5</td>
<td>8:00-</td>
<td>Central A-3</td>
<td>Mentor Training</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
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<td>sessions)</td>
<td>12:00</td>
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<tr>
<td>July</td>
<td>n/a</td>
<td>n/a</td>
<td>Begin to obtain a list of new teachers from HR</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
</tr>
<tr>
<td>August</td>
<td>n/a</td>
<td>n/a</td>
<td>List of zero–year teachers due to Lead Instructional</td>
<td>School Lead Mentors</td>
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<td></td>
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<td></td>
<td>Coach and Mentoring Coordinator</td>
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</tr>
<tr>
<td>August 5</td>
<td>7:30-</td>
<td>Liberty High School</td>
<td>Teacher Orientation day 1</td>
<td>HR</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
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<tr>
<td>August 5</td>
<td>1:00-</td>
<td>Schools</td>
<td>Building Orientation day 1</td>
<td>Principals, Lead Mentors, ITRTs</td>
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<tr>
<td></td>
<td>3:00</td>
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<tr>
<td>August 6</td>
<td>7:30 –</td>
<td>Liberty High School</td>
<td>Teacher Orientation day 2</td>
<td>Dept of Instruction</td>
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<tr>
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<td>11:50</td>
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<tr>
<td>August 6</td>
<td>1:00 –</td>
<td>Schools</td>
<td>Building Orientation day 2</td>
<td>Principals, Lead Mentors, ITRTs</td>
</tr>
<tr>
<td></td>
<td>3:00</td>
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<td></td>
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<tr>
<td>August 8</td>
<td>5:30 –</td>
<td>Fauquier Springs Country</td>
<td>New Teacher Dinner</td>
<td>FEIE</td>
</tr>
<tr>
<td></td>
<td>8:00</td>
<td>Club</td>
<td></td>
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<tr>
<td>August 12</td>
<td>8:30 –</td>
<td>Kettle Run High School</td>
<td>Convocation</td>
<td>Dept of Instruction</td>
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<tr>
<td></td>
<td>12:00</td>
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<tr>
<td>August 23</td>
<td>n/a</td>
<td>n/a</td>
<td>Mentor/Mentee Pairings due to Mentoring Coordinator</td>
<td>School Lead Mentors</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Event Description</td>
<td>Target Audience</td>
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<tr>
<td>August 27</td>
<td>4:50-6:00</td>
<td>PATH</td>
<td>VEA Training – Time and Stress Management</td>
<td>New Elementary Teachers Elementary Mentors *Required 0 year</td>
</tr>
<tr>
<td>August 29</td>
<td>4:00 – 5:30</td>
<td>PATH</td>
<td>VEA Training – Time and Stress Management</td>
<td>New Secondary Teachers Secondary Mentors *Required 0 year</td>
</tr>
<tr>
<td>August 30</td>
<td>n/a</td>
<td>n/a</td>
<td>School mentoring plans due to Lead Instructional Coach and Mentoring Coordinator</td>
<td>School Lead Mentors</td>
</tr>
<tr>
<td>September 3</td>
<td>4:50-6:00</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part III</td>
<td>Year One Elementary Teachers Elementary Mentors</td>
</tr>
<tr>
<td>September 5</td>
<td>4:00–5:30</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part III</td>
<td>Year One Secondary Teachers Secondary Mentors</td>
</tr>
<tr>
<td>November 12</td>
<td>4:50-6:00</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part I</td>
<td>New Elementary Teachers Elementary Mentors *Required 0 year</td>
</tr>
<tr>
<td>November 14</td>
<td>4:00–5:30</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part I</td>
<td>New Secondary Teachers Secondary Mentors *Required 0 year</td>
</tr>
<tr>
<td>Dec 20</td>
<td>n/a</td>
<td>n/a</td>
<td>All visits to teachers new to division completed</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
</tr>
<tr>
<td>January 3</td>
<td>n/a</td>
<td>n/a</td>
<td>New Teacher Mid-year Survey Distributed</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
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<tr>
<td>February 20</td>
<td>4:30–6:00</td>
<td>PATH</td>
<td>It’s Not Just Good Teaching – Cultural Competence</td>
<td>Year one teachers</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Event Description</td>
<td>Responsible Parties</td>
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<tr>
<td>March 29</td>
<td>n/a</td>
<td>n/a</td>
<td>Mentor Forms due Submit on Frontline</td>
<td>All mentors teachers</td>
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<tr>
<td>March 31</td>
<td>4:50-6:00</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part II</td>
<td>New Elementary Teachers and Elementary Mentors (Required 0-1 year)</td>
</tr>
<tr>
<td>April 2</td>
<td>4:00 – 5:30</td>
<td>PATH</td>
<td>VEA Training – Classroom Management Part II</td>
<td>New Secondary Teachers and Secondary Mentors (Required 0-3 year)</td>
</tr>
<tr>
<td>April</td>
<td>n/a</td>
<td>n/a</td>
<td>New Teacher Survey (Apple) Distributed</td>
<td>Lead Instructional Coach and Mentoring Coordinator School Lead Mentors</td>
</tr>
<tr>
<td>May</td>
<td>n/a</td>
<td>n/a</td>
<td>Mentor Report due to VDOE</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
</tr>
<tr>
<td>May</td>
<td>n/a</td>
<td>n/a</td>
<td>Plan a new hire orientation for educators new to the building with Principal</td>
<td>School Lead Mentors</td>
</tr>
<tr>
<td>July/August</td>
<td>n/a</td>
<td>n/a</td>
<td>Email Lead Mentors about next year’s plans</td>
<td>Lead Instructional Coach and Mentoring Coordinator</td>
</tr>
</tbody>
</table>

**SEND OCCASIONAL NOTES, EMAILS, AND MOTIVATORS TO NEW TEACHERS THROUGHOUT THE YEAR. DO NOT FORGET TO KEEP CHECKING ON YOUR YEAR 1 AND YEAR 2 TEACHERS.**
Mentoring Program Contacts

Lead Instructional Coach and Mentoring Coordinator:
Blaire Conner, bconner@fcps1.org, (540) 422-7026

Elementary Lead Mentor Facilitator:
Janie Todd, jtodd@fcps1.org, (540) 422-7548

Secondary Lead Mentor Facilitator:
Bonnie Embrey, bembrey@fcps1.org, (540) 422-7360 ext 3683

School Lead Mentors:
Auburn – Julie Curry and Jen Prosser
Bradley – Kim Succop
Brumfield – Heather West
Cedar Lee – Mary Keith Russell
Coleman – Wendy Miller
Fauquier – Cheryl Budd and Michelle Green
Greenville – Cheryl James
Kettle Run – Delmar Christian and Linda Correll
Liberty – Bonnie Embrey and Carrie Linebaugh
Marshall – Kim Crowe
Miller – Allyson Bowers
Pearson – Molly Fraser
Pierce – Kate Bennett
Ritchie – Tammy Shaffer
Smith – Kate Compton
Southeastern – Cindi Kirk
Taylor – Jen Linthicum
Thompson – Melissa Owens
Walter – Lisa Stafford
Warrenton – Kelly Kwolek
Fauquier County Public Schools

Mentoring Program Definitions

**New Teacher** – any teacher that is new to Fauquier County Public Schools, the school, the grade level, and/or content area, regardless of previous experience

**Zero-Year Teacher** – a teacher with no previous classroom experience (has never been the teacher of record in a classroom), currently in his/her first year of teaching. This also includes teachers who were hired mid-year of the previous school year with no prior experience

**Year One Teacher** – a teacher who has completed one full year as a classroom teacher, currently in his/her second year of teaching

**Year Two Teacher** – a teacher who has completed two full years as a classroom teacher, currently in his/her third year of teaching

**Lead Instructional Coach and Mentoring Coordinator** – person at division level who plans, implements, and oversees the division wide mentoring program and instructional coaching program

**Division Lead Mentor Facilitator** – persons (one elementary and one secondary) who support and assist lead instructional coach and mentoring coordinator to plan, implement, and oversee the division wide mentoring program

**School Lead Mentor Teacher** – teacher(s) in the building that assist the principal or designated assistant principal in planning and implementing the school’s mentoring plan

**Mentor Teacher** – person assigned to a new teacher to offer guidance, support, and resources in an effort to ease the stress of the first years of teaching. This person serves as both a school and content mentor unless otherwise specified.

**School Mentor Teacher** - person assigned to a new teacher to offer guidance, support, and resources in an effort to ease the stress of the first years of teaching. A building mentor teacher works in the same school as the new teacher.

**Content Mentor Teacher** - person assigned to a new teacher to offer guidance, support, and resources in an effort to ease the stress of the first years of teaching. A content mentor teacher does not always work in the same school as the new teacher but if not, teaches in a nearby school and teaches the same content as the new teacher.
**New Educator Support Team** – Lead Instructional Coach and Mentoring Coordinator, the Division Lead Mentor Facilitators (one elementary and one secondary), all school lead mentors teachers, all mentor teachers (including school mentor teachers and content mentor teachers), the principal or designated assistant principal in each school that helps to facilitate mentoring, and Human Resources.

**Mentee** – new teacher receiving mentoring

**Division Mentoring Plan** – the plan used county-wide, developed by the New Educator Support Team with feedback from the new teacher and mentor mid-year and year-end surveys, to offer guidance, support, and resources in an effort to ease the stress of the first three years of teaching

**School Mentoring Plan** - the plan used by the school, developed by the school lead mentor and principal or designated assistant principal, to offer guidance, support, and resources in an effort to ease the stress of the first three years of teaching

**Retired Master Teacher** - a retired Fauquier County Public Schools educator who works as an instructional coach with zero-year teachers to offer guidance and support specific to the needs and goals of the zero-year teacher
Fauquier County Public Schools
Coaching Mission, Vision, and Goals

Vision:
To create a community of exceptional educators collaborating to improve student learning.

Fostering
Collaboration for
Positive
Student outcomes
1 relationship at a time

Mission:
The Fauquier County Teacher Mentor Program provides structured support for novice and experienced teachers and instructional leaders. Fauquier County Public Schools is committed to facilitating and fostering relationships through coaching, collaborating, and consulting in an effort to develop confident educators who demonstrate best practices in their schools and classrooms.

Goals:
- Improve Tier I instruction
- Foster a growth mindset
- Build intellectual capacity
- Provide real-time, personalized, on-going professional learning
- Provide non-evaluative, growth-producing feedback with reflection
- Promote evidence-based instructional best practices
Prior to the start of the school year, the Elementary and Secondary Division Lead Mentor Facilitators will meet with the Lead Instructional Coach and Mentoring Coordinator to review the FCPS mentoring plan for the year. Improvements will be made based on feedback provided both informally and formally through the mid-year survey and face-to-face feedback given during classroom visits. This team will also discuss and plan professional learning for the mentor teachers for the upcoming year.

Mentoring occurs in both formal and informal settings throughout the first three years. Currently, the School Lead Mentor(s), appointed by the Principal, assists the Principal or designated Assistant Principal, in the implementation of the school mentoring plan. Each elementary and middle school has one School Lead Mentor. Each high school has two School Lead Mentors. School Lead Mentors each receive a $500 stipend. A mentor teacher is provided for each teacher new to Fauquier County Public Schools, regardless of experience. For some positions, teachers are provided a separate school mentor and content mentor. For example, Fauquier County Public elementary schools employ only one music teacher in each school. Therefore, when there is a new music teacher in the school, said teacher is assigned a school mentor and a content mentor, another elementary music teacher, in a nearby school. Mentor teachers guide, consult, and collaborate with new teachers in the program, sharing materials and expertise through modeling, observations, formal and informal meetings, conversations, and collaboration. On-going mentoring assistance supplements the two days of division new hire orientation that take place before the opening of school in August.

The division two-day new hire orientation consists of structured sessions by Human Resources and the Department of Instruction. The Superintendent and Deputy Superintendent, who share the division philosophy, goals, and culture, welcome new teachers. Instructional supervisors, master teachers, and students serve as main presenters, providing information on special services, classroom management, and expectations of teachers from students. New teachers will also attend sessions explaining the VRS Retirement Plan. In the afternoon of both days, new teachers will work with School Lead Mentors, Instructional Technology Resource Teachers, and School Administration in their schools and classrooms.

Throughout the summer, the Lead Instructional Coach and Mentoring Coordinator will facilitate a training for mentors for the upcoming year. Mentors are required to attend training once every five years. The training is modeled after Bruce Wellman and Laura Lipton’s work in Mentoring Matters, 3rd Edition.

The Lead Instructional Coach and Mentoring Coordinator will maintain a Google Sites for all mentor teachers to provide resources relevant to assisting new teachers in their journey. Lead mentors will distribute a copy of Why Didn’t I Learn This in College? by Paula Rutherford to each teacher new to the division. The Lead Instructional Coach and Mentoring Coordinator will visit the classrooms of all teachers new to the division at least once before the end of the first semester.
By principal request, zero-year teachers may receive additional support from a retired master teacher. The retired master teacher will complete one to two instructional coaching cycles, approximately 5 hours (more if needed/requested), with the zero-year teacher they are paired with. The coaching cycle will consist of a pre-observation, an observation, and a post-observation. The observation is non-evaluative and intended to offer support and guidance specific to the needs and goals of the zero-year teacher. The retired master teachers are paid $30/hour for their work.

Each zero-year teacher will attend three workshops provided by the Virginia Education Association. Beginning in 2019-2020, each year one teacher will attend two workshops provided by the Virginia Education Association. Beginning in 2020-2021, each year two teacher will attend one workshop provided by the Virginia Education Association. These workshops are required for the year specified but open to all new teachers and members of the New Educator Support Team. These trainings will be as follows:

<table>
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<tr>
<th>Year</th>
<th>Projected Month</th>
<th>Topic</th>
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<tbody>
<tr>
<td>0</td>
<td>August</td>
<td>Time Management, Stress and Self-management</td>
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<tr>
<td>0</td>
<td>November</td>
<td>Classroom Management Part I: Effective Classroom Management</td>
</tr>
<tr>
<td>0</td>
<td>April</td>
<td>Classroom Management Part II: Dealing with Difficult Behaviors</td>
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<tr>
<td>1</td>
<td>September</td>
<td>Classroom Management Part III: Communicating with Parents</td>
</tr>
<tr>
<td>1</td>
<td>February</td>
<td>It’s Not Just Good Teaching: Cultural Competence</td>
</tr>
<tr>
<td>2</td>
<td>November</td>
<td>MODEL Teacher</td>
</tr>
</tbody>
</table>
Workshop Descriptions from Virginia Education Association (http://www.veanea.org/home/2710.htm):

**Time Management and Stress and Self-Management**: This workshop is designed to help educators maximize their time use. The workshop involves intensive self-assessment, goal setting, ways of establishing priorities for time use, and strategies for building will power and banishing nonproductive time use patterns. This workshop is designed to help participants recognize symptoms of stress, pinpoint and define stress-producing situations, and explore ways to manage stress and minimize distress. Participants will learn techniques to lessen negative reactions and deal positively with stress. (This workshop is not intended to substitute for needed medical treatment or psychological counseling or treatment.)

**Classroom Management Part I**: *Effective Classroom Management*: This workshop is designed to help teachers, as well as other education professionals, improve their instruction and classroom management skills. This session provides the necessary foundations for classroom management skills on which other instruction and behavior management must build: communication skills, interventions for difficult behavior, creating an effective climate, rules, routines, and reinforcements for positive behavior and optimal learning.

**Classroom Management Part II**: *Dealing with Difficult Behaviors*: Designed to share strategies to help teachers deal with problem behaviors in the classroom. In this workshop, we deal with the most challenging 15 percent of classroom discipline problems. The goal is to create a positive learning environment by examining the effects of behaviors and attitudes and exploring strategies for changing those behaviors and attitudes that are counterproductive to teaching and learning.

**Classroom Management Part III**: *Communicating with Parents*: Participants in this session will examine the role that communication plays in dealing with parents and families. They will learn to maximize parent/teacher relationships in order to increase student achievement and share strategies to use with student instruction as well as parent interaction.

**It’s Not Just Good Teaching**: *Cultural Competence for Educators*: Challenges educators to critically examine and strengthen their own teaching practices so that every student, from every culture we encounter in school, has the opportunity to be successful. Participants will deepen their own cultural self-awareness and learn to identify culturally responsive teaching practices.

**MODEL Teacher**: This workshop, designed by a Virginia teacher, is a dynamic, interactive workshop which offers more than 30 practical strategies for use in elementary, middle, and high school classrooms. Strategies include time management, classroom activities, organizing your and student class work, communication skills and more.
Fauquier County Public Schools
Responsibilities by Position

Lead Instructional Coach and Mentoring Coordinator

- Work with Division Lead Mentor Facilitators to implement/revise/update division mentoring program
- Supervise and assist in implementation of mentoring plan for all schools
- Establish and facilitate Blackboard pages/Google Sites and/or discussion boards for new teachers/mentors
- Create and update mentoring page on division website
- Collect pairings of new teachers and mentor teachers from each school; ascertain that all new teachers are assigned an appropriate mentor teacher
- Implement a new teacher survey for mid-year and year-end information
- Implement a mentor teacher survey for mid-year and year-end information
- Work with Professional Development Manager to establish professional development opportunities for school lead mentors, mentor teachers, and new teachers
- Develop and implement clear system of benefits to mentors (e.g. professional development credit, recertification hours) dependent on type of new teacher (new to teaching, new to division, new to school)
- Communicate with Human Resources, Central Office Staff, New Educator Support Team regarding mentoring
- Work with Human Resources to secure Apple Grant Funding and review Apple New Teacher Survey Results
- Attend Apple Grant Teacher Induction Network meetings with Human Resources
- Work with the Department of Instruction and Human Resources on New Hire Orientation Days
- Meet with Director of Instruction and principals in late summer/early fall of each year to discuss plans for programs
- Facilitate instructional coaching program of retired master teachers, as requested by the principal, for zero-year teachers
- Research/facilitate training for New Educator Support Team
- Solicit information about progress of mentor teacher/mentee match throughout year.
- Share concerns with principal/school lead mentors
- Facilitate problem solving/working with issues concerning mentoring within division
- Review results of a new teacher and mentor teacher mid-year and year-end surveys to assist in implementing improvements
- Provide mentoring support/information to New Educator Support Team
- Create communication with Region IV peers who are responsible for supervision of mentoring of new teachers
- Provide updates to Principals, Department of Instructions, New Educator Support Team
✓ Meet with New Educator Support Team at least once per year to discuss mentoring program successes and areas for growth

**Principals or Designated AP**

✓ Establish/confirm school lead mentor(s)
✓ Establish/confirm mentor teacher/mentee pairings (can be done by School Lead Mentors)
✓ Assist school lead mentors in problem solving/working with mentoring issues within school
✓ Review results of a new teacher and mentor mid-year and end year surveys to assist school lead mentor in implementing improvements to school mentoring plan
✓ Communicate ideas/concerns with the Lead Instructional Coach and Mentoring Coordinator and the School Lead Mentor

**Human Resources**

✓ Provide Lead Instructional Coach and Mentoring Coordinator with listing of new teachers information regarding school placements and number of years of experience
✓ Update listing as new teachers are hired and inform Lead Instructional Coach and Mentoring Coordinator of new hires added or new hire changes
✓ Work with Lead Instructional Coach and Mentoring Coordinator on Apple Grant and Apple New Teacher Survey Results
✓ Attend, as needed, Apple New Teacher Induction Meetings with Lead Instructional Coach and Mentoring Coordinator
✓ Work with the Department of Instruction and Lead Instructional Coach and Mentoring Coordinator on New Hire Orientation Days

**Division Lead Mentor Facilitators (Elementary and Secondary)**

✓ Work with Lead Instructional Coach and Mentoring Coordinator to implement/revise/update division mentoring program
✓ Assist in planning and delivery of summer professional learning on mentoring and instructional coaching for school lead mentors and mentor teachers
✓ Assist in implementation of mentoring program for all assigned schools
✓ Assist in reviewing and sharing results of new teacher and mentor teacher surveys with school lead mentors
✓ Provide mentoring support to school lead mentors, mentor teachers, and mentees
✓ Work with Lead Instructional Coach and Mentoring Coordinator and Professional Development Manager in development of professional learning opportunities for school lead mentors, mentor teachers, and new teachers
✓ Assist Lead Instructional Coach and Mentoring Coordinator in planning and leading new teacher workshops
✓ Assist in problem solving/working with mentoring issues in schools
✓ Utilize throughout the year an ongoing line of communication with lead mentors, mentors and mentees
✓ Meet with school lead mentor teachers, mentor teachers and new teachers during the lunch segment of the new teacher orientation day
✓ Research community supports for new teachers (e.g. businesses, Retired Teachers’ Association)
Send check-ins and reminders throughout the year to School Lead Mentors of assigned schools as needed

**School Lead Mentor Teachers**

- Work with principal to establish mentor teacher/mentee pairings
- Attend summer professional learning on mentoring and instructional coaching led by the Lead Instructional Coach and Mentoring Coordinator and the Division Lead Mentor Facilitators
- Meet with mentor teachers and new teachers during the afternoon of the new hire orientation days
- Provide Mentoring Coordinator and Division Lead Mentor Facilitators with a list of zero-year teachers
- Create/Implement/Revise/Update the school mentoring plan and submit to Lead Instructional Coach and Mentoring Coordinator
- Work with mentor teachers/mentees to problem solve/work with mentoring issues within school
- Review results of a new teacher and mentor mid-year and year-end surveys to assist in implementing improvements to school and division mentoring plan
- Provide support to mentor teachers and mentees in school
- Collaborate with Lead Instructional Coach and Mentoring Coordinator, Division Lead Mentor Facilitators, other school lead mentors, and mentees to improve the division mentoring plan
- Inform Lead Instructional Coach and Mentoring Coordinator or Division Lead Mentor Facilitator of concerns/issues
- Help mentor teachers submit documentation to Frontline

**Mentor Teachers**

- Attend summer professional learning on mentoring and instructional coaching led by the Lead Instructional Coach and Mentoring Coordinator and the Division Lead Mentor Facilitators
- Work with school lead mentor to implement the school mentoring plan
- Orient new teacher to school and staff
- Collaborate with new teachers to assist in the development of good classroom management and best teaching practices
- Assist new teachers in understanding/implementing the assessment of student performance
- Provide guidance in communication with parents
- Support new teacher professional growth, goal setting, and evaluation process
- Observe and coach new teachers at least twice during the year
- Provide timely and relevant feedback to new teachers
- Establish opportunities for new teachers to be observed
- Inform School Lead Mentor, Division Lead Mentor Facilitator, and/or Lead Instructional Coach and Mentoring Coordinator of concerns/issues
- Discuss professional expectations such as school/division policies and procedures, professional dress, cell phone usage, social media/internet usage, etc.
- Engage new teacher in self-assessment and reflection
✓ Complete relevant items on the mentoring checklist
✓ Submit mentoring documentation on Frontline

**New Teachers**

✓ Understand the roles of the members of the New Educator Support Team
✓ Collaborate with mentor teacher and other colleagues to
  o develop good classroom management and best teaching practices
  o understand/implement the assessment of student performance
  o communicate with parents
  o understand new teacher professional growth, goal setting, and evaluation process
✓ Inform mentor teacher and/or school lead mentor of issues/concerns
✓ Observe mentor or other master teachers twice during the year
✓ Reflect upon feedback received from formal/informal observations
✓ Attend new teacher meetings
✓ Advocate for yourself to seek out specific advice or clarification from mentor teachers/colleagues
Mentor Teachers are given the opportunity to receive 4 Professional Development credits and recertification hours (recertification hours are equal to amount of clock hours spent mentoring) for mentoring another FCPS teacher during the school year. This cannot exceed 180 hours in a ten-year licensure period.

To document your hours, please fill out the mentorship/supervision form on Frontline.

HOURS AWARDED AS FOLLOWS:

New FCPS teacher with no prior teaching experience: **90 Recertification Hours**

New FCPS teacher with out of state experience: **45 Recertification Hours**

Experienced teacher who is new to the FCPS, the school, grade level, or curriculum (see experience below):

- **5 years or less:** 45 Recertification Hours
- **6-10 years:** 25 Recertification Hours
- **10 years or more:** 10 recertification Hours
Yearly Checklist of Mentoring Topics

**ALL:**
- ☐ Contact your mentee as soon possible after hired
- ☐ Make a welcome bag/basket/letter
- ☐ Greet your mentee on the first day
- ☐ Organize informal and voluntary social gatherings for mentees to network
- ☐ Stop by and say hello to your mentee daily
- ☐ Encourage your mentee to eat lunch with others
- ☐ Leave notes of celebration and encouragement for your mentee often
- ☐ Celebrate the completion of the first week/month of school
- ☐ Invite your mentee to stop by to see you any time
- ☐ Explain the mentoring program - include what your mentee can expect from you
- ☐ Discuss professional dress
- ☐ Assist with yearly evaluation goal and encourage mentee to collect evidence as year progresses, show examples
- ☐ Remind mentee to refrain from discussing private issues with students, families, or colleagues in the hallways, workroom, and other public places
- ☐ Caution your mentee about the use of social networking sites. Remind them that the community can access their pages
- ☐ Let your mentee know that you have an open door policy
- ☐ Discuss emergency procedures
- ☐ Discuss strategies for organizing paperwork and emails
- ☐ Verify that mentee’s voice mail and email are functioning properly
- ☐ Discuss student demographics
- ☐ Discuss building a professional learning community
- ☐ Work with mentee to identify necessary procedures and routines
- ☐ Provide mentee with a calendar of extra-curricular events; encourage him/her to attend a few to get to know students
- ☐ Explain support services available and provide a list of the names of providers at school and district level
- ☐ Discuss the power of relationships with students, families, and colleagues
- ☐ Discuss co-teaching
- ☐ Provide overview of procedures and policies at school and division level
- ☐ Look ahead to important events and help mentee to prepare, as needed (like parent conferences)
- ☐ Aid with instructional technology and/or pair with Instructional Technology Resource Teachers that can assist
- ☐ Be a role model by always speaking professionally about administrative staff, support staff, and other colleagues
- ☐ Explain to colleagues the role they can play in welcoming new teachers and helping them to be successful
- ☐ Help your mentee connect with positive people in the building
- ☐ Discuss year-end prep and closing procedures

**New to Division**
- ☐ Explain how to use Frontline for goal setting, evaluation
- ☐ Show Blackboard, Infinite Campus, GAFE, Frontline, and ePortal
- ☐ Explain professional development requirements and show how to use Frontline to find professional development
- ☐ Explain procedures for attendance, email, voicemail, etc
- ☐ Identify whom to call for what at HR, School Board Office, and Central Complex - provide a list of names and phone numbers
- ☐ Make sure mentee has a calendar (print or online) to record important meetings and due dates

**New to Building**
☐ Share a who’s who at your school with name and title of (pictures would also be nice, if possible)
☐ Introduce mentee to appropriate staff members
☐ Help mentee obtain necessary furniture, materials, and supplies
☐ Help mentee set up their classroom/office
☐ Coordinate with department chair/team leader/administration to make sure mentee has all necessary materials
☐ Discuss discipline process
☐ Provide your mentee with a map of the school
☐ Review procedures for emergency drills

**Classroom Teachers**
☐ Discuss areas of needs and concerns
☐ Use discussion of needs and concerns to set goals for the mentoring relationship and professional goals for the year
☐ Help teacher prepare for first observation by doing a peer observation and discussion
☐ Provide access to state standards, curriculum, pacing guides, lesson plan template, and other important instructional documents
☐ Assist the teacher in lesson planning
☐ Provide ready-to-use and field tested lessons and units, if possible
☐ Discuss formative and summative assessments and the role of growth-producing feedback
☐ “Trade spaces” Take teacher into other classrooms to see/discuss room arrangements
☐ Share strategies for organizing instructional materials
☐ Show new teacher how to create an absence in Frontline
☐ Provide guidance, and if possible, examples of sub plans
☐ Discuss having an emergency sub folder and what is required
☐ Brainstorm strategies for learning student names
☐ Discuss the importance of community building activities during the first week of school
☐ Discuss Special Education, 504s, IEPs, accommodations
☐ Explain the importance of communication with families (early, often, positive)
☐ Have the new teacher listen in on your parent calls (if possible)
☐ Discuss Back-to-School Night/Open House outcomes, agenda, and presentation ideas
☐ Midterm and Final Exam procedures (high school)
☐ Discuss exam exemption requirements (high school)
☐ Discuss parent-teacher conferences
☐ Discuss report cards and report card comments
☐ Discuss SOL testing timelines and requirements

**Special Education**
☐ Provide an overview of the Special Education Services offered in the school/division
☐ Discuss the Response to Intervention (RtI) Procedure
☐ Explain the referral process and pre-referral process used in the division
☐ Supply a list of key personnel at the school and division, their responsibilities, and contact info
☐ Explain and provide models of paperwork requirements, procedures, and time lines for child study, evaluations, IEPs
☐ Coach the new teacher in the use of technology and software programs for the IEP
☐ Explain division policies about aligning IEP goals with division or state learning standards
☐ Model preparing an IEP
☐ Explain preparation for an IEP meeting
☐ Model and/or co-facilitate an IEP meeting
☐ Discuss methods of documenting progress toward meeting IEP goals, grading policies/procedures for SPED students
☐ Assist the new teacher in accessing general education curriculum
☐ Provide an inventory of supplies/instructional materials available in and explain the process for requesting additional
☐ Provide overview of alternative assessments available for students with special needs
☐ Provide an overview of the norms and practices around curricular adaptations, inclusion, and co-teaching
☐ Assist the new teacher in reviewing caseloads and reading IEPs
☐ Help the new teacher set up a calendar for when IEPs are due
☐ Discuss the best way to introduce himself/herself to the general education teacher(s) with whom he/she will be working
☐ Assist the new teacher in providing specially designed instruction

**Counseling**
☐ Discuss ways to provide direct support services to individual students, small groups, and classrooms
☐ Discuss ways in which to help students with academic, career, and personal/social development
☐ Discuss completing assessments, referrals, and counseling with students and families
☐ Discuss ways to identify at-risk students
☐ Discuss assisting students with choosing courses and advising students regarding academic/extra-curriculars
☐ Discuss serving as a resource for teachers, staff, and families regarding the developmental needs of students
☐ Discuss completion of written reports as need or as requested by principal
☐ Discuss completion of reports as required by Federal, State, and local agencies
☐ Discuss maintaining records to document interactions, interventions, and decisions

**Media Specialists**
☐ Discuss establishing policies/routines in the Media Center that facilitate students’/teachers’ access to information
☐ Discuss creating an environment and atmosphere that encourages students and teachers to use the media center
☐ Discuss maintaining records and preparing reports including budget, accounting, and inventory
☐ Discuss ways to provide accurate and efficient retrieval and circulation systems
☐ Discuss ways to plan/deliver instruction in information skills, production of materials, use of information technologies
☐ Discuss promoting skill, knowledge, attitudes concerning information access, use, communication
☐ Discuss developing a collection of resources, including selection, acquisition, organization, maintenance, evaluation, that supports and enhances the curriculum and meets personal needs, intellectual interests, abilities of students/staff
☐ Discuss participating in curriculum planning and program development
☐ Discuss offering teachers assistance in using information resources, acquiring/assessing instructional materials, and incorporating information skills into the classroom curriculum
☐ Discuss promoting literacy and the enjoyment of reading, viewing, and listening
☐ Discuss supervision of Library Assistants, adult volunteers, and student aides so that clerical routines are effective
☐ Discuss promoting/demonstrating the importance of the library media program and publicizes available resources

**ITRTs**
☐ Discuss providing support of classroom teachers by coaching/modeling/co-teaching the utilization of technology tools and resources to support instruction in the classroom
☐ Discuss promoting/supporting the implementation of division wide IT tools/resources to support instruction
☐ Discuss designing/implementing appropriate professional learning at the school/division level to support 21st century teaching and learning
☐ Discuss collaboration with school/division admin in planning for the infusion of 21st century skills into curriculum
☐ Discuss planning, coordinating, assisting in the development of a rich library of integrated lessons/support materials
☐ Discuss serving as a subject matter expert in technologies by researching, examining, recommending new technologies
☐ Discuss ways to stay informed of learning and implementing technology trends in education
☐ Discuss acting as a lead in the planning, development, implementation of a school-based instructional technology plan
Optional/If Applicable
☐ Discuss field trip procedures
☐ Take or obtain photographs of all new teachers and create a poster “Our New Colleagues,” post it in a prominent place
☐ Share newsletters and other modes of family engagement you and other teachers have found successful
☐ Explain how community resources outside the school system can provide additional support to the school
☐ Assist with licensure paperwork
☐ Work with the principal in planning an in-building new teacher orientation (tour, introductions, lunch, time in rooms)