

# INDUCTION THROUGH MENTORING Handbook

**Newmarket School District**



**SAU 31**

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# INDUCTION THROUGH MENTORING Handbook

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## *The Mission of Induction Through Mentoring*

*The mission of the Newmarket School District Mentoring with Induction Program is to provide guidance and collaborative support to professionals in their first 4 years of service.*

- *Understanding district expectations*
- *Achieving personal and professional goals*
- *Developing evidence-based instructional practices that lead to high quality instruction and learning for all students.*
- *Opportunities for experienced teachers to self-renew and revitalize through mentor service.*



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### *Acknowledgements*

*The Newmarket Teacher Induction Through Mentoring Guidebook* outlines the core principles of teacher induction in the Newmarket School District. The contents of this guidebook are informed by several sources, and we acknowledge and appreciate ideas and programs related to how to structure a mentoring program from the following State Departments of Education: Arizona, Connecticut, Mississippi, and Utah

*Arizona beginning teacher Induction program standards.* Educator Recruitment and Retention Repository. (2020). Retrieved March 2, 2023, from <https://www.azed.gov/sites/default/files/media/AZ%20Induction%20Program%20Standards-FINAL.pdf>

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U.S. Department of Education, Office of Special Education Programs. (2020). *HLP - Homepage.* CEEDAR Center. Retrieved February 19, 2023, from <https://cedar.education.ufl.edu/>

Utah State Board of Education. (2023). *Microcredentials.* MIDAS. Retrieved February 19, 2023, from <https://usbe.midaseducation.com/microcredentials?embed&st%5B%5D=39>

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Welcome to Mentoring with Induction,

The Newmarket School District is committed to supporting the growth, development, and retention of new teachers in their first four years of service, through comprehensive mentoring program.

Research consistently demonstrates that 30%-50% of new teachers who *do not* receive support will exit the profession within the first five years of service. By sharp contrast, teachers who participate in a high-quality mentoring program retain their positions and experience greater levels of success and job satisfaction. Additionally, teachers who have observed the practices of experienced colleagues possess more effective classroom management techniques, instructional strategies, and problem-solving skills. Of equal impact are the focused conversations that result from being observed and receiving constructive and non-evaluative feedback from an effective mentor.

This handbook is designed to serve as an informational tool and guide for mentors and mentees. It is our hope that through participation in the Induction Through Mentoring Program, teachers will realize their fullest potential and experience the highest levels of success in a supportive and enriching professional community of educators.

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***Newmarket's Teacher Induction Framework***



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**Mentoring:** Provide access to an experienced colleague who has demonstrated leadership in their school/subject area and can offer emotional, physical, instructional, and institutional support. Mentors help new teachers develop instructional strategies that promote student learning while cultivating a respectful learning environment.

### **Mentors**

#### **Demonstrate a willingness and ability to:**

- Build capacity in others
- Embrace a growth mindset
- Increase their mentee's effectiveness as a professional problem-solver and decision-maker
- Maintain a learning focused relationship with the mentee
- Recognize the importance of trust and confidentiality
- Offer emotional support

#### **Prerequisite Experience:**

Whenever possible, mentors should have a minimum of 5 years of experience in the discipline, grade level, and/or content area where they seek to serve. Applicants should also have completed at least 3 years of service as an employee of the Newmarket School District.

#### **Mentor Responsibilities include, but are not limited to:**

##### ***Year 1***

- Attending one, half-day Induction with the mentee, prior to the start of the school year
- Assisting the mentee in planning for the first two weeks of school

##### ***Years 1-4***

- Scheduling and attending regular meetings with the mentee
- Coaching that support goals developed by the mentee. Coaching cycles include a pre-conference, observation, followed by a reflective, non-evaluative and confidential discussion
- Facilitating opportunities for the mentee to observe the practices of other teachers in a different grade or subject area
- Supporting the mentee as he/she acclimates to school and district cultures. Offer introductions to colleagues and other school personnel

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- Serving as a resource for:
  - ✓ Effective classroom management techniques
  - ✓ Instructional strategies (learner-centered)
  - ✓ Meeting building deadlines
  - ✓ Grading procedures
  - ✓ Communicating with parents
  - ✓ Policies and procedures/emergency plans
- Providing moral support
- Serving as a role model

### **How are mentors matched to mentees?**

*Whenever possible, attempts will be made to:*

- Match content area, and/or grade level
- Match individuals with similar passions and interests

### **Once matched with a mentee, mentors must commit to:**

- **Regular meetings** with the mentee (formal or informal)
  - Weekly in year 1
  - Twice per month in year 2
  - Monthly in years 3-4
- **Attend** one half-day of the New Teacher Workshop held in August (year 1 only)
- **Facilitate** Mentee observations of experienced teachers
- **Attend** a year-end celebration with mentee



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### **MENTEES**

Mentees are educators in their first four years of service with the Newmarket School District. It is expected that professionals who are new to the district may have previous experience in other states and/or other school systems; therefore, the program is differentiated for each individual. As a condition of employment, all new educators are required to participate in the mentoring program.

#### **Mentee responsibilities include, but are not limited to:**

- Participation in a 2-day New Teacher Induction program (August of year 1)
- Attendance at regular meetings with a mentor
- Observing the practice of other teachers
- Receiving coaching feedback from a mentor following an observation
- Regular attendance at Focus Sessions
- Utilizing the mentor as a resource for:
  - ✓ Effective classroom management techniques
  - ✓ Instructional strategies (learner-centered)
  - ✓ Meeting building deadlines
  - ✓ Grading procedures
  - ✓ Communicating with parents
  - ✓ Policies and procedures/emergency plans

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### **BUILDING ADMINISTRATORS**

Building administrators play a critical role in the mentoring and induction of new staff members. They set clear expectations and promote a supportive and collaborative culture where professional growth and development can occur.

#### **It is the role of the building administrator to:**

- Require that new staff members participate in Focus Sessions throughout the year
- Provide mentees and mentors with essential resources
- Initiate frequent, informal conversations with mentees
- Contact the Director of Curriculum, Instruction, Assessment and Professional Learning or the Director of Student Services when issues arise, or a new staff member requires additional support
- Encourage qualified teachers to serve as mentors
- Work with coordinators to facilitate the assigning of mentors to mentees
- Provide classroom coverage for mentors to allow opportunities for them to coach mentees (substitute teachers can be provided as needed)
- Facilitate opportunities for mentees to observe the practices of experienced teachers
- Provide feedback regarding the effectiveness of the mentoring program to the Director of Curriculum, Instruction, Assessment and Professional Learning
- Be encouraging and supportive!

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### **Mentoring Professionals with Previous Experience**

Professional educators have varying needs, depending upon previous assignments. Individuals with experience in their specific discipline or grade level, will participate in a program that has been differentiated to meet their individual needs.

#### **Greater emphasis will be given to:**

- ✓ Acclimating the mentee to school and district culture
- ✓ Introductions to colleagues
- ✓ Familiarization with curriculum, assessment, and reporting
- ✓ Familiarization with building and district resources
- ✓ Familiarization with processes for observation and evaluation
- ✓ Support in navigating various systems (Infinite Campus, My Learning Plan, etc.)

#### **Mentors of experienced educators will:**

- **Attend** the New Teacher Workshop held in August
- **Facilitate** Mentee observations of experienced teachers, upon request
- **Engage in coaching cycles** to support the Mentee (follow year 3 mentor coaching cycle)
- **Meet** twice each month with the Mentee, or more frequently as needed

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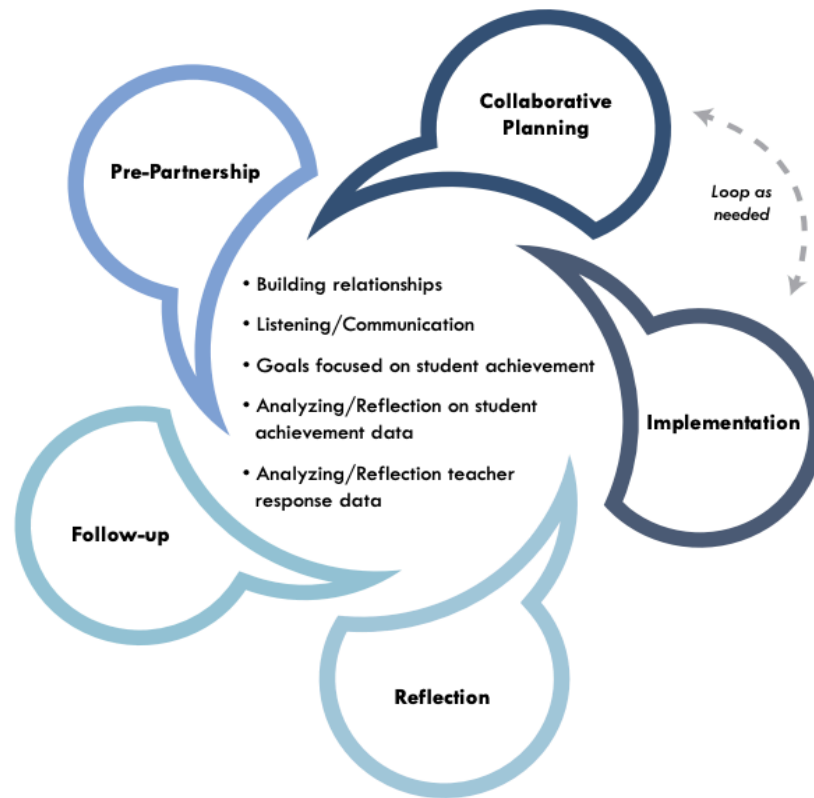
**Observation & Feedback:** Provide several opportunities for supportive and non-evaluative feedback from peers and mentors through a coaching cycle model

(Model below Utah State Board of Education, 2023)

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## Coaching Cycle Model

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### Pre-Partnership

#### **Gather context**

- Observe/gather student data
- Build relationship

### Collaborative Planning

#### **Goal setting**

- Identify student needs based on data
- Measurable goals in context of school setting
- Start and end dates with measurable "look-fors" between designing lesson/plan best practices/strategies

### Implementation

#### **Support Based on Goal**

- Modeling/Co-teaching
- Videoing
- Data collection
- Provide feedback/Next steps
- Reflect on lesson

### Reflection

#### **Impact of Goal**

- Reflection /Review
- Conversation
- Student data analysis
- Set next goal

### Follow-up

Initial and ongoing goal check-in to support continued student achievement

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**Mentoring New Teachers Through Coaching:** Developing the necessary skills for engaging in this process is part of the Newmarket School District Mentor Training Program. All coaching cycles should include a pre-visit meeting, the classroom visit, and a post-visit conversation. Coaching Cycles will focus on one **High Leverage Practice** (pgs. 13-15) during each visit and the mentee chooses which **High Leverage Practice** to focus on for feedback. **Observation Checklists** are provided for each high leverage practice (pgs.16-23).

It is the responsibility of the **mentee** to complete a Mentor Coaching Cycle Log following each visit (p.24).

It is the responsibility of the **mentor** to complete/submit the Mentor/Mentee Meeting Log (p.26).

- **Engage in 3 coaching cycles** to support the Mentee’s professional practice, **in year 1** (Oct., Jan., March)
- **Engage in 2 coaching cycles** to support the Mentee’s professional practice **in year 2** (Nov., Feb.)
- **Engage in 1 coaching cycle** to support the Mentee’s professional practice **in year 3** (Prior to Jan. 15)
- **Engage in coaching cycle upon request** to support the Mentee’s professional practice **in year 4**



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### WHAT ARE HIGH-LEVERAGE PRACTICES?

High-leverage practices are frequently occurring, educational practices that all educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for each learner.



There are many high-leverage practices—covering the areas of collaboration, assessment, social/emotional/ behavioral, and instruction—designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment. In Newmarket, **five** of the most foundational high-leverage practices have been identified as district focal areas.



### Newmarket's 5 High-Leverage Practices

- Establish a consistent, organized, and respectful learning environment
- Use strategies to promote active student engagement.
- Systematically design instruction toward a specific learning goal including the use of explicit instruction and scaffolded supports.
- Provide positive and constructive feedback to guide students' learning and behavior.
- Use student assessment data, analyze instructional practices, and make necessary adjustments in collaboration with professionals to improve student outcomes.

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### Why would I want to use High-Leverage Practices?

Teachers who learn and master these practices are better prepared to engage in the types of instructional practices and professional collaborations that are necessary for effectively educating students. Teachers who implement high-leverage practices improve instruction that results in better learning for students.

<http://Highleveragepractices.org>

Adapted from Utah State Board of Education

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### Newmarket's 5 High Leverage Practices

#### **1. ESTABLISH A CONSISTENT, ORGANIZED, AND RESPECTFUL LEARNING ENVIRONMENT.**

When establishing learning environments, teachers build mutually respectful relationships with students and engage them in setting the classroom climate. Teachers explicitly teach and practice expectations, procedures, and routines that value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments. Teachers provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement.

#### **2. USE STRATEGIES TO PROMOTE ACTIVE STUDENT ENGAGEMENT.**

Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e. g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e. g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

#### **3. SYSTEMATICALLY DESIGN INSTRUCTION TOWARD A SPECIFIC LEARNING GOAL INCLUDING THE USE OF EXPLICIT INSTRUCTION AND SCAFFOLDED SUPPORTS.**

Teachers help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson “fits” with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Scaffolded supports (e.g., visual, verbal, and written supports) are provided as temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers model and scaffold steps or processes needed to understand content and

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concepts, apply skills, and complete tasks successfully and independently. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.

### **4. PROVIDE POSITIVE AND CONSTRUCTIVE FEEDBACK TO GUIDE STUDENTS' LEARNING AND BEHAVIOR.**

The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered, and goal directed; feedback is most effective when the student has a goal, and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

### **5. USE STUDENT ASSESSMENT DATA, ANALYZE INSTRUCTIONAL PRACTICES, AND MAKE NECESSARY ADJUSTMENTS IN COLLABORATION WITH PROFESSIONALS TO IMPROVE STUDENT OUTCOMES.**

Collaboration with teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings. Teachers collect, aggregate, and interpret data from multiple sources (e.g., informal, and formal observations, student work samples from teacher-created materials, curriculum-based measures, information from families, other data sources) to inform instructional decisions. Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

<http://Highleveragepractices.org>

<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Adapted from Utah State Board of Education



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## Consistent, Organized, and Respectful Learning Environment: Observation Checklist

## Newmarket High Leverage Practice

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

Use this checklist during an observation in which an educator establishes a consistent, organized, and respectful learning environment.

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 1:</b> The educator circulates through and visually scans all parts of the classroom.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> The educator can be observed moving to various students to interact, validate, or provide constructive feedback. The movement is not confined to a few students or one physical area of the classroom, but includes all students wherever they are working.</p> <p><b>NON-EXAMPLE:</b> The educator works with students but gravitates to one area of the room where specific students are working. These students seem to receive a disproportionate amount of attention and students in other parts of the room are missing out on needed supports.</p>
<p><b>Criterion 2:</b> The physical arrangement of desks and furniture allow the educator to see all parts of the room and interact with every student individually.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> The desks are configured into groups. The teacher can move easily to any student's desk without disrupting students by needing them to make way. This configuration makes it easy to have both individual and group conversations as well as support orientation toward the appropriate instructional areas for whole-group instruction (such as view of the whiteboard and projector screen).</p> <p><b>NON-EXAMPLE:</b> The desks are separated into long rows that are difficult to negotiate. This causes the teacher to resist moving to some of the areas of the room because it would involve the disruption of students' work to make way for the teacher to pass.</p>
<p><b>Criterion 3:</b> The educator uses specific praise—direct, descriptive, and nonattributive—to encourage positive behavior.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> One student struggled to find the answer to a complicated math problem, but through processes learned in class was able to find the answer. The teacher complimented the student by saying "I appreciate the resilience you showed as you applied these strategies. It's great to see your hard work pay off and help you learn something new."</p> <p><b>NON-EXAMPLE:</b> The educator tells one student in the class who responded correctly to a question "you are so smart, Anthony." This attributed his knowing the correct answer to his inherent smartness rather than the work he had done to obtain this specific knowledge.</p>

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**Consistent, Organized, and Respectful Learning Environment: Observation Checklist**

**Newmarket High Leverage Practice**

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 4:</b> The educator acknowledges expected behaviors regularly with a ration of attention to positive behavior to attention to negative behavior (reprimands and consequences with 3:1 or better.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Provides feedback that is accurate, specific and descriptive, contingent, age appropriate, and immediate.</p> <p><b>NON-EXAMPLE:</b> A student is continuing to disrupt a lesson with comments that seem non-sequitur and often distract students from the lesson objective. The educator tells the student to stop and show respect to the class by only sharing appropriate responses and comments. The next few times the student disrupts, the teacher ignores the behavior and proceeds with the lesson. The student eventually stops disrupting, but the teacher does not interact further with the student.</p>
<p><b>Criterion 5:</b> When correcting misbehavior, the educator is calm, consistent, brief, and immediate in their response.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> One student is off task and is beginning to disrupt those around her. The teacher moves calmly to this area of the room to remind her of the expectations for the assignment and asks if there is any clarification needed. The student is redirected to a specific part of the assigned task and resumes her work with the new understanding and feedback given by the teacher.</p> <p><b>NON-EXAMPLE:</b> The students in the class seem to be resisting the educator's efforts to facilitate a lesson. They are engaging in side conversations, distracting themselves with their phones, and otherwise disregarding the lesson. The teacher eventually becomes frustrated and demands they stop whatever they are doing and listen. The teacher then spends 10 minutes lecturing them on why their current behavior is disrespectful and inappropriate. The students listen quietly, but once the bell rings they leave class having not learned the content prepared for them to learn that day.</p>

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## Consistent, Organized, and Respectful Learning Environment: Observation Checklist

## Newmarket High Leverage Practice

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 6:</b> The educator has consistent routines that have been taught directly, practiced, and positively reinforced.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> At the beginning of the year, the teacher sets the expectation that when students hear the wireless doorbell they should stop, raise their hand, and find the teacher. As the year proceeds, students know that when they are working in groups or on projects where the room is full of activity and the volume is high, they should follow the "doorbell procedure" and stop to hear directions. Students know that this attention signal is brief and is used to provide clarification and direction rather than negative reinforcement or chastisement.</p> <p><b>NON-EXAMPLE:</b> Students in the class know that they should behave but are often unclear of their task and how they should complete it. The expectations of where work is turned-in and how they should access resources in the classroom are unclear and rarely explicitly given. Students seem nervous and stressed about how to succeed without understanding the expectations and routines.</p>
<p><b>Criterion 7:</b> The educator provides each student with noncontingent attention.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Throughout the school day the educator works to engage with students deliberately and positively. Some of the behaviors demonstrated include:</p> <ul style="list-style-type: none"> <li>Greeting students</li> <li>Showing interest in student work</li> <li>Inviting students to ask for assistance</li> <li>Having conversations with students when possible</li> <li>Making a special effort to talk with any student with whom they interacted regarding misbehavior</li> </ul> <p><b>NON-EXAMPLE:</b> A class of students includes a diverse group of personalities. The educator spends most of the time engaging with students who are overtly disruptive and seem to demand the most attention. Some students in the class come in each day, sit quietly, and leave with little acknowledgement of having been there</p>
<p><b>Notes:</b></p>			

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### Strategies to Promote Active Student Engagement: Observation Checklist

### Newmarket High Leverage Practice

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

Use this checklist during an observation in which an educator uses active student engagement strategies.

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 1:</b> Every student has an opportunity to share their thinking verbally, visually, or through writing.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> All students are fully participating in the lesson. Students are not engaged in off-task activities or behavior and are responding to questioning through the appropriate modality included in the lesson plan (verbal, written, visual, etc.).</p> <p><b>NON-EXAMPLE:</b> Some students are responding, but others are quietly drawing on their paper or reading a book without engaging in the lesson being led by the teacher.</p>
<p><b>Criterion 2:</b> The educator creates regular opportunities to break up passive engagement (e.g., lecture/reading/etc.) to orchestrate opportunities for student response to instruction.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Using structured partner and small group discussion strategies for review, brainstorming, applications, etc.</p> <p><b>NON-EXAMPLE:</b> The educator is working through content for extended periods of time without stopping for students to engage.</p>
<p><b>Criterion 3:</b> The educator randomly calls on students AFTER they have shared with a partner/group to validate and affirm students for their contributions while also acquiring student feedback to adjust instruction as needed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> The educator provides opportunities throughout the lesson to understand the thinking of students prior to their being called upon to share this thinking with the whole group/class. This can be done through proximity to students as they engage in conversations with peers during "turn and talk" time or respond to questions via technology that the teacher sees before sharing with the class.</p> <p><b>NON-EXAMPLE:</b> When opportunities to question occur, there is rarely enough time for students to process the question and respond. The educator continues without the feedback indicating the students' engagement or understanding.</p>
<p><b>Criterion 4:</b> Students have opportunities to ask educators questions about what they are learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> The educator provides opportunities for students to ask for clarification in a safe, non-threatening environment. The educator moves around the room as students are working together or individually to engage in activities. Technology can be used to ask questions in certain settings, for example - Google Classroom comments.</p> <p><b>NON-EXAMPLE:</b> A quiz is given at the end of a class period where students did not have the opportunity to share their understanding prior or ask questions about the content of the lesson.</p>

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**Strategies to Promote  
Active Student Engagement:  
Observation Checklist**

## Newmarket High Leverage Practice

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 5:</b> The educator incorporates a variety of active student engagement strategies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Verbal, non-verbal, and written active engagement strategies are embedded throughout the lesson.</p> <p><b>NON-EXAMPLE:</b> The educator will break up the lesson to check for understanding by asking students to show a "thumbs up or thumbs down" to indicate if they understand. If enough students show "thumbs up" the teacher proceeds with the lesson. This repeats without concrete opportunity to "prove" they understand through verbal, written, or other response opportunities.</p>
<p><b>Criterion 6:</b> The desks or seats are arranged to facilitate discussion or collaboration.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Students have an easy way to face one another and know where to find materials to actively create, engage, and collaborate. The room is organized and students understand the expectations for discussion, engagement, and collaboration with one another and the educator.</p> <p><b>NON-EXAMPLE:</b> The students are all seated in a way that makes it difficult to engage with others, such as - the desks are far apart or arranged in a way that prohibits collaboration with peers or with the teacher. Materials are difficult to find and the room is not organized enough to ensure expectations are understood.</p>
<p><b>Notes:</b></p>    			

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## Systematically Designed Instruction: Observation Checklist

## Newmarket High Leverage Practice

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

Use this checklist during an observation in which an educator systematically designs instruction toward a specific learning goal, including the use of explicit instruction and scaffolded supports.

Observation Criteria	Yes	No-N/A
Criterion 1: Did the educator identify the learning targets and success criteria with students?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Did the educator model and logically sequence their instruction to position students to achieve the success criteria?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Did the educator attend to activating prior knowledge and/or building background to ensure access for each learner?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: Were most students able to complete the task successfully and independently by the end of the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Did the educator assist students through the learning process and gradually release students the opportunity to apply their knowledge?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 6: Did the educator provide clear models and explanations of content?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 7: Did the educator provide students multiple opportunities to respond with appropriate feedback?	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		

**EXAMPLE:** An 8th grade social studies educator introduces a lesson designed to provide students with information on the Great Depression. The introductory activity poses a question to students to discuss what they know about cause and effect relationships. This includes a graphic organizer and a prompt that helps students consider the question "If this happens, what are the results?" The teacher then models one example using a simple activity, "If I have \$100.00 for the week for groceries and spend my entire \$100.00 at the beginning of the week, what might be the outcome by the end of the week?" The educator then uses the same cause and effect graphic organizer to demonstrate another cause and effect. If a store is selling cereal and there is a high demand for cereal what do you predict will happen to the costs of cereal? The teacher uses the same scaffold/graphic organizer indicating cause and effect for the second example.

**NON-EXAMPLE:** An 8th grade social studies teacher assigns chapter 1 for students to read, introducing new knowledge about The Great Depression. They then answer the questions at the end of the chapter and turn them in an assignment.



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### Feedback: Observation Checklist

### Newmarket High Leverage Practice

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

Use this checklist during an observation in which an educator provides positive and constructive feedback to guide students' learning and behavior.

Observation Criteria	Yes	No-N/A	Examples
<p><b>Criterion 1:</b> Does the educator include at least 3 instructional moments during the lesson where feedback may be required or necessary?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> A model is provided and partners/small groups of students are given opportunities to implement the model, after which feedback is given to individuals, partners/small groups.</p> <p><b>NON-EXAMPLE:</b> Feedback is not sought or given, or feedback is provided following the instruction but not within the live instruction.</p>
<p><b>Criterion 2:</b> Does the lesson include multiple ways for the teacher to deliver feedback?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Checks for understanding in multiple ways (e.g., whiteboard, hand signals, response cards, interaction and engagement with technology, etc.).</p> <p><b>NON-EXAMPLE:</b> Providing feedback to only a few students.</p>
<p><b>Criterion 3:</b> Does the educator feedback support students in achieving the learning intention and success criteria?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Provides positive feedback for correct responses and corrective feedback for inaccurate responses. ("Good job; ____ is ____.")</p> <p><b>NON-EXAMPLE:</b> Feedback is not clear or specific. ("Good job.")</p>
<p><b>Criterion 4:</b> Does the feedback exemplify the characteristics of effective feedback: specific, timely, age appropriate and meaningful?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>EXAMPLE:</b> Feedback is directly tied to the learning intention. The language used in the feedback is student friendly.</p> <p><b>NON-EXAMPLE:</b> Providing too much feedback for the student to focus on or providing feedback that is not relevant to the goal or meaningful.</p>
<p>Notes:</p>   			

# INDUCTION THROUGH MENTORING Handbook

## Student Data to Inform Instruction: Observation Checklist

## Newmarket High Leverage Practice

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

Use this checklist during an observation in which an educator uses student assessment data, analyzes instructional practices, and makes necessary adjustments in collaboration with other professionals to improve student outcomes.

Observation Criteria	Yes	No-N/A
Criterion 1: Did the teacher collect, aggregate, and interpret data from multiple sources to inform instructional decisions?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Did the teacher collaboratively work with individuals or teams to develop and adjust instructional/behavioral plans based on student data to maximize learning?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Did the educator consult other resources to generate ideas (e.g., recommendations from colleagues/coach; materials from professional learning session, materials recommended by professional organizations)?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: Was the educator cautious in avoiding jumping to conclusions?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Did the educator seek additional evidence to support or challenge hypotheses?	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		

**EXAMPLE:** During a lesson, an educator is providing students several opportunities to respond to questions, process what they are learning, and assess their progress throughout the planned lesson. In order to best engage one student who has an IEP, the teacher included scaffolding supports to assist in processing the information. Other students are also benefiting from this opportunity to engage in targeted questions throughout the lesson that result from these scaffolded supports. The educator moves to each student throughout the lesson to be sure and connect with how well they are engaging and understanding the concepts. The educator is moving quickly through concepts where the class shows clear understanding and revisiting and changing course when they demonstrate they need more support.

**NON-EXAMPLE:** An educator delivers the planned lesson where students are given an opportunity to take notes in a prepared template from a presentation projected on the screen. At the end of the lesson, the educator ensures that each student is engaged and learned the requisite content through their turning in of the notes template where they followed along with the lesson.



# INDUCTION THROUGH MENTORING Handbook

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## SAU #31 Coaching Cycle Log

*To be submitted twice per school year*

Mentor's Name:

School:

Mentee's Name:

Cycle Year:

**Number of Coaching Cycles Required -**

**1**

**2**

**3**

Type of Visit	Date	Date	Date
Pre-Visit Meeting Goal-Setting/HLP Focus/Collaboration			
Classroom Visit			
Post-Visit Meeting Feedback/Reflection New Goal/HLP Focus			

**INDUCTION THROUGH MENTORING**  
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**Mentor/Mentee Meeting Log**

School Year \_\_\_\_\_

Mentor \_\_\_\_\_ Mentee \_\_\_\_\_

Date	Type of Meeting	Amount of Time

**Meeting Types-Weekly, Biweekly, Monthly, Planning, Observation, Reflecting**



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**Professional Learning Resources:** Below are resources that not only support new teachers but provide new ideas to veteran teachers as well. This handbook will be shared electronically so that you have access to all resources provided below.

Adapted from Utah State Board of Education, 2021

Resources	Description
<a href="#">If I Knew Then: A Letter to Me on My First Day of Teaching</a>	Inspirational 4-minute video where teachers write a letter to themselves on their first day teaching
<a href="#">New Teachers: A Primer on Assessment</a>	A compilation of resources that provide information about five different types of assessment and how to use them to provide feedback to learners and inform instruction.
<a href="#">New Teachers: Designing Learning Environments</a>	A compilation of resources that include tips and guides on classroom design and layout to help maximize the possibilities of the learning environment.
<a href="#">New Teachers: Fundamentals of Classroom Management</a>	A compilation of resources for developing routines, fostering classroom community, managing disruptions, and building student relationships. Includes grade-based tips for primary and middle/secondary grades.
<a href="#">New Teachers: Lesson and Curriculum Planning</a>	A collection of curriculum-planning tips, guidance, and other resources for planning effective activities, lessons, and units.
<a href="#">New Teachers: Preparing, Planning and Building Support Systems</a>	A compilation of resources for preparing for the first days of school, time-management tips, self-care and more.
<a href="#">New Teachers: Technology Integration Basics</a>	A compilation of tips, strategies, tools, and other resources to help new teachers successfully integrate technology to facilitate educational objectives.
<a href="#">New Teachers: Working with Parents</a>	A compilation of resources for engaging and building trust with parents and creating supportive connections between school and home.
<a href="#">What I Wish I'd Known as a New Teacher</a>	A veteran teacher offers essential advice for new teachers and the colleagues who support them.

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### **Resources Continued...**

Note: The below resources will be shared electronically

### **Importance of Establishing Trust –**

- [The Interconnectivity of Trust in Schools](#)
- [The Trust Factor by Jane MODOONO](#)
- [Brene Brown: The Biggest Myth About Vulnerability](#)

### **Educator Resilience/Self Care Resources -**

- [Headspace for Educators](#)
- [Self-Care for Teachers](#)
- [Teacher Self-Care: Reflect, Release, Recharge](#)
- [Mindful Self-Care Assessment Scale](#)



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**Collaboration:** Provide opportunities for new educators to collaborate with peers during scheduled focus sessions and in professional learning communities in their school while also encouraging new educators’ voices in those settings. School administrators share staff schedules, including grade level/content area meeting times/locations. Templates, like the one below is referenced when looking at student data.

### Data Protocol

In considering the data set, discuss and record your shared thoughts on the following ...

<b>Question 1</b> What do we want all students to know or be able to do? <i>(Clarify standards and targets of focus)</i>	<b>Question 2</b> How will we know if students have mastered the standards of focus? <i>(Determine proficiency indicators)</i>
<b>Question 3</b> How will we respond for students who have not yet learned? <i>(Discuss interventions)</i>	<b>Question 4</b> How will we respond for students who have already demonstrated mastery or are ready to do more? <i>(Discuss extension and enrichment)</i>
1. Based on the data, how does data differ classroom to classroom? <i>(Here's what ...)</i>	
2. What are the implications of this information? Which instructional strategies helped students learn? What skills did the proficient students demonstrate in their work that set their work apart? <i>(So what?)</i>	
3. So what's the plan? <i>(Now what? Who? What? When?)</i>	

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**Induction Through Mentoring Program Evaluation:** Gathering feedback from mentors, mentees, and administrators will be used to identify strengths and weaknesses in the program. The mission of the Newmarket School District Mentoring with Induction Program is to provide guidance and collaborative support to professionals in their first 4 years of service. A survey (see Appendix C) will be shared electronically near the close of the school year to assess the program.

“Every student deserves a great teacher, not by chance, but by design.”<sup>5</sup>



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