

SUPPORT COACH

Growing Effective Teachers Through Mentoring

NOW THAT YOU ARE A MENTOR

Everything you need to know to
support your new teacher.

What Are My Responsibilities?

The Role of the Support Coach

The support coach is an experienced teacher who will support and assist a new teacher for two years in the process of attaining a professional teaching certificate in the state of Maine.

In M.S.A.D. # 75, each coach will be paired with a new teacher and will develop an encouraging and helpful relationship.

Coaches will be asked to:

- help the new teacher become acclimated to the culture of the school and community including daily procedures.
- clarify the certification process for the individual teacher and assist in writing goals
- submit teacher action plan to Certification Council by November 15
- meet at least once a month with the new teacher for conversations about goal-setting, planning, problem solving, and reflecting
- conduct three classroom observations including pre and post-observation conferences
- provide the new teacher with objective feedback about his/her teaching in post-observation conferences
- assist the new teacher in expanding instructional repertoire
- enable the new teacher to become reflective about his/her students' learning
- keep a record of meetings and observations
- submit a final report to the Certification Council each year no later than May 1st

The new teacher will be asked to:

- Be open to building a working relationship with coach for the two year process.
- Use Maine's Ten Initial Teacher Certificate Standards for the development of teacher action plan (TAP). Standards can be found on certification web site at the related links section. Teacher Action Plan (TAP) submit to the Certification Council by November 15th of each year.
- Meet at least once a month with coach for conversations about goal-setting, planning, problem solving, and reflecting
- Keep a reflective journal and log of meetings
- Maintain all required documents
- Meet all deadlines
- Observe other teachers teach.



YEAR ONE

September 15

Submit a copy of current certificate and state requirements (Conditional) to Certification Council.

Sept.30-Nov.15

* Meet with your Certification Building Representative, select a support Team Coach and go over the Support Team Process.

* Complete the following: the initial observation(s) by the support coach and collaboratively create a Teacher Action Plan.

* Submit Teacher Action Plan to Certification Council.

December - April

* Complete three observations with pre and post conferences.

April-June Before June Meeting

* Submit Support Team Report to Certification Council for approval. (Must be submitted for approval no later than May meeting.)

* Submit renewal application to Certification Chair for signature. (This form comes from the state when your certificate is up for renewal. If you hold a provisional certificate, you will not do this step until your second year.)

* Obtain affidavit from Central Office. (Conditional, Targeted Needs or Provisional Extensions)

* Send in official copy of transcript, renewal application and affidavit to the State Department of Education. (Conditional or Targeted Needs)



YEAR TWO



September 30

- * Submit updated Teacher Action Plan.
- * Conditional or Targeted needs certificate holders need to submit a current certificate to Certification Council .

Dec-April 1

- * Complete three observations with pre and post conferences.
- * Submit Support Team Report to Certification Council for approval. (Must be submitted for approval no later than May meeting.)

March - May

- * Submit support team report to council for approval (must be submitted for approval no later than the the May meeting)
- * Submit renewal application to Certification Chair for signature.

June 1

- * Submit renewal application to Certification Chair for signature after report has been approved by the certification council.
- * Obtain affidavit from Central Office. (Conditional, Targeted Needs or Provisional Extensions)
- * Send in official copy of transcript, renewal application and affidavit to the State Department of Education. (Conditional)





August Discussion Points

running the copier
mailbox
phone system
student illness during class
crisis management
safety/fire drills
assigned staff duties
introduction to support staff
classroom routine
homework routines
dealing with interruptions
celebrations
field trips
awareness of special days
district policies/student handbook
Infinite Campus: attendance, lunch, setting up grade book, Aesop & professional/personal/release day paperwork

September Discussion Points

first day of school
seating plans,
class lists, forms,
guidance dept.,
ground rules
syllabus/goals
Open House
Parent-Teacher Conferences
athletics/early release
staff room protocol
picture day/fundraisers
applying for professional days
Set up grade books in IC (MAMS/MTA)

October Discussion Points

dealing with holidays
data gathering for conferences, NWEA, child studies
progress reports
district course approval and course reimbursement
Teacher Action Plan

November Discussion Points

enter grades into Infinite Campus
parent-teacher conferences

December Discussion Points

progress reports
snow days
dealing with the impact of the holidays on learning
data gathering for January grades

January Discussion Points

reflection on first half of year
projection on second half of year
grading 2nd quarter
first formal observation completed
benchmark assessments

February Discussion Points

vacation
social and emotional well-being

March Discussion Points

progress reports/enter grades into Infinite Campus
possible conferences
standardized testing

April Discussion Points

grading 3rd quarter
time change
standardized testing
second formal observation completed
TAP report due end of the month

May Discussion Points

pass/fail, end of course issues
preparation for finals paperwork
inventories
end of year reports
third formal observation completed
Self-assessment for continued professional growth-to principal
Blue form from State and check

June Discussion Points

pass/fail, end of course issues
preparation for finals paperwork
inventories
end of year reports



STANDARD ONE:

Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
- Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- Model the use of the tools of the discipline through the inclusion of technology and create opportunities for students to practice the use of these tools.
- Incorporate knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
- Explain important principles and concepts delineated within their discipline and link them with professional, state and unit standards.



STANDARD TWO:

Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
- Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
- Pursue and acquire material and human resources in various disciplines for classroom use.

STANDARD THREE:

Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Discern individual, student and group differences (e.g., intellectual, cultural, social).
- Support individual student's physical, social, emotional, cognitive, and moral development.
- Observe how students learn and thus ascertain different learning styles.
- Identify when and how to access appropriate services or resources to meet learner's needs.
- Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.
- Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.
- Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.



STANDARD FOUR:

Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- Develop daily, weekly, and long-range lesson plans that are linked to student needs and performance, and adapt them to ensure that the plans capitalize on student progress and motivation.
- Demonstrate originality in lesson development within the parameters of the existing school curriculum.
- Articulate lesson goals and provide educationally and ethically defensible rationales for those goals.
- Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

STANDARD FIVE:

Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Choose effective teaching strategies and materials to meet different learning goals and student needs.
- Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- Monitor and adjust strategies in response to learner feedback.
- Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- Use educational technology to broaden student knowledge about technology as well as to deliver instruction.
- Encourage all students to use technology and help them to access that technology.
- Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).



STANDARD SIX:

Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Create a comfortable, well-organized physical environment.
- Establish a classroom climate of openness, mutual respect, support, and inquiry.
- Work with students to manage their own behaviors and assume responsibility for their own learning.
- Use principles of effective classroom organization. Use a variety of strategies to increase students' desire and opportunity to learn.
- Create an environment in which students work both cooperatively and independently.

STANDARD SEVEN:

Demonstrates the ability to support students' learning and well being by engaging students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Advocate for students while respecting their privacy and right to confidentiality.
- Identify strategies to link school, home, and community to enhance student performance and well being.
- Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well being.
- Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health.
- Describe ways to work with community agencies to foster student growth.
- Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well being.



STANDARD EIGHT:

Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Describe the purposes of assessment. Use a variety of formal and informal strategies to assess student outcomes.
- Match assessment strategies and instruments to Learning Results and program objectives.
- Use concepts of reliability, validity, and generalizability to design and improve high quality assessments.
- Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
- Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes. Involve learners in self-assessment and goal setting for learning.
- Document learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.

STANDARD NINE:

Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- Demonstrate knowledge of situations which make one vulnerable to liability actions.
- Demonstrate awareness of professional liability insurance and follow appropriate school and district procedures to avoid liability.
- Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- Adhere to affirmative action policies pertaining to school and classroom settings, interact with all students in an equitable manner. He/she does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin; and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A; and, in education, does not discriminate on account of sex, or physical or mental disability.
- Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious diversity into account when planning and implementing lessons and activities.
- Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
- Treat others with respect, and honor the dignity of all people. Document incidents which may have legal or ethical implications.
- Take appropriate steps to obtain and maintain professional certification.
- Recognize and demonstrate appropriate use of language in the classroom (i.e., avoid profanity, name-calling, racial slurs, etc).



STANDARD TEN:

Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- Be an active, contributing member of work teams and committees.
- Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- Utilize information gained from reading professional journals.
- Apply information gathered during attendance at professional conferences.
- Develop associations with organizations dedicated to learning.
- Reflect upon and strengthens his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- Stay abreast of and employ new teaching strategies and technologies.
- Develop and implement a personal development plan to enhance his/her professional growth.
- Maintain a professional demeanor and recognize the teacher's role as a model for students.
- Work with colleagues to achieve school and district goals and to address problems in the school.



M.S.A.D. 75 Teacher Action Plan

Name: _____ School: _____ Teaching Assignment: _____ date: _____

Date Certificate Expires: _____ Support Coach: _____ other members: _____

Goals and strategies should reflect achievement of Maine's Initial Ten Teacher Standards. The following are key words to describe the standards. See the document in the Certification Support booklet for more information.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> 1. Subject Knowledge 4. Instructional Planning 7. Assessment Strategies 9. Ethical Responsibilities | <ul style="list-style-type: none"> 2. Discipline Integration 5. Instructional Strategies 8. Engaging Students & Communities 10. Professional Development | <ul style="list-style-type: none"> 3. Diversity of Student Development 6. Supportive Environment |
|--|--|--|

Important Dates:

- T.A.P. is due by November 15.
- Support Team Report is due by May 1.

Goals	Strategies	Timeline

Teacher Signature _____ date _____

Support Coach Signature _____ date _____

Certification Council Chair Signature _____ date _____

M.S.A.D. 75 Teacher Action Plan

Name: Sample School: _____ Teaching Assignment: _____ date: _____

Date Certificate Expires: _____ Support Coach: _____ other members: _____

Goals and strategies should reflect achievement of Maine's Initial Ten Teacher Standards. The following are key words to describe the standards. See the document in the Certification Support booklet for more information.

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|--|--|

Important Dates:

- T.A.P. is due by November 15.
- Support Team Report is due by May 1.

Goals	Strategies	Timeline
<p>1. To create and maintain a classroom environment which supports and encourages learning.</p> <p>2. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the dev. of the learner.</p>	<p>• Reading and using the book <u>The Skillful Teacher</u></p> <ul style="list-style-type: none"> • Classroom observations of other teachers • Work with mentor/coach. 	<p>Nov. 1 - April 30</p>
<p>• Design lessons around measurable objectives that can be assessed.</p> <ul style="list-style-type: none"> • Keep checklists to document types of assessments used. <p>Work with support team to review and critique assessments.</p>		<p>Nov. 1 - April 30</p>

Teacher Signature _____ date _____

Support Coach Signature _____ date _____

Certification Council Chair Signature _____ date _____

Support Team Report

Teacher's Name: Sample

Support Team Members:

Coach: _____

Goals of the Teacher Action Plan:

1) To create and maintain a classroom environment which supports and encourages learning.

2) Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

Was the Teacher Action Plan developed collaboratively by the teacher and the coach? Yes No

Were there a total of at least three classroom observations of the teacher? Yes No

.....
Second year only: Recommendation of the Support Team:

This teacher should be recommended for professional certification: Yes No
.....

Signature of Support Team Coach

date

Signature of Certification Chairperson

date

On the back of this form please include a written narrative of how each of the goals of the Teacher Action Plan were met.

Goal 1: We used the 21 Questions from page 177 of the Skillful Teacher to discuss discipline procedures in the classroom and decide upon strategies to implement. In the observation, I noted a chart displayed with ground rules for classroom behavior which had been developed cooperatively with the class. Students were actively listening and on task. Two strategies which I observed were the use of teacher eye contact to keep student's attention and teacher modelling of communication skills.

Goal 2: We discussed a variety of strategies to assess learning in the classroom. Teacher shared an assessment used for a unit with the PLG group, asking for colleagues to suggest improvement and incorporated these improvements. A list of different strategies shows use of many types of assessments including oral report, portfolio, comparison of pre- and post-test results, etc. I observed a class where the results of a recent assessment were effectively explained and discussed with students using individual conferen

Support Team Report

Teacher's Name:

Support Coach:

Goals of the Teacher Action Plan:

Was the teacher action plan developed collaboratively by the teacher and the support coach? Yes No

Were there a total of at least three classroom observation of the teacher? Yes No

Second year only: Recommendation of the Support Coach:

This teacher should be recommended for professional certification Yes No

Signature of Support Coach

Date:_____

Signature of Certification Chairperson

Date:_____

How were the goals of the TAP met? On a separate document please include a written narrative of how each of these goals of the Teacher Action Plan were met.