

Orientation Checklist for Elementary BT 1s

Directions: Mentors should work with beginning teachers during the first few weeks of school to review the applicable items on this checklist. This checklist should be completed via Applitrack.

Introduction to Facility

- Obtain a school map.
- Tour all areas of the school.
- Obtain room keys.
- Locate mentor and department/grade level chairperson's classroom.
- Locate mailroom and teachers' workroom.
- Locate the supply closet(s).
- Locate copiers and laminating machines.
- Obtain copy of CCS Emergency Plan.
- Obtain parking instructions.
- Have an identification badge made.

Introduction to Staff

- Meet the school administrative staff and office staff.
- Meet the custodians.
- Meet the data manager, school treasurer and other support personnel.
- Obtain a faculty roster and list of support personnel and discuss how support personnel can assist you.
- Discuss professionalism (dress, rapport with students, working with colleagues, promptness, etc.).

Introduction to School Operations

- Learn how to sign in on TimeKeeper.
- Check with your school's technology facilitator to be sure you have an email account.
- Review rules and procedures for media center and technology lab.
- Learn how to access Cabarrus County Schools Web site and e-mail account.
- Locate supplemental resources (technology, media, resources, etc.), and review procedure for reserving those resources.
- Review school emergency/crisis procedures.
- Locate and review the daily school schedule.
- Review procedure for making morning and afternoon announcements.
- Review cafeteria and lunch procedures.
- Learn to use your school's telephone system.
- Discuss procedure for health referrals.
- Discuss finance procedures (receipt books, purchase orders, state contract items, etc.)
- Review important school issues and unwritten policies.
- Obtain a school handbook. Review school's discipline policy and procedures.
- Discuss information about legal/professional responsibilities and liabilities associated with teaching.

Curriculum and Instruction

- Obtain a copy of the North Carolina Standard Course of Study (NCSCOS) for Grades K-5. Discuss the alignment between the district and state assessments. Be sure you understand how to use the NCSCOS.
- Locate and count student textbooks. Locate copies of teacher editions.
- Discuss Professional Learning Communities with your mentor.
- Discuss yearlong curriculum maps, unit plans, End-of-Grade (EOG) tests, and assessments (including Reading 3D and Discovery Education.)
- Use the unit plans provided for each content area to plan lessons for the first two weeks.
- Discuss with your mentor Revised Bloom's Taxonomy.
- Review the Common Instructional Frameworks and classroom walk-through look-fors.
- Discuss with your mentor the staff development calendar and required meetings.
- Make sure you have a Guide to the Standard Course of Study for Limited English Proficiency Students.
- Obtain copies of the Art Essential Standards and Health Education Essential Standards for art, music and PE teachers.
- Make sure you have a grade book, lesson plan book and access to PowerSchool.
- With the help of your mentor, set up a substitute folder.

- Discuss Cabarrus County Schools Accountability Plan and student Personal Education Plans and/or Multi-Tier System of Support (MTSS).
- Discuss portfolio for English Language Learner (ELL) students.
- Look carefully at the NC Professional Teaching Standards, the Teacher Evaluation Rubric and the process for evaluation. **It is important that you understand this observation and evaluation instrument.** Your principal will give you more information about the process, but it is important to discuss all components with your mentor prior to an observation.
- Discuss Exceptional Children's (EC) Individual Education Plans (IEPs).
- Discuss report cards and progress reports.
- Learn the procedure for recording and reporting student attendance.
- Discuss school and classroom discipline policies and procedures. With input from your mentor, establish an effective classroom management plan. **(This is very important.)**
- Discuss with your mentor the School Improvement Plan (SIP).
- Locate the school's professional library and resources.
- Learn about site software and technology and how to integrate into the instructional day.

Please complete and sign the electronic form via Applitrack to indicate you have reviewed the above checklist.

Mentor Signature: electronic

Beginning Teacher Signature: electronic

Orientation Checklist for Secondary BT 1s

Directions: Mentors should work with beginning teachers during the first few weeks of school to review the applicable items on this checklist. This checklist should be completed via Applitrack.

Introduction to Facility

- Obtain a school map.
- Tour all areas of the school.
- Obtain room keys.
- Locate mentor and department/grade level chairperson's classroom.
- Locate mailroom and teachers' workroom.
- Locate the supply closet(s).
- Locate copiers and laminating machines.
- Obtain copy of CCS Emergency Plan.
- Obtain parking instructions.
- Have an identification badge made.

Introduction to Staff

- Meet the school administrative staff and office staff.
- Meet the custodians.
- Meet the data manager, school treasurer and other support personnel.
- Obtain a faculty roster and list of support personnel and discuss how support personnel can assist you.
- Discuss professionalism (dress, rapport with students, working with colleagues, promptness, etc.).

Introduction to School Operations

- Learn how to sign in on TimeKeeper.
- Check with your school's technology facilitator to be sure you have an email account.
- Review rules and procedures for media center and technology lab.
- Learn how to access Cabarrus County Schools Web site and e-mail account.
- Locate supplemental resources (technology, media, resources, etc.), and review procedure for reserving those resources.
- Review school emergency/crisis procedures.
- Locate and review the daily school schedule.
- Review procedure for making morning and afternoon announcements.
- Review cafeteria and lunch procedures.
- Learn to use your school's telephone system.
- Discuss procedure for health referrals.
- Discuss finance procedures (receipt books, purchase orders, state contract items, etc.)
- Review important school issues and unwritten policies.
- Obtain a school handbook. Review school's discipline policy and procedures.
- Discuss information about legal/professional responsibilities and liabilities associated with teaching.

Curriculum and Instruction

- Your mentor or administrator should show you how to access the North Carolina Standard Course of Study (NCSCOS) on the North Carolina Department of Public Instruction (NCDPI) website. Discuss the alignment between the NCSCOS, Curriculum Maps, and Curriculum Units and state assessments. Be sure you understand how to use these documents.
- Discuss and review End-of-Grade (EOG) or End-of-Course (EOC) tests, NC Final Exams (NCFE), and/or other assessments. Your mentor should show you how to access released test items on the DPI website and discuss how/when to use test prep materials.
- Locate student and teacher print resources and online resources. If there are textbooks, count them.
- Review methods of record keeping such as grades, parent communication, etc.
- Discuss with your mentor the Professional Learning Community (PLC) process and location of PLC Toolbox in the learning management system (Canvas).
- Have your mentor show you the location of Curriculum Maps (when material is taught and in what order) and Curriculum Units (what is taught) on the CCS website and discuss the Understanding by Design (UbD) framework.
- Work with your mentor and PLC to develop learning plans (Stage 3 of UbD).
- Have your mentor assist in developing daily lesson plans.
- Discuss with your mentor the benchmarking windows and process. (English Language Arts (ELA), Math, Grade 8 Science, etc...)

- Discuss the use of Exceptional Children's (EC) Individualized Education Plans (IEPs) in designing effective lesson plans.
- Discuss progress reports and report cards.
- Share ideas for documenting student work (portfolios, student folders, etc.).
- Review and discuss with your mentor the School Improvement Plan (SIP).
- Look carefully at the NC Professional Teaching Standards, the Teacher Evaluation Rubric and the process for evaluation. It is important that you understand this observation and evaluation instrument. Your principal will give you more information about the process, but it is important to discuss all components with your mentor prior to an observation.
- Note the timeline for observations.
- With input from your mentor, establish an effective classroom management plan. (This is very important.)
- Discuss school and classroom discipline, policies, and procedures.
- Learn rules and procedures for recording and reporting student attendance.
- Discuss the use of parent contact logs and discipline logs.
- Discuss with your mentor how to track your professional development.

Please complete and sign the electronic form via Applitrack to indicate you have reviewed the above checklist.

Mentor Signature: electronic

Beginning Teacher Signature: electronic

BT 1 First Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur. The information in [brackets] at the end of each item gives references for *The First Days of School, 5th Edition*. The BT may reference/read this information in this text for additional suggestions. The text should not be a substitute for the conversation with and advice of the mentor.

- Assist BT in **lesson planning and pacing** as needed. [pgs. 220-241]
- Discuss the district's/school's **policies** regarding dress [pgs. 70-76], teacher workdays, early release days and inclement weather policies.
- Assist BT with creating a **substitute folder** of pertinent information (rosters, lesson plans, procedures, etc.).
- Review procedures for **field trips**.
- Assist BT with effective record keeping for **monies**.
- Assist the BT with effective strategies for **grading**. [pgs. 260-274]
- Assist the BT with appropriate ways to initiate **parent contacts** and/or responses to parents.
- Assist BT with strategies and/or procedures to identify and appropriately serve **special needs students**.
- Assist BT with strategies for **differentiation** of instruction.
- Review the **North Carolina Professional Teaching Standards** and the role of these standards in the classroom, the Professional Development Plan (PDP), and the North Carolina Evaluation Rubric.
- Explain formal **observation procedures and annual evaluation**.
- Assist BT in the **development of a PDP** and the **use of the North Carolina Educator Evaluation System (NCEES)**. (A tech facilitator or AP should be able to assist with this if questions arise.)
- Explain the **NCEES procedures** and documentation of professional development (PD).
- Informally observe the BT and provide verbal or written feedback in a post conference. (This observation can be for a portion of a lesson and should not be entered into NCEES.)
- Have BT **observe the mentor or another master teacher**. The observation should focus on effective teaching practices, especially in areas where the BT may need support.
- Assist BT in **interim reports** and **ending the grading period** including demonstrating the use of Power School.
- Assist BT with **classroom management** [pgs. 92-109]; topics should include but are not limited to your **school's discipline plan** [pg. 216], **seating** [121-126], **expectations**, **procedures** [pgs. 166-196], **rules, consequences and restitution** [pgs. 198-208], **rapport/establishing relationships** [pgs. 58-68], **consistency of discipline**.
- Assist BT with **remote learning** as needed.
- Celebrate and discuss **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**. [pgs. 276-281]
- As a BT, I have attended the required **district-wide PD days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 1 Second Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur. The information in [brackets] at the end of each item gives references for *The First Days of School, 5th Edition*. The BT may reference/read this information in this text for additional suggestions. The text should not be a substitute for the conversation with and advice of the mentor.

- Continue to assist BT in **lesson planning and pacing** as needed. [pgs. 260-262]
- Informally observe BT and provide verbal or written feedback in a post conference.
- Review lesson plans for assistance with **differentiation** for unique learners. Discuss resources and services for these students.
- Discuss **organizational and record keeping procedures**.
- Encourage **parental contact** and discuss effective strategies.
- Discuss policies and **impact of holidays** and scheduling between now and winter break.
- Review classroom management and discipline strategies** [pgs. 139-152]. Topics should include but are not limited to **student expectations prior to a holiday, on-task behaviors, student engagement, review of classroom discipline plan** [pgs. 198-209], **and consistency**.
- Discuss semester **exam schedule and/or testing schedule and procedures**.
- Assist BT in **interim reports, ending the grading period, and semester records**.
- Review and discuss the **LEA/school's retention** and failure policies for students.
- Review **progress on the Professional Development Plan (PDP)**. Be sure to sign the PDP mid-year review in the North Carolina Educator Evaluation System.
- Encourage BT to **reflect on his/her teaching experience at mid-point**. Set goals for the remainder of the year.
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 1 Third Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur.

Third Nine Weeks:

- Encourage **parental contact**.
- Review progress on the **Professional Development Plan**.
- Informally observe BT and provide verbal or written feedback in a post conference.
- Assist BT in interim reports and ending the grading period.
- Continued discussions about testing procedures and assessments.
- Review classroom management and discipline strategies.** Topics should include but are not limited to **consistency, positive incentives for behaviors, motivation for the teacher and the students, consequences and restitution, anticipating end of year behaviors, and having a sense of humor.**
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 1 Fourth Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur.

Fourth Nine Weeks:

- Review plans for **end-of-year activities**.
- Give suggestions for **keeping momentum and interest at the end of the year** for students and teachers.
- Review progress on the **Professional Development Plan** and complete the end-of-year signatures in the North Carolina Educator Evaluation System.
- Finalize details with your BT about LEA/school's **retention and failure policies**, if applicable.
- Discuss procedures for ending the school year (collecting books, fees, returning teacher materials, graduation, etc.) at your school.
- Help BT with end of year administrative forms, policies, and procedures for the district and your school.
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments the BT achieved during the year**. Truly celebrate. Teaching is difficult; be proud of your accomplishments.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 2 First Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur. The information in [brackets] at the end of each item gives references for *The First Days of School, 5th Edition*. The BT may reference/read this information in this text for additional suggestions. The text should not be a substitute for the conversation with and advice of the mentor.

- Continue to assist BT in **lesson planning and pacing** as needed. [pgs. 220-241]
- Review the district's/school's **policies** regarding dress [pgs. 70-76], teacher workdays, early release days and inclement weather policies.
- Assist BT with updating a **substitute folder** of pertinent information (rosters, lesson plans, procedures, etc.).
- Review procedures for **field trips**.
- Review effective record keeping for **monies**.
- Reflect on the BTs with strategies for **grading**, suggest improvements as necessary. [pgs. 260-274]
- Reflect with the BT about **family connections** that occurred last year, encourage positive notes home and phone calls.
- Review strategies and/or procedures to identify and appropriately serve **special needs students**.
- Review with BT with strategies for **differentiation** of instruction. What worked last year? What new ideas can be implemented?
- Review the **North Carolina Professional Teaching Standards** and the role of these standards in the classroom, the Professional Development Plan (PDP), and the North Carolina Evaluation Rubric.
- Review formal **observation procedures and annual evaluation**.
- Assist BT in the **development of a PDP** and the **use of the North Carolina Educator Evaluation System (NCEES)**. (A tech facilitator or AP should be able to assist with this if questions arise.)
- Review **NCEES procedures** and documentation of professional development (PD).
- Informally observe the BT and provide verbal or written feedback in a post conference. (This observation can be for a portion of a lesson and should not be entered into NCEES.)
- Have BT **observe the mentor or another master teacher**. The observation should focus on effective teaching practices, especially in areas where the BT may need support.
- Assist BT in **interim reports** and **ending the grading period** including demonstrating the use of Power School.
- Assist BT with improving **classroom management** [pgs. 92-109]; topics should include but are not limited to your **school's discipline plan** [pg 216], **seating** [121-126], **expectations**, **procedures** [pgs. 166-196], **rules, consequences and restitution** [pgs. 198-208], **rapport/establishing relationships** [pgs. 58-68], **consistency of discipline**.
- Assist BT with **remote learning** as needed.
- Celebrate and discuss **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**. [pgs. 276-281]
- As a BT, I have attended the required **district-wide PD days**.
- As a BT, I have had **weekly contact with my mentor**.

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Mentor Signature: electronic

BT 2 Second Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur. The information in [brackets] at the end of each item gives references for *The First Days of School, 5th Edition*. The BT may reference/read this information in this text for additional suggestions. The text should not be a substitute for the conversation with and advice of the mentor.

- Continue to assist BT in **lesson planning and pacing** as needed. [pgs. 260-262] Help BT reflect and improve on lessons from last year.
- Informally observe BT and provide verbal or written feedback in a post conference.
- Review lesson plans for assistance with **differentiation** for unique learners. Discuss resources and services for these students.
- Discuss **organizational and record keeping procedures**. Suggest ideas for streamlining to help provide work/life balance.
- Encourage **parental contact** and discuss effective strategies.
- Discuss policies and **impact of holidays** and scheduling between now and winter break.
- Review classroom management and discipline strategies** [pgs.139-152]. Topics should include but are not limited to **student expectations prior to a holiday, on-task behaviors, student engagement, review of classroom discipline plan** [pgs. 198-209], **and consistency**.
- Discuss semester **exam schedule and/or testing schedule and procedures**.
- Assist BT in **interim reports, ending the grading period, and semester records**.
- Review and discuss the **LEA/school's retention** and failure policies for students.
- Review **progress on the Professional Development Plan (PDP)**. Be sure to sign the PDP mid-year review in the North Carolina Educator Evaluation System (NCEES).
- Encourage BT to **reflect on his/her teaching experience at mid-point**. Set goals for the remainder of the year.
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 2 Third Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur.

Third Nine Weeks:

- Encourage **parental contact** and ways to involve the family.
- Review progress on the Professional Development Plan.
- Informally observe BT and provide verbal or written feedback in a post conference.
- Assist BT in interim reports and ending the grading period.
- Continued discussions about testing procedures and assessments.
- Review classroom management and discipline strategies.** Topics should include but are not limited to **consistency, positive incentives for behaviors, motivation for the teacher and the students, consequences and restitution, anticipating end of year behaviors, and having a sense of humor.**
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments**.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic

BT 2 Fourth Quarter Mentor/Mentee Checklist

Mentors and Beginning Teachers (BTs) are expected to meet on average once per week. The topics in bold are guidelines for discussions: however, the needs of the BT should dictate the support given and the discussions that occur.

Fourth Nine Weeks:

- Review plans for **end-of-year activities**.
- Give suggestions for **keeping momentum and interest at the end of the year** for students and teachers.
- Review progress on **Professional Development Plan** and complete the end-of-year signatures in North Carolina Educator Evaluation System.
- Finalize details with your BT about LEA/school's **retention and failure policies**, if applicable.
- Review procedures for ending the school year (collecting books, fees, returning teacher materials, graduation, etc.) at your school.
- Help BT with end of year administrative forms, policies, and procedures for the district and your school.
- Continue to assist BT with **remote learning** as needed.
- Celebrate **accomplishments**. Reflect on what they have learned this year and their hopes for next year.
- As a BT, I have attended the required **Professional Learning Community meetings**.
- As a BT, I have attended the required **district-wide professional development days**.
- As a BT, I have had **weekly contact with my mentor**.

Please complete this form via Applitrack to indicate you have reviewed the above concepts with your mentor or beginning teacher.

BT Signature: electronic

Mentor Signature: electronic