



Supporting and Ensuring Success for New Teachers

An Orientation Checklist

The following orientation tool has been developed to assist the school team when introducing and welcoming new members to your school staff. The goal of this checklist is to promote and develop teacher confidence and competence throughout the first year(s). Ensuring new teacher success is a collective responsibility.

<p style="text-align: center;">OPERATIONAL</p> <p>STAFF MANUAL / SCHOOL IMPROVEMENT PLAN STUDENT HANDBOOKS SCHOOL TOUR / STAFF INTRODUCTIONS PLAYGROUND TOUR - DUTY AREAS SCHOOL SAFETY PLAN FIRST AID (IE. SUPPLIES, EPI-PENS, STUDENT CONCERNS) CRISIS TEAM MANUAL COMPUTER LAB / SCHOOL / BOARD (IE. NETIQUETTE) 1:1 COMPUTERS FIRST CLASS INITIATION / SCHOOL WEBSITE LIBRARY PROTOCOL / AUDIO-VISUAL RESOURCES SCHOOL RESOURCE PERSONNEL / EDUCATIONAL PHOTOCOPIERS / PROTOCOL (IE. PAPER ALLOCATION) SUPPLY CUPBOARD / STORAGE / TEXTBOOK DISTRIBUTION KEY(S) AND SECURITY, AFTER-SCHOOL ACCESS STUDENT INFORMATION / EMERGENCY CONTACTS SCHOOL CALENDAR BOOKING MEDIA & EQUIPMENT BOOKING ROOMS / GYM, STAGE, LABS, ETC TRANSPORTATION REQUESTS</p>	<p style="text-align: center;">CURRICULUM / PROGRAM</p> <p>MENTORING SUPPORT CURRICULUM GUIDELINES (READING & MATH BLOCK) PLANNING / COLLABORATION NEW TEACHER PROGRAM / P.D. OPPORTUNITIES / REGISTRATION PROCEDURES TIMETABLES / SCHEDULES / CLASS LISTS CLASSROOM MANAGEMENT / BEHAVIOUR INTERVENTION PROFILES OF HIGH-NEEDS STUDENTS FIELD TRIP PROCEDURES REPORT CARDS / TEACHERS PARTNER ETC. HOMEWORK POLICY ORDERING OF CLASSROOM SUPPLIES ORDERING OF CURRICULUM RESOURCES TEACHING / LEARNING RESOURCES (DISCOVERY Ed & ATOMIC LEARNING) LEARNING COORDINATOR / FAMILY OF SCHOOLS INFORMATION SPECIAL ED. POLICIES AND PROCEDURES SPECIAL ED. PROGRAMS (IE. RTI, DIBELS, IREADY)</p>
<p style="text-align: center;">COMMUNICATION</p> <p>ATTENDANCE / ABSENCE PROCEDURES STUDENT REFERRALS TO AGENCIES (ABUSE HOTLINE) EARLY IDENTIFICATION / SATI TEAM MEETINGS / IEP REVIEWS ABSENCES / OCCASIONAL TEACHER PROTOCOL PHONE / FAX INSTRUCTIONS / P.A. / CELL PHONES MAILBOXES / PHONE MESSAGES MEDICATION PROCEDURES / MEDICAL PLANS ACCIDENT FORMS FIRE DRILLS / EMERGENCY PROCEDURES MEDIA ISSUES LOCKS / LOCKERS CODE OF CONDUCT / DRESS CODE / SCHOOL HANDBOOK STAFF / DIVISION / DEPARTMENT MEETINGS MONEY COLLECTION / DEPOSIT FORMS DAILY SCHOOL ROUTINES (IE. ANNOUNCEMENTS, ENTRY, ETC.) COMMUNICATION WITH ADMINISTRATION ASSEMBLY SCHEDULES TICKET DUTIES</p>	<p style="text-align: center;">OTHER</p> <p>COMMUNITY ACCESS TO BUILDING CONTACTING PARENTS / LETTERS HOME CHAIN OF COMMAND BULLETIN BOARDS / DISPLAYS OPEN HOUSE / PROGRAM NIGHT - EXPECTATIONS / ROLES SCHOOL COUNCIL / P.T.A. / PARENT ASSOCIATIONS STAFF ROOM EXPECTATIONS REFORM ROOM, RECOVERY, FAILING STUDENT SUPERVISION EXPECTATIONS, LUNCHROOM, HALLWAYS VOLUNTEER POLICY ROUTINES COMMUNITY ACTIVITIES FORMAL & TECHNOLOGY EVALUATIONS</p>

Scribner-Snyder Community School's vision is to promote a school community focused on kids, excellence and innovation.

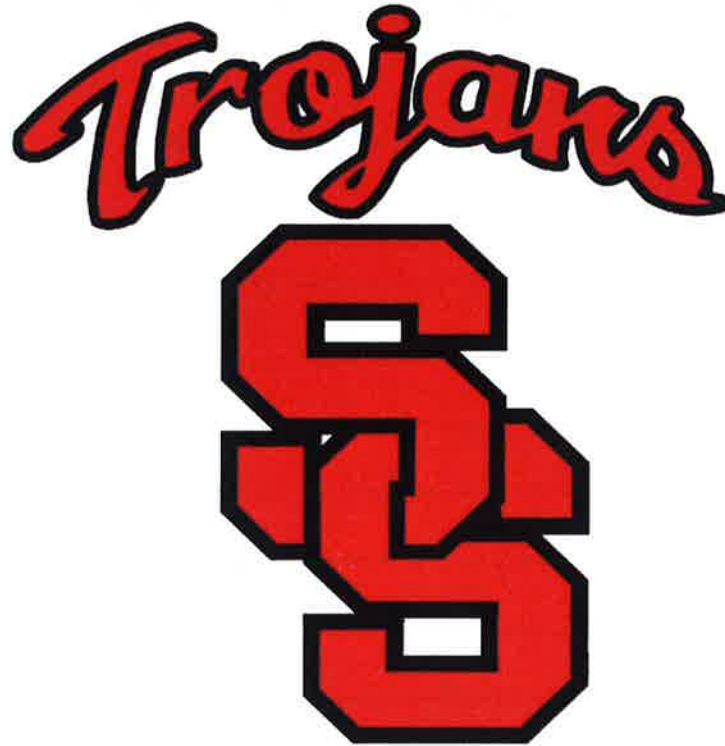
New Teacher Informational Meeting- Wednesday, Aug 12th – 10:00 a.m.

- Mailbox / SSCS organizer – Gift from Mrs. Meyer and school district.
- Review student and faculty handbooks (elem – Julie/DeAnn, HS – Linda/Bob/Dayle/Heather)
- Copy machine/phone codes and procedures
- Chain of command
- Secretaries – Deb (elem) – Shelly (HS) – Great resources/Powerschool
- Canvas – Student information system – lesson plans due until Canvas up and running
- Partnering – HS (new/newly hires – partner with elementary staff)
- Attendance (Powerschool) & lesson plans
- Crisis Team Manual (hand out review during teachers' work day)
- Joining NSEA and teacher's master contract.
- Formal Evals – Forms /procedure – Non-Tenured Staff – 2 formal evals – one per semester
- Technology Evals – Forms – 2 required per year – may be done at same time as formal eval not can be done at other times.
- Multi-cultural Reports – 2 reports due a year – Proof of teaching about other cultures/ethics
- Filling out office forms correctly- personal-professional-sick leave forms, progress forms and procedures, detention forms and procedures, & accidents Reports
- Attendance policies for students- (tardies, make-up work, cell phone usage (student), monitoring computer labs, blue slip (planned absence), admit slip (gone), yellow sheet (in-school planned absence for activities, and hall passes, daily announcement/Pledge of Alliance –beginning of 3rd period)
- Students check/in through the office. Parent/visitors should also check-in for visitor's badge.
- Student discipline and classroom rules/conduct expectation
- School calendar- Questions? P/T conference, vacations, awards night, etc.
- NeSA – Maps – John Baylor
- Sign-up sheet for home sporting events
- Class schedule posted and handed into Mr. Stithem (Elementary only - DeAnn).
- Early dismissal, late starts, early out, school cancellation, lunch procedures and schedules-passing time limited.
- Supply closet (HS) – Supply room (elem. commons)
- Use of library
- Use of phones (staff)
- Fire and Tornado drill
- Late assignments
- Lockers- gym and school
- Dress code (teacher/student)
- Bulletin Boards
- Substitute procedures and detailed lesson plans
- Emergency sub plans – 3 days of detailed lessons – Turned in to Elem/HS office
- ESU 2 – Professional Development / Elieen Barks – PD consultant
- PowerSchool Student Information System (Shelly/Deb) Set-up gradebook /Report Cards/Grades – 3-4 grades per week per section.
- Questions?

Looking forward to an awesome year! Please know we're all here to support you and make you feel at welcomed at SSCS.

Respectfully Yours,

Mr. Stithem



SCRIBNER-SNYDER COMMUNITY SCHOOLS

Teacher Induction & Mentoring Program

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

Table of Contents

Topic

Statement of Purpose.....	1
Roles and Responsibilities:	
New Teacher.....	2
Mentor Teacher	2
Administration.....	4
New Teacher Orientation Agenda	5
Activity Checklist – Year 1	6
Activity Checklist – Year 2.....	12
Peer Observation Form.....	17
Program Evaluation Form	19



Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

STATEMENT OF PURPOSE

The purpose of the Teacher Induction Program at Scribner-Snyder Community Schools is to provide a new teacher in the district the assistance necessary to begin a successful teaching career through a mentoring relationship during their first two years of employment in our district. This program will assist new teachers and teachers new to our district in a further understanding of teaching techniques, procedures, requirements, and expectations of their specific grade level or subject area assignment.

The Teacher Induction Program will:

- Provide a system of induction for new faculty members in order to effectively assimilate new teachers to the culture of the community and school environment.
- Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.
- Provide information for new teachers on available resources and necessary district policies and procedures.
- Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers.
- Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

ROLES AND RESPONSIBILITIES

New Teacher

In general, the role of the *New Teacher* in the Scribner-Snyder Community Schools Teacher Induction Program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession. The specific responsibilities of the *New Teacher* are:

- To perceive the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- To participate in peer observation experiences with mentor and other teachers. Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- To participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.

Mentor Teacher

The overall role of the *Mentor Teacher* is to provide daily support, advice, and counsel to the new teacher helping him or her to have a successful experience for their first two years in the school and community. The specific responsibilities of the *Mentor Teacher* are:

- To participate in New Teacher Orientation.
- To participate in training to assist them in fulfilling their role as a mentor.
- To serve as a professional role model.
- To assist the new teacher in understanding and meeting the responsibilities of the profession.
- To assist the new teacher in becoming familiar with all district policies and procedures.
- To assist the new teacher in learning the educational values of the communities we serve.

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

- To meet formally and informally with the new teacher and administrator on a regular basis throughout the school year.
- To observe the new teacher in an instructional atmosphere. Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To follow the checklist of activities and initial the log as activities are completed.
- To participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.

Considerations for Selection of Mentor Teacher

- Tenured teacher
- Has received the highest rating on evaluations from the previous two evaluation cycles
- Administrative discretion

Teachers will submit an application to the district office if to express their interest in being selected as a mentor teacher. The applications will be reviewed and teachers will be notified of their selection. Mentors will be asked to attend a training session to review the expectations of the year each year they participate in the program. Building-based and district-wide meetings will be held to help support the mentor teachers. Elementary teachers can mentor one new teacher; secondary teachers (Grades 7-12) can mentor one or two new teachers, stipends will remain the same no matter the assignment. Stipend will be provided as agreed upon in the Collective Bargaining Agreement between the CEA and CUSD 10.

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

Administration

The general role of the *Administration* is to provide support for the Teacher Induction Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities. The specific responsibilities of the *Administration* are:

- To establish a roster of capable and qualified mentor teachers and facilitate the pairing of new teachers as appropriate
- To arrange for mentor training, facilitate timelines for completion of responsibilities, and provide resources for the program's success.
- To establish beginning induction meeting and individual follow-up meetings with mentors and new teachers.
- To be available to mentors and new teachers as necessary throughout the school year.
- To coordinate and participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

NEW TEACHER ORIENTATION AGENDA (2 DAYS)

Day 1

- Welcome by Superintendent
- Introduce district office staff
- Curriculum and Instruction – overview of curriculum, professional travel, grants, field trips, etc
- Overview of district, community as well human resource topics
- Overview of special education department programs, policies, etc.
- Overview of technology
- Overview of insurance, payroll, etc.
- Lunch with superintendent, principal and mentors
- Bus tour of district
- Work with mentor

Day 2

- Technology training
- New special education certified staff meet with special education department
- Work with Mentor:
 - Conduct building tour
 - Introduce office and building staff
 - Discuss School Improvement Plan
 - Review building procedures, faculty handbook, etc.
 - Work in classroom with mentor
 - Review SSCS culture

Considerations for Orientation

- Orientation Day to be a minimum of four hours
- New Teacher Orientation to be scheduled 1-2 weeks prior to the start of the school year

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

ACTIVITY CHECKLIST
Year 1

School	
Principal	
Mentor	
New Teacher	
School Year	

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

AUGUST/SEPTEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Review teacher evaluation process		
Attend orientation meetings (See attached)		
Arrange regular semi-monthly meetings of new teacher and mentor		
Develop an understanding of emergency drills and procedures		
Develop classroom management plan		
Discuss parent-teacher communication techniques		
Develop system for documenting parent contacts and discipline referrals		
Create a substitute folder		
Review grading procedures and scale		
Discuss standardized testing procedures		
Review curriculum for grade level/subject area		
Review state standards		
Review school culture (lunch bunch, flower fund, birthday club, etc.)		
Review school procedures (hall supervision, hall passes, field trips, etc.)		
Participate in semi-monthly new teacher/mentor meetings to discuss issues		
Complete one peer observation of the mentor teacher		
Review procedures of special education meetings and procedures		
Discuss curriculum plans for the first quarter		
Review procedures and information regarding mid-term progress report		
Review building/district committees		
Review homecoming activities (high school only)		
Share and discuss written reflections completed by the new teacher. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.		

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

OCTOBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete one peer observation of the new teacher by the mentor	_____	_____
Complete one peer observation of the mentor teacher by the new teacher	_____	_____
Review format and strategies of MAP and NeSA	_____	_____
Participate in teacher workshops and institutes with mentor teacher	_____	_____
Review end of grading period procedures and grade reporting with the mentor	_____	_____
Discuss Parent/Teacher conference expectations	_____	_____
Review special ed procedures as needed	_____	_____
Discuss curriculum plans for the second quarter	_____	_____
Share and discuss written reflections completed by the new teacher. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections.	_____	_____

NOVEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete one peer observation of a team/grade level/department member	_____	_____
Review midterm procedures	_____	_____
Discuss recertification requirements	_____	_____
Review format and strategies of MAP & NeSA	_____	_____
Discuss final exam schedule and expectations (high school only)	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

DECEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Participate in mid-year meetings with building principal and mentor	_____	_____
Develop long-range general plans for second semester	_____	_____
Discuss curriculum plans for the third quarter	_____	_____
Review format and strategies of MAP & NeSA	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections	_____	_____

JANUARY

Activity	Initials New Teacher/Mentor	Date Completed
- Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
- Reflect and discuss the first semester and self-evaluate personal effectiveness	_____	_____
- Complete one peer observation of a team/grade level/department member	_____	_____
- Review format and strategies of MAP & NeSA	_____	_____
- Discuss freshmen orientation (high school only)	_____	_____
- Discuss retention guidelines and possible candidates (K-8 only)	_____	_____
- Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____
- Attend the district institute – new teachers will review the agenda in advance with the mentor to identify sessions that would be most beneficial for the new teacher	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

FEBRUARY

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete a second peer observation experience of the new teacher by the mentor	_____	_____
Discuss standardized testing procedures	_____	_____
Discuss curriculum plans for the fourth quarter	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____

MARCH

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Review end of grading period procedures and grade reporting with mentor	_____	_____
Discuss standardized testing procedures	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

APRIL

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete one peer observation of a grade level/department member	_____	_____
Complete a third peer observation experience of the new teacher by the mentor	_____	_____
Discuss final exam schedule and expectations (high school only)	_____	_____
Review requisition process with mentor's assistance	_____	_____
Discuss standardized testing procedures	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____

MAY

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Discuss importance of maintaining student focus and direction until the end of the school year	_____	_____
Review end-of-the-year procedures	_____	_____
Review graduation procedures/traditions	_____	_____
Discuss professional goals for the summer and following school year	_____	_____
Complete and submit Teacher Induction Program Evaluation Form to the building principal	_____	_____
Participate in a meeting to evaluate the Teacher Induction Program with the building principal, mentor and new teacher	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

ACTIVITY CHECKLIST
Year 2

School	
Principal	
Mentor	
New Teacher	
School Year	

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

AUGUST/SEPTEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Arrange regular semi-monthly meetings of new teacher and mentor		
Discuss standardized testing procedures		
Review curriculum for grade level/subject area		
Review state standards		
Participate in semi-monthly new teacher/mentor meetings to discuss issues		
Discuss curriculum plans for the first quarter		
Review procedures and information regarding mid-term progress report		
Share and discuss written reflections completed by the new teacher. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.		

OCTOBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues		
Complete a peer observation experience of the new teacher by the mentor		
Review format and strategies of MAP & NeSA		
Review end of grading period procedures and grade reporting with the mentor		
Discuss curriculum plans for the second quarter		
Share and discuss written reflections completed by the new teacher. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.		
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections.		

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

NOVEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete one peer observation of a team/grade level/department member or mentor teacher by new teacher	_____	_____

DECEMBER

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Participate in mid-year meetings with building principal and mentor	_____	_____
Discuss curriculum plans for the third quarter	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections	_____	_____

JANUARY

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Reflect and discuss the first semester and self-evaluate personal effectiveness	_____	_____
Review format and strategies of MAP & NeSA	_____	_____
Discuss retention guidelines and possible candidates (K-8 only)	_____	_____
Attend the district institute	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

FEBRUARY

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete a second peer observation experience of the new teacher by the mentor	_____	_____
Discuss standardized testing procedures	_____	_____
Discuss curriculum plans for the fourth quarter	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher.	_____	_____

MARCH

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Discuss standardized testing procedures	_____	_____
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections	_____	_____

APRIL

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues	_____	_____
Complete a third peer observation experience of the new teacher by the mentor	_____	_____
Discuss standardized testing procedures	_____	_____
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher	_____	_____

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

MAY

Activity	Initials New Teacher/Mentor	Date Completed
Participate in semi-monthly new teacher/mentor meetings to discuss issues		
Discuss professional goals for the summer and following school year		
Complete and submit Teacher Induction Program Evaluation Form to the building principal		
Participate in a meeting to evaluate the Teacher Induction Program with the building principal, mentor and new teacher		
Share and discuss written reflections completed by the new teachers. Reflections are on his/her teaching practices and focus on relevant Nebraska Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to the issues identified in the feedback from the mentor teacher		
Discuss the analysis provided by the mentor regarding at least one of the new teacher's written reflections		

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

PEER OBSERVATION FORM

Teacher _____

School _____

Observer _____

Date _____

The purpose of the Peer Observation is to identify effective teaching methods and review techniques that enhance instruction in the classroom. Please use the guidelines below to assist in discussing growth and development in teaching and not as an evaluation instrument. Check those areas that were effectively accomplished by the teacher and provide comments if necessary. Discuss these items at your next mentoring meeting.

Did the teacher:

___ 1. Provide a pleasant and conducive atmosphere for learning?

___ 2. Get the attention of students before beginning?

___ 3. Give clear and focused directions?

___ 4. Use materials suitable for students' level?

___ 5. Use audiovisual or other equipment (if applicable)?

___ 6. Demonstrate good classroom management skills?

___ 7. Provide adequate time for lesson?

___ 8. Maintain appropriate student management?

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

- ___ 9. Maintain a balance of teaching and student interaction?

- ___ 10. Maintain the interest of the students?

- ___ 11. Seek appropriate involvement from all students?

- ___ 12. Provide for individual differences of students?

- ___ 13. Use varied questioning techniques to elicit student response?

- ___ 14. Maintain appropriate temp, pitch of voice, and nonverbal communication?

- ___ 15. Provide effective instruction?

- ___ 16. Have a good knowledge of material being taught?

- ___ 17. Summarize key points covered and conclude effectively?

- ___ 18. Appear confident and comfortable?

Additional Comments:

Scribner-Snyder Community Schools
TEACHER INDUCTION & MENTORING PROGRAM

PROGRAM EVALUATION FORM

Name _____ School _____

Date Completed _____

Please complete the attached form to help in evaluation the Teacher Induction Program. The responses on this evaluation should be discussed at the final meeting including the building principal, mentor, and new teacher. The purpose is to provide feedback that will enhance the Teacher Induction Program.

- To what extent in each of the following areas do you feel the Teacher Induction Program provided adequate support and mentoring? Circle one answer per topic using "5" as best and "1" as lacking.

Improvement of teaching skills	5	4	3	2	1
Improvement of classroom management skills	5	4	3	2	1
Adaptation to the district	5	4	3	2	1
Adaptation to student needs	5	4	3	2	1
Professional Development	5	4	3	2	1
Familiarization with the community	5	4	3	2	1

- Did this program provide adequate support for the new teacher to make the transition to a professional teaching position in this district? Explain its strengths.

- Are there areas where this district/building can improve orientation? Give examples or explain which information you feel was lacking.

- Other Comments: