AUGUST Guide for the Initial Meeting with Protégés

Overview: The mentor’s job for the first meeting with his/her Protégé is to help the new teacher:

1. Identify the expectations of the Mentor/Protégé RELATIONSHIP
2. Familiarize with the BUILDINGS AND GROUNDS
3. Demonstrate access to internet and intranet resources for CURRICULUM AND INSTRUCTION
4. Facilitate ORGANIZATION: classroom furniture, decoration, preparing for first day/week
5. Establish the foundation of CLASSROOM MANAGEMENT, routines, procedures and expectations that will serve as a foundation for the year.
6. Familiarize with EL HANDBOOK AND DUTIES TIMELINE

ESTABLISHING RELATIONSHIPS

- Introductions
- Establish the expectations of the Mentor/Protégé relationship
  - Methods of communication
  - Schedule (mentoring meetings)
  - Answering questions

THE BUILDING AND GROUNDS

(If your Protégé attended the Beginning Teacher Institute, the lead mentor at your school has briefly discussed this section with them.)

- Office Personnel - who’s who, where are they and what exactly do they do?
- TRT (Changing to IFT) and TA: location and access
- Tour - parking lot and entry, classroom, work room, book room, mailboxes, offices, clinic, guidance, students’ records, library, computer labs, cafeteria, restrooms, etc.
- Equipment - where to find it, how to use it and who has access
  - Equipment etiquette
  - Troubleshooting

Building Procedures

- Duties and expected hours
- Emergency Procedures
- Schedules and Meetings (In House and monthly EL)
- Policies (dress code, extracurricular attendance, etc.)
- Sign-in/Sign-out policy
- Incident reports for injuries and accidents (self and/or student)

Building arrangement and use (carts and sharing)

CURRICULUM AND INSTRUCTION

- Setting up a lesson plan book according to principal’s expectations
- Plans for the first day
- Plans for the first week
Meeting Date:  

Time:  

Logged:  

-Assist Protégé with backward planning - according to principal/team expectations: Plan with the end in sight
  - Build classroom community
    - Ice breakers and getting to know you activities/interest inventories
  - Hard copy and electronic resources - pacing guide, SOL’s, curriculum maps, textbooks, instructional software: Safari Montage, BrainPOP, Imagine Learning, Learning A-Z, Phoenix, Vision, etc.
    - Guide the protégé on where to find necessary resources and how to use them (Especially where to find EL paperwork and EL handbook on Vision)
    - Highlight the importance of keeping relevant documents at their fingertips

- Grading and assessment
  - Familiarize Protégé with grading timeline
  - Remind of the number of grades that your administrator requires each week/grading period. Interims are only a few weeks away, assist Protégé with being prepared.
  - Phoenix: Gradebook and parent portal
  - Provide ideas and samples

- Blended Learning: Incorporating technology to enhance lessons, PBL and personalized learning
- SOL’s and benchmarks - How will you assess student growth?
  - Make sure they keep relevant curriculum guides and documents accessible
- Instructional supplies - What do you need? Where can you find it?

- Dually Identified Students
  - Special Education - Case Manager, AP, SALT
  - IEP’s where are they and why are they important (Phoenix)
  - Who to contact to start a Child Study

- ORGANIZATION
  - EL, Faculty and student handbooks
  - Agendas, plan books and EL Paperwork
  - EL Folder - Be sure to go through a cumulative file and show correct placement and order
  - Help create hard copy and/or electronic copy folders to contain information given out the first couple of weeks...principal, department, team memos, EL, etc.
  - Strategies for maintaining student information
    - IEPs, 504s, Child Studies
    - Health Concerns
    - Parent communication and correspondence
    - EL paperwork/information

- CLASSROOM MANAGEMENT
  - School-wide expectations: PBIS (Positive Behavioral Interventions and Support); SSA (Safe School Ambassadors); PLCs (Professional Learning Communities), etc.
  - Procedures - How will things get done? Example: How will assignments be recorded?
  - Principal’s expectations for reteach/retest and late work
  - Time management
    - Bell-to-bell instruction
Routines - What do you want your students to do daily without needing to ask for directions?
Example: What will a student do when he doesn’t have a pencil?

Using school policies to set classroom expectations and rules:
- Dress code
- Electronics
- Tardies

Consequences for infractions
- Calls Home
- Lunch Detention/Loss of Recess
- Referrals
- Detentions

Awareness of religious and cultural diversity

Documentation: EL, Student, Parent Contacts, etc.

Questions and Concerns

**EL Teacher Duties Timeline**

- Attend EL All County PD Day
- Review ACCESS For ELs reports. Meet with classroom teachers to inform of modifications, accommodations, services/resources provided by the EL team
- Complete assessment records for returning students: update *EL Documents* folders, and file WIDA ACCESS reports in the students’ cumulative files.
- Check to see that you have all of the necessary supplies to complete WIDA Screener or K W-APT testing. Explain the difference. What is the EL Welcome Center? Who does it service?
- Locate information for any newly transferred students and Create necessary forms
- Secondary EL teachers work with MS/HS Guidance Counselors to ensure appropriate scheduling
- Elementary EL teachers prepare co-teaching or pull-out and inclusion schedule with classroom teachers – provide copy to school administrators and to the school’s EL team lead
- Elementary & Middle EL teachers inform classroom teachers of EL students who qualify for EL services and/or Plain English Math. Schedule to meet with EL Assessment Plan committee members in September to determine student SOL participation and accommodations and begin any appropriate paperwork (e.g., for bilingual dictionaries)
- Walk through how to pull the U-ELL405 EL Student Status Report to check for new students. Check that all students on the report have a current *EL Documents* folder in their cumulative files.
- Discuss how to establish EL Assessment Plan Committees as outlined by the “Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program”
- Begin servicing EL students after screenings are complete. There is a **10 school day window for screening** and **5 additional school days for paperwork** to be completed and received by the EL Office.

**Looking Ahead**

- Set the dates for EACH monthly meeting.
- Suggest ideas for Back-to-School events.
SEPTEMBER

RELATIONSHIPS

- Collaborate - share ideas, instructional strategies, units and projects for the following month
- Professional Relationships - teams, paraprofessionals, administrators, IFTs, co-teaching, etc.
- Discuss and problem solve specific issues (items that are specific to each Protégé)
- Observations (usually informal for the first month, but Protégés need to be informed of the principal’s expectations).
  - Go over what your principal will look for in an observation, whether an informal walk-through or a formal evaluation.
  - Discuss and plan peer observations

CURRICULUM AND INSTRUCTION

- Protégés are to come prepared to discuss lesson plans for the month so that you can review the principal’s and county’s requirements. Make sure that pacing is on-target for the month.
- Review curriculum guide to prepare for the month ahead, if there is one available. If not, help plan out what skills will be taught in the coming month.
- Discuss the way your department assesses and determines grades.
- Grading and Assessment - make sure protégé understands the following:
  - Formative versus Summative
  - Recording Grades in Phoenix
  - Interims/Comments
  - Vision - Finding EL Secure Documents
- Technology
  - Checking Outlook regularly? Do they know how to check from home? Outlook Web Access (OWA)
  - Make folders in Outlook to organize important messages
  - My Learning Plan - Sign up for EL monthly Meetings
  - Intranet and Internet - how to find curriculum and pacing guides for content areas and where to find EL specific curriculum guides
  - Content newsletters, field trip forms, etc.
  - Have a safe place to keep passwords - LCPSGO maintains all your passwords so a single log-in gets you to most programs
  - VDOE: Virginia Department of Education
  - Share electronic resources that you use

ORGANIZATION

- Check to see that documents and other information are saved and filed correctly
- Communication with parents
  - Web pages (CMS) provide assistance and ideas. Keep it simple!
    - Bio in Third Person
    - 9-week plans
  - Phone calls - document the date, time and topic; file in folder marked “Parent Communication.”
Emails - they should refer to times the teacher is available to conference and not specifics that should be discussed one-on-one. A rule of thumb that they should follow…”Would I want the email shared with everyone?”

Parent conferences
- Make sure to share specific observations with parents
- Make sure to begin conference with specific strengths or positive statement about student

Back to School Night
- Provide ideas within the framework of the principal’s guidelines: agenda, schedule, sign-in sheet with spot for email/phone number, curriculum information, homework policy, tests, planners, translator, etc.
- Explain that it is important to “Stick to the facts,” never make broad or subjective statements such as, “This class is not very motivated.”

Supplies - need anything?

IEP’s
- Make sure that IEP’s have been read and are understood

Substitute folder and Emergency Substitute folder. Show them examples.
- Plans should be easily accessible in case of an emergency, not just planned absences.
  - Plan for several days in an emergency sub folder in case of sudden illness or death in family.

Non-instructional duties

Observations
- Formal - how to prepare, what the principal will expect and look for
- Informal with mentor - take turns observing one another

Receipts - hold on to them for tax purposes

CLASSROOM MANAGEMENT
- Procedures and routines - ensure that they are established and are working successfully. If not, brainstorm ideas and options. Areas of focus include homework, record keeping, infractions of classroom rules, and hierarchy of consequences.

MISCELLANEOUS
- Questions and concerns
- Celebrate Success!!

EL Teacher Duties Timeline
- Schedule Supporting EL Literacy (SELL) training via My Learning Plan
- Submit EL schedule to your school administrators and EL team lead
- Begin noting accommodations that are beneficial to your students in the classroom in preparation for completion of the EL Assessment Plans and meet with each student to discuss what accommodations they feel they need where possible.
- Review monthly U-ELL405 EL Student Status Report to check for new students. Confirm that all students on the report have a current EL Documents folder in their cumulative files.
OCTOBER

RELATIONSHIPS
- Collaborate - share ideas, instructional strategies, units and projects for the following month.
- Discuss and problem-solve specific issues (items that are specific to each protégé)
- Observations - When will you observe your protégé this month?

CURRICULUM AND INSTRUCTION
- Check on pacing, planning and grading
  - protégé are to come prepared to discuss lesson plans for the month
  - Make sure that pacing is on target and plan for the month ahead
- Student data - look at it together so your protégé knows how to analyze and use data to plan instruction and differentiate
- Report Cards - the first grading period ends soon
  - Determining grades and Use of Phoenix
- Differentiation - how to plan and carry out differentiated instruction across EL proficiency levels.
  - What would a Level 1 Assessment look like? Level 2? Etc.
  - How do you plan for a multi-level classroom?
  - Using Imagine Learning to support Personalized Learning (PL)
- Special Education and Child Study referrals
  - What to look for and documentation of strategies/effectiveness
  - Process - remind teachers that referral documents are read aloud at each Child Study and Eligibility meeting
  - Interventions before referring and after IEP is in place
- Blended Learning: Incorporating technology to enhance lessons, PBL and personalized learning.

ORGANIZATION
- Communication
  - Webpage - provide assistance if necessary
  - Parents - ask about parent contacts
- Updating the learning environment
  - Simple, stress free solutions to changing displays of student work and/or bulletin boards
  - Room arrangements
- Working with co-teachers
  - Provide strategies for managing communication and planning
  - Provide ideas to support classroom teacher with appropriate modifications

CLASSROOM MANAGEMENT
- Procedures and routines - make sure that they are established and are working successfully. If not, brainstorm ideas and options. Areas of focus include homework, record keeping, infractions of classroom rules and hierarchy of consequences.
- Discuss behavior issues and assess behavioral interventions
- Understand terminology: ISR, suspension, expulsion
❏ How to complete office referrals, documenting behavior and parent contacts

❏ MISCELLANEOUS
  ❏ Questions and Concerns
  ❏ Delays and Closings
  ❏ Celebrate Success!!

EL Teacher Duties Timeline
  ❏ Meet with EL Assessment Plan committees to determine appropriate testing and accommodations for the year - *Teacher work days are a great time to do this!*  
  ❏ Complete EL Assessment Plan Individual Student’s SOL Assessment Participation Plan-(E-21) (formerly LEP Plans) for student accommodations for all EL students on active or opt-out status (Levels 1 through 5), *as well as Monitor Year 1 and 2*. These are completed online this year. These will be due to the Office of Assessment Services by the second Friday in November. **New: Include Year 1 and 2 Monitor and complete plans online.**
  ❏ Plan to participate in parent conferences (with classroom teachers at elementary level) to discuss ACCESS scores, EL services, and student progress
  ❏ Review monthly U-ELL405 EL Student Status Report to check for new students.
NOVEMBER

RELATIONSHIPS
- Collaborate - share ideas, instructional strategies, units and projects for the following month
- Discuss and problem solve specific issues based on your protégé’s needs
- Parent conferences - be prepared! Discuss possible scenarios.
- Identify students in need of remediation and resource utilization.

CURRICULUM AND INSTRUCTION
- Check on pacing, planning and grading
- Protégés are to come prepared to discuss lesson plans for the month. Make sure that pacing is on-target and help them plan for the month ahead.
- Blended Learning: Incorporating technology to enhance lessons, PBL and Personalized Learning (PL). How can you use Imagine Learning to provide PL?

ORGANIZATION
- Licensing and professional development
  - My Learning Plan - they may not have used it since the beginning of the year and should occasionally check to see if there are helpful PDs
  - Recertification points
    - 180 points needed in a cycle - how to get them, how to keep track of them.
    - Those on provisional license need to stay closely in touch with your school’s licensure specialist. Make sure they know who specialist is!

CLASSROOM MANAGEMENT
- Discuss behavior issues and review behavioral interventions

MISCELLANEOUS
- Celebrate Success!

EL Teacher Duties Timeline
- Submit EL Assessment Plan Individual Student’s SOL Assessment Participation Plans (E-21) for all EL students on active or opt-out status and Monitor Year 1 and 2 online by second Friday in November.
- Review EL Assessment Plan accommodations: How will you share with classroom teachers? File original in the cumulative folder behind white testing card.
- Review monthly U-ELL405 EL Student Status Report to check for new students.

* Remember December is often the month when new teachers hit a “low.” Watch for signs of burnout. Perhaps have your next meeting at a restaurant or plan a joint meeting with another mentor and his/her protégé
DECEMBER

- RELATIONSHIPS
  - Collaborate - share ideas, instructional strategies, units, and projects for the following month
  - Discuss and problem-solve specific issues and tips for dealing with stress

- CURRICULUM AND INSTRUCTION
  - Check on pacing, planning and grading
    - Discuss lesson plans for the month. Make sure the pacing is on-target for this point in the year.
    - Discuss how to assess and determine grades.
  - Blended Learning: Incorporating technology to enhance lessons, PBL and PL
  - Imagine Learning - Are students getting enough time on the program?
  - Ideas to provide activities for students to complete over Winter Break. Examples: Reading Challenge, Imagine Learning Challenge - What rewards can you give for kids who complete the challenge?

- ORGANIZATION
  - Licensure and Professional Development
    - My Learning Plan - Find PD to enroll in for second semester.
  - Probation
    - Even though your principal cannot officially tell you that your protégé is going to receive “Mid-Year Support”, you can probably read your protégé well enough to know that there is a problem. If you haven’t already, schedule a time to visit each other’s classrooms please do so.

- CLASSROOM MANAGEMENT
  - Discuss behavior issues
  - Review behavioral interventions and importance of consistency
  - Continue to build a relationship/rapport with your students

- MISCELLANEOUS
  - Holidays
    - Awareness of various religious holidays and customs which may affect students. What is your school’s policy for holiday displays?
  - Questions/concerns and celebrate success!!

EL Teacher Duties Timeline
- Teachers complete online ACCESS for ELLs 2.0® training
- Attend an ACCESS for ELLs 2.0® training workshop
Discuss who schedules ACCESS testing at your school. What responsibilities will your protégé have for testing?

JANUARY

- RELATIONSHIPS
  - Collaborate - share ideas, instructional strategies, units and projects for the following month.
  - Review expectations of mentor/protégé relationship
  - Discuss and problem-solve specific issues

- CURRICULUM AND INSTRUCTION
  - Check on pacing, planning and grading.
    - Discuss lesson plans for the month. Make sure pacing is on target.
    - Assist in preparing for the month ahead.
    - Discuss how Imagine Learning is being implemented. How can you use IL to drive instruction?
  - Semester deadlines and Exams
  - Report Cards - review grading and report procedures
  - New rosters and schedules (for those who have a change for second semester)

- ORGANIZATION
  - Replenishing supplies
  - Review organizational systems for effectiveness, modify if necessary

- CLASSROOM MANAGEMENT
  - Discuss: what is working, what needs modification?

- MISCELLANEOUS
  - Review delay and closing procedures
  - Questions and concerns/Celebrate success!!
  - Help your protégé set a goal for the third quarter. Discuss ways to meet this goal.
  - Opt Out: Discuss how experienced teachers can opt-out pending EL Supervisor’s permission.

- EL Teacher Duties Timeline
  - Review EL Assessment Plan accommodations put in place and share with classroom teachers. Create new plans for new students, as they arrive.
  - Begin using current grade level for WIDA Screener or K W-APT screening for any new students when third quarter begins. Explain the difference.
  - Who schedules testing for ACCESS for ELLs 2.0®?
  - Review ACCESS for ELLs 2.0® testing schedule with school colleagues
  - Discuss how you administer ACCESS for ELLs 2.0®. Provide strategies for organizing test material and room during ACCESS for ELLs 2.0®. How will you set up the room? Who sets up technology? What do you do if the computer logs a student off during testing?
  - How does your school notify school colleagues and parents about testing? Option: Send ACCESS for ELLs 2.0® Testing Letter to school colleagues and parents
  - Administer ACCESS for ELLs 2.0® test
  - Complete Post-Monitor Level 6 student reviews with EL Assessment Plan Committee
Convene EL Assessment Plan Committee (to include parents) to review opt-out students’ progress.

Review monthly U-ELL405 EL Student Status Report to check for new students. Confirm that all students on the report have a current *EL Documents* folder in their cumulative files.

**FEBRUARY**

**RELATIONSHIPS**
- Collaborate - share ideas, instructional strategies, units and projects for the following month.
- Discuss and problem-solve specific issues

**CURRICULUM AND INSTRUCTION**
- Check on pacing, planning and grading.
- Discuss lesson plans for the month. Make sure pacing is on target.
- Assist in preparing for the month ahead.
- Discuss how Imagine Learning is being implemented. How can you use IL to drive instruction? Discuss ideas to keep Imagine Learning important to students. Suggestion: Conference with students to show them their growth on the program.
- Differentiation - what is the evidence of differentiation in the plans and in the classroom? How do you plan for multilevel classes? How do you support students who are not showing growth?
- Assessment - review and share ideas for the following:
  - Formative versus Summative
  - Recording Grade
  - Documenting Progress
- SOL Remediation
  - Preparing students
- Blended Learning: Incorporating technology to enhance lessons, PBL, and personalized Learning. How are you using Imagine Learning to help drive PL?

**ORGANIZATION**
- Revisit sub folder - make necessary changes
- Licensure and professional development
- My Learning Plan - ensure protégés know how to find recertification points in “My Profile”.

**CLASSROOM MANAGEMENT**
- Discuss: What is working? What needs to be modification?

**MISCELLANEOUS**
- February is Black History Month - Discuss possible activities.
- Questions and concerns/Celebrate Success!!

**EL Teacher Duties Timeline**
- Review EL Assessment Plan accommodations put in place and share with classroom teachers. Are the teachers providing the accommodations within the classroom setting? Do any of the accommodations
need to change? Modify Plans according to students’ needs. Create new plans for new students, as they arrive.

- Discuss ideas for administering ACCESS for ELLs 2.0® test.
- Review monthly U-ELL405 EL Student Status Report to check for new students. Confirm that all students on the report have a current *EL Documents* folder in their cumulative files

**MARCH**

- **RELATIONSHIPS**
  - Collaborate - share ideas, instructional strategies, units and projects for the following month
  - Discuss and problem solve specific issues based on your protégé’s needs
  - Observations - assist protégés in preparing for a formal observation by the principal.

- **CURRICULUM AND INSTRUCTION**
  - Check on pacing, planning and grading
  - Protégés are to come prepared to discuss lesson plans for the month. Make sure that pacing is on-target and help them plan for the month ahead.
  - Continue to be aware of standardized testing schedule.
  - Blended Learning: Incorporating technology to enhance lessons, PBL and Personalized Learning (PL). How can you use Imagine Learning to provide PL? Look at remediation lessons suggested within program and provide individual or small group lessons on weaknesses identified by Imagine Learning. Discuss ideas to keep Imagine Learning important to students. Suggestion: Conference with students to show them their growth on the program.

- **ORGANIZATION**
  - Transfer process - refer protégé to the LCPS website for an explanation of the process.

- **CLASSROOM MANAGEMENT**
  - Discuss behavior issues and review behavioral interventions
  - Brainstorm: What needs modification?

- **MISCELLANEOUS**
  - Questions and concerns
  - Celebrate success!!

**EL Teacher Duties Timeline**

- Review EL Assessment Plan accommodations put in place and share with classroom teachers. Make modifications to the Plan, as necessary. Create new plans for new students, as they arrive.
- Complete third quarter report cards (secondary)
- Review accommodations put in place for Writing SOLs and share with classroom teachers (8th grade)
- Discuss what else needs to be done for ACCESS for ELLs 2.0® testing
- Review monthly U-ELL405 EL Student Status Report to check for new students. Confirm that all students on the report have a current *EL Documents* folder in their cumulative files
APRIL

- RELATIONSHIPS
  - Collaborate - share ideas, instructional strategies, units and projects for the following month
  - Discuss and problem solve specific issues based on your protégé’s needs

- CURRICULUM AND INSTRUCTION
  - Check on pacing, planning and grading
  - Protégés are to come prepared to discuss lesson plans for the month. Make sure that pacing is on-target and help them plan for the month ahead.
  - Continue to be aware of standardized testing schedule.
  - Blended Learning: Incorporating technology to enhance lessons, PBL and Personalized Learning (PL).

- ORGANIZATION
  - Supply order for next year

- CLASSROOM MANAGEMENT
  - Discuss behavior issues and review behavioral interventions. Modifications?
  - Expectations for quality student work

- MISCELLANEOUS
  - Questions and concerns
  - Celebrate success!!

EL Teacher Duties Timeline

- Review EL Assessment Plan accommodations put in place and share with classroom teachers.
- How do you communicate accommodations to your STC for SOL testing? What support do you provide to the STC during testing?
- Review monthly U-ELL405 EL Student Status Report to check for new students.
- Recommended apply for summer school teaching positions (pending budget approval).
MAY

RELATIONSHIPS
- Collaborate - share ideas, instructional strategies, units and projects for the following month
- Discuss and problem solve specific issues based on your protégé’s needs

CURRICULUM AND INSTRUCTION
- Check on pacing, planning and grading
- Protégés are to come prepared to discuss lesson plans for the month. Make sure that pacing is on-target and help them plan for the month ahead.
- Continue to be aware of standardized testing schedule.
- Blended Learning: Incorporating technology to enhance lessons, PBL and Personalized Learning (PL).
- Lesson/teaching suggestions for post-SOL days!

ORGANIZATION
- Deadlines for 4th quarter
- End of year/close-down procedures

CLASSROOM MANAGEMENT
- Discuss behavior issues and review behavioral interventions. Modifications?

MISCELLANEOUS
- Questions and concerns
- Celebrate success!!
- Memorial Day is May 28th

EL Teacher Duties Timeline
- Recommended apply for summer school teaching positions (pending budget approval)
- Review monthly U-ELL405 EL Student Status Report to check for new students. Confirm that all students on the report have a current EL Documents folder in their cumulative files
JUNE

RELATIONSHIPS

- Collaborate - share ideas, instructional strategies, units and projects for the following month
- Discuss and problem solve specific issues based on your protégé’s needs
- Reflect:
  - What was the best part of the school year?
  - What was the most difficult part of the year?
  - What will be done differently next year? (Take notes so that the protégé has a reference for next year).
  - What can be done over the summer months?
  - What professional development should be planned for the future?
- Transition students: Who provides information on students rising to MS or HS?
- Celebrate the end of the protégés first year of teaching!

CURRICULUM AND INSTRUCTION

- Grading and Assessment
  - End of year procedures
  - Report Cards (Secondary)

ORGANIZATION

- Issues specific to EL. What do you do with ACCESS reports? Final Check on forms in EL Documents folder in cumulative files.
- End of year/close-down procedures

CLASSROOM MANAGEMENT

- Brainstorm: What needs to be modified in your classroom for next year?

MISCELLANEOUS

- Questions and concerns. Celebrate success!!

EL Teacher Duties Timeline

- ACCESS for ELL 2.0® data may arrive in schools
- File the ACCESS for ELLs 2.0® Teacher Reports in students’ cumulative files, and initial and/or date Form E-13 in the EL Documents folders. Retain a set of these reports for the classroom teachers
Looking Ahead

- Help your protégé set goals for next year.