

Professional Support Mentoring Guidelines

Who can receive professional support mentoring and for how long?

Resident (Non-Tenured) Teachers may receive professional support during their 2nd, 3rd, or 4th year of teaching.

Professional (Tenured) Teachers may request professional support; contractually, they are eligible for support for up to 2 full semesters.

How does professional support mentoring differ for Resident and Tenured teachers?

Resident (Non Tenured)	Professional (Tenured)
Complete Professional Support Intake Form and Professional Support CIT Teacher Data Form.	Complete Professional Support Intake Form and Professional Support Teacher Data Form.
Visit frequently ; don't wait for the teacher to contact you. If you don't hear from the teacher, call, email and stop by. Contact CIT Director if teacher avoids/resists mentor contacts.	Make initial contact with the teacher. Visit as often as the teacher allows. If you don't hear from the teacher after the first visit, email every 2 weeks to ask how he/she is doing and to offer support. Contact CIT Director if teacher avoids/resists mentor contacts.
Provide peer feedback (just like you do for an Intern); use the Intern Feedback forms. Continuously move from Coaching to Collaborating to Consulting depending on the individual needs. Use the evaluation rubric as a guide, but your feedback and Semester Report should not be evaluative.	Encourage the teacher to let you observe and provide peer feedback. DO NOT EVALUATE THE TEACHER. Any feedback you provide should be done in a conversation and based on the Teacher Evaluation Rubric. Encourage the teacher to take notes as you offer suggestions. Continuously move from Coaching to Collaborating to Consulting depending on the individual needs. Semester Report should not be evaluative.
While focused on specific goals, you may also provide the same support you would give if the teacher were new.	Using the your Intake Form goals as guide, provide honest feedback and assist with any other areas with which the teacher is willing to allow you to assist.
Maintain confidentiality at all times.	Maintain confidentiality at all times.
Encourage the teacher to let the administrator know you are providing support. If the teacher's final evaluation composite score is Ineffective, the supervisor is expected to develop a TIP (Teacher Improvement Plan). If the teacher's final evaluation composite score is Developing, the supervisor is expected to develop a Development Plan. You might be asked to collaborate on these plans. Encourage the teacher to include you in a meeting with the supervisor to assess the teacher's needs.	Ask the teacher if he/she has let his/her supervisor know that you are working with him/her. If the teacher would like to set up a meeting with his/her supervisor, attend and listen to the concerns of the administrator. Provide assistance as needed.
NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR. Maintain leadership behavior at all times.	NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR. Maintain leadership behavior at all times.
Submit monthly calendar of contacts to CIT Office.	Submit monthly calendar of contacts to CIT Office.
Your CIT Panel Contact should conduct a Panel Observation of you and the non-tenured teacher.	Your Panel Member should NOT conduct a Panel Observation of you and the tenured teacher.

PLEASE REMEMBER THAT IF YOU HAVE QUESTIONS OR CONCERNS, CALL STEFAN, 262-8541.

Mentor Timeline for PROFESSIONAL SUPPORT Paperwork/Contacts

August/September

- _____ On the day that you are activated, contact your Professional Support Teacher to introduce yourself and set up a meeting.
- _____ Refer to the Professional Support Mentoring Guidelines to understand the difference in support given to Resident (Non-Tenured) Teachers and Professional (Tenured) Teachers.
- _____ As soon as you are activated, stop by the CIT Office to pick up copies of the *CIT Guidebook for Interns and Teachers Requesting Professional Support* for you and for each teacher you support.
- _____ If you do not have the teacher evaluation rubric or Teacher Evaluation Guide, pick up a copy at the CIT Office or website.
- _____ Start using your spiral notebook **Mentor Log** to record notes about contacts, meetings, conferences, observations, etc.
- _____ Open the on-line **CIT Google Classroom Mentor Calendar Google Sheet** (separate from the Mentor Log) at classroom.google.com. This on-line CIT Mentor Calendar is automatically shared with the CIT Office and **must be updated every month**. Use it to roughly quantify substantive mentor contacts. Do not describe content of your meetings on this form.
- _____ Have informal meeting with the Professional Support Teacher to inform about procedures and confidentiality, establish the focus of your work, and work together to complete the **Professional Support Intake Form**. (You may wish to use the **Self Assessment** form as a tool as well if appropriate.) Send a copy of the **Professional Support Intake Form** to the CIT Office.
- _____ Complete on-line **CIT Teacher Data Google Form** with your assigned teacher.
- _____ Begin to have collaborative conversations with your assigned teacher based on the goals you have set on the Intake Form. Written feedback is optional, but may be useful (if appropriate, use the **Collaborative Mentor-Intern Feedback Form**). Use peer coaching skills such as pausing, paraphrasing, probing; open-ended questions based on need. **THIS IS ONGOING**.
- _____ Professional Support mentors should visit assigned teachers regularly depending on the nature of the support. If mentor contacts are resisted by the assigned teacher, please call Stefan at the CIT Office.

October-December

- _____ Continue to use peer coaching skills to discover your assigned teacher's cognitive level of teaching. If the teacher is consciously skilled, consciously unskilled, unconsciously skilled, or unconsciously talented, you will be able to use peer coaching skills that help the teacher to reflect. **It is very important to ask reflective questions and to listen more than tell**. If the teacher is unconsciously or consciously unskilled, it will be important to ask focusing questions. This type of teacher might require more suggestions (consulting).
- _____ Continue to have collaborative conversations focused on the goals set on the **Intake Form**.
- _____ If appropriate, review the work of your Professional Support Teacher's students. Help your assigned teacher to use this information to plan effective lessons if that fits the goals you have set.
- _____ When appropriate, use the Danielson Framework for Teaching rubrics as a "third point" to discuss teaching practice.
- _____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

January

- _____ Use your Mentor Log and other relevant material to fill out the **Professional Support Semester Report** avoiding language that could be viewed as evaluative. Be sure to indicate whether Professional Support should continue for another semester. Go over the report with your assigned teacher. **Bring signed copy to the January Mentor Forum or send to CIT Office**.
- _____ If working with a Resident (untenured) Professional Support teacher, set up an appointment with your CIT Panel Contact for your **Panel Observation**. Set up a time for a mentor colleague to conduct your **Peer Observation**.
- _____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

February-April

- _____ If Professional Support continues, continue to have collaborative conversations focused on the goals set on the **Intake Form** (see August-September, October above).
- _____ If working with a Resident (untenured) Professional Support teacher, **CIT Panel Observation** and **Peer Observation** should be completed by March 31st.
- _____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

May-June

- _____ Use your Mentor Log and other relevant material to fill out the **Professional Support Semester Report** and go over it with your assigned teacher; **Bring signed copy to the May Mentor Forum or send to CIT Office**.
- _____ If working with a Resident (untenured) Professional Support teacher, you may need to schedule a **Review of Records** with your CIT Panel Contact (to review calendar, log, PD log, self-assessment, etc).
- _____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.