

**2016-17 Mentoring and Induction Plan**  
*281—83.3(284) Mentoring and induction program for beginning teachers.*

**District: Johnston Community School District**  
**District Facilitators: Danyl Reiter & Jessie Todd**

**1. Please list your Mentoring and Induction Program goals:**

The Johnston Community Schools Mentoring and Induction Program goals are as follows:

- to promote excellence in teaching through the Iowa Teaching Standards
- to enhance student achievement
- to build a supportive environment
- to increase the retention of educators
- to promote the personal and professional well-being of beginning educators
- to prepare experienced educators to serve as mentors
- to provide a high-quality program that meets the needs of beginning educators

**See JCSD New Teacher Induction Handbook Document, submitted as Addendum**

**2 Describe your two year sequence of content and activities designed to support a beginning teacher's professional and personal needs:**

First and second year beginning teachers are required to take a monthly course taught by the district wide Instructional Mentors with support from members of the Instructional Leadership Team. The goals of this course are as follows:

- to develop and enhance competencies for the Iowa Teaching Standards
- to provide research-based instructional strategies
- to reflect the needs of the beginning teacher employed by the district

Below is an at-a-glance syllabus of the first and second year induction course.

<b>DATE</b>	<b>TENTATIVE TOPICS – 1<sup>st</sup> &amp; 2nd Year</b>
8/16-18/16	New learning: Standards 6 and 8 – classroom management, district vision, and professional responsibilities
9/14/16	Reflect on classroom management and professional responsibilities; New learning: Standard 3 - using data to plan instruction.
10/05/16	Reflect on using data to plan instruction; New learning: Standard 2 – high-yield instructional strategies/content knowledge
12/07/16	Reflect on high-yield strategies/content knowledge; New learning: Standard 5 – Monitoring and communicating student learning
1/11/17	Reflect on communicating student learning; New learning: Standard 4 – Use of data to provide differentiation.
2/8/17	Reflect on use of data for differentiation; New learning: Standard 7- Professional Growth reflects upon improving professional practice and student learning
4/5/17	Reflect on year and Standard 1 – support for district's student achievement goals; Create action plan for 2017-18

**See JSCD Class Syllabus Information and New Teacher Induction Program Handbook Document, submitted as Addendum**

**3 Describe your mentor training (a program, model, book, etc.) that is designed to reflect effective staff development practices and adult professional needs in teaching, demonstration and coaching.**

Johnston community School District uses Mentoring Matters by Bruce Wellman and Laura Lipton as a tool to train mentors in preparation for working with beginning teachers. Additionally, Johnston mentors are trained in a variety of conversation templates and participate in an eight-day Cognitive Coaching Seminar.

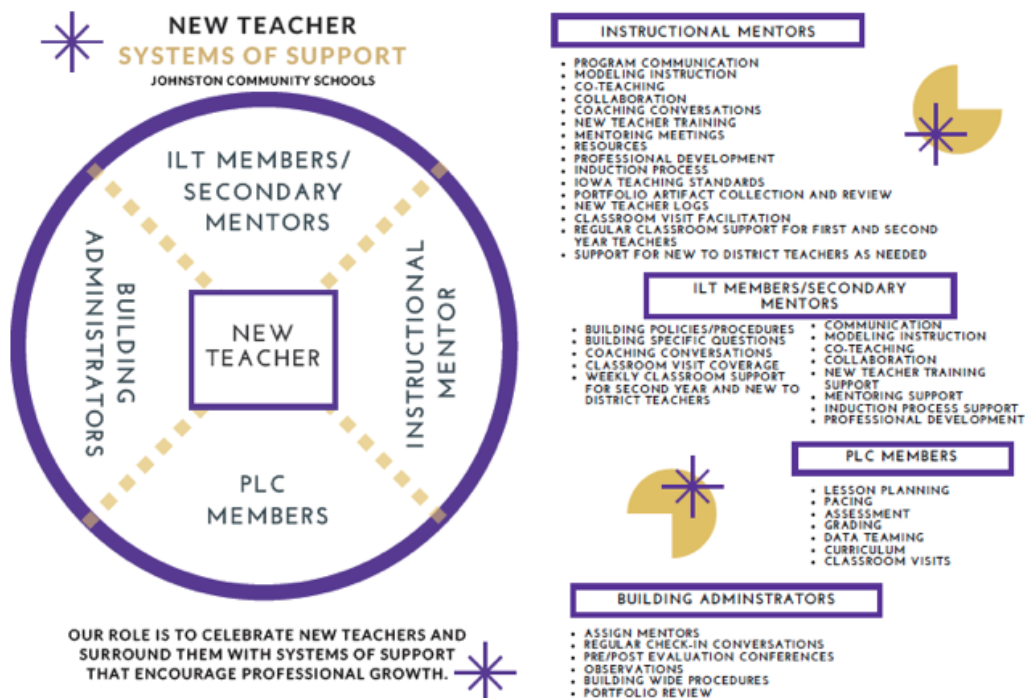
Mentors are trained

- to develop trust and rapport
- to develop an identity as a mediator of thinking
- to utilize conversation structures for planning, reflecting and problem resolving
- to develop teachers' autonomy and sense of community
- to develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- to apply four support functions: coaching, evaluating, consulting, collaborating
- to utilize the coaching tools of pausing, paraphrasing, and posing questions
- to distinguish among the five forms of feedback
- to use data to mediate thinking

An additional text used for mentors is *A Framework for Understanding the Iowa Teaching Standards and Criteria for Use by Mentors and Beginning Educators* as the common language of good teaching. This text provides the following:

- Research that describes the personal and professional needs of beginning teachers
- A clear description of the roles and responsibilities of the mentor
- Strategies to enhance the mentor's ability to provide guidance and support to beginning teachers
- Skills needed for classroom demonstration and coaching
- District expectations for beginning teacher competence in Iowa teaching standards

The Johnston Community School District employs two full release teacher leader positions through the TLC grant whose primary roles are to provide mentorship to educators new to the profession. One Instructional Mentor is assigned to secondary grades and the other is assigned to elementary grades. Instructional Mentors are responsible for providing mentor training to new members of Instructional Leadership Teams and organizing group attendance at Cognitive Coaching sessions.



#### **4 Describe your process for mentor application and selection.**

Mentors are hired using district hiring procedures as part of the Instructional Leadership Team (ILT) which is funded through the TLC grant. The TLC review process for instructional leadership has been one that is quite extensive. It is our goal at Johnston CSD to work collaboratively with teachers to make sure the Teacher Leadership and Compensation Grant is a joint effort. The school board approved revisions for the 2016-2017 academic school year and reposted all TLC positions internally. Staff was asked to express interest by submitting a letter of intent to Human Resources and then participate in a full interview process. The purpose for asking current TLC members to engage in this process is to evaluate current teacher leaders and to meet the grant requirements of the annual renewal process. The following is a list of all leadership positions available for staff that would serve as potential mentors to our new teachers.

##### **District Positions**

- Grant facilitator
- Elementary and Secondary Instructional Mentors

##### **Building Positions**

- Instructional Coaches
- Lead Teachers
- Model teachers

#### **5 Describe the placement of beginning teachers and their mentors.**

Building administrators and Instructional Coaches choose the pairings of mentors and new teachers based on the content specific needs of the new staff member. Mentors come from the Instructional Leadership Team except in rare cases where content needs are specific and unobtainable within existing teacher leaders.

Teachers new to the profession are assigned primary mentorship with Instructional Mentors. Being full release, Instructional Mentors have time to devote to educators new to the profession. Secondary mentors are decided upon by building administrators and Instructional Coaches. Second year teachers are mentored by a member of the Instructional Leadership Team, likely the same secondary mentor from the previous year.

#### **6 Describe the process for dissolving mentor and beginning teacher partnerships.**

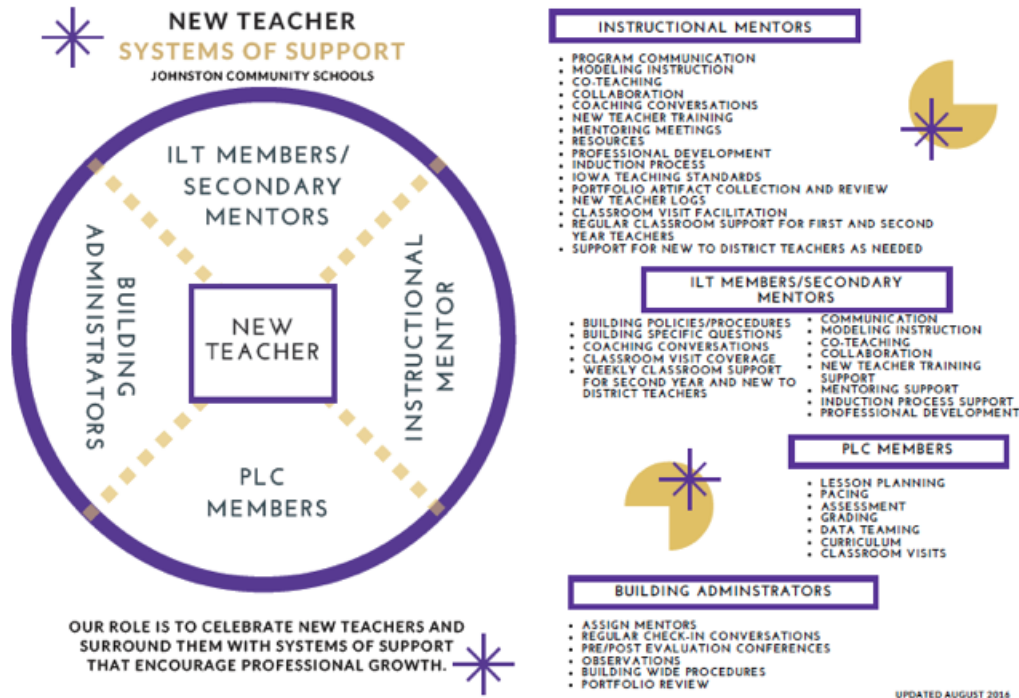
Building administrators, Instructional Coaches, and Instructional Mentors work together to determine the best mentorship pairings. As new teachers move into their second year in their profession, a secondary mentor rises as a primary mentor. A new secondary mentor is applied based on the content needs of the second year teacher.

#### **7 Describe the organizational support for release time and activities for mentors and beginning teachers that allows access and opportunities for *(this description should include any additional supports provided by instructional coaches, collaborative teams, etc.)***

Many people are responsible for support of beginning teachers, providing support in the following areas:

- Planning
- Demonstration of classroom practices
- Observation of teaching
- Constructive feedback

Instructional Mentors as well as Instructional Coaches have full release time to allow for full support of first, second, and new-to-district teachers. Lead teachers have a 25% release to aid in support of beginning teachers. Beginning teachers are given time to work in their Professional Learning Communities at least once per week to assist in the data teaming processes and curriculum revisions. In addition, our new teachers are allowed to take two half day professional development days to use as they see as most beneficial to help advance professional growth. Mentors are also released during this time to help with lesson planning, lesson pacing, observations, reflections, and to provide coaching.



**8 Evaluation process for the program to include an evaluation of the program goals, a process that allows for major and minor program revisions and describes how information is shared with all stakeholders.**

Each year, teachers and administrators review our mentoring program as well as our TLC grant as a whole in order to evaluate areas of strength and weakness in our teacher leadership program. Many committees and teams were developed to oversee the successes and struggles that arise with the TLC grant. Instructional Mentor positions were added along with other grant revisions made by the TLC Site Committee after consultation with the TLC Advisory Team, reviewing TLC grants from other districts, and based on survey results and feedback from district staff. Evaluation findings are shared with all staff for the purpose of collaborative decision-making, improvement, and accountability.



*Creating a Culture of Excellence*

New Teacher Induction Program  
Handbook  
2016-17

# JOHNSTON SCHOOLS

*~LEARNING FOR EXCELLENCE~*

## New Teacher Induction Program Roles and Responsibilities

### **Mission**

We commit all district resources to guide the learning of each student, to graduate as confident learners with character, knowledge and the skills to excel in any endeavor they pursue.

### **Vision**

Creating a culture of excellence where students come first.

# Beliefs

## We believe in...

### Relationships.

- the uniqueness of all and the value of diversity
- fostering the district's pillars of good character and citizenship
- a collaborative process involving all stakeholders

### The environment.

- a teaching and learning environment that is safe, supportive, and respectful
- a stimulating learning environment that meets individual student needs
- a culture of excellence within a professional community

### Teaching and learning.

- our responsibility to ensure that every child will learn
- excellence as the hallmark of our district and our measure of accountability
- rigorous and relevant academic experiences with high expectations for student achievement
- the use of research-based, effective models of instruction
- student needs being frequently assessed and actions taken based on that assessment
- skillful use of modern technology as an essential tool for learning
- a continuous improvement process where schools regularly use data to guide change and improvement

### Leadership.

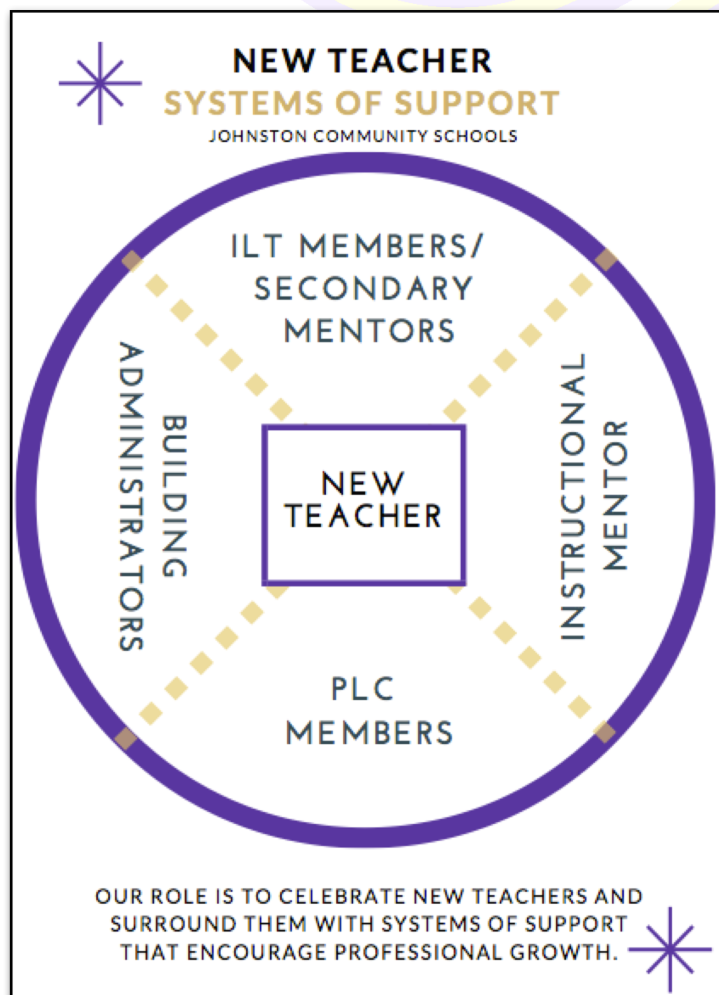
- Board of Education and administration focused on adopting policies to support best teaching practices and achievement
- professional learning to enhance the skills and knowledge of people in the organization
- fiscal responsibility and always seeking more effective and efficient uses of their resources

### Community.

- broad-based business and stakeholder support
- partnerships and community involvement
- responsive to the needs of parents and families

## New Teacher Induction Program Goals

- Johnston will provide quality professional learning experiences that will support new teachers with the understanding and implementation of the eight teaching standards outlined in the district's Iowa Teaching Standards continuum.
- Johnston will retain promising teachers new to the teaching profession in Johnston Schools.



**INSTRUCTIONAL MENTORS**

- PROGRAM COMMUNICATION
- MODELING INSTRUCTION
- CO-TEACHING
- COLLABORATION
- COACHING CONVERSATIONS
- NEW TEACHER TRAINING
- MENTORING MEETINGS
- RESOURCES
- PROFESSIONAL DEVELOPMENT
- INDUCTION PROCESS
- IOWA TEACHING STANDARDS
- PORTFOLIO ARTIFACT COLLECTION AND REVIEW
- NEW TEACHER LOGS
- CLASSROOM VISIT FACILITATION
- REGULAR CLASSROOM SUPPORT FOR FIRST AND SECOND YEAR TEACHERS
- SUPPORT FOR NEW TO DISTRICT TEACHERS AS NEEDED

**ILT MEMBERS/SECONDARY MENTORS**

- BUILDING POLICIES/PROCEDURES
- BUILDING SPECIFIC QUESTIONS
- COACHING CONVERSATIONS
- CLASSROOM VISIT COVERAGE
- WEEKLY CLASSROOM SUPPORT FOR SECOND YEAR AND NEW TO DISTRICT TEACHERS
- COMMUNICATION
- MODELING INSTRUCTION
- CO-TEACHING
- COLLABORATION
- NEW TEACHER TRAINING SUPPORT
- MENTORING SUPPORT
- INDUCTION PROCESS SUPPORT
- PROFESSIONAL DEVELOPMENT

**PLC MEMBERS**

- LESSON PLANNING
- PACING
- ASSESSMENT
- GRADING
- DATA TEAMING
- CURRICULUM
- CLASSROOM VISITS

**BUILDING ADMINISTRATORS**

- ASSIGN MENTORS
- REGULAR CHECK-IN CONVERSATIONS
- PRE/POST EVALUATION CONFERENCES
- OBSERVATIONS
- BUILDING WIDE PROCEDURES
- PORTFOLIO REVIEW

UPDATED AUGUST 2016



# New Teacher Induction Program

## Roles & Responsibilities

### CLASSROOM TEACHER'S ROLES AND RESPONSIBILITIES

Roles	Responsibilities	Expectations
1. Teacher	1. Assume the responsibilities of a classroom teacher and provide quality instruction for each and every student using the Iowa/Common Core Standards and district provided resources.	<ul style="list-style-type: none"> <li>• Understand the district and building goals and work to support the achievement of those goals</li> </ul>
2. Collaborator	2. Work collaboratively with the grade level/content PLC in understanding <i>WHAT</i> should be taught, planning instruction, using data to inform instruction and using data to know if instruction worked.	<ul style="list-style-type: none"> <li>• Provide learning experiences that make the content meaningful and relevant</li> </ul>
3. Reflector	3. Reflects on instructional practices, student achievement and perceptual data and uses those reflections to modify practices so that quality instruction is provided for all students.	<ul style="list-style-type: none"> <li>• Use student data to plan instruction</li> <li>• Establish and communicate high expectations of learning</li> </ul>
4. Student Focused	4. Uses data and the Iowa/Common Core to better understand student needs and provides differentiated instruction on an on-going basis so that all student-learning needs are met.	<ul style="list-style-type: none"> <li>• Use the GRI Model to provide quality learning experiences for all students and their various learning needs</li> </ul>
5. Data Focused	5. Continually uses formative, summative and perceptual data to inform instructional practices.	<ul style="list-style-type: none"> <li>• Use formative and summative data to inform instructional decision-making</li> <li>• Provide timely and meaningful feedback to students that will move their learning forward</li> </ul>
6. Growth Minded	6. Believes in student growth and teacher growth: <ol style="list-style-type: none"> <li>a. Through hard work, dedication and quality teaching, all students can be successful</li> <li>b. Through hard word, dedication and a positive mind-set, all teachers can improve their instructional practices</li> </ol>	<ul style="list-style-type: none"> <li>• Create a classroom culture and climate that is safe, engaging, rigorous, purposeful and effective</li> <li>• Work collaboratively to improve professional practices</li> <li>• Uses current research-based practices to improve teaching and learning</li> <li>• Act professionally and ethically</li> </ul>

## PRIMARY/SECONDARY MENTOR ROLES AND RESPONSIBILITIES

Roles	Criteria and Responsibilities	Expectations
1. Teacher	1. <b>Provide exemplary instruction</b> and model best practices for new teachers. Integrate and model the Iowa Teacher Standards.	<ul style="list-style-type: none"> <li>• Meet New Teachers during August Induction.</li> </ul>
2. Collaborator	2. Brainstorm, co-plan, model for new teacher, co-teach, become study partners with new teacher, prompt & encourage without supplying the answers, meet with new teacher minimum 1 hour/week	<ul style="list-style-type: none"> <li>• Meet with new teacher one hour/week for planning and reflective practices related to the Iowa Teaching Standards Continuum and Induction Pathway.</li> </ul>
3. Problem Solver	3. Facilitate and coach the new teacher to problem solve through questioning, cueing, prompting and supplying resources. Support the new teacher in being solution-focused.	
4. Trusted Listener	4. Maintains confidentiality; Listens without judgment;	<ul style="list-style-type: none"> <li>• Meet with new teacher and building principal quarterly to review progress on continuum and additional needs that have surfaced</li> </ul>
5. Data Focused	5. Provides guidance in how to use student data for instructional decision making. Supports new teacher in collecting, sort and analyzing student & teacher data. (collect, sort and analyze own student and teacher data so can model for new teachers)	
6. Resource	6. Think aloud of own what and why's regarding problem voiced by new teacher; facilitate/brainstorm menu of options for problem solving; produce an idea bank of solutions; conduct model of labeling critical attributes of solutions; share current research	<ul style="list-style-type: none"> <li>• Use the Coaching Model to provide support for all classroom teachers.</li> </ul>
7. Learner	7. Model professional learning; seek out current research; use continuum to grow as a professional	
8. Coach	8. Make sure new teacher's voice is heard; inquire about successes and concerns of new teacher's performance; focus on new teacher's goals and needs; increase expertise in planning reflecting on practice and decision making through questioning, cueing and prompting	<ul style="list-style-type: none"> <li>• Use the Partnership Principles to building relationships with all staff.</li> </ul>
9. Advocate	9. Supports and speaks in favor of the new teacher; shares successes of new teacher; encourages new teachers; also advocates for students to ensure quality instruction is occurring	
10. Reflector	10. Models & facilitates reflective conversations on instructional practices	

## BUILDING PRINCIPAL ROLES AND RESPONSIBILITIES

Roles	Responsibilities	Expectations
1. Instructional Leader	1. Participate in professional learning experiences; visit classrooms and share observations/feedback with new teacher and mentor; help new teachers create a professional goal plan; discuss data with new teachers; articulate building vision; carefully consider who new teachers should observe to promote quality instructional practices; exceptional levels of leadership, as well as positive professional attitudes and a predisposition to be a learner, as well as a mentor.	<ul style="list-style-type: none"> <li>● Meet with new teachers during August Induction.</li> <li>● Meet with instructional coach and new teacher quarterly to review progress on continuum and additional needs that have surfaced.</li> </ul>
2. Trusted Listener	2. Maintains confidentiality; listens without judgment and offers options of support.	
3. Communicator	3. Be clear of your expectations for the school, the students, and the teaching staff; provides a channel to communicate issues, concerns, visions, goals and building PD to the mentors and mentees; speak of new teachers with respect and trust in their capacity to strong teachers.	<ul style="list-style-type: none"> <li>● Meet regularly with instructional coach to discuss areas of need for new teachers.</li> </ul>
4. Policy Maker	4. Design teacher assignments with new teachers in mind - appropriate student placements, limited preps, limited duties, class size, etc., sanction time for mentors to meet with mentees; recommend mentors based upon exceptional levels of classroom practice as well as positive professional attitudes and predisposition to be a learner, as well as a mentor.	
5. Evaluator	5. Hold teachers accountable to policies and district expectations; link observations to new teacher's professional goals; debrief formal observations with new teachers within 48 hours.	
6. Reflector	6. Engages in reflective conversations with new teachers and mentors; reflects upon own leadership and learning skills	

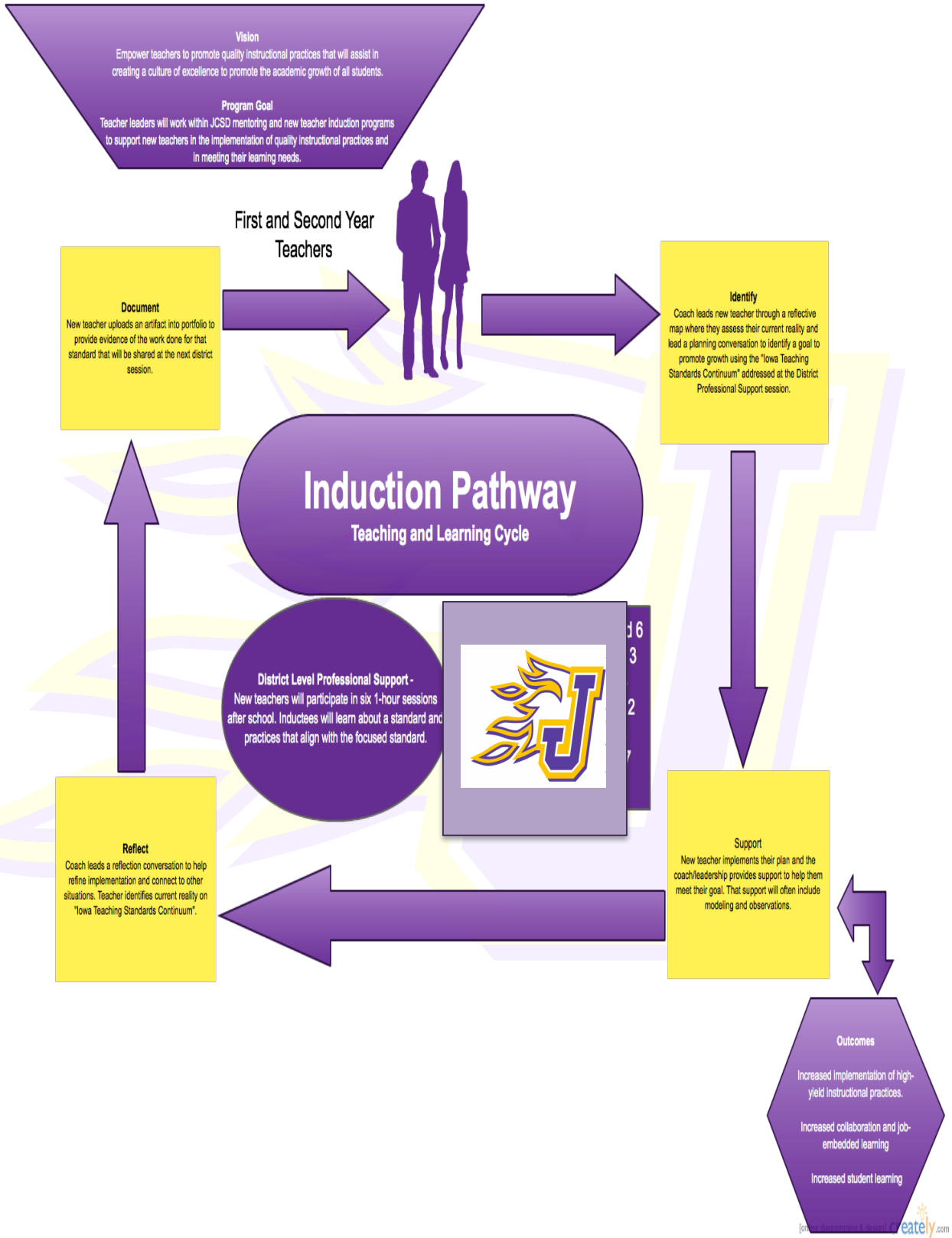
**Johnston Schools**  
**New Teacher Induction Program**  
**2015-16 PD Timeline**

Summit Middle School Media Center 4:15-5:30

*1<sup>st</sup> and 2<sup>nd</sup> year teachers must attend ALL sessions.*

DATE	TENTATIVE TOPICS – 1 <sup>st</sup> Year*
8/16/16 – 8/18/16	New learning: Standards 6 and 8 – classroom management, district vision, and professional responsibilities
9/14/16	Reflect on classroom management and professional responsibilities; New learning: Standard 3 - using data to plan instruction.
10/05/16	Reflect on using data to plan instruction; New learning: Standard 2 – high-yield instructional strategies/content knowledge
12/07/16	Reflect on high-yield strategies/content knowledge; New learning: Standard 5 – Monitoring and communicating student learning
1/11/17	Reflect on communicating student learning; New learning: Standard 4 – Use of data to provide differentiation.
2/8/17	Reflect on use of data for differentiation; New learning: Standard 7- Professional Growth reflects upon improving professional practice and student learning
4/5/17	Reflect on year and Standard 1 – support for district’s student achievement goals; Create action plan for 2017-18

**\*Year 2 Teachers will meet at the same time and place but will be reflecting on the 8 Iowa teaching standards and focusing more time on individual action plans.**



**August – Standard 6 and 8**  
**September – Standard 3**  
**October – Standard 2**  
**December – Standard 5**

**January – Standard 4**  
**February – Standard 7**  
**April – Standard 1**



# Beginning & New Teacher Checklist

Please use this checklist as a **guide** to providing the necessary support.

# August

## BUILDING OVERVIEW

- Obtain school badge
  - August 16th at 10:10
- Building use after hours
  - key/codes
- Building Tour
  - share school map
  - introduce to staff who are present
- Staff Attendance Procedures and location of District/Building forms
  - Professional Leave
  - Sick Leave
  - Personal Days
  - Emergency Days
  - Substitute Arrangement
    - Substitute Teacher File
- Attendance procedures for Students
  - Passes
    - excused/unexcused
    - early sign-out/late arrival
- Location of Student Files
  - Cumulative Folders
  - Confidential Files
  - Assessment information
- Lunch Procedures
  - Menu location/procedure
  - Lunch tickets
    - for students and staff
  - Supervision
  - (Elementary) Escorting to and from the cafeteria
- Dress Codes
- Ethical and Behavioral Expectations
  - i.e., texting during meetings; Facebook and 'friending' students; etc.

## **BUILDING INFORMATION**

- Emergency and Safety Guide and Procedures
  - lock-down procedures
  
- Fire/Tornado/Bomb and other emergency situations
  - what to do, where to go, etc.
  
- Discipline referral process
  
- Playground, before/after school supervision
  
- Office procedures (office manager can support this)
  - interoffice mail
  - supplies and ordering information
  - printing/copies
  - requesting maintenance
  - use of telephone
  - other
  
- Hall passes
  
- Duties
  - how do you know assigned duties
  - expectations of assigned duties
  
- Bell Schedule
  
- Busing
  - holding students after school
  - bus duty
  - arrival and departure times
  - other
  
- Faculty meetings
  
- Team, department, grade level meetings

## **DISTRICT INFORMATION**

- District-wide professional development
  
- Wednesday early-outs
  - schedule
  
- Teacher Union information



- District Map
  - Administrative Resource Center (ARC)
    - HR
    - Academic Services
  - Other school buildings
  - Transportation Center
  
- District Calendar
  - Where to find the district calendar (district website, Johnston Teaching & Learning Site)
  - District Assessment Calendar

## **CLASSROOM OVERVIEW**

- Locate the technology connections and hook up areas
  - demonstrate how to hook up computer, elmo, dvd player
  - demonstrate how to gain access to the building server
  - demonstrate how to take attendance
  - share any content materials that are stored via technology (BAW, EDM, etc)
  - how to use Infinite Campus or School Fusion
  
- Locate the curriculum materials (if not already in room, show where to access and help secure what the new teacher needs)
  - (Elementary: literacy, EDM, science/FOSS, social studies)
  - share any checkout procedures needed
  
- Locate assessment materials (elementary - benchmarking kits)
  
- Discuss how to obtain furniture or other items needed
  
- Discuss and help the mentee with the layout of the room and discuss how the room arrangement can have significant impact on learning and engagement

## **CURRICULUM, INSTRUCTION & ASSESSMENT OVERVIEW**

- Review GRI Model and the expectations for instruction
  - Overview of entire model
  - Purpose statement
    - what is it; how to write one
    - must be posted, communicated and referred to throughout the lesson
  - PGW – the first 20 days
  
- Professional Learning Community (PLC) Model
  - Overview of entire model
    - four essential questions
    - formative assessment
    - feedback
    - data teaming

- Content curriculum and materials overview
  - Show where the standards are located
    - district website
    - Iowa DE website
    - Common Core website
    - Johnston Teaching and Learning Site
  - Review the curriculum teachers need to have ready the first week
  - Review common units (if available at this time)
- Review “beginning of the year” diagnostic/screening assessments used
  - how to administer
  - how to document results
  - how to analyze and use assessment results
- Assist in starting to plan the first few days
- Reflections and Questions on the day

## August

### FIRST DAY/WEEK PLANNING

- Review the building behavior plan/expectations
  - Establish or review the classroom behavior plan
    - discuss what is non-negotiable vs. negotiable based on school expectations
    - establishing rules and expectations for students
    - homework policies
    - make-up and late work policies
    - grading scale (secondary)
  - Discuss office referrals and the process for that
- Review the routines that need to be established for that first week of school
  - Behavioral
  - Instructional (PGW, how to transition between activities, conversation voices, etc)
  - Daily schedule
    - specials schedule
    - band considerations
    - ELP considerations
    - ESL, IEP and literacy support schedule considerations
  - Communication with Parents (and logging communication)
    - “meet the teacher” / open house
    - emailing
    - phoning
  - Other
- Discuss the supplies students should have

- Discuss ELP, ELL and IEP considerations
  - Go through class roster with teacher to ID students with specific learning needs
- Discuss how they access materials from the library

## September

### PARENT SUPPORTS/COMMUNICATION

- Review parent/teacher conferences
  - how to prepare (what do you need to gather throughout the trimester to be prepared?)
  - how to discuss student achievement with parents
  - contacting parents earlier if there are concerns
  - how to fill out report cards
- Review postings on Infinite Campus or School Fusion/Moodle for parent communication
- Parent communication documentation

### IOWA TEACHING STANDARDS CONTINUUM

- Review the ITS continuum and identify where the new teacher feels they are in 8 standards
- Discuss ways in which they can be supported throughout the year
- Meet with the instructional coach (if the building has one) to discuss how the coach will provide Support

### BUILDING & DISTRICT INFORMATION

- Guidance Counselor Roles and Responsibilities
  - meet with counselor to discuss supports that are provided and how teachers should contact the counselor with concerns
- Special Education
  - meet with the special education teachers and discuss their role
    - discuss the MTSS process and AEA's role (may want AEA consultant present)
  - how to support special education students
    - consistent data collection that informs their needs
    - providing instruction to meet their needs
    - providing modifications or alternative assignments to support learning and engagement

- PTO information
- Parent communication expectations
- Building or classroom newsletter expectations/protocols

### **CLASSROOM SUPPORTS**

- Review classroom management plan, how it is working and revise as needed
- Review how to request and plan for a substitute teacher
- Meet with librarian to discuss AEA supports
  - on-line services
  - materials for students
  - professional materials
  - etc
- Meet with mentor or instructional coach discuss instructional practices
  - Review the use of the GRI Model
  - Review the Iowa Common Core Standards
  - Review the unit currently working on and support as needed
- Discuss student progress
  - How many non-proficient students
    - discuss importance of strong core instruction
    - discuss the supports are in place and additional supports that might be needed
    - review parent contact
      - appropriate contact
      - keep a log of all phone call/emails

## **September-October**

### **CLASSROOM SUPPORTS**

- Revisit classroom environment
  - does the arrangement promote engagement
  - does it need changed to better manage behaviors
  - in what ways is the learning community being developed
- Special Ed and other alternative programs
  - IEP – how are you accountable for that
  - ELP
  - ELL's
  - At Risk
  - 504
  - MTSS– how to support any student who is not meeting proficiency expectations

- Revisit the assessment schedule
  - what assessments have been given
    - formative (district/building)
    - summative (district/building)
  - how did you use the data from those assessments to inform instruction
  - what assessments in the near future
  
- Visit with building administrator
  - teaching continuum with focus on classroom management (standard 6) and parent communication (standard 8)

## October-November

### **STUDENT PROGRESS**

- Revisit student progress – how are you supporting any student who is not meeting proficiency expectations?
  - IEP – how are you accountable for that
  - ELP
  - ELL's
  - At Risk
  - 504
  - MTSS
- Discuss fall conferences
  - Scheduling conferences
  - Planning/practicing for parent conversations
  - Student data
  - Report cards

### **IOWA TEACHING STANDARDS CONTINUUM**

- Review the ITS continuum and identify where the new teacher feels they are in 8 standards
  
- Discuss ways in which they can be supported throughout the year
  
- Meet with the instructional coach (if the building has one) to discuss how the coach will provide support

## November-January

- Preparing/planning for upcoming breaks
  - Student engagement
  - Time management
  - Purposeful instruction
  
- Revisit classroom expectations
  - Routines
  - Reteach expectations (if necessary)
  
- Visit with building administrator
  - Teaching continuum with focus on using data to inform classroom instruction (standard 5)
  
- Revisit
  - Student engagement
  - Time management
  - Purposeful instruction
  
- Revisit classroom expectations
  - Routines
  - Reteach expectations (if necessary)

## January-February

### **STUDENT PROGRESS AND ASSESSMENTS**

- Administration of Iowa Assessments
  - Test security
  - Preparation
  - Protocol
  
- Revisit student progress – how are you supporting any student who is not meeting proficiency Expectations?
  - IEP
  - ELP
  - ELL
  - At-Risk
  - 504
  - MTSS

## IOWA TEACHING STANDARDS CONTINUUM

- Review the ITS continuum and identify where the new teacher feels they are in 8 standards
- Discuss ways in which they can be supported throughout the year
- Meet with the instructional coach (if the building has one) to discuss how the coach will provide support

### **February-March**

#### CONFERENCES

- Planning for spring conferences
  - Sharing Iowa Assessment data and what that means
  - Student data
  - Report cards
  - Plan for the last months of school
- Visit with building administrator
  - Teaching continuum focus on student progress (standards 3 and 5)

### **March-May**

#### END OF YEAR EXPECTATIONS

- Discuss end of year expectations
  - Students
    - purposeful instruction
    - student engagement
    - classroom routines

# Artifact Cover Sheet

Standard \_\_\_\_\_ Criterion \_\_\_\_\_ Date Entered \_\_\_\_\_

Description of Artifact:

Describe why you chose this artifact to meet the standard and criteria:

Reflect upon this artifact:

- What did you learn as a result?
- In what ways did you impact student learning?
- In what ways does this connect to Iowa/Common Core?
- In what ways does this connect to the Gradual Release Model?
- What would you do differently in the future