

INDUCTION TEACHER'S CONTACT LOG

Complete and submit to the building administrator before April 15, 2016 and also send a copy to Director of Accountability, Assessment, and Professional Development.

DATE	TYPE OF CONTACT <i>(Specify type of observation, departmental meeting or conference)</i>	OUTCOME OF CONTACT <i>(Provide specific comments on the meeting/observation or the results of the contact)</i>
	Introduction to School Administration	
	Introduction to Mentor	
	Planning with Mentor	

_____ Induction Teacher Signature

_____ Date

_____ Mentor Teacher Signature

_____ Date

_____ Principal Signature

_____ Date

Induction Mentor Assurance Form

I have read the Requirements and Expectations for Induction Mentors and am aware that I must submit to the Director of Accountability, Assessment, & Professional Development a completed mentor log by **April 15, 2016** for my work with each Induction teacher to whom I am assigned.

Mentor Name Printed: _____

Mentor Signature: _____

Induction Teacher Name: _____

School: _____

Date: _____

Please return to the Director of Accountability, Assessment, & Professional Development by Friday, September 11, 2015.

Requirements and Expectations for Induction Mentors

1. Observe (unannounced, at least 30 minutes per visit), consult and collaborate with induction teacher(s) at least once a month (Domain 2 & 3).
2. Review and make notes of induction teacher's long-range plans (September/October). Note: Make additional reviews to monitor corrections as necessary. (APS 1)
3. Review and make notes of induction teacher's weekly lesson plans at least four times - September, October, January, and February (APS 2).
4. Review, discuss with induction teacher and make notes of beginning teacher's assessment file in early/mid November and late February/early March (APS 3)
5. Meet with administrator and/or induction teacher for fall and spring evaluation conferences as needed.
6. Meet with administrator on induction team in early November and early April to reach consensus decisions on regarding all domains and complete beginning teacher's ABC/Induction Conference Feedback Form.
7. Using data from the evaluation summaries, assist induction teacher in the development and implementation of their Professional Growth and Development Plan. Update and revise as needed.
8. Invite induction teacher to visit your class, and help arrange visits to other teachers' classes.
9. Recommend attendance at at least 1 district mentor discussion meetings.

Induction Mentor Log

Classroom Observation Record

Teacher's name: _____ Course: _____

District: _____ School: _____

Date: _____ Time: from _____ to _____

Lesson topic: _____ Observer: _____

Domain 2: Instruction

APS 4: Establishing and Maintaining High Expectations for Learners

AN EFFECTIVE TEACHER ESTABLISHES, CLEARLY COMMUNICATES, AND MAINTAINS APPROPRIATE EXPECTATIONS FOR STUDENT LEARNING, PARTICIPATION, AND RESPONSIBILITY.

A. *What did the teacher expect the students to learn from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

B. *What did the teacher expect the students to do during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?*

C. *How did the teacher help the students relate to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?*

APS 5: Using instructional strategies to facilitate learning

AN EFFECTIVE TEACHER PROMOTES STUDENT LEARNING THROUGH THE EFFECTIVE USE OF APPROPRIATE INSTRUCTIONAL STRATEGIES.

A. *What instructional strategies did the teacher use during the lesson?*

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

APS 6: PROVIDING CONTENT FOR LEARNERS

AN EFFECTIVE TEACHER POSSESSES A THOROUGH KNOWLEDGE AND UNDERSTANDING OF THE DISCIPLINE SO THAT HE OR SHE IS ABLE TO PROVIDE THE APPROPRIATE CONTENT FOR THE LEARNER.

- A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content?*
- B. *What was the content of the lesson?*
- C. *How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?*

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING

AN EFFECTIVE TEACHER MAINTAINS A CONSTANT AWARENESS OF STUDENT PERFORMANCE THROUGHOUT THE LESSON IN ORDER TO GUIDE INSTRUCTION AND PROVIDE APPROPRIATE FEEDBACK TO STUDENTS.

- A. *In what ways—and how effectively—did the teacher monitor student learning during the lesson?*
- B. *In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?*
- C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

AN EFFECTIVE TEACHER CREATES AND MAINTAINS A CLASSROOM ENVIRONMENT THAT ENCOURAGES AND SUPPORTS STUDENT LEARNING.

- A. *What was the physical environment of the classroom like?*
- B. *What type of affective climate did the teacher establish for the students?*
- C. *What type of learning climate did the teacher establish for the students?*

APS 9: MANAGING THE CLASSROOM

AN EFFECTIVE TEACHER MAXIMIZES INSTRUCTIONAL TIME BY EFFICIENTLY MANAGING STUDENT BEHAVIOR, INSTRUCTIONAL ROUTINES AND MATERIALS, AND ESSENTIAL NONINSTRUCTIONAL TASKS.

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?*

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

C. *What types of instructional materials, resources, and/or technologies were used during the lesson, and how did the teacher manage them?*

Additional comments: