

SECONDARY CHECKLIST
POSSIBLE MENTOR ACTIVITIES BEFORE SCHOOL STARTS

BUILDING TOUR - School layout and location of:

- Administrative Team Offices
- Chapel
- Teacher's Lounge/Restrooms
- Classrooms by academic disciplines
- Supply room
- Custodian
- Media Center
- Technology Labs
- Bus entrance and teacher parking
- Rooms for specialists, guidance counselors, nurse, social worker, psych., tutors

BUILDING PROCEDURES

- Hours for teachers, building use other times
- Extra curricular duties, clubs, activities, chaperoning
- Attendance – students and teacher
- Movement of students, entry/exit from building
- Student and teacher “dress code.”
- Fire-disaster drills / Crisis Plans
- Lunch supervision
- Student accidents, emergencies
- Religious holiday procedures
- Religious activities – Liturgies, Sacraments, Retreat
- Student vacation policies
- Sub folder, lesson plans, requests for specific sub
- School calendar

ACCESS TO RESOURCES

- Classroom and teaching supply requisitions
- A V equipment requests and media center procedures
- Computer access for teacher use, for student use
- Discretionary funds (and saving receipts)
- Budget Process
- Shared equipment and materials (with other staff)
- Text books, supplemental materials

STUDENT DISCIPLINE

- Review discipline code
- Behavior expectations for cafeteria, assemblies, halls, and unstructured time
- Discuss classroom behavior expectations
- Discuss staff supervision inside and outside classroom

ACADEMICS

- Curriculum
- Lesson Plans
- Testing
- Department Meetings
- Faculty Meetings, In-services

POSSIBLE MENTOR ACTIVITIES FOR SECONDARY

HELPFUL HINT: Give the new staff member plenty of informal and formal opportunities to ask for help, to tell class “stories” and to watch you at work. The important things to learn about good teaching are best taught by modeling.

HOW IS IT GOING?

- Don't wait, ask about concerns, new ideas, proud moments
- Share your experiences too. (All teachers work at these same issues.)
- How can I help? I'm available at..., Let's work together on...
- Provide praise, show enthusiasm for their successes, look for ways to help celebrate
- Give them permission to “blow the whistle” when about to overload on too much info

SCHOOL AND ARCHDIOCESAN REQUIREMENTS

- Review monthly calendar
- Class tardiness
- Proficiency Tests
- Progress reports procedure
- Report card process
- Professional staff evaluation process
- Contractual requirements for staff workshops, visits
- Discuss plans for Parent Conferences
- Attendance at extra-curricular activities and expectations
- Committee work expectations
- Retreat schedules and campus ministry

HELPING STUDENTS WITH SPECIAL NEEDS

- Staffing procedure
- Cumulative records and the issue of confidentiality
- Introductions to support staff
- Discuss the need to apprise substitute teachers of particular student's special needs and medical problems

PERSONAL AND PROFESSIONAL

- Insurance procedures and forms
- Opportunities for attendance at professional meetings/workshops
- Get the new teacher and a few colleagues away from the building for a social gathering to begin friendships
- Share EYT's class schedule and availability
- Model Christian behavior and attitudes
- Review school's SCIP and help EYT develop IPDP

POSSIBLE MENTOR ACTIVITIES FOR SECONDARY - MONTHLY LIST

REFER TO THE "CHECKLIST FOR THE FIRST WEEK OF SCHOOL" FOR MORE SPECIFIC IDEAS.

PRIORITIES FOR SEPTEMBER

1. Be very accessible the first day and the first week of school. Don't just say, "Stop in if you have any questions;" you need to stop by the EYT's room, ask if you can help, and let them know that you are available. Offer ideas and a few options but don't overwhelm.
2. Build the EYT's self-esteem. Look for simple ways to recognize good ideas. Affirm that you are glad they are on the team.
3. Use "open question" technique while working with EYT. Avoid comments that would imply criticism.
4. Be willing to offer suggestions for any type of issue. If your mentee is reluctant to do what you feel is needed, and you are sure there is one "right way" try ... "I would like to share that on this topic there are some difficult issues which may not be obvious at first. Here is why we do things this way ... (list). My suggestion is that you use this approach once and see how it works for you. After that experience, you could feel free to experiment with other approaches.
5. Share a story about yourself that will demonstrate that you are still learning too.
6. Write a quick note on a new pad of Post-its and give it as a gift.
7. Look at the month's activities in the department and in the school. Discuss what involvement the EYT might have and plan for success in that.
8. Point out that establishing the routines and expectations is "teaching" and will facilitate the content teaching all year long.
9. Begin long-term planning for September to model planning for the following months. Establish the "big picture" in the EYT's mind so that a reasonable pace will be set and the month's goals will be met.
10. Use evaluation instrument to discuss administrative expectations, review after administrator's evaluation orientation meeting.
11. Identify date and time when EYT will observe you or dept. chair
12. Have EYT identify areas for growth.
13. Schedule visit to EYT's classroom.
14. Remind mentee of religious holidays and discuss Archdiocesan policy.

PRIORITIES FOR OCTOBER

1. Review monthly calendar.
2. Discuss EYT with Department chair.
3. Discuss the ways that interruptions like assemblies can shorten planned instruction time. If the mentee is falling behind, affirm that we all struggle with this. Help determine the priorities for the remaining semester.
4. Discuss harassment/bullying of students by students.
5. Have mentee save samples of student work for counselors, parents, administrators and specific service personnel.
6. Discuss ways of integrating faith into their classes.

PRIORITIES FOR NOVEMBER AND DECEMBER

1. Suggest planning become more “long-term” and include the time through winter break.
2. Discuss multi-cultural activities that could be used during this season of the year.
3. Discuss ways of highlighting the Advent season and adding prayer to service projects.
4. Discuss any issues related to evaluation process (students or teachers).
5. Have EYT identify the three greatest problems.
6. Provide professional development articles for the EYT to read.
7. Encourage the EYT to observe other teachers and continue observing each other.

PRIORITIES FOR JANUARY

1. Discuss exams, grades and report cards.
2. Discuss the upcoming semester in terms of curriculum requirements.
3. Discuss legal issues.
4. Discuss intervention programs for Proficiency Tests.
5. Give the EYT some articles on classroom discipline to read.
6. Discuss articles from December.
7. Review integration of faith and knowledge.
8. Evaluate the mentoring program thus far.

PRIORITIES FOR FEBRUARY

1. Review the monthly calendar.
2. Remind the EYT to observe and check on students who may be struggling or falling behind. Assist the EYT to see that parents, specialists, and teachers are a team, and student success is the ultimate goal of all involved.
3. Share different teaching techniques/strategies with your EYT. Discuss articles given to EYT in January
4. Reassure the EYT that after many years of experience, one still needs to ask questions and to learn from others. Let the EYT know you enjoy professional discussions.
5. Continue planning together for the remaining months. Plan to visit other classrooms to further enhance teaching skills.
6. Remember to surprise your mentee with a small Valentine gift.
7. Prepare students for Lenten season.

PRIORITIES FOR MARCH

1. Determine any Archdiocesan requirements that need to be completed at this time such as visitations, workshops, or staff development.
2. Consider any further opportunities for developing as a mentor. Investigate programs with your mentor coordinator.
3. Establish ways you can assist your EYT to build better connections with other staff members who may be good resource staff.
4. Confer with department chair regarding ordering procedures for next school year.
5. Discuss alcohol and drug use by students.
6. Discuss recommendations for course placement for the fall.

PRIORITIES FOR APRIL

1. Review the monthly calendar.
2. Continue action plan for coaching with EYT. It is easy to let that slip at this time of year, but April is full of potential lessons to learn. Be there and work to ensure that the lessons are learned. A typical situation is that young people get spring fever when the weather improves. Strategies for class management that worked all winter may not be sufficient in spring. Help the EYT by predicting these changes and planning alternatives.

PRIORITIES FOR MAY & JUNE

1. Explain to your EYT the special “culture” that takes over the school when vacation and graduation are near. Consider what may be the predictable problems and best solutions to have ready.
2. Review school and department expectations for the close of the school year.
 - Exam week
 - What is done concerning cumulative records, portfolios, report cards?
 - What referrals may be required to specialists for young people who may struggle next year?
 - How will you advise parents on summer school?
3. Conduct an end-of-the-year analysis of the mentoring process. Keep the focus on improving the mentor program and your growth as a mentor. Try to solicit ideas from the mentee that will help you be an even better mentor next year. Attempt to get the mentee to reflect on how they felt the first week and month of school. Try to decide together what were the most important lessons learned and WHY were they significant.
4. Look at how far you both have come. It’s time for a really nice celebration!