

DIOCESE OF RICHMOND
OFFICE OF CATHOLIC SCHOOLS



NEW TEACHER
MENTOR PROGRAM
AUGUST 2012

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**DIOCESE OF RICHMOND
TEACHER MENTOR PROGRAM**

I. INTRODUCTION

The Office of Catholic Schools in the Diocese of Richmond recognizes and believes that the most important element in the education of children is the teacher. As the Diocese continues its commitment to high academic standards, the nurturing and the development of teachers new to the profession are critical. In order to ensure that new teachers receive the strong support they need we have established the Diocese of Richmond Teacher Mentor Program.

The Office of Catholic Schools in the Diocese of Richmond appreciates the partnership with the Office of Catholic Schools in the Diocese of Arlington for sharing the content of the mentoring program.

II. VISION AND GOAL OF PROGRAM

The vision and goal of the Mentoring Program is to provide professional and personal support for new teachers through mentoring and related programs and to promote an atmosphere that supports a professional learning environment and fosters the development of collegial relationships.

New teachers will participate in the Diocesan New Teacher Orientation and support programs. All professional development activities will be directed toward a continuous plan of professional development that will ultimately impact student learning. In addition to the mentoring program, new teachers participate in diocesan and school professional development activities. We recognize that new teachers need support in meeting the challenges of their profession. The mentoring program for new teachers will provide meaningful opportunities for growth and improvement.

The Diocese of Richmond Mentoring Program will:

- Ensure that the new teachers understand the importance of Catholic Identity in our schools.
- Provide peer guidance to new teachers in the first year of employment.
- Provide new teachers with information about the Diocesan Curriculum Standards and a working knowledge of those standards.

- Provide new teachers with information about diocesan and school policies and procedures related to pedagogy and classroom management.
- Provide new teachers with informal feedback about their pedagogy.
- Provide support in teacher morale, communication and collegiality.
- Increase the probability of new teachers having a successful start to their career.

III. PROGRAM PROCEDURES

A. Mentor Selection

The mentors will be required to participate in a one day mentor training program in the summer.

The following characteristics will be sought in selecting a mentor:

- Demonstrates mastery of pedagogical skills and curricula knowledge.
- Demonstrates strong interpersonal and communication skills.
- Demonstrates a willingness to participate in the program and devote time to assist the new teacher.
- Demonstrates commitment to his/her own professional learning.
- Possesses the ability to allow the new teacher to develop his/her own effective teaching style.

The Principal will assign a mentor to a new teacher as soon as possible after the new teacher is employed, which will typically occur before the school year begins.

B. Expectations and Role of the Mentor

The mentor is highly valued by the Office of Catholic Schools. The following responsibilities describe the expectations and role of the mentor:

- Provide support and encouragement to help the new teacher understand the history, customs and culture of the Diocese and his/her school.
- Provide the teacher new to the Diocese with support related to Catholic Identity, subject and course curricula, instructional strategies, classroom management, report card grading, Diocesan and school policies and procedures, parental contacts and any and all other topics that may be of importance in the performance of the new teacher's duties.
- Maintain confidentiality of all discussions, observations and other contacts between the mentor and the new teacher.
- Participate in the mentor training in the summer.
- Participate in the evaluation process of the teacher mentor program.

- Meet with the new teacher before the beginning of the school year to initiate the teacher/mentor relationship.
- Meet with the new teacher during the school year to provide counsel and support to the new teacher.
- Provide instructional and building resources or direct the new teacher to such.
- Model competence and professionalism.
- Demonstrate tolerance, patience and sensitivity to the new teacher's concerns.
- Serve as an advocate/advisor.
- Use perspective and vision to suggest the next steps a new teacher might consider.
- Guide the new teacher in recognizing special talents and capabilities – at the same time, address the new teacher's shortcomings and work together to find remedies.
- Identify the new teacher's good qualities and establish a firm relationship so that areas of improvement are easier to handle.
- Critique the new teacher's strengths as well as weaknesses in a confidential manner.
- Assist the new teacher to identify effective strategies and experiment with new ideas.

C. Confidentiality

The first year of teaching can bring many challenges and concerns for the teacher. Teacher mentors are selected to offer assistance and guidance to allow for a smooth transition for the new teacher. The relationship that develops between the mentor and teacher is critical to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are important to effective communication. In no way is this relationship to be used in the formal evaluation process.

The mentor should determine the regularity of interaction, set up the communication mechanisms, clarify the level of confidentiality and modify expectations to fit the real-life mentoring situation. As the mentor/new teacher relationship develops, the mentor should also take the responsibility to initiate and maintain the relationship. The mentor must communicate that sharing expectations and periodic review will give strength to the process. The new teacher, in interacting with the mentor or principal, should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude by the mentor and principal is crucial and sets the tone for a cooperative relationship. The mentor and the principal should insure that the sharing of ideas, problems, feelings and resources can be done in an atmosphere of an open, working relationship.

VI.

MENTORING AGREEMENT

The mentoring contract brings together the mentor, the new teacher and the principal and spells out each person’s responsibilities. When each person’s responsibilities are faithfully discharged, the students’ education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the new teacher is a colleague, and that collegial relationship strengthens the education of the new teacher’s students.

The mentor and the novice teacher hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

The mentor hereby agrees:

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To attend the new teacher’s classes regularly and provide the new teacher with feedback, coaching and support.
- To be available for informal support and consultation.

The new teacher hereby agrees:

- To observe the teaching of other experienced professionals.
- To work on the suggestions the mentor makes.
- To seek out the mentor for answers to questions that may arise.

The principal hereby agrees:

- To observe and evaluate the new teacher.
- To provide support to both the mentor and the new teacher.
- Not to solicit evaluative comments from the mentor regarding the new teacher.

All parties agree:

- To follow the Diocese of Richmond’s policies and procedures and to provide feedback to the Office of Catholic Schools on the merits of the Mentoring Program.

Mentor

Date

New Teacher

Date

Principal

Date

V. ESTABLISHING AND DEVELOPING THE MENTOR-BEGINNING TEACHER RELATIONSHIP

Many of the specifics regarding the interactions that will establish and nurture a positive relationship between the mentor and the beginning teacher will depend on:

- The people involved
- The beginning teacher's needs
- The mentor's areas of expertise
- The time schedule and building layout of the school
- The ability of both to communicate well, and
- Other factors unique to the individual mentor and beginning teacher.

However the following general principles are applicable to all situations.

The first step in establishing a relationship based on trust and mutuality is for the mentor and the beginning teacher to get to know one another through informal conversation. Both mentor and beginning teacher could discuss such topics as professional and educational background, interests outside of school and appropriate personal background. They could go on to discuss topics such as teachers who have been influential in their lives, things they are particularly proud of and beliefs about education.

It is essential to the mentoring relationship that the beginning teacher understands that the mentor's role is to guide and support the beginning teacher in his/her on-the-job study of the teaching and learning process and his/her development as an effective teacher. To be effective in guiding and supporting the beginning teacher, the mentor will need to appreciate and respect the viewpoints of the beginning teacher, recognize the beginning teacher's strengths and help the beginning teacher identify needs for him/her.

Conversely, it is essential that the beginning teacher develop respect for the competency, caring and wisdom of the mentor. This respect develops over time as the mentor's guidance, feedback, support and advice helps the beginning teacher be successful.

In this regard, it is essential to provide a safe and confidential climate in the relationship so that the beginning teacher will be able to candidly express needs, concerns and deficiencies. Evaluation is the function of the principal, not the mentor.

Beginning teachers are easily overwhelmed. Therefore, it is important for mentors to give help in small, organized chunks. Try to focus on a few topics or issues at a time. Be as specific and concrete as possible. Check for understanding. Follow-up with the beginning teacher to be sure he/she was able to apply the information given. Everything cannot be addressed at once.

VI. FACTORS THAT AFFECT THE MENTORING RELATIONSHIP

At times, the mentor and the beginning teacher may have very different ideas and feelings about the same topic or situation. A number of factors may contribute to this reality including how each person processes information and experiences, what events and values have shaped the generations to which each belongs and what learning style each prefers. Without becoming overly analytical, mentors may find it of value to reflect on how the mentor and beginning teacher are similar and different in these areas.

Styles of Processing Information and Experiences

The following characterization of different approaches to processing information and experiences is derived from the Myers-Briggs Type Inventory and the Martin Operating Styles Inventory:

The Thinker:

The Thinker receives and processes information analytically. Thinkers use a deliberate and orderly approach to life and are concerned with reason, principles and logic. Being correct and having the right answer are important values. They gather data and analyze information before making a decision. They prefer a quiet and neat work space.

Strengths include organization and planning, making decisions based on data and remaining calm in emotionally charged situations. Under pressure, Thinkers seem as if they have no feelings. Decision-making is slow. Behavior becomes judgmental and controlling. There is a tendency to set perfectionist standards which no one, including the Thinker, can attain.

The Feeler:

The Feeler receives and processes information through the emotions. Feelers are concerned about relationships. Decisions are made based on like or dislike, what feels right and impact on self and others. They are friendly and warm; people like to be around them. Their emotions show in their facial expressions. They like a “homey” work space.

Strengths include creating a harmonious climate, using humor to diffuse situations and contributing to positive morale. Under stress, Feelers tend to release emotions explosively. They enjoy gossip and they tend to agree with others to please them. They often feel used and unappreciated. Feelers tend to take comments personally. They can have pronounced mood swings.

The Sensor:

The Sensor processes information through the five senses. Sensors react immediately to what is happening in their environment. They are highly active and involved. Current information and events are very important and they want to act on problems immediately. They have a need to interact actively with their

environment. They value competition and practicality. Their work space is likely to be busy and cluttered.

Strengths include taking timely action, accomplishing several tasks simultaneously and making quick decisions. Sensors' high energy and bias toward action fosters momentum. Under pressure, Sensors may ignore others' feelings and needs. A competitive attitude can turn into combativeness. They may feel the need to do everything themselves. In an effort to act quickly, they may waste time and do things in such a way that they will need to be done over.

The Intuitor:

The Intuitor processes information creatively. Information is quickly developed into a whole picture. Decisions are made based on a vision. Intuitors can see possibilities that are not apparent to others. They are innovative and imaginative, generate new ideas and come up with creative approaches and solutions. They frequently spend time alone. Their work spaces are filled with unique items and projects that have been begun but are not yet finished.

Strengths include a unique perspective, seeing the future impact of decisions and independence. Under pressure, Intuitors may come across as aloof and out of touch. Time schedules, details and deadlines may become unimportant. In conflict situations, there is a tendency to avoid confrontation. Ideas generated under stress may be impractical.

Generational Events and Values

In their 1997 book, *Rocking the Ages*, J. Walker Smith and Ann Clurman describe their research indicating that members of a generation are linked to each other through the shared life experiences of their formative years. These experiences are called "markers". Through these shared experiences generations develop and retain similar values and life skills as they learn what to hold dear and how to go about doing things.

These same experiences also serve to differentiate one generation from another. It is a mistake to assume that just because people are turning a certain age they will behave in the same ways as those who turned that age before them.

Many authors have identified examples of events that affected generations during their formative years and the values and characteristics that describe the generation as a whole. (It is important to note that these characteristics may not describe every member of the generation.)

Silent Generation	Baby Boomers	Generation X	Millennials (Gen Y)
Born 1926-42	Born 1943-60	Born 1961-81	Born 1982-1999
The Depression	The Great Society	AIDS	September 11

The New Deal	Watergate	Divorce	The Internet
World War II	Rock and Roll	Sesame Street	Multi-taking
The GI Bill	Color TV	MTV	Columbine
Radio	Assassinations	Desert Storm	Nintendo
Social Security	Vietnam	Media	Clinton Scandal
Conformity	Individuality	Diversity	Confidence
Hark work	Experience	Participation	Diversity
Self-sacrifice	Self-actualization	Self-preservation	Commitment
Teamwork	Self-reliance	Vigilance	Connectedness
Authority	Information	Peers	Parents

Learning Styles

The educational literature contains a wide variety of learning style theories and models. Some theories advise diagnosing the learning style of a student and approaching him/her through the strengths of that style. Other models recommend instructing in a manner that involves students in developing the facets of their learning styles other than their preferred methods of learning.

The following information is derived from the research and model developed by Bernice McCarthy. She refers to her theory as “4-MAT”. A definition for “format” is “the style or type of something”, and she identifies four major approaches to learning - - hence the name “4-MAT”.

McCarthy developed her concept around two dimensions: (1) the thinking-feeling dimension, and (2) the reflecting-acting dimension. The intersection of these two dimensions results in four methods of learning:

- Discussion focusing on “why” (the problem) (reflecting and feeling)
- Information focusing on “what” (the definition) (reflecting and thinking)
- Coaching focusing on “how” (the solution) (doing and thinking)
- Self-discovery focusing on “if” (the outcome) (doing and feeling)

These four methods also vary in terms of whether the teacher or the student is more active

- Discussion teacher interacts with student
- Information teacher acts
- Coaching student reacts
- Self-discovery student interacts with teacher

McCarthy believes that all learners should cycle through each of these four methods, even though the individual learner may prefer or have a strength in one or the other types of learning. The task of the teacher is to facilitate that movement.

As a student moves through the cycle, the role of the mentor changes. For the teacher, the cycle begins with capturing the beginning teacher's enthusiasm, and it ends with facilitating independence. During the process, the mentor moves "from center stage to the wings", "from the field to the sidelines". McCarthy describes the ultimate role of the mentor as "spokesperson for the mission, servant to the process".

Preferences of Adult Learners

It is important to distinguish between the methods teachers use to teach children and youth and the methods that are most effective with adult learners. Adult learners value learning experiences that use analysis of reflection on their own experiences as a resource. Adults grow to be increasingly self-directed learners. Adults are problem-centered in their orientation to learning, and they especially value learning that can be applied immediately. These characteristics, which are extensively documented by research on the learning process, make it very important for the mentor to communicate with the beginning teacher in ways that help the new teacher identify and solve his/her own problems and improve his/her own practice.

VII.**NEW TEACHER NEEDS ASSESSMENT**

NAME _____

SCHOOL _____

The mentoring program is designed to support your professional growth. To help us do so, please tell us the level of concern you *currently* feel for the following topics.

Expectations	None	Some	Very Concerned
---------------------	-------------	-------------	---------------------------

- | | | | | | |
|---|---|-----|-----|-----|-----|
| 1. Diocesan curriculum | 1 | - 2 | - 3 | - 4 | - 5 |
| 2. Grade/subject standards for student learning | 1 | - 2 | - 3 | - 4 | - 5 |
| 3. School/diocesan policies and expectations | 1 | - 2 | - 3 | - 4 | - 5 |
| 4. Using technology as a tool for learning | 1 | - 2 | - 3 | - 4 | - 5 |
| 5. Evaluation of teacher performance | 1 | - 2 | - 3 | - 4 | - 5 |

Teaching

- | | | | | | |
|---|---|-----|-----|-----|-----|
| 6. Determining student academic ability | 1 | - 2 | - 3 | - 4 | - 5 |
| 7. Effective use of teaching strategies | 1 | - 2 | - 3 | - 4 | - 5 |
| 8. Differentiating for individual students | 1 | - 2 | - 3 | - 4 | - 5 |
| 9. Unit and lesson plan design | 1 | - 2 | - 3 | - 4 | - 5 |
| 10. Effective use of textbooks and curriculum | 1 | - 2 | - 3 | - 4 | - 5 |

Classroom Management

- | | | | | | |
|--|---|-----|-----|-----|-----|
| 11. Student discipline | 1 | - 2 | - 3 | - 4 | - 5 |
| 12. Preparation time | 1 | - 2 | - 3 | - 4 | - 5 |
| 13. Assessing/grading student work | 1 | - 2 | - 3 | - 4 | - 5 |
| 14. Organization of the classroom | 1 | - 2 | - 3 | - 4 | - 5 |
| 15. Management of paperwork and reports | 1 | - 2 | - 3 | - 4 | - 5 |
| 16. Accessing materials, supplies, equipment | 1 | - 2 | - 3 | - 4 | - 5 |
| 17. Budget for instructional materials | 1 | - 2 | - 3 | - 4 | - 5 |

Relationships

- | | | | | | |
|---|---|-----|-----|-----|-----|
| 18. Parents and community members | 1 | - 2 | - 3 | - 4 | - 5 |
| 19. Principal, Office of Catholic Schools | 1 | - 2 | - 3 | - 4 | - 5 |
| 20. Colleagues | 1 | - 2 | - 3 | - 4 | - 5 |
| 21. Rapport with students | 1 | - 2 | - 3 | - 4 | - 5 |
| 22. Cultural diversity of students | 1 | - 2 | - 3 | - 4 | - 5 |

Other Concerns

- | | | | | | |
|-----------|---|-----|-----|-----|-----|
| 23. _____ | 1 | - 2 | - 3 | - 4 | - 5 |
|-----------|---|-----|-----|-----|-----|

VIII. THE LIFE CYCLE OF A FIRST YEAR TEACHER

Several research studies have focused on describing the stages a beginning teacher experiences. One study conducted at the Santa Cruz (CA) Beginning Teacher Consortium identified these six stages:

- (1) Anticipation Phase August
- Excited but anxious
 - Ready to conquer the world of teaching

This stage begins during student teaching and intensifies when the teacher gets his/her first job and as the opening of school nears. Beginning teachers generally enter with a tremendous commitment to making a difference and with a somewhat idealistic view of how to accomplish their goals. The mentor should provide encouragement and confidence building. He/She should serve as a guide and advisor and establish regular times to meet with the beginner. The mentor should be available to answer questions.

- (2) Survival Phase September
- Can I really do this?
 - Making it from one day or one activity to the next
 - Frustration
 - I feel like giving up ...

Beginning teachers are overwhelmed by a variety of problems and situations they did not anticipate. They struggle to keep their heads above water and are consumed by the day-to-day routine of teaching. Particularly overwhelming is the constant need to design lessons and units for the first time while still uncertain of what will really work. Although tired, first-year teachers usually maintain a high level of energy and commitment. Encouragement is given for working on one thing at a time. Assistance is offered as it is requested. The mentor might surprise the beginner with notes, “care packages,” etc.

- (3) Disillusionment Phase October to December
- Maybe I shouldn't have become a teacher...
 - I can't seem to do anything right...
 - I'll never get control of this class...

The intensity and length of this period varies from beginning teacher to beginning teacher. The extensive time commitment and the sense that things are not going as well as they want contribute to questioning their commitment and competence. Many beginning teachers get sick during this phase. Classroom management is a major source of stress.

This phase is compounded by encountering a series of new events at a time when self-esteem is declining. Some parents may be uneasy or intimidating when they realize the teacher is a beginner. Beginning teachers approach parent conferences

with the idea that parents are partners in the learning process, and they are not prepared for parents' criticisms. The first formal classroom observation and evaluation by the principal increases anxiety.

- (4) Rejuvenation Phase January to April
- Beginning to see the light at the end of the tunnel
 - Self-confidence is rising
 - Sense of relief at being halfway there

A slow rise in attitude begins with winter break allowing time for rest and socializing. The break also provided breathing time to organize materials and plan new lessons and units. This period has ups and downs, but generally the beginning teacher is relieved for having made it this far, begins to focus on curriculum and instruction and starts to become concerned about finishing everything by the end of the year.

- (5) Reflection Phase May
- I made it!!!
 - Look back on the year's successes and challenges
 - Plan ahead for next year
 - Sense of pride/satisfaction

This is an invigorating period during which the beginning teacher highlights successes and failures. The mentor encourages the teacher to select lesson plans, unit plans and classroom management strategies that worked well this year and consider adjustments to them for possible use in the future. The mentor celebrated the end of the school year and the accomplishments the beginner has made.

- (6) Anticipation Phase Summer
- Excited but anxious
 - Ready to face and conquer the second year of teaching

The mentor remains available for support and guidance in closing out the school year. The mentor discusses the challenges a new year will bring and diffuses anxiety by reflecting on past successes. He/She guides the teacher toward appropriate staff development opportunities available during the summer.

IX. EXPECTATIONS FOR THE TEACHER NEW TO THE DIOCESE

Within the Richmond Diocese Teacher Mentor Program the new teacher also has defined expectations. The new teacher needs to be willing to engage in conversation with the mentor about any number of topics related to teaching, learning, curriculum, instructional management, student discipline, Diocesan and school culture and professional development. The new teacher will need to feel comfortable in approaching the mentor, colleagues and principal in talking about the art of teaching.

Much time and effort are expended in the recruitment of new teachers for the Diocese. The Diocese desires that new teachers acclimate themselves and thrive as professionals in the Richmond Diocese. The following describe the expectations for the new teacher in the teacher mentor program:

- Gain personal and professional growth as a teacher new to the Diocese.
- Participate in the New Teacher Orientation Program in August and other meetings for new teachers throughout the year.
- Develop an understanding of the Diocesan and school culture, mission and goals.
- Meet with the mentor on a regular basis to discuss Catholic Identity, subject and course curricula, instructional strategies, classroom management, report card grading, Diocesan and school policies and procedures, parental contacts and any and all other topics that may be of importance in the performance of the new teacher's duties.
- Remain in the teacher mentor program for the school year.
- Be open to constructive criticism as well as praise.
- Assume responsibility for the process of inner analysis and self-acceptance.
- Share ideas, problems, feelings, expectations and concerns.
- Maintain confidentiality.
- Participate in the evaluation of the teacher mentor program.
- Explore the Diocese of Richmond and the school's websites to receive important information and resources.

X.

NEEDS OF BEGINNING TEACHERS

Beginning teachers need assistance in a variety of categories. Specific needs vary from teacher to teacher. Their needs may focus on applying what they learned in their teacher training to their actual classroom situations, and/or their needs may arise from gaps in their training.

Religious needs:

- Understanding the philosophy of Catholic education, the vocation of ministry as a Catholic educator and Church documents related to Catholic education.
- Understanding the teacher's role in the religious dimension of the school.
- Feeling comfortable participating in the faith community and in the spiritual life of the school.
- Identifying needs related to personal spiritual development and opportunities to address those needs.

Instructional needs:

- Planning and implementing units and lessons.
- Designing and implementing learning activities.
- Using a variety of teaching methods, material and media.
- Understanding student learning needs to differentiate instruction.
- Integrating digital learning tools to engage and motivate students
- Demonstrating subject matter knowledge.
- Grouping students appropriately for learning activities.
- Addressing students' special leaning needs.
- Assessing and reporting on student progress.
- Involving students in classroom activities.
- Understanding curriculum mapping.

School needs:

- Understanding the school's philosophy, mission statement, vision statement, etc.
- Understanding expectations.
- Learning school policies and procedures.
- Becoming acquainted with the school community.
- Becoming acquainted with traditions.

Resource needs:

- Identifying resources, material and media for teaching.
- Learning about resources available in the broader community.
- Obtaining materials, equipment and supplies.

Collegial and professional needs:

- Overcoming feelings of isolation.
- Interacting with colleagues using effective communication and human relation skills.
- Feeling comfortable with formal observation and evaluation.
- Participating in the life of the school beyond the classroom.
- Identifying areas of need for professional development and opportunities to address those needs.
- Collaborating with other professionals regarding individual student needs.

Management needs:

- Classroom management.
- Classroom structure and organization.
- Recordkeeping.
- Physical arrangement of the classroom.
- Time and stress management.

Parental needs:

- Communicating appropriately with parents.
- Preparing for parent conferences.

Student needs:

- Creating a classroom climate that promotes learning.
- Establishing expectations.
- Motivating students.
- Disciplining students.
- Helping students develop positive self-esteem.
- Conducting conferences with students.

XI. PRIMARY RESPONSIBILITIES OF TEACHERS IN THE CATHOLIC SCHOOLS IN THE DIOCESE OF RICHMOND

A. CHRISTIAN/PROFESSIONAL FORMATION STANDARDS

Indicators are:

1. Keeps abreast of current trends in education
 - Engages in professional reading, workshops, conferences and organizations supportive of instructional responsibilities.
 - Applies knowledge gained from travel, course work, reading and other enrichment activities.
 - Recognizes the diversity of students in a welcoming classroom environment.
2. Fulfills requirements for obtaining and maintaining
 - Religion Certification.
 - VA State Certification with proper endorsement in the area of teaching responsibility
3. Witnesses to the philosophy of Catholic education established by the Diocese of Richmond and the local school
 - Integrates Catholic values throughout the curriculum.
 - Recognizes each child as God's creation.
(Catechism of the Catholic Church #355)
 - Witnesses to Christian commitment through personal example.
 - Willingly attends and assists in the preparation of school liturgies.
 - Supports the school effort to form a strong faith community.
 - Stresses reverence in daily prayer and in religious celebrations.
 - Seeks to integrate the person of Christ into the life of the school community.
 - Works to accomplish the school's philosophy and mission.

B. INSTRUCTIONAL PERFORMANCE STANDARDS

Indicators are:

1. Demonstrates competence in subject matter in implementing Diocesan Consensus Curriculum Guidelines
 - Selects appropriate materials to achieve specific objectives.
 - Demonstrates adequate advanced preparation and organization of lesson procedures and materials.
 - Develops performance objectives for each multiple intelligence based on ability, achievement, experience and cultural values.
 - Incorporates Diocesan Consensus Curriculum Guidelines in daily planning content and skills of previous levels for reinforcement and anticipates content and skills of future grade levels to insure continuity and sequence.

- Adheres to Diocesan minimum time allotments for each subject area and within the subject itself.
 - Collaborates with other teachers in coordinating objectives for the student's total program.
 - Implements principal-approved suggestions from Teachers Assisting Teachers Team.
2. Specifies clear and appropriate learning objectives
 - Stresses the importance of pupils' understanding of the subject matter.
 - Prepares lesson plans with a systematic and orderly progression.
 - Checks students' understanding of the objectives.
 - Relates the new learning to previous learning.
 3. Evaluates student progress fairly and effectively and utilizes standardized testing data to guide instruction
 - Establishes fair grading criteria consistent with local school policy.
 - Substantiates report card marks by sufficient testing and record keeping of students' work.
 - Gives home assignments that are appropriate both as to time and content.
 - Appraises student learning levels, interests and needs.
 - Uses information in cumulative folders and other school records.
 - Uses individual and group observations.
 - Consults with parents.
 - Utilizes Diocesan-approved diagnostic instruments and teacher designed assessments to improve instruction.
 - Assesses class progress and consults with students when necessary to determine readiness for new concepts.
 - Consults with previous teachers, team teachers and/or specialists.
 - Makes referrals to appropriate personnel based on assessment results and student needs.
 4. Uses a variety of effective instructional techniques
 - Plans for involving all learners.
 - Provides a variety of activities for individuals and groups.
 - Provides alternatives for students with exceptional needs.
 - Accommodates a variety of learning styles that incorporates a variety of multiple intelligence strategies.
 - Adjusts instruction based on monitoring of the lesson.
 - Selects material at the appropriate level of difficulty and complexity:
 - Daily lesson objective.
 - Questioning techniques
 - Test items
 - Higher and lower order thinking skills
 - Resources.

- Informs the students of the specific learning objectives and brings closure to the lesson.
 - Provides for individual differences through varied activities and assignments which are clear and challenging.
 - Incorporates technology effectively/appropriately.
 - Integrates the use of the library into lesson presentations.
 - Extends and enriches various learning experiences by field trips and community projects.
 - Combines auditory explanation with:
 - Visual references.
 - Student participation to include but not limited to:
 - Discussion
 - Question and answer
 - Writing assignments
 - Simulation
 - Lab work.
 - Provides structured practice via student directed and teacher directed activities.
 - Utilizes questioning techniques:
 - Frames questions
 - Builds on responses
 - Encourages relevant discussion
 - Utilizes “wait time”
 - Checks for individual understanding.
 - Maintains appropriate level of concern and involves students.
5. Teaches in a manner that invites students to think critically and creatively
- Encourages students to make choices about their learning and be accountable for their choices.
 - Implements guided practice
 - Provides model or other references
 - Moves throughout classroom
 - Provides positive corrective feedback
 - Provides input enabling students to move beyond the basics of the lesson.

C. MANAGEMENT STYLE STANDARDS

Indicators are:

1. Establishes and maintains effective discipline consistent with our Catholic philosophy and mission
 - Employs effective, consistent Christ-centered disciplinary techniques with the child’s self-worth and self-discipline as the goal.
 - Insures supervision of children at all times.
 - Establishes appropriate control over the classroom situation and maintains it.

- Uses class time for learning and demonstrates organization by
Beginning instruction promptly
Minimizing non-instructional activities.
 - Provides for instructional transitions which are smooth, rapid and clearly defined.
 - Prepares room arrangement conducive to movement of teacher and students.
 - Exhibits control and calmness when disciplining students.
 - Utilizes positive reinforcement.
2. Assumes responsibility for care of classroom, materials and equipment
 - Arranges display areas attractively and correlates them with the curriculum.
 - Exhibits evidence of organization and care of classroom materials and insists that students do the same.
 - Changes displays regularly.
 - Exhibits student work.
 - Maintains an attractive environment relative to the curriculum.
 3. Displays promptness and accuracy in assigned responsibilities
 - Submits plans and reports on time.
 - Provides accurate and prompt written information/communication and reports.
 - Fulfills supervisory tasks with proficiency.
 - Promptly checks and returns student material (tests, workbooks, copybooks, etc.).
 - Fulfills time obligations of contractual day.
 - Maintains log of parent communications (verbal and written).
 4. Communicates effectively in speech and writing
 - With parents.
 - With students.
 - With colleagues.

D. INTERPERSONAL RELATIONSHIP STANDARDS

Indicators are:

1. Interacts with students in a manner consistent with Catholic values
 - Establishes a friendly and respectful teacher-pupil relationship.
 - Possesses a firm, sympathetic and consistent approach.
 - Reveals an understanding of and consideration for the individual interests, needs and differences of people.
 - Provides an atmosphere conducive to learning.
 - Communicates with students effectively; is positive in speech and manner at all times.

- Projects voice effectively.
 - Conducts him/herself graciously.
 - Exhibits a positive attitude and enthusiasm for teaching.
 - Exhibits confidentiality in school situations.
 - Shows tact, concern and sense of humor.
 - Conveys high expectations and the belief that all students can learn
 - Establishes rapport that demonstrates care, acceptance and respect for the individual.
 - Uses incentives to promote and recognize success.
 - Respects students' opinions and feelings.
2. Cooperates with administration
- Participates actively in diocesan, faculty and PTO meetings.
 - Demonstrates willingness to share in school related activities.
 - Participates in the development and review of school policies and guidelines.
 - Observes school policies and legal regulations.
 - Cooperates with administrative requests.
3. Interacts with parents in a manner that is professional and reflective of Catholic values
- Maintains proper communication with parents/guardians.
 - Uses written and oral communication that is clearly stated and grammatically correct.
 - Utilizes such human relations techniques as acceptance, praise and humor when warranted.
 - Responds to parents' concerns promptly and professionally.
4. Interacts with other members of the school community in a way that is professional and reflective of Catholic values
- Projects a friendly, cooperative attitude toward colleagues with a willingness to share.
 - Demonstrates sensitivity to individuals who are of another race, culture, religion, gender or have disabilities.
 - Demonstrates support of colleagues' work through praise, interest, involvement.
 - Contributes to overall harmony of the school climate.
 - Puts problems in perspective.
 - Fosters an open atmosphere in which others feel free to express themselves.
 - Listens and responds to the concerns of others.
 - Responds positively to challenges.

5. Willingly complies with policies and guidelines of the Diocese, the Office of Catholic Schools and local school
 - Follows adopted policies, regulations and guidelines.
 - Adheres to established school procedures.
 - Uses diocesan, school and personal goals in planning professional growth.

XII.

ORIENTATION TO CATHOLIC IDENTITY

Catholic Identity is integral to every concept of the Catholic school and not an added component. It is expressed in the daily experience and interactions of students, faculty and administration. It permeates the spirit and climate of each Catholic school. It is important that all new teachers to our schools understand and support this statement; therefore in orientating a new teacher we must:

- Discuss the importance of Catholic Identity within the school and each classroom.
- Review the school's mission statement and encourage the teacher to commit it to memory.
- Discuss the need for creating a visual Catholic environment through the use of religious symbols – statues, pictures, bulletin boards, prayers, etc.
- Provide suggestions for creating and using a prayer corner with the bible enthronement.
- Review the importance of hospitality, order and respect for the person in creating Catholic Identity.
- Discuss the need for age-appropriate prayer at significant times throughout the school day.
- Stress the benefit of cross-curriculum lessons for religion.
- Encourage the understanding that teachers should have knowledge of Catholic doctrine, traditions and rituals. Diocesan certification in Catholic formation supports this process.

XIII.

PARENT-TEACHER CONFERENCES

Clear and concise communication is important and will help you feel confident in dealing with parents. Parent conferences can be anticipated with discomfort, but on the other hand can be very productive. Parents in general come to a conference with the intent of being cooperative and with the best interests of their child in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

- Test scores
- Homework progress
- Standardized test scores
- Attendance information
- Documented classroom behavior and any other applicable information
- School work
- Reading and math progress if applicable
- Special interests or points you may have noticed about the student
- Peer relationships and how the child interacts with other students
- Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

- Use good communication skills
- Begin on a positive note, such as sharing the student's strengths and progress
- Stay on the topic
- Be certain to explain the governing factors surrounding the student's behavior and its impact on the educational process
- Come up with suggestions for remediation
- Respond with positive information – allow the parents to understand that you sympathize with the dilemma they are facing, but at the same time continue to focus on dealing with the student's progress
- Avoid communicating with emotions, and avoid triggers that could interfere with the tone of the conference

After the conference:

- Document the conference in writing for your reference

XIV. TIPS FOR HANDLING A VOLATILE PARENT CONFERENCE

Conferences are quite important in the school setting as parents and teachers learn to become partners for the benefit of the student. While conferences are most often pleasant, there may be situations where a parent becomes hostile or volatile. The suggestions listed here should help you prepare for and deal with situations that degenerate from pleasant to hostile.

- If you suspect a parent will be angry or upset at a conference, arrange to have another teacher, your mentor, a counselor or administrator attend the conference with you.
- If an angry parent demands an immediate conference, ask the parent to come in the next day. This will give him/her a chance to reflect on the problem and “cool down.”
- Hold this conference in a neutral setting away from your classroom.
- Remember that often what might be perceived as an angry parent is really a parent who does not have all the facts. Initial anger is often defused when the parent hears all sides of a story.
- If a parent gets upset during the conference, remain calm. Keep your voice low, and your tone neutral.
- Understand there may be many reasons for a parent’s hostile behavior such as drugs or alcohol abuse; unrealistic expectations of you; the student; or the system; simple frustration; or, denial. Do not internalize the situation. Remain calm and handle the situation with tolerance and patience.
- In an extreme situation, you might alert the principal that your parent conference might be a volatile one and ask him/her to be on stand-by in the event that you need help.
- You are never expected to remain in a situation where a parent is demeaning or disrespectful to you. First, respectfully suggest that the parent calm himself. If that does not work, suggest that the parent come back at another time when he/she has had time to “cool off,” and excuse yourself from the conference.

XV. PRINCIPLES OF HUMAN INTERACTION RELATED TO COMMUNICATION

There is a consensus in the literature that communication skills are the essential elements that determine the success or failure of a parent conference. Knowing a few basics of human interaction will help a beginning teacher know how to approach parents in a positive and successful way. These principles are especially important to practice in face-to-face conferences with parents.

People tend to withdraw from close interaction when fear, uncertainty or suspicion is present. (Hart, L. *Human Brain and Human Learning*, 1983) For many parents visiting school is a daunting challenge. If a parent is asked to come for a conference, he/she may assume that there is something terribly wrong and his level of anxiety regarding the meeting may be high. It is important to invite the parent to the conference in such a way that he feels welcomed and relaxed.

People will share more when they feel they are in a comfortable situation and will be understood. Parents need to feel accepted and appreciated in order for communication to be reciprocal and informative during a conference. It is also necessary that the teacher not be judgmental.

Factual information and an appeal to reason are usually less important than the feelings and emotions conveyed in human interaction. Parents who express strong feelings need to have them acknowledged respectfully. Haim Ginott in his book, *Teacher and Child* (1995), states that the best way to gain entry to the psychic space of someone who has just expressed a strong feeling (e.g. an attraction, a dislike, a wish) is to enter at the feeling level. Teachers must be empathetic with parents to understand best how to approach them.

Body language speaks more strongly than verbal language. Parents may receive negative messages through the teacher's tone and gestures. In his book, *Psychology and Teaching: A Humanistic View*, Joseph Morris says that as much as 90 percent of feeling conveyed by verbal messages comes from the voice tone and facial expression of the speaker. It is important that we convey positive body language messages.

Words can have different meanings to different people. We should place ourselves in the position of the listener to better understand the perception and feelings of our message. Communication is more effective when specific rather than general.

Even though we have given a message, we cannot be certain it was received in the way we meant it to be. Ending a parent conference with a simple restatement of what was discussed, asking the parent to ask questions or asking the parent to follow up the conference by doing some activities with the student at home may be enough to ensure that the message you intended was received. Always be an active listener during a conference to discover what the parent thinks you have said

XVI.

CLASSROOM MANAGEMENT TIPS

Being organized is one of the keys to effective instruction. Planning ahead can help avoid many problems. Classroom management can include management of the classroom climate and management of time.

Classroom Climate

- Arrange room to reflect interests of the students.
- Determine seating arrangement before the first day of school.
- Bulletin boards and other visual displays should reflect the diversity in the classroom.
- Store books and supplies so they are easily accessible.
- Be outside your classroom to greet your students.
- Accommodate students with special needs.
- Acknowledge students' positive qualities.
- Set tasks and limits based on the students' capabilities.
- Avoid singling a student out or having favorites.
- Learn students' names promptly.

Time Management

- Every day make a list of things which need to be completed, do a little at a time and don't prolong doing things.
- Make a habit to plan at the same designated time of day.
- To avoid stacks of paper (clutter), respond to it immediately.
- Use a monthly calendar for unit planning.
- Save time by checking attendance with a seating chart.
- Put papers to be graded in labeled folders according to class or period.
- Prioritize! When time is a factor, consider what will affect your most immediate actions and do them first.

XVII. STUDENT BEHAVIOR MANAGEMENT

Student behavior will be an important part of your day. Learning and developing techniques, and using them consistently and responsibly, will be very beneficial to your program. You will be guided by the “personality” of the class. This can differ from year to year or from class to class. Your mentor teacher is your best source of advice regarding student behavior management.

Managing Discipline

- Treat the students in a respectful manner.
- At the beginning of the year, lay the groundwork for class expectations that are consistent with school-wide standards.
- Consequences for undesirable behavior should be established in advance, and following through is critical.
- Learn to de-escalate undesirable behavior.
- Respect the personal space of the student and deal with individual problems privately.
- Be aware of your body language and the messages and feelings you communicate.
- Help students understand that feelings are acceptable, but inappropriate behavior is unacceptable.
- Don't use threats or ultimatums.
- Address discipline problems promptly, as procrastination leads to greater problems.

Below is a Series of Actions You May Want to Follow for Student Behavioral Management

- Use signaling (facial expressions, body movement, sounds and gestures).
- Talk to the student privately, either in the hall or after class in a meeting room.
- Discuss students with your mentor – your mentor is your best source of advice regarding student behavior management.
- Change the student's seat.
- Involve parents.
- Consult the principal for additional strategies and advice.
- Develop a behavioral contract with the student.
- Refer to the administration after other steps have been attempted and failed.

To Prevent Problems

- The best defense against discipline incidents is effective lessons – students should be consistently involved and on-task.
- Make sure, when developing your lesson plans, that lessons and activities are understandable, relevant and interesting.
- Establish clear goals and procedures for transitions.
- Give all directions for movement before students are allowed to get up from their seats.

- Give all directions for completing a task before students are directed to begin working.
- Clearly outline what you expect the students to accomplish and in what time frame.
- Catch the students behaving positively and praise them.
- Have a seating chart for each group of students.
- Handle routine matters such as checking roll, returning papers and collecting homework as unobtrusively as possible.

There are three (3) cardinal rules for handling classroom discipline issues when they arise:

1. Be fair.
2. Be consistent in enforcing the school and classroom rules and sanctions.
3. Respect the student.

XVIII. SUGGESTIONS FOR USING PERSONAL PLANNING TIME

- To use time efficiently you must be organized. Keep a planner, or at least establish a procedure for listing and prioritizing each day the tasks to be accomplished during your personal planning time.
- Find a quiet place to do your planning where you will not be constantly distracted or interrupted.
- Begin each planning session by listing the tasks to be accomplished during the session. If there are too many tasks to handle in the time you are allotted, prioritize the list and accomplish the most important items first. Consider the following as you go about preparing your list:
 - Think about both short and long-term goals for things you want/need to accomplish. Make a list of both. Keep the list of long-term goals within your view so you can see it often and stay focused.
 - Break down the long-term goals into small, manageable steps.
 - Arrange to do the most difficult tasks when you are rested and prepared to think critically.
 - Group your tasks into categories such as *Paperwork, Office Errands and Personal Contacts*.
 - Indicate time frames for completing each group of tasks, and then work on one at a time.
- To use your time more efficiently, share and exchange responsibilities with your colleagues. When possible, delegate jobs to students, paraprofessionals or volunteers.
- Write tasks on sticky notes and put them in your lesson plan book to check your progress throughout the day.

XIX. TIPS FOR MAXIMIZING YOUR PLANNING TIME

- Keep a folder on your desk marked “Office.” Place in the folder any items that need to be taken to the office, copy room, mail boxes, etc. Make limited trips to the office.
- Take a pen with you each time you visit the office or mailbox. Fill out any forms, sign documents or provide responses to items in your mailbox while you are in the office.
- Make it a practice to handle each piece of paper only once. This will keep a pile of memos or incomplete work from accumulating on your desk.
- Designate a portion of a desk drawer or a box on your desk for items that need to be handled immediately. Make an effort to keep that container empty.
- Do not allow others to infringe upon your planning time.
- Recruit parent volunteers to help with tasks such as preparing materials for classroom use: manipulatives, bulletin boards, setting up lab, etc.
- Ask a teammate to proofread all parent communications.
- Select a trustworthy student for quick, immediate runs to the office.
- Try to plan with a group or at least another teacher with the same teaching assignment.
- Keep a list of things you need to complete during your planning period on your desk, and check them off as you complete them. Be reasonable in your expectations of what you can accomplish during a planning period.
- Determine a triage system for handling issues that arise during the day so that your planning time will be proactive not reactive.
- During extremely busy times during the year, it may be necessary to handle chores after school that you have not been able to address during your planning time. “Carrying over” to the next day those untended items on your list of priorities will only result in an avalanche of backlogged paperwork by the end of the week.
- In your first years of teaching, do not over commit yourself to activities that leave you with little personal planning time.

XX. TIPS FOR MAXIMIZING YOUR CLASSROOM TIME

- Before you leave school each day, prepare your room and materials for the following day. When you walk into your classroom ready to begin the day, you avoid the stress of last minute preparation. This is also valuable if you have to be absent unexpectedly.
- Have a “warn-up” activity for students to do as soon as they enter the class each day. Select meaningful activities students can do on their own or that a paraprofessional can monitor. This will assure maximum time on task for them and allow the teacher to tend to matters such as checking roll.
- Insist that students are ready to work when the bell rings, and begin class immediately.
- To save instructional time, return papers while students are entering the room or during the start-up activity. Or, have student assistants or parent volunteers use labeled work cubbies/portfolios to distribute corrected papers.
- Before students arrive, post the objective, topics for discussion and homework assignments on the board each day.
- Use “practice-without-paper” techniques to check student work or understanding such as student whiteboards, hand signals, computers, calculators, active votes and games.
- Use a timer or stopwatch to assist with transitions from one lesson to another.
- With multiple classes entering the classroom during the day, a tray/basket labeled with the class name, subject area or time can be used for leaving assignments or tests. The same label format can be used for storing corrected student work that needs to be returned to students.
- In the beginning of the school year, seat students alphabetically or use nametags so the teacher can quickly learn the names of several different classes of students.
- When utilizing group work formats, first teach all the various roles to be used within the groups (recorder, speaker, timekeeper, resource manager, etc.). Post the responsibilities for each role in a prominent place in the room. Each time the learning group is used and a student is assigned a role, he/she should already be familiar with (or be able to locate in the classroom) the responsibilities of that role.
- Always give all instructions for group work (including information about time) before asking/allowing the students to move in the classroom.
- When having the class work with materials that need to be distributed in the classroom (paint, books, paper, marker, etc.), assign a few students to handle the distribution of all materials. This will insure minimal movement in the room and help to keep order.
- Develop strategies for the collection of student work. For example, have students place completed homework folders/assignments in a tray upon entering the room and check off their names from a list.
- Assign a student to compile a work packet for an absent student. This can involve having the student collect work sheets and assignments and place them in a folder.

- Keep a substitute teacher file in the top drawer of the desk so that if you are unexpectedly absent, your class can progress. This should include seating charts, complete rolls, three days of relevant lesson plans and all the work sheets or materials that go with it, a bell and lunch schedule, complete list of the teacher's responsibilities, schedules for any special needs students, fire drill instruction and the name of a nearby teacher to assist if needed.

XXI.

TIPS FOR SURVIVAL

Handling Stress

Occasionally there will be days when you feel overwhelmed. This stress can make you cry, make you angry or even make you want to walk out of class and not return. Before you do anything so drastic, read “The Therapeutic Thirteen,” which suggest positive ways to handle stress.

The Therapeutic Thirteen (Positive ways to handle stress)

1. Escape for a period. When stress begins to mount, escape from it either mentally or physically. This can be done by changing your thought pattern or by leaving your work and going for a short walk. It is ineffective to work when tired. Learn to relax. Use humor.
2. Develop release activities. Use crossword puzzle, exercise, hobbies and other interests. Indulge yourself.
3. Find an individual you can talk to about your concerns. Consider organizing other beginning teachers in your school or district or joining an existing group within your grade, department or school.
4. Try to keep an uncluttered desk. (A cluttered desk is usually perceived as disorganized and stressful.)
5. Examine your diet. Does it provide for your nutritional needs?
6. Establish a life balance. Aim for eight hours of work, four hours of family and four hours for self. Make a schedule and stick to it. Leave home problems at home and work problems at work. While school work may occupy some hours at home, try to deal with problems as soon as possible after they occur during the day.
7. Take things one step at a time. Make a “To Do” list. Zero in on one area and try to improve it rather than trying to overhaul your life completely at one time.
8. Don’t try to be “Super-teacher.” Establish priorities and put your emphasis on quality, not quantity. Remember the 80-20 principle: 80% of the value may come from the first 20% of work time, or 80% of the value may come from 20% of the items on your “To Do” list. Remember, all of your students’ problems are not yours, help or refer help when you can and don’t worry for them.
9. Delegate responsibility whenever possible.
10. Hone your professional skills. Go back to school. Being a student is a good role reversal technique that gives you the student’s perspective. Read current literature, or seek advice or suggestions from those you consider to be “good teachers.”
11. Learn to be professional. Support your colleagues and principal. Do not speak unkindly of them. Be prepared in your teaching. Involve your students in the instructional process. Participate in your professional organizations. Use protocol in trying to resolve problems, or use the “chain of command” approach. Respect your students as individuals.

12. Know yourself. Become aware of what situations cause stress to you. Then either avoid these circumstances or desensitize yourself to them. This might require that you learn to compromise. You do not always have to be right.
13. Good luck! Plan, ask questions and keep trying. Remember, one day you will be the “experienced teacher.” In fact, by this time next year, you will be.

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99 Ways to Say “Very Good”

1. You're on the right track now!
2. You're doing a good job!
3. You did a lot of work today!
4. Now you've figured it out!
5. That's Right!
6. Now you have the hang of it!
7. That's the Way!
8. You're really going to town!
9. You're doing fine!
10. Now you have it!
11. Nice going.
12. That's coming along nicely.
13. That's great.
14. You did it that time!
15. GREAT!
16. FANTASTIC!
17. TERRIFIC!
18. Good for you!
19. You outdid yourself today!
20. GOOD WORK!
21. That's better!
22. EXCELLENT!
23. That's out of this world.
24. Good job, (name of student).
25. That's the best you have ever done!
26. Good going!
27. Keep it up!
28. That's really nice.
29. WOW!
30. Keep up the good work.
31. Much better!
32. Good for you!
33. MARVELOUS!
34. You are really learning a lot.
35. That's the right way to do it!
36. That's quite an improvement.
37. That kind of work makes me very happy.
38. Now you've figured it out.
39. PERFECT!
40. That's not half bad!
41. FINE!
42. You've got your brain in gear today.
43. That's it!
44. That's so much better!
45. Good thinking!
46. SUPER!
47. Exactly right!
48. Nice going.
49. You make it look easy.
50. I've never seen anyone do it better.
51. Way to go!
52. You are doing that much better today.
53. Not bad.
54. Superb!
55. You're getting better everyday.
56. WONDERFUL!
57. I knew you could do it.
58. Keep working on it, you're getting better.
59. That's super!
60. You're really working hard today.
61. That's the way to do it!
62. You're doing beautifully.
63. THAT'S IT!
64. Nothing can stop you now!
65. You've got it made.
66. You are very good at that.
67. You're learning fast.
68. I'm very proud of you.
69. You certainly did well today.
70. You've just about got it.
71. That's good.
72. I'm happy to see you working like that!
73. That's better than ever.
74. I'm proud of the way you worked today.
75. You figured that out fast.
76. You remembered!
77. You're really improving.
78. I think you've got it now.
79. Well, look at you go!
80. You've got that down pat.
81. TREMENDOUS!
82. OUTSTANDING!
83. I like that.
84. Couldn't have done it better myself.
85. You did that very well.
86. Now that's what I call a fine job.

87. CONGRATULATIONS!
88. That was first class work.
89. Right on!
90. SENSATIONAL!
91. That's the best ever.
92. Good remembering!
93. You haven't missed a thing.
94. It's a pleasure to teach when you work like that!
95. You really make my job fun.
96. You've just about mastered that!
97. One more time and you'll have it.
98. You must have been practicing!
99. Congratulations. You got (number of behaviors or items) right.

Courtesy of Arzella Dirksen, Founder, HelpCenter 4, KCNC Television

PAPERWORK CALENDAR/CHECKLIST

These items need to be completed by the mentor and copies of the meeting log, observation/conference notes and status report forward to the Superintendent of Catholic Schools and copied to the School Principal within the specified time frame.

Date Completed

_____	Observation by mentor (at least one by October 19th).
_____	Observation/conference notes (due to OCS and Principal by November 1st)
_____	Status Report (due November 2nd to OCS).
_____	Meeting log for first quarter (due November 2nd to OCS]
_____	Observation by mentor (at least one by January 18 th)
_____	Observation/conference notes (due February 1st to OCS
_____	Status Report (due February 1st to OCS).
_____	Meeting log for second quarter (due February 1st to ASIP).
_____	Observation by mentor [at least by March 15 th]
_____	Observation/conference notes (due March 29th to OCS).
_____	Status Report (due March 29 th to OCS).
_____	Meeting log for third quarter (due March 29 th to OCS]
_____	Observation by mentor (at least one by May 17th).
_____	Observation/conference notes (due May 31 st to OCS).
_____	Status Report (due May 31 st to OCS).
_____	Meeting log for fourth quarter (due May 31 st to OCS).
_____	Program Evaluation, Mentor Form [due June 7 th to OCS]

DIOCESE OF RICHMOND
MENTOR OBSERVATION/CONFERENCE NOTES

Teacher's Name _____ Date _____

School _____ Grade _____

Notes:

Questions/Comments/ Suggestions:

Teacher's Signature _____ Date _____

Mentor's Signature _____ Date _____

**DIOCESE OF RICHMOND NEW TEACHER MENTORING PROGRAM
NEW TEACHER STATUS REPORT**

Date _____

Teacher _____ School _____

Grade/ Subject/ Level _____

Mentor's Name _____

Observation Date _____ Conference Date _____

1. Teaching and Learning

Yes No

____ ____ Creates a positive and relevant learning environment

____ ____ Integrates Catholic values in lessons

2. Classroom Management

Yes No

____ ____ Facilitates classroom control

____ ____ Interacts well with students

____ ____ Establishes an effective classroom routine

____ ____ Organizes classroom to support learning

____ ____ Uses strategies/staff to support students with special needs

3. Professionalism

Yes No

____ ____ Seeks on going professional growth

____ ____ Willingness to participate in school and diocesan activities

____ ____ Collaborates with other professionals

____ ____ Aware of responsibilities of the profession

4. Parent Contact:

Yes No

____ ____ Accessible to the students and parents

____ ____ Establishes effective communications with parents

____ ____ Facilitates parental involvement

Mentor's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(Mentor or Teacher may attach comments)

MONTHLY CHECKLIST OF MENTORING ACTIVITIES

AUGUST / SEPTEMBER

- _____ Welcome the new teacher with a phone call prior to school
- _____ Arrange for the new teacher to meet the school staff
- _____ Review the Faculty Handbook together
- _____ Review curriculum guidelines and monitoring sheets
- _____ Discuss the policies and procedures of the school/diocese
- _____ Find out how the new teacher gets necessary materials and books
- _____ Review emergency procedures for the building
- _____ Be accessible the first day and week
- _____ Help the new teacher set goals for the first week
- _____ Discuss basic discipline policies
- _____ Review lesson plan procedures
- _____ Help the new teacher understand the phone and technology procedures
- _____ Explain school/diocesan forms
- _____ Review grading/assessment procedures
- _____ Review evaluation and observation procedures
- _____ Establish a regular routine for meeting with your new teacher
- _____ Write a brief note of support – share your own “starting out” stories
- _____ Get the new teacher ready for Back-to-School events
- _____ Let the new teacher know of upcoming professional learning opportunities
- _____ Review holiday/birthday procedures, if applicable
- _____ Visit informally as the new teacher teaches a lesson
- _____ Share professional development ideas
- _____ Encourage parental communication
- _____ Discuss special needs students
- _____ Meet with your new teacher at least once each month

OCTOBER / NOVEMBER

- _____ Review field trip procedures
- _____ Check on the progress of curriculum mapping
- _____ Review and discuss classroom and time management
- _____ Accentuate the positive and encourage reflection
- _____ Discuss conferencing procedures
- _____ Review progress reports
- _____ Look at report card procedures
- _____ Continue to look at effective classroom practices
- _____ Share bulletin board and project ideas
- _____ Be there on the good days and the bad
- _____ Meet with your new teacher at least once each month

DECEMBER / JANUARY

- _____ Review the fall's highlights – successes and challenges
- _____ Discuss bad weather and school closing procedures
- _____ Share ideas for lesson plans immediately preceding a holiday
- _____ Look at mapping out the semester and discuss pacing
- _____ Be encouraging
- _____ Prepare for the next report card
- _____ Check on the progress of curriculum mapping
- _____ Meet with your new teacher at least once a month

FEBRUARY / MARCH

- _____ Review any standardized testing procedures
- _____ Review grade or department expectations for students
- _____ Review additional observation and evaluation procedures
- _____ Meet with your new teacher at least once a month

APRIL / MAY / JUNE

- _____ Discuss how to design a Professional Development Plan
- _____ Review end of the year procedures
- _____ Take time to celebrate the year
- _____ Offer tips for packing up the classroom
- _____ Consider ideas for the first weeks of school that engage students in meaningful activities
- _____ Check on curriculum mapping progress
- _____ Share end of the year celebrations with students
- _____ Meet with your new teacher at least once a month

SUGGESTED POST-CONFERENCE PLANNING QUESTIONS

Statement of Discrepancies

- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- What did you change from your original plan?
- What was different in the student reactions from what you anticipated?
- Why do you think the students responded in this manner?

Analysis of Teaching Actions

- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?
- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?

- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

SUGGESTED MENTOR CONFERENCE PLANNING QUESTIONS

Clarification of Lesson Goals and Objectives

- What is the intent of the lesson?
- What is meant by specific words in your statement of the lesson's purpose?
- What assumptions are you making about the learners?
- What problems are you anticipating?
- How will you know when lesson plans are going well?
- How will you know when lesson plans are not going well?
- What events or actions will lead you to these conclusions?
- How will you adjust your lesson plan if students are not responding as you expected?
- What will students learn from the activities of the lesson?
- What do you anticipate that students will be doing during this particular activity?
- What will their overall expressions be as they do it?
- How do your behaviors influence the students' behaviors?
- How will your behaviors be influenced by students?
- How will you determine if you are successful in achieving the goals and objectives of the lesson?
- What behaviors are you looking for in students if they achieve the goals and objectives?
- What makes you think that the student's behaviors envisioned are appropriate for the goals and objectives?

Decisions about Instructional Strategies

- What strategies will you be using?
- What makes them appropriate for this lesson?
- What are you expecting students to do in each of the activities guided by your strategies?
- How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
- In what order will you conduct the strategies?
- Why this order?

- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

SAMPLE INDIVIDUAL GROWTH PLAN

Name: _____ Position: _____

School: _____

Planning Cycle: Beginning Month/Year _____ Ending Month/Year _____

I. Goal Statement: (Where do I want to go?)

Professional Teaching Standard (s) addressed:

II. Current status: (Where am I now?)

Provide description of why you selected this goal. Make the justification as quantifiable as you can.

III. Action Steps (How will I get there?)

(e.g., study group, workshops, books, videos, serve on committee, peer coaching, college course, action research, conferences, learning partner, on-line network, etc.)

IV. Resources Needed

(time, money or people)

V. Timeline for Completion

(Estimate the time of completion for each activity.)

VI. Evidence collected (How will I know I'm there?)

(e.g., student work samples, video, etc.)

**OFFICE OF CATHOLIC SCHOOL
DIOCESE OF RICHMOND
NEW TEACHER MENTOR PROGRAM**

MENTOR EVALUATION FORM

Please complete this form with specific examples that will help us to revise/improve this program based on your feedback.

1. Reflect on your thoughts, feelings, and opinions about your current match.
2. What unique problems did you face this year as a mentor?
3. What other colleagues would you recommend to become mentors in the future?
Why?
4. How can we strengthen/improve the mentor program?

Please rate the following areas of the program on a scale of 1 to 4. (1 being **poor** and 4 being **excellent**). Also feel free to make comments following each rating.

- | | | | | |
|--|---|---|---|---|
| 1. Matching of the mentor with the new teacher. | 1 | 2 | 3 | 4 |
| 2. Program expectations. | 1 | 2 | 3 | 4 |
| 3. Meetings with the new teacher. | 1 | 2 | 3 | 4 |
| 4. Meetings with the Principal | 1 | 2 | 3 | 4 |
| 5. Overall rating of the program . | 1 | 2 | 3 | 4 |
| 6. Overall satisfaction of your mentor/mentee match. | 1 | 2 | 3 | 4 |

Do you feel you had an impact on your teacher—either positive or negative? (Please cite specific examples if you can.)

Should this program continue for other first year teachers? (Why or why not?)

**DIOCESE OF RICHMOND
OFFICE OF CATHOLIC SCHOOLS
NEW TEACHER MENTOR PROGRAM EVALUATION**

Please respond to each statement/question based on your experience in the program this year.

	Yes	No
1. Did the mentor program respond to your needs in relation to:		
• Understanding your role and work requirements	_____	_____
• Developing your teaching and learning practice	_____	_____
• Developing you teaching capacity through multiple sources of feedback	_____	_____
• Knowing who to approach for assistance and support	_____	_____
• Accessing the facilities and resources needed to carry out your responsibilities	_____	_____
• Establishing good working relationships with colleagues and administration	_____	_____
• Understanding the policies, guidelines and procedures of the diocese and school	_____	_____
• Gaining a sense of belonging to the school community	_____	_____

For numbers 2 and 3 please circle your response.

2. How would you rate the mentor program?

Not useful Slightly useful Moderately useful Very useful Highly useful

Why?

3. How would you rate:

3a. The mentor support received:

Not useful Slightly useful Moderately useful Very useful Highly useful

3b. Opportunities to observe and be observed:

Not useful Slightly useful Moderately useful Very useful Highly useful

3c. Support to critically reflect and self monitor own progress

Not useful Slightly useful Moderately useful Very useful Highly useful

Comments:

4. What were the most useful aspects of the support you received?

5. What aspects of the program did you find least useful?

6. What additional activities should be included in future mentoring program in the diocese?

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