McCall-Donnelly School District

Teacher Mentoring and Induction

August 2019

Purpose Statement
   The purpose of this induction document is to provide support and training for all teachers joining our district and for the mentors working with them.

"Induction is more than mentoring. It includes Training, Support and Retention.

1. **Training:** New teachers are taught and shown effective classroom strategies through a series of workshops, demonstration classrooms, observations and debriefing sessions.
2. **Support:** A cadre of mentors, administrators, and staff developers work with new teachers personally, in regularly scheduled sessions, to support and assist the teachers.
3. **Retention:** Administrators build a learning community where the contributions of all teachers are respected and shared. Effective administrators must retain effective teachers, creating a culture that values teaching and learning."

          Annette L. Breaux, Harry Wong, <u>New Teacher Induction</u>

Background

   The 2000 Idaho Legislature approved a statute governing contracts issued to first-, second-, and third-year certificated personnel, including a requirement for school districts to provide support programs for certificated employees hired under new contracts. While no longer a statute, the McCall-Donnelly Jt. School District has chosen to continue the mentoring program due to its positive outcome. The purposes of the mentor program include successful transitions in the teaching profession, to develop teacher competence and excellence, and ensure high levels of student achievement in all classrooms. Mentor programs also focus on improving the rigor and consistency in assessment use, encourage collaboration and reflection, develop teacher leadership, and provide differentiation in instruction and professional development.

 Mentee Support:

  All newly hired certificated personnel will be assigned a mentor. Teachers new to teaching have a mentor for their first three years. Teachers new to our district with three years of teaching experience or more will have a mentor their first year to help with district information, policies, and procedures. An orientation is provided prior to the contract year and focuses on preparing for the first day in the classroom and explaining local policies and procedures, including the supervision/evaluation process following the McCall-Donnelly Joint School District's evaluation document. This orientation will also address the non-supervisory role of mentors and peer instructional team members.
  On-going dialogue will be attained through faculty meetings and quarterly meetings specifically designed to address issues facing our newly hired teachers. Participants will consider specific strategies for success in a variety of areas including assessment, classroom organization and management, curriculum, lesson planning, communication, instructional methods, motivational strategies, needs of special students, and a wide

range of other topics. Sessions will be led by district mentors, as well as teacher leaders and specialists.

The District may limit extracurricular assignments and administrative duties given to the beginning teacher, as well as consider the impact of traveling to more than one school to teach when creating teaching assignments. Attempts will be made to assign teaching positions at locations where subject/grade level teams exist. The District will support beginning teachers by providing common planning time within subject/grade level areas when possible, extra classroom assistance as needed and regular supportive communication with the principal, other administrators or the department chair.

Mentoring:

Goals for McCall-Donnelly Jt. School District's mentoring program:
- Provide an on-site support system for new teachers
- Ease new teacher transition in the classroom
- Increase retention of qualified new teachers
- Improve the skills of new teachers
- Assist teachers participating in a statewide assessment program

Mentor Selection:

Mentor selection is determined by the building Principal and the Curriculum Director. We take into account mentor experience and professionalism including years of successful teaching experience, evidence of excellence in teaching, a willingness to commit to ongoing professional development, a willingness to meet frequently with the new teacher, a willingness to share knowledge, skills, and information with others, and a willingness to provide demonstration lessons for the new teacher. Administrators are essential in encouraging successful retired teachers to consider mentoring as part of their extended teaching career.

Additional Mentor Criteria:

Criteria for pairing mentor teachers with new teachers may include grade level or content area, compatibility of the mentor teacher and the new teacher, experience of mentee, and needs of students. A meeting log will be completed by the mentor indicating dates met and general topics discussed. Time sheets may be used to record hours spent with mentee.

Mentor Training:

Prior to the assignment, mentors will receive training regarding the role of the mentor, coaching skills, strategies, etc. Mentors are non-judgmental and non-evaluative and are not to participate in the development of any Staff Evaluation Plan of the mentee or testimonial situation with the mentee's supervisor. A mentor is a coach, a guide, a friend, a teacher, a role model. A mentor is not an administrator, nor a supervisor. Mentors and mentees will participate in an after school session each quarter to share experiences, strategies and pertinent information with each other.

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Program Evaluation:

The mentoring program will be evaluated using a survey of involved participants to evaluate the success of the program. Modifications will be made in order to provide a supportive program. The survey will be administered by the superintendent or the curriculum director in order to regularly evaluate the program. A copy of the survey is available at the end of this document.

Stipend:

Mentors for new or experienced teachers will be paid a stipend as a consultant for MDSD. This includes all support of new or experienced teachers in their classrooms, meetings, and preparation time. Mentors can serve as a substitute for their mentee(s) in order for the mentee to observe a veteran teacher. Mentors will be paid as a substitute for MDSD.

Professional Development:

Professional development should include opportunities to meet professional requirements such as Danielson's *Framework for Teaching*, Common Core and Mathematical Thinking for Instruction (MTI) as well as goals specific to each building's School Improvement Plan and/or the district's Strategic Plan. Professional development may include training on topics such as Stiggins' *Assessment* for *Learning*, Six Traits Writing, Block Schedule Instructional Practices, Differentiated Instruction, and Marzano's Instructional Strategies.

The following support is available to teachers new to the profession for the first three years in the district:

District Support	- District Orientation - Assigned Mentor - Curriculum and Assessment Specialists available - Professional Development opportunities
Building Support	- Orientation meeting with the principal - Building Instructional Team member - Support as set by the principal
Individual Goals for Professional Growth	- Frequent contact with mentor - Full participation in District Orientation - Set goals in accordance with the District Staff Evaluation Plan

Frequently Asked Questions

Who do I contact for information regarding:

Athletic Director: Conor Kennedy	634-2218
Assessment Coordinator: Ginger Hughes	634-2161
Curriculum/Professional Development Director: David Pickard	325-4433

Counseling:
MDHS – Rebecca Shepard	634-2218
PLMS – Ryan Swift	634-5994
BMES Yuri Davydov	634-2219
DES-Margaux Crockett	325-4433

Developmental Pre-school: Sara Brodhecker	325-4433
District Business Manager: Penny Lancaster	634-2161
District Secretary: Bianca Imel	634-2161
Food Service: Lisa Howes	634-2218
Heartland High School: Phil Schoensee	634-3686
IEA/MDEA Contact: Kylie Christensen	634-2218
Special Programs Director: Phil Schoensee	634-3686
Special Programs Secretary: Marsha Gantz	325-4433

Staff Development: Building Principals
MDHS – Tim Thomas	634-2218
PLMS – Jake Olson	634-5994
BRMES – Valerie Berg	634-2219
DES – David Pickard	325-4433
HHS – Phil Schoensee	634-3686

Student Support Programs:
ESL: Sara Covault	634-2219
SLP: Annika Olson / Ricki Drabek	634-2219, 634-5994

Technology Needs:
Coordinator: Matt Cavallin	634-4070
Computer Technician: Joe Luff	315-4698
MDHS: Shelly Chamberlain	634-2218
PLMS: Cody Hansen	634-5994
BRMES: Carrie LaFay	634-2219
DES: Melissa Maini	325-4433

Transportation: Harlow's Bus Service: Lewis Miller	634-1089

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How do I contact other teachers at school?
> Within all the district buildings there is an intercom system. Directly dial the extension numbers per the list available from your office. Refrain from calling teachers during their classroom instruction time.

How do I obtain an outside line for a local call?
> Each building has a different system. Please ask your building secretary how the system accesses an outside line.

How do I make long distance phone calls?
> If the call is a personal call, use a cell phone. If it is a school matter, there are several ways to call – again, please ask your building secretary.

What is the protocol for electronic devices?
> The use of electronic devices which disrupts the educational process is forbidden. Professional modeling is expected of staff. Cell phones should be turned off during classes.

How do I obtain a computer and the passwords and training to operate on the district system?
> During the initial mentee orientation, you will be given training on our systems by the district technology coordinator. You will have a computer in your classroom. Before you are given an email account and access to the internet, you must sign the Internet Access Conduct Agreement and return it to the district secretary. The building tech coordinator will answer your questions as to the programs in use in the district and on your computer. Coordinate with him or her to arrange for any additional instruction and training you need. IPads may be issued to all staff depending on funding and availability.

What is the District Internet and Email protocol?
> District policy 8410 defines appropriate use of technology for staff and students and was given to you with your new employee orientation materials. It is your responsibility to be familiar with this policy. This policy periodically changes to keep up with the availability of technology. Student confidentiality at all times is a priority, so refrain from using student names and identifying information in email.

How do I get Technology help?
> Technology help requires a request through the "IT Help Desk" link found in the Employee Portal on the MDSD website.

If I need building maintenance help where do I turn?
> Maintenance beyond the daily custodial help requires a request through the "School Dude" link found in the Employee Portal on the MDSD website. Your request will be routed through your principal for approval before going on to Matt Moss. It is suggested you read the "School Dude How to" on the same page. In case of emergency, call your office.

What should I expect on Pre-service days?
> Pre-service days are for the purpose of district training. Of the scheduled pre-service days, two are Teacher Training Days and one is a Teacher Work Day. Expect to be introduced to the full district staff the morning of the all district meeting.

What is the difference between Teacher Training Days and Work days?

Teacher Training Days are full-day training days and may be full-district training or training as arranged by the Professional Development Team.

Teacher Work Days are teacher preparation days and are scheduled at the end of grading quarters and at the beginning and end of the school year. According to District Policy, no meetings are to be required on a work day.

When are staff meetings?

Staff meetings are determined by each building administrator.

Is there a dress code for teachers?

Dress is expected to be professional and in line with your assigned duties.

Is there an on—site professional association at McCall-Donnelly?

The McCall-Donnelly Education Association (MDEA) is the professional association. Your contract is an agreement between MDEA and MDSD.

Is there a year-long calendar available?

The year-long district community calendar is available on the district website. It contains schedules, board meetings, school events, bus information, graduation requirements, and general information.

Is there a district website?

The District website is found at www.mdsd.org. Links to the District's five schools are available there.

What are my contract hours?

The full-time contract day is an 8 hour day, including a duty free lunch. Start and stop times vary by building. By contract, you are to be on duty a minimum of 15 minutes before student arrival and 15 minutes after school, with 30 minutes of flex time before or after school. Check with your principal.

What should I expect at Open House?

Expect to meet parents after a brief building welcome by the principal. Each school plans Open House a little differently, but the purpose is to share with parents your class/school expectations.

Do I use the same restrooms as the students?

There are staff facilities in all buildings separate from student facilities.

What about lunch?

Breakfast and lunch are available in the cafeteria for purchase by students and all employees. Teachers have a duty-free lunch period which varies depending on the building assignment. You can purchase a "lunch ticket" using the Meal Payment system, also on the district website right pane.

Is there designated staff parking?

Parking for staff at BRMES is designated on the west and south sides of the building, leaving the front row of parking for parents. MDHS encourages parking along the Stibnite street lot. Staff parking at Payette Lakes Middle School, Donnelly Elementary, and Heartland High School is not designated.

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How do I know if there is an emergency school closure and what are my responsibilities?

In the case of a school closure due to snow or any other reason, you will receive an early morning phone call, usually before 6:30 a.m., unless the decision is made the night prior. School closure notification is televised when possible and use of Alert Now notifies students. Staff members do not report to school on snow days. Emergency school closure days are made at the discretion of the Superintendent.

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How do I arrange for a substitute?

See Absence & Substitute Management handout.

What is the sick-leave bank?

Sick leave days are voluntarily donated to the "Sick Leave Bank" at the beginning of each school year, and the bank is available to donors to provide assistance during an extended absence due to an accident, a medical emergency, or an extended or recurring illness of the employee or immediate family. It is not a supplement to regular sick leave; rather it is a form of insurance to alleviate hardships due to those rare, extreme situations. Refer to school policy for more information. You can sign up for the Sick Leave Bank through the District Office.

Where are the forms I need?

Most of the forms you need are available on our website http://mdsd.org. Click on "log in" then enter the staff portal.

Do I have a personnel file?

The District Office keeps a personnel file on all professional employees. It is available to you at any time upon your request and is recommended that you review it periodically. This is an accumulation of information collected during your employment with the district including evaluations, transcripts, college tuition requests for classes taken, and other pertinent information regarding your relationship with the District.

Do I have a budget?

Budgets vary by department and level. All staff are allocated funds for classroom needs. Requisitions are used for ordering of materials or for any approved reimbursement. Within some schools, general supplies such as pens and tape are ordered through your building office. You may be issued a credit card for some purchases. Check with your supervisor

What if I lose my key?

Immediately contact your building principal.

Where do I obtain student information?

Student files are located in each building office with most information available on PowerSchool. Other data resources are available to us, such as AimsWeb, MAP and MilePosts.

May we take field trips?

Field trips are allowed and encouraged when they are in support of classroom instruction and subject matter, and require administrative approval. Refer to School Policy 2320 before making any plans. If a bus is required, a Transportation Request must be completed prior to the trip. Please consult with your office manager for the required arrangement details of a field trip for your

school and grade level **well in advance** of the trip. The District owns two smaller buses that do not require a licensed bus driver. Contact the athletic director for information and scheduling following principal approval.

More in depth answers to these and many other questions can be found in your Master Contract or in the School Board Policy Manual.

Checklist for New Teachers

I know how to:

- ❑ Order materials for my classroom

- ❑ Arrange a fieldtrip including obtaining the use of a bus

- ❑ Obtain reimbursement for college classes I take while employed with MDSD

- ❑ Submit a maintenance request

- ❑ Place a phone call from my classroom

- ❑ Submit a technology request

- ❑ Request a substitute

Getting Started - At the District Office

- ❑ Sign your contract, W-4 and I-9 forms
- ❑ Complete an Employee Information sheet
- ❑ Obtain an explanation and copy of the pay scale and payday schedule
- ❑ Sign health, vision and dental insurance forms
- ❑ Sign PERSI retirement enrollment forms
- ❑ Sign your Internet Access Use Permit
- ❑ Obtain life insurance information
- ❑ Obtain direct deposit information
- ❑ Obtain information regarding the Sick Leave Bank
- ❑ Obtain information on the required fingerprinting process
- ❑ Obtain information on flexible spending accounts

Getting Started - At Your Building

- ❑ Sign for your key(s)

- ❑ Pick up Materials:
    - ○ Staff Handbook

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- o Substitute Folder (to be completed by you)
- o Teacher Evaluation information

- ❑ Technology information
  - o Student Information System – PowerSchool
  - o Passwords
  - o Appropriate Use Policy for email and Internet

- ❑ Information regarding your budget and ordering

- ❑ Location of student cumulative files

- ❑ Tour of the building

  - o Office
  - o Classrooms
  - o Work room – copy machine, laminator, paper cutters, paper supply, additional materials, etc
  - o Media center
  - o Computer lab
  - o Faculty room
  - o Health room

- ❑ Fire drill, lock down drills, emergency procedures, emergency bag

- ❑ Custodial support

- ❑ School and/or Social committees

- ❑ Pertinent building documents

  - o Supervisory responsibilities (recess, dances, bus,etc.)
  - o Discipline policies
  - o Bell Schedules
  - o Field trips
  - o Requisitions
  - o Leave requests – professional, personal, illness

Getting Started - In Your Classroom

Check that the following are in your classroom/available on-line:

- ❑ Curriculum Guides/Teacher Manuals for your area(s)
- ❑ Idaho Content Standards/Common Core State Standards
- ❑ National/professional standards where no Idaho Content Standards are available
- ❑ Required student texts and teacher support materials
- ❑ Computer and projector
- ❑ Phone, access codes
- ❑ Orange Emergency bag
- ❑ Danielson book

You should have basic teacher desk supplies and student furniture. If these are missing, contact your principal or school secretary.

You should know the policies/procedures for:

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- ❑ Fire Drills, Lock Down Drills, Emergency Drills
- ❑ Lunch procedures
- ❑ Safety procedures
- ❑ Attendance/Tardy Policies
- ❑ Discipline Policy & Procedures
- ❑ Playground, school grounds
- ❑ Lunchroom
- ❑ Halls

Classroom Procedures to Consider

Beginning Class
- ❑ Attendance
- ❑ Bell-work
- ❑ Materials for distribution
- ❑ Class openers

Academic Feedback
- ❑ Rewards and incentives
- ❑ Posting student work
- ❑ Communicating with parents
- ❑ Students' record of grades
- ❑ Written comments on assignments

Classroom Housekeeping
- ❑ Shared materials
- ❑ Teacher's desk
- ❑ Drinks, bathroom, pencil sharpener
- ❑ Student storage/lockers
- ❑ Student desks
- ❑ Learning Centers, Stations
- ❑ Teacher, student contacts
- ❑ Student movement in the room
- ❑ Signals for students' attention
- ❑ Signals for teacher's attention
- ❑ Student talk during seatwork
- ❑ Activities to do when student work is completed
- ❑ Student participation
- ❑ Laboratory procedures
- ❑ Movement in and out of small groups
- ❑ Expected behavior in group
- ❑ Behavior of students not in group

Movement
- ❑ Rules
- ❑ Talk among students
- ❑ Conduct
- ❑ Passing out books, supplies
- ❑ Turning in work
- ❑ Handing back assignments
- ❑ Getting back assignments
- ❑ Out of seat policies
- ❑ Consequences for misbehavior

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Work Requirements
- ❑ Heading of papers
- ❑ Use of pen and pencil
- ❑ Writing on back of paper
- ❑ Neatness, legibility
- ❑ Incomplete work
- ❑ Late work
- ❑ Missed work
- ❑ Due dates
- ❑ Make-up work
- ❑ Supplies
- ❑ Coloring or drawing on paper
- ❑ Use of manuscript or cursive

Ending Class
- ❑ Putting away supplies and equipment
- ❑ Cleaning up
- ❑ Organizing class materials
- ❑ Dismissing class

Communicating Assignments
- ❑ Posting assignments
- ❑ Orally giving assignments
- ❑ Provision for absences
- ❑ Long-term assignments
- ❑ Homework assignments

Student Work
- ❑ In-class participation
- ❑ In-class assignments
- ❑ Homework
- ❑ Stages of long-term assignments

Checking Assignments in Class
- ❑ Students exchanging papers
- ❑ Marking and grading assignments
- ❑ Turning in assignments
- ❑ Students correcting errors

Grading Procedures
- ❑ Determining grades
- ❑ Recording grades – PowerTeacher Grade Book
- ❑ Reporting grades
- ❑ Grading long assignments
- ❑ Extra credit work
- ❑ Keeping papers, grades, assignments
- ❑ Grading criteria
- ❑ Contracting for grades

Assessments
- ❑ Timelines – formative and summative assessments
- ❑ State mandated – IRI (grades K-3)
- ❑ District mandated – end of course assessments
- ❑ Federal mandated – NAEP, ISAT, IELA

Ending the Year

As the school year comes to an end, you will be expected to complete additional tasks before checking out for the summer.

- ❑ Student personal items taken home
- ❑ Report Cards completed and filed, and/or sent via the electronic format
- ❑ Classroom inventories completed
- ❑ Computers and printers shut down according to tech specifications
- ❑ Cumulative Student Files updated
- ❑ Requisitions completed for next year's materials
- ❑ Accountability of building keys
- ❑ Room preparation according to specific building needs
- ❑ College Tuition Approval Forms completed (if applicable)
- ❑ Maintenance Requests completed and approved
- ❑ If your paycheck needs to be sent to a different address during the summer months, provide the mailing information to Cheryl Moriarty at the District Office
- ❑ Please fill out the attached Mentoring/Induction Participant Survey and return it to David Pickard at the District Office.

Mentoring/Induction Participant Survey

Please complete the following confidential survey regarding your induction/mentoring experience this year to help us improve the quality of induction/mentoring at MDSD. Return it to David Pickard , district office, through district mail.

Name (Optional): _____

How often did you meet with your mentor: (circle the best answer)

At the beginning of the year	daily	weekly	monthly	1-2 times	First quarter
	daily	weekly	monthly	1-2 times	
Semester	daily	weekly	monthly	1-2 times	
Last nine weeks	daily	weekly	monthly	1-2 times	

Comments:_____
_____
_____

How helpful has your mentor been in responding to your questions?

Of the many aspects of the Mentoring/Induction program, what has had the most impact on your teaching?

In what areas could you use additional help?

How prepared do you feel for next year?

Comments/Suggestions:

<p style="text-align:center"><u>Mentoring Expectations</u></p>

Check in with administrator at least once each quarter.

1ˢᵗ – date	2ⁿᵈ- date	3ʳᵈ-date	4ᵗʰ-date

Complete a minimum 20 minute classroom observation each semester with follow-up dialogue.

1ˢᵗ semester - date	2ⁿᵈ semester - date

<u>Complete at least 3 of the following during the year:</u>

- o Observe another classroom together (full period or day)
- o Plan and team teach a lesson together
- o Flip roles and observe the mentor teaching a lesson
- o Facilitate a center or group within the classroom
- o Attend a mentee activity (program, student production, art show, etc)
- o Participate in a field trip
- o Role-play a parent conference or challenging parent situation
- o Attend a PD360 selection or other PD event together
- o Other _____

Keep a log of your mentoring contacts, whether in person or via email or phone calls.

Example:

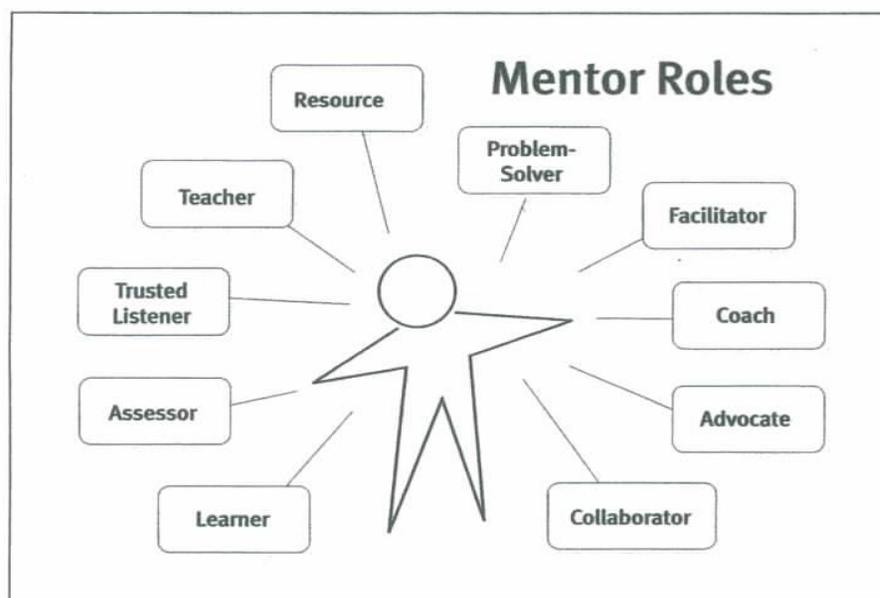| Date	Time	Topic	Follow-up
Aug 22	15 minutes	*Phone call- district forms*	*check if returned*
	2 hours	*Classroom set-up/procedures for first day*	*call after first day*
Aug 25	5 minutes	*first day check in/adjustment suggestion*	*Hooray!*
			Arrange date to help with centers

Attend mentor/mentee meetings   Doug MacNichol Building

There will be an afterschool meeting once a quarter.

Date	Time	Topic	Follow-up

What You Can Expect From Your Mentor

Your mentor is the most influential element of your induction experience. More than just a buddy, your mentor is a talented, dedicated classroom teacher who is prepared to assist you in becoming the most successful teacher possible. He or she is there to inspire, support, and challenge you as you start off on your professional journey. Although your mentor's experience and expertise are important, the nature of the relationship you and your mentor forge is key to the success of your work together.

Mentor Roles

- Resource
- Problem-Solver
- Teacher
- Facilitator
- Trusted Listener
- Coach
- Assessor
- Advocate
- Learner
- Collaborator

A clear understanding of your induction program's expectations and the role of your mentor will help in establishing a strong, trusting relationship. This trust will develop as you and your mentor work together. We encourage you to ask questions and share your accomplishments along with your challenges. We hope that your collaboration will enable you to take risks and address issues with openness and success.

Although FAS provides an array of tools that can help focus your work together, many factors will influence your and your mentor's collaboration. Your own developmental level in a particular area of practice, the time of the year, your students' learning needs, unexpected situations, and school site expectations are just a few examples of things that would guide your mentor's support.

As the accompanying figure illustrates, your mentor can serve in a variety of roles. We invite you to consider how he or she can support you as a resource, an advocate (for you or for your students), a trusted listener, a facilitator, or a coach. How can you best take advantage of your mentor's knowledge and experience? How can you help your mentor identify your strengths and your struggles so that their work with you is value-added? What are your learning needs and what kind of support is most effective for you?

Just like an outstanding classroom teacher, your mentor will vary his or her mentoring strategies to build upon your existing knowledge while supporting your professional independence. With this in mind, be prepared for your mentor to shift approaches depending upon your strengths and needs. Sometimes your mentor will share resources and information or teach you a new classroom strategy. Other times he or she will co-develop lessons or problem-solve issues of your classroom practice. Your mentor will also take the time to listen carefully and ask questions that draw out your own knowledge or clarify your thinking. Within a single mentoring session, your mentor may employ any or all of these valuable approaches as he or she makes subtle shifts to best advance your practice.

To make the most of the time you have together, think about how your mentor can best support your teaching and your students' learning before each meeting. Be prepared to help guide your mentor by providing accurate data about what is happening in your classroom practice. Remember that your and your mentor are forming a partnership focused solely on your professional development and your students' achievement. The most important outcome for each mentoring session is for you to be better prepared and better able to meet the needs of your students. This can certainly represent an exciting learning opportunity for both of you.

The following pages offer a wide array of topics and mentoring strategies that might help focus your work with your mentor. They are intended to help you ask for the assistance you want and make best advantage of your time together.

Mentoring Strategies and Topics

Engaging Students in Learning

Strategies:

- ○ **Observe together** a veteran colleague; discuss afterward
- ○ **Model** a specific strategy
- ○ **Review** key points in a new teaching strategy
- ○ **Work with** or **collect data** on individual students
- ○ **Co-teach**
- ○ **Share** an effective strategy for engaging diverse students
- ○ **Draw attention to** student behaviors and comments
- ○ **Collect and analyze together** observation data
- ○ **Ask questions** that examine issues of equity
- ○ **Videotape** a lesson for reflection

Topics

- ☐ Varying strategies to engage students
- ☐ Supporting English Language Learners
- ☐ Flexible groupings (whole class, small group)
- ☐ Questioning techniques
- ☐ Linkages to prior student knowledge and experience
- ☐ Developing independent, self-directed learners
- ☐ Engaging students in problem-solving and critical thinking

Classroom Environment

Strategies

- ○ **Co-develop** standards for student behavior
- ○ **Demonstrate** a class meeting strategy
- ○ **Co-plan** routines and procedures
- ○ **Provide** sample discipline policies
- ○ **Brainstorm** ways to build student cooperation and responsibility
- ○ **Collect and analyze** observation data
- ○ **Role-play** a problematic student-teacher interaction
- ○ **Assist** with arranging the room, materials, supplies, etc.
- ○ **Suggest options** for dealing with unruly student behavior

Topics

- ☐ Classroom procedures and routines
- ☐ Prevention and intervention strategies
- ☐ Motivational systems
- ☐ Equity, fairness, and respect in the classroom
- ☐ Conflict resolution strategies
- ☐ Student cooperation and responsibility
- ☐ Room arrangement
- ☐ Seating assignments
- ☐ Bulletin boards
- ☐ Materials and supplies
- ☐ Systems for handling homework, paperwork, classroom jobs

Planning and Preparation

Strategies

- ○ **Provide** or **co-develop** a lesson plan
- ○ **Collect** curriculum resources & materials
- ○ **Analyze** how best to meet the needs of special populations students
- ○ **Suggest options** for working with English Language Learners
- ○ **Inquire** about possible pitfalls or challenges in a planned lesson
- ○ **Examine together** district frameworks or curriculum standards
- ○ **Order** resources
- ○ **Co-design** a lesson plan or a curriculum unit for both you and the new teacher to implement
- ○ **Encourage** the new teacher to try out a new strategy
- ○ **Draw attention** to gaps in procedures or strong points in a lesson design

Topics

- ☐ Lesson plans that are
  - Standards-based
  - Aligned with district frameworks and texts
  - Connected to broader, culturally responsive themes
  - Interrelated across subject matter areas
  - Assessment driven
- ☐ Differentiated instruction
- ☐ Flexible groups
- ☐ Use of technology and media
- ☐ Engaging students in problem solving and critical thinking
- ☐ Substitute plans