Clinton Central School
CARES (Coaching and Retaining Educators for Success):

Comprehensive New Teacher Induction Program

2015-2020
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Clinton Central School
CARES (Coaching and Retaining Educators for Success):
Comprehensive New Teacher Induction Program

Mission Statement
The mission of the Clinton Central School District CARES (Coaching And Retaining Educators for Success) comprehensive new teacher induction program is to provide support for teachers which will ease the transition to the Clinton Central School District culture by encouraging professional growth, improving teacher effectiveness, celebrating successes, and retaining highly qualified teachers in order to improve student achievement.

Goals
The goals of the CARES program are to:

- Support new and returning teachers to CCS
- Encourage collaborative professional growth
- Improve teacher effectiveness
- Retain highly qualified teachers

Outline of the Program
Year 1—Becoming a Warrior: Based on the ideas of Harry Wong

- 4 day induction program (see Appendix A)
- 10 monthly meetings (1.5 hours each) (see Appendix B)
- 4 observations of mentor/protégé
- 10 reflective journal entries (see Appendix C)
• 20 mentoring logs on MyLearningPlan (see Appendix D)

**Year 2—The Strength of a Warrior: Based on effective teaching strategies found in Kagan Cooperative Learning and Danielson**
• 4 after school workshops on topics ranging from certification to the Danielson Rubric
• 4 team room logs on MyLearningPlan

**Year 3—The Heart of a Warrior: Based on Capturing Kids Hearts/Mindset**
• 2 after school workshops
• 2 team room logs on MyLearningPlan

**Program Roles and Responsibilities**

**Mentor Coordinator**
• Coordinate with the principal responsible for the new teacher’s evaluation to pair each first-year teacher in the District with a mentor. (as per CTA contract Article 27)
• Coordinate the payment and professional development credit of mentors and new teachers with the Business Office and on MyLearningPlan.com. (as per CTA contract Article 27)
• Plan a mentoring schedule and induction program for new teachers. (as per CTA contract Article 27)
• Advocate for the mentor program at all levels.
• Act as liaison among the mentor program and the district administrators, building administrators, etc.
• Help with strategies to meet challenges within the mentor-protégé relationship.
• Informally survey all mentors and protégés at least twice a year to make sure the mentor and induction programs are proceeding appropriately.
• Use evaluations of the mentoring program to report to the District Planning Team in order to evaluate the program and make further recommendations.
• The relationship of the mentor coordinator, the mentor, and the protégé is confidential in nature. Information obtained through mentoring shall not be sued for evaluative purposes.
• Documentation and records of the mentor program must be kept for at least 7 years.
  • New Teacher: name, teacher certificate ID number, type of mentoring activity, number of clock hours successfully completed in mentor activities.
  • Mentor: name, teacher certificate ID number

**Mentor**

• *Characteristics of a mentor*

---

1 Guilderland Central School District GEMS program
- Effective communication and interpersonal skills
- Leadership qualities
- Organizational skills
- Positive attitude toward professional growth
- Enthusiasm
- Ability to see many different ways to accomplish a purpose or goal

- Trainings
  - All mentors are expected to attend a full day of training in the summer on Cognitive Coaching/Mentoring and 2 additional workshops throughout the year to discuss mentor specific issues (for PD credit).

- Expectations
  - Maintain confidentiality
    - Establishing a trusting relationship
  - Share knowledge skills and information with the new teachers
  - Meeting frequently with the new teacher (daily meetings with protégé during September (5-30 minutes), weekly meetings during October (15-30 minutes minimum), informal meetings minimum 2 or 3 per week November-May) (see Appendix E: Issues for Discussion)
  - Observing the new teacher (4 times between September and January)
  - Familiarizing the new teacher with school policies, procedures, and culture
  - Participating in ongoing mentor-training activities
  - Participating in monthly new teacher meetings (for PD credit)
  - Fill out a minimum of 20 mentoring logs on MLP
  - Participate in or set-up 4 observations with protégé.
  - Provide support in a non-judgmental way
  - Be accessible and approachable.
  - Provide curriculum support
  - Model professional expectations and practices
  - Acquaint each mentee with the district and specific school’s culture
  - Foster collegial relationships and social dynamics
  - Help with strategies to meet challenges
  - Celebrate successes
  - Complete a year-long reflective journal which will be collected at June mentoring meeting.
  - Mentors will be compensated as per CTA contract Article 27.

Administrators²

² http://www.ascd.org/publications/books/104138/chapters/The-Principal’s-Role-in-New-Teacher-Induction.aspx
• Value and trust the mentor program.
• Collaborate with the mentor coordinator to pair a mentor with a new teacher.
• Support professional development activities and support classroom visitations.
• Respect confidentiality of mentoring program and discussions among mentors and protégés.
• The mentor coordinator informally surveys principals on a regular basis to learn how the new teaches are doing and to pinpoint areas where the mentors maybe able to give specific help

Protégés
• Attend new teacher orientation for four full days ($100 stipend per day)
• Regularly attend 10 mentor meetings (for PD credit)
• Openly share successes and concerns
• Listen with respect and with intent to understand
• Celebrate the positive
• Honor confidentiality.
• Understand the need to balance classroom responsibility and school wide activities
• Participate in 4 observations with mentor or another teacher suggested by the mentor.
• Submit at least 20 mentoring logs on MyLearningPlan.com
• Complete a year-long reflective journal which will be collected at the June mentoring meeting.
• Meeting frequently with the mentor (daily meetings with mentor during September (5-30 minutes), weekly meetings during October (15-30 minutes minimum), informal meetings minimum 2 or 3 per week November-May

How Mentors Are Chosen

In accordance with the CTA contract Article 27, “assignment of mentors will be made by the coordinator with the consent of the principal responsible for the new teacher’s evaluation.”

As per CTA contract Article 27, each first year teacher in the District will be paired with a mentor drawn from the pool of mentors who have completed the district training program.

When possible, the following will be taken into consideration when choosing mentors:

• mentors will be chosen as close as possible to the same grade level and/or subject area of the protégé.
• consideration will be given when choosing a mentor based on the qualities of a mentor listed above.
• one mentor will be assigned to one protégé when possible.
Teachers Returning to CCS
Teachers who are returning to CCS from a long-term leave, etc. will have the opportunity to join the New Teacher Induction program in August to review/learn new information that has changed.

Clinton CARES Evaluation Forms

CARES-Year 1: Becoming a Warrior Protégé Self-Assessment Form

**Building** (check all that apply):  □ Elementary  □ Middle  □ High

**Position** (check one):  □ Classroom Teacher  □ Special Areas Teacher  □ Other

**I am a** (check one):  □ First Year Teacher  □ Experienced Teacher, New to the District

□ Long Term Substitute  □ Experienced Teacher, New to Grade/Subject Area/Building

□ Second or Third Year Teacher  □ Experienced Teacher Returning After a Leave of Absence/Call Back

**Directions:** Twice a year, we ask for your feedback on the Mentoring Program to improve our effectiveness. In keeping with the CARES expectations, your answers are kept confidential.

<table>
<thead>
<tr>
<th>Do I:</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly attend mentoring meetings?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Openly share successes and concerns?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listen with respect and with intent to understand?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Arrive on-time, prepared, and ready to participate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Respond openly and honestly?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Celebrate the positive?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Honor confidentiality?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Understand the need to balance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
classroom responsibilities and school-wide activities?

Other Comments:
Clinton CARES-Year 1: Becoming a Warrior Mentor Self-Assessment Form

Building (check all that apply): □ Elementary □ Middle □ High

Position (check one): □ Classroom Teacher □ Special Areas Teacher □ Other

Directions: Twice a year, we ask for your feedback on the Mentoring Program to improve our effectiveness. In keeping with the CARES expectations, your answers are kept confidential.

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<tr>
<th>Do I:</th>
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<th>Sometimes</th>
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<th>Always</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Arrive on-time, prepared, and ready to participate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
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<td>1</td>
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<td>3</td>
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<td>5</td>
</tr>
<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Understand the need to balance classroom responsibilities and school-wide activities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Other Comments:

____________________________________________________________________

____________________________________________________________________

8
Clinton CARES-Year 1: Becoming a Warrior Program Evaluation

Building (check all that apply):  □ Elementary  □ Middle  □ High

Position (check one):  □ Classroom Teacher  □ Special Areas Teacher  □ Other

I am a (check one):  □ Mentor  □ Protégé

If you are a protégé, (check one):
□ First Year Teacher
□ Long Term Substitute
□ Second or Third Year Teacher
□ Experienced Teacher Returning After a Leave of Absence/Call Back

Directions: How well does the CARES program meet these goals?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eased the transition of new teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Created a collegial atmosphere that encouraged professional growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Celebrated successes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Developed more effective teaching practices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Established a trusting relationship and assimilated new teachers into the cultural context of CCS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please complete the following sentences:

The best part of the CARES program is:

__________________________________________________________________________

The CARES program needs to change/improve in the following areas:

__________________________________________________________________________

__________________________________________________________________________

Other Comments:

__________________________________________________________________________
Appendix

Appendix A: Sample of New/Returning Teacher Orientation

**Tuesday August 26, 2014:**
**Welcome to the District!**

7:30 AM  Coffee, Donuts & Fruit
            Board Room, next to the Superintendent’s
            Office

8:00 AM-8:15 AM  Welcome & Introductions
                    Jenny Waligory-Lee,
                    Coordinator of
                    Professional Development

8:15 AM-8:45 AM  Clinton’s Philosophy & Vision
                    District Administrators

8:45 AM-9:45 AM  Meeting with Building Principals
                    Building Principals

9:45 AM-10:00 AM  Break

10:00 AM -11:00 AM  Bus Tour
                    Matt Lee

11:00 AM-11:30 AM  Overview of the Mentoring Program and
                    Requirements/PDC
                    Jenny Waligory-Lee

11:30AM-Noon  Lunch with Your Mentor
                    Provided by the PDC

Noon-1:00 PM  Mentor/Protégé Meetings

1:00 PM-3:00 PM  CTA Presentation
                    John King

3:00 PM  Oath of Office
                    Julia Scranton

3:00 PM  End of Day

**Wednesday August 27, 2014:**
**Technology Boot Camp**

7:30 AM  Coffee, Donuts & Fruit
            Board Room
8:00 AM-8:15 AM  
Agenda Setting and Group Photo  
Board Room  
Jenny Waligory-Lee
& Clinton Courier

8:15AM-8:45 AM  
Technology Introduction  
Middle School Computer Lab  
Ryan McCoy

8:45 AM-11:30 AM  
SchoolTool  
Tracy Sharlette, RIC

11:30 AM-12:30 PM  
Lunch on Your Own

12:30 PM-1:00 PM  
MyLearningPlan and OASYS  
Jenny Waligory-Lee

1:00 PM-1:30 PM  
Rubicon Atlas  
Jenny Waligory-Lee

1:30 PM-3:00 PM  
Creating a Website  
Jean Palmer, BOCES  
SchoolWires

3:00 PM  
End of Day

Thursday August 28, 2014:  
Danielson Rubric and APPR Updates

7:30 AM  
Coffee, Donuts & Fruit  
Board Room

8:00 AM-8:15 AM  
Agenda Setting  
Board Room  
Jenny Waligory-Lee

8:15 AM -8:45 AM  
Overview of the Clinton APPR Plan  
Shaun Carney and  
John King

8:45 AM -9:00 AM  
Overview of the Danielson Rubric  
District  
Administrators

9:00 AM -11:00 AM  
Danielson Rubric  
Teresa Scott, Amie  
Johnson, Andrea  
Hogan, & Tammy  
Mickle
11:00 AM - Noon  Writing Your SLOs  Building Administrators

Noon-1 PM  Lunch On Your Own

1:00 PM-2:00 PM  Setting Up Your Portfolio  Lynn Hall and Sarah Hullar

2:00 PM -2:30 PM  Danielson Domain 4: Working with Parents  Amie Johnson and Andrea Hogan

2:30 PM -3:00 PM  Danielson Domain 2 & 3: Lesson Outcomes  Jenny Waligory-Lee

3:00 PM  End of Day

Friday August 29, 2014:
Effective Teaching Practices

8:00AM 8:30 AM  Registration  Performing Arts Complex

8:30AM-12:30 PM  Effective Teaching  Performing Arts Complex  Keynote speakers: Dr. Harry and Rosemary Wong

12:30 PM-1:30 PM  Lunch On Your Own

1:30 PM-3:00 PM  Implementing the Effective Teaching Ideas  Jenny Waligory-Lee  District Board Room
Appendix B: Sample Timeline of Mentor/Protégé Timeline

**Mentor**

It is the responsibility of the Mentor and Protégé team to maintain a log of their meetings that are 1/2 hour or longer, with brief notes about topics discussed. These logs will submitted on MyLearningPlan.com. In addition, mentors will keep a reflective journal that will be completed at monthly meetings.

**August 26:** (Mentors receive 6.5 hours of PD credit)

8:30-3:00 - New Teacher Orientation & Mentor Training

**NOTE:** After school mentor seminars will be with protégés, unless otherwise specified, and will be mandatory for mentors. Participants will receive PD credit.

**September**

*By September 19, each mentor must observe at least one class of her/his protégé and conduct a follow-up interview.* (Record this interaction as part of your mentoring log on MyLearningPlan.com)

9/10: Essentials of Lesson Design & Essentials of Home/School Contact

**October**

10/8: Procedures and Routines

**Protégé**

It is the responsibility of the Mentor and Protégé team to maintain a log of their meetings that are 1/2 hour or longer, with brief notes about topics discussed. These logs will submitted on MyLearningPlan.com. In addition, mentors will keep a reflective journal that will be completed at monthly meetings.

**August 26:** (New Teachers will be paid $100 stipend for the day)

8:00 to 3:00 – New Teacher Orientation

**NOTE:** All after school New Teacher Seminars and workshops will be 3:30 to 5:00 pm, unless otherwise noted, and attendance is mandatory. If you have coaching or other duties, please make other arrangements with your students. If you must miss a meeting for any reason, please email Jenny as soon as possible to make arrangements.

Seminars are learning sessions to acquaint new teachers with the District’s expectations and reinforce good teaching practices.

Participants will receive PD credit for all seminars and workshops they attend.

**September**

*By September 19, each mentor must observe at least one class of her/his protégé and conduct a follow-up interview.* (Record this interaction as part of your mentoring log on MyLearningPlan.com)
**October** – observe protégé again and be observed by protégé. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**November**
11/12: Advice from 2nd Year Teachers

**December**
12/10: Mentor and NT Celebration and Reflection

**November-December** – observe and be observed by protégé. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**January**
1/14: Preparing for Interim Assessments

**February**
2/11: Energizing Strategies

**January-February** – observe and be observed by protégé. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**March**
3/11: Mission: Organization

**April**
4/8: Using Data to Improve Student Achievement

**May**
5/13: FUNtastic Review

**June**
6/10 Mentor and NT Celebration Evaluating the year’s efforts

**9/10:** Essential Resources

**October**
10/8: Procedures and Routines

**October** – observe mentor again and be observed by mentor. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**November**
11/12: Advice from 2nd Year Teachers

**December**
12/10: Mentor and NT Celebration and Reflection

**November-December** – observe mentor OR others and be observed by mentor. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**January**
1/14: Preparing for Interim Assessments

**February**
2/11: Energizing Strategies

**January-February** – observe and be observed by mentor. (Record this interaction as part of your mentoring log on MyLearningPlan.com)

**March**
3/11: Mission Organization

**April**
4/8: Using Data to Improve Student Achievement

**May**
5/13: FUNtastic Review

**June**
6/10: Mentor and NT Celebration Evaluating the year’s efforts

It is highly recommended that Mentors and Protégés choose at least two non-induction workshops to attend together during the course of the school year.
Appendix C: Reflective Mentoring Journals

Sept. Mentoring Meeting

Double Entry Journal #1

1. Where do you keep your written lessons?

2. Do you use a form? If so, what does it look like?

3. Where do you get your good lesson ideas from?

4. Who can you ask for help with lesson planning?

Double Entry Journal #2

1. When is our open house/parent conference?

2. What do you usually present to the parents?

3. How much time do I have with the parents?

4. What are your procedures and routines?

5. What procedures and routines are working?

6. What procedures and routines need to be fixed?
Oct. Mentoring Meeting

Double Entry Journal #1

1. What are 3 procedures that you use in your classroom?

2. What does your current discipline plan say? Is it displayed in your classroom?

3. Have you experienced a problem with a student in your classroom recently or in the past? Is so, what was the problem? Was this problem a procedural or discipline issue?

Double Entry Journal #2

Directions: After talking with your mentor/protégé, please answer these questions:

1. After looking at the Danielson Rubric, one great thing that I did in my lesson was....

2. After looking at the Danielson Rubric, what is one thing I need to improve upon (be specific)?

3. I will make this improvement by doing the following steps:

4. I will know that I was success in this improvement because:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Nov. Mentoring Meeting

Double Entry Journal #1

1. What do you do when you have trouble keeping students on task?
2. What do you do when you think the parents are doing much for the child’s homework?

3. What do you do when parents do not believe you when you describe their child’s behavior in the classroom?

4. What do you do when a parent conference over grades becomes confrontational?

Double Entry Journal #2

1. What piece of advice can you take away with you today and use in your classroom?

2. When you did your observation for October of your mentor/protégé, what did you see that you liked/will use in your classroom?

3. Over the next month, what is one thing that you want to make sure that you accomplish?

Dec. Mentoring Meeting

Double Entry Journal #1

1. What has been the best part of your year so far?

2. What has been the most challenging part of your year so far?

3. What is one thing that you want to work on in the new year? (i.e. organization, handing papers back sooner, etc.)

Double Entry Journal #2
1. Do you feel that you have enough information to start your portfolio?

2. When you did your observation for November/December of your mentor/protégé, what did you see that you liked/will use in your classroom?

   **Jan. Mentoring Meeting**
   
   **Double Entry Journal #1**

   1. What has been the best part of your year so far?

   2. What has been the most challenging part of your year so far?

   3. What is one thing that you want to work on in the new year? (i.e. organization, handing papers back sooner, etc.)

   **Double Entry Journal #2**

   1. Could you use this technology in your class? If yes, how?

   2. When you did your observation for November/December of your mentor/protégé, what did you see that you liked/will use in your classroom?

   3. How will plan to change/keep the same for next year’s formal observation?

   **Feb. Mentoring Meeting**
   
   **Double Entry Journal #1**

   1. What is one thing that you feel you are doing great this year?

   2. What is one thing that you would like to improve for next year?
Double Entry Journal #2

1. Do you feel that you have enough information to complete your portfolio?

2. What is one thing that you want to “steal”/“learn” from a colleague?

Mar. Mentoring Meeting

Double Entry Journal #1

1. How do you organize your lesson plans/files?

2. What is one great organizational tip you can share?

Double Entry Journal #2

1. What is one thing you will work on organizing for the rest of the year?

2. What is one thing that you want to “steal”/“learn” from a colleague?

Apr. Mentoring Meeting

Double Entry Journal #1

1. Do you use data to improve instruction? If so, how?

2. When thinking about student achievement, do you have a question that you’d like answered? (i.e. Why did 12 students miss question #3 on the last test?)?

Double Entry Journal #2

1. How will you use data to improve instruction?

May Mentoring Meeting

Double Entry Journal #1
**Directions:** On the lines below, jot down your 3 most commonly used review methods and/or your best review methods. Then rate these techniques based on the following scale. 1 being a very effective technique and 3 being a not effective technique.

<table>
<thead>
<tr>
<th></th>
<th>Very effective technique</th>
<th>Don't know if it's effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Double Entry Journal #2**

1. What is one review game that you can use in your classroom tomorrow?

2. What is one thing that you would like to change next year in your classroom?

3. What is one thing that you would like to keep next year in your classroom?

**June Mentoring Meeting**

**Double Entry Journal #1**

1. As you reflect back on the year, which of the mentoring program workshops were the most helpful?

2. As you reflect back on the year, which of the mentoring program workshops were the least helpful?

**Double Entry Journal #2**

1. If you could give yourself one piece of advice for next year, what would it be??
Appendix D: Mentoring Log on MyLearningPlan.com
A minimum of 20 logs must be completed on MyLearningPlan.com

<table>
<thead>
<tr>
<th>Mentor Log Form</th>
</tr>
</thead>
</table>

Use this form to record interactions between you and your protege.

<table>
<thead>
<tr>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Topic</td>
</tr>
<tr>
<td>Interaction Type</td>
</tr>
</tbody>
</table>
- CO-PLANNING/CO-TEACHING
- REVIEW OF PAST STUDENT GROWTH DATA
- CLASSROOM OBSERVATION AND FEEDBACK FROM MENTOR
- REVIEW OF LOG/JOURNAL/PORTFOLIO

<table>
<thead>
<tr>
<th>Interaction Date</th>
</tr>
</thead>
</table>

Meeting Date 1

Meeting 1 Date [meetingdate1]
Start & End Time [start time] To [end time]
Location

<table>
<thead>
<tr>
<th>Interaction Details</th>
</tr>
</thead>
</table>
Was this a scheduled interaction?
- YES
- NO

Significant Learning/ Key Outcomes:

Action Item(s):  
- BRING STUDENT WORK SAMPLES OR OTHER DATA TO NEXT MEETING
- MODIFY LESSON PLAN(S)
- RESEARCH OR LEARN MORE ABOUT A TOPIC
- TRY OUT A PARTICULAR INSTRUCTIONAL STRATEGY
- OBSERVE A COLLEAGUE
- OTHER

Total Contact Hours

Goal(s) and Objective(s):

[Select 1 Next Goal District] [Goal: Common Core Standards Integration]
Appendix E: Monthly Topics for Mentors and Protégés to Discuss

August
See attached sheet

September
Communicating with parents
Open House/Curriculum Nights
Organizing your daily schedule
Pictures
Five-week reports
Emergency sub plan
Absences and personal days
Faculty meetings
Who’s Who on the faculty
Grading policies
Sunshine Fund

October
Classroom management
Time management
Contractual obligations
Library/Media Center policies
Holidays and celebrations
Field trips
Report cards
iReady

November
Special Education procedures
Grading
Support services
Budget

December
Holidays and celebrations

January
Midterms/iReady

February
Revisiting policies and procedures
APPR portfolios

March
Certification
Organizing your end of the year plan

April
Dress code
Special People (elementary)
AP Exams, State Assessments, Finals, Review

May
Preparing for the end of the year
SLOs

June
End of the year procedures
Final assessments