

## Mentor Timeline for INTERN Paperwork/Contacts

### August

- \_\_\_\_\_ On the day that you are activated, contact your Intern to introduce yourself and set up an informal meeting (see page 8).
- \_\_\_\_\_ Make sure your Intern has a copy of the *CIT Guidebook for Interns and Teachers Requesting Professional Support*.
- \_\_\_\_\_ Email the principal to introduce yourself and to find out who evaluates your intern. If it is not the principal, email that administrator to introduce yourself and provide contact information to him/her. Plan to **email the principal and evaluator monthly** to share positive news about your intern and to inquire about any concerns that require support.
- \_\_\_\_\_ 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](https://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.
- \_\_\_\_\_ Continue informal meetings with your Intern. Project optimism and shared excitement! Review the timeline of the program.
- \_\_\_\_\_ Establish clear expectations about your role as a supportive observer and provider of feedback. Show your Interns the paperwork and discuss your professional responsibilities as a Mentor as well as their professional responsibilities as Interns.
- \_\_\_\_\_ Use peer coaching skills such as pausing, paraphrasing, probing; open-ended questions; **listen more than tell**. (**ONGOING**.)

### Late August/early September

- \_\_\_\_\_ Complete on-line **CIT Teacher Data Google Form** with information about your Intern.
- \_\_\_\_\_ Make sure your intern has the **Teacher Evaluation Guide** and evaluation rubrics. If not, get it from the CIT Website.
- \_\_\_\_\_ Review the evaluation process and timeline thoroughly with your Intern.
- \_\_\_\_\_ Meet with Intern to discuss the **Intern Self-Assessment**. (**Discuss this with Intern; don't just give it to him/her.**) After your discussion, keep a copy for yourself. Continue to use this form periodically throughout the year to assess areas of strength and areas in need of development.
- \_\_\_\_\_ Help Intern set up room and establish rituals and routines; obtain Intern's schedule. Share resources for planning.
- \_\_\_\_\_ Talk about plans for the first week with Intern. (Establishing an Environment of Respect and Rapport: establishing positive expectations and relationships, getting to know students, classroom procedures, culturally responsive teaching practices, etc.)
- \_\_\_\_\_ Begin to use the **Collaborative Mentor-Intern Feedback Form** to provide feedback and guide collaborative conversations to assist your Intern with lesson, unit, and long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric (**ONGOING**)
- \_\_\_\_\_ Make sure Intern is ready with effective lessons for at least the first full week of school.
- \_\_\_\_\_ Continue to use peer coaching skills such as pausing, paraphrasing, probing; open-ended questions; **listen more than tell**.

### September

- \_\_\_\_\_ Visit Intern and assist in classroom (This is how you can see how s/he is doing and so you can get to know his/her students on an informal basis.) Collect evidence in Mentor Log. **Mentors should visit new Interns weekly if possible**.
- \_\_\_\_\_ Continue to use peer coaching skills to discover your Intern's cognitive level of teaching. **It is very important to ask reflective questions and to listen more than tell**. If the Intern is unconsciously or consciously unskilled, it will be important to ask clarifying and problem-solving questions. This type of Intern might require more suggestions (consulting). Consciously or unconsciously skilled Interns might need more inquiry questions to "create challenge" (coaching).
- \_\_\_\_\_ Help Intern with Emergency Sub Folder.
- \_\_\_\_\_ Continue to use the **Collaborative Mentor-Intern Feedback Form** to provide feedback and guide collaborative conversations (ongoing throughout year). **You must provide written feedback**.
- \_\_\_\_\_ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

### October

- \_\_\_\_\_ Continue to provide oral and written feedback during/after visits to classroom (weekly basis if possible).
- \_\_\_\_\_ Continue to use peer coaching skills that help the Intern to reflect. If the Intern is unconsciously unskilled, shift your mentoring from coaching to consulting so that it includes probing questions that clarify. Increase the Intern's focus by asking for specific examples regarding Who, What, When, Where, How.
- \_\_\_\_\_ Regardless of the cognitive level of your Intern, **co-teach/model a lesson**. (Explain about CIT sub days and make arrangements for your intern to visit your classroom to see you teach.)
- \_\_\_\_\_ Review student work with your Intern. (Perhaps use **Analysis of Student Work** form.) Help your intern to use this information to plan effective lessons.
- \_\_\_\_\_ Prior to your intern's formal observation conducted by his or her administrator, use the evaluation rubrics to discuss with your intern his/her progress in Planning, Learning Environment and Instruction. (Throughout the year, refer to all the rubrics to make sure your intern is prepared for his or her final evaluation by his/her administrator and your final report.)
- \_\_\_\_\_ **If you are noticing signs of an intern in trouble (elements that are assessed as ineffective), contact Stefan**.
- \_\_\_\_\_ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly**.)
- \_\_\_\_\_ In early October show your Intern what a blank status report looks like. (Inform him/her that you will be completing this by early November, when it is due to CIT.)

## October (continued)

- Organize your notes towards the end of October to prepare to write your first **Intern Status Report**. You should use the rubrics and include numerous examples from your visits that support your rating.
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

## November

- Fall Intern Status Report:** Leave 2-3 weeks for preparation and to discuss with your Intern. Your status report should reflect the evaluation rubric and include examples to illustrate the Intern's progress, strengths, and challenges. Identify and describe the focus of your work with the Intern, as well as the focus of your work going forward. Many Interns are often rated as Developing in most or all domains. This is normal. If an Intern has many elements that are ineffective, it is essential to contact Stefan to conduct an observation. Many "ineffective" elements indicate an Intern in Trouble.
- DO NOT SIMPLY LEAVE THE STATUS REPORT** for your Intern to sign. It is important to discuss this at great length with your Intern. You may wish to use the Teacher Evaluation Guide rubrics as a "Third Point."
- Make sure your Intern completes and signs the "**Intern Report on Mentor**." Sign and submit this **with the Status Report**.
- Ask your Intern to share with you his or her formal observation, which was conducted by his/her administrator. If your Intern's administrator has checked the box that indicates "serious concerns", it is very important to set up an appointment with your Intern and his/her administrator to discuss the concerns. Contact Stefan to let him know. Then, work on a plan of action to assist your Intern with the areas of concern.
- You can schedule your **CIT Panel Observation** and **Peer Observation Reflections**. (See **January-March** below.)
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

## December

- A **Statement of Concern Report** should be written if any elements are assessed as Ineffective. (**Make sure you have communicated any concerns with Stefan.**)
- If your two-year term as mentor expires in June, begin to complete your Mentor Reapplication.
- Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

## January-March

- Set up an appointment with your CIT Panel Contact for your **CIT Panel Observation** if you haven't already.
- Schedule a time with a mentor colleague to observe you and complete a **Peer Observation Reflection**, and schedule a time with a mentor colleague for you to observe him/her (can be the same person) to complete your **Peer Observation Reflection**.
- Spring Intern Status Report:** See October/November instructions above. Leave 2-3 weeks for preparation and process.
- Make sure your Intern completes and signs the Spring **Intern Report on Mentor**. Submit this with your Status Report.
- If you are working with a thriving Intern that is exceptionally strong, complete **nomination form for Intern of the Year**.
- A **Mid-Year Ineffective Report** should be written if more than one domain is assessed as ineffective. (**Make sure you have communicated any concerns with Stefan.**)
- Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

## April/ May

- Administrator will receive Administrator Comment Form from the CIT Office.
- Intern Final Report:** Leave 2-3 weeks for preparation and process. Make a clear recommendation and describe the Intern's growth using the rubric as a guide. Review the completed report with your Intern and get signature. Submit the Intern Final Report as part of the Review of Records with your CIT Panel Contact (see May/June below).
- If not recommending the Intern for continuation, consult with director and complete Intern Final Report by April 15.
- Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

## May/June

- Discuss with Intern the **CIT Intern End-of-Year Self-Assessment** (not submitted) to review the year's progress.
- Meet with CIT Panel Contact for **Review of Records** (to review calendar, log, observation/conference notes, PD log, self-assessment, etc) and to submit/discuss **Intern Final Reports**.
- Assist Intern with checkout procedures.
- Guide Intern in setting PD goals based on areas in need of development as assessed from using the rubric.
- Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

***Refer to the Paperwork Checklist and Lead Teacher-Mentor Calendar on the last page and back cover of this Handbook for important dates and deadlines.***