The First Year Matters

Key for Evaluation Standard Color Coding:

Red – Curriculum, Planning, and Assessment
Blue – Teaching All Students
Green – Family and Community Engagement
Yellow – Professional Culture

August: *Orientation to the School & Community: Space, Procedures, Resources, Values, and Culture*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 What Do You Bring To Teaching?
ACT #2 Getting to Know Your Mentor
ACT #3 Goals and Expectations for the Mentoring Experience
ACT #4 Orientation to the School and District: Meeting Important People
ACT #5 Orientation to the Students and Their Families in the Community
ACT #6 Being Mentored
ACT #7 Creating a Survival Packet- What You Need To Know Now
ACT #8 The First Days and Weeks
ACT #9 Other Support Systems for New Teachers: University Connections
ACT #12 District Evaluation and Support Sessions for Teacher Induction

REFLECT	At the end of the month
SET GOALS	Based on your needs for next month's discussions and reflection

September: *Beginning the School Year Successfully: Creating a Community of Learners in the Classroom*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 **Creating A Community of Learners in Your Classroom**
ACT #2 **Getting to Know the Students**
ACT #3 **Creating a Classroom Profile**
ACT #4 **Learning About Learning Styles**
ACT #5 **Establishing Routines**
ACT #6 **Rules, Rewards, and Consequences**
ACT #7 **First Month of School Issues**
ACT #8 **Organizing Your First Classroom**
ACT #9 **Classroom & Behavior Management Issues**
ACT #10 **Looking at Student Work**
ACT #11 **Communicating With Parents**

REFLECT	At the end of the month
SET GOALS	Based on your needs for next month's discussions and reflection

October: *Teaching for Understanding: Planning and Delivering Effective Instruction*

REFLECT   Journal Entry

PLAN   Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)

CONNECT   People, readings, professional associations, resources, and technology

ACT   Organize a New Teacher Support Group
Select activities from the menu for quality reflection and discussions

ACT #1 Creating a Lesson Plan
ACT #2 Planning for Understanding
ACT #3 What Should The Students Know and Be Able to Do?
ACT #4 Engaging Learners in Meaningful Learning Experiences
ACT #5 Pacing a Lesson
ACT #6 Organizing a Lesson
ACT #7 Designing a Unit
ACT #8 A Unit Organizer
ACT #9 Classroom & Behavior Management Issues
ACT #10 Looking at Student Work
ACT #11 Communicating With Parents

REFLECT   At the end of the month

SET GOALS   Based on your needs for next month's discussions and reflection

The First Year Matters

November: *Assessing Diverse Learners: How Do Teachers Know Students Have Learned?*

REFLECT Journal Entry

PLAN Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)

CONNECT People, readings, professional associations, resources, and technology

ACT Organize a New Teacher Support Group
Select activities from the menu for quality reflection and discussions

ACT #1 How Are Students Assessed and Evaluated?
ACT #2 Linking Lesson Plans to Assessment
ACT #3 Tapping in to Students' Prior Knowledge
ACT #4 A Variety of Ways to Observe Student Learning
ACT #5 Formative and Summative Assessments
ACT #6 Using Rubrics and Portfolios to Assess Performance
ACT #7 Documenting Progress and Record Keeping Strategies
ACT #8 Can Students Monitor Their Progress?
ACT #9 Communicating With Students About Their Progress
ACT #10 Classroom & Behavior Management Issues
ACT #11 Looking at Student Work
ACT #12 Communicating With Parents

REFLECT At the end of the month

SET GOALS Based on your needs for next month's discussions and reflection

December: *Maintaining Balance: Teaching and Keeping the Students Interested*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 **Revisiting Behavior Management**
ACT #2 **Keeping Special Needs Students Engaged in Learning**
ACT #3 **Avoid Common Problems and Keep Students Interested**
ACT #4 **When is it Time To Seek Additional Support?**
ACT #5 **Problem Solving and Critical Thinking**
ACT #6 **Classroom & Behavior Management Issues**
ACT #7 **Looking at Student Work**
ACT #8 **Communicating With Parents**

REFLECT	At the end of the month
SET GOALS	Based on your needs for next month's discussions and reflection

January: *Beginning a New Calendar Year: Looking Back and Moving Forward*

REFLECT   Journal Entry

PLAN   Being Mentored...*in Action* (Questions, Organizer, Planner, Calendar)

CONNECT   People, readings, professional associations, resources, and technology

ACT   Organize a New Teacher Support Group
                       Select activities from the menu for quality reflection and discussions

ACT #1 Looking Back
ACT #2 Moving Forward
ACT #3 What Do I Believe?
ACT #4 Constructing a Sociogram
ACT #5 Using Drawings to Gain Student Perspective
ACT #6 Social Activities and a Sense of Humor!
ACT #7 Classroom & Behavior Management Issues
ACT #8 Looking at Student Work
ACT #9 Communicating With Parents
ACT #10 Preparing a Professional Portfolio

REFLECT   At the end of the month

SET GOALS   Based on your needs for next month's discussions and reflection

February: *Engaging Students in the Curriculum: Focus on Content Through Active Inquiry*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 Using Varied Teaching Strategies
ACT #2 Giving Students Choices to Enhance Learning
ACT #3 Homework and Opportunities for Enrichment
ACT #4 How Much Time?
ACT #5 Classroom & Behavior Management Issues
ACT #6 Looking at Student Work
ACT #7 Communicating With Parents
ACT #8 Observing Yourself Through Active Listening
ACT #9 Preparing a Professional Portfolio
ACT #10 New Teacher Needs

REFLECT	At the end of the month
SET GOALS	Based on your needs for next month's discussions and reflection

The First Year Matters

March: *Collaborating With the New Teachers: Observing and Building a Trusting Relationship*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 Receiving Feedback
ACT #2 Pre Conference Conversation is a Must
ACT #3 Being Observed
ACT #4 Preparing for a Principal Observation
ACT #5 Connecting to Professional Organizations
ACT #6 Connecting to Community Resources
ACT #7 Classroom & Behavior Management Issues
ACT #8 Looking at Student Work
ACT #9 Communicating With Parents
ACT #10 Being Observed By Your Mentor
ACT #11 Preparing a Professional Portfolio
ACT #12 New Teacher Needs

REFLECT	At the end of the month
SET GOALS	Based on your needs for next month's discussions and reflection

April: *Standards: Creating Meaningful Standards-Based Learning Experiences for Students*

REFLECT   Journal Entry

PLAN   Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)

CONNECT   People, readings, professional associations, resources, and technology

ACT   Organize a New Teacher Support Group
Select activities from the menu for quality reflection and discussions

ACT #1 Relating Classroom Curriculum to District Standards
ACT #2 TTT vs. STT
ACT #3 Relating Standards to Real Life
ACT #4 Observing an Individual Student
ACT #5 Observing a Small Group
ACT #6 Classroom & Behavior Management Issues
ACT #7 Looking at Student Work
ACT #8 Communicating With Parents
ACT #9 Observing New Teacher(s)
ACT #10 Preparing a Professional Portfolio

REFLECT   At the end of the month

SET GOALS   Based on your needs for next month's discussions and reflection

The First Year Matters

<u>May:</u> *Assessing Students' Progress: High Stakes Tests and Teacher Tests*

REFLECT   Journal Entry

PLAN   Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)

CONNECT   People, readings, professional associations, resources, and technology

ACT   Organize a New Teacher Support Group
                  Select activities from the menu for quality reflection and discussions

ACT #1 Assessing Students' Progress
ACT #2 Classroom & Behavior Management Issues
ACT #3 Looking at Student Work
ACT #4 Communicating With Parents
ACT #5 Self Assessment
ACT #6 Preparing a Professional Portfolio

REFLECT   At the end of the month

SET GOALS   Based on your needs for next month's discussions and reflection

June: *Completing the Year: Paper work, Relationships, and Closing a Room*

REFLECT	Journal Entry
PLAN	Being Mentored…*in Action* (Questions, Organizer, Planner, Calendar)
CONNECT	People, readings, professional associations, resources, and technology
ACT	Organize a New Teacher Support Group Select activities from the menu for quality reflection and discussions

ACT #1 Closing Procedures and Paperwork
ACT #2 Video-taping
ACT #3 Letter to Myself
ACT #4 Letter to Future First Year Teachers
ACT #5 Letter to Students and Parents
ACT #6 Letter to Your Mentor
ACT #7 Classroom & Behavior Management Issues
ACT #8 Looking at Student Work
ACT #9 Communicating With Parents
ACT #10 Mentor Reflection
ACT # 11 Preparing a Professional Portfolio: Table of Contents
ACT #12 Sharing Your Professional Portfolio

REFLECT	At the end of the month
SET GOALS	For Year 2