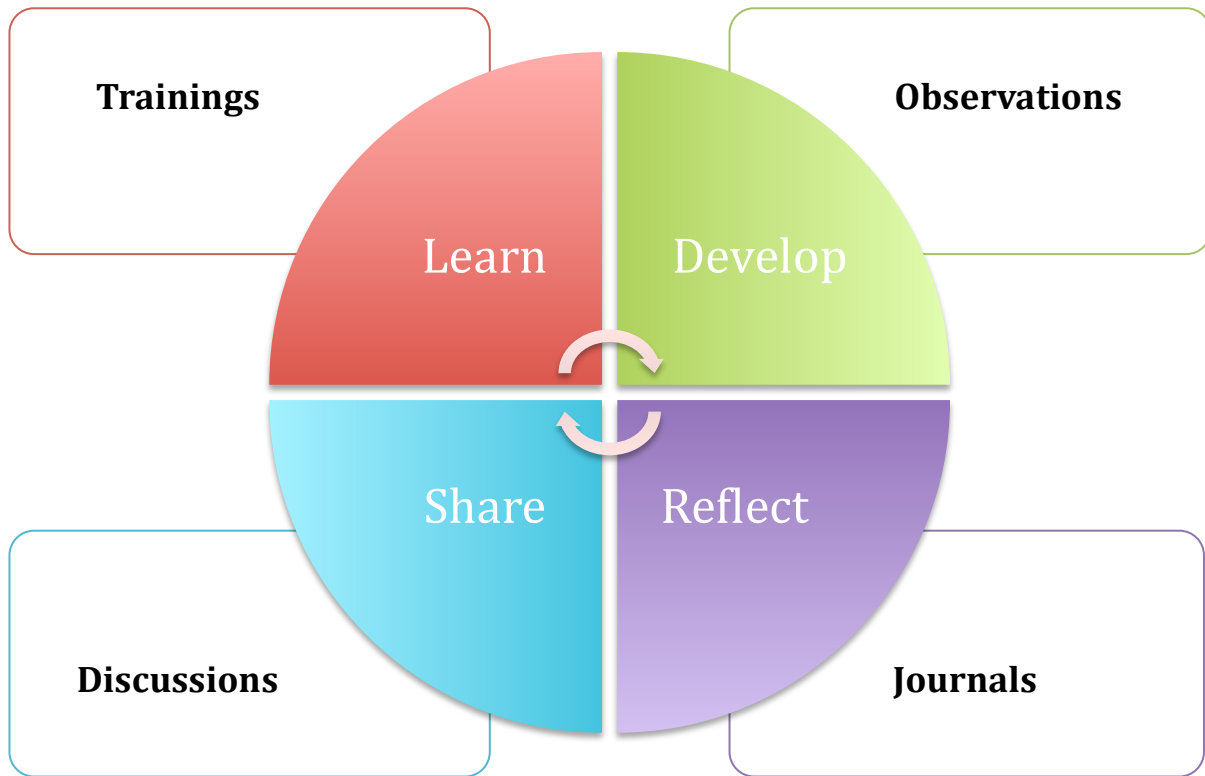


Rockford Area Schools Mentor Program



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Title I REAMS

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2015-16 New Staff Training Schedule

August 24, 2015



Welcome *Light breakfast	8:00-8:30AM RCC	Paul Durand
Mentor/Mentee Training	8:30-10:30 AM RCC	Traci Moore
Building/Classroom	10:30AM-12:00 PM Individual buildings	Mentors/Mentees
Lunch *Catered	12:00-1:00PM High School Commons	Administrative Staff
SPED Training	1:00-1:30PM RCC	Shanna Lecy
Health Services Training	1:30-2:30PM RCC	TBD
Mentor/Mentee Training	2:30-3:30PM RCC	Traci Moore

Welcome to Rockford Area School's New Staff Training!

Introduction Activities

Large Group Introductions

- Name
- Where are you from? Background?
- Rockford Position? Building?
- State something interesting about yourself.
- If you could relive one moment from your summer it would be...

Mentor/Mentee Introductions

- Find 3 things you have in common.

Ground Rules Activity

Set norms for your partnership: Use the following questions to help you set some ground rules for your collaboration.

- Who will take responsibility for setting up meetings?
- Are meeting reminders necessary?
- If one person is unhappy with the way things are going, what is the best way of dealing with it?
- Who will take responsibility for ensuring the notes document is filled in?
- How important is punctuality?
- How important is keeping to a strict ending time?

Record 3-5 *Driving Partnership Actions* (Ground Rules for your partnership)

Level of Concern & Strengths Ratings

	No concern		Somewhat concerned		Very concerned
Expectations					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & 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 academicability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	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. The budget for instructional materials	1	2	3	4	5
Relationships					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5
23. Your number of years of teaching experience _____					
Other Concerns?					
24 _____	1	2	3	4	5
25 _____	1	2	3	4	5
26 _____	1	2	3	4	5

Q-Comp Overview

General Information

Q Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005.

- Voluntary program- districts opt in & voted on by Rockford teachers & the school board annually
- Plans must have five components: Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule
- Approved school districts receive \$169 per student in state aid plus an option to levy another \$91 per student locally

(<http://education.state.mn.us/MDE/SchSup/QComp/index.html>)

Q-Comp in Rockford

This is Rockford's fourth year in the Q-Comp program. Teachers are paid based on:

1. PLC Meeting requirements & attendance (35% 2015- /\$826/) June
 - These meetings are weekly on Thursday morning at 7:20AM.
 - There is implementation work required as part of these meetings.
 - Attendance is mandatory. Leaders track your attendance.
 - PLC meetings begin next week.
2. Observations (35% 2015- /\$826/) June
 - The principal will do your observations- 3 per year.
 - You also have observations as a part of the mentor program- 3 per year. You will be observed once, you will observe someone else once, and you can choose your third observation to be observed or to observe someone else.
3. Building Data Results (15% 2015- /\$354/) September
 - Rockford schools Q Comp program is based on a district focus of reading this year. Within this focus, a building goal in the area of reading is set once new MCA results are received.
 - If this goal is met, teachers receive this payment.
4. Individual Goals or (15% 2015- /\$354/) June
 - You will also create an individual goal related to reading improvement in your content area. This will be facilitated through your PLC's with support from your principal and Q Comp leadership (October).

My PLC Group Area is _____

My PLC Leader is _____

My Observation Coach is _____

2015 Mentor Program Checklist

Submit by	Requirements		Notes to Self
September 30	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
October 31	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
November 28	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
December	MID WINTER CHILL		
January 30	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
February 27	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
March 31	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
April 30	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	
May 29	<input type="checkbox"/> Journal	<input type="checkbox"/> Mentor Meeting	

Observation Checklist

Obs #	Date	Person Observed	Observation report submitted?
1.	By Nov. 28	Mentor Observes You	Y/N
2.	By Feb. 27	You Observe	Y/N
3.	By May 15	Choice	Y/N

*Note: Your mentor has to observe you once and you have to observe your mentor or another teacher once.
The third observation is your choice to be observed or to observe.
Your first observation is due by November 28, second by February 27, and third by May 15.*



Notes

Mentor Program Requirements

1. Meetings (monthly)

Monthly meetings with your mentor are intended to help support you in any area you may need while you become acquainted with your new position at RAS. Your meetings should consist not only of logistical questions, but academic questions related to reaching a higher level of professional practice and maximized student achievement. You know you are doing it right when both the mentor and mentee are thinking and growing.

Mentor/Mentee Meetings

These should occur monthly for one hour. Possible topics are listed on your Journal Template. Mentor or Mentee should suggest an agenda of topics through email prior to meeting. Notes should be taken during the meeting as part of the journal entry for the month.

2. Journal (monthly by the last day of the month)

This journal is intended to document the mentor/mentee process and provide evidence of continuous improvement, one of the goals of the mentor/mentee program. It will also encourage mentor support of the new teacher's Q Comp process.

Mentor/Mentee Meeting Notes

This will be documented on the journal Google Doc each month. Please use the template on the next page to format your journal. Either mentor or mentee can record these notes in the document.

Continuous Improvement Prioritization

For this part of the journal, you should document what you are currently focusing on for improvement. You should use Q Comp work, new staff issues, or simply basic challenges in instruction to draw from for this piece. Identify what is the most important or timely focus and then secondary foci.

Q Comp Check in

Reflect on how you're doing with your SMART goal—your initial data, the strategies you're trying, and how you're going to continue to work on achieving your goal.

Again, this can be a series of bullets or a narrative.

3. Observations (3x in the year)

Observations are required in order to provide a closer connection for mentors and mentees to see each other in action. Choice is built in so that the new teacher's needs can be met, and growth can be maximized. It also provides an opportunity for new teachers to be observed by more than one person, a recommendation of Q Comp.

Your mentor will observe you by November 28.

- You will observe your mentor or another teacher by February 27.
- You will either be observed by your mentor or observe one more time by May 15.
- You (or your mentor) will submit pre conference, rubric or report, and post conference notes from those observations.
- Work together to set up observation times, during prep periods or other creative scheduling. If you are having trouble with scheduling, contact Traci Moore or your building principal for help.

Journal Format & Content

Google Doc Journal Template

MENTOR JOURNAL ENTRIES

	Date:	
Discussion Topics *Underline all that apply.		
Reading Individual Goal Instructional Strategies Standards Curriculum Unit Design Intervention Acceleration	Assignment Design Assignment Grading Assignment Data Assessment Design Assessment Grading Assessment Data Term Grading Student Engagement	Classroom Management Parent Communication Staff Communication Email Website SASI COGNOS Other:

Meeting Notes (Please be specific regarding what you are discussing during your hour-long meeting.)
Focus Prioritization
My main priority for growth this month is: Secondary focus areas are:
Q Comp Check In <i>*Only required in October, January, March, & May</i> (SMART goal—your initial data, strategies you’re trying, results so far and future plan to achieving your goal)



District #883 Pre-Observation Report

Teacher Name	Date of Observation
Grade/Subject	Time of Observation
Building: <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Other:	Observation Cycle <input type="checkbox"/> Fall- Cycle 1 <input type="checkbox"/> Winter- Cycle 2 <input type="checkbox"/> Spring- Cycle 3
Learning Target: What should the student Know, Understand, or be able to Do at the conclusion of this lesson? What standard are you addressing with this lesson?	
How will you assess the learning targets from this lesson?	
What instructional strategies, materials, or resources do you plan to use to accomplish your lesson goals?	
How have you accommodated for any special populations in your lesson planning?	
Other comments:	



District #883 Post-Observation Report

Teacher Name	Date of Observation
Grade/Subject	Time of Observation
Building: <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Other:	Observation Cycle <input type="checkbox"/> Fall- Cycle 1 <input type="checkbox"/> Winter- Cycle 2 <input type="checkbox"/> Spring- Cycle 3
How successful was the lesson? Did students learn your prescribed learning target(s) (KUDo's)? How do you know?	
Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did this contribute to student learning?	
Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? <i>*After January 2015: Please include comments related to targeted instructional strategy.</i>	
Did you depart from your plan? If so, how and why?	
If you had a chance to teach this lesson again to the same group of students, what would you do differently?	

Colleague Observation Report (Observing Another Teacher)

Date

Subject

Grade Level

I am looking for ideas related to: (ex. behavior management, time management, lesson design)

Things I would like to remember:

Things I would like to think more about:

One (or two) idea(s) I will definitely use:

Questions I have (and will ask after class):

Mentor/Mentee Building Checklist

Classroom

- Find curriculum materials
- Check room for office supplies
- How does the phone work? What is your extension?
- Do you have enough desks/chairs?
- Do you have class lists or a schedule of classes? If not, where/when do you get them?
- Attendance procedures?

Office

- Where do you get a key to your room?
- Where do you find office supplies?
- How do you make copies?
- Introduce secretaries
- Where is your mailbox?
- Beginning of the year responsibilities/schedules
- How do I make lunch payments?

Tour/Introductions

- Technology issues
- Staff bathroom
- Introduction to neighbors
- Introduce custodian(s)
- Media specialist
- Computer lab (checkout procedure)
- Teacher's lounge (what is the etiquette there?)

Rockford Schools Best Practices

High Student Achievement

- Clear and thorough understanding of Minnesota State Standards requirements for specific content area and complete knowledge of the placement of those standards in curriculum taught.
- Implementation of differentiation strategies for students with reading difficulties, LD, EBD, students with attention challenges, and high ability students. (If SPED: Fulfillment of all requirements related to special education IEP processes, including meeting deadlines for IEPs.)
- Active participation in staff development activities that will improve the achievement of students in your class.

Safe and Welcoming Learning Environment

- Create a classroom environment that is safe, organized, and motivating which leads to increased student achievement.
- Consistent communication with parents related to assignments, classroom events, student achievement, as well as behavior and grading issues.
- Prompt feedback to students with a maximum of a **3**-day period between assessments and results.

Efficient and Effective Operations

- Use technology as a communication tool, including the use of Web Fusion for web communication.
- Competent use of Rockford School's E-mail program, MS Office, Google Drive, School Fusion, Campus, and COGNOS.
- Maintain a professional team relationship with other staff members to actively improve student achievement, create a safe and welcoming learning environment, and build on Rockford's dedication to continuous improvement.

Rockford Schools Best Practices Worksheet

High Student Achievement

- *Minnesota Standards & Rockford Curriculum in your area.*

Rate yourself: + ✓ -

What do you need?

- *Differentiation: reading difficulties, LD, EBD, attention challenges, high ability students.*

Rate yourself: + ✓ -

What do you need?

- *Active participation in staff development activities leading to high student achievement.*

Rate yourself: + ✓ -

What do you need?

Safe and Welcoming Learning Environment

- *Safe, organized, and motivating classroom*

Rate yourself: + ✓ -

What do you need?

- *Parent communication*

Rate yourself: + ✓ -

What do you need?

- *Prompt feedback (3 days!)*

Rate yourself: + ✓ -

What do you need?

Efficient and Effective Operations

- *Communicate with technology: Website up-to-date*

Rate yourself: + ✓ -

What do you need?

- *Competent use of Rockford School's E-mail program, MS Office, Google Drive, School Fusion, Campus, and COGNOS.*

Rate yourself: + ✓ -

What do you need?

- *Maintain a professional team relationship*

Rate yourself: + ✓ -

What do you need?

2015-16 New Staff Training Schedule

August 25, 2015



Mentor/Mentee Training	8:00-9:00AM	Traci Moore
Technology Training	9:00AM-12:00PM	John Engel & Mentors
Copier Training	12:30-1:00 Sally Martinson/Ruth Durand Laura Ellos/Heidi Faber Diane VanOrsdal, Stacy Welborn /Traci Moore Becca Morgan/Missy Rhodes Shawn Weddel/Jan Hendrickson Jill Gordee/Molly Wirth	John Engel
Copier Training	1:00-1:30 Stephanie Roe/Steve Merila John Palm/Kathy Mattson Carin Crego , Leah Houge/Caroline Young Suzanne Russell , Holly Rodahl/Patti Biermann Paul Starhia/Tracy Sanner Todd Solom/Sue Kettenacker	John Engel
Lunch	12:00-1:30PM On your own	Mentors/Mentees
HR Meeting	1:30-3:30PM	Sandy Strozyk



Notes



First Day Survey



Name _____

Mentor _____

Building/Teaching Assignment _____

You've been through several different sessions today and have received a substantial amount of information. How helpful were the sessions you attended today? Were some more helpful than others? Please give some brief comments on the usefulness and structure of your day.

To help make tomorrow more effective, we want to take your needs into consideration. After today, what are the top three things you still want to know and/or the top three questions you have?

- 1.
- 2.
- 3.

As the day concludes, we want to gauge how you're feeling.

1 2 3 4 5 6 7 8 9 10

Totally overwhelmed

Comfortable and confident

Is there anything else you want us to know about as far as your rating above?

Please return this to Traci by the end of the day today. See you tomorrow!