

# NEW TEACHER INDUCTION PROGRAM HANDBOOK



Goose Creek CISD



Welcome to Goose Creek CISD! We are glad to have you as part of our winning team!

We know that this is an exciting time for you, and we want to help make your first year of teaching a rewarding and memorable one. Through the Goose Creek CISD Mentor Program, experienced educators will work closely with you along the way, offering guidance and support to help you be successful in the classroom.

Please call on us for any information or assistance you may need. We want your learning experience to be a positive one, and we hope that you will enjoy teaching in Goose Creek CISD!

# Goose Creek CCISD

## District Mentor Council

### *District Mentor Program Coordinator*

*Lisa Steele*

*Director of Talent Acquisition & Development*

[Lisa.steele@gccisd.net](mailto:Lisa.steele@gccisd.net)

### *District Mentor Program Support Team*

*Sandra Bell*

*Laura Smith*

*Barbara Wilson*

*Bruce Davis*

## TABLE OF CONTENTS

|                                                    | Page  |
|----------------------------------------------------|-------|
| I. Program Rationale                               | 1     |
| II. Definitions for the Mentoring Process          | 2     |
| III. Mentee Roles and Responsibilities             | 3     |
| IV. Mentor Roles and Responsibilities              | 4     |
| First Semester Lead Mentor Checklist               | 5     |
| Second Semester Lead Mentor Checklist              | 6     |
| First Semester Mentor Checklist                    | 7     |
| Second Semester Mentor Checklist                   | 8     |
| New Teacher Induction Observation Form             | 9     |
| V. Campus Administrator Roles and Responsibilities | 10    |
| Suggestions for Building Administrator             | 11-13 |
| VI. Additional Support Team Members                | 14    |

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
Baytown, Texas**

**TEACHER INDUCTION PROGRAM**

**I. Program Rationale**

Research on teacher turnover rates reveals that many beginning teachers become discouraged during their initial year and abandon teaching as a career. Nationally, it is estimated that 30% of first-year teachers in any year leave the profession before they reach year three and approximately 50% leave before they reach year five. The Goose Creek CISD employs new teachers each year, and they need support if they are to remain in the profession. Teacher induction programs are positive means of helping teachers reach their full potential as they strive to improve learning for all students.

Experience tells us that teacher development does not end with the conferring of a bachelor's degree and the issuing of a teaching certificate. In reality, college and university training has only given graduates a broad-based preview of the skills they must develop to become excellent teachers in an ever-changing environment. For schools to be effective, professional development of staff must be continuous, beginning with pre-service training, and continuing throughout a teacher's career. If teachers are to grow professionally and if instruction is to improve, public schools must establish effective teacher training as a local goal and commit time and resources to support this goal.

In Goose Creek, all teachers new to the profession or new to Goose Creek CISD will participate in the Teacher Induction Program. The purpose of the program is to develop skills, knowledge, attitudes, and values that are necessary for the teacher to carry out their role effectively.

## II. DEFINITIONS FOR THE MENTORING PROCESS

### Definitions:

- **Lead Mentor/Buddy**

The Lead Mentor must be a current Mentor and complete all requirements for the New Teacher Induction Program. The Lead Mentor will attend district professional development to plan and implement a book study on campus throughout the year for both mentor and mentee. Each new first-year teacher and mentor will receive a copy of “The Classroom Management Book” by Harry and Rosemary Wong. The Lead Mentor will serve as a “Buddy” to all experienced teachers new to the district for the first two week of school. Buddy teachers will welcome the experienced teachers and work with the teachers during the first two weeks of school to help them become familiar with our district programs and procedures.

- **Mentor**

All teachers new to the profession in Goose Creek CISD will participate in the induction program. This includes first year teachers transitioning from student teacher/intern programs and first year teachers completing an alternative certification, see ACP for program requirements. These “new to profession” teachers will be considered mentees and will be assigned a mentor teacher. The purpose of mentoring is to develop in all teachers new to the profession those skills, knowledge, attitudes, and values that are necessary to effectively carry out their roles as a classroom teacher.

- **Personnel Roles:**

**Mentee-** The mentee will utilize the work experience and the assistance provided by the district to enhance his/her professional skills.

**Mentor-** The mentor will work directly with the new teacher throughout the year. The mentor will serve as a resource to the mentee and meet regularly with the mentee.

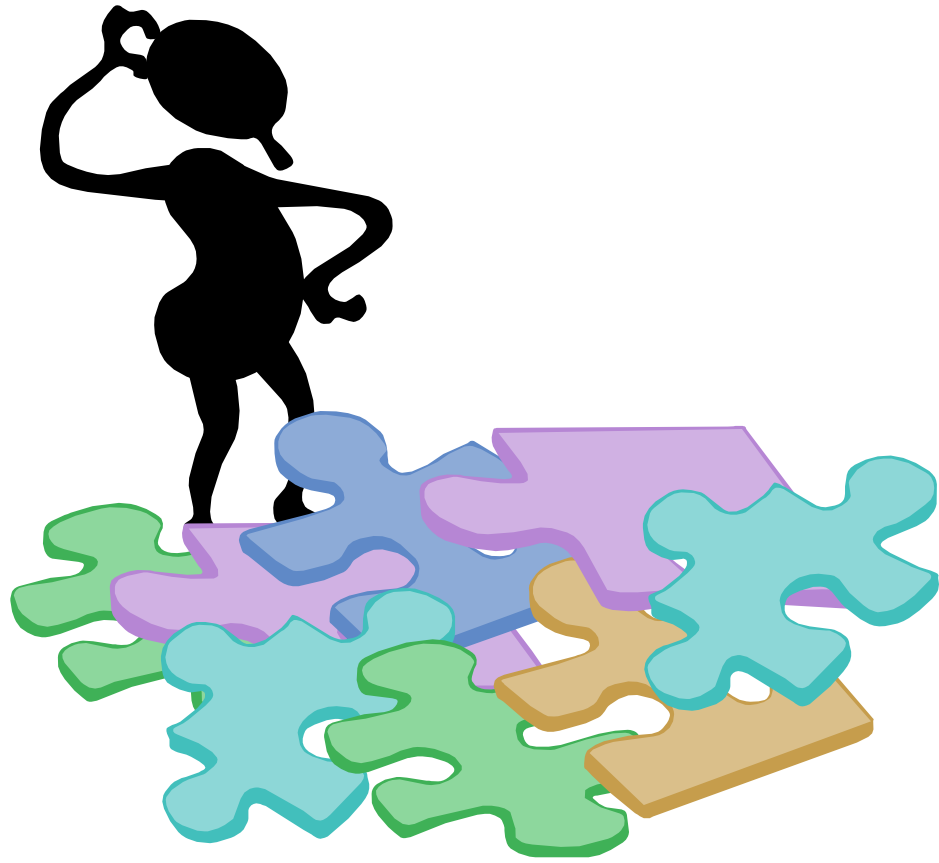
**Campus Administrator-** The principal/assistant principal/academic dean will appoint a mentor for each new teacher and ensure that mentoring activities are implemented and maintained throughout the year. He/She will meet with each mentee outside of the evaluation process at least one time per grading period.

**Coordinator of Mentor Program-** The Coordinator of Mentor Programs will provide support through communication and support for mentors/mentees, mentor and mentee orientation training, as well as new teacher professional development.

**Mentee Support Team-** The Mentee Support Team will provide focused support for the professional and personal development of new teachers through communication and campus visits with mentors and mentees.

**Curriculum Staff-** The Curriculum Staff will provide content area support.

# III. THE MENTEE



### **III. Mentee Roles and Responsibilities**

As a new teacher to Goose Creek CISD, the mentee should utilize the work experience and the assistance provided by the district to enhance his/her professional skills. This can be accomplished by being receptive to constructive comments and advice offered by mentors, colleagues, administrators, and Mentee Support Team.

#### **I. Qualifications**

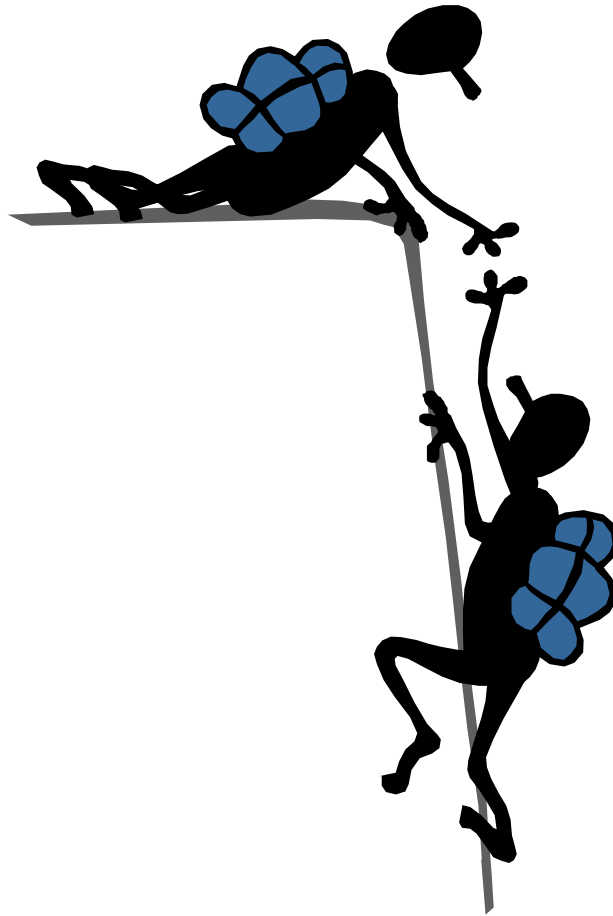
- Valid teacher certificate or permit
- Professionalism
- Willingness to try new ideas
- Ability to reflect on experiences

#### **II. Responsibilities**

- Within the first month, observe mentor teacher at least one time.
- During the two semesters of the New Teacher Induction Program, observe other teachers on campus and/or on other campuses.
- Provide quality instruction for students
- Maintain a positive learning environment in the classroom
- Attend and participate in both campus and district staff development programs and activities



# IV. THE MENTOR



## IV. Mentor Roles and Responsibilities

The role and responsibility of the mentor teacher is crucial in promoting the personal and professional well-being of the beginning teacher. Therefore, it is important that mentor teachers be selected carefully. Please note the qualifications and responsibilities listed below.

### **Job Description**

#### I. Qualifications

- Valid credentials
  - Valid teaching certification
  - Same assignment/grade level/content area (preferred)
- Years of experience: preferred three years in district
- Demonstrated exemplary teaching performance as indicated on student growth measure on TTESS. Must be proficient or above in each area.
- Demonstrated characteristics including:
  - Pride and enthusiasm for the profession
  - Willingness to serve as a mentor
  - Sensitivity to viewpoints of others
  - Competence in social and public relations
  - Success in working with adults
  - Effective communication skills (oral and written)
  - High degree of professionalism

#### II. Responsibilities

- Observe the mentee and provide feedback. (Forms provided to document meetings and observations)
- Familiarize the mentee with school procedures by utilizing and completing the Mentor Checklist each semester.
- Promote the personal and professional well-being of a colleague through an intentional, interactive, and dynamic mentoring process.
- Attend scheduled mentor training including book study and district meetings.
- Assist the mentee to develop management and teaching strategies.
- Support the mentee in the Texas Teacher Evaluation and Support System (T-TESS) process.

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
FIRST SEMESTER LEAD MENTOR PROFESSIONAL DEVELOPMENT GUIDE**

LEAD Mentor: \_\_\_\_\_

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Book Study: "The Classroom Management Book" by Harry and Rosemary Wong

| Suggested Agenda Topics for Monthly Meetings                                                                         | Date | Topics                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------|
| <b>August</b>                                                                                                        |      | <b><u>Preparation Before School Begins &amp; Procedures For the First Day of School</u></b> |
| Prepare Before School Begins pg.16                                                                                   |      |                                                                                             |
| Creating a Classroom Management Plan pg. 26                                                                          |      |                                                                                             |
| How to Teach a Procedure pg. 47                                                                                      |      |                                                                                             |
| The Agenda pg. 64                                                                                                    |      |                                                                                             |
| An Opening Assignment pg. 70                                                                                         |      |                                                                                             |
| Back-to-School Night pg. 260                                                                                         |      |                                                                                             |
| Other:                                                                                                               |      |                                                                                             |
| Assignment: Prepare a First-Day Script; Prepare Classroom Management Plan                                            |      |                                                                                             |
| <b>September</b>                                                                                                     |      | <b><u>Procedures For the Students; For the Classroom</u></b>                                |
| Collecting Notes and Forms pg. 88                                                                                    |      |                                                                                             |
| Classroom Tardiness pg. 92                                                                                           |      |                                                                                             |
| Absent Folder pg. 96                                                                                                 |      |                                                                                             |
| Organizing Homework pg. 100                                                                                          |      |                                                                                             |
| Getting Students' Attention pg. 118                                                                                  |      |                                                                                             |
| Parent-Teacher Conference pg. 256                                                                                    |      |                                                                                             |
| Other:                                                                                                               |      |                                                                                             |
| Assignment: Research Attention Getting Signals try 3 new ideas. Share findings at next meeting                       |      |                                                                                             |
| <b>October</b>                                                                                                       |      | <b><u>Procedures For the Classroom</u></b>                                                  |
| Classroom Jobs pg. 122                                                                                               |      |                                                                                             |
| Bathroom Breaks pg. 130                                                                                              |      |                                                                                             |
| Replacing Dull or Broken Pencils pg. 134                                                                             |      |                                                                                             |
| Collecting and Returning Papers pg. 142                                                                              |      |                                                                                             |
| Classroom Transitions pg. 146                                                                                        |      |                                                                                             |
| Substitute Teacher Handbook pg. 242                                                                                  |      |                                                                                             |
| Other:                                                                                                               |      |                                                                                             |
| Assignment: Planning For a Substitute; Share Sub folder at next meeting                                              |      |                                                                                             |
| <b>November</b>                                                                                                      |      | <b><u>Procedures For the Classroom</u></b>                                                  |
| Keeping Students on Task pg. 150                                                                                     |      |                                                                                             |
| Finishing Work Early pg. 154                                                                                         |      |                                                                                             |
| Missing Assignment Slip pg. 158                                                                                      |      |                                                                                             |
| Daily Closing Message pg. 162                                                                                        |      |                                                                                             |
| Home and School Connection pg. 264                                                                                   |      |                                                                                             |
| Other:                                                                                                               |      |                                                                                             |
| Assignment: Get Organized... create tools for time management; Daily planner, Reflective journal, Managing paperwork |      |                                                                                             |

Lead Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*All first semester paperwork must be received by the Director no later than November 20 for first semester Lead mentor payment to be issued return PD Guide, Agendas, Sign in Sheets\***

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
SECOND SEMESTER LEAD MENTOR PROFESSIONAL DEVELOPMENT GUIDE**

LEAD Mentor: \_\_\_\_\_

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

**Book Study: "The Classroom Management Book" by Harry and Rosemary Wong**

| <b>Suggested Agenda Topics for Monthly Meetings</b>                                   | <b>Date</b> | <b>Topics</b>                                                          |
|---------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------|
| <b>January</b>                                                                        |             | <b><u>Procedures For Instruction</u></b>                               |
| Dismissing the Class pg. 82                                                           |             |                                                                        |
| Class Discussions pg. 174                                                             |             |                                                                        |
| Working in Groups pg. 180                                                             |             |                                                                        |
| Note Taking pg. 184                                                                   |             |                                                                        |
| Reading a Textbook pg. 188                                                            |             |                                                                        |
| Other:                                                                                |             |                                                                        |
| Assignment: Implement Cornell Note Taking as an AVID strategy                         |             |                                                                        |
| <b>February</b>                                                                       |             | <b><u>Procedures For Instruction</u></b>                               |
| Unfinished Class Assignment pg. 108                                                   |             |                                                                        |
| Read Any Place Time pg. 192                                                           |             |                                                                        |
| Taking a Test pg. 196                                                                 |             |                                                                        |
| Students Correcting Work pg. 200                                                      |             |                                                                        |
| Cultivating Social Skills pg. 204                                                     |             |                                                                        |
| Other:                                                                                |             |                                                                        |
| Assignment: Create a "Work in Progress" system for unfinished work                    |             |                                                                        |
| <b>March</b>                                                                          |             | <b><u>Procedures For the Special Needs Classroom; For Teachers</u></b> |
| Walking to Another Location pg. 220                                                   |             |                                                                        |
| Handling Student Anxiety pg. 224                                                      |             |                                                                        |
| New Student Orientation pg. 228                                                       |             |                                                                        |
| The Angry Student pg. 232                                                             |             |                                                                        |
| Keeping Desks Orderly pg. 138                                                         |             |                                                                        |
| Other:                                                                                |             |                                                                        |
| Assignment: Develop a New Student Orientation                                         |             |                                                                        |
| <b>April</b>                                                                          |             | <b><u>Procedures For Teachers</u></b>                                  |
| Parent-Volunteers pg. 250                                                             |             |                                                                        |
| Classroom Visitors pg. 254                                                            |             |                                                                        |
| Technology in the Classroom pg. 268                                                   |             |                                                                        |
| Guideline Infraction Notice pg. 166                                                   |             |                                                                        |
| Difference between Classroom Management and Discipline pg. 8                          |             |                                                                        |
| Other:                                                                                |             |                                                                        |
| Assignment: Reflect and Revamp Your Classroom Management Plan for the New School Year |             |                                                                        |

Lead Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*All second semester paperwork must be received by the Director no later than April 30  
for first semester Lead mentor payment to be issued return PD Guide, Agendas, Sign in Sheets\***

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
FIRST SEMESTER MENTOR CHECKLIST**

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

**One visit per week for the first semester**

| Suggested Focus for Weekly Meetings                                                                                                                                                                                                                                                                            | Date | Topics                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------|
| <p><b>August/September</b><br/>Classroom management, names/responsibilities of administrative/clerical staff, attendance procedures, necessary textbook information, curriculum guides, parent communications, gradebook procedures, lesson plans, student progress reports, testing information, and CIP.</p> |      |                                                                                                                |
| <p><b>By September 30:</b><br/><b>New teacher observes mentor for one class</b><br/><b>Mentor observes new teacher for one class</b></p>                                                                                                                                                                       |      | <p align="center">Email Mentor Observation to Mentee Support Team<br/>by September 30<sup>th</sup>.</p>        |
| <p><b>October</b><br/>Finding resources, conferencing skills, report cards, classroom management, evaluation tips, student referrals for special programs, code of student conduct, and professional development.</p>                                                                                          |      |                                                                                                                |
| <p><b>By October 30:</b><br/><b>In October, mentor observes new teacher and turns in October New Teacher Observation Form.</b></p>                                                                                                                                                                             |      | <p align="center">Email New Teacher Observation to Mentee Support Team<br/>by October 30<sup>th</sup>.</p>     |
| <p><b>November</b><br/>Audiovisual information, report cards, technology, instructional strategies, parent volunteers, curriculum guides, testing results, and time management.</p>                                                                                                                            |      |                                                                                                                |
| <p><b>By November 30:</b><br/><b>First Semester Mentor Checklist completed and turned in by November 30.</b></p>                                                                                                                                                                                               |      | <p align="center">*Email First Semester Checklist to<br/>Mentee Support Team, by November 30<sup>th</sup>.</p> |

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*All first semester paperwork must be received by the Mentee Support Team no later than November 30 for first semester mentor payment to be issued.**

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
SECOND SEMESTER MENTOR CHECKLIST**

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

**Monthly visit during second semester**

| Suggested Focus for Monthly Meetings                                                                                                                                                                                                                        | Date | Meeting Notes                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------|
| <p><b>January</b><br/>Gradebook, evaluation tips, classroom management, STAAR information, and tutorials.</p> <p><b>By January 31:</b><br/>In January, mentor observes new teacher and turns in January New Teacher Instruction &amp; Observation Form.</p> |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      | *Email New Teacher Observation Form to Mentee Support Team by January 31 <sup>st</sup> |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
| <p><b>February</b><br/>Parent communication, student intervention plans, lesson plans, and student referrals for special programs.</p>                                                                                                                      |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
| <p><b>March</b><br/>Field trips, report cards, active instruction (to combat spring fever).</p>                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
| <p><b>April</b><br/>Professional development, teaching without the textbook, and review end-of-year procedures.</p> <p><b>By April 30:</b><br/><i>Second Semester Mentor Checklist due by April 30.</i></p>                                                 |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      |                                                                                        |
|                                                                                                                                                                                                                                                             |      | *Email Second Semester Checklist to Mentee Support Team, by April 30                   |
|                                                                                                                                                                                                                                                             |      |                                                                                        |

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*All second semester paperwork must be received by Mentee Support Team no later than April 30 for second semester mentor payment to be issued.**

**GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
NEW TEACHER INDUCTION OBSERVATION FORM**

Date: \_\_\_\_\_

Mentee: \_\_\_\_\_

Mentor: \_\_\_\_\_

Focus: \_\_\_\_\_

Objective/Purpose: \_\_\_\_\_

Campus: \_\_\_\_\_ Grade: \_\_\_\_\_ Sub Subject: \_\_\_\_\_

| <b>SKILLS</b>                                                                                                                        | <b>IMPLEMENTATION (DESCRIBE)</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>INSTRUCTION</b>                                                                                                                   |                                  |
| 1. Standards & Alignment: Designs clear, well-organized, sequential lesson.                                                          |                                  |
| 2. Achieving Expectations: Supports all learners in their pursuit of high levels of academic success.                                |                                  |
| 3. Content Knowledge & Expertise: Uses content and pedagogical expertise to design and execute lessons aligned with state standards. |                                  |
| 4. Communication: Clearly and accurately communicates to support persistence deeper learning and effective effort                    |                                  |
| 5. Differentiation: Differentiates instruction, aligning methods and techniques to diverse student needs.                            |                                  |
| 6. Monitor & Adjust: Teacher formally and informally collects student progress data & makes needed lesson adjustments.               |                                  |
| <b>CLASSROOM MANAGEMENT AND ORGANIZATION</b>                                                                                         |                                  |
| 1. Has materials, aids, facilities ready for use.                                                                                    |                                  |
| 2. Communicates & maintains clear expectations for students behavior.                                                                |                                  |
| 3. Leads a mutually respectful & collaborative class to actively engaged learners                                                    |                                  |
| <b>ENVIRONMENT</b>                                                                                                                   |                                  |
| 1. Organizes a safe, accessible and efficient classroom.                                                                             |                                  |
| 2. Challenges students on higher level thinking.                                                                                     |                                  |

**POST OBSERVATION QUESTIONS**

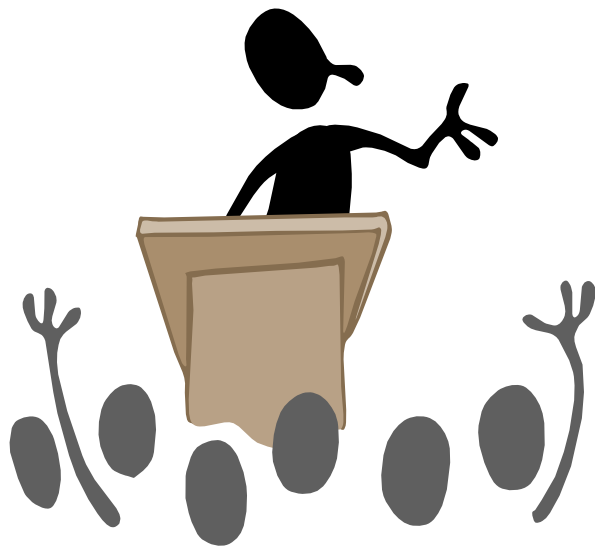
1. How are rules/consequences implemented for effective teaching?  
 2. How are curriculum guides reflected in the lesson plans?  
 3. What student documentation/grading procedures does the teacher use? (classwork, tests, projects)  
 4. How are TTESS objectives implemented in instruction?

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# V. THE CAMPUS ADMINISTRATOR





## **V. CAMPUS ADMINISTRATOR ROLES AND RESPONSIBILITIES**

The campus administrator plays an integral role in perpetuating the development of the new teacher. He/she provides support, guidance, and leadership in ensuring that mentor activities are implemented and maintained over the course of two semesters.

### **Responsibilities**

- Select mentors and match with mentees based upon the following:
  - Mentor has superior record for assisting students as indicated in TTESS student growth measure
  - Mentor has the same or similar teaching assignment with close proximity
  - Mentor is an exemplary teacher who desires to be a mentor for a minimum of one year
  - Mentor possesses excellent interpersonal skills and nurturing qualities
  - Mentor exhibits pride and enthusiasm for the profession
  - Mentor is willing to provide time and support to the mentee and attend required trainings
  - Mentor is in close proximity to the mentee
- In August, conduct a campus orientation for new teachers.
- Once during each grading period outside of the evaluation period meet with the mentees.
- Provide continuous support to program participants.

# SUGGESTIONS FOR BUILDING ORIENTATION BY ADMINISTRATOR

- I. PHILOSOPHY OF THE SCHOOL (MISSION AND GOALS)
- II. PERSONNEL
  - A. Assistant principals
  - B. Secretaries
  - C. Nurses
  - D. Counselors
  - E. Paraprofessionals
  - F. Department chairpersons
  - G. Other personnel
- III. COMMUNITY
  - A. Social, economic, and geographic area served
  - B. Ethnic groups served
  - C. Teacher's role in the community
  - D. Agencies in the community
- IV. PARENTS
  - A. Interest or lack of interest – suggestions to stimulate
  - B. Attitudes
    - 1. Grades
    - 2. Homework
    - 3. Discipline
    - 4. Dress
  - C. Parent-teacher organizations
    - 1. Teacher's role
    - 2. Meetings
  - D. Accidents and emergencies
  - E. Notification of student's progress
  - F. Parent Conferences
    - 1. When
    - 2. How
    - 3. Evaluation
- V. SCHOOL POLICIES
  - A. Arrival and Dismissal time for teachers
  - B. Arrival and Dismissal time for students
  - C. Discipline procedures
  - D. Conference Periods-purpose and use
  - E. Referral procedures
    - 1. Counselor
    - 2. Principal and assistant principal
    - 3. Nurse
    - 4. Special Education, Dyslexia, 504, RTI
    - 5. Bilingual
    - 6. GATE
    - 7. CTE
    - 8. Title Programs

## Suggestions for Building Orientation (cont.)

- F. Duties-reasons for and time required
  - F. Field trips-use of buses
  - G. Lesson plans and substitute folder
  - H. Textbooks
    - 1. How to secure
    - 2. How to record
    - 3. Lost books
  - I. Reporting personal absences to principal
  - J. Teachers' parking facilities
  - K. Bulletin boards
  - L. Outsiders in building
  - M. Release of students
    - 1. To other teachers
    - 2. To parents
    - 3. To other parties
    - 4. When they are ill
  - N. Use of faculty lounge
  - O. Methods of grading
  - P. Bell system for changing classes and emergencies
  - Q. Lunch procedures
  - R. Chain of Command
  - S. Procedures for securing custodial services
  - T. Temperature adjustments in rooms
  - U. Procedures for first week of school
  - V. Accreditation priorities
  - W. Board and administrative policies
- VI. REPORTS AND RECORD KEEPING
- A. Class list
  - B. Class absences
  - C. Grading procedures
  - D. Collection of money
  - E. Enrollment cards
  - F. Progress reports
  - G. Report cards
- VII. TEACHING MATERIALS
- A. Availability and procedures of securing
    - 1. Books
    - 2. Charts
    - 3. Maps
    - 4. Paper
    - 5. Instructional materials
    - 6. Media (preview first)

## Suggestions for Building Orientation (cont.)

7. Audio visual equipment
8. Records
9. Copiers
10. Teacher resources (text booklets, materials for units, etc.)
11. Technology

### VIII. TEACHER EVALUATION SYSTEM (T-TESS)

- A. Purpose
- B. Assistance before and after the evaluation
- C. Forms
- D. Interpretation
- E. Issuance of contracts

### XI. TEACHER'S PROFESSIONAL IMAGE

- A. Attitude toward students
- B. Attitude towards parents
- C. Attitude toward fellow employees
- D. Professional organizations
- E. Dress
- F. Professional books and journals

### IX. CURRICULUM

- A. Duties of coordinators
- B. Duties of department chairpersons
- C. Use of electronic shared teacher resources
- D. Grouping procedures
- E. Honor classes
- F. Initiating innovative programs and procedures

# VI. ADDITIONAL SUPPORT TEAM MEMBERS



## **MENTEE SUPPORT TEAM**

Mentee Support Team members are expert educators/retired professionals assigned to each campus to provide focused support through classroom visitations, notes and e-mails, conferencing, professional development, coaching, and instructional strategies.

## **CURRICULUM STAFF**

The Goose Creek CISD curriculum staff is committed to continuous improvement for all students. They provide expertise in educational pedagogy, theories of learning, and specific content area knowledge to all teachers in Goose Creek CISD.