Lead Teacher Handbook

Pre-Induction Teacher Support Program

2019-2020
Lead Teacher Handbook

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Program Overview

Manteca Unified School District provides support to pre-induction teachers who are working towards a preliminary teaching credential. These teachers are matched with a lead teacher to help support them in their new career. The lead teacher is an experienced, highly qualified educator who receives training in support-based techniques. Together, the lead teacher and pre-induction teacher (called participating teacher) attend 2 full-day trainings with Program Staff for the first two years of employment with MUSD. After the first two years of employment, the lead teacher and participating teacher continue to meet, but no longer attend Program trainings. Lead teachers will continue to submit time logs and receive a stipend for their work.

Lead Teacher Overview

Manteca Unified School District is committed to providing quality support for teachers in the form of guidance, reflective conversation, and district staff development leading the participating teacher to effective professional practice.

What is a Lead Teacher?

A lead teacher is an experienced teacher who has been or will be trained in the principles of supporting teachers new to the profession. They are matched with a new teacher (participating teacher) who is working on obtaining a preliminary teaching credential. Lead teachers complete an MOU which includes a recommendation from a site administrator. They receive training throughout each school year and are paid a stipend.

How are matches with lead teachers made?

Matches are based on two considerations: school site and grade level or subject area. A perfect match would be between a participating teacher and lead teacher who teach at the same site and teach the same grade level or subject. Participating teachers can suggest matches, as can lead teachers and site administrators. Once a preliminary match has been identified, Induction personnel has the final approval.
What does the Lead Teacher do?

The lead teacher is obligated to attend one after-school training and to meet at least two hours a week with the participating teacher for a minimum of 72 hours over the course of the school year. This time must be evenly spread throughout the school year. The lead teacher will submit time logs monthly that demonstrate these hours. If the lead teacher or participating teacher is out on leave for any portion of the school year, the stipend will be prorated based on the number of weeks they worked together/were not on leave. The lead teacher helps the participating teacher by discussing issues of concern, suggesting ways to refine teaching strategies, and providing any other professional guidance needed. The lead teacher is encouraged to observe the participating teacher teaching, be open to the participating teacher observing him/her, and accompany the participating teacher to observe other teachers. The Program pays a stipend of $2,000 per participating teacher to each lead teacher for this work. This is paid in two installments ($1,000 in November and $1,000 in May). These installments will be prorated if the minimum of two hours/week for a total of at least 72 hours/year is not met, any time logs are not submitted (a loss of $200 for each time log not submitted), or if the lead teacher or participating teacher is out on leave for a portion of the school year.

What if the match is not working?

Lead teachers and participating teachers are given Match Feedback Forms which ask specific questions about the satisfaction with the match. The feedback on these forms is confidential so that each party can be honest in expressing any concerns. If, at any time, either party expresses dissatisfaction with the match, he or she can use this form or notify the Program Leadership. At that time, the leadership will counsel the dissatisfied party to attempt to solve the problem without intervention. Should this strategy fail, the leadership may assign a new lead teacher.
Lead Teacher Qualifications

Lead teacher qualifications are as follows:

- A minimum of 3 years of effective teaching experience
- Possession of a Clear Teaching Credential
- Knowledge of the context and content area of the participating teacher’s teaching assignment
- Teaching assignment is at the same site as participating teacher whenever possible
- A commitment to professional learning and collaboration
- The ability, willingness and flexibility to meet the participating teacher’s needs for support

Lead Teacher Expectations

Lead teacher expectations are as follows:

- A lead teacher must attend and participate in all lead teacher and participating teacher trainings.
- A lead teacher must meet with his/her participating teacher(s) for at least 2 hours weekly for a total of 72 hours per year and maintain a record of those meetings (See Time Logs).
- A lead teacher must meet with his/her participating teacher’s university practicum supervisor as needed.
- A lead teacher must complete 10 hours of initial orientation/training, if required, with the Participating Teacher’s intern program.
- A lead teacher must sign a Memorandum of Understanding and complete all Program surveys.
- A lead teacher must engage in a variety of required feedback mechanisms designed to evaluate program effectiveness.
- A lead teacher must maintain confidentiality and discretion in all discussions.
Opportunities for Teacher Observations

Teacher Development offers release time for each Lead Teacher/Participating Teacher pair for the purpose of observing exceptional teachers. Each pair will observe 2 mornings during the school year on the days of training that are scheduled. These observations may be done on your site or any site within MUSD. The lead teacher should take the initiative to schedule these observations in advance to ensure that the teachers being observed are exemplary teachers at the participating teacher’s grade level or teaching the same subject area. You are asked to observe two teachers each of these mornings.
I agree to participate in the Manteca Unified School District’s Pre-Induction Teacher Support Program by serving as a Lead Teacher assigned to assist Participating Teacher(s) during the school year. I understand that this program is designed to help meet the individual needs of MUSD’s Participating Teachers to increase their effectiveness in the classroom and, ultimately, to enhance student achievement.

I agree to the following conditions as a Lead Teacher:

- To receive a $2,000 stipend per Participating Teacher. I will accept a prorated stipend if I do not turn in all monthly time logs and/or complete the required 72 hours with my Participating Teacher(s).
- To meet with my assigned Participating Teacher(s) for a minimum of 72 hours during the school year. I am aware that the documented time should be spread evenly throughout the Participating Teacher’s school year for a minimum of two hours each week. If my Participating Teacher(s) or I am out on leave for any portion of the school year, the stipend will be prorated based on the number of weeks we worked together/were not on leave.
- To maintain and submit a monthly time log for each of my assigned Participating Teachers that will be initialed by the Participating Teacher. Any months for which a time log is not submitted will result in a prorated stipend (loss of $200 for each month that no time log is submitted).
- To observe and be observed by my Participating Teacher(s).
- To maintain confidentiality and discretion regarding my Participating Teacher(s).
- To provide information, clarification, and guidance with regards to school and district policies and procedures.
- To share knowledge about materials, planning, curriculum, and teaching methods.
- To act as a resource for my Participating Teacher(s) in matters regarding the teaching profession.
- To encourage my Participating Teacher(s) to reflect on his/her teaching practices and help him/her implement new strategies.
- To meet with my Participating Teacher’s university practicum supervisor as needed.
- To have knowledge of and model the California Standards for the Teaching Profession.
- To attend 1 Lead Teacher training after school hours.
- To attend all required training sessions along with my Participating Teacher(s).
- To complete all Program Support surveys.
- To complete 10 hours of initial orientation/training, if required, with my Participating Teacher’s intern program. These hours, if required, will be time-sheeted through Teacher Induction upon receipt of proof of completion. Proof must be submitted no later than April 30th of the current school year.

<table>
<thead>
<tr>
<th>Signature of Lead Teacher Applicant</th>
<th>Date</th>
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<tbody>
<tr>
<td>Lead Teacher’s Printed Name</td>
<td>School Site</td>
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<tr>
<td>Signature of Site Administrator</td>
<td>Date</td>
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Please keep a copy of this form for your records.
Send this form to Eric Peters in Teacher Development – District Office

May 2019
**MUSD K-12 LEAD TEACHER TIME LOG**

**LEAD TEACHER:**
**SCHOOL:**
**PARTICIPATING TEACHER:**
**SCHOOL:**

**Lead Teacher Responsibilities:**
- Provide 72 hours of support spread evenly throughout the school year (two hours each week).
- Establish a schedule of meeting dates and times.
- Complete a separate time log for each participating teacher.
- Maintain and submit the time log by the 5th of each month.
- Lead teacher and participating teacher must initial the time log (electronic initials are fine).
- Lead Teacher emails the logs to the Teacher Development Center each month.
- Lead Teacher and participating teacher keep a copy of the time log for reference.

**This log must be completed in the Participating Teacher’s SharePoint folder by the 5th of each month**

<table>
<thead>
<tr>
<th>Briefly describe the topics discussed, information shared, or activities completed.</th>
<th>DATE</th>
<th>HOURS</th>
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<td>TOTAL HOURS (rounded to quarter hour; for example, three hours and 45 minutes will look like this: 3.75.)</td>
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**PARTICIPATING TEACHER VERIFICATION: _______________ (INITIALS)**

**LEAD TEACHER VERIFICATION: _______________ (INITIALS)**
Lead Teacher Support Suggestions

Discussion Topics:

- Teaching strategies
- Progressive classroom discipline
- Consequences for student behavior
- Communication with students, parents, peers, and administrators
- Parent conferences
- Praise, encouragement, and feedback
- Engaging students in problem solving
- Students with special needs
- Questioning to promote student thinking
- Checking for understanding
- Guidelines for grading
- Assessment strategies
- Assessment criteria
- Differentiation of instruction
- Meeting the needs of diverse students
- A Pacing Guide: Planning instruction for the year
- Effective collaboration
- Emergency procedures
- Time management (teacher and student)
- Dealing with paperwork
- Requesting a substitute teacher

Activities:

- Previewing and explaining instructional materials
- Preparing for a substitute teacher: the students, the lesson plans and materials, and the room
- Demonstrating teaching strategies
- Modeling lessons
- Planning lessons
- Demonstrating school and district “How To’s” (how to do lunch count, take attendance, make an accident report, use the Xerox machine, use the district Print Shop, Surface Pro, student tablets, etc.)
- Arranging for observation opportunities for both partners
- Sharing and implementing organizational systems in the classroom
- Sharing and implementing grade book systems (paper or computer)
- Establishing routines and procedures for classroom management
• Establish classroom discipline plan
• Providing guidance through the paper processes (Special Education students, teacher evaluation process, student study team, School Program Improvement, etc.)
• Providing opportunities to address teacher concerns through support personnel, resources, and materials
• Introducing and including staff members in school functions and activities

**Professional Support:**

• Be accessible and receptive to discuss questions, concerns, and issues
• Value questions, concerns, and issues
• Validate questions, concerns, and issues
• Respect the confidentiality of conversations
• Focus on the teacher learning journey – an on-going process
• Demonstrate the commitment to meet on a regular basis for the purpose of providing consistent support
Coaching Questioning Techniques

COACHING SKILLS OF MENTORING

A trusting relationship involves:

❖ Using good listening skills
❖ Empathetic acceptance
❖ Congruence between body language and verbal language

Clearly defined roles and expectations:

❖ Desire to promote the teacher’s autonomy and uniqueness
❖ Nonjudgmental conversation
❖ Honesty

Linguistic Skills

❖ Paraphrasing
❖ Clarifying
❖ Pausing and using silence
❖ Mediational questioning

PARAPHRASING

Paraphrasing communicates that the listener has...

❖ HEARD what the speaker said
❖ UNDERSTOOD what was said
❖ CARES

Paraphrasing involves either:

❖ RESTATING in your own words, or
❖ SUMMARIZING

Some possible paraphrasing stems include:

❖ So...
❖ In other words...
❖ What I’m hearing then...
❖ What I hear you saying...
❖ From what I hear you say...
❖ I’m hearing many things...
❖ As I listen to you I’m hearing...
CLARIFYING

Clarifying communicates that the listener has...

HEARD what the speaker said, but DOES NOT fully UNDERSTAND what was said.

Clarifying involves ASKING A QUESTION (direct or implied) to:

❖ Gather more information
❖ Discover the meaning of language used
❖ Get clarity about the speaker’s reasoning
❖ Seek connections between ideas
❖ Develop or maintain a focus

Some possible clarifying terms include the following:

❖ Would you tell me a little more about...?
❖ Let me see if I understand...
❖ I’d be interested in hearing more about...
❖ It would help me understand if you’d give me an example of...
❖ Tell me how that idea is like (different from)...
❖ To what extent...?
❖ I’m curious to know more about...
❖ I’m intrigued by...I’m interested in ...I wonder...
❖ NOTE: “Why?” tends to elicit a defensive response

MEDIATIONAL QUESTIONS

Mediational questions help the colleague:

❖ HYPOTHESIZE what might happen
❖ ANALYZE what worked or didn’t
❖ IMAGINE possibilities
❖ COMPARE & CONTRAST what was planned with what ensued
❖ EXTRAPOLATE from one situation to another
❖ EVALUATE the impact

Some mediational question stems include...

❖ What’s another way you might...?
❖ What would it look like if...?
❖ What do you think would happen if...?
❖ How was...different from (like)...?
❖ What’s another way you might...?
❖ What sort of an impact do you think...?
❖ What criteria do you use to...?
❖ When have you done something like...before?
❖ What do you think...?