



Office of Teaching and Learning

Mentor Scope and Sequence of Responsibilities

Document Overview

This document focuses on enhancing mentor support for new teachers. It details a timeline with suggested responsibilities for both new teachers and mentors throughout the school year, from preparation before the year starts to end-of-year closing procedures. The document also includes guidance on LER Focus areas that can help guide discussions and goal setting and provides optional resources. This Scope and Sequence emphasizes collaboration, ongoing professional learning, and individualized support based on the new teacher's needs and capacity.

Use of this Document

Mentors should approach the use of this document as a point of reference for support in meeting the needs of the new teacher. While mentor feedback, research, and other resources for best practices have contributed to the development of this document, it is not designed as a prescriptive resource. Each new teacher will have their own sense of reinforcement and refinement when it comes to teacher actions. Mentors should use this document to help guide them in meeting those needs but not feel beholden to the timeline outlined here. Some new teachers will need support with different phases at different times. Actions may take place earlier than the suggested timeframe at the discretion of the mentor based on the new teacher's capacity and needs. Mentors are encouraged to draw on their own experiences as well as other available resources to meet the needs of their mentees. Additionally, the LER Focus section offers suggestions for rubric indicators that would align with these practices and a typical school calendar. These Domains, Indicators, and Descriptors would be pertinent throughout the course of the year.

Mentor Scope and Sequence of Responsibilities

Timeline	New Teacher Responsibility	Mentor Responsibility	LER Focus	Evidence of Support/Impact Add'l Resources
Prior to the beginning of the school year	❖ Meet with the Mentor teacher and Principal. ❖ Request access to curriculum. ❖ Conduct a thorough review of unit and corresponding standards. ❖ Develop classroom rules, expectations, routines ❖ Review emergency procedures for classroom (fire, severe weather, etc. ❖ Plan for classroom set-up (seating arrangements, organization, technology) ❖ Register and attend The New Teacher Experience: Summer Kick-Off	❖ Arrange for a meeting with Principal, New Teacher, and Mentor. ❖ Provide new teachers with school handbook. ❖ Discuss schoolwide expectations. ❖ Review unit 1 curriculum and corresponding standards with new teacher. ❖ Review lesson planning structures and requirements. ❖ Review teacher's emergency procedures for classroom (fire, severe weather, etc.) ❖ Help with classroom set up (seating arrangements, organization, technology)	Environment Expectations Teacher creates learning opportunities where all students consistently experience Engaging Students and Managing Behavior Teacher quickly attends to disruptions with minimal interruption to learning. Respectful Conditions Teacher seeks out and is receptive to the interests and opinions of all students	Louisiana Educator Rubric & Evaluation - Handbook NTE: Summer Kick-Off one-pager with registration Trust Building Guide for Mentors Teacher Needs Assessment Template Classroom Management Best Practices Student Engagement Best Practices Behavior Management Best Practices New Teachers: How to Start Your First Year with Confidence How to Onboard New Teachers So They Want to Stay

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				New Teacher Checklist: Systems for Success  TIP: Build systems before you need them.
Weeks 1-2 (August) START STRONG	❖ Observe mentor's routines of the classroom and classroom environment	❖ Provide the teacher with explicit information regarding the beginning of the year procedures	Instruction Standards and Objectives Objectives and expectations are aligned to the depth and rigor of the state standards; lesson	

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	❖ Review curriculum and state standards ❖ Practice classroom rules, expectations, routines ❖ Engage with mentor to co-plan/ internalize lesson plans. ❖ Complete a Needs Assessment to note areas of strengths and concern ❖ Define professional goals (quarterly?) based on those needs assessment ❖ Register for the NTE: Professional Learning Modules	and routines/classroom management to include, but not limited to: ➤ Classroom management plan (set-up, organization) ➤ Parent/Teacher communication ➤ Documenting discipline and parent contacts ➤ Grading scale/policy ➤ Curriculum review ➤ State Standards review ➤ Assist with lesson plan internalization and pacing of curriculum (co-planning week of instruction) Help set professional goals ➤ Complete a Needs Assessment to note areas of strengths and concerns ➤ Review the companion documents for the NTE: PLL ❖ Review the NTE: PLL one pager and begin a plan to have discussion and goal setting around the	content is aligned to the objectives of the high-quality instructional materials Lesson Structure and Pacing The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. Activities and Materials <u>Content:</u> ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; and ○ are relevant to students' lives. <u>Student-centered:</u> ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; and ○ provide students with choices when appropriate and aligned to the learning objectives. <u>Multiple materials:</u> ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding	Teacher Needs Assessment Template New Teacher Experience Guidance Document Module 1: Classroom Management  TIP: Keep routines simple and consistent. Practice them over and over

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		topics of study		
Weeks 3-4 (August) START STRONG	❖ Review IEPs and behavior plans. ❖ Conduct observation of mentor teacher or selected teacher (by mentor) to observe effective classroom management and instructional delivery. ❖ Work with mentor on the following topics: ➢ Analysis of student work, grouping, differentiation. ➢ Developing SLT. ❖ Complete asynchronous work of NTE: Module 1 (Classroom Environment).	❖ Review best practices: Systems for Success ❖ Provide the most recent evaluation and IEP documents, behavior documents, 504 plans, and health plans of students for whom you provide services to with resident. ❖ Actively observe and provide feedback to the teacher ❖ Introduce the following topics to the teacher, but not limited to: ➢ Model analysis of student diagnostic data to determine individual student goals. ➢ Review School Improvement Plan/School Goals. ➢ Model development of Teacher's SLTs.	Instruction Teacher Knowledge of Students • Teacher practices display understanding of each student's anticipated learning abilities and needs. Teacher Content Knowledge • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. Professionalism School Responsibility • The educator adheres to system and school policies	Lesson Planning Checklist Delivery of a Basic Lesson Checklist New Teacher Checklist: Systems for Success  TIP: Network and align yourself with the positive role models on campus
Month 2 (September) MANAGEMENT AND MOMENTUM	❖ Reflect on first month of teaching, identify areas of need of support.	❖ Actively observe and provide feedback to Teacher	Planning Instructional Plans • Evidence that the plan provides for opportunities to accommodate individual student needs.	The Five Styles of Mentoring: Style 1: Observation

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	❖ Review the scope and sequence and pacing guides. ❖ Review end-of-grading-period procedures ❖ Prepare for first parent/teacher conferences ❖ Attend NTE: PLL Module 1 (Classroom Environment)	❖ Assist with lesson plan internalization and pacing of curriculum. ❖ Prepare for first parent/teacher conferences. ❖ Model analyzing student work to identify individual student needs ❖ Support new teacher in following system guidelines in creating LEP credentials ❖ Review NTE: PLL one-pagers to learn about what the new teacher is learning about Classroom Management/Classroom Engagement	Environment Environment • The classroom is arranged to maximize individual and group learning and to reinforce a positive classroom environment. Professionalism Growing and developing professionally • The educator appropriately attempts to implement new learning in the classroom following professional learning and teacher collaboration meetings.	Style 2: Demonstration Style 3: Side by Side Style 4: Co-Observation Style 5: Shadow Module 2: Standards and Curriculum Sample Parent/Teacher Conference Script for Elementary Sample Parent/Teacher Conference Script for High Secondary Post Conference Follow Up Email Sample Communication Log Engaging with Families Through Parent-Teacher Conferences  TIP: Document everything - behavior,

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				<i>parent contact, academic concerns</i>
Month 3 (October) DEEPEN INSTRUCTION AND BUILD CONNECTIONS	❖ Complete asynchronous work of NTE: Module 2 (Standards and Curriculum) ❖ Complete a peer observation focusing on a need from previous observation ❖ Gather resources/student work for conservation and analysis of student growth and needs ❖ Start using student data to guide instruction ❖ Continually seek feedback from your administrator or mentor ❖ Attend NTE: PLL Module 2 (Standards and Curriculum)	❖ Provide necessary resources (new module/unit) in advance to Teachers for preparing: upcoming assessments, curriculum materials, ❖ Review lesson plans for feedback ❖ Actively observe and provide feedback to new teacher ❖ Support new teacher in following system guidelines in creating and setting SLTs on the LEP ❖ Provide guiding questions/ lookfors for peer observation ❖ Review and discuss parent/ teacher conference expectations ❖ Plan and conduct a data-driven debrief ❖ Review NTE: PLL one-pagers to learn about what the new teacher is learning about Standards and Curriculum	Instruction Presenting Instructional Content Content always includes: - o visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson - o examples, illustrations, analogies, and labels for new concepts and ideas - o modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations - o criteria that clarifies how students can be successful - o concise communication - o sequencing and segmenting - o all essential information; and no irrelevant, confusing, or nonessential information Academic Feedback Oral and written feedback is consistently academically focused, frequent, and high-quality. Teacher Knowledge of Students Teacher consistently provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	Module 3: Data Literacy Post Observation Debrief Protocol Importance of Data Driven Notes for Mentors working with New Teachers Gathering Data: Looking at Priority Skills Six Ways Data Can Guide Learning  TIP: You don't have to be perfect - just reflective and open to learning

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Month 4 (November) MAINTAIN AND MANAGE	❖ Complete asynchronous work of NTE: Module (Data Literacy) ❖ Work with Mentor teacher to implement coaching plan from first formal observation. ❖ Understand and use time-saving tools (rubrics, templates, and exemplars) ❖ Engage in any collaboration opportunities to enhance efficiency of practice ❖ Attend NTE: PLL Module 3 (Data Literacy)	❖ Review lesson plans for feedback ❖ Revisit the data debrief from previous month and decide on focus areas for upcoming observation (Student engagement, whole and small group, questioning, analyzing work) ❖ Actively observe and provide feedback to teacher ❖ Support new teacher to implement a coaching plan from the first formal observation. ❖ Look for burnout signs of new teacher and suggest self-care. ❖ Ensure that new teachers are included in collaborative meetings with strong models ❖ Review NTE: PLL one-pagers to learn about what the new teacher is learning about Data Literacy	Grouping Students The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency Planning Student work Assignments are: ○ always aligned to the rigor and depth of the standards and curriculum content. ○ always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction.	Student Engagement Form Engagement for Whole and Small Group Quality of Questions  Tip: Actively seek out opportunities to connect and collaborate.

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Month 5 (December) POSITIVE REFLECTION	❖ Complete asynchronous work of NTE: Module 4 (Literacy for the 21st Century Learner) ❖ Complete a mid-year review (What went well, what needs to improve, what additional support is needed)	❖ Review BOY needs assessment and make necessary adjustments ❖ Assist in setting goals based on data collected in first semester ❖ Suggest need for self-care, time to rejuvenate, establishing and balancing workload as the full-time teacher ❖ Celebrate first semester accomplishments	Environment Respectful Conditions Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' backgrounds Instruction Motivating Students The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued	Module 4: Literacy for 21st Century Teachers and Learners Sample Teacher Needs Assessment Template Mid Year Needs Assessment Template The Complete Guide of Self-Care for Educators  Tip: Take time to breathe, you made it halfway!
Month 6 (January) REBUILD ROUTINES; EVALUATE GOALS	❖ Revisit the information provided in this document for start of school ❖ Attend system/school professional learning sessions. ❖ Review new units/modules and prepare for planning and pacing. ❖ Review mid-year Diagnostic/Benchmark data to determine student needs	❖ Review school goals and progress ❖ Review new teacher's BOY classroom expectations ❖ Review Teacher's SLTs and progress ❖ Support revising and reestablishing management expectations for second semester ❖ Observe for classroom environment/engageme	Instruction Thinking Students are provided opportunities to: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.	Module 5: Parent and Community Engagement Mid-Year Reflection: Setting PD Goals Mid-Year Reset: 4 Ways to Hit the Reset Button and Reclaim Your Class (and Life)

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	❖ Review/reinforce routines, procedures, expectations. ❖ Communicate with families of students with academic plans (K-5) and at-risk students (K-12) ❖ Attend NTE: PLL Module 4 (Literacy for the 21st Century Learner)	❖ nt and address any needs ❖ Encourage new teacher and continue to recommend self-care/work-life balance. ❖ Review NTE: PLL one-pagers to learn about what the new teacher is learning about Literacy for the 21st Century Learner	Problem Solving Students engage in activities that reinforce several of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	 TIP: This is your “second first day” - start fresh and strong
Month 7 (February) ENGAGEMENT AND FEEDBACK	❖ Complete asynchronous work of NTE: Module (Parent and Community Engagement) ❖ Participate in “stay conversation” with Mentor and principal ❖ Apply engagement strategy in your classroom. ❖ Check in with Mentor to reflect on engagement strategy. Grows/Glows	❖ Review lesson plans for feedback ❖ Actively observe and provide feedback to new teacher ❖ Plan a check-in with your principal and new teacher for a “stay conversation” ❖ Discuss ways to manage mid-year fatigue ❖ Share strategies to maintain student engagement (quality questioning)	Instruction Questioning Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers) Grouping Students The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency	PROPOSED DOCS: Weekly Coaching Tool: Student Thinking and Engagement Student and Engagement Playbook Student Engagement Form

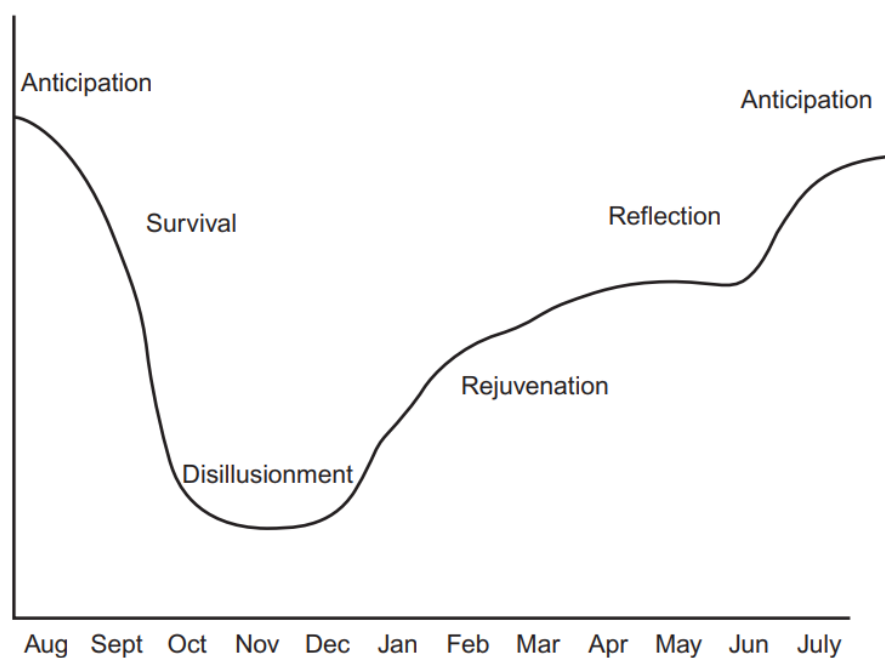
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	❖ Attend NTE: PLL Module 5 (Parent and Community Engagement)	❖ Review NTE: PLL one-pagers to learn about what the new teacher is learning about Parent and Community Engagement		My 4 Tips For Holding Positive, Powerful Stay Interviews  TIP: It's not a Lesson plan, it's a Learning plan!
Month 8 (March) REFINE AND REFOCUS	❖ Participate in state testing professional learning (testing grades only) ❖ Revisit goals with students - celebrate progress ❖ Practice 1:1 conversations with students on personal goals/growth	❖ Review lesson plans for feedback ❖ Actively observe and provide feedback to new teacher ❖ Discuss retention guidelines and identify possible students ❖ Review upcoming state assessments ❖ Review accommodation expectations of students on state testing ❖ Offer strategies for standardized test prep ❖ Provide guidance/model 1:1 conversations with students		Data Chats: Cultivating Positivity and Purpose  TIP: Reflect on yearlong growth - yours and your students

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Month 9 (April) PREP AND PERSIST	❖ Prepare for state testing, end-of-year benchmark testing. ❖ Keep routines solid - don't let testing derail the flow. ❖ Student motivation strategies.	❖ Act as a guide and sounding board for teacher ❖ Support teacher in establishing and balancing workload as the full-time teacher	Planning Assessments Assessments are aligned with the depth and rigor of the state standards and content, including curriculum resources	Incentive Ideas for Students How to Engage Parents for Support During Testing Season Student Motivational Strategies  TIP: Stay positive and calm - your energy sets the tone
Month 10 (May) CELEBRATE AND CLOSE	❖ Meet with your mentor to review end-of-year close-out procedures ❖ Complete an EOY -year review (What went well, what needs to improve, what additional support is needed) ❖ Celebrate your growth and accomplishments	❖ Review end-of-year procedures (end-of-year grades, possible retentions, return materials/tech, SLTs) ❖ Support new teachers in following system guidelines in completing their principal survey, uploading their coaching plan, and verifying rosters in LEP ❖ Complete an EOY review (what went well, what	Professionalism Reflecting on Teaching The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness, as evidenced by the self-reflection after each observation and offers specific actions to improve his/her teaching.	Sample BOY Teacher Needs Assessment Template End-of-Year Review for New Teachers  TIP: Celebrate how far you've come - YOU deserve it.

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		challenges remain, additional supports needed)		

Lead Teaching

Phases of first year teacher's attitude towards teaching



Developmental Phases of a First-Year Teacher's Attitude (Vertical Axis)
Toward Teaching (Moir, 2002).

Be aware of the challenges new teachers face.

New teachers go through a series of “attitudinal phases: during their first year of teaching: anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation. If principals and mentors are aware of these phases, and when they occur, they can tailor their support through the school year. If a principal and mentor understand how these phases coincide with specific events and responsibilities, such as parent conferences and grading cycles, a principal can be prepared to meet the needs of their beginning teachers.