**Statement of Purpose**

The purpose of the Teacher Induction Program at Calvary Baptist Academy (CBA) is to provide new teachers with the assistance necessary to begin or continue a teaching career through a mentoring relationship during their first two years of employment at CBA. This program will assist new teachers and teachers new to CBA in a further understanding of teaching techniques, procedures, requirements, and expectations of their specific grade level or subject area assignment.

The Teacher Induction Program will:

* Provide a system of induction for new faculty members in order to effectively assimilate new teachers to the culture of CBA’s community and environment.
* Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.
* Provide information for new teachers on available resources and necessary CBA Policies and procedures.
* Provide opportunities for the personal, professional, and spiritual growth of experienced teachers through collaboration with new teachers and other mentor teachers.
* Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities within the CBA community.

**Roles and Responsibilities**

New Teacher

The role of the New Teacher in the New Teacher Induction Program at CBA is to accept and actively pursue spiritual maturity, professional development, and growth as a servant of Christ and educator of His children. Opportunities will be provided to new teachers that will support and assist their success in the school building, community, and profession. The specific responsibilities of the New Teacher are:

* To perceive the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
* To participate in peer observation experiences with mentor and other teachers. Observations will be done during the school day and will be arranged between the teacher, mentor teacher, and administrators. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. **There will not be substitutes hired for this specific program.**
* To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
* To participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.

Mentor Teacher

The overall role of the Mentor Teacher is to provide support, advice, and counsel to the new teacher helping him/her to have a successful experience for the first two years in the school and community. The specific responsibilities of the Mentor Teacher:

* To participate in a New Teacher Orientation meeting at the beginning of the year.
* To participate in training to assist them in fulfilling their role as a mentor.
* To serve as spiritual and professional role model.
* To assist the new teacher in understanding and meeting the responsibilities of the profession.
* To assist the new teacher in becoming familiar with all CBA policies and procedures.
* To assist the new teacher in learning educational values of the CBA school community.
* To meet formally and informally with the new teacher and administrator on a regular basis throughout the school year.
* To observe the new teacher in an instructional atmosphere. Observations will be done during the school day and will be arranged between the new teacher, mentor teacher, and administrators. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
* To guide the new teacher to other staff members and resources who can provide direction and support.
* To assist the new teacher in developing and maintaining an effective classroom management plan.
* To offer suggestions regarding a variety of teaching methods and instructional strategies.
* To follow the checklist of activities and initial the log as activities are completed.
* To participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.
* To maintain confidentiality regarding all aspects of the mentoring program, including observations, conversations, etc. with the new teacher.

Considerations for Selection of Mentor Teacher

* Must have at least six years of teaching experience.
* Has received superior results from their previous evaluations.
* Maintain administrative discretion
* Understands the mission, vision, and philosophy of CBA
* Understands the importance of providing an, excellent, Christian education to our community.

Teachers may be chosen to participate in the mentorship program. Each teacher has the right to refuse the opportunity but must provide sufficient reasoning for inability to mentor a candidate. Candidates may also apply for the position by filling out the mentorship application and provide appropriate reasoning for their desire to mentor.

Administration

The general role of the Administration is to provide support for the Teacher Induction Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities. The specific responsibilities of the Administration are:

* To provide availability of capable and qualified teachers and facilitate the pairing of new teachers as appropriate.
* To arrange for mentor training, facilitate timelines for completion of responsibilities and provide resources for the program’s success.
* To establish beginning induction meeting and individual follow-up meetings with mentors and new teachers.
* To be available to mentors and new teachers as necessary throughout the school year.
* To coordinate and participate in an evaluation and make necessary annual adjustments to the Teacher Induction Program.
* To compensate the mentor teacher for services rendered as follows:
	+ $100.00/semester for the first year and $50.00/semester for the second year

**NEW TEACHER ORIENTATION AGENDA**

Day One

* Welcome by Principal
* Introduce (if has not already) to staff
* Facilities tour
* Introduction to classroom
* Introduction to curriculum
* Technology orientation
* Special education orientation

 Day Two

* Work with mentor
	+ Answer any question about facilities
	+ Review all policies, procedures, faculty handbook, etc.
	+ Work in classroom with mentor
	+ Discuss CBA school culture

**ACTIVITY CHECKLIST**

**Year 1**

|  |  |
| --- | --- |
| **School** |  |
| **Principal(s)** |  |
| **Mentor** |  |
| **New Teacher** |  |
| **School Year** |  |

**August/September**

 **Activity Initials Date Completed**

 New Teacher

Mentor Teacher

Review teacher evaluation process. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Attend orientation meetings. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Arrange and complete semi-monthly meetings with N.T. and Mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Develop an understanding of emergency drills and procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Develop classroom management plan. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Develop system for documenting parent contacts & discipline Ref. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Create a substitute folder. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review grading procedures and scale. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review curriculum for grade level/subject area. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss school culture. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review school procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in semi-monthly new teacher/mentor meetings

to discuss issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete peer observation of the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review procedures and information regarding mid-term prog. Report \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the first quarter \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**Year 1**

**October**

 **Activity** **Initials** **Date** **Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Complete one peer observation of the new teacher by the mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in teacher workshops and institutes. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review end of grading period procedures and grade reporting with \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

the mentor.

Discuss Parent/Teacher conference expectations. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the need for other professional development opportunities. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**November**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Complete one peer observation of the new teacher by the mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review midterm procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss recertification requirements. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss final exam schedule and expectations (Middle School

and High School only). \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 1**

**December**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Participate in mid-year meetings with principal and mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Develop long-range general plans for second semester. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the third quarter. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss Parent/Teacher conference expectations. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**January**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Reflect and discuss the first semester and self-evaluate personal

effectiveness. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss retention guidelines and possible candidates (K-8 only). \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 1**

**February**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Complete a second peer observation of the new teacher by the

mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the fourth quarter. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**March**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Review end of grading period procedures and grade reporting with

mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 1**

**April**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Complete one peer observation of a grade level. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete a third peer observation of the new teacher by the mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review special ed procedures and questions as needed. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss final exam schedule and expectations (M.S. and H.S.). \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**May**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

to discuss issues.

Discuss importance of maintaining student focus and direction

until the end of the year \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review end-of-the-year procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss professional goals for the summer and following school yr. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss graduation procedures/traditions. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete and submit Teacher Induction Program Evaluation Form

to the principal. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in a meeting to evaluate the Teacher Induction Program. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY CHECKLIST**

**Year 2**

|  |  |
| --- | --- |
| **School** |  |
| **Principal(s)** |  |
| **Mentor** |  |
| **New Teacher** |  |
| **School Year** |  |

**August/September**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Arrange regular semi-monthly meetings of N.T. and Mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review curriculum for grade level and subject. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review state standards. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the first quarter . \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review procedures and information regarding mid-term progress rep. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**October**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete a peer observation experience of the new teacher by mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Review end of grading period procedures and reporting with mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the second quarter. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teacher.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 2**

**November**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete one peer observation of a team/grade level/mentor teacher

by the new teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**December**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in mid-year meetings with building principal and mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the third quarter. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete one peer observation of a team/grade level/mentor teacher

by the new teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**January**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Reflect and discuss the first semester and self-evaluate personal

effectiveness. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of.

The new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 2**

**February**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete a second peer observation of the new teacher by the mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss curriculum plans for the fourth quarter. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teachers.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**March**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

the new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**April**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

Issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Complete a third peer observation of the new teacher by the mentor. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss standardized testing procedures. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teachers.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 2**

**May**

 **Activity** **Initials** **Date Completed**

 New Teacher

 Mentor Teacher

Participate in semi-monthly new teacher/mentor meetings to discuss

Issues. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss professional goals for the summer and following school year. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Participate in a meeting to evaluate the Teacher Induction Program

with the building principal, mentor, and new teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Share and discuss written reflections completed by the new teachers.

Reflections are on his/her teaching practices and focus on updated and

relevant teaching practices and standards (WV), and to the issues identified

in the feedback from the mentor teacher. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the analysis provided by the mentor regarding at least one of

The new teacher’s written reflections. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

**PEER OBSERVATION FORM**

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of the Peer Observation is to identify effective teaching methods and review techniques that enhance instruction in the classroom. Please use the guidelines below to assist in discussing growth and development in teaching and not as an evaluation instruments. Check those areas that were effectively accomplished by the teacher and provide comments if necessary. Discuss these items at your next mentoring meeting.

Did the teacher:

\_\_\_\_ 1. Provide a pleasant and conducive atmosphere for learning?

\_\_\_\_ 2. Get the attention of students before beginning?

\_\_\_\_ 3. Use materials suitable for students’ level?

\_\_\_\_ 4. Give clear and focused directions?

\_\_\_\_ 5. Use technology or other equipment (if applicable)?

\_\_\_\_ 6. Demonstrate good classroom management skills?

\_\_\_\_ 7. Provide adequate time for lesson?

\_\_\_\_ 8. Maintain appropriate student management?

\_\_\_\_ 9. Maintain a balance of teaching and student interaction?

\_\_\_\_ 10. Maintain the interest of students?

\_\_\_\_ 11. Seek appropriate involvement from all students?

\_\_\_\_ 12. Provide for individual differences of students?

\_\_\_\_ 13. Use varied questioning techniques to elicit student response?

\_\_\_\_ 14. Maintain appropriate temp, pitch of voice, and nonverbal communication?

\_\_\_\_ 15. Provide effective instruction?

\_\_\_\_ 16. Have a good knowledge of material being taught?

\_\_\_\_ 17. Summarize key points covered and conclude effectively?

\_\_\_\_ 18. Appear confident and comfortable?

\_\_\_\_ 19. Biblically integrated where applicable?

\_\_\_\_ 20. Displayed Christ-like character and concern for each child during instruction?

Additional Comments?

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Signature of Observer and date: Signature of New Teacher and date:

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