

Faculty Advisor/New Employee Checklist

The relationship between the faculty advisor and new staff member is a unique one. Not only does the advisor have a wealth of information to share with new staff, but the new staff member, as they have been teaching for some time, have numerous ideas, techniques, and strategies to share with their advisor. The main job of the faculty advisor is to help provide new teachers with a seamless transition into the Summersville R-II School District. This will be accomplished through dialogue between the advisor and advisee. Meetings between the two will be held at least three times per year with contacts logged and checklists/notes turned into building principals after each meeting.

Advisor expectations:

- Arrange for and log contact hours with advisee. These contacts can be made at any time convenient for both employees.
- Assist the teacher in being prepared for the first day of classes.
- Share knowledge about lesson planning, classroom materials, curriculum resources and planning, and teaching methods.
- Help acquaint teacher with procedures and customs of Summersville R-II.
- Provide moral, emotional, and professional support to the new employee.
- Discuss and exchange ideas, strategies, and techniques.

Advisee expectations:

- Take information provided by advisor into consideration. Take notes and ask questions as necessary.
- Seek out advisor for help and suggestions regarding classroom management, curriculum, and procedures. Discuss results of advice with each other.

Advisors and advisees should try to meet well in advance of the first day of teacher attendance so that the advisee can be prepared to focus his/her attention on professional development.

August

- Give tour of campus and introduce advisee to secretaries, nurse, librarian, janitorial staff, etc., as well as other staff who may be working at the time. Obtain alarm code, demonstrate use of alarm, and acquire necessary keys.
- Point out where supplies are kept and how to obtain what is needed—roll paper, copy paper, tape, paper clips, school supplies for students, etc.
- Explain how to use copier.
- Tour library—point out where magazines, videos, and laminator are kept. Demonstrate use of laminator. Explain checkout procedures and how to reserve computers for class use.
- Obtain server and Lumen logins. Explain how to login to network and how to save items on server. Demonstrate use of Lumen—attendance, grades, and discipline processing.
- Find out which classes and/or clubs advisee will sponsor and discuss.
- Obtain student handbook and go through together—point out make-up work policies, attendance policy, dress code, etc.
- Obtain teacher handbook and go through together—point out teacher dress code, arrival/dismissal times, duty schedule and expectations, lunch scheduling, etc.
- Locate curriculum resources—textbooks, pacing maps, additional teaching resources, etc.
- Discuss any upcoming curriculum activities—new pacing maps, curriculum revision, assessment checks, etc.
- Discuss lesson plan expectations—decide on a form to use that includes learning objectives, Missouri Learning Standards, and learning activities.
- Discuss assessments—benchmark testing, quarter/semester finals, pretest and posttest data walls, etc.
- Explain procedure for referrals to special programs such as Title I and Special Education.
- Explain progress reports and grade cards—point out dates for release of these on district calendar.
- Discuss parent/teacher conference expectations and dates.
- Discuss holiday activities and customs (parade, concerts), semester student activities (dances, trips, conventions, AR rewards, student of the month, etc.)
- Explain how dismissal days due to inclement weather, change of scheduled activities, etc. are announced using School Reach and TV.
- Facilitate discussion of advisee's, as well as advisor's, management and teaching styles and strategies. Use each other as a sounding board to decide what is successful and what needs improvement in order to be successful.
- Decide upon professional development goals for the first semester—check out websites

such as RPDC and SuccessLink for workshop opportunities.

- Set up dates to observe each other in classrooms.

List below any other items discussed in your meeting(s):

Please give an estimate of how many hours you met during August: _____

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building Administrator Signature: _____ Date: _____

It would be advisable to hold the second meeting of the year at the end of November or the first week of December due to events that will occur at the end of this semester.

November/December

- Discuss and address any concerns from the previous months, including parent/teacher conferences.
- Discuss observations of each other—focus on positives and what both the advisor and advisee took away from each visit. Discuss what could be improved upon and set plan for improvement.
- Explain any semester finals or benchmark testing that will take place. Go over the rules for finals exemptions at the junior high/high school level.
- Review projected dates for and which subjects/content areas advisee will be responsible for MAP and/or EOC testing and what to expect in the school during this time.
- Review upcoming semester activities in the elementary and high school: AR rewards/trips, Students First rewards/trips, Christmas parade, Christmas concert, homecoming, etc.
- Discuss any professional development opportunities from first semester and set plan for second semester.
- Remind teacher to continue parent contact for at-risk students.
- Set date for second semester observations.

Please give an estimate of how many hours you met during November/December:

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building administrator Signature: _____ Date: _____

The last meeting of the year should take place toward the end of April or the first week of May due to end of year activities to be discussed.

April/May

- Discuss and address any concerns since last visit.
- Discuss observations of each other—focus on positives and what both the advisor and advisee took away from each visit. Discuss what could be improved upon and set plan for improvement.
- Discuss any professional development attended and information gained.
- Explain end of year trips and rewards—AR rewards/trips, Students First final assembly, Field Days, various clubs, etc.
- Explain procedures for ordering next year’s supplies and how to find and complete purchase orders.
- Discuss expectations for kindergarten and high school graduation.
- Discuss registration for next school year at high school; kindergarten and preschool registration at elementary.
- Talk about MAP/EOC testing. If it is coming up, discuss procedures and scheduling. If it has already occurred, discuss impressions and ideas for improvement.
- Locate inventory of room and help set up spreadsheet (if not completed already).
- Obtain checkout sheet from office and explain.
- Discuss end of year banquets—academic, FFA, athletic, etc.—and expectations for these.

Please give an estimate of how many hours you met during April/May: _____

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building administrator Signature: _____ Date: _____