

Shoulder to Shoulder Mentoring



Handbook 2017-2018

OCSD Vision: Fully Prepared and Life Ready!

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Overview

The goal of the Oswego City School District's Shoulder to Shoulder Mentoring Program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

As school districts struggle with the high rates of teacher turnover and retirements, schools are facing a larger percentage of inexperienced teachers. These inexperienced teachers require direct and immediate support in their classrooms to provide the optimal learning environment and experiences for their students. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is key to maximizing student achievement.

The Oswego City School District Shoulder to Shoulder mentoring program presents a team approach to ongoing support, observational feedback, and staff development for new teachers. The program offers a two-tiered approach. The Executive Director of Elementary Education and Accountability oversees the program in each of the five elementary schools, the Oswego Middle School, and the Oswego High School. Mentors at the building level provide direct support to the new teachers. The Shoulder to Shoulder program offers assistance to teachers during their first year. Staff development allows participating teachers to learn new skills to enhance teacher performance and student achievement in the classroom.

The Shoulder to Shoulder program is structured to reflect the different needs teachers have at different stages of their careers. Each new teacher is paired up with a mentor who is an experienced teacher at the same grade level or in the same subject area. This mentoring team progresses through a carefully structured set of experiences designed to maximize the potential of the beginning teacher. Mentors receive training in three areas: building relationships, communication, and observation processes. In addition, professional development opportunities provide training in OCSD policies and procedures, literacy instruction, New York State Standards, and brain based learning strategies. This model develops collegiality and a community of learners at the building and district level.

Shoulder to Shoulder Goal

Enhance the teaching/learning environment
In the classroom by assisting
New teachers in effective daily instruction.

Beginning Teacher (or Intern) Responsibilities

- Establish and maintain professional respect, trust and confidentiality regarding the mentoring relationship
- Use the Shoulder to Shoulder Mentoring Handbook (STS) monthly focus chart and complete the STS monthly reflection sheet with mentor. The MENTOR will send the 'Monthly Reflection Sheet' (or the 'Monthly Focus Chart') to the Curriculum Office at the Education Center. An OCTA representative will be asked to read through the reflection
- Informal Weekly Meetings to reflect on your practice – with Mentor and Intern
- Intern MUST attend the professional development that will be sponsored by the district specifically for this program. Day one will be held in the Fall on Classroom Management/EDI 3 hours and Day two will be held in the Early Winter with a 3 hours EDI training in the morning and the use of technology in the afternoon. These professional development opportunities will be offered in-district
- Intern MUST participate in at least 2 half days of collaboration meetings with their mentor at a time to be mutually determined by the Mentor and Intern. The primary focus of these collaborative half days will be the implementation of the material covered in the Professional Development
- Develop and work toward specific professional goal(s) with your building principal as tied to OCSD evaluator
- Communicate with building mentor at least once per week (in person, online, phone, notes, etc.)
- Accept constructive feedback and practice reflective teaching
- Participate in classroom visitation and follow up with feedback by mentor
 - ✓ Minimum of 2 visitations for the school year
 - ✓ Substitutes will be provided when visits are coordinated within a building
 - ✓ Complete the on-line end of year evaluation of the STS Program

First Day of School (Suggestions)

Greet each student at the door

- Direct him/her to assigned seat
- Tell child to read and follow any directions you may have on the board
- Finish greeting the last to arrive in class

Welcome students to class and introduce yourself

- Your name and spelling of your name
- Talk about your family, experience teaching, where you went to college
- Tell the children where you're from and where you now live
- Tell them why you decided to become a teacher

Arriving and leaving class

- Teach procedure for walking into the classroom
- Teach procedure for dismissal
- Teach procedure for lining up to leave classroom to attend lunch, specials, etc.

Explain rules and daily procedures

- Refer to rules that are posted in your classroom (or create a set of class rules with the students)
- Explain discipline plan and consequences for improper behavior
- Explain procedure for making up work missed during music lessons, rehearsals, absences from school, etc.
- Explain procedure for handing in assignments, missed assignments, late assignments
- Explain homework philosophy and procedures

Respecting the classroom and supplies

- Refer to classroom rules and procedures
- Teach procedure for replacing materials and supplies in their proper places
- Explain to students what materials and supplies are for their use and what materials are strictly for teacher use

Getting Acquainted

- Prepare a variety of getting acquainted activities for the children to get to know their peers in order to build a community of learners within the classroom setting
- Give the children some time to chat to get acquainted with new faces and old friends

Mentor Responsibilities

- Build a professional relationship, including establishing and maintaining professional respect, trust and confidentiality regarding the mentoring relationship

- Provide professional, personal and instructional support
 - ✓ share on a day-to-day basis (when new teacher and mentor are in the same building)
 - ✓ communicate with new teacher at least once a week in a manner that promotes reflection
 - ✓ solicit and accept feedback
 - ✓ facilitate the acquisition of resources and open communication

- Participate in classroom visitations of your Intern and follow up with feedback
 - ✓ minimum of 2 observations for the school year one to be completed in fall and one in the spring
 - ✓ substitutes will be provided when visits are coordinated in a building

- Use the STS monthly focus chart and complete the STS monthly reflection sheet with mentor. The MENTOR will send the 'Monthly Reflection Sheet' (or the 'Monthly Focus Chart') to the Curriculum Office at the Education Center. An OCTA rep will be the reviewer of the monthly focus sheets.

- Informal Weekly Meetings to reflect on your practice - with Mentor and Intern

- Mentor MUST participate in 2 half day collaboration meetings with their Intern at a time to be mutually determined by the Mentor and Intern. The primary focus of these collaborative half days will be the implementation of the material covered in the Professional Development

- Mentor must attend district mentor training, once trained they remain on mentor list for the district

- Complete the on-line end of year evaluation of STS Program

Confidentiality

It is absolutely essential that beginning teachers and mentors understand the OCSD policy on confidentiality. Mentors should never be put in the role of evaluator or be expected to report to principals how things are going with the Intern. If this question is asked by an administrator, the mentor may simply reply with, "I think it would be best for you to ask _____ how things are going." Our beginning teachers need to feel confident they can reveal their insecurities, disappointments and fears to a trusted mentor who will use the information as an avenue for reflective discussion. Principals and other supervisory administrators are reminded that the presence of a mentor is not a substitute for the support and guidance needed for new teachers.

There is also the issue of confidentiality regarding students. When the interest or safety of children is at risk, there should be no boundaries to confidentiality. The basic guidelines for confidentiality are as follows:

- Mentor teachers will be able to discuss, with the permission of the Intern, any aspect of the Intern's performance with members of the district mentoring team, or other persons whose job is to help teachers (i.e. school counselors, resource teachers, other grade level teachers, etc.)
- Mentors, with the Intern's knowledge, may discuss the Intern's teaching performance with appropriate administrators if, in the mentor's professional judgment, the physical safety of a child or children is at risk. (e.g. The Intern is using corporal punishment in the classroom.)

Principal Responsibilities

- Support and encourage eligible faculty members to participate in the mentor program, including attending mentoring workshops when possible
- Respect the confidentiality of the mentor/teacher relationship and keep supervision and evaluation separate from mentoring
- Recognize efforts of mentors, Interns and faculty
- Coordinate the mentor matches with OCSD Mentor Team
- Provide suggestions and feedback to the STS Mentoring Program

Superintendent Responsibilities

- Propose budgets that provide funding to support the program and to effectively manage the budget
- Encourage and support the accomplishment of the goals of the mentor program
- Serve as an advocate for the mentoring program with the board of education to the community
- Insure compliance with the contract and the law
- Provide suggestions and feedback to the STS mentoring program

Mentoring Tips

- Welcome new teachers to your school
- Be supportive
- Define the support staff in your building
- Plan for frequent contact – quality time and availability
- Provide direct guidance - give specific strategies to try and test
- Model best practice
- Engage in reflection and provide constructive feedback
- Clarify roles
- Have patience
- Organize and structure mentoring sessions
- Share, share and share
 - Classroom strategies
 - Units of study
 - Management techniques
 - Discipline strategies
 - Your philosophy
- Remember all teachers are learners
- Make no assumptions
- Guide new teachers to define their professional mission
- Include new team members when planning
- **Celebrate successes!**

Mentoring Relationship: Self-Assessment Rubric

Rubrics can be useful in identifying the desired traits of a mentoring relationship. This inventory may be used to self-assess the relationship between you and your Intern. Choose the level that best represents your interaction with your Intern. Don't expect an exact match with each statement.

Level Four

There are regularly scheduled meetings between mentor and Intern. The meetings are free from interruptions and meet the needs of the partnership as well as promote district initiatives.

Learning-focused conversations regarding both teacher and student learning are consistently initiated by the mentor and Intern.

The mentor uses reflective questioning, consulting, collaboration, and cognitive coaching techniques to purposefully develop the Intern's ability to generate information and problem solve.

Mentoring meetings focus on making a connection between instructional practice and student results. Personal reflections form the basis for future actions.

The mentor models problem-solving techniques and reflective practice which the Intern adopts.

The Intern participates in district initiatives and gradually interacts as an active member of the professional school community.

Level Three

The mentor and Intern have regularly scheduled meetings.

Collaboration is promoted through joint planning, decision-making, problem-solving and responding to learning results.

The mentoring partnership is mutually beneficial and exchange of information is equal.

Learning-focused conversations center on implementation of curriculum and best practices.

The mentor provides contacts with other grade level/ content area colleagues and promotes collaborative opportunities.

Level Two

Scheduled meetings occur and satisfy the Intern's needs for information.

Throughout the partnership, the dispersing of information remains high for the mentor.

The mentor conducts the meetings and uses strategies to fix current problems and add to the Intern's list of possible activities.

Conversations center on specific episodes and situations. Meeting the needs of the Intern may become time intensive for the mentor.

The mentor provides orientation and induction to the professional school community

Level One

Contact is irregular and generally precipitated by a need for information or assistance by the Intern.

Interaction is limited and usually limited to the transfer of critical, basic information.

The mentor provides suggestions and advice as requested by the Intern.

The Intern's collegial and collaborative opportunities are limited to other beginning teachers close in proximity or content specialty.

The greatest learning for the Intern is within the management domain and generally does not progress to reflection and impact on students.

Survival strategies are the focus of the Intern's learning.

Shoulder to Shoulder Reflection Sheet (once each month)

A Companion to the Shoulder to Shoulder Monthly Focus Chart

Name of Mentor: _____ Name of Intern: _____

Month: _____

- *Questions Processed:*

- *Lessons Learned*

- *New Issues:*

- *Next Steps:*

Mentor- Intern Observation Form (once each semester)

Name of Mentor: _____ Name of Intern: _____

Date of Observation: _____

Each mentoring pair is entitled to two classroom observations each year. When an observation has been done, please use this form to record your reflections and submit them to the district mentor coordinator.

Pre-Observation Conference:

Describe the agreements you have reached regarding the 'what and how' of the observation.

Classroom Observation:

Describe briefly what was observed.

Post Observation Conference:

Describe the information that was shared and any instructional improvement goals that came out of this.

Post Analysis:

Feedback from the Intern on the coaching experience.

Appendix A

OCSD Mentor/Intern Monthly Focus Chart to Guide Interactions

September	Informational	Instructional	Personal	Management	Results	Collaboration
<p>Logistics Set specific times to meet.</p> <p>Set ground rules for communicating and relating.</p> <p>Possible Questions for Your Intern</p> <p>What do you need?</p> <p>How can I help you?</p> <p>About what do you feel most concerned?</p>	<p>Do you know the policies and procedures of the school and/or district?</p> <p>Do you have district emergency phone numbers?</p> <p>Do you know who's who? (staff list, grade level members, key resource people, team leader, department chair, mentor, office manager, aides, secretaries, counselors, custodians, nurse, etc.)</p> <p>Do you have a map of the school?</p> <p>Are you familiar with the physical setup of the school and location of key facilities? (staff rest-rooms, staff phones, AV areas, professional library, copy machines, staff lounge)</p> <p>Have you reviewed the faculty handbook, student handbook, school calendar, policies and procedures?</p> <p>Are you familiar with lunch procedures?</p> <p>Do you understand class/teacher schedules, extra duty responsibilities?</p> <p>How are parents involved with the school (volunteers, parent club, local school advisory committee)?</p>	<p>Is the classroom organized for learning?</p> <p>Have you acquired course guides, curriculum guides, class outline, and goal statements for subjects assigned?</p> <p>Have you reviewed the standards to the core statements for each subject at your grade level?</p> <p>Do you have necessary supplies to begin the year (tape staples, construction paper, etc)?</p> <p>Have you sketched curriculum plans for the first month?</p> <p>Have you planned the first week in detail?</p> <p>Have you had your mentor critique your plans?</p> <p>Have you reviewed your students' I.E.Ps, medical records, reading records (OPAL, DRA) and cumulative folders? What are the implications for you?</p>	<p>Are you scheduling "down time" for yourself?</p> <p>Are you taking care to get enough sleep and nutrition?</p> <p>Do you know about the social committee in your building?</p>	<p>What is your process for establishing the behavior rules for the classroom? What are the rules and have you taught them?</p> <p>Are you acquainted with discipline procedures/policies (playground rules, lunch room rules, etc.) of the school?</p> <p>Do you have copies of necessary forms- referral, attendance, hall passes?</p> <p>Are you satisfied with your procedures for classroom routines (passing out materials, taking attendance, collecting assignment, etc.)?</p> <p>Is your classroom set up to optimize learning (organization of desks, tables, supplies, assignment baskets, bulletin boards, etc.)?</p> <p>Are you happy with your chosen plan book format? Does it work for you? What needs to change?</p> <p>Have you set up a grade book?</p> <p>Do you have a system for keeping track of parent contacts, discipline referrals?</p> <p>Have you checked for any legal/custody issues?</p>		<p>Have you discussed fall open house?</p>

October	Informational	Instructional	Personal	Management	Results	Collaboration
<p><u>Logistics</u> How do you monitor and adjust your operating styles in order to build the relationship?</p> <p>Possible Questions for your Intern</p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>What district professional development courses are available to you? Have you registered for any of them?</p> <p>Have you prepared your sub folder and emergency sub plans?</p> <p>Have you set your goals for the year with your principal?</p> <p>Are you familiar with your school's supervision and evaluation process? Have you discussed these with your principal?</p> <p>Are you familiar with your district (building) policies for celebrating holidays in the classroom setting?</p>	<p>Do you have long-range plans for the first quarter? (units, timelines, materials organized, etc.)</p> <p>Have you checked your pacing (especially Math) with your grade level/curricular teammates?</p> <p>Are you modeling what you expect from students?</p>	<p>How are you using time? Have you set up a priorities list?</p> <p>Who could help you with some tasks?</p> <p>What is working well for you?</p>	<p>Are you reinforcing expectations?</p> <p>How is the implementation of rules, procedures and management system going?</p> <p>Are you satisfied with the grade book? What will be your system for keeping track of assessment information?</p> <p>Are you grading, recording, and returning those tasks you feel are important for feedback as soon as possible?</p> <p>Are you nearing the end of DRA/OPAL testing?</p>	<p>Are you familiar with state assessments, portfolio, and local assessments? Have you put assessment dates in your calendar?</p> <p>What additional assessments do you need?</p> <p>Are you beginning to save samples of student work to share with parents at conferences and use as possible exemplars in the future?</p> <p>Are you familiar with the district's teacher evaluation document?</p>	<p>Which of the following will you do this month:</p> <p>Observe a colleague.</p> <p>Share teacher resource materials.</p> <p>Attend a workshop with a colleague.</p> <p>Participate together in a study group session.</p> <p>Videotape a lesson and critique.</p> <p>Exchange an article from a professional journal.</p> <p>Meet for a breakfast discussion.</p> <p>Read and discuss a professional book.</p> <p>Review student work together.</p> <p><u>Other</u></p>

<p>November</p> <p>Logistics Have you set time to meet?</p> <p>Possible Questions for Your Intern:</p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>Informational</p> <p>What statewide professional development activities are available?</p> <p>What contract obligations pertain to you?</p> <p>Have you recorded the dates for parent conferences in your gradebook/planbook?</p>	<p>Instructional</p> <p>What are the instructional issues that are most difficult for you?</p> <p>Are you setting up a demonstration lesson and making time for debriefing with your mentor?</p> <p>What new instructional strategy(s) might you try this month?</p> <p>Have you revisited your core curriculum documents to be sure your instruction is aligned to the standards?</p> <p>Have you reviewed the District Literacy Guidelines?</p>	<p>Personal</p> <p>Are you meeting your goals?</p> <p>How are you taking care of yourself?</p> <p>Do you know what health and wellness supports are offered in your school or outside your school? (Wellness Program, HELP People, YMCA)</p>	<p>Management</p> <p>Are the behaviors of any students challenging for you? What might you do?</p> <p>Is there a need to make referrals to the educational support team in your building?</p> <p>Do you know the procedure for referring students to the building support services team?</p>	<p>Results</p>	<p>Collaboration</p> <p>Are you familiar with parent/teacher conferencing procedures and techniques?</p> <p>Have you tried using e-mail to check in with your mentor?</p> <p>Have you considered membership in any professional organizations?</p> <p>Have you subscribed to any professional journals?</p>
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December	Informational	Instructional	Personal	Management	Results	Collaboration
<p>Logistics Have you met on your scheduled meeting dates?</p> <p><u>Possible Questions for Your Intern:</u></p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered? Is there one we might work on solving together?</p> <p>How are you taking care of yourself?</p>	<p>Are you familiar with your school's emergency dismissal plans? Have you checked your students' emergency dismissal forms?</p> <p>Do you know the district procedures for snow days?</p>	<p>Have you used any of your samples of student work as exemplars?</p> <p>"Testing" is just around the corner... Do you know who is exempt from standardized testing, who has test mods, and how many support staff you will need?</p>	<p>Are you getting done what you need and want to get done?</p> <p>Have you checked your priorities list to see if what you are doing is meeting your priority areas?</p> <p>Do you have plans for R&R during the holiday break?</p>	<p>Have you kept up needed contact with parents?</p> <p>Have you continued to collect samples of student work?</p>	<p>Are you developing and using classroom assessments?</p> <p>Do you have an assessment plan for units of study?</p> <p>Have you checked to be sure your assessments match what you are teaching and that both are aligned to the standards?</p>	<p>Have you set a time to observe your mentor in the classroom and to debrief afterwards?</p>

January	Informational	Instructional	Personal	Management	Results	Collaboration
<p>Logistics Are you meeting at the scheduled meeting times?</p> <p>Have you set future meeting times?</p> <p>Possible Questions for Your Intern</p> <p>What have been the high points of this semester?</p> <p>What have you learned?</p> <p>What do you hope to change?</p>		<p>Are you preparing students for state and local assessments if applicable?</p> <p>Are you giving practice tests and using exemplars for discussion?</p>	<p>Are you eating well and getting some exercise?</p>	<p>What are your long- range plans for second semester?</p> <p>Have you kept up needed contact with parents?</p>	<p>Have you begun preparing for the next reporting period?</p> <p>What standardized assessments do you have? What do you need? Do you know the dates?</p>	<p>Have you reflected with your mentor on the first semester?</p> <p>Have you set your goals for the second semester?</p>

<p>February</p> <p>Logistics</p> <p>Are you meeting at your scheduled times?</p> <p>Possible Questions for Your Intern</p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>Informational</p> <p>Have you checked out the on-line curriculum resources?</p> <p>Are you familiar with resources available from Federal Programs, including Title 1 and 2?</p>	<p>Instructional</p> <p>Are you preparing students for state and local assessments if applicable?</p> <p>Are you giving practice tests and using exemplars for discussion?</p>	<p>Personal</p> <p>Do you have plans for R&R during February break?</p> <p>Have you made an effort to connect with other new teachers to support one another?</p>	<p>Management</p> <p>Have you followed up on any referrals that were made to your building Child Study Team?</p>	<p>Results</p>	<p>Collaboration</p> <p>Which of the following will you do this month:</p> <p>Observe a colleague.</p> <p>Attend a workshop with a colleague.</p> <p>Videotape a lesson and critique.</p> <p>Exchange an article from a professional journal.</p> <p>Meet for a breakfast discussion.</p> <p>Read and discuss a professional book.</p> <p>Review student work together.</p> <p>Other: _____</p>
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<p>March</p> <p><u>Logistics</u> Are you meeting at the scheduled times?</p> <p><u>Possible Questions for your Intern</u></p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>Informational Review school policies and procedures for student promotion.</p> <p>Consider attending a student performance or activity from your school.</p> <p>Have you reviewed your professional goals? Did you accomplish what you set out to do? How will you adjust those goals for the remainder of the year?</p>	<p>Instructional Are you working on creating assessments that align themselves with the core curriculum?</p>	<p>Personal Have you put your P.J'S on backward and inside out in hopes of just one snow day?</p>	<p>Management Are you continuing to connect with parents? Do you have plans for Spring Open House?</p>	<p>Results How are you preparing your grades and student work for Spring Parent Conferences?</p>	<p>Collaboration Which of the following will you do this month:</p> <p>Share teacher resource materials.</p> <p>Participate together in a study group session.</p> <p>Review student work together Other: _____</p> <p>Review comments from classroom observations and evaluations.</p>
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<p>April</p> <p>Logistics</p> <p>Are you meeting at the scheduled times?</p> <p>Possible Questions for Your Intern</p> <p>What is the biggest issue facing you?</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>Informational</p> <p>Did you seek assistance from necessary support staff in preparing for parent conferences?</p>	<p>Instructional</p> <p>Are you preparing students for state and local assessments if applicable?</p> <p>Are you giving practice tests and using exemplars for discussion?</p>	<p>Personal</p> <p>Are you meeting your priority areas?</p> <p>Are you setting time aside for exercise, relaxation, family and friends?</p> <p>Have you planned to do something fun during Spring break?</p>	<p>Management</p> <p>Have you organized your planning and schedule to accommodate state and local assessments if appropriate?</p> <p>Are you prepared for parent conferences? What critical issues will you address?</p>	<p>Results</p> <p>Do you have assessments/grades for all the core curriculum descriptors on the report card?</p>	<p>Collaboration</p> <p>Which of the following will you do this month:</p> <p>Observe a colleague.</p> <p>Share teacher resource materials.</p> <p>Attend a workshop with a colleague.</p> <p>Participate together in a study group session.</p> <p>Videotape a lesson and critique.</p> <p>Exchange an article from a professional journal.</p> <p>Meet for a breakfast discussion.</p> <p>Read and discuss a professional book.</p> <p>Review student work together</p> <p>Other: _____</p>
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<p>May</p> <p>Logistics</p> <p>Are you meeting at your scheduled times?</p> <p>Possible Questions for Your Intern</p> <p>What problems have you encountered?</p> <p>How are you taking care of yourself?</p>	<p>Informational</p> <p>Do you know the school/district policies regarding special end- of – year activities, assemblies and parties?</p> <p>Do you know the end of year procedures for completing student records?</p>	<p>Instructional</p> <p>Are you preparing students for state and local assessments if applicable?</p> <p>Are you giving practice tests and using benchmarks for discussion?</p> <p>Have you sketched your curriculum plan for the next 6 weeks?</p> <p>Have you asked your mentor to critique it?</p>	<p>Personal</p>	<p>Management</p>	<p>Results</p> <p>Have you started your spring DRA assessments?</p> <p>Have you assessed all the required core curriculum descriptors on the report card?</p>	<p>Collaboration</p> <p>Have you checked the schedule for summer coursework or workshops? Did you register for any of them?</p>
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<p>June</p> <p>Have you set up a time to share how the year went for both of you?</p> <p>How will you give closure to your collaboration?</p> <p>Have you shared end of the year procedures with your Intern?</p>	<p>Informational</p> <p>What are the processes and procedures for closing out school?</p>	<p>Instructional</p> <p>Have you checked your course of instruction against the core curriculum? Are there any areas you missed? How will you address these areas differently for the upcoming year?</p>	<p>Personal</p> <p>How will you celebrate the successful end of this school year?</p> <p>About what do you feel proud?</p> <p>What do you most want to change next year?</p>	<p>Management</p> <p>Have you recorded end of the year grades in student portfolios, cumulative folders and records?</p> <p>Have you completed report cards?</p> <p>Have you returned books, keys, and stored materials/equipment?</p>	<p>Results</p>	<p>Collaboration</p> <p>Have you set up a time to meet with your mentor and reflect upon the school year?</p>
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