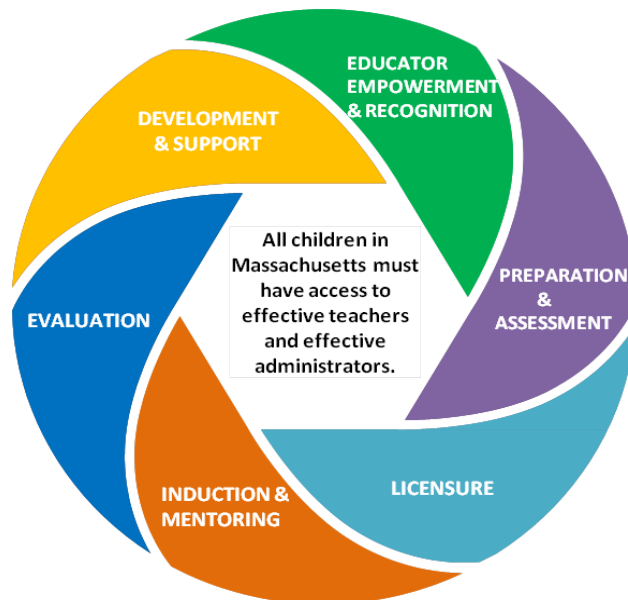


Hull Public Schools

New Teacher Materials

August 2023

Educator Effectiveness



**EDUCATOR
EFFECTIVENESS**

Massachusetts Department of Elementary & Secondary Education



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GREAT TOWN

HULL PRIDE

GREAT SCHOOLS

NEW TEACHER
Materials

SECTION 1

TEACHER INDUCTION & MENTORING PROGRAM

Teacher Induction and Mentoring Program

District Steering Committee for Teacher Induction and Mentoring Program:

- Judith Kuehn, Superintendent
- Christine Cappadona, Director of Curriculum & Assessment
- Kristen Ryan, Director of Student Services
- Diane Saniuk, School Business Administrator
- Michael Knybel, Hull High School Principal
- Anthony Hrivnak, Memorial Middle School Principal
- Kyle Shaw, Jacobs Elementary School Principal

The role of the Steering Committee is to organize activities, timelines and structure of the Teacher Induction and Mentoring Program.

The Teacher Induction and Mentoring Program is a district-wide program that encourages support for teachers who are new to the Hull Public Schools. The goals of this program, which are:

- Provide a structure that maximizes the new educators' learning in the context of classroom experience.
- Integrate educators into the school community and educators learn from experienced and effective teacher leaders.
- Increase the possibility of retaining strong, well-trained educators; and most important, student learning can be improved. (DESE Guidelines for Mentoring programs 2015)

Mentoring and Licensure Requirements

In November 2000, the Board of Elementary and Secondary Education adopted new licensure regulations that took effect on October 1, 2001. These regulations, among other things, link beginning educator support programs, called “induction programs” to licensure by making participation in such a program one of the requirements for teachers and administrators to attain the Professional License (603 CMR 7.04 (2)(c)(b)). (DESE Guidelines for Mentoring programs 2015)

The Mentor Match

A mentor is an educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator with his or her professional responsibilities and district/school procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level and a mentor may assist an educator who is completing a performance assessment or participating in a district-based program for licensure (603 CMR 7.02) (DESE Guidelines for Mentoring programs 2015)

Defining the Relationship

The information shared between mentors and mentees is CONFIDENTIAL. Relationships between mentees and mentors do take time to develop. Set up an initial meeting with your mentor to define your relationship. You may want to generate a list of your strengths and needs as they relate to teaching. It is helpful to establish a meeting time and location. Also, exchange telephone numbers and email addresses to help facilitate communication. In addition, there is a no-fault *escape clause*. If the relationship is not working for either party, the mentee and mentor may request to exit the relationship with their principal.

Mentee Responsibilities

- The mentor and mentee will meet for half of a school day one time per year prior to November 15. The building principal is responsible to arrange substitute coverage.
- Once during the school year during the mentor teacher's preparation period, the mentor teacher will conduct a focused peer coaching observation (see peer coaching protocol)
- Complete Mentor Teacher Log for mentor to turn into building principal by June 1st.
- During the school year the mentee will have the opportunity to observe other teachers in the building as determined by the building principal.
- Attend monthly one hour after school meetings with building principal and assistant principal. The building principal will provide the schedule for the year.
- Attend end of year after school group reflection gathering with all mentors and mentees.
- In year 2 and 3 complete 50 hour contact log.

Hull Public Schools Mentor Log

Instructions: Please log each session with your mentee. Submit this log form to the Superintendent by June 1.

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

<u>Date</u>	<u>Time</u> From: To:	<u>Description of Activities</u> (i.e. student-specific discussion, classroom management, teacher evaluation, staff/building discussion, curriculum and policies/procedures)	<u>Total Time</u>

Role of the Year 2 and 3 Teacher

Mandatory

- Keep a log of at least 50 contract hours with your previous mentor, building principal, or department/team/grade level.

This log is not submitted, but kept for your own records.

- Observe other teachers and reflect.

50 Hour Mentoring Activity Log Years 2 & 3

Name: _____

Year 2 and Year 3 Educators are required to participate in mentoring activities totaling 50 hours beyond their first induction year. You must track your hours using this form and keep for your own records.

<u>Date</u>	<u>Duration</u>	<u>Activity Title</u>	<u>Description of Activity</u> (attached as needed)

Beginning Teacher: _____

Mentor: _____

Academic Year: _____

School: _____

This Induction Journal serves two purposes: it helps to provide additional documentation that candidate's participation in a yearlong mentoring program; and it provides teachers with an opportunity to record their thoughts on events, situations, and meetings that occurred throughout the first year. Please use this as a tool for documentation, as well as a course for reflection.

The Massachusetts Department of Education is responsible for teachers' licensure. Candidates seeking licensure must pass the Massachusetts Test for Educator License and hold a minimum of a Bachelor's degree. In order for a candidate to earn a Professional License, he/she must participate in a one year mentoring and induction program.

Induction Journal

Page 1

Date/Entry: _____

Activity: _____

Reflection: _____

Date/Entry: _____

Activity: _____

Reflection: _____

Induction Journal
Page 2

Date/Entry: _____

Activity: _____

Reflection: _____

Date/Entry: _____

Activity: _____

Reflection: _____

Induction Journal
Page 3

Date/Entry: _____

Activity: _____

Reflection: _____

Date/Entry: _____

Activity: _____

Reflection: _____

Induction Journal

Page 4

Date/Entry: _____

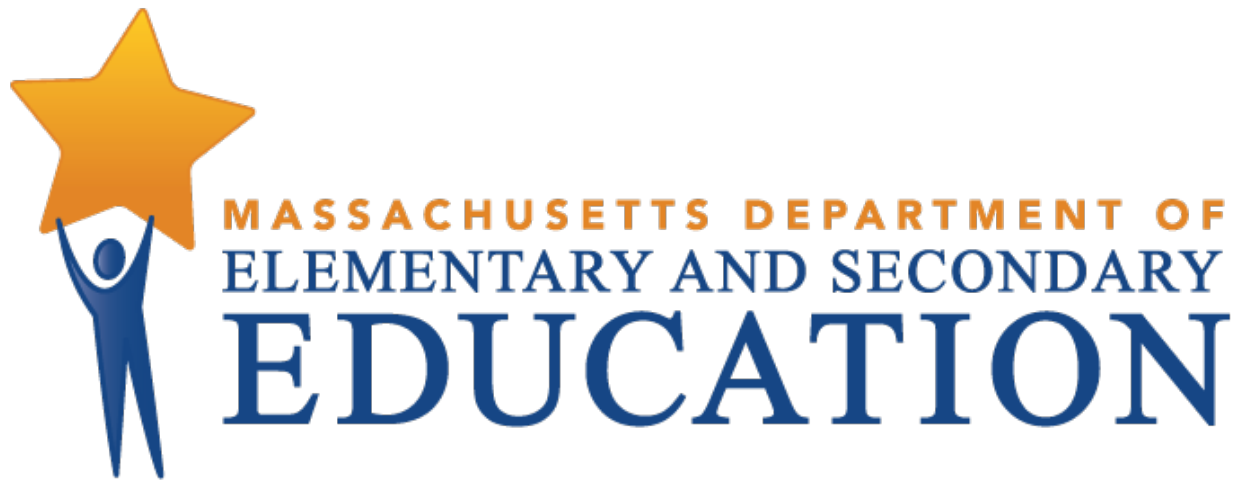
Activity: _____

Reflection: _____

Date/Entry: _____

Activity: _____

Reflection: _____



[DESE link to Mentor Resources for New Teacher Manual](#)

Professional Development

The District works to create, support, organize, and finance professional development opportunities throughout the district. Professional development opportunities are offered throughout the year. Please contact the Superintendent if you'd like to join the district wide professional development committee.

[HullPD Professional Development | Hull Public Schools](#)

[Professional Development Information | Hull Public Schools](#)

Teachers may request one professional day each year to attend conferences and workshops. **Prior approval for attendance is mandatory!** SAVE ALL RECEIPTS ASSOCIATED WITH THE CONFERENCE AS PROOF OF ATTENDANCE.



SmartPD

SmartPD is an online application that allows all personnel involved in developing staff development activities to work together.

This program allows all the parts of a professional development program to be easily viewed from one online location, from any computer in school or at home. Faculty members are notified of a link from their district website that will address all their professional development issues, needs and questions.

<p style="text-align: center;"><u>Hull Public Schools</u> How Am I Doing With My Classes?</p>

- ✓ **Did I show my students that I expect them to succeed in my class?**
 - o *Do my students know that what they have to do to succeed in my class?*
 - o *Do I really believe that they will succeed in my class?*
 - o *How did I show them that I believe they can succeed in my class?*

- ✓ **Did I set high expectations for all of my students?**
 - o *Do my students know that I expect them to work hard, participate and learn?*
 - o *Are my expectations high yet realistic?*
 - o *How do I help my students achieve my expectations?*

- ✓ **Did I clearly communicate my expectations for appropriate behavior to all my students?**
 - o *Do I hold all of my students to these expectations and address them when they do not live up to these expectations?*

- ✓ **Did I have the day's agenda and/or objectives on the board for each of my classes?**
 - o *Did my students know what we were doing today and why we were doing it?*

- ✓ **Did I have an activity for the students to work on when they entered the room?**
 - o *Did I engage all my students as learners at the beginning of class?*
 - o *Did I use a "Question of the Day" or provide a writing prompt or practice problems?*
 - o *Do my students know that they are expected to be at their seats and working when the bell rings at the beginning of class?*

- ✓ **What was the purpose of last night's homework?**
 - o *Was it collected? Was it assessed?*
 - o *Was it designed to introduce a new topic or to reinforce an old one or focus on a skill?*
 - o *Did I go over it at the beginning of class?*

- o *Did I give it just to give homework?*
- o *Did I show my students that the work they did at home was meaningful?*
- ✓ **Did I review the previous day's lesson for understanding and make connections to today's lesson?**
 - o *Did I show my students that what they learned yesterday is still important today?*
- ✓ **How did I use the time with my students today?**
 - o *Did I use the entire period to teach?*
 - o *Could I have used the time more efficiently?*
 - o *Did I use the last few minutes to review the day's lesson?*
 - o *Did I assess all my students for understanding during the class?*
- ✓ **Were my lessons student-centered or teacher-centered?**
 - o *Was the learning that took place today active or passive for my students?*
 - o *Did I teach material or strive to have my students understand the concepts and skills?*
 - o *Did all my students have to show understanding at least once during the class?*
 - o *Did all my students have to participate during the class or could they hide if they wanted to?*
 - o *Were all my students invested in their own learning?*
 - o *Did I frequently check for understanding from my students?*
- ✓ **What kind of questions did I ask?**
 - o *Did I ask questions that tested factual recall?*
 - o *Did I ask questions that could be answered with just one word?*
 - o *Did I ask questions that required my students to use higher-order thinking skills?*

Where We've Been & Where We Are Going

Yesterday & Today...

Curriculum

What is taught

Chapters covered and workbooks completed

Academic context

Textbook as resource

Individual subjects

Basics emphasized for all;

thinking skills emphasized for gifted

What is learned

Cover and track student accomplishment
of all learning standards

Life context

Multiple resources

Integrated subjects

Basics and thinking skills emphasized for all

Instruction

Teacher centered

Organized around time

Single teaching strategy

Teach once

Fixed groups

Whole group instruction

Passive learning

Learner centered

Organized for results

Multiple teaching strategies

Re-teaching and enrichment

Flexible groups

Differentiated instruction

Active learning

Assessment

Bell curve

One opportunity

Comes after instruction

Paper and pencil based

Grades averaged

Results in a grade

Show progress on standards and
future teaching

Rubrics and minimum standards

Multiple opportunities

Integrated with instruction

Performance based

Grades on final performance

Focus on product

Focus on product and process

SECTION 2

STRONG START TO THE SCHOOL YEAR



Ensuring a Strong Start in the Jacobs Elementary School

Mentors and protégés should collaborate to complete this form with names of the individuals responsible for each position.

If you are absent, contact:

1. Call or text Assistant Principal, Lindsey Rajan at (781) 635-7050 before 9:00 p.m. or between 6:30 a.m.-7:30 a.m. If you are going to be out a second day, call the school at (781) 925-4400 ext. 1136 or 1130 before 2:00 p.m. so that the substitute can be retained

If you will be tardy, contact:

1. Assistant Principal, Lindsey Rajan for coverage
2. Main office of your school at (781) 925-4400 ext. 1136 or 1130

If you need to leave school, contact:

1. Principal, Kyle Shaw or Assistant Principal, Lindsey Rajan —you must receive permission
2. Sign out in main office

If you have a curriculum concern, contact:

1. Mentor
2. Director of Curriculum & Assessment, Christine Cappadona
3. Principal, Kyle Shaw

If you have an instructional resource/materials concern, contact:

1. Mentor
2. Director of Curriculum & Assessment, Christine Cappadona

If you have an employment rights, responsibilities/benefits concern, contact:

1. Mentor
2. Debbe Bennett located at Central Office
3. HTA Representative

If you have an evaluation/observation concern, contact:

1. Mentor
2. Evaluator
3. HTA Representative

If you have a supply concern, contact:

1. Mentor
2. Secretaries in the main office



Ensuring a Strong Start in the Jacobs Elementary School

(continued)

If you have a discipline problem, contact:

1. Assistant Principal, Lindsey Rajan
2. Mentor
3. Adjustment Counselor, Maureen Rosenplanter or School Psychologist, Lauren Snowdale
4. Student's Special Education liaison (if they are currently a Special Education student)

If you have a health concern about a student, contact:

1. Nurse, Kathe Keegan
2. School Adjustment Counselor, Maureen Rosenplanter
3. Principal, Kyle Shaw or Assistant Principal, Lindsey Rajan

If you have a special education concern, contact:

1. Mentor
2. Special Education liaison
3. School Adjustment Counselor, Maureen Rosenplanter and School Psychologist, Lauren Snowdale

If you have a bilingual education concern, contact:

1. School Adjustment Counselor, Maureen Rosenplanter and School Psychologist, Lauren Snowdale
2. Principal, Kyle Shaw
3. Mentor

If you have a technology concern contact:

1. School Dude
2. Assistant Principal, Lindsey Rajan

If you have a school bus or transportation concern, contact:

1. Staff in the main office
2. Assistant Principal, Lindsey Rajan

If you have a student lunch concern, contact:

1. Assistant Principal, Lindsey Rajan
2. School Adjustment Counselor, Maureen Rosenplanter and School Psychologist, Lauren Snowdale
3. Mentor

If you have an environmental concern contact:

1. A custodian
2. Main office
3. School Dude



Ensuring a Strong Start in the Middle School

Mentors and protégés should collaborate to complete this form with names of the individuals responsible for each position.

If you are absent, contact:

1. Deb Casey at (781) 925-2040 ext. 1101 and leave a message before 9:00 p.m. or before 5:50 a.m. If you are going to be out a second day, call the school at (781) 925-2040 ext. 1101 before 2:00 p.m. so that the substitute can be retained

If you will be tardy, contact:

1. Deb Casey for coverage
2. Main office of your school at (781) 925-2040 ext. 1101

If you need to leave school, contact:

1. Principal, Anthony Hrivnak—you must receive permission
2. Main office to sign out

If you have a curriculum concern, contact:

1. Mentor
2. Director of Curriculum & Assessment, Christine Cappadona
3. Principal, Anthony Hrivnak

If you have an instructional resource/materials concern, contact:

1. Mentor
2. Director of Curriculum & Assessment, Christine Cappadona
3. Principal, Anthony Hrivnak

If you have an employment rights, responsibilities/benefits concern, contact:

1. Mentor
2. Debbe Bennett located at Central Office
3. HTA Representative

If you have an evaluation/observation concern, contact:

1. Mentor
2. Evaluator
3. HTA Representative

If you have a supply concern, contact:

1. Deb Casey in the main office



Ensuring a Strong Start in the Middle School (continued)

If you have a regular discipline problem, contact: (In severe cases, contact the front office)

1. Mentor
2. Principal, Anthony Hrivnak
3. School Adjustment Counselor, Rebecca MacDonald or School Psychologist, Alison Caputo
4. Student's special Education liaison (if they are currently a Special Education Student)

If you have a health concern about a student, contact:

1. Nurse, Sharon Striglio
2. School Adjustment Counselor, Rebecca MacDonald
3. Principal, Anthony Hrivnak

If you have a special education concern, contact:

4. Mentor
5. Special Education Liaison
6. School Adjustment Counselor, Rebecca MacDonald

If you have a bilingual education concern, contact:

1. School Adjustment Counselor, Rebecca MacDonald
2. Principal, Anthony Hrivnak
3. Mentor

If you have a technology or maintenance concern contact:

1. School Dude
2. Principal, Anthony Hrivnak

If you have a school bus or transportation concern, contact:

1. Staff in the main office
2. Principal, Hrivnak

If you have a student lunch concern, contact:

1. Principal, Anthony Hrivnak
2. School Adjustment Counselor, Rebecca MacDonald
3. Mentor

If you have an environmental concern contact:

1. A custodian
2. Main office
3. School Dude



Ensuring a Strong Start in the High School

Mentors and protégés should collaborate to complete this form with names of the individuals responsible for each position.

If you are absent, contact:

1. Assistant Principal, Julie Burke at (781) 925-3000, when you reach the menu choose '7' at the mailbox prompt dial 5000. Do not dial my direct extension or the office phone.

If you will be tardy, contact:

1. Main office school at 925-3000 ext. 1106

If you need to move a class, contact:

1. Main office at (781) 925-3000 ext. 1106

If you need to leave school, contact:

1. Principal, Michael Knybel or Assistant Principal, Julie Burke —you must receive permission
2. Main office to sign out

If you have a curriculum concern, contact:

4. Principal, Michael Knybel
5. Director of Curriculum and Assessment, Christine Cappadona
6. STEM Instructional Leader, Kathryn Lidington
7. Humanities Instructional Leader, Kimberly Wall
8. Mentor

If you have a special education concern, contact:

1. Mentor
2. Special Education Liaison
3. Student's Guidance Counselor
4. Principal, Michael Knybel

If you have a bilingual education concern, contact:

1. Mentor
2. Student's Guidance Counselor
3. ELL Teacher, Francis Maloney
4. Principal, Julie Burke

If you have a discipline problem, contact:

1. Mentor
2. Student's Special Education Liaison (if they have a documented disability)
3. Student's Guidance Counselor
4. Student's Adjustment Counselor
5. Assistant Principal, Julie Burke



Ensuring a Strong Start in the High School (continued)

If you have a health concern about a student, contact:

1. Nurse, Carol McGurl
2. School Adjustment Counselor, Andrea Centerrino or Guidance Department, Nancy LeBlanc
3. Student's parent(s) or guardian(s)

If you need passes or discipline forms, contact:

1. Assistant Principal, Julie Burke at the front office

If you have a problem with cut slips, contact:

1. Principal, Michael Knybel or Assistant Principal, Julie Burke

If you have a technology concern contact:

1. Assistant Principal, Julie Burke
2. School Dude

If you have a school bus or transportation concern, contact:

1. Staff in the main office
2. Principal, Michael Knybel or Assistant Principal, Julie Burke

If you have a student lunch concern, contact:

1. School Adjustment Counselor, Andrea Centerrino or Guidance Department, Nancy LeBlanc
2. Assistant Principal, Michael Knybel
3. Mentor

If you have an environmental concern contact:

1. Custodian
2. Main office
3. School Dude

If you have an employment rights, responsibilities/benefits concern, contact:

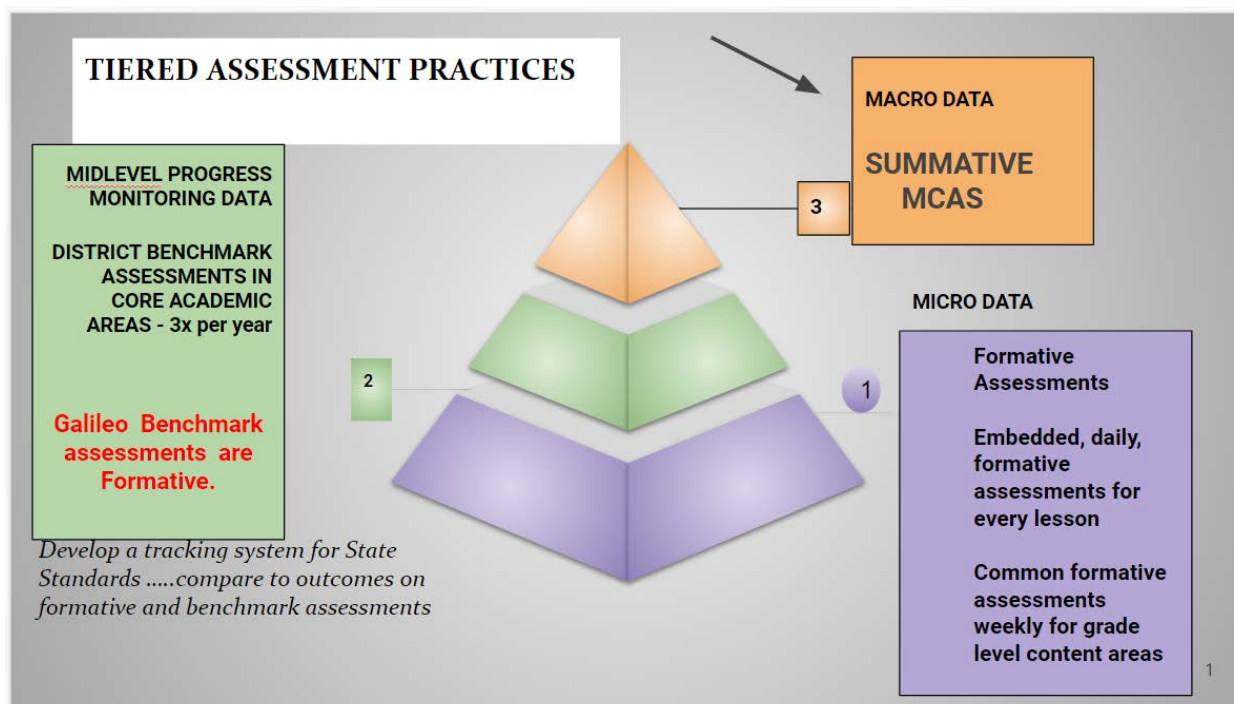
3. Mentor
4. Debbe Bennett located at Central Office
5. HTA Representative

If you have an evaluation/observation concern, contact:

1. Principal, Michael Knybel or Assistant Principal, Julie Burke
2. Evaluator
3. HTA Representative

SECTION 3

ASSESSMENTS



What is Galileo?



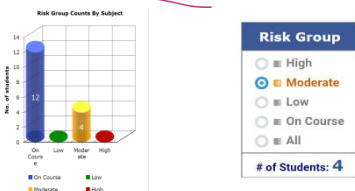
Galileo K-12 Comprehensive Assessment System is a comprehensive assessment system designed to inform educational decision-making to impact student learning.


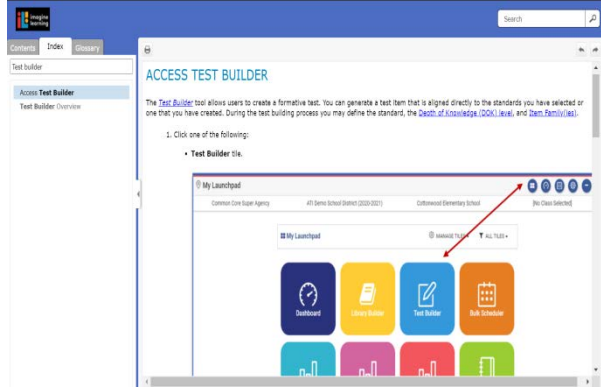
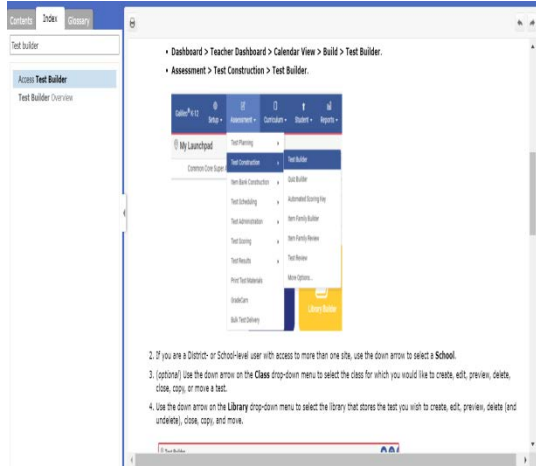
- multiple assessment types to meet your needs (benchmark, formative, and summative) aligned to MA state standards
- valid and reliable data that facilitates effective instruction and feedback
- state-of-the-art statistical analyses and ongoing research, including Item Response Theory analyses, placing scores on a common scale to accurately measure growth, forecast state test performance, and provide categorical growth analysis

GALILEO QUICK REFERENCE

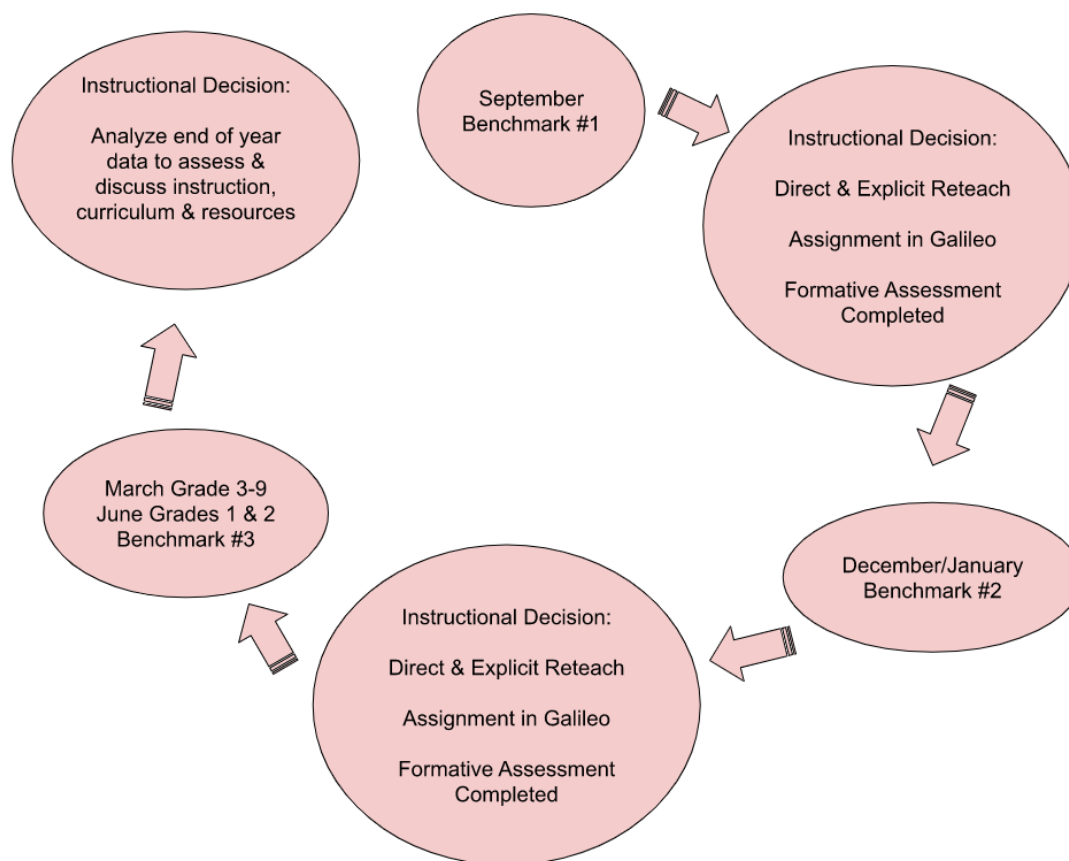


[Galileo K-12 Comprehensive Assessment System](#)

PROCESS	LINK OR VISUALS																									
<p>Viewing the Teacher Dashboard</p> <p>A Teacher Dashboard is used to schedule events, create tests and lessons, view test results, and quickly access your roster and student passwords.</p>	<p>To view the Teacher Dashboard</p> <div><div>1</div><div>Log in to Imagine Galileo.</div></div> <div><div>2</div><div>Click the Dashboard icon ().</div></div> <div></div> <p>Viewing the Teacher Dashboard</p>																									
<p>View Roster for class</p>	<p>Viewing the student roster for a class</p>																									
<p>Benchmark Follow-Up Process</p> <p>This is an important and required process for following up on our benchmark results.</p> <p>Please acquaint yourself with the various reports of student achievement associated with this guide.</p>	<p>Galileo Benchmark Follow Up Process for all staff</p>																									
<p>Setting Up Intervention Groups; assignments & Quizzes: 4 steps (L to R)</p> <div><div>1</div><div>Click on Yellow cylinder for moderate risk on your dashboard.</div></div> <div><div>2</div><div>On the next page, you see the actual risk group: click on the # at the bottom of the list, and it will show you the students.</div></div> <div><div>3</div><div>Scroll down a bit and see recommended intervention standards. Look at them and decide if they have been taught yet.</div></div> <p>Any standards you would like to give students practice has to be selected (to the right), and then click the Assignment button above to look at assignments that are offered.</p> <div><div>4</div><div>You can preview and assign those assignments by clicking to the left as</div></div>	<div><div><div>Risk Group</div><div><div><input type="radio"/> High</div><div><input checked="" type="radio"/> Moderate</div><div><input type="radio"/> Low</div><div><input type="radio"/> On Course</div><div><input type="radio"/> All</div></div><div># of Students: 4</div></div><div><div>Intervention Planning</div><div><div>Mastery Probability is the likelihood that a student with the average DL score has mastered the standard. The standards are listed from least likely mastered to most likely mastered unless mastery has been demonstrated. Those standards are listed last.</div><table><thead><tr><th>On Test #</th><th># of Items</th><th>Steps to Standards Mastery</th><th>Mastery Probability</th><th>Avg % of Total Points</th></tr></thead><tbody><tr><td colspan="5">Step 1: Move students from Moderate Risk to On Course (minimal risk)</td></tr><tr><td>1</td><td>1</td><td>MA-B.3.5. Compare and contrast the most important points and key details presented in two texts on the same topic.</td><td>1.38%</td><td>0.00%</td></tr><tr><td>1</td><td>1</td><td>MA-L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td><td>5.91%</td><td>12.50%</td></tr><tr><td>1</td><td>2</td><td>MS-C.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (One grade's Writing Standard 5 and Speaking and Listening Standard 5 on strengthening writing and presentations by applying knowledge of conventions.)</td><td>15.37%</td><td>31.25%</td></tr></tbody></table></div></div></div> <p>https://galileo.ati-online.com/GalileoASP/ASPX/Help/K12/Default.htm#Setup/Intervention_Groups/Add an Intervention Group.htm#kanchor92</p>	On Test #	# of Items	Steps to Standards Mastery	Mastery Probability	Avg % of Total Points	Step 1: Move students from Moderate Risk to On Course (minimal risk)					1	1	MA-B.3.5. Compare and contrast the most important points and key details presented in two texts on the same topic.	1.38%	0.00%	1	1	MA-L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5.91%	12.50%	1	2	MS-C.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (One grade's Writing Standard 5 and Speaking and Listening Standard 5 on strengthening writing and presentations by applying knowledge of conventions.)	15.37%	31.25%
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<p>well as choosing the timeframe for the assignment being due.</p> <p>If successful, you will see the assignment on your calendar and on the student dashboard under the assignments tile.</p> <p>To assign a quiz, use the same process in step #3 except click on Quiz instead of Assignment.</p>	
<p>Student Assessment History</p>	<p>You can access a student's individual assessment history by finding them on your roster on your main dashboard page and clicking on the headset icon under the student name.</p> 
<p>Test Builder</p>	  <p>Galileo Test Builder Makes Creating Formative Assessments Easy and Efficient</p> <p>https://galileo.ati-online.com/GalileoASP/ASPX/Help/K12/Default.htm#Assessment/Test_Construction/Access_Test_Builder.htm#kanchor12</p>

<p>Benchmark/Formative Summary</p>	<ul style="list-style-type: none"> ● Choose the Assessment Tab at the top of the page ● Choose Test Results ● Choose Benchmark Results or Formative Results ● Filter for your grade and class ● Filter for Hull Assessment Planner 2021-22 ● Choose the content area that you are interested in seeing all results for and then a report will appear for that content area with all 3 benchmarks (or a list of all the formatives) and their risk level.
<p>Imagine Learning Help Center - Assessment- Galileo K-12</p> <p>Articles/videos to answer any question</p>	<p>Galileo K-12 – Imagine Learning Help Center</p>



Galileo Benchmark Assessment Cycle

Galileo Benchmark Follow-up Process - So my results are in what is next?

To move effectively from the benchmark results to the formative platform, please follow the steps below:

Teacher Dashboard

Looking at your teacher dashboard you should see **3**widgets:

- **Risk Group - top left**
- **Recent Events - top right**
- **Benchmark Performance - bottom left**

All of these widgets will guide you to Assignment/Quiz options in the formative libraries. However, each widget gives you a unique lens to look at the student outcomes.

1. Risk Group Count widget:

- a. These are colored cylinders with labels as follows: high, moderate, low, on course.
- b. Hover over any of the cylinders and click, and you will be taken to the intervention planning page for assigning work and quizzes to a student or students.

2. Recent Events widget:

a. This widget has 3 main reports to view:

- i. Detailed Item Summary: This will show performance on multiple-choice tests; if you click on “modify” button on the top right-hand side of the page, you will see the option to change to “item analysis on the top left.” That will give you the full standard, the anchor standard, and the percentages correct by item (*also can click on distractor analysis to download data about how often students choose the distractor).
- ii. Intervention Alert: This is a color-coded (mastery approaching, developing, emerging) table with data about individual student performance across standards with live links to test items. At the bottom of this page is access to the formative assessment/quiz section of Galileo.
- iii. Test Monitoring: This is a view of how all your students did across the entire benchmark test with live links for all test items.

3. Benchmark Performance Levels Widget:

This widget has a pie chart with performance levels (exceeding, meeting, partially meeting, not meeting). That report can be viewed as a chart, by data, or by standards. You also have the option to choose a student, class, or school. *note the district button will give you school data because we only have 1 school at each level.

What to Do Next

Please complete the following steps:

1. Take a close look at your students across all of these reports.
2. Determine which students need re-teaching, remembering that some of the standards assessed may not have been taught yet.
3. Use the assignment/quiz process that is available to you and the **Risk Group** widget to assign appropriate practice to individual students or groups.
4. Decide if your intervention students:
 - a. Have not been taught the standard yet, so it is not an issue for them currently.
 - b. Need a direct and explicit reteach with you 1:1 or in a small group to start.
 - c. Can move directly to assignments and quizzes in the formative library of Galileo available to you on the **Risk Group** widget (by clicking the cylinder for moderate risk).
 - d. Need to use some additional supplemental materials for additional practice before assigning quizzes in Galileo

Closing the data loop requires us to return to Galileo to assess the standards and skills using their formative assessments so we can track student progress toward proficiency on standards.

What do we mean by assessments and for what are they used?

Diagnostic Assessments

- Pre-learning or Placement Test
- May be used to:
 - Determine knowledge
 - Identify skill gaps and needs
 - Place students within suitable learning experience(s)
- Usually happens in advance of, or at the start of, a learning experience

Formative Assessments

- Provides feedback to individuals, and their teachers, during learning process
- May be used for:
 - Practice tests/exams
 - Self-assessment of knowledge, skills, learning style, and attitudes
 - Confirming student is progressing through work
 - Collecting data that may contribute to overall grades

Reaction Assessments

- Assesses the reactions and opinions of students about their learning experience
- Also known as:
 - Course evaluations

Summative Assessment

- Provides a quantitative grading and makes a judgement about a person's knowledge, skills and/or achievement
- Examples:
 - MCAS/PARCC
 - Certification Exams
 - Regulatory
 - Non-regulatory
 - College Exams

A Diagnostic Continuum

<-----*Feedback and Goal Setting*----->

Pre-assessment (Finding Out)



Pre-test
Graphing for Greatness
Inventory
KWL
Checklist
Observation
Self-evaluation
Questioning

Formative Assessment (Keeping Track & Checking-up)



Conference	Exit Card
Peer evaluation	Portfolio check
3-minute pause	Quiz
Observation	Journal entry
Questioning	Self-evaluation

Summative Assessment (Making sure)



Unit test
Performance task
Product/exhibit
Demonstration
Portfolio review

Pre-assessment Is....

Any method, strategy or process used to determine a student's current level of readiness or interest in order to plan for appropriate instruction.

Pre-assessment:

- provides data that can determine options for students to take in information, construct meaning, and to demonstrate understanding of new information
- helps teachers anticipate differences before planning challenging and respectful learning experiences
- allows teachers to meet students where they are

Formative Assessment Is....

A process of accumulating information about a student's progress to help make instructional decisions that will improve their understandings and achievement levels.

Formative Assessment:

- depicts student's life as a learner
- used to make instructional adjustments
- alerts the teacher about student misconceptions "early warning signal"
- allows students to build on previous experiences
- provides regular feedback
- provides evidence of progress
- aligns with instructional/curricular outcomes

Summative Assessment Is....

A means to determine a student's mastery and understanding of information, skills, concepts or processes.

Summative Assessment:

- should reflect formative assessments that precede it
- should match material taught
- may determine student's exit achievement
- may be tied to a final decision, grade or report
- should align with instructional/curricular outcomes
- may be a form of alternative assessment

SECTION 4

PARAPROFESSIONALS

Paraprofessional Role/Expectations Best Practices

The role of the paraprofessional is to move students towards independence as guided by their IEP's and the Special Education Team while being mindful of confidentiality. Paraprofessionals play a vital role in our classrooms under the supervision of teachers.

1. Take instruction from the special education teacher and work under their direction.
2. Be familiar with student profiles, accommodations, goals and objectives from the students' IEP's.
3. Complete specific preparation work under direction of the special education teacher.
4. Consult with special education teacher regarding student issues, academic progress (homework completion, test/quiz scores, student absences) and behavioral concerns.
5. Recognize that your supervising teacher has the ultimate responsibility for instructional planning and classroom management.
6. Guide students towards independence by using instructional strategies suggested by special education teacher and related service providers (OT, PT, speech, adj, school psych).
7. Follow schedule and complete assigned duties unless directed by the special education teacher and/or principal.
8. Teach or make educational decisions related to modifications and/or instruction under the direction of the special education teacher or general education teacher.
9. Promote student independence by having students complete their own work and refrain from offering too much assistance especially during tests or quizzes.
10. Communicate with parents/families under the direction of the special education teacher and/or principal.
11. Sit with students when it is absolutely necessary for student success and to provide them access to the curriculum.
12. Circulate the room and monitor/assist all students within the classroom.
13. Find out how the teacher would like data collected on student progress, student performance and behavioral observations.
14. Help students maintain focus by using non-verbal cues such as a tap on a book or by using a visual. Use verbal reminders as a last resort.
15. Facilitate proper organization of lockers, binders and planners by students.
16. Assist in the instructional process and communicate with the teacher their perceptions of student progress and needs.
17. Understand and support the general education teachers' policies and procedures.
18. Build and maintain effective communication and relationships with staff.
19. Organize learning experiences for students under teacher supervision.
20. Assist in the instruction of individuals and small groups of students and work on-to-one with special education students.
21. Maintain a safe learning environment.
22. Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.
23. Participate in training to develop the knowledge and skills to become a more effective paraprofessional.
24. Use good judgment when unusual situations arise.
25. Be aware of the different methods used by teachers to accommodate a learner's needs. Assist teachers with implementing these modifications and accommodations.
26. Implement behavior intervention plans designed by certified or licensed staff.

Tips for Working with Paraprofessionals

Part of your duties may be to work with a paraprofessional. You want to build the best possible working relationship with a paraprofessional in order to ensure the best teaching for the student(s) served. Building that relationship called for communicating effectively, giving and receiving positive feedback, offering suggestions and constructive criticism, boosting moral, listening to suggestions and even dealing with anger or conflicts. For effective management and collaboration with your paraprofessional do the following:

- Discuss with your paraprofessional your expectations for the partnership because you are responsible for the quality of learning that occurs in the classroom.
- Maintain a positive relationship when working with the paraprofessional
- Give your paraprofessional directions, guidance, and feedback
- In your classroom, be aware of the paraprofessional and their responsibilities
- Explain the presence of the paraprofessional to all students and their parents, if necessary
- Require the students to address the paraprofessional with a courtesy title such as Mr. or Ms.
- Find time to communicate and share information
- Demonstrate and explain your teaching methods, strategies, and classroom expectations to the paraprofessional
- Compliment your paraprofessional's efforts and work as often as possible
- Deal immediately with problems that may arise
- Constantly remind your paraprofessional to foster student independence and to be mindful to the potentially harmful effects of hovering too close to the student, resulting in improper student independence
- Think about and review your paraprofessional's list of duties, tasks, and responsibilities during the school year
- Talk with the building principal about any concerns regarding your paraprofessional

SECTION 5

STUDENT SERVICES

Welcome to Hull Public Schools

Student Services Overview

Kristen Ryan- Director of Student Services

Continuum of Support

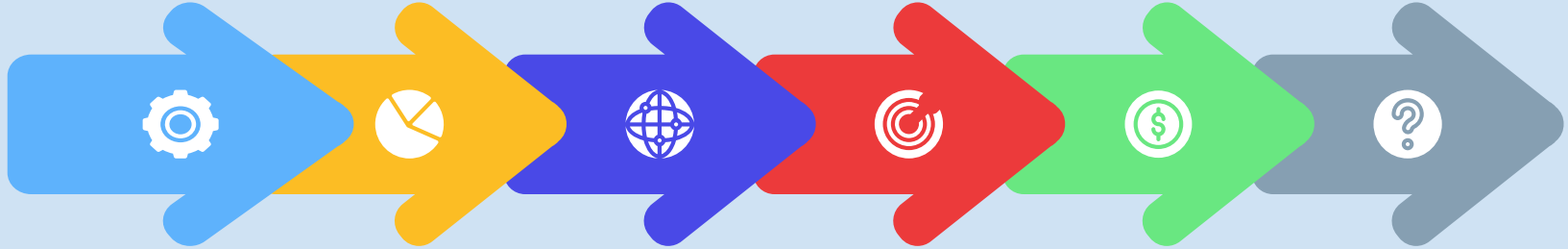
English Language
Learners

Special Education

EL Guidelines
Strategies for English Learners

Partial Inclusion

Out of District



General Education

Special Education

Special Education

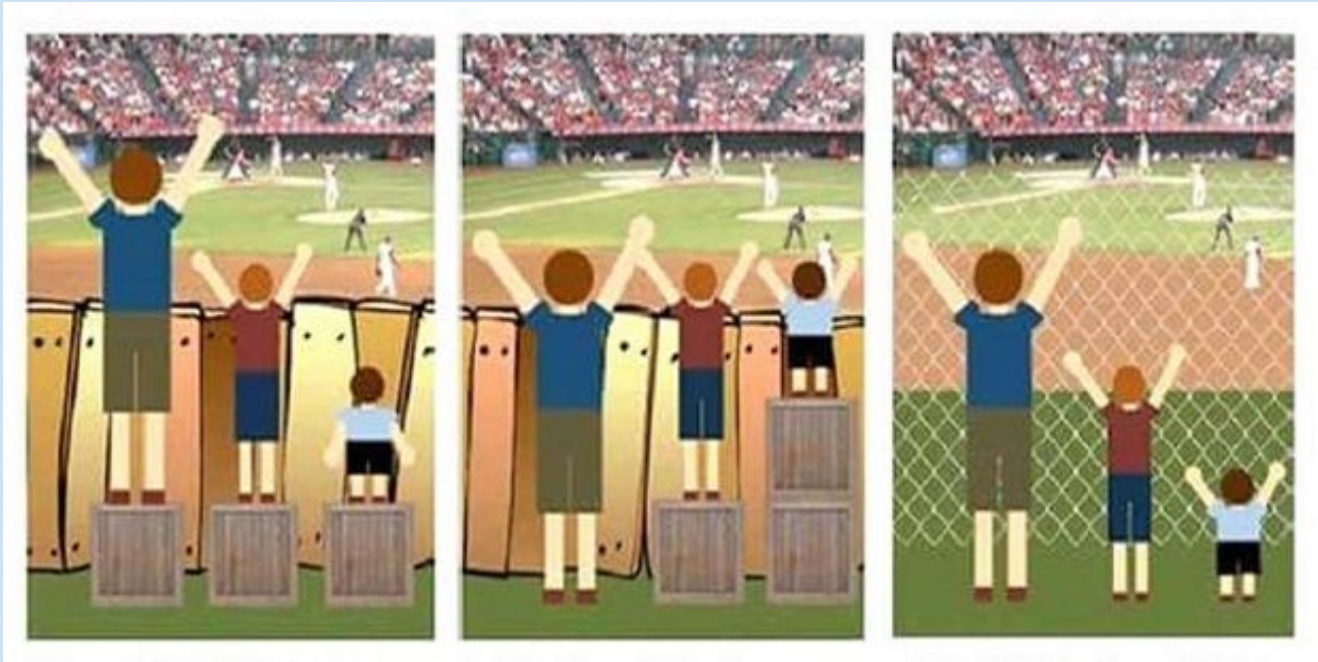
District Curriculum
Accommodation Plan
DCAP template
Student Intervention Team
Guidelines

Full Inclusion

Substantially
Separate Program

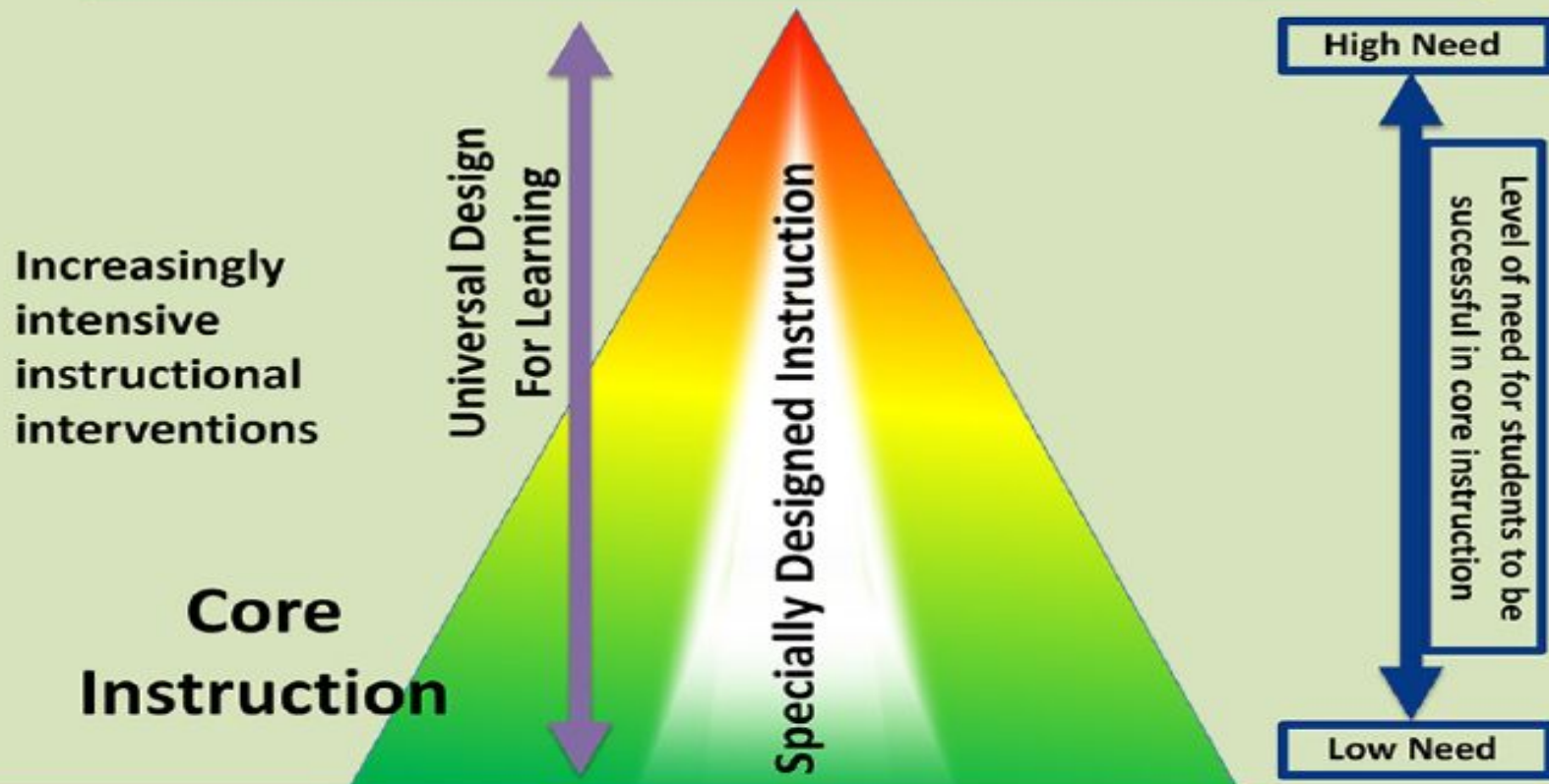
Section 504 Plan
504 Teacher Report

Special Education-
IEP sample
Ed Assessment B



Universal Design for Learning

A Conceptual Framework for MTSS



Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education



Special Education is Specially Designed Instruction

Massachusetts Department of Elementary and Secondary Education

Eligible Disabilities

**Specially Designed
Instruction**



THE TEAM MEETING

A collaborative process

Parent Input

Student Input

Teacher Input

Service Providers Input

Evaluation Results (when appropriate)

Data collection, work samples, graphs/charts etc.

Accommodations

Levels the playing field

Presentation

Response

Setting

Timing

Scheduling

Organization

Modifications

Changes the playing field

Content

Methodology

Performance Criteria

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency. They do NOT change learning expectations.



HOW

MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations ARE modified to meet the needs of the student.



WHAT

SECTION 6

EDUCATOR EVALUATION TOOL

Hull Public Schools

Teacher Evaluation Documentation Procedures

Self-Assessment/Goals/Action Plan

- Completed by October 1 or within four weeks of the start of employment.
- For Educators in first year of practice, the Evaluator meets with each Educator by October 1 to assist with self-assessment and drafting of goals.
- Educators meet with Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15 to develop Plan.
- For those Educators new to the school, the meeting with the Evaluator to establish the Plan is held by October 15 or within six weeks of the start of their assignment.
- The evaluator completes and signs the Educator Plan by November 1. The Educator shall sign the Plan within five school days of its receipt and it may include a written response. The Evaluator retains final authority over the content of the Educator's Plan.

Mini Unannounced Observation

- Check appropriate box for mini observation box.
- Note NA on pre/post conference.
- Provide educator with written feedback **within** one to five school days of the observation. The written feedback shall be delivered to the Educator in person, by email, placed in the Educator's mailbox or mailed to the Educator's home.
- Write up received (add date) and teacher initials.
- Indicate the observation number, date and observation/time duration and number according to total observations (mini & formal for year) in order the observations were performed.
- **Non PTS teachers** must have either a mini or a formal observation **completed by November 15**.
- **The number of mini observations for 1st year teachers is at least 4, Non PTS teachers 2nd year and 3rd year at least 3 mini observations. PTS teachers at least one mini observation if overall rating is proficient or exemplary.**

Formal Observation

- Check appropriate box for formal observation.
- Fill in pre and post meeting dates.
 - The pre-conference meeting occurs within 5 days of the scheduled observation. In lieu of a meeting, Educator may inform the Evaluator in writing of the nature of the lesson, student population, and any other information that will assist the Evaluator to assess performance.
 - Conduct post conference within 5 school days of the observation.
- Indicate the formal observation number, date and observation/time duration.
- Provide Educator with written feedback within 5 school days of the post conference.
- Write up received (add date) and teacher initials.
- Original copy to personnel folder at central office **by end of teacher evaluation cycle**.
- **All teachers with nonprofessional status will have at least one formal observation a year.**

Formative Assessment

- No less than two weeks before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of parent outreach, professional growth, progress on goals (and any other standards, if desired). Evaluators will review evidence the educator has gathered.
- **Educators on one year plan meetings held and report delivered to educator by February 1.**

- The completed Formative Evaluation report is given to Educator delivered face –to-face, by email or to the Educator’s school mailbox or mailed to the Educator’s home.
- Upon the request of the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation report.
- The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.
- The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion.
- Evaluator signs and dates form.
- Original copy to personnel folder at central office **by end of teacher evaluation cycle.**
- As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the rating.
- **End of year formative assessments for PTS Educators on two year self-directed plans meetings held and report delivered to educator June 1.**

Summative Evaluation

- **Meetings held and written reports provided** by May 15
- At top of form indicate if it is end of cycle year 1 or 2
- The Evaluator determines rating on each standard and an overall rating based on professional judgment, examination of evidence and attainment of Educator goals.
- When overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator’s supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator’s rating.
- To be rated proficient overall, the Educator at a minimum, must be rated proficient on Curriculum Planning, and Assessment and Teaching All Students Standards.
- No less than four weeks before the due date for the **Summative** Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of parent outreach, professional growth, progress on goals (and any other standards, if desired). **Prior to April vacation.**
- The report should recognize areas of strength as well as recommendations for professional growth.
- The completed Summative Evaluation report is given to Educator delivered face –to-face, by email or to the Educator’s school mailbox or mailed to the Educator’s home by May 15.
- Any Educator rated needs improvement or unsatisfactory shall meet with the Evaluator by June 1 to discuss the evaluation.
- The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10.
- Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed growth Plan for the following two years during the meeting on the Summative Evaluation report.
- The Educator shall sign and date the final Summative Evaluation by June 15.
- The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation Report.
- Original copy to personnel folder at central office.

Personnel Folder

All Original documents mentioned above will be placed in the Teacher’s personnel file at Central Office. Original copies of all evaluation documents should be sent in teacher packets to Diane Saniuk, Central Office, at the end of teacher evaluation cycle.

Notes

- Educators will keep evidence and evaluator will make copies of evidence as needed.
- Evidence for educators earning needs improvement in any of the four standards or overall should be kept by the evaluator.
- One artifact cover sheet per element and teachers/evaluators may double dip with evidence.

[Educator Evaluation - Educator Effectiveness \(mass.edu\)](#)
[Massachusetts Educator Evaluation Framework](#)

SECTION 7

TECHNOLOGY

General

Home Page (Pages Tab)

Logging into Aspen will take you to the Aspen home page. The most important part of the home page is your Teacher Classes. This will display the classes you will be teaching that day. It is a quick link to attendance and will let you know whether or not your grades for those given classes have posted (only something to worry about for progress reports and end of term grades).

General Navigation

Each tab window will display contextual tools specific to the tab. The most important tabs are:

1. My Info – all of your own personal information
2. Student - information about each of your students
3. Attendance - where you go to post attendance or to look at attendance trends
4. Gradebook - where all of your grades are and where you will go to post them
5. Tools - where you make your special codes for your gradebook

Attendance and Seating Charts

1. Taking Attendance
 - a. Choose the class for which you want to take attendance
 - b. Mark students either Absent (A) or Tardy (T). Dismissals (D) are handled by the front office. Your students will be automatically marked Present (P) unless you select another option.
 - c. Click **Post**

Helpful Info: At the top of the input page the number of students for that particular class should be displayed (i.e. 12 records means 12 students).

2. Creating a Seating Chart
 - a. Click Seating Chart (left hand menu bar when in Attendance tab)
 - b. Design Mode (you will automatically be in Design Mode if you do not yet have a seating chart)
 - c. Set Grid Width and Height
 - d. Click and Drag Student name to place students in grid
 - e. Use Autofill to place students alphabetically or randomly in chart
 - f. Click Reset to clear grid or reassign seats

Helpful Info: Seating chart is a useful tab if you want a chart with your students' pictures displayed. Once you have set up a seating chart you can also take attendance through this option. These are also helpful to print out for substitutes!

3. Printing a Seating Chart
 - a. Exit Design Mode
 - b. Click Printer Friendly Version link (upper right)
 - c. Print

Printing a PDF of All Rosters

1. Click Gradebook - by default your Class Lists will display (Note: Make sure you are on the general Class Lists page-do not click a specific class)
2. Click Reports
 - a. Class Lists (Note: make sure that PDF is selected under format)
 - b. Run

Exporting Rosters to Excel

1. Click Gradebook - by default your Class Lists will display (Note: Make sure you are on the general Class Lists page – do not click a specific class)
2. Click Reports
 - a. Class Lists (Note: make sure that XLS is selected under format)
 - b. Run

Accessing Student Information

1. Click Student Tab
2. Select Student
 - a. Details - contact info and counselor information
 - b. Contacts – guardian information
 - c. Attendance – attendance history
 - d. Academics - schedule and grades
 - e. Documents - IEP or 504 (if applicable)

Gradebook

Setting Up Your Gradebook

1. Click Gradebook
2. Select class to set up - if there are no classes to choose from click on the filter (some may call it the martini glass) and select "This Year's Classes"
3. Click Details (side tab) - here you can give your classes nicknames, link classes together, make categories and choose to drop lowest scores

Setting Your Course Grade Weight Preferences

Average Mode: Gradebook default refers to grade weighting set in Gradebook preferences. Weight option can be modified for a specific course by selecting a different option from the drop down menu. Total points means that the students grades will be calculated by the points earned divided by the points possible. The other options allow you to weight different categories and assignments.

Average Grade Scale: Set by administrator

Linking Classes

Classes may only be linked if they are offered in the same semester. If classes are linked, they will have the same assignments and assessments in a given term. All assignments created in one class will be automatically linked to the other linked class. This is super helpful if you teach two sections of the same class!

1. Gradebook> Details (left hand menu)
2. Click Classes Linked For Assignments and Categories
3. Click "Select" to display the list of all of your classes
4. Place checkmark next to each class that will be linked
5. Enter a name for your linked sections

Categories

Categories are made up by you to help organize your assignments. They can include: classwork, homework, do now's, Labs, projects, etc.

1. Gradebook> Categories (left hand menu)
2. Click Categories
3. Click Add
4. Enter category name, description, and weight (if applicable)
5. Click ✓ (green checkmark) to save category name

Drop Mode

Drop mode will allow you to choose "Do not drop scores" if you do not want any scores dropped, "Drop lowest overall score" if you want to drop the lowest score of all categories, and "drop lowest score by category" if you want to choose the number of assignments to drop in each category.

Creating Assignments

Assignments can be created from BOTH the Assignments tab and from the Scores tab. The following is directions from the Scores tab.

1. Click Scores (side tab of Gradebook)
2. Click "Add Assignment"
 - a. Select Category
 - b. Create Gradebook column name - this will display in your gradebook and may only be eleven characters
 - c. Create Assignment Name - this should be more descriptive
 - d. Enter dates assigned and due
 - e. Enter total points
 - f. Click save

Entering Scores/Grades

1. Click Scores (side tab of Gradebook)
2. Scroll through term to find assignment (to quickly access assignments click Grade Column to select a category)
3. Enter grades

Helpful Hint: To enter a default grade for the class, add the grade in a cell and click CTRL+D to copy the grade to all other students

E-Mails

There are only two direct recipients of your e-mail message-the recipient and the districts incoming e- mail address. Everyone on the list will be Bcc'd. To receive a copy of your message, include your own e- mail in the CC field.

Class Specific E-Mails

1. Click Pages to display the homepage
2. Scroll to Teacher Classes
3. Click e-mail icon for specific class
4. Select "Send E-Mail"

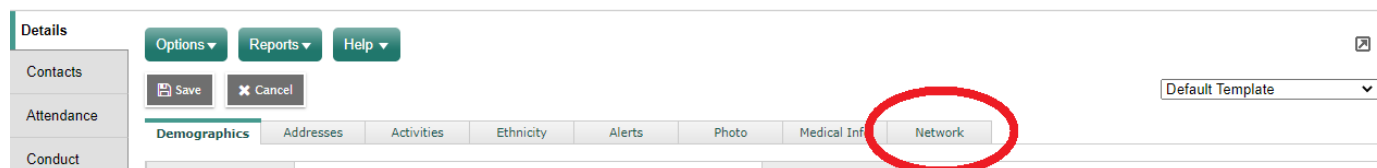
Mass E-Mail

1. Select Student (top tab)
2. Selection "Options" dropdown
3. Select "Send E-Mail"
4. Select recipients category

Student's Gmail Accounts and Passwords

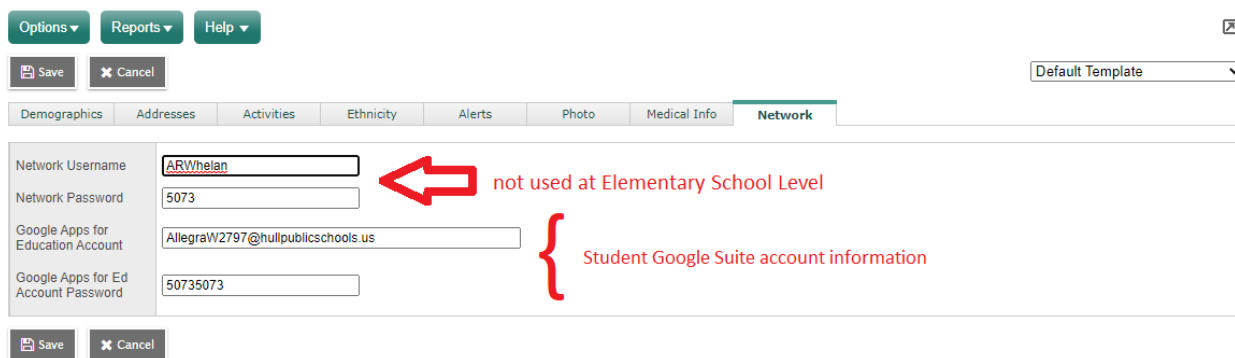
To find student's Gmail accounts and/or passwords:

1. Open ASPEN
2. Click on NETWORK



The screenshot shows the top navigation bar of the ASPEN system. The 'Network' tab is highlighted with a red circle. Other tabs include Demographics, Addresses, Activities, Ethnicity, Alerts, Photo, and Medical Info. The left sidebar shows 'Details', 'Contacts', 'Attendance', and 'Conduct'. The top right has buttons for 'Options', 'Reports', and 'Help', and a 'Default Template' dropdown.

3. Gmail address and password are listed



The screenshot shows the 'Network' tab in the ASPEN interface. It displays the following information:

Network Username	ARVWhelan
Network Password	5073
Google Apps for Education Account	AllegraW2797@hullpublicschools.us
Google Apps for Ed Account Password	50735073

Annotations:

- A red arrow points to the 'Network Username' field with the text "not used at Elementary School Level".
- A red bracket groups the 'Google Apps for Education Account' and 'Google Apps for Ed Account Password' fields with the text "Student Google Suite account information".

Buttons for 'Save' and 'Cancel' are at the bottom left.

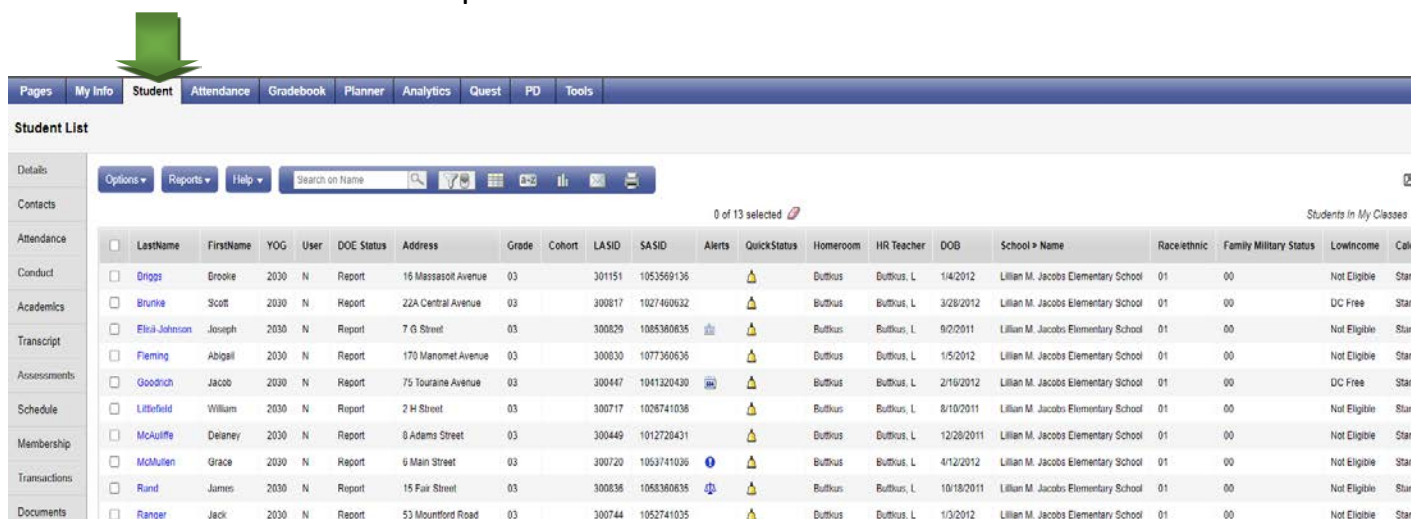
CLASSLINK INSTRUCTIONS



**Published by Hull Public Schools
February 23, 2021**

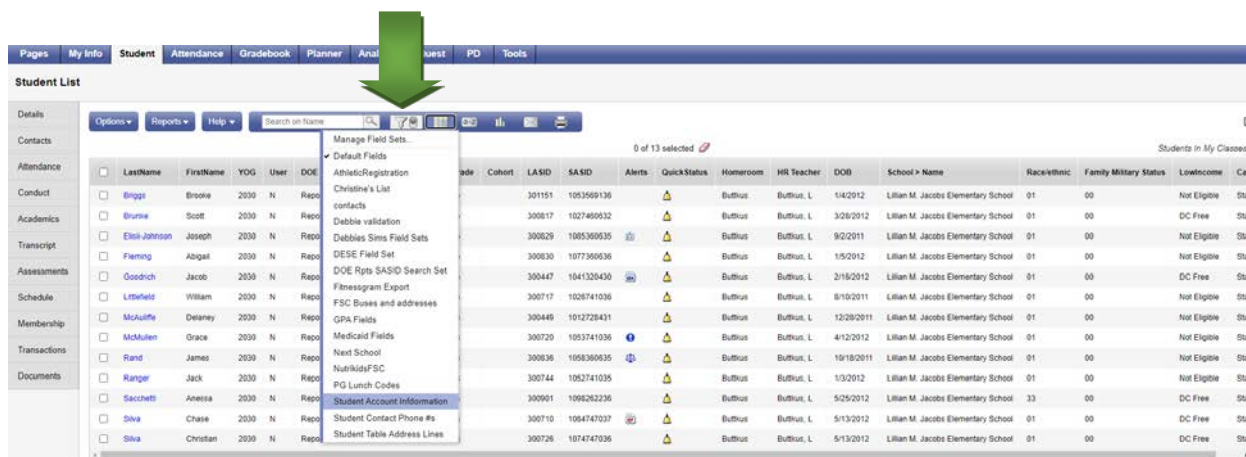
Student Account Information in Aspen

1. Login to Aspen
2. Click on Students in the top tab



The screenshot shows the Aspen Student List interface. The top navigation bar includes tabs: Pages, My Info, Student, Attendance, Gradebook, Planner, Analytics, Quest, PD, and Tools. A green arrow points to the 'Student' tab. Below the navigation bar, the 'Student List' section is visible. It includes a search bar with the text 'Search on Name' and a grid icon. The grid icon is highlighted with a green arrow. The main table displays student information with columns: LastName, FirstName, YOG, User, DOE Status, Address, Grade, Cohort, LASID, SASID, Alerts, QuickStatus, Homeroom, HR Teacher, DOB, School Name, Race/Ethnic, Family Military Status, LowIncome, and Calc. The table lists 13 students, including Briggs, Brunkle, Etkin-Johnson, Fleming, Goodrich, Littlefield, McKuliffe, McMullen, Rand, and Ranger.

3. Click on the Grid icon and select Student Account Information



The screenshot shows the Aspen Student List interface with the 'Student Account Information' dropdown menu open. A green arrow points to the grid icon in the top navigation bar. The dropdown menu lists various field sets, including 'Default Fields', 'Athletic/Registration', 'Christine's List', 'contacts', 'Debbie validation', 'Dubbies Sims Field Sets', 'DESE Field Set', 'DOE Rpts SASID Search Set', 'Fitnessgram Export', 'FSC Buses and addresses', 'GPA Fields', 'Medicaid Fields', 'Next School', 'Nutrition/FSC', 'PG Lunch Codes', 'Student Account Information', 'Student Contact Phone #'s, and 'Student Table Address Lines'. The 'Student Account Information' option is highlighted. The main table displays student information with columns: LastName, FirstName, YOG, User, DOE Status, Address, Grade, Cohort, LASID, SASID, Alerts, QuickStatus, Homeroom, HR Teacher, DOB, School Name, Race/Ethnic, Family Military Status, LowIncome, and Calc. The table lists 13 students, including Briggs, Brunkle, Etkin-Johnson, Fleming, Goodrich, Littlefield, McKuliffe, McMullen, Rand, and Ranger.

4. You will see all of your students accounts and passwords

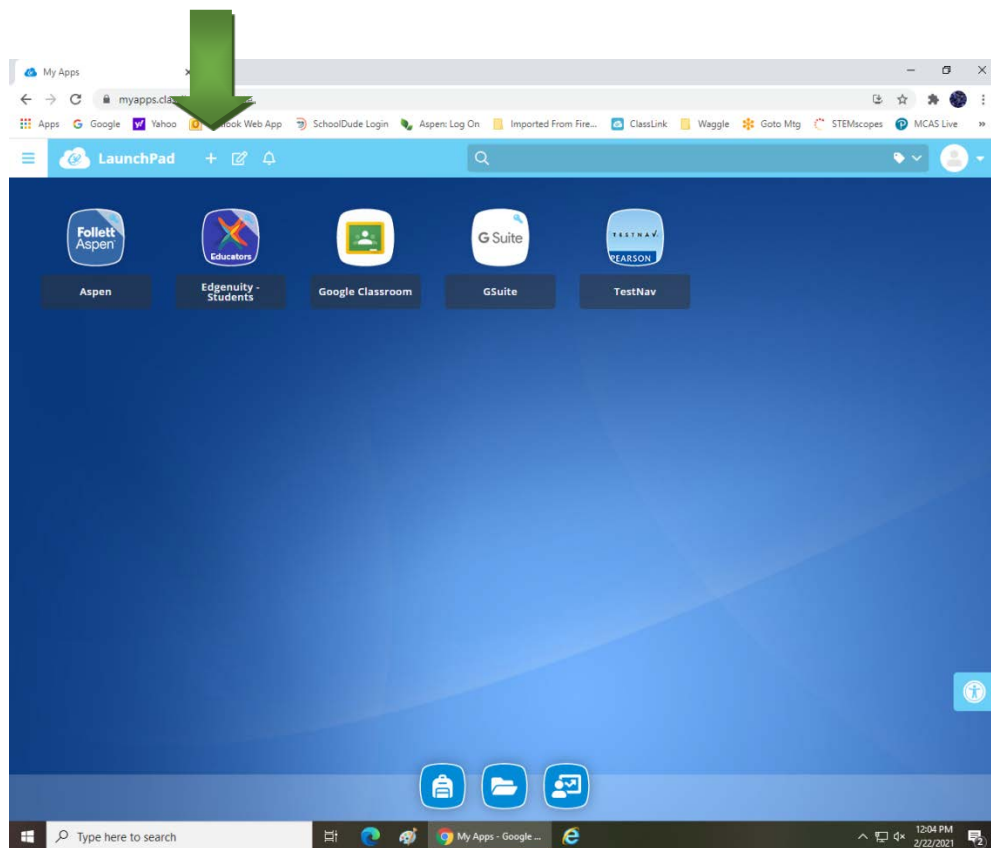
ClassLink on Chromebook

Initial Setup

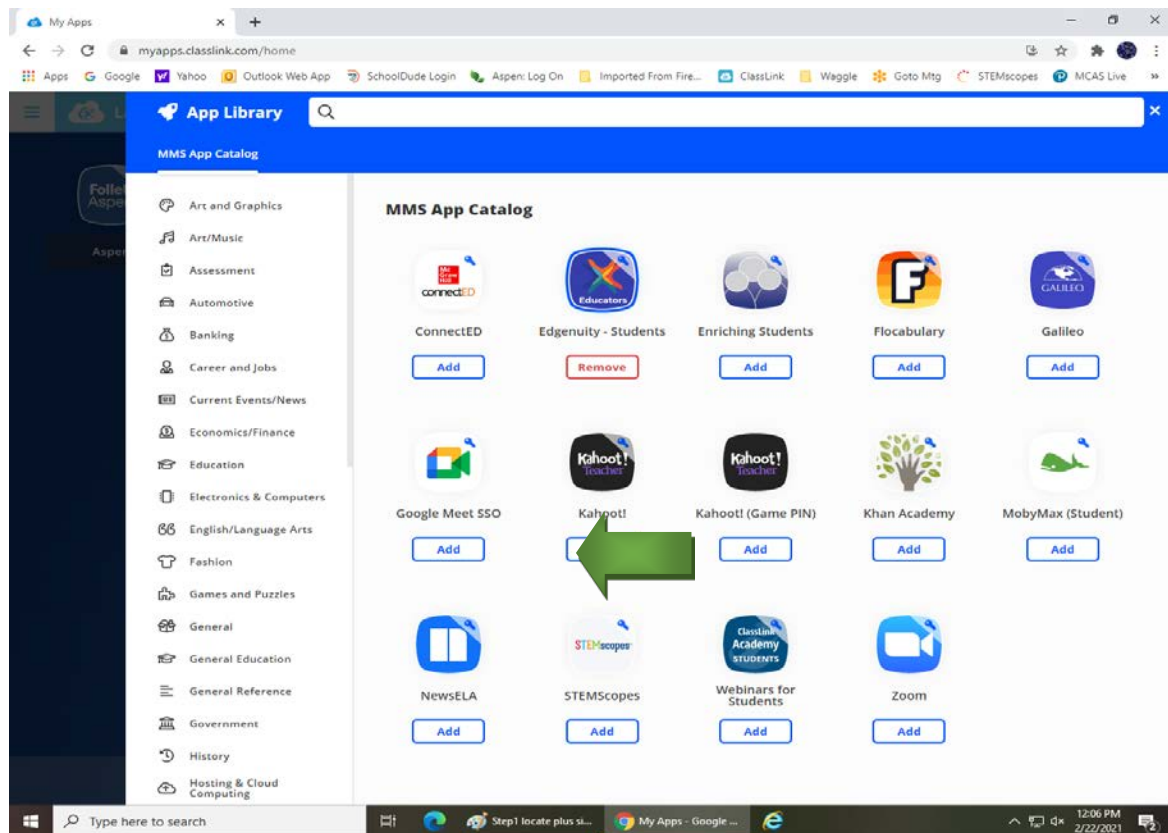
1. Login to Chrome Book with your GSuite Account
2. Open Google Chrome
3. Go to launchpad.classlink.com/hull
4. Create a bookmark
5. Click on **Login with Google**
6. You will now see your ClassLink Launch Pad with the Basic Apps



7. Click on the “+” sign on the top toolbar and choose **App Library**



8. Click **“Add”** to move App to Launch Pad screen or **“Remove”** to remove it from the Launch Pad Screen



9. On initial setup you must login to each App one time and save your login

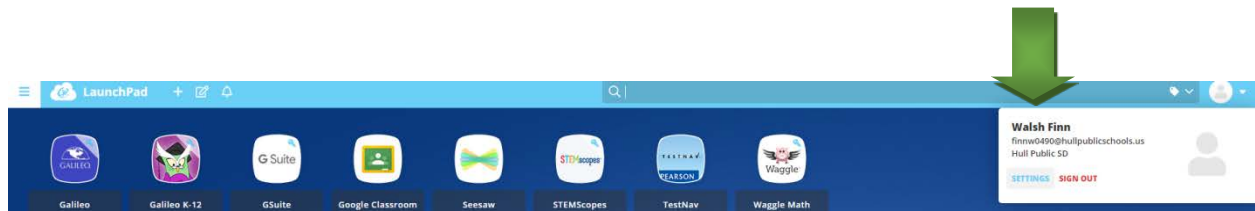
A screenshot of a login prompt window titled 'Would you like to save your login?'. It features a cartoon owl icon and the text 'Galileo K-12'. Below this, it says 'You can save your login for this application to auto-login on your next visit.' There are two input fields: 'Login Name' and 'Password'. At the bottom right, there are two buttons: 'Skip' and 'Save'.

10. After initial setup, click on Google Chrome and then the bookmark to launch ClassLink

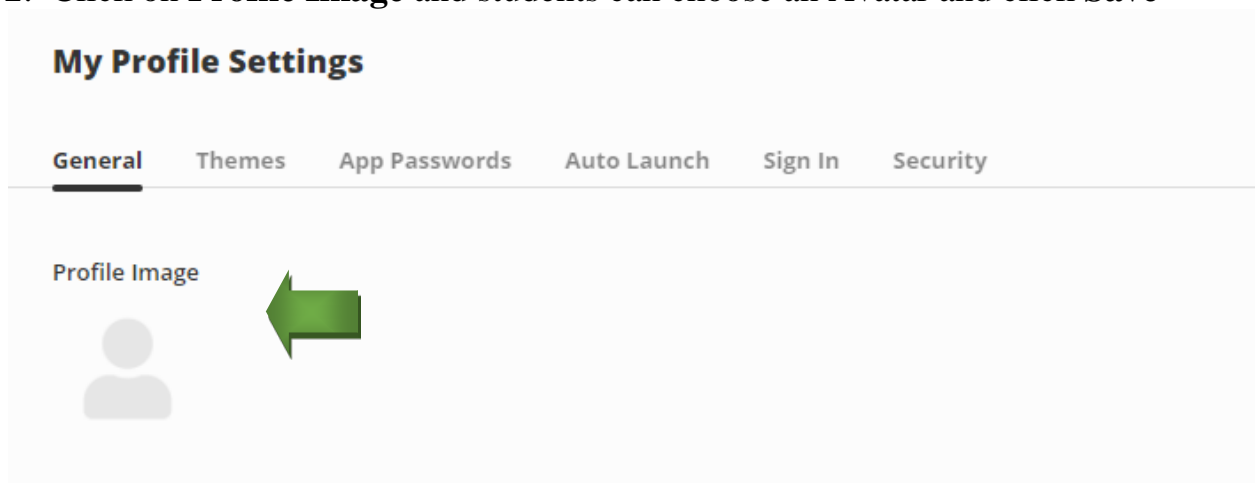
Personalization of ClassLink on Chromebook

Change Avatar

1. Go to your Avatar Icon in the upper right corner of the screen and click on **Settings**

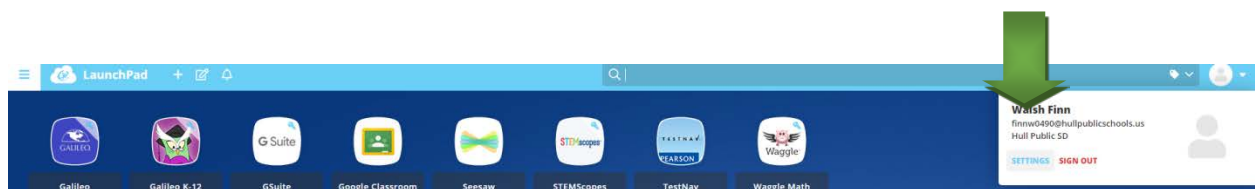


2. Click on **Profile Image** and students can choose an Avatar and click **Save**

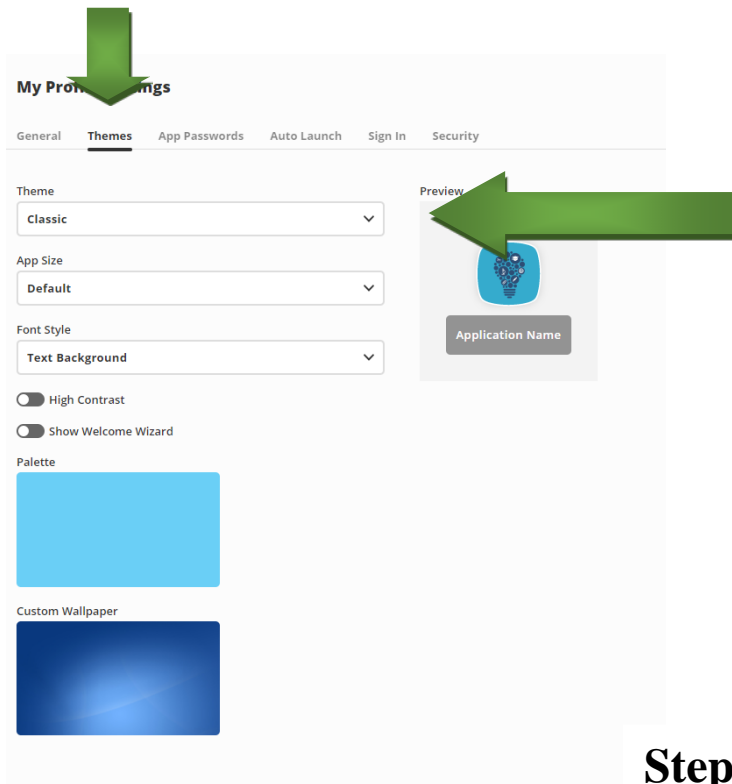


Change Background (Chromebook ONLY)

1. Go to your Avatar Icon in the upper right corner of the screen and click on **Settings**

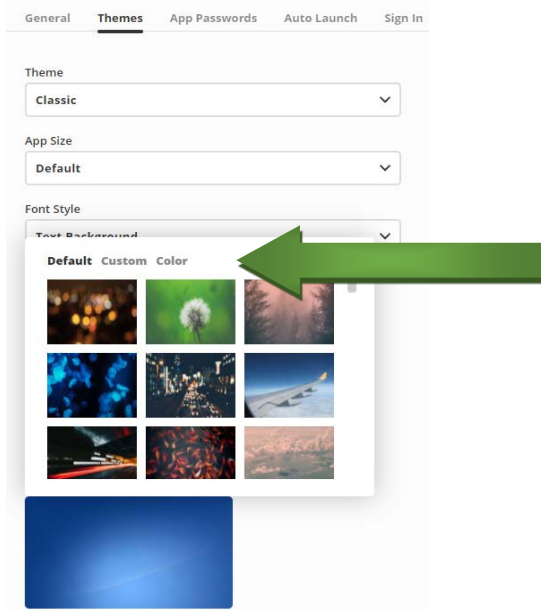


2. Click on **Profile Image** and choose **Themes**, the setting should be on **CLASSIC**



Step 3

4. Click on **Custom Wallpaper** and choose your background

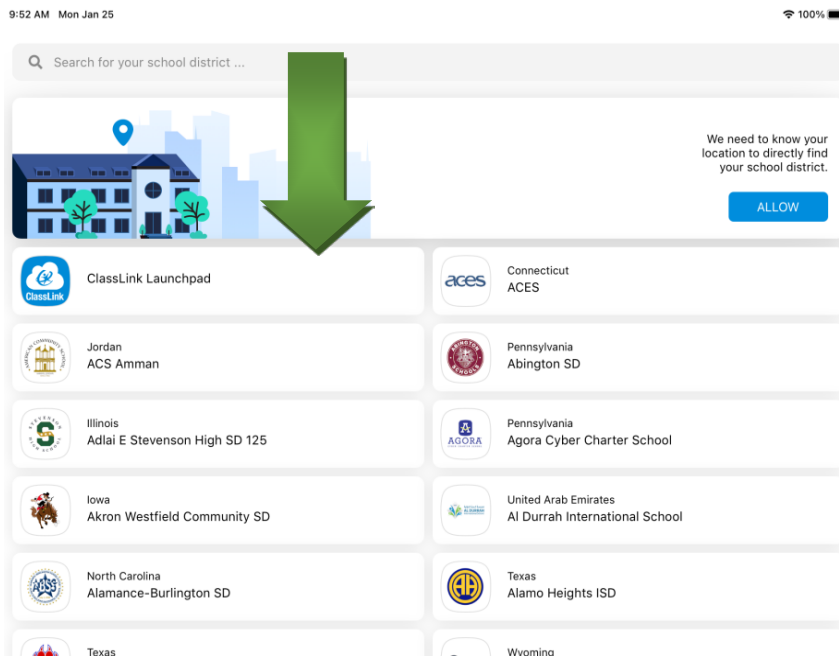


ClassLink on IPAD

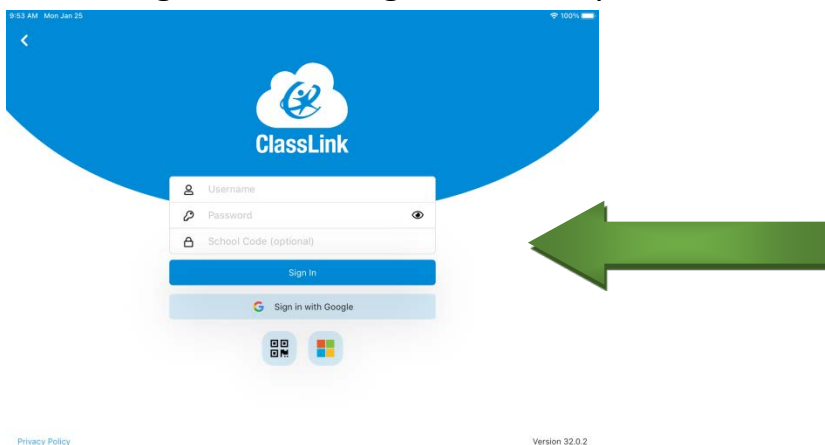
1. Click on the **ClassLink Icon** (Downloaded from App Store)

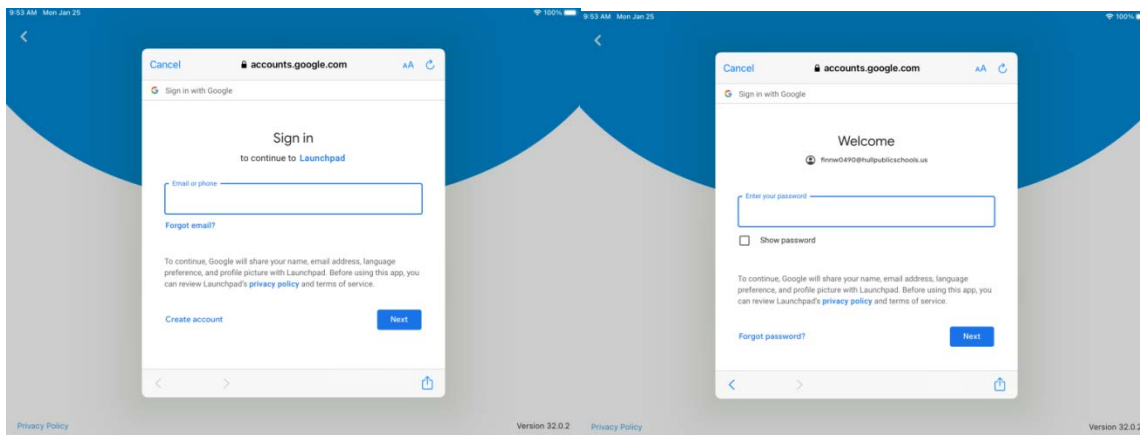


2. Click on ClassLink Launchpad

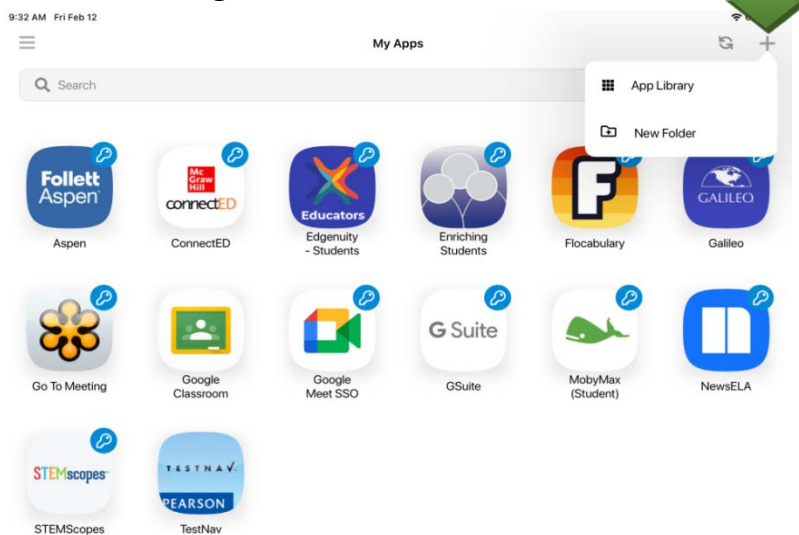


3. Click on **Sign In with Google** and enter your GSuite username and password

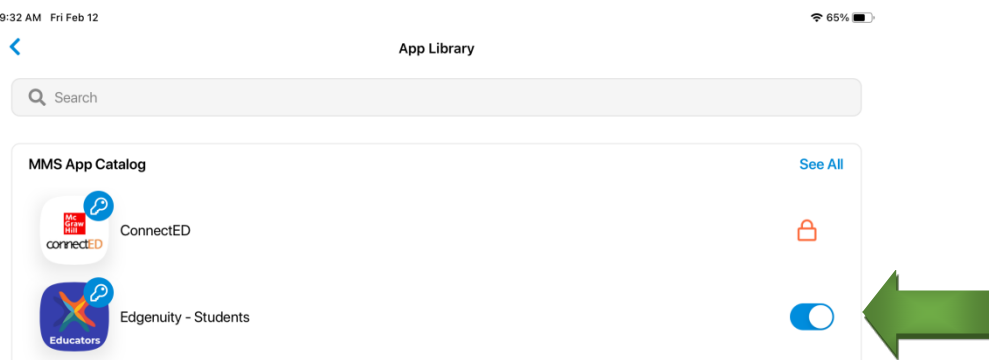




4. You will now see your ClassLink Launch Pad
5. Click on the “+” sign

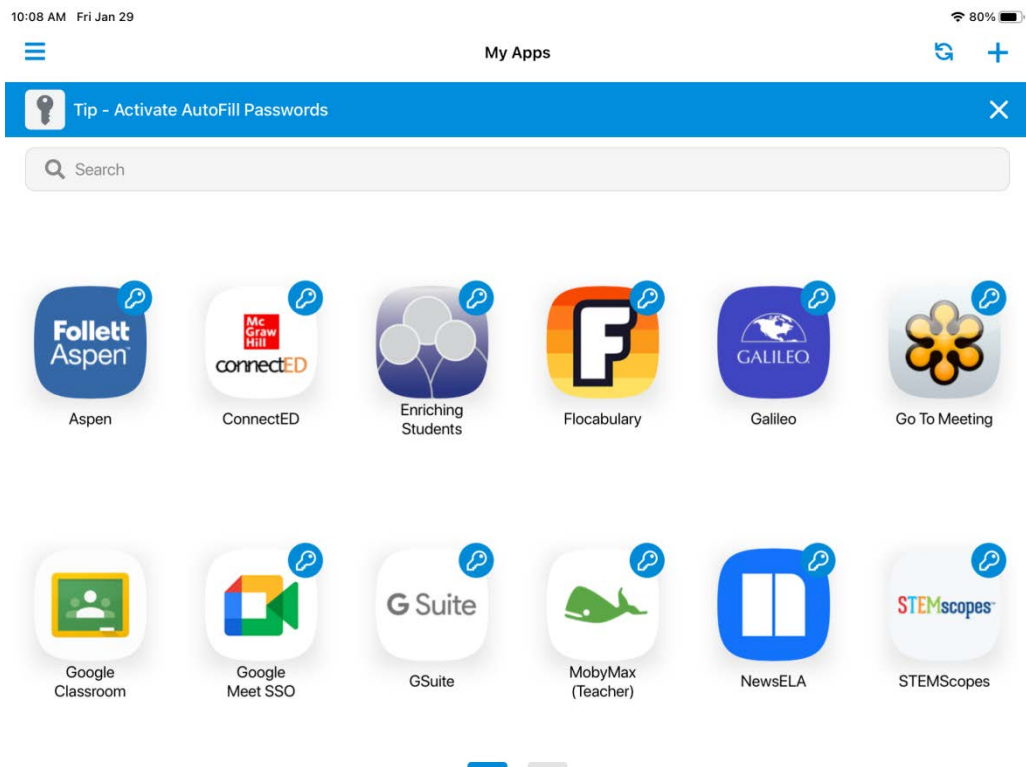


6. Click on **App Library** and click on button next to the app(s) you want to add or remove

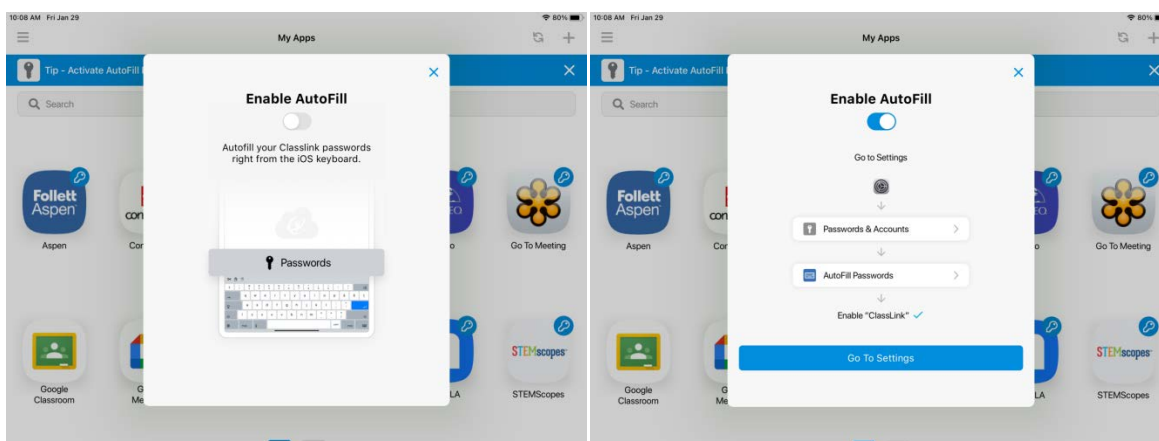


7. When finished adding or removing, go back to your launch Pad screen

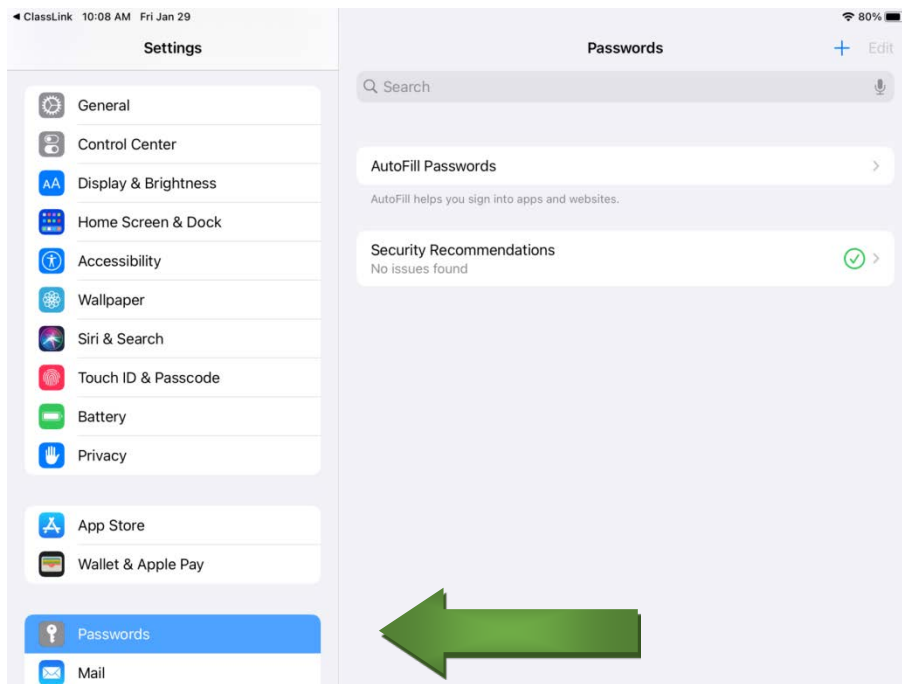
8. If you see the **Tip –Activate AutoFill Passwords** in the top blue bar, click on it.
If the Tip is NOT there, continue to Step 9



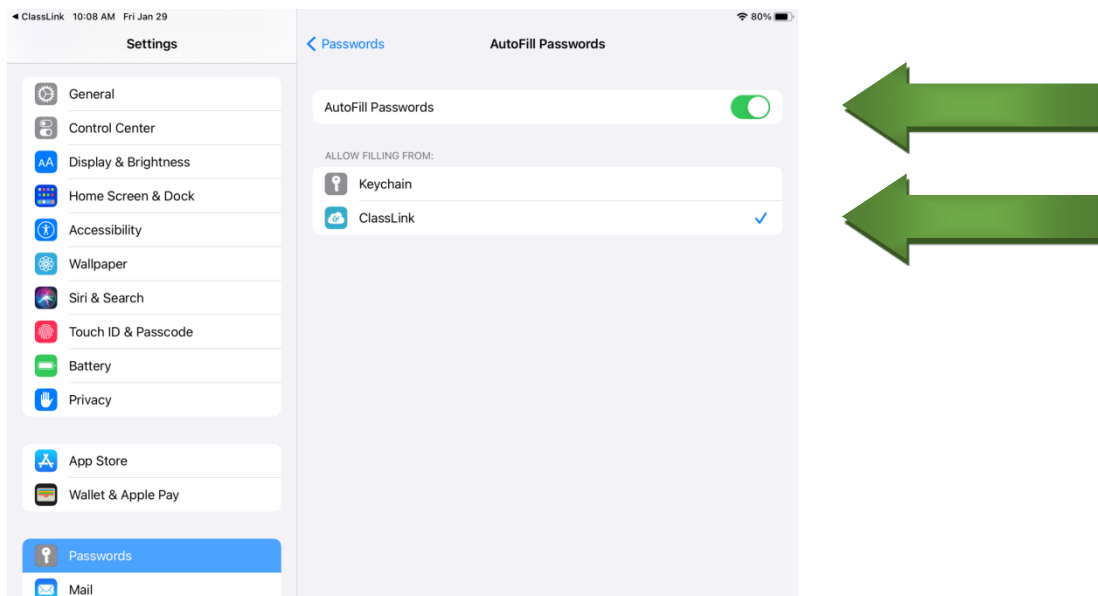
9. Click on the **Enable AutoFill** button to turn it on and click **Go To Settings**



10. In Settings, click on **Password**




11. Make sure AutoFill Passwords is on and ClassLink is checked



12. Go back to ClassLink and on initial setup you must login to each App one time (AutoFill will fill in your username and passwords) and click **Save**

Would you like to save your login?



Galileo K-12

You can save your login for this application to auto-login on your next visit.

Login Name

Login Name

Password

Password

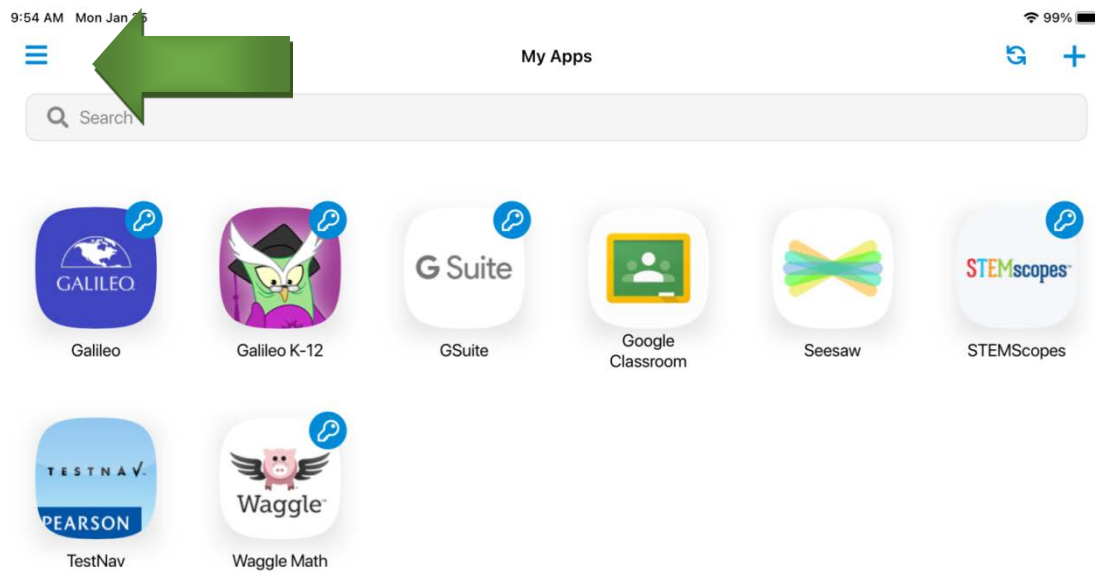
Skip

Save

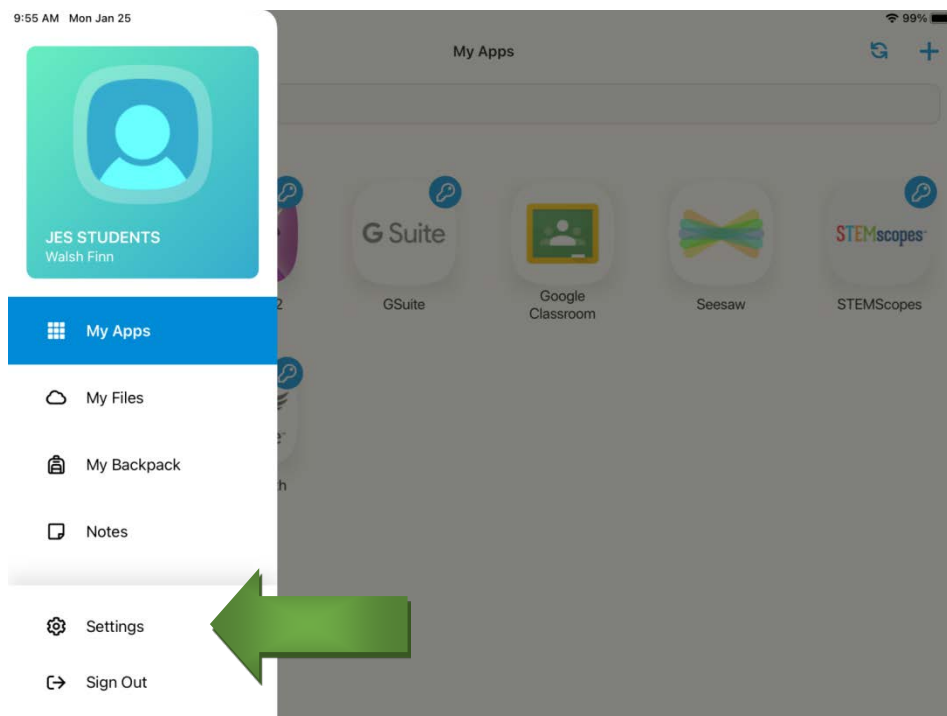
Personalization of ClassLink on IPAD

Change Avatar

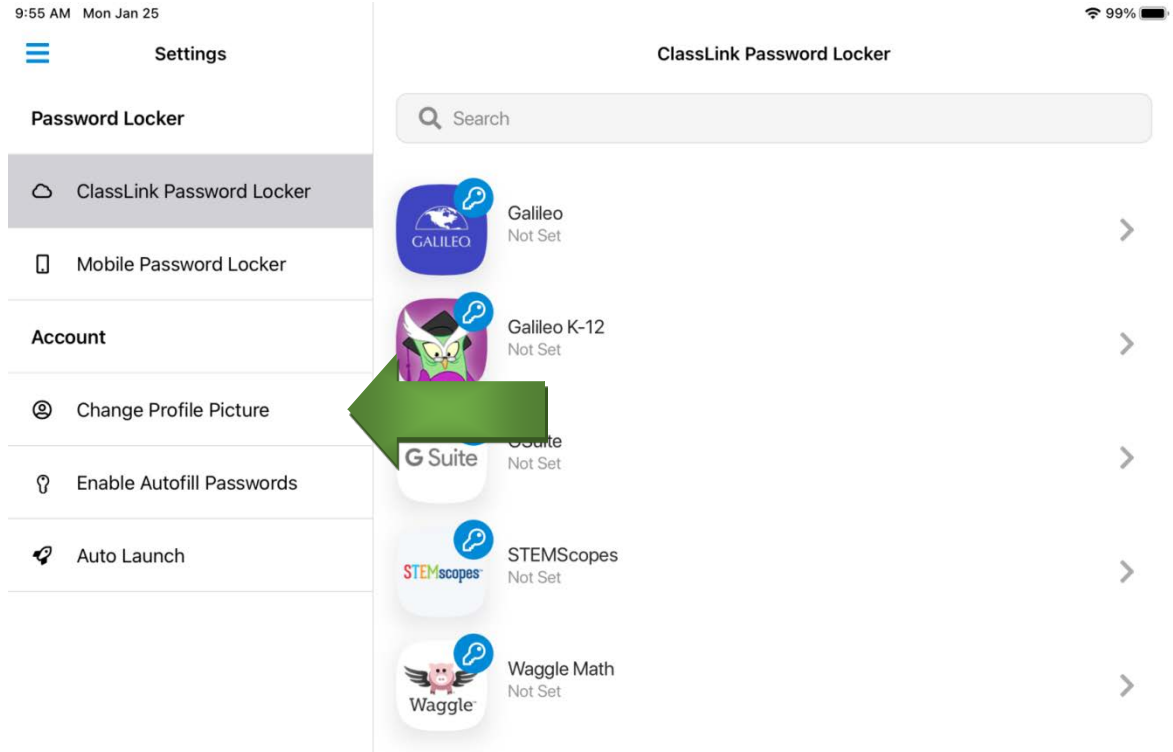
1. Click the 3 lines in upper left hand corner



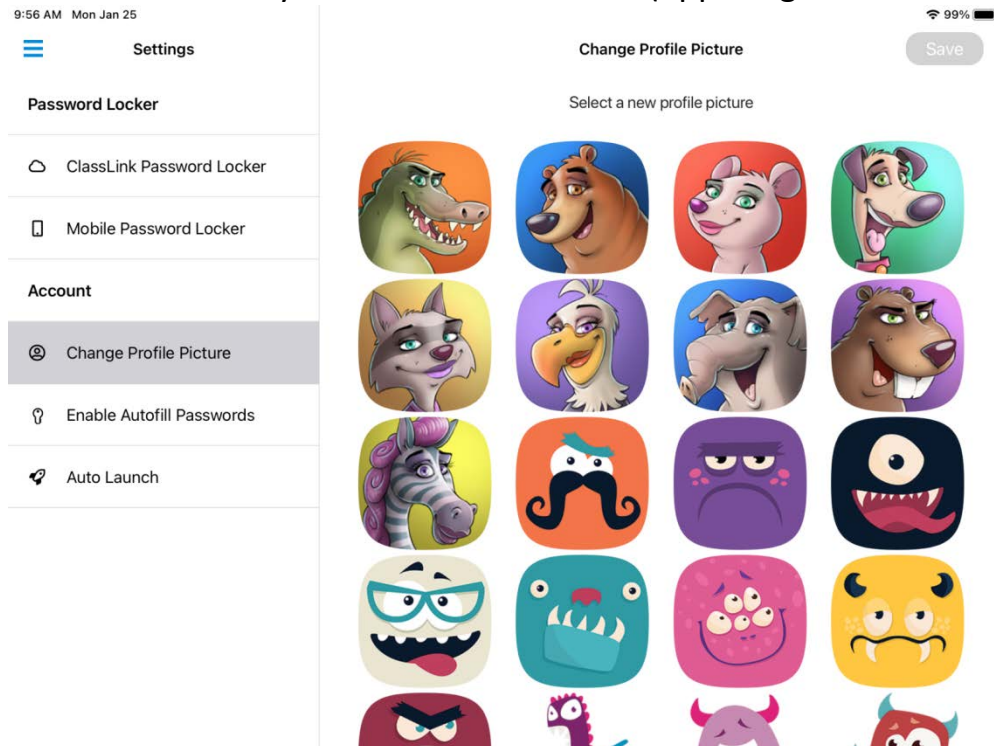
2. Click on **Settings**



3. Click on **Change Profile Picture**



4. Choose the avatar you want and click **Save** (upper right hand corner)



HULL PUBLIC SCHOOL'S

GUIDE TO

TECHNOLOGY

PROTOCOLS

2023

One of the goals of education and the Hull Public Schools is to introduce and encourage the development of technology in our students, faculty and staff. In order to achieve this goal, the system has in place a technology team whose main purpose is to provide you with up to date technology and to maintain this technology.

Each school is equipped with teacher computers/laptops, student computers, either in a lab or in the classroom, Chromebooks, iPads, SMART Boards and/or Promethean boards and LCD projectors.

In order to maintain this technology, we have incorporated specific procedures to insure the appropriate person addresses your problems, questions, and concerns as quickly as possible.

This Guide to Technology Protocols covers the basic operation, setup, and use of some of the major technologies in each school. It is the hope of the Technology Team that you will become familiar with these procedures and refer to them prior to panicking. With your help, our goal of preparing our student to enter the world of technology can and will be reached.

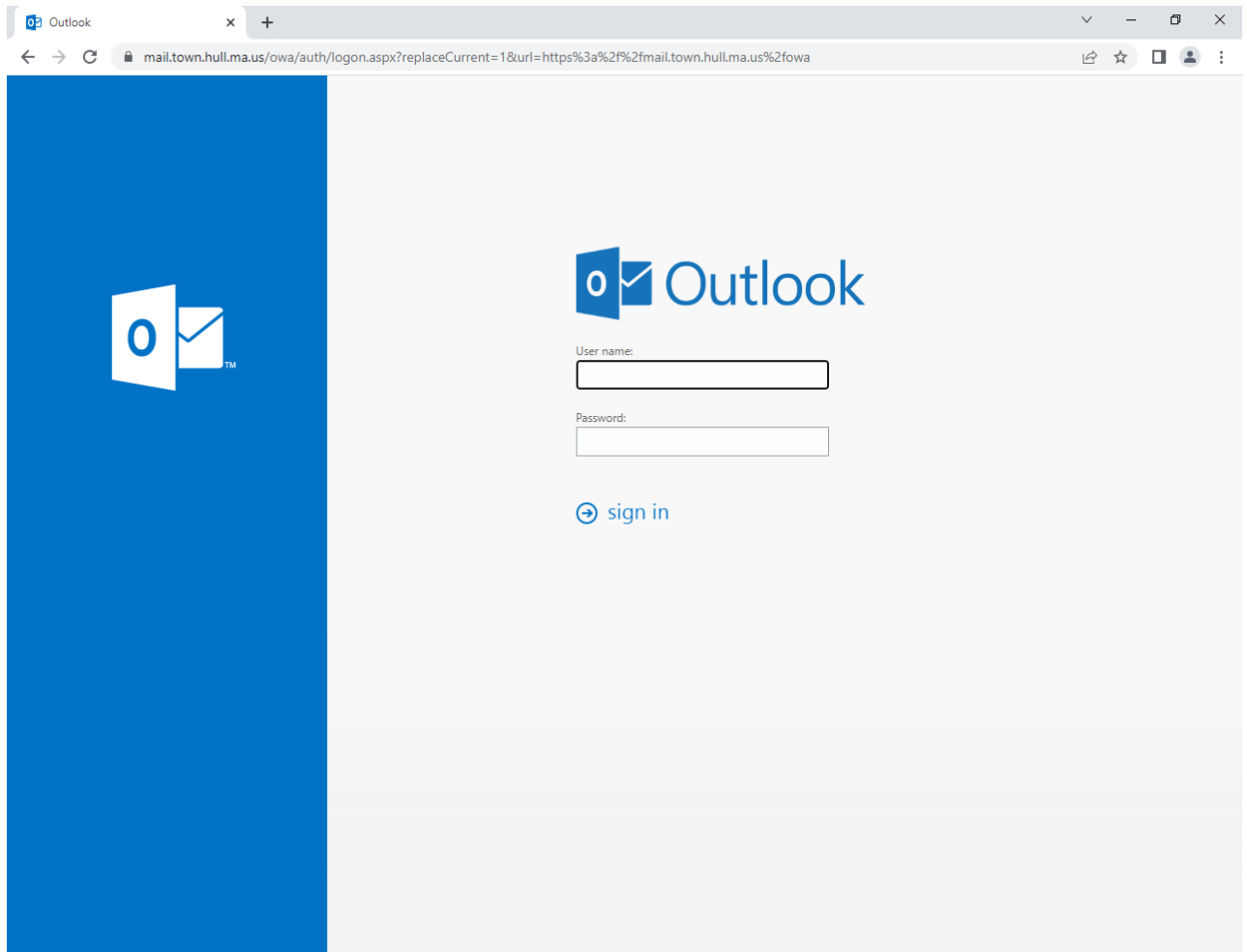
Sincerely,
Judi Saide
George Whelan
Janet Scribner

TABLE OF CONTENTS

Email
SchoolDude
Telephone/VoiceMail
Aspen Attendance

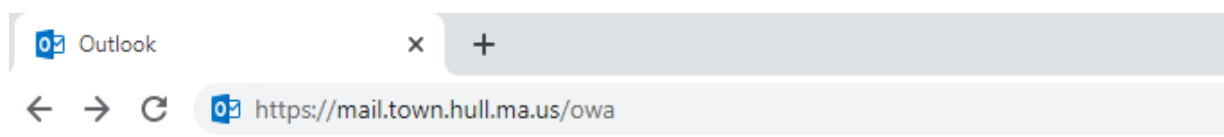
Email

EMAIL

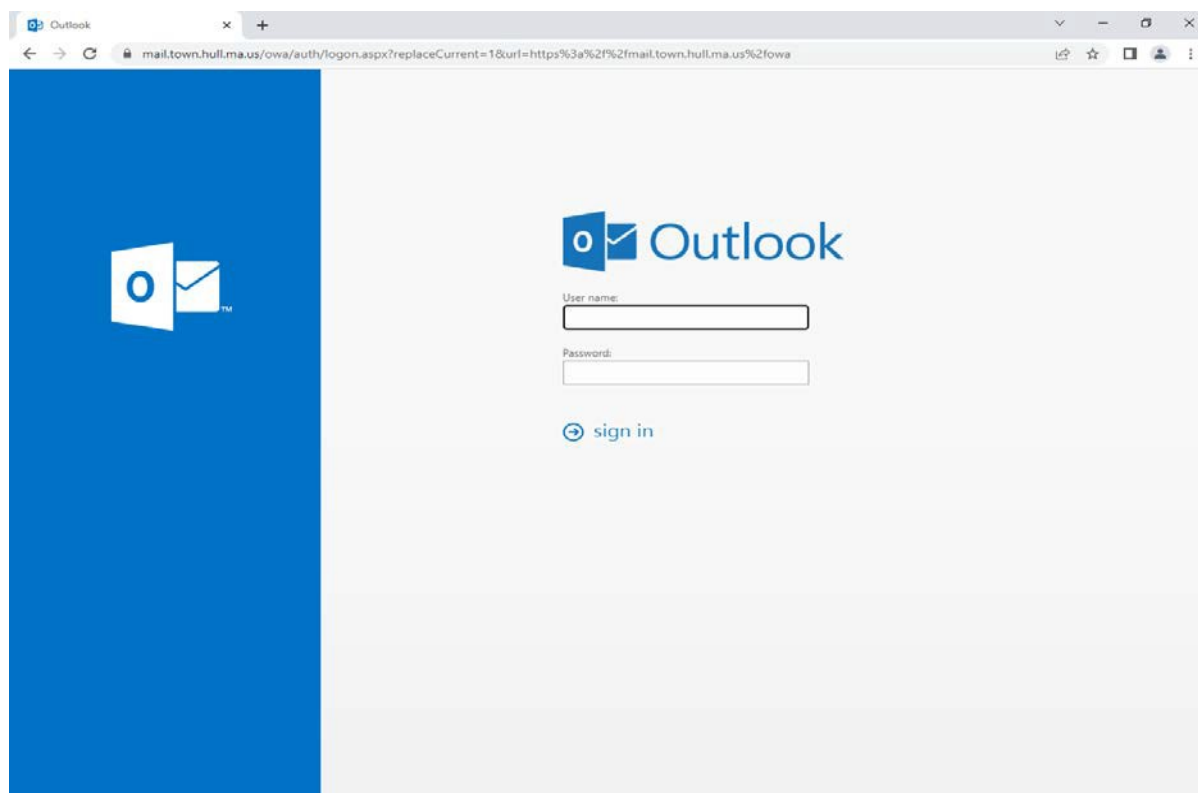


Accessing Town Email

- Open your Internet Browser
- In the Address Bar type:
<https://mail.town.hull.ma.us/owa>
(note the s at the end of http)



- The screen below will load
- Login with your full email address (jsmith@town.hull.ma.us) and your network password and select Sign In



School Dude



SCHOOLDUDE



SCHOOL DUDE

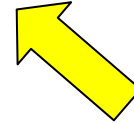
Setup an account:

1. Open your Internet Browser (Edge, Chrome, FireFox etc...) and type in www.myschoolbuilding.com in the address bar. Then click on

Never Submitted a SchoolDude Request? Register Here! ✓

2. Enter the

- a. Organization account number **371825683**
- b. Fill out the registration form



Forgot Password:

1. Open your Internet Browser (Edge, Chrome, FireFox etc...) and type in www.myschoolbuilding.com in the address bar.
2. Click on Forgot Password and reset your password.

TOWN OF HULL



Got a problem? [Email us](#)

Current SchoolDude User? Login Here!

Email

Password

[Forgot Password?](#)



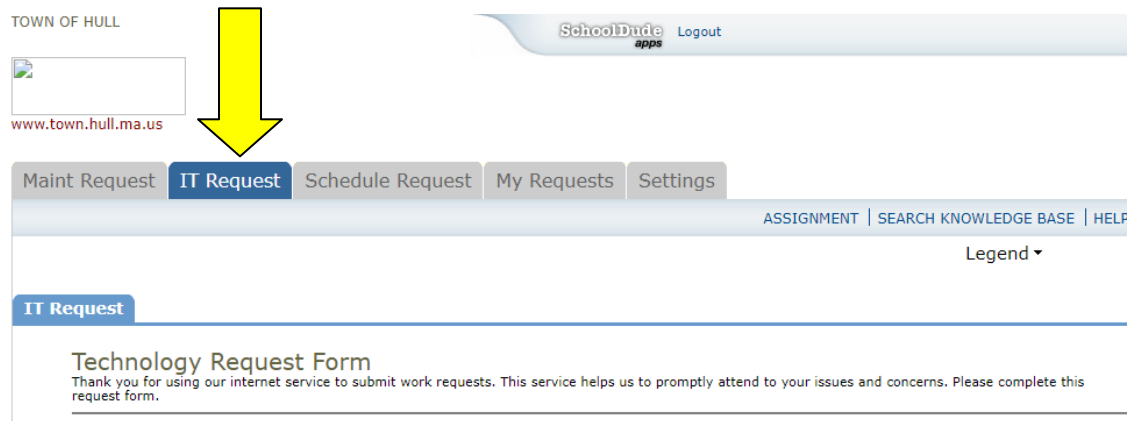
Never Submitted a SchoolDude Request? Register Here! ✓

Name or Email Change:

1. Follow directions for Setting Up an account above.
You will setup a new account with either your name change or your email address change.

To file an IT Request:

1. Click on the IT Request Tab

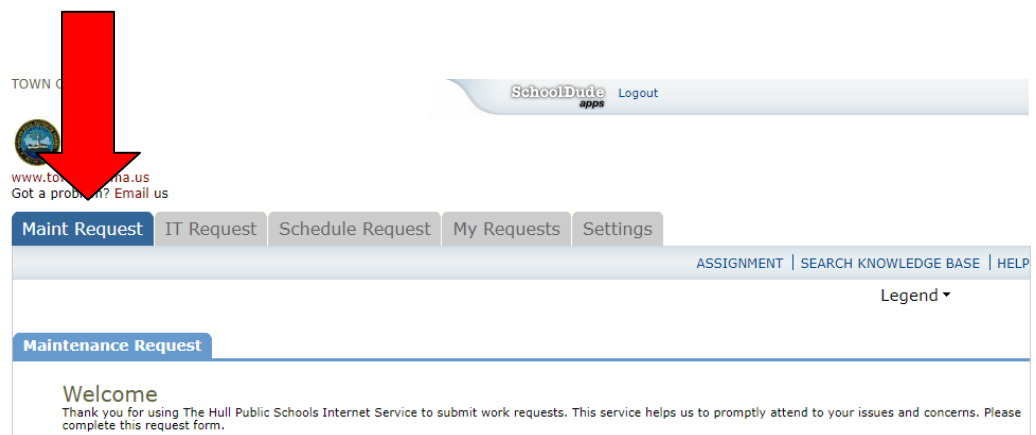


The screenshot shows the Town of Hull SchoolDude app interface. At the top left, it says "TOWN OF HULL" and "www.town.hull.ma.us". A yellow arrow points down to the "IT Request" tab in the navigation bar. The navigation bar also includes "Maint Request", "Schedule Request", "My Requests", and "Settings". Below the navigation bar, there are links for "ASSIGNMENT", "SEARCH KNOWLEDGE BASE", and "HELP". A "Legend" dropdown is visible. The "IT Request" tab is selected, and the page title is "Technology Request Form". Below the title, it says: "Thank you for using our internet service to submit work requests. This service helps us to promptly attend to your issues and concerns. Please complete this request form."

2. Complete the form

To file a Maintenance Request:

1. Click on the Maint Request tab



The screenshot shows the Town of Hull SchoolDude app interface. At the top left, it says "TOWN OF HULL" and "www.town.hull.ma.us". A red arrow points down to the "Maint Request" tab in the navigation bar. The navigation bar also includes "IT Request", "Schedule Request", "My Requests", and "Settings". Below the navigation bar, there are links for "ASSIGNMENT", "SEARCH KNOWLEDGE BASE", and "HELP". A "Legend" dropdown is visible. The "Maint Request" tab is selected, and the page title is "Maintenance Request". Below the title, it says: "Welcome. Thank you for using The Hull Public Schools Internet Service to submit work requests. This service helps us to promptly attend to your issues and concerns. Please complete this request form."

2. Complete the form.



TELEPHONE AND VOICE MAIL

QUICK REFERENCE

Jacobs and Memorial Schools ONLY

To Call Main Office – Dial 0

Emergency Call – Dial 911

Call to a Classroom - Dial the desired extension number

Outside Calls –

1. **Lift handset and dial 7**, wait for dial tone
2. Dial telephone number you wish to call

Answering Intercom - Calls over your classroom speaker

To answer an intercom call:

1. You can either speak out loud OR,
2. Pick up the handset and you will automatically be connected to the caller allowing for a private conversation.

STATION OPERATING INSTRUCTIONS

Jacobs and Memorial Schools ONLY

TO OPEN YOUR NEW VOICE MAIL BOX:

1. Dial 1451 from ANY telephone and follow Steps 1-4 OR Dial 1440 from YOUR telephone and Skip to Step4
2. Dial # when you hear the school's greeting
3. Dial your Mailbox number
4. Dial 0000 as your default password

Follow the voice mail prompts to:

Record your Name Only (First/Last Name)

Record your Greeting

Dial in your new password (4 digits)

Sample Greeting:

You have reached (your name), I am unable to speak with you at this time. Please leave me your name, number and a brief message and I will return your call as soon as possible. Thank You.

TO RETRIEVE YOUR VOICE MAIL MESSAGES:

1. Dial 1451 from ANY telephone and follow Steps 1-4 OR Dial 1440 from YOUR telephone and Skip to Step4
2. Dial # when you hear the school's greeting
3. Dial your Mailbox number
4. Dial your New password you selected and follow prompts to retrieve your messages

TO ACCESS FROM OUTSIDE OF THE SCHOOL:

Dial the telephone number to the school (781)925-4400 Jacobs, 781-925-2040 Memorial, (781)925-3000 High School. Dial "#" when you hear the schools greeting. When prompted enter your Mailbox number and your password.

To complete rerecording your greeting, follow steps below:

1. Dial 1451 from ANY telephone
2. Dial # when you hear the schools greeting
3. Dial your Mailbox Number
4. Dial your password (new if you changed it)
5. Dial 8 to change your Personal Options
6. Dial 1 to change your Greeting
7. Dial 1 to change your standard Greeting
8. Dial 2 and record the greeting below advising caller to press 4 to listen to your homework assignment(s)

High School ONLY

FOR OUTSIDE LINE – Dial 8

TO SET UP YOUR VOICE MAIL BOX

PRESS ENVELOPE BUTTON ON YOUR PHONE

Record Personal Greeting

- Press (4) on the phone dial pad.

"The greeting that is currently active is number 1. Please enter the number 1, 2, or 3 for the greeting which is to be active. To exit this feature, press the pound (#) key. Ready"

- Select the greeting you wish to record
- Press 7 and follow the instructions to record your greeting.

Sample Greeting

"Hello. This is (state your name at extension ##). I'm sorry I missed your call. Please leave your name, phone number and a message after the tone. I'll return your call as soon as I can."

Set/Change Security Code

- **PRESS ENVELOPE BUTTON ON YOURPHONE**
- Press (67) on the phone dial pad.
- Press (7) to set or change your 4 digit security code(password)

Record Name – REQUIRED - places your name in the name directory

- **PRESS ENVELOPE BUTTON ON YOURPHONE**
- Press (76) on the phone dial pad.

"There is no name recorded for this mailbox. To record your name, press (7). To exit this feature, press the pound (#) key. Ready"

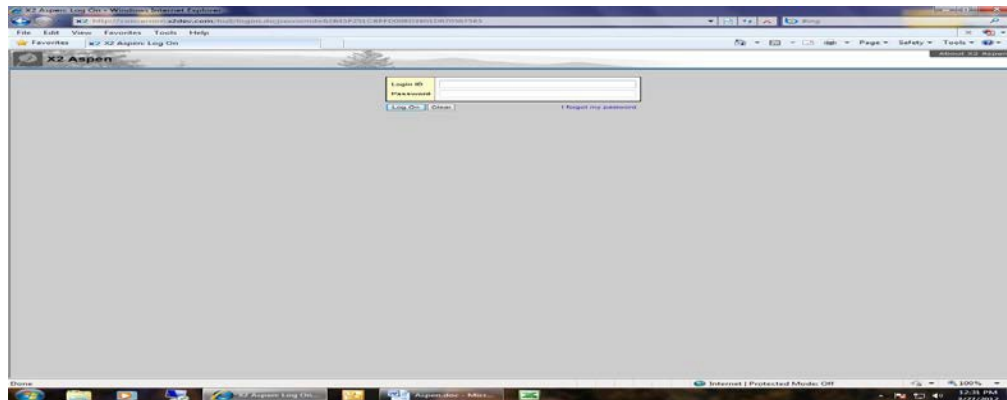
Follow the instructions recording your first and last name plus your extension number.

ASPEN Attendance Instructions

Aspen Attendance Instructions

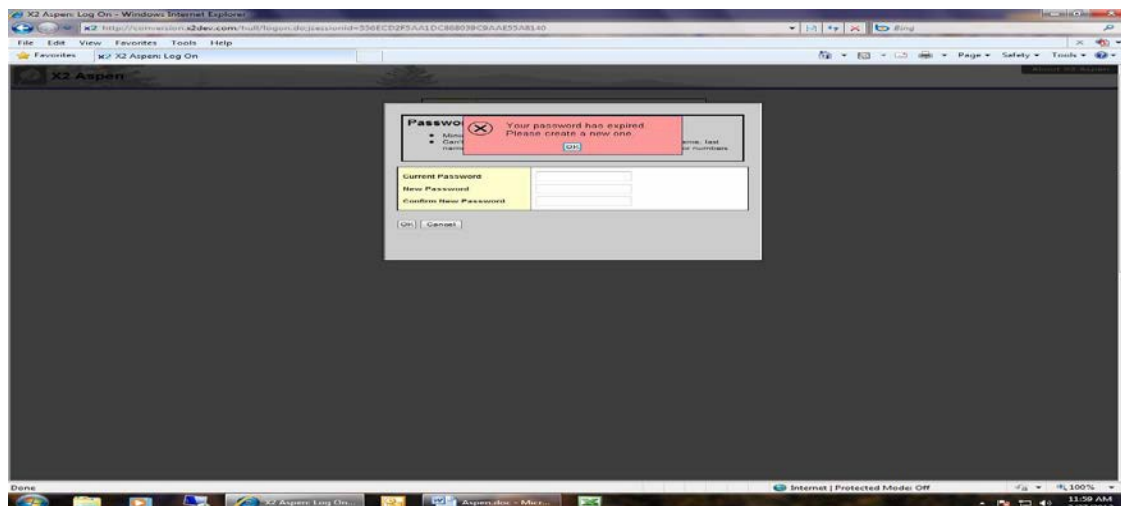
Create Shortcut on Desktop

1. Go to <https://ma-hull.myfollett.com>
2. Select **"Favorites"** from the tool bar and select **"Add to Favorites"**
3. Open "Favorites"
4. Right Click on the X2 Aspen Favorite
5. Choose **"Send To"**
6. Pick "Desktop (Create Shortcut)"



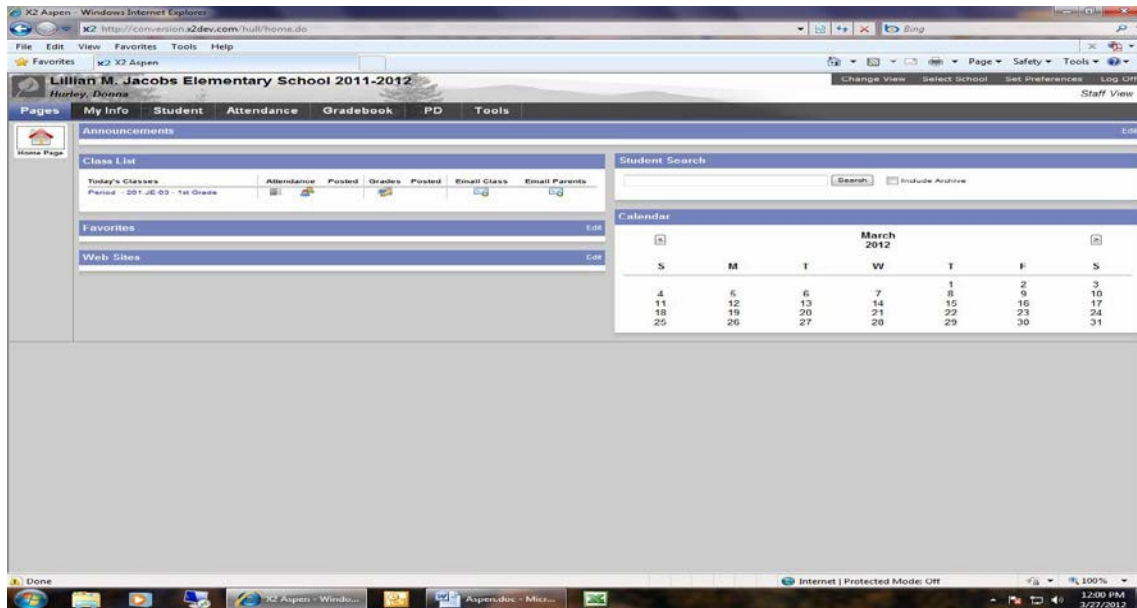
Initial Login and password change

1. Login ID = First Initial Last Name(jsmith)
2. Password = aspen2012
3. On initial login, Password Expired Warning appears, Click OK
4. Current Password = aspen2012
5. New Password = YOUR NETWORKPASSWORD
6. Confirm NETWORKPASSWORD

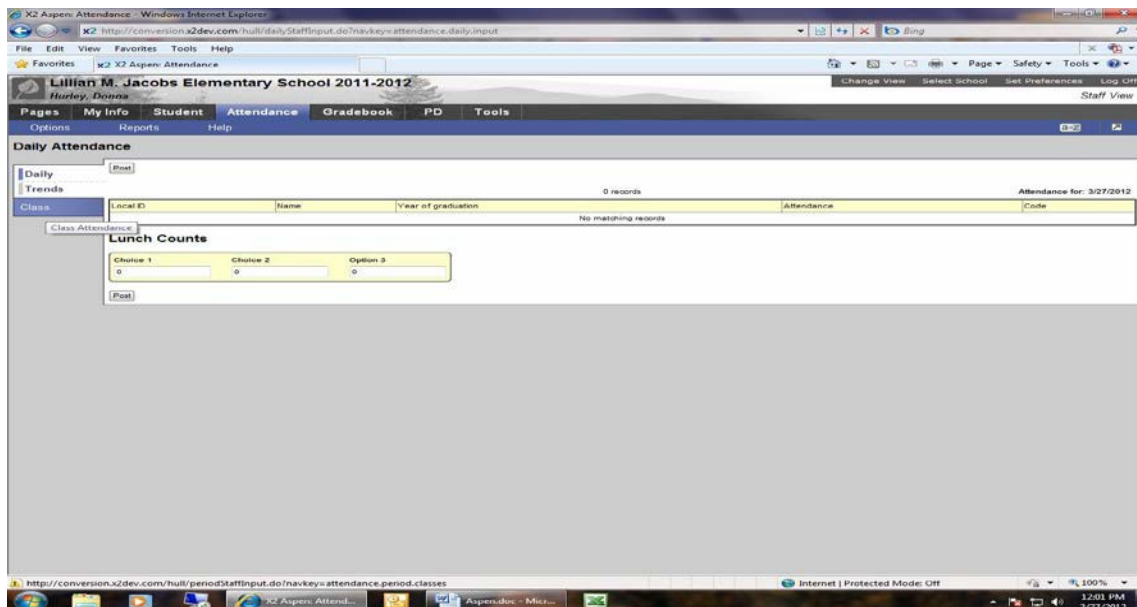


Attendance

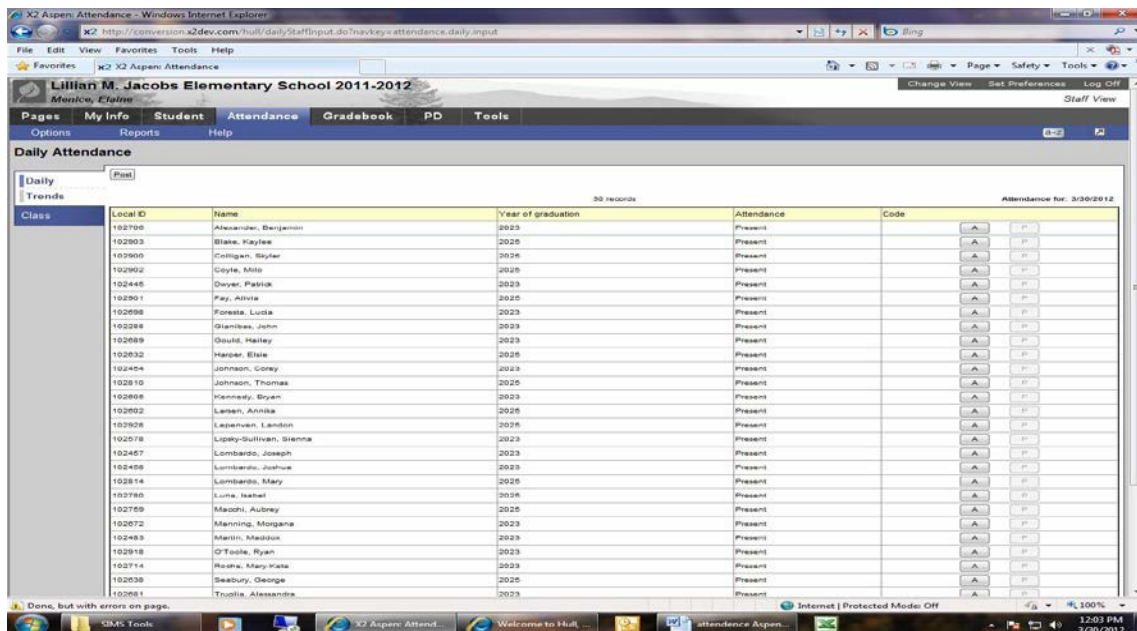
1. After login you will be on your homepage



2. Click "Attendance" on Top Tab



3. Your Homeroom Class will appear



4. In the codes column, click the "A" button for those students who are absent

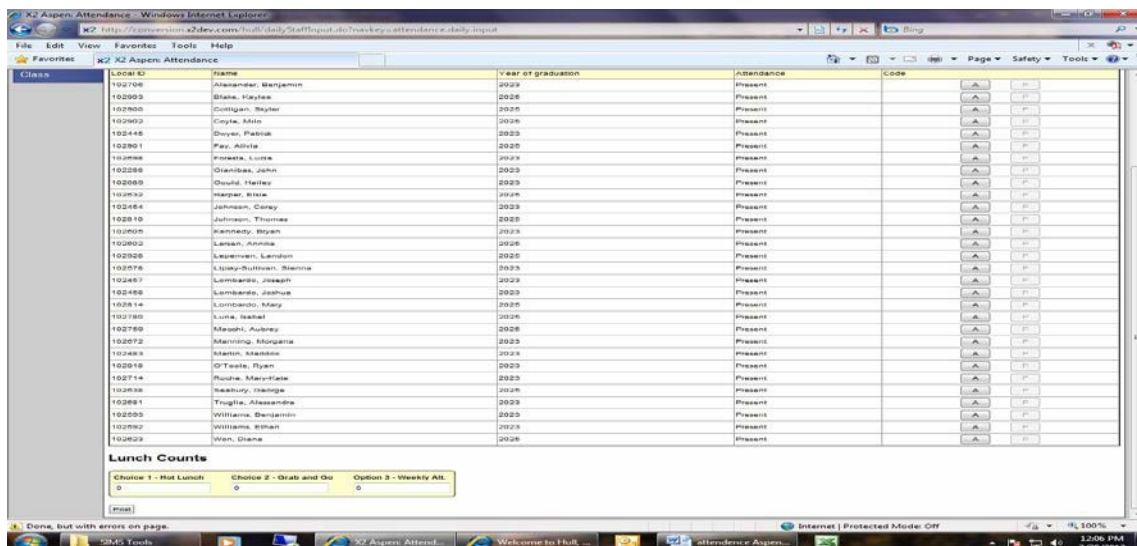
Jacobs School Only Do the Following:

5. Input the Lunch Count at bottom of screen

All Schools Do the Following:

6. Click "Post"

7. Select "Yes" to post attendance



High School Only **Class** Attendance:



Enter Class Attendance

1. Log on to the Staff view.
2. Click the **Attendance** tab, **Class** side-tab:

0 of 7 selected 

Current Classes

<input type="checkbox"/>	Course	Description	Classrm	Schedule	Term
<input type="checkbox"/>	00010-002	Homeroom	H102	B(2,5)	FY
<input type="checkbox"/>	03103-006	Conceptual Physics	H102	D(2,3,5,6)	FY
<input type="checkbox"/>	03104-001	Conceptual Physics	H102	B(1,3,4,6)	FY
<input type="checkbox"/>	03104-002	Conceptual Physics	H102	C(1,3,4,6)	FY
<input type="checkbox"/>	03415-001	AP Physics C	H102	C(2,5) D(1,4)	FY
<input type="checkbox"/>	03623-001	Intro. to Engineering	H102	B(1-2,4-6)	FY
<input type="checkbox"/>	03624-001	Intro. to Engineering	H102	B(1-2,4-6)	FY

3. Select the checkbox next to the section you want to enter attendance for.
4. On the **Class** side-tab, click **Input**. The input page appears.
5. In the **Code** column, click the appropriate code for students who are not present:  
6. Click **Post**. You can edit these values at any time or any date (depending on your school preference).

LOGOFF (top right corner)

SECTION 8

MENTOR GUIDE

Hull Public Schools



Mentor Guide

Overview of the Handbook

The purpose of this handbook is to provide teachers with tools to engage in mentoring relationships. The most effective professional development for new teachers is that which is integrated into teachers' daily activities and allows teachers meaningful contact with experienced and talented, expert teachers in their buildings. The mentoring program is designed to meet the needs of new teachers.

Standards for Induction Programs for Teachers

The Massachusetts Education Reform Act of 1993 requires all districts to have an Induction Year Program in place by October, 2001. The Massachusetts Department of Elementary and Secondary Education (ESE) released the Guidelines for Induction Programs. It is in response to these guidelines that Hull aligned its One Year Induction Program as well as an additional 50 hours of supervision, also known as Teacher Mentoring Program. Teachers seeking Professional licensure must provide documentation of their participation in a one-year induction/mentoring program and 50 hours of mentoring experience beyond the induction/mentoring year.

Goals of the Teacher Induction and Mentoring Program

This district-wide program ensures support for teachers who are in their first year of teaching or new to the Hull Public Schools. The goals of the program, which are aligned with the Massachusetts Department of Elementary and Secondary Education, are listed below and address the needs of new teachers and career opportunities for mentors.

- Improve teacher performance.
- Increase retention.
- Promote personal and professional well-being.
- Satisfy licensure requirements.
- Transmit the culture.
- Improve career pathways for educators.
- Increase student achievement.

Requirements for Teachers as Mentors

Mentors are not responsible for fixing any problems their mentees may experience, but the mentor should provide mentees with enough professional support to help acquaint them to the teaching profession and to the Hull Public Schools. The qualifications for veteran teachers applying to be mentors are listed below.

- Teachers should hold professional licensure status.
- Successful teaching experiences.
- Teachers should have an interest in or experience with mentoring new teachers.

Compensation for Mentors

Teacher mentors receive a stipend of \$1,000 to compensate them for working with their mentee(s) to provide support. Stipends are usually paid in one installment at the end of the school year. Additionally, mentors earn 15 PDPs for their participation as mentors.

Most Commonly Reported Concerns of Beginning Teachers

Seven common concerns mentee encounter during their first years of teaching are documented below. Mentors collaborated to generate suggestions in order to help improve each program. Mentors should share this information with their mentee during their meetings

1. Classroom Discipline

- Try to speak with disruptive students one-on-one, requesting their cooperation and assistance in class. Distinguish the student from the behavior
- Follow through with procedures and routines for behaviors (e.g., raising hands, talking, speaking out of turn, etc.)
- Model classroom procedures and routines
- Reward positive behavior when possible
- Begin class with a mission statement
- Do not take student disruptions as a personal affront. Remain focused
- Link class participation with grades
- Recognize individual behavioral needs and make provisions as needed

2. Motivating Students

- Use a variety of teaching methods such as hands on activities, role playing, manipulatives, and cooperative learning groups
- Use consistency and set procedures and routines
- Let students know the plan for the day. Provide a syllabus or an agenda
- Speak in positive terms and have a positive attitude
- Display students' work
- Decorate classroom environments
- Set realistic goals and then reward students for achieving these goals
- Send home positive notes or telephone parents with good news
- Make students feel capable, contributing, and cooperative

3. Dealing with Individual Differences

- Make accommodations for different learning styles
- Provide extra time for students to answer questions. Some students require additional time to think or process information and then formulate responses
- Ask one question and allow the student time to answer that question. (Don't ask three questions in a row to a student who has difficulty processing information)

- If a student is on an IEP, consult his/her plan for appropriate accommodations. Teachers may also want to consider the following materials: calculators, spell checkers, computers, pencil grips, alphabet strips, number lines, color coded paper, manipulatives, overhead projectors, graph paper, and assignment notebooks
- Provide consistent organization and structure during class. (Consistently begin class with a warm up activity. Students will become accustomed to beginning class with an activity, and it allows students to relax and begin to access prior knowledge he/she will need for the lesson.)
- Repeat ideas and concepts learned from previous lessons

4. Relations with Colleagues

- Maintain social courtesies daily
- Ask for assistance when the work gets overwhelming, others are probably experiencing similar feelings
- Keep options about other colleagues to yourself
- Keep topics focused on the issues, not the person
- Align yourself with positive colleagues
- Respect your colleagues whether or not they reflect your personal philosophy

5. Planning Class Work

- Base the activities on a specific time frame and level of the students. Know your students.
- If it is group work, assign students to groups. It is not advantageous to allow students to choose their groups.
- Vary the types of class work and include problem solving, roleplaying, analyzing primary source documents, computer activities, and student presentations.
- Make steps clear and logical.
- Share ideas with colleagues.
- All activities are *not* for all students.
- How will you assess students' learning? What evidence will you have that students comprehend the information?

6. Parental Relations

- Always be polite.
- Convey genuine interest in the student and the parent.
- Mention the positive aspects first, then mention anything negative, and close with the more positive information.
- Use neutral words to describe the situation.
- Keep a log of calls.
- Engage in active listening skills when speaking with parents.
- Call home to report positive events.
- Use words other than educational jargon.
- Stay calm and remain professional throughout the conversation.
- Parents may need to vent. Ask, "What would you like me to do?" or "How can I help?"

- If the meeting is in a classroom, sit in another area besides behind the desk.
- Ask for parent volunteers. (A CORI needs to be completed for volunteers. See your principal.)
- Refrain from placing a call to a parent's home from your personal residence.
- Request support from your principal or assistant principal.

Mentor Roles

A mentor demonstrates and practices the following qualities:

- Models strong instructional strategies and classroom management techniques,
- Provides skilled instructional support,
- Exhibits positive interpersonal skills,
- Possesses an understanding of content knowledge and adheres to the learning standards of the Massachusetts Curriculum Frameworks,
- Acknowledges the merits of different teaching styles,
- Shares knowledge about the resources available in the school and district,
- Invests time to develop mentoring skills and participates in the program for the duration of the year,
- Maintains a relationship which ensures confidentiality, and
- Exemplifies enthusiasm and a nurturing attitude toward students.

Responsibilities of a Mentor

Maintain a Confidential Relationship

It is important that the mentee be able to discuss problems openly with the mentor, so that any situation may be addressed in a timely manner. *Mentors are colleagues, not evaluators or supervisors.* Mentees need to be entirely confident that any discussion with their mentors will not, in any way, influence mentees' performance appraisal.

Maintain Accessibility

Mentors and mentees should schedule meetings to be held throughout the school year. These meetings should be designed to meet the needs of mentees. Mentors are required to maintain a general log of their participation, and it should be submitted.

Ensure a Strong Start

It is important for the new teacher to be made aware of key individuals and routine procedures related to their particular school and/or department.

Provide Professional Support

The mentor should review the school policies and procedures related to standards and procedures for teacher evaluation, and communication with parents. The mentor should also have the opportunity to observe the mentee and provide meaningful feedback aimed at improving the mentee's craft.

Provide Personal Support

The mentor should offer support and encouragement to their mentee, introduce them to other faculty members, and assist in developing a support network.

Encourage Adherence to Professional Ethics

It is expected that all persons associated with the Hull Public Schools will speak, act, and dress in a manner that is appropriate for a formal educational environment.

Attend Training Sessions

All mentors must be trained because good teachers of children do not necessarily make good coaches for adults [603CMR7.12(2)(b)]. Mentors must receive training in the skills of effective mentoring and strategies for supporting new teachers to be successful in a standards-based classroom.

Additional Mentor Responsibilities

- The mentor and mentee will meet for half of a school day one time per year prior to November 15. The building principal is responsible to arrange substitute coverage.
- Once during the school year during the mentor teacher's preparation periods, the mentor teacher will conduct a focused peer coaching observation (see peer coaching protocol)
- Complete Mentor Teacher Log and turn into Superintendent by June 1st.
- Schedule monthly half hour meetings (at a minimum) with mentee.
- Attend end of year after school group reflection gathering with all mentors and mentees.

Confidentiality

The following information on *confidentially* is not a policy adopted by the Hull Public Schools; however, mentors should uphold confidential relationships with their mentees. The information below describes general guidelines to help mentors consider the impact of confidentiality in their mentoring relationships.

The issue of confidentiality in the mentor-mentee relations is sensitive and important. In seeking to create helpful and supportive relationships, mentors and mentees should discuss and agree on how each participant will respect the boundaries of their relationship.

In general, mentors should not discuss their mentees teaching performance with anyone, including school and district administrators. There are exceptions to the confidentiality clause and some general guidelines are written below:

1. A mentor teacher will discuss, in confidence and with permission, any aspect of their mentee's performance with other members of the mentoring team.
2. A mentor, with the mentee's knowledge and permission, may discuss the mentee's teaching performance with resources professionals whose job it is to help teachers. (For example, if the mentee needs help in designing lessons, the Reading Coaches may be consulted for help and advice.)
3. A mentor, with the mentee's knowledge, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgment, the academic growth, development, social well-being, or physical safety of the students and others are at risk.

Common Problems Mentors Experience and Possible Solutions

Problem: My mentee spends more time with another teacher.

Solutions:

- Thank the other teachers for spending time with your mentee.
- Accept that getting help from others is very healthy.
- Approach the mentee in a positive way and seek to determine what kind of help they are receiving from the other person. Confirm that the information the mentee is receiving is correct.

Problem: I can't find the time to meet.

Solutions:

- Meet in the morning, before school, or after school.
- Swap telephone numbers and email addresses.
- Establish office hours by setting time aside each week to meet.

Problem: My colleagues expect me to fix any problems my mentee is experiencing.

Solutions:

- Note the issues that are being raised and thank the person expressing them.
- Encourage the colleague(s) to show some understanding and patience.
- Confirm that the problem is legitimate.
- Remember your commitment to confidentiality. Do not fuel the fire by expounding on the situation. The less you say the better.
- Depending on the problem, refer the situation to the principal or assistant principal.

Supporting New Teachers Through The Teacher Mentoring Program

Teachers Helping Teachers

The Teacher Mentoring Program is a district-wide program that encourages support for teachers who are new to the Hull Public Schools. The goals of this program are aligned with the Massachusetts Department of Elementary and Secondary Education and include the following:

- improve teacher performance,
- increase retention,
- promote personal and professional well-being,
- transmit the culture, and
- satisfy licensure requirements.

Mentoring and Licensure Requirements

Participation in the Mentoring Program is a requirement for earning Professional Licensure. Teachers will need to provide documentation of their participation in a one year mentoring program as well as an additional 50 hours of mentored experience beyond the induction year when they apply for licensure with the Massachusetts Department of Elementary and Secondary Education. If they have not received a mentor or have questions regarding how to document the additional 50 hours of mentoring experience, please see your building principal. New teachers, who will eventually seek Professional Licensure, should speak with their principal/department heads if they have not been assigned a mentor.

Teacher Evaluation Power Elements

It is suggested that mentors refer to the teacher evaluation power elements to guide conversations.

Defining the Relationship

The information shared between mentors and mentees is confidential. Relationships between mentees and mentors take time to develop. Set up an initial meeting with your mentor to define your relationship. You may want to generate a list to indicate your strengths and needs as they relate to teaching. Also, identify a meeting schedule.

Classroom Peer Coaching

The mentoring program provides mentees with professional development in a collaborative, yearlong process. Classroom peer coaching, which consists of observations between mentees and mentors, is a component of the program to support the mentees' professional development and **not for evaluative purposes**. There are three possible components to classroom peer coaching: pre-conference, observation, and post-conference.

- The **pre-conference** occurs between the mentors and mentee to discuss lesson plans and expectations for the class. The mentors and mentees may observe each other for an entire period and/or focus the observation on particular areas. The process helps to define the upcoming observation and identify what the mentor/mentee should observe, such as the opening of class, classroom management strategies, curriculum issues, or transitional periods between activities.
- The **observations** may be conducted by either mentor or mentees. Speak with your principal or assistant principal to provide classroom coverage if necessary.
- The **post-conference** is a debriefing session where mentors and mentees discuss their observations. Honest dialogue is essential for positive growth, but it is important to identify both strengths and areas for improvements in lessons. A reflection could follow the post-conference. (Refer to the *Focused Peer Coaching: Observation Planning Sheet* and the *Induction Year/Mentoring Journal*)

Mentor Activities

Activities	Person(s) Responsible	Time	Participants	Documentation
Orientation Program for New Teachers	-Central Office -Principal	August	-District Mentors -Administrators -New Teachers	-Attendance -Agendas -Surveys
Mentor/Mentee Match	-Principals	August-September or depending on the date of hire	-Principals -Mentors -New Teachers	-Letter
Mentor/Mentee Meetings	-Mentors	Ongoing throughout the year	-Mentors -Mentees	-Mentor Logs -Induction Year/Mentoring Journal (IY/MJ)
Mentor/Mentee Classroom Peer Coaching	-Mentors -Mentees -Principals	At least 1 round during mentor's prep period	-Mentors -Mentees	-Mentor Logs -Peer Coaching Note Taking Sheet -Peer Coaching Observation Sheets -Annual Surveys
Mentor Log Collection	-Administrator	June 1st	-Mentors	-Mentor Logs
Half Day Meetings	-Mentors	On 1/2 days 2 times during the school year	-Mentor -Mentee	-Emails -Reflection Log -Mentor Log

Hull Public Schools Mentor Teacher Logs

Instructions: Please log each session with your mentee. Submit this log form to the Superintendent by June 1.

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

<u>Date</u>	<u>Time</u> From: To:		<u>Description of Activities</u> (i.e. student-specific discussion, classroom management, teacher evaluation, staff/building discussion, curriculum and policies/procedures)	<u>Total Time</u>

Peer Coaching Protocol

Peer Coaching is a confidential process that involves mentors observing mentees in their classrooms and then providing meaningful feedback. Mentors should try to accomplish two rounds of Peer Coaching throughout the school year, and use the *Focused Peer Coaching: Observation Planning Sheet* as a guide throughout the process and as a source for documentation.

PRE-CONFERENCE

- Meetings between mentors and mentees build relationships.
- It sets a focus for the conference or classroom observation.
- It enables the new teacher to determine the type of feedback desired.
- *Mentees should identify one to three areas the mentors should observe/focus on during the lesson.* (e.g. classroom management, opening the class, teaching specific content, etc.)
- Mentors should use the *Focused Peer Coaching: Observation Planning Sheet* to record the focus area(s).
- Determine a date and time for the observation and post-conference to occur. Record the established dates and times on the *Observation Planning Sheet*.
- Seek assistance from Department Heads or Principals, in setting up observations.
- Determine when the mentor should arrive in the classroom and where the mentor should sit.

OBSERVATION

- The mentor should observe the mentee in their classroom and gather data as requested by the mentee.
- Use the *Focused Peer Coaching: Note Taking Sheet* to record observations.
- After the observation, the mentor and mentee should form questions in preparation for the post-conference.

POST-CONFERENCE

- Provide concrete examples as data including quotations.
- Elicit new teacher's reflection and probe for specificity.
- Use positive language and be honest.
- Always provide suggestions for improvements with any constructive criticism.
- Make suggestions that expand the new teachers' thinking and that provide alternative solutions.

POST-CONFERENCE REFLECTION

- Mentors should seek feedback on the usefulness of the conference for the mentee.
- Identify future steps for the mentor and mentee to respond to the observation data and record the information on the *Observation Planning Sheet*.
- The mentor and mentee should sign the bottom of the *Observation Planning Sheet*. The mentee should retain a copy for their records.
- Encourage the mentee to record their reflection of the process in their Mentoring Journal located at the end of this handbook.

Hull Public Schools

Focused Peer Coaching: Observation Planning Sheet

CONFIDENTIAL

1. Planning Conference

Date: _____

Determine the mentees chosen focus for the observation. Discuss planned lessons with the regard to instructional strategies, alignment of objectives with school and district-wide standards, as well as other pertinent aspects of curriculum.

2. Focused Peer Coaching in the Mentee's Classroom

Date: _____

The mentor should record notes from observation on a separate form. (See Note Taking Sheet.)

3. Reflective Conference

Date: _____

Discuss and analyze the observation data. Communicate in specific terms about relevant vernal pedagogy as it pertains to the focus of the observation.

Summary of Discussion

4. Identify Future Steps For The Mentor and Mentee to Respond to the Observation Data

Date: _____

5. Date of the Next Peer Coaching Experience

Date

Mentor

Mentee

Communicating and Reflecting with Mentees

Active Listening Tools

- Pausing
- Probing
- Paraphrasing
- Positive intention
- Pulling out ideas
- Posing good questions

Reflective Practice

When teachers become reflective practitioners, they can:

- Identify new ways of engaging in similar situations
- Have a broader sense of how and why they do or do not respond in the classroom
- Recognize when it becomes necessary to seek out other persons or resources when confronted with a concern they are not sure how to address

Questions that Prompt Reflection

- Can you talk more about that?
- Why do you think that happened?
- What evidence do you have about that?
- What does this remind you of?
- Do you see a connection between this and anything else you have done before?
- How else could you approach that?
- What else do you want to happen?

Mentoring Leadership Styles

Adapted from Hersey & Blanchard

	TASK FOCUS	
R E L A T I O N S H I P F O C U S	High Relationship Low Task COLLABORATE Mentor and mentee make most decisions together. Both work toward tasks accomplishment.	High Task High Relationship SELL Mentor explains decisions and seeks mentee's suggestions. Mentor provides direction toward task accomplishment.
	Low Relationship Low Task DELEGATE Responsibility for decision making and implementation is protégé's. Mentor withdraws.	High Task Low Relationship TELL Mentor provides direction and monitors the mentee's task accomplishment.

Note: "Low Relationship" means no relationship has yet developed or it can mean the mentor has intentionally stepped back from the relationship to allow the mentee independences. Similarly, "Low Task" can mean low mentor responsibility for tasks.

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