



**Rondout Valley  
Central School District**

# **Mentor/New Teacher Handbook**



**Supporting Strong Beginnings  
for Strong Careers**



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# Introduction

The Rondout Valley Teacher Mentor Program is one of the District's most comprehensive professional development programs in recent years, and it represents the District's strong belief that the most important element in the education of a child is the teacher. The purpose of the Rondout Valley Mentor Program is as follows.

- To provide peer guidance to Rondout teachers in the first year of employment
- To increase the probability of a first-year teacher having a successful start to his/her career
- To provide new teachers with information about district and building policies and procedures related to pedagogy and classroom and school management
- To provide new teachers with informal feedback about their pedagogy
- To provide the opportunity for the mentor and the new teacher to reflect upon their practice
- To provide new teachers with information about the Rondout Valley curricula, new curriculum initiatives and best practices
- To provide an opportunity for the mentor to work with the building principal in facilitating leadership in curriculum and instruction

This handbook has been developed to provide the new teacher and the mentor with information about the teacher mentor program, the program procedures, the roles of the mentor and the new teacher and the role of the building principal.

The handbook is a product of the contributions of teachers since 2001.

# Rondout Valley Central School District Mentoring Program

## Mentor Selection Procedure

The selection of mentors in each building will be made by a committee consisting of the assistant superintendent, the building principal and two teachers from that building designated by RVF.

The selection criteria will include the following:

- 1) Is a tenured teacher in the Rondout Valley School District with a minimum of 5 years total teaching experience
- 2) Demonstrates effective teaching
  - Possesses a command of subject area(s)
  - Uses classroom management skills effectively
  - Demonstrates strong leadership qualities and organizational skills
  - Uses a variety of teaching strategies to improve student performance
  - Incorporates the richness and diversity of our student population into the curriculum
  - Differentiates instruction to meet the needs of all learners
  - Shows awareness of district outcomes and state standards
- 3) Demonstrates positive interpersonal relationships and communication skills
  - Communicates openly and effectively with the school community
  - Works collegially and cooperatively
  - Possesses the ability to see many different ways to accomplish a purpose or goal
  - Possesses the ability to allow the new teacher to develop his/her own effective teaching style
- 4) Demonstrates a commitment to his/her own professional learning
  - Knows and incorporates current research-based practices
  - Is reflective and analytical about his/her own teaching
- 5) Demonstrates a willingness to participate in the Mentor Program
  - Devotes time to assist the new teacher
  - Fulfills the Mentor Teacher Responsibilities delineated on pages 13-17 of the handbook
  - Maintains confidentiality in the mentor-mentee teacher relationship as described on page 18
  - Participates in an evaluation of the Mentor Program
  - Submits a completed application to the Assistant Superintendent of Schools & Operations

Teachers interested in serving as mentors will complete an application (attached) and submit it to the assistant superintendent. Applications will be distributed to the appropriate building subcommittees, which will review each application to determine eligibility according to the established criteria.



## District Responsibilities

- Form a District Selection Committee comprised of the assistant superintendent of curriculum and instruction, building principals as needed or their designees, the RVF president and one RVF teacher representative designated by the RVF president. This committee will select mentor teachers on a yearly basis.
- Provide training for all teachers selected to serve as mentors.
- Provide a formal orientation for all new teachers and their mentors prior to the start of the school year. The District Mentor Selection Committee will develop the structure and agenda for the orientation.
- Provide new teachers formal training in all programs the district expects the teacher to use in his or her service to the district. These programs include but are not limited to:

SchoolTool

Frontline Education My Learning Plan [MLP]

RTIm Direct

IEP Direct

Outlook Express email

Frontline Education Absence Management [formerly AESOP]

District website features and links

Any other program adopted for use by the District

Training in use of District programs will be offered during Superintendent Conference days or during the school day wherein substitutes will be hired to cover the new teachers' classes.

- Provide training in use of all available technology within the District: smart boards, document readers, LCD projectors, etc.
- Provide the new teacher with an electronic device.
- Provide a full and thorough explanation of the Annual Professional Performance Review (APPR) document and its expectations to all new teachers.
- Provide an overview of NY State requirements needed to maintain certification.
- Provide the new teacher assistance in establishing a TEACH account on the NYSED website that will enable new teachers to track certification progress.
- Provide formal training in the scoring of NY State exams where applicable.
- Provide a full and thorough explanation of District health plans and coverage, flex plans, TSAs, payroll direct deposits, sick time and sick bank.
- Provide a current District contact list to all new teachers.
- Provide release time and substitutes as needed for mentors and new teachers to meet Mentor Program requirements.

- Retain the names and teacher certificate numbers of mentors and the teachers to whom they provided service, mentoring activities, and the number of clock hours of mentoring provided to each new teacher.
- Each Teacher Mentor will receive a stipend of \$1,250 as compensation for service as a Mentor.
- Maintain an effective, District/RVF Mentoring Program that complies with Commissioner's Regulations for Mentoring and Professional Development.
- The District will respect and ensure that the mentor and new teacher relationship is confidential and non-evaluative.

## **Principal Responsibilities**

- Principal collaborates with RVF to match mentor teacher to the new teacher.
- Principal schedules opportunities for common meeting time between the mentor and the new teacher.
- Principal provides and arranges release time and coverage for mentor and/or new teacher when needed for classroom observations, trainings, etc.
- Principal holds monthly meetings with new teachers to address concerns and needs.
- Principal will respect and ensure that the mentor and new teacher relationship is confidential and non-evaluative.

## **New Teacher Responsibilities**

- Use effective communication skills.
- Be open to constructive criticism as well as praise.
- Be willing to accept suggestions and to adapt to change.
- Be open-minded and maintain a positive attitude.
- Share ideas, problems, feelings, expectations, and concerns. Maintain confidentiality.
- Remain in the Teacher Mentor Program for the school year.
- Be willing to give time and effort to the mentoring process.
- Be willing to accept professional responsibilities and to follow school and district rules.
- Be willing and ready to learn from your mentor.
- Reflect upon your teaching practice and learn from your mistakes.

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**Use the space below for questions and concerns to address with your mentor before the first day of school.**

***Before the first day of school, new teachers should complete the following:***

- [ ] Obtain your schedule and student rosters.
- [ ] Obtain school identification card and keys.
- [ ] Secure textbook and curriculum scope & sequences, as necessary.
- [ ] Plan carefully for your first day.
- [ ] Prepare a written handout on classroom expectations and requirements.
- [ ] Familiarize yourself with students' names and pronunciations; make name tags if appropriate to your grade level.
- [ ] Determine a seating arrangement.
- [ ] Plan an opening day activity.
- [ ] On the secondary level (7-12), prepare a Course Syllabus or a Course Proficiency Statement for students and parents that will be sent home and signed and that delineates the following information:
  - course description.
  - course textbooks and materials to be used.
  - grading policies, and assignment procedures.
  - course objectives students will acquire throughout the year.
- [ ] On the elementary level (K-6), prepare a parent letter that will be sent home and signed and that describes classroom policies and procedures.
- [ ] Plan lessons for your first week.
- [ ] Secure supplies, technology or photocopy materials that will be essential to particular lessons well before they are needed.
- [ ] Explore Rondout's homepage via the internet. Valuable and important information is housed on this website.
- [ ] Communicate with your mentor. Ask questions, no matter how small or silly they may seem. Your mentor is there to help you.

***In September, new teachers should complete the following:***

- [ ] Complete student textbook forms or cards.
- [ ] Collect necessary forms from students such as, health forms and free and reduced lunch forms.
- [ ] Complete necessary forms for teachers, such as emergency contact and health form.
- [ ] Complete substitute folder.
- [ ] Submit emergency lesson plans.
- [ ] Acquire necessary student IEPs and 504s.
- [ ] Prepare for Curriculum Night.

***As the year goes on, new teachers should complete the following:***

- [ ] Keep yourself informed and up to date on certification requirements and deadlines through visiting TEACH at <http://www.highered.nysed.gov/tcert/teach/>
- [ ] Observe other teachers in your own and in other content areas. Your mentor will help you arrange these observations.
- [ ] Begin collecting and collating materials for your Professional Portfolio.

***Before the end of the year, new teachers should complete the following:***

- [ ] Collect and store all textbooks.
- [ ] Submit a list of names of students who have not returned textbooks to the appropriate office.
- [ ] Order supplies for next year.
- [ ] Complete all close-out procedures on Close-out form.
- [ ] Clean up and organize classroom.
- [ ] Reflect upon the school year with your mentor.
- [ ] Complete the evaluation of the Teacher Mentor Program.

## Mentor Teacher Responsibilities

**Within the first two weeks of school, mentor teachers should complete or discuss the following with new teachers:**

- [ ] Attend District-wide orientation for new teachers.
- [ ] Clarify emergency drill procedures, such as fire drill, lock-down procedures, etc. See Safety Protocol Quick Reference sheet.
- [ ] Show novice teacher the layout of the school building and grounds (offices, bathrooms, faculty rooms, etc.).
- [ ] Explain how to obtain school identification card and keys.
- [ ] Explain how to obtain parking space and tag.
- [ ] Explain building schedule.
- [ ] Explain teacher's schedule, including supervisory duties, such as bus or hall duty.
- [ ] Explain how to access necessary teaching materials and supplies.
- [ ] Demonstrate use of Outlook Express so novice teachers can read and send e-mail.
- [ ] Explain Bird House procedures for photo-copying.
- [ ] Explain phone system and procedure for accessing voice mail.
- [ ] Explain how to be informed about snow days and delayed openings.
- [ ] Review access to SchoolTool for recording attendance.
- [ ] Explain computer access procedures for students, i.e. Acceptable Use Policy and computer lab access.
- [ ] Discuss procedures for accessing audio visual equipment, such as Smart Boards and LCD projectors.
- [ ] Introduce new teacher to librarian, who can explain library procedures.
- [ ] Explain school discipline policy.
- [ ] Help new teacher establish grading policy.
- [ ] Provide new teacher with access to the required curriculum.
- [ ] Assist new teacher in developing lesson plan for the first day of school, including establishing classroom rules and expectations.
- [ ] Provide model design of course syllabus and/or introductory parent letter.

- [ ] Explain procedures for distributing books in the classroom.
- [ ] Explain procedures for student use of hall, phone, bathroom, etc.
- [ ] Explain the importance of parent communication.
- [ ] Review new teacher's lesson plans for the first week of school.
- [ ] Remind new teacher that an administrative observation and evaluation will occur within first month of school.

***In September, mentor teachers should complete or discuss the following with new teachers:***

- [ ] Remind new teacher to complete required forms for teachers, such as emergency contact and health form.
- [ ] Remind new teacher to collect necessary forms from students, such as health forms and free and reduced lunch forms. Explain different types of teacher absences, such as sick days, personal days, and professional days.
- [ ] Explain procedures for teachers signing in and out of building.
- [ ] Discuss role of after-school meetings, such as faculty and department meetings.
- [ ] Review assembly and/or activity day procedures.
- [ ] Help new teacher in creating a folder for substitute teachers with teacher's schedule and other necessary information.
- [ ] Remind new teacher to submit emergency lesson plans.
- [ ] Explain special education acronyms (IEPs, CSEs, 504s, BIPS, etc.)
- [ ] Review access to SchoolTool to retrieve student and parent information.
- [ ] Review access to IEP Direct to meet the needs of students in special education.
- [ ] Review access to RTIm Direct to meet the needs of those students who receive academic intervention.
- [ ] Explain role of student support services, such as nurse, guidance counselors, school psychologists, social workers, and behavior specialists.
- [ ] Provide model APPR lesson plans with measurable objectives and appropriate activities.
- [ ] Model a variety of instructional assessments.
- [ ] Share model of grade book to help novice teacher keep accurate record of grades.
- [ ] Invite new teacher into classroom and model effective instruction for new teacher.

- [ ] Invite new teacher into classroom and model classroom management strategies.
- [ ] Suggest solutions for dealing with students with behavior problems.
- [ ] Observe novice teacher and provide appropriate feedback and support.
- [ ] Monitor new teacher to see that required curriculum is being taught.
- [ ] Help novice teacher to prepare for Curriculum Night.
- [ ] Offer advice for handling parent phone calls and conferences.
- [ ] Encourage new teacher to document all communication with parents via phone log and/or conference reports.
- [ ] Discuss appropriate conduct when keeping a student after school for additional help or instruction.
- [ ] Remind new teacher to maintain professionalism and confidentiality when in the community.
- [ ] Explain role of the teacher's union, as well as the teacher's contract and building representatives.
- [ ] Explain probationary teacher evaluation procedure as per contract.
- [ ] Help the new teacher to prepare for administrative observations, reflections and evaluations.
- [ ] Read and review written administrative evaluations, and, if necessary, explain how to write a written response to administrative evaluation.

***As the year goes on, mentor teachers should complete or discuss the following with new teachers:***

- [ ] Explain procedures for making field trip requests and collecting student permission slips.
- [ ] Explain where and/or how to fax information.
- [ ] Explain how to reserve building and complete building use form.
- [ ] Assist new teacher in completing BEDS form.
- [ ] Explain the role of positive referrals.
- [ ] Review the role of mylearningplan.com for in-service and college credits.
- [ ] Review access to SchoolTool for creating grade book and submitting progress reports and report cards.
- [ ] Remind novice teacher of due dates for progress reports and report cards.

- [ ] Assist teacher in accessing technology training available through RVCSD.
- [ ] Answer questions about New York State and / or midterm exams.
- [ ] Encourage new teacher to observe other veteran teachers certified in his/her discipline area.
- [ ] Remind new teacher to allow plenty of time to meet deadlines for New York State teaching certification.
- [ ] Introduce new teacher to building representatives and RVF officers.
- [ ] Answer any questions about the collective bargaining agreement (contract).
- [ ] Explain specific Teacher's Union benefits, such as the Benefit Trust, Vision Plan, and Sick Bank.
- [ ] Continue to read and review written administrative evaluations, and, if necessary, explain how to write a written response to administrative evaluation.
- [ ] Review APPR requirements and assist in the development of the Professional Portfolio, which must be completed by third year of employment.

***Before the school year ends, mentor teachers should complete or discuss the following with new teachers:***

- [ ] Explain the procedures for collecting textbooks.
- [ ] Assist in ordering supplies for next year.
- [ ] Review closing-out procedures.
- [ ] Review procedures for classroom cleanup.
- [ ] Reflect upon the school year with novice teacher.
- [ ] Complete evaluation of mentor program.

***In the Junior High School, mentor teachers should complete or discuss the following with new teachers:***

- [ ] Discuss the purpose of ISS (In-School Suspension), as well as teacher's responsibility in providing students with assignments to complete.
- [ ] Remind new teacher that a website exists on which homework assignments can be posted.
- [ ] Remind new teacher of the dates on which New York State exams are given, as well as make-up dates and procedures for administering exams.

***In the High School, mentor teachers should complete or discuss the following with new teachers:***

- [ ] Review building procedural manual.
- [ ] Discuss the purpose of ISS (In-School Suspension), as well as teacher's responsibility in providing students with assignments to complete.
- [ ] Remind new teacher that a website exists on which homework assignments can be posted.
- [ ] Explain the role of TSS (Teacher Study Support) for students who are failing or need additional academic support.
- [ ] Explain programs specific to the high school, such as New Comers Uplifted and WISE.
- [ ] Show new teachers where the testing center is located, as well as its purpose.
- [ ] Remind new teachers of the dates on which New York State Regents exams are given and review procedures for proctoring.

## **A Comment Regarding 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 new teacher is critical to the success of the program and must be 100% confidential. 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 teacher 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.

## APPENDIX A

# Classroom Management Tips

Being organized is one of the keys to effective instruction. By planning ahead you can avoid many problems. Classroom management can include management of the classroom climate, management of time, and management of student behavior.

### Classroom Climate

- Arrange room to reflect interests of the students.
- Determine seating arrangement before first day of school.
- Bulletin boards and other visual displays should reflect the diversity in the classroom.
- Arrange seating so the students can view the board, projection screen, and overhead without the need to move seats.
- Store books and supplies so they are easily accessible.
- Be outside your classroom to greet your students.
- Accommodate students with special needs (i.e. vision or hearing impaired).
- 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.
- Establish and model ground rules.

### Time Management

Laying a good foundation is important. The following suggestions may help:

- Every day make a list of things which need to be completed, do a little bit 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. Handle a piece of paper only once. Either give it to someone else to deal with it, file it, or throw it away.
- To avoid feeling overwhelmed, create folders to organize your email and your electronic drives.
- Use a loose-leaf notebook or electronic device for lesson plans so the order of lessons can be modified easily.
- Use a monthly calendar for unit planning.
- Save time by checking attendance with a seating chart and/or device.
- Put assignments 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.

## APPENDIX B

# Student Behavior Management

Student behavior management 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:

- To be proactive, take the time to build relationships with your students and establish a classroom community.
- 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 teacher. Your mentor teacher is your best source of advice regarding student behavior management.
- Change the student's seat.
- Involve parents.
- Consult with colleagues and/or team to brainstorm strategies to utilize.
- Consult building administrators for additional strategies and advice.
- Isolate the student.
- Develop a behavioral contract with the student.
- Refer to the administration after other steps have been attempted and failed.

## APPENDIX C

### 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 the following:

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

During the conference:

- Use good communication skills.
- Begin on a positive note, such as sharing students' 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.
- Provide strategies for parents to leave with.
- Continued communication with parents via email, phone calls, etc.

After the conference:

- Document the conference in writing for your reference.

## APPENDIX D

# Substitute Teacher Provision

Rondout participates in an automated substitute teacher service. Obtain from your principal or your mentor the information for accessing the Rondout's substitute service.

In the event you must be absent, you should be sure to leave the substitute sufficient information in order for the day to go smoothly. Supply adequate and explicit lesson plans and any corresponding materials. The information can best be used by the substitute if organized in a clear, concise manner and left in a readily available place or in the main office file with the following information:

- Your schedule of classes:
  - List classes with times of periods and room numbers
  - List specials, if applicable (include time and day):
    - Lunch; including special directions
    - Study hall and location of information for study hall
    - Music
    - Art
    - Physical Education
  - Alternate activities in case the special classes are canceled
- Fire drill/emergency evacuation procedures- Safety Protocol Quick Reference sheet
- Names and schedules of students who may leave for special reasons (e.g., to nurse for medication, resource room, speech, academic intervention services)
- Seating charts, class lists, and directions for dealing with any special students
- Homeroom activities for class:
  - How to report absences
  - Lunch totals
  - Announcements
  - Pledge of Allegiance
- Class rules and procedures (e.g., nurse/bathroom pass, referrals)
- Location of materials to be used with lesson plans
- Explanation of extra work, if needed
- Instructions for use of equipment and materials, if needed
- Names of other school personnel usually in your class (e.g., teacher's aide)
- Names of dependable students who may provide assistance
- Name and location of teacher who may offer assistance
- Dismissal procedures (e.g., chairs up on desks, condition in which room should be left)
- Floor plan of classroom and building

Students should be aware of what is to be accomplished during your absence. Write the substitute a brief note in order to set a positive tone for the day, thanking him/her in advance for filling in, and request a report including attendance information.

## APPENDIX E

### Tips for Day One

Jitters are expected on your first day of teaching. The following suggestions may help you create a business-like atmosphere beginning day one.

- Be flexible, positive, and assured. Be in control.
- Learn students' names. Recheck the spellings and pronunciations with students. Call students by name often. Provide name tags for lower primary students. Help students become acquainted. Be certain students know and use your name.
- Outline your expectations of conduct in the classroom, in the hall, and on the playground or campus. Be sure students know that you expect them to behave appropriately. For elementary students, reinforce appropriate behaviors you observe.
- Discuss your work standards, homework, and grading policies.
- Review lunch, recess, and other operating schedules, if appropriate. To the extent possible, describe routines elementary children will follow.
- Issue textbooks (if applicable) and complete textbook forms. (Assigning a seatwork activity to be completed as texts are issued can reduce off-task behavior.)
- Begin individual or group assessment and review of reading and math skills or other subject areas.
- Give a specific first-day writing and discussion assignment (if appropriate) such as... "The best thing I did during the summer..." "When I think of school, I think of..." "This year I hope..."
- Plan an opening day activity that enables students to get to know each other and begins to develop a classroom community.
- Your beginning activity should be one the students can complete successfully with little or no help.
- Send home memos you and/or the school administrator have written to parents.
- Review class activities and assignments (if appropriate) and end the day in a positive manner.
- Believe your students want to do the right thing.

#### Further Hints for a Successful First Day

A good way to start the first day is to stand near the door and greet students as they enter. If a student enters in an unacceptable manner, stop the student, explain to him/her the behavior you expect, and ask the student to repeat the entrance appropriately. After all students are seated, begin with a brief introduction.

## Tips for a Great First Month

The first day, second day, and the first week of school set the tone for the entire year. By knowing what you are going to teach and by having the materials you need, you will be prepared for a successful beginning and feel more confident. Students will try to see if you really are going to make them follow the rules. Remember, since this is a new situation for the students also, patiently repeat rules, procedures, and consequences. BE CONSISTENT in holding students to your expectations. Ignore misbehaviors that do not interrupt the lesson or interfere with others.

Remember that many of the things happening in your classroom during the first few weeks are happening to all teachers. Meet each problem and solve it as quickly as you can. It is not the severity of punishment but the certainty of it that deters unacceptable behavior. Again, talk to experienced teachers who have gone through the beginning of school "blitz." Some problems can be averted or eased simply through conversation.

After your long-anticipated and well-planned first week of teaching, you and your students will have learned a great deal about one another. Some mutual expectations will have been established in terms of behavior, procedure, and attitude that will direct the course of learning throughout the whole year. Naturally, those expectations will be refined and amended as the need arises. Remember to set a pleasant, positive tone to the end of the day, and students will look forward to returning to class. Let them know you are looking forward to an enjoyable year.

## APPENDIX F

# Tips for Survival

### Handling Stress

Occasionally there will be days when you feel as if you had been hit by a Mack truck. 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 social-emotional activities to promote well-being. Use crossword puzzles, exercises, yoga, mindfulness activities, 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 can be perceived as disorganized and stressful.)
- 5) Examine your diet. Does it provide for your nutritional needs?
- 6) Establish a life balance. Aim for 8 hours of work, 4 hours of family, and 4 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. Take advantage of Professional Development opportunities. 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 being "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 student 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 thy self. 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.

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.

APPENDIX G

**Rondout Valley School District**

Teacher Mentor/Mentee Certification Form

I certify that I have worked collaboratively with my teacher mentor/mentee as outlined in the Rondout Valley Teacher Mentor Handbook.

Circle One:     Mentor             Mentee

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Building Name: \_\_\_\_\_

Name of teacher with whom you worked: \_\_\_\_\_

Did you find the mentor/mentee process to be useful for introducing new faculty members to teaching in the Rondout Valley School District?

\_\_\_\_\_  
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\_\_\_\_\_

Please return to the Assistant Superintendent of Schools & Operations.

Signature of Assistant Superintendent: \_\_\_\_\_

Staff Development Office Use

Approved by:

Date: \_\_\_\_\_

# Rondout Valley Central School District MENTOR PROGRAM EVALUATION

## Mentor Response

---

Please describe what was best about the program.

Do you feel that you had adequate time to be a good mentor?

What professional development activities could mentees benefit from?

Would you become a mentor again? Why?

What suggestions do you have for improving the mentoring experience (program, process, evaluation)?

Name\_\_\_\_\_

Date\_\_\_\_\_

# Rondout Valley Central School District MENTOR PROGRAM EVALUATION

## New Teacher Response

---

Please describe how the mentoring experience has helped you to increase your effectiveness as a teacher.

Please describe what was best about the program.

Do you feel that you had adequate time to meet with your mentor?

What additional professional development activities could be beneficial to new teachers?

What suggestions do you have for improving the mentoring experience (program, process, evaluation)?

Name\_\_\_\_\_

Date\_\_\_\_\_



**RONDOUT VALLEY CENTRAL SCHOOL DISTRICT**  
PO Box 9, Accord, NY 12404

Dr. Joseph Morgan  
Superintendent of Schools  
(845) 687-2400 Ext. 4802

Mrs. Lisa I. Pacht  
Assistant Superintendent of Schools & Operations  
(845) 687-2400 Ext. 4805

Mrs. Deanna Rosinski  
School Business Official  
(845) 687-2400 Ext. 4812

Ms. Megan Braren  
Director of Pupil Personnel Services  
(845) 687-2400 Ext. 4863

**Sick Bank Days Donation Application  
Donor Form**

Directions: Complete this application in full. Please send your completed application to Kim McEvoy, Secretary to the Sick Bank. Please note that it is at the discretion of the committee to approve or deny your request.

NAME \_\_\_\_\_  
Last First

ADDRESS \_\_\_\_\_  
Mailing Address City State Zip

TELEPHONE NUMBER \_\_\_\_\_ YEARS EMPLOYED IN THE DISTRICT \_\_\_\_\_

NUMBER OF SICK DAYS YOU WANT TO DONATE \_\_\_\_\_

\_\_\_\_\_  
Signature of Applicant Date of Application

Number of Days Donated \_\_\_\_\_ Date Sick Bank Were Donated \_\_\_\_\_

Sick Bank Board \_\_\_\_\_  
Approved Disapproved

\_\_\_\_\_  
Signature Date

kmcevoy/sickbankapplication





**Checklist:** Meeting #1      Use for discussion. ( ) Some may not apply (n/a) for your building.

*Logistics:*

- \_\_\_\_\_ Parking
- \_\_\_\_\_ Parking tags
- \_\_\_\_\_ Sign-in / sign-out
- \_\_\_\_\_ Daily schedule
- \_\_\_\_\_ Duty
- \_\_\_\_\_ Prep time / team time
- \_\_\_\_\_ Taking attendance
- \_\_\_\_\_ Copy / fax machines
- \_\_\_\_\_ Substitute #
- \_\_\_\_\_ Sub folder
- \_\_\_\_\_ Course outlines/Curriculum Maps
- \_\_\_\_\_ Voice mail
- \_\_\_\_\_ E-mail
- \_\_\_\_\_ Snow chain
- \_\_\_\_\_ Make-up work for absentees
- \_\_\_\_\_ Attendance policy
- \_\_\_\_\_ Teacher identification tags
- \_\_\_\_\_ Classroom keys
- \_\_\_\_\_ Text book sign-out sheets
- \_\_\_\_\_ [www.mylearningplan.com](http://www.mylearningplan.com)
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Classroom:*

- \_\_\_\_\_ Location
- \_\_\_\_\_ Shared space
- \_\_\_\_\_ Supplies / materials
- \_\_\_\_\_ Bulletin boards/Classroom environments
- \_\_\_\_\_ Posted information
- \_\_\_\_\_ Emergency exits
- \_\_\_\_\_ Schedules
- \_\_\_\_\_ Code of conduct
- \_\_\_\_\_ Announcements
- \_\_\_\_\_ Phone access code
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Emergency procedures:*

- \_\_\_\_\_ Fire drills
- \_\_\_\_\_ Procedures
- \_\_\_\_\_ Emergency evacuations
- \_\_\_\_\_ Lock downs (Have your KEYS!)
- \_\_\_\_\_ Teacher emergency forms (personal)
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Student Services*

- \_\_\_\_\_ Referrals
- \_\_\_\_\_ Positive Referrals
- \_\_\_\_\_ Child Study Team
- \_\_\_\_\_ Case management
- \_\_\_\_\_ CSE recommendations/referrals
- \_\_\_\_\_ IEP's ([www.iepdirect.com](http://www.iepdirect.com))
- \_\_\_\_\_ FBA's – BIP's
- \_\_\_\_\_ Resource Room (updates)
- \_\_\_\_\_ Health reports
- \_\_\_\_\_ Claim Forms
- \_\_\_\_\_ Transportation requests
- \_\_\_\_\_ ISS
- \_\_\_\_\_ OSS
- \_\_\_\_\_ 504s
- \_\_\_\_\_ AIS/RTIm Direct
- \_\_\_\_\_ IST process
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*After school:*

- \_\_\_\_\_ Detention: teacher/ administrative
- \_\_\_\_\_ AIS
- \_\_\_\_\_ Extra help
- \_\_\_\_\_ Administrative meetings
- \_\_\_\_\_ Parent meetings
- \_\_\_\_\_ Evening Academy
- \_\_\_\_\_ Advisorships / clubs
- \_\_\_\_\_ Sports
- \_\_\_\_\_ TSS
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Grades: Assessments:*

- \_\_\_\_\_ Building grading policies
- \_\_\_\_\_ Comments on grade reports
- \_\_\_\_\_ Parent Connect
- \_\_\_\_\_ Report cards
- \_\_\_\_\_ Progress reports
- \_\_\_\_\_ State assessments
- \_\_\_\_\_ Running records
- \_\_\_\_\_ Common assessments
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Parent contact:*

- \_\_\_\_\_ Open House
- \_\_\_\_\_ Parent Conferences
- \_\_\_\_\_ Parent Portal
- \_\_\_\_\_ Phone calls
- \_\_\_\_\_ E-mails
- \_\_\_\_\_ Voice mails
- \_\_\_\_\_ Homework hotline
- \_\_\_\_\_ Webpage
- \_\_\_\_\_ PTA/PTO/PA
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Payroll:*

- \_\_\_\_\_ TRS (Teacher Retirement System)
- \_\_\_\_\_ Benefits
- \_\_\_\_\_ TSA's (Tax Shelter Annuities)
- \_\_\_\_\_ Payroll (Direct deposit option)
- \_\_\_\_\_ IRS Forms
- \_\_\_\_\_ Sick days/ Personal days
- \_\_\_\_\_ Sick Bank
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*RVF:*

- \_\_\_\_\_ Copy of contract
- \_\_\_\_\_ Building Reps

*Daily Procedures:*

- \_\_\_\_\_ Attendance
- \_\_\_\_\_ Lunch Count
- \_\_\_\_\_ Bathroom
- \_\_\_\_\_ Nurse
- \_\_\_\_\_ Office
- \_\_\_\_\_ Assemblies
- \_\_\_\_\_ Special Events
- \_\_\_\_\_ Cafeteria
- \_\_\_\_\_ Recess/ indoor-outdoor
- \_\_\_\_\_ Buses
- \_\_\_\_\_ Bus Notices
- \_\_\_\_\_ Library- Students & Teacher
- \_\_\_\_\_ Copy Machine- get #
- \_\_\_\_\_ How to see the principal
- \_\_\_\_\_ Computers
- \_\_\_\_\_ Mailbox
- \_\_\_\_\_ Emergency Forms
- \_\_\_\_\_ Early Dismissal
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

*Meetings:*

- \_\_\_\_\_ Non Tenured
- \_\_\_\_\_ Faculty
- \_\_\_\_\_ Grade Level/Department
- \_\_\_\_\_ Professional Development
- \_\_\_\_\_ Observations
- \_\_\_\_\_ \_\_\_\_\_

*Other:*

- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_



**Checklist:** Meeting #2 Use for discussion. ( ) Some may not apply (n/a) for your building.

*Report Cards:*

- Procedures
- Exporting Grades
- Policies (ie: incompletes)
- Grades from home tutors
- Narrative comments
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Diversity
- Checking for understanding
- Accommodation
- Meet each child's needs
- Planbook
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Curriculum Area:*

- Lesson plans
- Coordination with other teachers
- Common exams
- Grading rubrics/ other per  
Department/grade level
- Standardized tests (ie: Regents and  
other State tests)
- Performance Tracker (grades 3-12)
- \_\_\_\_\_
- \_\_\_\_\_

*Responsibilities:*

- CSE / 504
- CST (Child Study Team)
- Testing
- Team meetings
- Mainstreaming
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Classroom Management:*

- Techniques
- Support staff
- Parent volunteers
- \_\_\_\_\_
- \_\_\_\_\_

*Technology:*

- Devices
- E-mail
- SmartBoard
- Teacher Website
- AUP's
- Teacher override
- My Learning Plan
- Google classroom
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Teaching/ Lessons:*

- Attention
- Introduction
- Itinerary/ Summary
- On Task
- State objective
- Higher level thinking
- Multi-sensory



**Checklist:** Meeting #3 Use for discussion.( ) Some may not apply (n/a) for your building.

*Budget:*

- \_\_\_\_\_ Supplies
- \_\_\_\_\_ Texts
- \_\_\_\_\_ Individual supplies
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Unit Assessments:*

- \_\_\_\_\_ Common mid-terms
- \_\_\_\_\_ Semester Final Exams
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Checklist:** Meeting #4 Use for discussion. ( ) Some may not apply (n/a) for your building.

\_\_\_\_\_ Summer school

\_\_\_\_\_ Summer Curriculum Work

\_\_\_\_\_ Review Procedures for Spring State Assessments

Rondout Valley Central School District  
Teacher Mentoring Log

**Mentor Log:** Complete one log sheet per “meeting”.  
A “meeting” may be composed of a number of “mini-meetings.”  
The five (5) required meetings should occur at intervals as outlined below.

**Meeting #5: Due by June 1st**

Date(s) of meeting(s): _____	Time: (# of hours/minutes) _____
_____	_____
_____	_____
_____	_____

**Classroom Observations:**

Mentor observing Mentee:	Date(s) _____	_____
	_____	_____

Mentee observing other teachers:	Date(s) _____	Teacher: _____
	Date(s) _____	Teacher: _____

**Topics Discussed:**

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**Checklist:** Meeting #5 Use for discussion. ( ) Some may not apply (n/a) for your building.

\_\_\_\_\_ Final Exams

\_\_\_\_\_ Book Returns

\_\_\_\_\_ Year-end checklist per building