

Acronyms to Know

ABA	Applied Behaviour Analysis
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ALP	Annual Learning Plan
AP	Advanced Placement Courses
BLT	Board Leadership Team
CCAC	Community Care Access Center
CLA	Contextualized Learning Activities
CR	Credit Recovery
CRT	Credit Recovery Team
DD	Developmental Disorder
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DRA	Diagnostic Reading Assessment
DWA	Diagnostic Writing Assessment
EDI	Early Developmental Inventory
eLC	eLearning Contact
ELL	English Language Learner
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
ESP/EA	Education Support Personnel/Educational Assistant
ETFO	Elementary Teachers' Federation of Ontario
FASD	Fetal Alcohol Spectrum Disorder
FNMI	First Nations Metis Inuit
KRRCFS	Kenora Rainy River Child Family Service
IEP	Individual Education Plan
IPRC	Identification Placement Review Committee
IRS	Indigenous Residential School
LDCC	Locally Developed Compulsory Course
LMS	Learning Management System
M4YC	Math for Young Children
MHN	Mental Health Nurse
NTIP	New Teacher Induction Program
OCD	Obsessive Compulsive Disorder
OCT	Ontario College of Teachers
ODD	Opposition Defiance Disorder
OSSD	Ontario Secondary School Diploma
OSR	Ontario School Record
OERB	Ontario Education Resource Bank
OSSLC	Ontario Secondary School Literacy Course
OSSLT	Ontario Secondary School Literacy Test
OSSTF	Ontario Secondary School Teachers' Federation
OTF	Ontario Teacher Federation
OYAP	Ontario Youth Apprenticeship Program
PDD	Pervasive Developmental Disorder
PIM	Privacy and Information Management
PLT	Professional Learning Team
PPM	Policy and Program Memorandum
QECO	Quality Education and Accountability Office
SAL	Supervised Alternative Learning
SERT	Special Education Resource Teacher
SHSM	Secondary High Skills Major
SSS	School Support Services
SST	Student Success Teacher
STEM	Science, Technology, Engineering, Math
STEAM	Science, Technology, Engineering, Art, Math
SWAC	School Within a College
TPA	Teacher Performance Appraisal



Mentoring the New Teacher

A MENTOR IS

- A teacher
- A friend
- A guide
- A coach
- A role model



A MENTOR IS RESPONSIBLE FOR

- Maintaining confidentiality
- Sharing knowledge, skills, & information with the new teacher
- Helping the new teacher develop their Annual Learning Plan and NTIP training plan
- Observing the new teacher
- Modeling
- Familiarizing the new teacher with school policies, procedures, and culture
- Participating in on-going mentor training activities

A MENTOR IS NOT

- An administrator
- A supervisor
- An evaluator
- A “spy” for the principal

A MENTOR PROVIDES

- Support
- Encouragement
- A welcoming shoulder
- Suggestions for improvement
- Opportunities for reflection

A MENTOR MUST BE

- Understanding
- Supportive
- Trustworthy
- Empathetic
- Innovative
- Knowledgeable
- Open-minded
- Reform-minded
- Committed
- Reflective

A MENTOR MUST EXHIBIT

- Professionalism
- A positive attitude
- The ability to plan and organize
- A love of children and teaching
- Excellence in teaching
- Good communication
- Good coaching skills
- Good conferencing skills
- Continued professional growth



Responsibilities of a Mentor

- Establish rapport
- Be friendly and positive
- Be empathetic
- Be a good listener – listen to daily concerns, progress, and questions
- Serve as a source of ideas and potential solutions to challenges faced
- Be easily accessible, trustworthy, and understanding
- Help the new teacher cope with the practical details of being a teacher
- Offer guidance on classroom management
- Demonstrate professional competence
- Help expand the beginning teacher's repertoire of teaching strategies
- Schedule time willingly with the beginning teacher
- Assist with the new teacher's understanding and management of school authority
- Express positive feelings about teaching and help the beginning teacher attain those same feelings
- Show awareness of, commitment to, and familiarity with the new teacher's classroom
- Provide opportunities for classroom visits in your classroom, and other teachers' classrooms
- Provide articles, pamphlets, or resources
- Acknowledge the new teachers' skills
- Reflect on best practices
- Assist with development of Individual NTIP strategy form



Responsibilities...

Both Panels:

- Organize classroom (physical)
- Meet school staff (staff, librarian, custodians, secretary(ies), other teachers)
- Plan first day activities (icebreaker)
- Decorate/personalize classroom
- Check supplies – books, paper, pencils
- Read student OSR's
- Meet with your principal & V.P. – review school rules, discipline, scheduling
- Find out where photocopier & supplies are located
- Set up tracking records & record keeping binder, evaluation, attendance, communication home
- Explore FirstClass school conference
- Plan in detail for the first week
- Determine classroom routines and procedures
- Meet with SERT and prepare for special needs students, review IEP's
- Team up with mentor teacher
- Determine classroom management and behaviour expectations; design a discipline plan
- Obtain computer login & email
- Ensure texts are numbered
- Obtain photocopy password, alarm code
- Check mailbox for updates
- Read your Curriculum Documents for the grade/class you are teaching

Elementary Panel:

- Review school policies – fire drills, lockdown procedures, dress code, supply teachers, emergency procedure, attendance evaluation
- Prepare a letter home to parents
- Organize student materials
- Consider preparing initial seating plan (name tags)

Secondary Panel:

- Course outlines/courses of study
- Review school policies/staff handbook – fire drills, dress code, supply teachers, etc.
- Consider preparing initial seating plan
- Organize student materials
- Ensure text books are numbered
- Obtain photocopy password, security alarm code
- Prepare emergency lesson plans
- Prepare course outline for students
- Begin Long Range Plans

ABC



First Day...

Build Rapport:

Both Panels:

- Meet/greet students at the door – smile
- Introduce yourself in a positive, friendly, firm manner
- Model appropriate behaviour
- Make contact with every student in your class
- Establish a positive atmosphere of mutual respect
- Smile – maintain a sense of humor

Establish Classroom Routines:

Both Panels:

- Establish expectations for behaviour
- Teach signal for getting attention (practice)
- Review safety procedures – fire drills
- Develop classroom routines and procedures, be consistent
- Model appropriate behavior
- Handout textbooks & record numbers
- Review the Code of Conduct
- Remind students of Dress code

Other:

Both Panels

- Get to school early
- Be professional in all that you do
- Be visible – be vigilant in supervision
- Read to students

Build Rapport:

Elementary:

- Acknowledge parents
- Join students in circle
- Have students introduce themselves, tap into their interests

Secondary:

- Get to know students (likes/dislikes, interests, jobs, etc.)

Establish Classroom Routines:

Elementary:

- Go over entrance/exit doors, where to hang up coats
- Model and practice how to follow routines – how to line up
- Provide a timetable (structure of each day)
- Have students find their seats
- Take students on a school tour

Secondary:

- Establish class rules
- Provide a course outline to students
- Review Late Assignment Policy
- Review Lab Safety Policy
- Establish expectations for homework
- Review plagiarism policy
- Review student handbook which includes all school policies on the first day of school

Other:

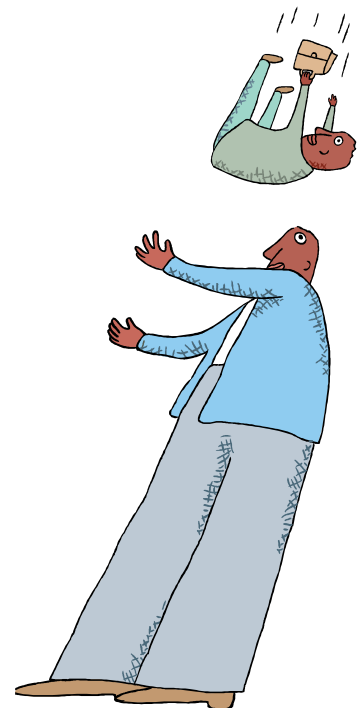
Secondary:

- Use activities that ensure success for all
- Plan for a short lesson with a diagnostic assessment

Task List for Mentors or Administration

We have discussed/reviewed the following:

- School orientation
- School Improvement Planning
- Discipline Plans/Classroom Expectations
- Individual Strategy Form
- Teacher Performance Appraisal
- Long Range Plans
- Individual Strategy Form
- Daily Planning
- Weekly Planning
- Unit Planning
- Curriculum Expectations
- Assessment and Evaluation Plans
- Board Plans (System, Numeracy, Literacy, Assessment)
- Professional Development Opportunities
- Request for Leave Forms
- Supervision
- Student Attendance
- Safe Schools Policy
- Budget and Supplies/ Ordering Guidelines
- Reporting to and Communicating with Parents
- Managing Homework
- Email
- Keys
- Fire Drills/Lockdown/ Evacuation Procedure
- Textbook Use
- Open House
- Communicating with Parents
- Role of the Federation
- Other



Mentor/New Teacher Time Release

Shared release days are provided for the New Teacher/Mentor. The following is a list of ideas:

- Observation
- Planning
- Job shadowing
- New teacher meets with an experienced teacher in their subject/grade
- Curriculum sharing and development with teachers of the same subject
- Workshops
- Site-based training

For release enter into SFE system using reason code:

03- NT (role and year)

e.g 03-NT1T NTIP-Yr1-Teacher

03-NT1M NTIP-Yr1- Mentor

03-NT2T NTIP-Yr2-Teacher

03-NT2M NTIP-Yr2- Mentor

Each pairing has release for two 0.5 day meetings.

August Checklist

- Orientation Days
- Contact new teacher/mentor
- Visit new teacher's classroom/school – discuss classroom organization, routines & procedures
- Communicate with new teacher's principal
- Plan dates to meet with mentor/new teacher/principal
- Encourage new teacher to familiarize him/herself with board and school Federation representatives
- Visit Central Library and SSS office
- Review RRDSB web resources <http://portal.rrdsb.com/>

- Resources:
 - Public Library
 - Museum
 - Northwestern Health Unit
 - First Nations Educations Counselors/Library
 - Ontario Provincial Police
 - Family and Children Services/ Weechi-it-te-win
 - Native Friendship Centre
 - NCDS
 - Other community agencies

- Program Awareness
 - Swimming Lessons
 - Healthy Lifestyles
 - Character Education
 - Student Success
 - Investigate School Traditions (assemblies, holiday events, etc.)
 - Extracurricular activities

- Review Request for Leave and SFE procedure (see principal)
- Obtain teaching assignment/timetable
- Obtain School Handbook for staff members
- Locate schedules/on-call procedures
- Make contact with resource teachers (SERT, Student Success, Guidance, Department Head)
- Help develop/contribute to the school newsletter
- Check OSR, At Risk Binder for specific information on students
- Develop parent communication plan
- Become familiar with NTIP forms and other resources (first class conference, OTEP)
- Become aware of Professional Learning Opportunities (PLC, Ministry guides, LNS monographs)
- Get a large calendar for recording important dates from staff handbook and daily life of the school
- Locate curriculum documents and gather resources



September Checklist

- New teacher receives staff handbook
- NTIP planning: Set a date to meet with your mentor/new teacher; record board level training dates, complete request for leave to attend board level training.

Help the new teacher connect with someone in his/her school who can assist with the following:

- Locate curriculum documents and resources
- Training for secondary in Markbook
- Teach booking procedure for media resources, field trips, etc.
- Office procedures (i.e. money, attendance, PA system, photocopier)
- Awareness of RRDSB Board Plans
- Connect with staff members
- Review of staff handbook and co-curricular activities
- Assist with understanding timetable, time allocation, and duty schedule
- Planning: daybook, long range plans, course outlines
- On-going communication with parents for any concerns or compliments
- Discuss newsletter format and timing (elementary), contribute to monthly newsletter (secondary)
- Read at-risk profiles for grade 9 students, meet with Student Success Teacher, develop a plan for at-risk students
- Review student profiles
- Plan for diagnostic assessments (e.g. DRA, running records)
- Prepare for Grade 3/6/9/OSSLT EQAO assessments
- Prepare progress reports for struggling students
- Review IEP's, meet with SERT to update IEP
- Student Assessment Portfolio
- Review assessment plan and administer assessments
- Meet with Federation representative
- Prepare classroom for school Open House



October Checklist

- Set up times to meet with mentor/new teacher (e.g. observation day, reflection, planning)
- Review and revise tracking and assessment strategies
- Prepare for OSR/IEP responsibilities and grade specific requirements
- Plan for Diagnostic assessments (e.g. Kindergarten screening, DRA, CASI, RIC)
- Prepare “Early Progress Reports” for struggling secondary school students
- Prepare for midterm exams
- Prepare for Parent/Teacher conferences
- On-going communication with parents for any concerns or compliments
- Discuss school traditions and board policies regarding holiday events and activities (i.e. Remembrance Day Activities)
- Meet with principal, and mentor if possible, to reflect on professional learning and update strategy form. Discuss TPA.
- Meet with Student Success Teacher (SST), guidance and SERT as required (develop a plan for at-risk students)
- Plan/gather student work for open house (Nov/Dec/Jan)
- Plan and administer assessments
- Meeting day was used
- Observation day was used
- Update Individual Strategy Form
- Director responds to leave requests
- Seniority list posted by Human Resources
- Check eServe for teacher attendance records



November Checklist

- Planning time for elementary progress report completion – book ½ day with your mentor/mentee
- Training in reporting software
- Preparation for secondary report cards (late November)
- Prepare for elementary Parent/Teacher conferences/portfolios
- Meet with SERT to report on IEP and establish new goals
- Ideas for Christmas Concert
- Prepare ideas and activities to integrate for Drug Awareness Week
- Reading/Writing Exemplars completed, DRA completed
- Review safety rules for winter weather conditions
- EQAO preparation
- Check when report cards are due in the office
- Assessments on assessment plan completed
- Begin to plan for culminating activities/exams (secondary)
- On-going Communication with parents for any concerns or compliments
- Update NTIP individual strategy form
- Notification of resignation
- Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?**



December Checklist

- Review protocol for special seasonal activities
- Check procedures for room clean up for a fresh start after the holidays
- Encourage New Teacher to enjoy the holiday season and take a break from any school activities
- Winter Concert preparation
- EQAO preparation
- IEP's short term goals established
- Check Long range plans for term two (elementary)
- Begin Long Range Plans for semester two classes (secondary)
- Plan for culminating activities/exams (secondary)
- On-going communication with parents for any concerns or compliments
- Update NTIP individual strategy form
- Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?**



January Checklist

- Discuss preparation of final exams/culminating activities (secondary)
- Review exam expectations for students and staff (secondary)
- Prepare second semester course material, textbooks, outlines, etc
- Prepare for Report Cards
- Prepare for IEP updates (secondary)
- On-going Communication with parents for any concerns or compliments
- Review second term assessments outlined in the Board Assessment Plan
- EQAO preparation
- Grade 9 EQAO mathematics assessment (Semester 1)
- Review reporting procedures
- Complete textbook collection for semester one
- Update NTIP individual strategy form
- Request for job sharing or part time employment (OSSTF)

Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?



February Checklist

- Prepare report cards (early Feb.)
- Ensure that Failure Report sheets (secondary) are completed and submitted to the principal, including recommendations for credit recovery
- Complete “Early Progress Reports” for 2nd semester (secondary)
- On-going communication with parents for any concerns or compliments
- Check IEP’s for second semester
- EQAO preparation
- Early Years registration
- Decide on festival entry (entrance fees)
- Continue to update the NTIP individual strategy form
- Meet with SST to discuss at-risk students in semester two classes.
- Secondary course outlines and long-range plans due for second semester classes
- Meet with SERT to report on term one and establish IEP goals for term two
- Prepare for Secondary Parent’s Night
- High school Course Selection Sheets (FFHS)

Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?



March Checklist

- On-going Communication with parents for any concerns or compliments
- Start planning year end activities (i.e. field trips, graduation, awards, open house)
- Encourage clean up to start fresh after March Break
- Prepare for Speech Contest (English/French if possible)
- Festival preparations
- Grade 8 to High School transition planning
- Grade 10 OSSLT
- EQAO preparation
- Plan for midterms (secondary)
- High school Course Selection Sheets
- Requests for Leave of Absence due March 31st (ETFO)
- Meet with SST to develop a plan for students whose credits are at risk
- Seniority list posted
- Exchange requests, union notified of surplus (ETFO)
- Staff seeking leave for September (both) and Federation leave (OSSTF) will be notified

Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?

Enjoy March Break



April Checklist

- Plan year end activities (eg., pow wow, field trips, graduation, awards, open house)
- Plan and begin preparation for Education Week (first week of May)
- Check on spring traditions of the school
- Prepare for midterms and reporting (secondary)
- Secondary preparation for June exams/culminating activities
- EQAO preparation
- Transition to high school visits
- High school course selection sheets due
- On-going communication with parents for any concerns or compliments
- Update NTIP strategy form
- Employee Transfer requests due April 15th
- Notice of Resignation
- Surplus notification (OSSTF)



Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have dates for TPA?

May Checklist



- Continue planning year end activities
- Prepare elementary report cards
- EQAO administration (elementary)
- IEP reviews
- Prepare for graduation
- Administrating and marking DRA/CASI/Writing Exemplars
- EY screening
- Secondary preparation for June exams/culminating activities
- Prepare for grade 9 EQAO mathematics assessment
- Update NTIP individual strategy form
- On-going communication with parents for any concerns or compliments
- Surplus/redundancy/termination notice (ETFO)
- Notice of resignation (OSSTF)
- Have you used your mentoring days? Have you met with your principal to reflect on your professional learning? Do you have two TPA's completed?**

June Checklist



- Prepare inventory of classroom resources/supplies
- Order supplies for the next school year
- Finalize year end activities
- Complete and file IEP's (Report IEP goal progress on report card)
- Complete Exam/culminating activity preparation (secondary)
- Prepare Report Cards
- Ensure report cards are copied and placed in OSR (elementary)
- Final reports/complete FSL hours/sign off OSR's
- Communicate with parents in regard to report cards (no surprises)
- Reflect on the school year
- Identify goals for next year
- Graduation (elementary/secondary)
- Clean up
- NTIP individual strategy form signed off by Principal
- Redundant teachers (ETFO) given OSSTF staffing priority

Preparation for Mentor/Mentee Shadowing Day

Before Visit:

Some topics I would like to discuss are...

My goals for the day are.....

Once this has been established, please ensure that you make personal contact by email or phone to the teacher to identify your goals for the day.

After Visit:

During the shadowing I observed...

As a result of the shadowing experience I intend to...