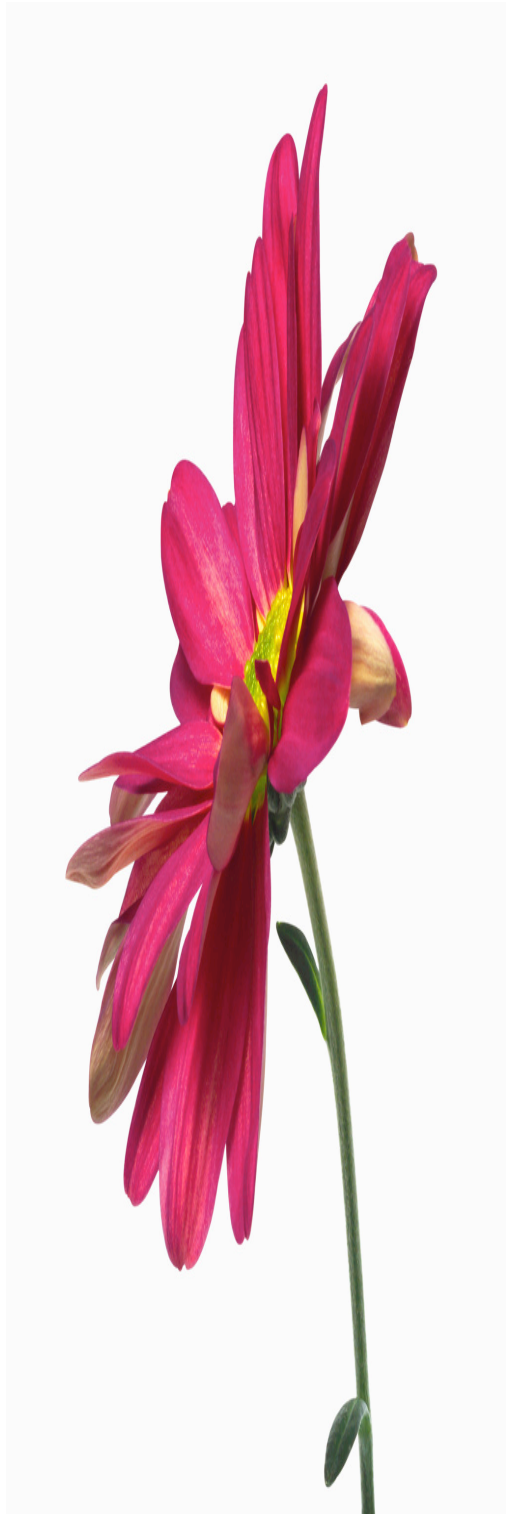


# Alvarado Independent School District Teacher Induction Program HANDBOOK



C reating  
H appy  
I ndependent  
E ducators  
F or LIFE!



Though I do not believe  
That a plant will spring up  
where no seed has been,  
I have great faith in a seed.  
Convince me that you have a seed  
There, and I am prepared to  
Expect miracles.

**Henry David Thoreau**

In each of our lives,  
There is a time,  
And often a person,  
That sets us on our trajectory.

Dear Mentor & Protégé,

As AISD transforms itself into a learning organization focusing on student engagement, your role is critical. The extent to which new teachers internalize the District's beliefs and develop the necessary knowledge, attitudes, and skills to help us realize our vision will depend in no small part on the mentor.

Many of the conversations between the mentor & protégé will need to focus on the direction AISD is going as well as the technical skills needed to get there.

In addition, we will need your feedback to strengthen the induction system for next year's new teachers. Please complete the surveys as outlined in this handbook and participate in the support group/blogs opportunities throughout the year.

Thank you for your commitment as an AISD new teacher and serving as a mentor!

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## DEFINITION OF A PROTÉGÉ

As defined by the *Random House Unabridged Dictionary*, a protégé is a person under the patronage, protection, or care of someone interested in his or her career or welfare.

## DEFINITION OF A MENTOR

The *Random House Unabridged Dictionary* defines a mentor as a wise and trusted teacher. Other qualities of a mentor teacher would include a professional who is experienced, successful, knowledgeable, sensitive, discreet, wise, caring and willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.

## NEEDS OF NEW TEACHERS

Because adults.....

- need to be validated for what they already know and do, we need to recognize and build on their experience.
- experience a dip in their sense of self-efficacy when new initiatives are introduced, we need to provide encouragement and recognition of effort.
- are social beings and as K-12 teachers spend much of their time in a confined space with children, they need opportunities to make personal adult connections and have congenial interactions with colleagues.
- value choice, freedom, and power, we should offer choice in how they learn as long as what they are learning is based on the mission and vision of the organization and is in the interest of student learning.
- internalize and use strategies that they experience far better than they internalize strategies they only hear or read about, we need to structure our interactions to provide new teachers opportunities to experience proven teaching/learning strategies.
- engage when they are asked what they would like to know about the topic, we need a repertoire of ways to gather, analyze, and use data about their concerns, goals, and needs.
- need to see and hear examples from classrooms similar to the ones in which they work, we need to be sure that they have ample opportunity to study students and teachers who are working in settings similar to their own.
- want to know why and how the mentor is qualified to lead their learning and whether or not the leader has “walked the talk,” we need to be storytellers.....but not braggarts.
- respond to humor, we need to be able to enjoy the moment and, as appropriate, build in humorous stories.
- expect feedback on work they do, we need to provide them appropriate feedback and we need to teach them strategies and protocols for asking for and giving each other feedback.

(Information in this section comes from *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning* by Paula Rutherford )

# ALVARADO INDEPENDENT SCHOOL DISTRICT

## CHIEF PROGRAM GOALS

The mission of the Alvarado Independent School District CHIEF Program is to empower educators through supportive learning opportunities that build professional relationships (peers, parents, students and community) to **Create Happy, Independent, Educators For LIFE!**

The CHIEF Program promotes the district's Mission and Vision at all times and empowers teachers to:

- Share and work as a team;
- Communicate with each other in direct and honest ways;
- Accept constructive feedback;
- Support, keep, and provide the time and resources to each other;
- Be positive, loyal, fair and consistent with each other, students, parents, and community;
- Devote the time needed for attainment of our goals;
- Be responsible role models of continuous learning for students, peers, parents, and community;
- Facilitate successful student learning through positive attitudes, motivation, evaluation, and research-based instruction;
- Accept the role of advocate for ALL students to prepare our students to be:

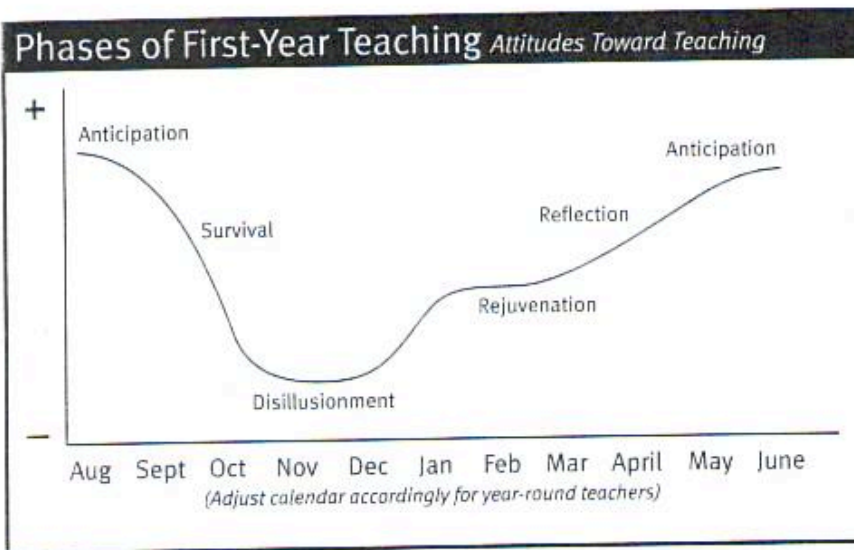
Healthy, proud, responsible citizens who are able to collaborate within a changing technological society with the intrinsic motivation for continuous learning as critical thinkers and problem solvers.

So that AISD retains dedicated, highly qualified teachers, who value and commit to personal growth, professional growth and who champion student achievement in a positive learning environment.

# Stages of Development

## Phases of First-Year Teaching

This model developed by Ellen Moir at The New Teacher Center at Santa Cruz identifies the sequence and most likely timing for the attitudes novice teachers hold and exhibit as they move through their first year of teaching. The graphic below and the new teacher comments on the following pages provide clear guidance for mentors in tracking the attitudes of their novice teachers. Given the additional pressures of parent conferences, grades, and formal observations, it is no wonder that new teachers move into a survival mode and become disillusioned with teaching in October and November. The complexities of planning a strong instructional program, creating efficient organizational systems, and attending to these additional responsibilities challenge their knowledge and skillfulness. Mentors are tasked with supporting novice teachers during these low periods, helping them move as quickly as possible into the rejuvenation and reflection stages, and promoting and celebrating the return to the anticipation stage at the end of the year. That return is essential if we want to retain our novice teachers. For more information on Moir's model visit [www.newteachercenter.org](http://www.newteachercenter.org).



Phases of First-Year Teaching - Attitudes Toward Teaching published by permission of author, Ellen Moir.  
Copyright 1992, New Teacher Center, University of California, Santa Cruz © Just ASK Publications, ASK Inc.

(Information on this page comes from *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning* by Paula Rutherford )

# **RESPONSIBILITIES**

## **DISTRICT COORDINATOR:**

- Coordinate all district-level mentor/protégé activities;
- Plan and conduct support groups/training sessions;
- Facilitate communication; and
- Evaluate program effectiveness.

## **PRINCIPAL:**

- Collaborate with the Campus Mentor Coordinator to select mentors, preferably those who teach the same subject/grade level (extremely important), share the same planning period and do not have other responsibilities that would keep them from assisting their protégé.
- Provide support for mentors and campus Mentor Coordinator; and
- Evaluate program effectiveness.

## **MENTOR:**

- Attend orientation and required activities;
- Initiate contact during orientation or outside of work day within first two weeks of employment and work with protégé a minimum of one-half day;
- Initiate frequent informal visits during the year to offer assistance and answer questions;
- Meet according to schedule established by mentor and protégé;
- Observe the protégé's teaching for a minimum of two (2) visits during the first six weeks and once the second semester;
- Conduct pre- and post-observation conferences and complete documentation;
- Share expertise and materials regarding discipline and classroom management, curriculum, routines, etc;
- Build a relationship and provide continued moral support, guidance, and feedback;
- Attend and contribute to scheduled district-level support group sessions/blogs and participate in on-line training;
- Complete and submit required documentation;
- Be observed by protégé twice for a minimum of 45 minutes during the first semester; and
- Set up for protégé to observe another teacher.



## **RESPONSIBILITIES - Continued**

### **PROTÉGÉ:**

- Attend district orientation meeting;
- Work with the mentor a minimum of one-half day during orientation or outside of work day within first two weeks of employment;
- Meet according to schedule established by mentor & protégé;
- Observe mentor for a minimum of 45 minutes: twice in the fall and another teacher in the spring;
- Be observed by mentor for a minimum of 45 minutes: twice in the 1<sup>st</sup> 6 weeks. An additional observation is required prior to Spring Break the second semester;
- Complete the two surveys of the mentoring program; and
- Attend scheduled district-level support group sessions/blogs and participate in on-line training.

## Mentoring Tool Kit Suggestions

### *August*

- *Personal*
  - Contact new teachers as soon as possible. It is best to contact them, and even meet with them, prior to new teacher orientation or the opening of school work/planning days. If that is not possible, contact them at the earliest opportunity.
  - Share as many forms of personal contact information as you are willing to share.
  - Greet new teachers on first day of orientation and escort them to first meetings.
- *Professional*
  - Lesson Plan Expectations
- *Curriculum, Instruction and Assessment*
  - Debrief all district and school curriculum meetings. Some terms and examples may have had no meaning for new teachers; in any case, check for understanding by asking explicit questions that the new teachers can answer only if they understood what was said or written.
  - Use the pacing guide and the district standards to assist the novice teacher in chunking the year. Use Tools for Instructional Planning on pages 323-357 in *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning*.
- *Organizational Systems*
  - Explain procedures for attendance, e-mail, voice mail, etc.
  - Check classrooms for furniture and supplies.
- *Students*
  - Go over student demographics. Describe any recent changes.
  - Brainstorm strategies for learning all students' names by the end of the first week or two of school.
- *Colleagues*
  - Explain the support services available and provide a list of the names of providers at the school and district level.
  - Provide new teachers with a map of the school with teacher and staff member names written in their main work area or classroom.
- *School and School System*
  - Provide a map of the school layout and take the new teachers on a building tour. See page 205 in *Why Didn't I Learn This in College?* for points to note.
  - Identify whom to call for what at the district level. Provide a list of names and telephone numbers or email addresses.
  - Explain which resources will and will not be provided.
- *Parents and Community*
  - Discuss the importance of keeping parents informed about curriculum, course content, and important dates throughout the year.
  - Explain how email as well as classroom and school web sites are used as communication tools.

- *Especially for Special Educators*
  - Provide an overview of the special education services offered in the school and in the district.
  - Explain the referral process and pre-referral process used in the district with details about how the process operates in the school.
  - Supply a list of key personnel at the school and district, their responsibilities and contact information for each of them.
  - Explain and provide models of paperwork requirements, procedures, and time lines for child study, evaluations, and IEPs.
  - Introduce the technology used to prepare IEPs with modeling and coaching to follow.
  - Describe in a professional but truthful manner the norms of interaction between general education and special education staff members.
  - Provide inventory of supplies and instructional materials available in the department and explain the process for ordering additional supplies and instructional material.
  - Assist them in accessing general education curriculum materials including both student texts and teacher's manuals.
  - Discuss strategies for early contact with parents and suggest setting up meeting to introduce themselves and to establish a positive context for future interactions.
  - Assist the new teachers in reviewing their caseloads and reading IEPs.
  - Discuss with the new special education teachers the best way to introduce themselves and their students to the general education teachers with whom they and the students will be working.
  - Discuss role of teaching assistant, one-on-one aides, and related service providers.

## ***September***

- *Professional*
  - Help new teachers prepare for the first observation cycle by doing some form of peer observation together and discussing the teaching and learning using the district's teacher performance criteria. See pages 308-311 for possible peer observation formats.
- *Curriculum, Instruction and Assessment*
  - Use district lesson plan formats or the lesson and unit design templates in Chapter X of *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning*, Tools for Mentors, as discussion points for the planning process.
  - Revisit curriculum map and/or pacing guide.
- *Organizational Systems*
  - Share strategies for organizing all the paper work to and from the school and district offices. See pages 207-209 in *Why Didn't I Learn This in College?*
  - Provide guidance, and if available, exemplars of substitute folders or kits. See pages 220-221 in *Why Didn't I Learn This in College?* for guidelines.
- *School and School System*
  - Examine how new teachers are managing their time.
  - Verify that the new teachers' voice mail and email systems are functioning smoothly.

- *Parents and Community*
  - Have new teachers listen in on your parent phone calls.
  - Share newsletters and letters you sent home.
- *Especially for Special Educators*
  - Explain district policies about aligning IEP goals with district or state learning standards.

## October

- *Personal*
  - Place cartoons or inspirational quotes about school, teaching, and students in the new teachers' mailboxes or on their desks.
- *Professional*
  - Have new teachers complete a self-assessment or needs assessment to help you identify areas of challenge and concern. See pages 242-261 of *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning*.
  - Using data from the needs assessment, set collaborative goals for the mentoring relationship. Revisit those goals at least monthly.
  - Explain the teacher performance evaluation system by going over the process and the criteria.
  - Assist with the start of a portfolio as required for the teacher performance evaluation system. If available, share exemplars created by colleagues.
  - Have new teachers do a self-assessment(s) and then establish realistic and focused professional goals for the first quarter. See pages 244-265 of *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning*.
- *Curriculum, Instruction, and Assessment*
  - Do an assessment or have the new teachers complete a self-assessment of how their classroom assessment repertoire is working. Use pages 140-166 in *Why Didn't I Learn This in College?* as a resource for this discussion. (go over two new assessment strategies)
- *Students*
  - Discuss concerns about students who are struggling and identify interventions that might work. Use pages 37-42 (copy for protégé) in *Why Didn't I Learn This in College?* as a resource.
  - Be sure that the new teachers are comfortable contacting building and district specialists for assistance. As appropriate, have the new teachers sit in on a meeting you hold with instructional specialists or accompany new teachers to their first meetings with building or district specialists.
  - Provide a list of district specialists.
- *Colleagues*
  - Invite the new teachers to join grade level or standards area groups to analyze student achievement data and to discuss how to use the information to inform instructional decisions. (benchmark data)

- *School and School System*
  - Discuss rationale and procedures around interims and intervention (ARD) plans.
  - Go over end of the grading period procedures and emphasize the importance of completing forms correctly and submitting them in a timely fashion. Explain systems that worked for others.
- *Parents and Community*
  - Discuss what to do should the conference become confrontational.
  - Suggest that general education teachers collaborate with special educators in planning and holding parent conferences of students they both teach.

## ***November***

- *Personal*
  - Warn them that the weeks between Thanksgiving and the winter break are busy both professionally and personally. It is a time for exhaustion and possibly depression because of the seemingly insurmountable tasks to be accomplished.
  - Monitor new teachers for fatigue and disillusionment.
- *Professional*
  - Review first quarter professional growth goals.
  - Set professional growth goals for the second quarter.
- *Organizational Systems*
  - Areas of struggles with classroom management
- *Students*
  - Discuss the impact of holidays, the athletic schedule, performing arts productions, and homecoming on school schedule and student learning.
- *Colleagues*
  - Provide the principal with a summary of the professional goals set and met during the first quarter. Give an overview of the new teachers' second quarter.
  - Identify colleagues who would be willing to have the new teachers observe in their classrooms.
- *School and School System*
  - Go over the spring standardized testing schedule. Provide the new teachers with any informational materials about the testing protocols.

## ***December***

- *Personal*
  - Monitor new teachers for fatigue and disillusionment.
- *Curriculum, Instruction, and Assessment*
  - Explain that the days before the winter holiday have the potential to be lost instructional time. Guide them in planning meaningful and engaging learning experiences while being mindful of the conflicting demands on student and family time outside of school. Use pages 66-67 in *Why Didn't I Learn This in College?* as a tool for identifying strategies to engage students in active, meaningful learning focused on essential to know learning outcomes.

- *Students*
  - Instruct the new teachers to be sensitive to the religious and ethnic diversity of the students so that they will not make references to only the celebrations in which they participate.
- *School and School System*
  - Preview semester exam policies and procedures.
  - Provide an overview of semester exam policies and procedures.
- *Especially for Special Educators*
  - Revisit student performance on the previous year's standardized testing and discuss strategies for insuring adequate yearly progress. Use student work to analyze actual student progress.
  - Review systems for documenting student progress and assist in revision or refinement as necessary. Use student work to analyze actual student progress.

## ***January***

- *Personal*
  - Write the new teachers "Welcome Back" notes and put them with balloons or candy bars on their desks or near their mail boxes.
- *Curriculum, Instruction, and Assessment*
  - Hold an extensive review of the pacing guide/curriculum map and help the new teachers make necessary adjustment. Make sure they have a copy of the timeline.
- *Students*
  - Assist new teachers in developing systems for monitoring progress and being aware of students who may be in danger of failing.
  - Help them set up intervention plans including proactive support systems.
  - Work with the new teachers to increase their display of student work in the classroom.
- *Colleagues*
  - Check in with other mentors and attend the mentor support sessions and complete the survey.
- *Parents and Community*
  - For new teachers teaching semester courses, revisit the August and September calendars for reminders of communication systems that need to be implemented with the parents of the second semester students (new students).

## ***February***

- *Professional*
  - Review and discuss portfolio entries.
- *Curriculum, Instruction, and Assessment*
  - Explore strategies for checking for understanding. With standardized testing coming up soon, the new teachers may be inclined to rush through material without checking to see if students are learning. Use pages 142-146 in *Why Didn't I Learn This in College?* as resources.

- *Students*
  - Offer to “borrow” a difficult student for a day.
  - Have the new teachers preview standardized testing procedures and processes with students.
- *Colleagues*
  - Bring the principal up to date on how the mentoring process is working.
- *Parents and Community*
  - Review the procedures and processes for parent conferences. Discuss what worked in the fall conferences and what needs to be done differently this time around. Use pages 259-260 and 263-264 in *Why Didn't I Learn This in College?*
- *Especially for Special Educators*
  - Coach them in working with general education teachers in setting up the testing accommodations and modifications identified in IEPs.

## ***March***

- *School and School System*
  - Just before standardized testing events, review the policies and procedures for administering the assessments.
- *Parents and Community*
  - Help new teachers identify ways they will let parents see the big picture of what their children have learned and accomplished this year.

## ***April***

- *Professional*
  - Respond, as appropriate, to the final evaluation report that new teachers generally receive by April 15<sup>th</sup> along with information about their employment for the following school year.
- *Curriculum, Instruction, and Assessment*
  - Identify the concepts and information that students have not yet mastered and discuss how to revisit and reteach those concepts while extending and enriching the learning of those who have already mastered those concepts. Use pages 189-225 in *Instruction for All Students*.
- *School and School System*
  - Review field trip procedures.

## ***May***

- *Professional*
  - Discuss summer professional development opportunities.
  - Ask them to summarize their learning from this year by identifying the key strategies they want to remember for future use. Use pages 267-275 of *The 21<sup>st</sup> Century Mentor's Handbook: Creating a Culture for Learning*, Lists of Top Ten Tips as tools.

- *Curriculum, Instruction, and Assessment*
  - Use student work and the results of classroom assessment to help the new teachers plan engaging and focused end-of-the-year learning experiences.
- *Organizational Systems*
  - Assist the new teachers in identifying materials they will need for next year and making plans for obtaining or creating them.
  - Coach them in systems for organizing their teaching materials so that they can easily access them next year.
  - Graduation, prom, awards assemblies, concerts, and other end-of-the-year activities become the focus for students at this time. Suggest to new teachers that while they want to continue to engage students in meaningful learning that they should also be mindful of the higher number of events taking place outside of school time.
- *Colleagues*
  - For new teachers who have a different teaching assignment next year, facilitate the arrangement of observations and/or planning conferences with someone who currently has that teaching assignment.
- *School and School System*
  - Explain how to order supplies for the next school year.
  - Go over the end-of-the-year procedures for student and teacher check-out.
  - Clarify any confusion about responsibilities for attendance at end-of-the-year ceremonies.



## **Conducting an Observation**

### **Questioning Strategies of the Pre-conference and Post Conference**

Mentors and Protégés should consider the following as they prepare for observations.

**Phase 1: Pre-conference:** Consider what will be modeled: content, teaching strategies, classroom procedures, behavior management, etc.

#### **Questions to discuss:**

- When do you want to observe: date and time?
- What is the purpose of the observation?
- What strategies and teacher behaviors do you want to observe?
- What student behaviors do you want to observe?
- Do you have any additional requests of me before the observations?

**Phase 2: Observation:** Plan to observe the entire lesson. Please allow enough time in the observation to model a transition or other pertinent procedures.

**Phase 3: Post Conference:** The new teacher and mentor reflect upon what was observed in the lesson. The conference should focus upon specific strategies observed and any data collected.

## GIVING FEEDBACK

### OVERVIEW

After observing your protégé, you should meet with him/her for a feedback session to discuss what happened during the observation period. You should facilitate the feedback session by asking questions that prompt the protégé to reflect on the experience and to analyze personal preference. You must also be prepared to share observations and analysis in a **non-threatening manner**.

You will use the skills of **listening, questioning and summarizing**. The purpose of the feedback is to plan the next steps for protégé growth and development.

### MENTOR AND PROTÉGÉ REFLECTION

**MENTOR AND PROTÉGÉ** reflect upon the lesson taught by addressing the following points of discussion:

- Ask protégé how he/she feels about the observation.
  - \* What he/she did well?
    - the extent to which the lesson objective was achieved;
    - the strategies that facilitated the lesson's success; and
    - What was learned through this experience?
  - \* What he/she would do differently another time?
  - \* What would remain the same?
- What was observed related to the students' behavior?
- Begin your feedback by recognizing effective behavior.
  - \* Describe the behavior and why/how it was effective.
- Discuss less effective behavior. Focus on the behavior, not the person.
  - \* Describe the behavior and how/why it was less effective.
- Ask the protégé how he/she might change his/her behavior for better results.
  - \* Respond to the protégé's suggested behavior changes. Caution: Be careful not to get carried away telling "war stories." Keep suggestions specific and focused on the protégé's situation.
  - \* Check the protégé's perceptions of his/her performance and the discussion you have had regarding effective and less effective behavior. Is he/she clear about areas of strengths and areas that need improvement? Was your feedback clearly understood?
- Establish the date, time, and focus of your next contact.

## **Alvarado Independent School District CHIEF Schedule**

### **Mentor:**

Mandatory Training Session: August 21, 2012

Turn in AISD CHIEF Agreement

Signed Observation/Conference Log Due: December 3, 2012 & May 17, 2013

Observations (3):

Mentor Observation Form:

First Six Weeks

1<sup>st</sup> August 27 – September 14, 2012

2<sup>nd</sup> September 17 – October 5, 2012

One Page PDAS Informal Observation

Before Spring Break

3<sup>rd</sup> October 9, 2012 – March 8, 2013

Support Group Meetings/Blog Posts:

1<sup>st</sup> September 26, 2012

2<sup>nd</sup> January 30, 2013

Survey Completion (2):

1<sup>st</sup> December 3-14, 2012

2<sup>nd</sup> April 29 – May 10, 2013

Four on-line training modules

### **Protégé:**

Mandatory Training Session: August 13, 2012

Observations (3):

Observe Mentor in the fall:

1<sup>st</sup> August 27-October 5, 2012

2<sup>nd</sup> October 9-December 14, 2012

Observe another teacher in the spring (same subject/grade level)

3<sup>rd</sup> January 14 - March 8, 2013

Support Group Meetings/Blog Posts:

1<sup>st</sup> September 26, 2012

2<sup>nd</sup> January 30, 2013

Survey Completion:

1<sup>st</sup> October 15-26, 2012

2<sup>nd</sup> April 15-26, 2013

Four on-line training modules

**Form 1**  
**ALVARADO INDEPENDENT SCHOOL DISTRICT**  
**ORIENTATION FORM**

We, \_\_\_\_\_ and \_\_\_\_\_ of  
(Mentor's Name ) (Protégé's Name)

\_\_\_\_\_, verify that we have covered the following information:

- |  |           |
|--|-----------|
| 1. Autobiographical Questionnaire (p.20)               | _____ Yes |
| 2. Protégé/Mentor Orientation Questions (pp.21-24)     | _____ Yes |
| 3. First Day of School Checklist (p. 25)               | _____ Yes |
| 4. Discussed Substitute Folder/Emergency Plans (p. 26) | _____ Yes |
| 5. PDAS Checklist (p.26)                               | _____ Yes |
| 6. Texas Essential Knowledge & Skills (Internet)       | _____ Yes |
| 7. Daily Schedule                                      | _____ Yes |
| 8. C-Scope (Internet)                                  | _____ Yes |
| 9. AESOP   | _____ Yes |

\_\_\_\_\_  
(Mentor's Signature)

\_\_\_\_\_  
(Protégé's Signature)

\_\_\_\_\_  
(Date)

**This form must be completed and turned in to the district coordinator within the first two weeks of mentoring.**

## Form 2

### Autobiographical Questionnaire

1. Name \_\_\_\_\_
2. Birthday \_\_\_\_\_
3. List ten words that best describe you.  
\_\_\_\_\_  
\_\_\_\_\_
4. What are some of your long term goals?  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you spend your time after school and on the weekends?  
\_\_\_\_\_  
\_\_\_\_\_
6. Of all the things you do in your free time, which do you like the most?  
\_\_\_\_\_  
\_\_\_\_\_
7. Describe your family and pets.  
\_\_\_\_\_  
\_\_\_\_\_
8. List the qualities of adults you respect and admire most.  
\_\_\_\_\_  
\_\_\_\_\_
9. What is your favorite book? Movie? TV show?  
\_\_\_\_\_  
\_\_\_\_\_
10. What are your favorite sports, hobbies, crafts, if any?  
\_\_\_\_\_  
\_\_\_\_\_
11. How can we contact you?  
\_\_\_\_\_  
\_\_\_\_\_

Answers to this questionnaire should be shared between the mentor and protégé and documented on the  
"Orientation Form" found on page 20.

## Form 3

### Protégé/Mentor Orientation Questions

#### General Policies/Procedures

- What are the mission and goals of this school building and school district?  
\_\_\_\_\_
- What is the teacher dress code?  
\_\_\_\_\_
- What are the procedures for lunch time?  
\_\_\_\_\_
- What are the policies for collecting money from students?  
\_\_\_\_\_
- How do I report maintenance problems?  
\_\_\_\_\_
- What are the policies when I need to leave my classroom?  
\_\_\_\_\_
- What are the procedures for the library?  
\_\_\_\_\_
- Where do I get office supplies? What am I expected to provide?  
\_\_\_\_\_
- What are the procedures for having materials copied?  
\_\_\_\_\_
- What is the school policy concerning leaving campus for work programs?  
\_\_\_\_\_
- Where do I park? Does my car need a special sticker?  
\_\_\_\_\_
- Is there a building map?  
\_\_\_\_\_
- May I take coffee or soft drink to my classroom?  
\_\_\_\_\_
- Is there a faculty restroom?  
\_\_\_\_\_
- Where am I expected to be during my conference period?  
\_\_\_\_\_
- What duties will I have outside my classroom?  
\_\_\_\_\_

**Answers to this questionnaire should be shared between the mentor and protégé and documented on the “Orientation Form” found on page 20.**

**Form 3-Continued**

- What emergency procedures should I know?  
\_\_\_\_\_
- Where do students go in the morning before school starts and after school for dismissal?  
\_\_\_\_\_
- Do I need to meet students at a particular location?  
\_\_\_\_\_
- Is there a homework policy?  
\_\_\_\_\_
- When and what type of progress reports do I send home?  
\_\_\_\_\_
- What are the confidentiality procedures?  
\_\_\_\_\_
- Who are the SBDM members and when do they meet?  
\_\_\_\_\_
- What is the procedure for sending a student to the nurse?  
\_\_\_\_\_

**Textbooks**

- How do I obtain teacher editions, curriculum guides, and software correlated to the textbooks? Where do I get student textbooks?  
\_\_\_\_\_
- What is the textbook accountability system?  
\_\_\_\_\_
- Is there a school policy regarding the use of workbooks?  
\_\_\_\_\_
- What do I do if a student loses a textbook or does not return it?  
\_\_\_\_\_

**Grade Books**

- What suggestions do you have regarding grade books?  
\_\_\_\_\_
- Is there a computer-based grade book program to use? What are campus guidelines?  
\_\_\_\_\_
- What is the district/campus grading policy?  
\_\_\_\_\_

**Answers to this questionnaire should be shared between the mentor and protégé and documented on the “Orientation Form” found on page 20.**

## Form 3-Continued

### Parent/Teacher/Community Communication

- How and when do I inform parents regarding their child's performance?  
\_\_\_\_\_
- What is my responsibility for conferencing with parents? When are the district-wide parent conferences?  
\_\_\_\_\_
- What are the policies and procedures for using regularly-scheduled, written communication with parents?  
\_\_\_\_\_
- What are the procedures for sending report cards and progress reports?  
\_\_\_\_\_
- How do parents serve as volunteers at school during the school day?  
\_\_\_\_\_

### Student Records

- How are attendance and tardies recorded?  
\_\_\_\_\_
- Where do I obtain students' records that will give me a better understanding of my students?  
\_\_\_\_\_
- Under what conditions may students be allowed to leave school during the school day?  
\_\_\_\_\_
- What is expected of students regarding permits to class, hall passes, tardy permits, etc.?  
\_\_\_\_\_

### Teacher Attendance Policy

- Whom do I call if I must be absent?  
\_\_\_\_\_
- At what time does my work day begin and end?  
\_\_\_\_\_
- What are the sign-in and sign-out procedures?  
\_\_\_\_\_
- What if I am going to be late or leave early?  
\_\_\_\_\_
- What forms do I complete when I am absent or when I am on professional leave?  
\_\_\_\_\_

Answers to this questionnaire should be shared between the mentor and protégé and documented on the "Orientation Form" found on page 20.



## Form 3-Continued

### Classroom Management and Evaluation Procedures and Policies

- How and when are teachers evaluated?

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- What are the expectations for my classroom management?

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- What are the school procedures for handling discipline problems?

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- Where and how do I obtain the Student Handbook and the Student Code of Conduct?

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- What are the homework and testing procedures?

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### School Personnel

- Principal:

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- Counselor's Secretary:

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- Principal's Secretary:

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- Special Education Contact:

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- Front Office Personnel:

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- Head Custodian:

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- Assistant Principal(s):

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- Nurse:

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- Attendance Officer:

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- Coordinators (Student Activities, AVID, etc.):

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- Attendance Secretaries:

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- Counselor(s):

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- Librarian(s):

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- Campus Technologist:

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- Other (team leaders, department heads, etc.):

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Answers to this questionnaire should be shared between the mentor and protégé and documented on the "Orientation Form" found on page 20.

## Form 4

# FIRST DAY OF SCHOOL CHECKLIST

- \_\_\_\_\_ 1. Discipline/classroom management plan
- \_\_\_\_\_ 2. Curriculum (C-Scope, TAKS/EOC/STAAR, TEKS, teacher's editions, etc.)
- \_\_\_\_\_ 3. Lesson Plans
- \_\_\_\_\_ 4. Textbooks
- \_\_\_\_\_ 5. Textbook documentation and procedures
- \_\_\_\_\_ 6. Schedule and rosters
- \_\_\_\_\_ 7. Arrive at school by \_\_\_\_\_
- \_\_\_\_\_ 8. First day duty \_\_\_\_\_
- \_\_\_\_\_ 9. Discipline/homework letters to parents or guardians
- \_\_\_\_\_ 10. Teacher expectations discussed
- \_\_\_\_\_ 11. Class procedures discussed
  - restroom
  - halls/hallway
  - lunch
  - headings
  - end-of-day/period
  - desk/notebook organization
- \_\_\_\_\_ 12. Goals established with students
- \_\_\_\_\_ 13. Grade book and grading policies
- \_\_\_\_\_ 14. Seating chart
- \_\_\_\_\_ 15. Substitute folder
- \_\_\_\_\_ 16. First-day attendance
- \_\_\_\_\_ 17. Objectives posted in the classroom

**Discuss prior to the first day of school and review periodically as needed and document on the "Orientation Form" found on page 20.**

## Form 5

### SUBSTITUTE FOLDER/EMERGENCY PLANS CHECKLIST

- |  |   |
|--|---|
|  | 1. Daily plans made out in sufficient detail;   |
|  | 2. Weekly and daily schedule of classes;  |
|  | 3. List of students' names and seating chart (s);   |
|  | 4. List of students in special programs and schedules;  |
|  | 5. List of supervisory responsibilities such as duty;   |
|  | 6. Copy of class rules;   |
|  | 7. Fire drill and other emergency procedures;   |
|  | 8. Important or unusual information about special students (physical problems or medication); |
|  | 9. Textbooks, manuals, workbooks, and worksheets in an accessible place;                      |
|  | 10. Name and location of another teacher who can answer questions;                            |
|  | 11. Lunch schedule/lunch cards;   |
|  | 12. Attendance procedures;  |
|  | 13. Dismissal procedures; and   |
|  | 14. List of students' names and how they get home.  |

### Professional Development and Appraisal System (PDAS) Checklist for Protégé

- |    |   |           |             |
|----|---|-----------|-------------|
| 1. | I received PDAS training.                     | Yes _____ | Date_ _____ |
| 2. | I completed my Self-Report-Part I.            | Yes _____ | Date_ _____ |
| 3. | I filed additional documentation.             | Yes _____ | Date_ _____ |
| 4. | I was observed by an appraiser.               | Yes _____ | Date_ _____ |
| 5. | I received my observation scores.             | Yes _____ | Date_ _____ |
| 6. | I completed my Self-Report, Parts II and III. | Yes _____ | Date_ _____ |
| 7. | I had a summative evaluation.                 | Yes _____ | Date_ _____ |

**Complete by the end of August or first month of protégé's employment and document it on the "Orientation Form" found on page 20.**

Form 6

**ALVARADO ISD**

**MENTOR OBSERVATION OF PROTÉGÉ FORM**

Mentors are required to observe their protégé twice during the first six (6) weeks of school. There will also be an observation during the second semester prior to Spring Break.

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

Positive Observations:

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Notes for Consideration:

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Form 7

**ALVARADO ISD**

**PROTÉGÉ OBSERVATION OF MENTOR/TEACHER**

**FORM**

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

Positive Observations:

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Notes for Consideration:

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# **Form 8** **ALVARADO ISD CHIEF PROGRAM** **PDAS OBSERVATION SUMMARY**

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_  
 Objective \_\_\_\_\_

When visiting your class, these are some of the things I observed:

## Domain I: Student Participation

- ☐ students actively engaged
- ☐ students successful
- ☐ critical thinking/problem solving
- ☐ self-directed
- ☐ connects learning to life & other disciplines

## Domain II: Learner-Centered Instruction

- ☐ goals and objectives clear
- ☐ learner-centered
- ☐ critical thinking/problem solving
- ☐ motivational strategies/students engaged
- ☐ instructional strategies aligned with objectives
- ☐ appropriate pacing/sequencing
- ☐ value and importance
- ☐ students challenged with appropriate questioning
- ☐ use of technology

## Domain III: Evaluation and Feedback

- ☐ active monitoring
- ☐ assessment and instruction aligned
- ☐ appropriate level of assessment
- ☐ learning reinforced
- ☐ constructive feedback
- ☐ re-teaching/re-evaluation

## Domain IV: Classroom Management

- ☐ discipline routines evident/procedures smooth
- ☐ self-discipline/self-directed learning
- ☐ equitable student/teacher interaction
- ☐ expectations for behavior
- ☐ redirects disruptive behavior
- ☐ reinforces desired behavior
- ☐ equitable/varied characteristics
- ☐ manages time and materials

## Domain V: Professional Communication

- ☐ appropriate/accurate written with students
- ☐ appropriate verbal/non-verbal with students
- ☐ encourages reluctant students
- ☐ supportive and courteous environment

## Learning Environment

- ☐ appr. instructional & work displays
- ☐ seating optimized for learning
- ☐ walls contain neat/attractive displays
- ☐ class is neat & organization is evident

## Instructional Strategies

- ☐ lecture ☐ modeling
- ☐ discussion ☐ facilitating
- ☐ independent practice
- ☐ peer reading
- ☐ independent reading
- ☐ read-aloud
- ☐ guided reading
- ☐ writing process -TAKS, journals
- ☐ small/cooperative group activities
- ☐ TAKS activities
- ☐ manipulatives in use with teacher
- ☐ manipulatives in use independently
- ☐ think maps & graphic organizers
- ☐ questioning at higher level of Blooms Taxonomy

Note:

Comments:

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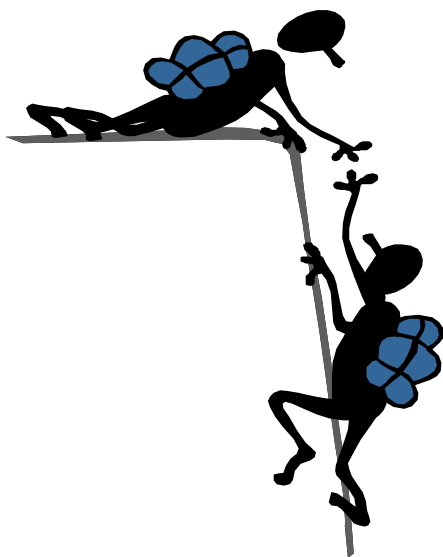
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Mentor \_\_\_\_\_

Teacher \_\_\_\_\_

Meeting Date \_\_\_\_\_

## Form 9



# HELP!

**I NEED HELP FAST!**

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

Campus: \_\_\_\_\_

Assignment: \_\_\_\_\_

Conference Period Times: \_\_\_\_\_

Here is the background:

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

*Please Xerox, complete, and send this form to Dr. Laura Estes at the Central Administration Office any time during the school year when you need help.*

**Form 10**  
**Alvarado ISD**  
**CHIEF Program**  
**Mentor Survey**

Name (optional) \_\_\_\_\_

Campus \_\_\_\_\_

Grade \_\_\_\_\_

Please use the following scale for your responses:

4= Strongly Agree

3= Agree

2= Disagree

1= Strongly Disagree

1. Was protégé accessible for planning, team teaching, and conferences?
2. Did protégé utilize suggestions given by mentor?
3. Did protégé contribute ideas that were beneficial to the team?
4. Did protégé use resources made available?
5. Did protégé communicate questions or concerns that arose?
6. Was the expectation level as a mentor what you expected?
7. Would you be willing to be a mentor again?
8. Would you like to see more training incorporated as a mentor?
9. Was the mentor handbook beneficial?
10. Was the mentoring program successful overall?

Rating Scale			
4	3	2	1

If you checked 2 or below on the scale, please elaborate your response on the back of this form.

Please include any other suggestions for improvements you may have for our teacher induction program on the back of this form.

We value your opinion and appreciate your help in improving our program for future teachers of AISD.



**Form 11**  
**Alvarado ISD**  
**CHIEF Program**  
**Protégé Survey**

Name (optional) \_\_\_\_\_

Campus \_\_\_\_\_

Grade \_\_\_\_\_

Please use the following scale for your responses:

4= Strongly Agree

3= Agree

2= Disagree

1= Strongly Disagree

1. Is your mentor accessible for planning, team teaching and conferences?
2. Is your mentor knowledgeable about teaching methods, strategies, and content area?
3. Is your mentor supportive and sensitive to your needs?
4. Does your mentor provide a mix of honest praise and constructive criticism?
5. Is your mentor resourceful with sharing ideas and locating materials?
6. Does your mentor communicate necessary information?
7. Has your mentor observed you this year?
8. If so, was the mentor observation beneficial?
9. Does your campus communicate necessary information and procedures in a timely manner?
10. Are resources (ex. videos, manuals, books) made available to you in a timely manner?
11. Have the staff development (ex. Skyward, GroupWise and Instructional Forum) opportunities been beneficial?

Rating Scale			
4	3	2	1

If you checked 2 or below on the scale, please elaborate your response on the back of this form.

Please include any other suggestions for improvements you may have for our teacher induction program on the back of this form.

We value your opinion and appreciate your help in improving our program for future teachers of AISD

**Form 12**  
**Alvarado ISD**  
**CHIEF Program**  
**Administrator Survey**

Name (optional) \_\_\_\_\_

Campus \_\_\_\_\_

Please use the following scale for your responses:

4= Strongly Agree

3= Agree

2= Disagree

1= Strongly Disagree

1. Were you aware of mentors and protégés planning together this year?
2. Were you aware of mentors and protégés team teaching this year?
3. Were you aware of mentors and protégés conferencing this year?
4. Are your protégés knowledgeable about teaching methods?
5. Are your protégés knowledgeable about instructional strategies?
6. Are your protégés knowledgeable about content area?
7. Did protégé and mentor observations occur on your campus?
8. If so, were the observations beneficial?
9. Overall, do you feel the CHIEF Program helps protégés to be successful?
10. Overall, so you feel the CHIEF Program helps retain teachers in AISD?

Rating Scale			
4	3	2	1

If you checked 2 or below on the scale, please elaborate your response on the back of this form.

Please include any other suggestions for improvements you may have for our teacher induction program on the back of this form.

We value your opinion and appreciate your help in improving our program for future teachers of AISD.



## ALVARADO INDEPENDENT SCHOOL DISTRICT

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P.O. BOX 387  
ALVARADO, TEXAS 76009  
817-783-6800

### Alvarado ISD CHIEF Program Responsibilities and Documentation Agreement

I acknowledge that I have read the CHIEF Handbook and agree to complete the responsibilities of a mentor for \_\_\_\_\_ (Protégé Name).

I also agree to submit documentation of completion of these responsibilities according to page 19 of the CHIEF Program Handbook including submission of the meeting log to document all mentor/protégé meeting/observation sessions.

I understand that it is my responsibility to submit the documentation by 12-3-12 (to be paid in January) for the first semester and 5-17-13 (to be paid in June) for the second semester to Laura Estes at the Central Administration Office to receive my compensation of \$250 for each semester. I also understand that I will not receive this compensation until all program requirements are completed for the semester and the documentation is submitted. If documentation is submitted after the above deadlines, I will receive the compensation in accordance with the next payroll deadline.

Agreed to and signed by:

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

Please submit this signed and dated form by August 24, 2012 to the:

Central Administration Office  
Alvarado ISD  
Attention: Laura Estes

**Alvarado Independent School District**

**CHIEF Program  
Observation/Conference Log**

Semester \_\_\_\_\_  
Date of Submission \_\_\_\_\_

Name of Mentor \_\_\_\_\_

Name of Protégé \_\_\_\_\_

Campus \_\_\_\_\_

Observation/Conference:

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Signature of Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Protégé: \_\_\_\_\_ Date: \_\_\_\_\_

**Due 12-3-12 to be paid in January  
Due 5-17-13 to be paid in June**

## REFERENCES

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