

Jordan School District Mentor Monthly Recommendations

August

Teacher Phase: Anticipation

- Introduce yourself to PE*, begin building a trusting relationship
- Establish a consistent meeting time
- Sign Mentor Contract (To be kept with PE's school; mentor may want to keep a copy for records)
- Share JSD Mentor Website: <http://mentor.jordandistrict.org>
- Help them create an account in JPLS
- Encourage them to sign up for a JPAS class
- Begin a mentoring log to track hours for relicensure (up to 25 points)
- Ensure that PE knows where things are in school, aware of supplies and budgets, copy room
- Review the following:
 - attendance/Skyward
 - Mastery Connect/SLOs
 - Legislative Money
 - drills/evacuations
 - technology needs
 - Substitute procedures (Frontline/AESOP)
 - Disclosures/syllabi
 - Grading Policy
 - Homework Policies
 - Make-up work
 - Routines and procedures
 - Classroom Layout
- Help plan the first day and first week of school
- Discuss communication with parents/setting up volunteer schedules
- Observe PE and provide constructive feedback
- Provide emotional support as needed

September

Teacher Phase: Anticipation/Survival

- Discuss assessment (common formative assessments, testing procedures, benchmarks and planning, and ethics)
- Help create 3 days of emergency substitute plans and put in a location that is easy to find
- Revisit grading policy
- Review PE's classroom management plan and help them reflect on how it is working
- Answer questions about JPAS evaluations, assist in gathering evidence for interview/portfolio
- Prepare for Parent Teacher conferences, share tips
- Scheduling field trips/field trip protocol
- Review bell to bell teaching and daily schedules
- Discuss concerns about students who might be struggling or needing

*PE = provisional educator

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<p>interventions, help PE with procedures for collecting data, IEPs</p> <ul style="list-style-type: none"><input type="checkbox"/> Observe PE and provide constructive feedback<input type="checkbox"/> Provide emotional support as needed
<p>October Teacher Phase: Survival</p>
<ul style="list-style-type: none"><input type="checkbox"/> Provide support as needed for grading, skyward, and report cards<input type="checkbox"/> Discuss concerns about students who may be struggling or needing interventions; share best ways to approach parents for referring for special education<input type="checkbox"/> Prepare for Parent Teacher conferences, share tips<input type="checkbox"/> Review need for parent communication for struggling students<input type="checkbox"/> Assist with wrapping up first term, grade transmittal, deadlines, etc.<input type="checkbox"/> Reflect on JPAS Goals<input type="checkbox"/> Discuss balance and priorities<input type="checkbox"/> Observe PE and provide constructive feedback<input type="checkbox"/> Provide emotional support as needed
<p>November/December Teacher Phase: Survival/Disillusionment</p>
<ul style="list-style-type: none"><input type="checkbox"/> Reflect on parent teacher conferences and guide follow up items<input type="checkbox"/> Discuss smart timesaving grading practices<input type="checkbox"/> Discuss ideas for keeping students engaged during the holidays<input type="checkbox"/> Share info on snow closures days/inside recess procedures<input type="checkbox"/> Discuss tips on how to avoid burnout during this time of year<input type="checkbox"/> Remind them of rejuvenation during Christmas break<input type="checkbox"/> Help them keep healthy perspective<input type="checkbox"/> Plan for class changes at the upcoming semester<input type="checkbox"/> Discuss student successes and concerns<input type="checkbox"/> Review and reflect on JPAS goals<input type="checkbox"/> Discuss concerns about students who might be struggling or needing interventions<input type="checkbox"/> Observe PE and give constructive feedback<input type="checkbox"/> Provide emotional support as needed
<p>January Teacher Phase: Disillusionment</p>
<ul style="list-style-type: none"><input type="checkbox"/> Discuss any changes the PE wants to implement<input type="checkbox"/> Celebrate successes and give positive feedback<input type="checkbox"/> Help with wrapping up second term, grade transmittal, deadlines, etc<input type="checkbox"/> Share strategies for next JPAS evaluation<input type="checkbox"/> Share strategies to promote student engagement<input type="checkbox"/> Model ways to build student stamina for end of level testing<input type="checkbox"/> Discuss concerns about students who might be struggling or needing interventions

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<ul style="list-style-type: none"><input type="checkbox"/> Share organization strategies<input type="checkbox"/> Observe PE and give constructive feed<input type="checkbox"/> Provide emotional support as needed
February Teacher Phase: Disillusionment/Rejuvenation
<ul style="list-style-type: none"><input type="checkbox"/> Provide support as needed for grading, skyward, and report cards<input type="checkbox"/> Discuss concerns about students who may be struggling or needing interventions; share best ways to approach parents for referring for special education<input type="checkbox"/> Prepare for Parent Teacher conferences, share tips<input type="checkbox"/> Review report cards and grades as needed<input type="checkbox"/> Discuss concerns about students who may be struggling or needing interventions<input type="checkbox"/> Observe PE and give constructive feedback<input type="checkbox"/> Provide emotional support as needed
March Teacher Phase: Rejuvenation
<ul style="list-style-type: none"><input type="checkbox"/> Review testing schedules and Mastery Connect<input type="checkbox"/> Review appropriate test preparation<input type="checkbox"/> Help with wrapping up third term, grade transmittal, deadlines, etc.<input type="checkbox"/> Reflect with PE on JPAS goals<input type="checkbox"/> Continue to encourage PE with positive feedback<input type="checkbox"/> Discuss concerns about students who may be struggling or needing interventions<input type="checkbox"/> Observe PE and give constructive feedback<input type="checkbox"/> Provide emotional support as needed
April Teacher Phase: Rejuvenation/Reflection
<ul style="list-style-type: none"><input type="checkbox"/> Review testing ethics and testing procedures<input type="checkbox"/> Review procedures for end of year events<input type="checkbox"/> Share strategies for dealing with spring fever and continue bell to bell teaching<input type="checkbox"/> Continue supporting PE with parent communication<input type="checkbox"/> Help the PE make realistic goals for the next year<input type="checkbox"/> Discuss concerns about students who may be struggling or needing interventions<input type="checkbox"/> Provide emotional support as needed
May Teacher Phase: Reflection/Anticipation
<ul style="list-style-type: none"><input type="checkbox"/> Share tips for meaningful learning at the end of the year<input type="checkbox"/> Keep them informed of end of year activities and events in the school/district

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- Help them wrap up fourth term, grade transmittal, deadlines, etc.
- Support the PE as they begin planning the next year
- Review close out procedures for the building--turning in keys, plan books, grades, room cleaning
- Relay end of year responsibilities and check-out procedures
- Work together to inventory classroom/team materials
- Reflect on the past year--"What went well? What would you like to change?"
- Celebrate the success of the school year!

June/July

Teacher Phase: Anticipation

- Share PD/conferences/learning opportunities with PE
- Remind PE to take a break