| **Yearlong plan for Mentoring New Teachers in Portland Public Schools**2014-2015 |
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| **GOAL:** Accelerate new teacher effectiveness, improve teacher retention and strengthen teacher leadership to increase student learning with an equity focus embedded in our work. |
|  | **Quarter 1**August – November 7th | **Quarter 2**November 12th – January 29th  | **Quarter 3**February 2nd-April 9th | **Quarter 4**April 13th-June 11th |
| **Mentor’s actions***In addition to the actions listed, mentors will assist with mentee actions as needed and upon mentee request.* | * New Teacher Orientation
* Initial contact with new teachers/administration
* Program expectations
* Classroom observations
* Assist with developing professional and student goals
* Initial Analysis of Student work
* Differentiated lesson planning
* Develop Culturally Competent Instruction
* Shadowing coaching partner
* Administrator/mentor meetings
 | * Classroom observations
* Veteran teacher observations
* Mid-year review of professional goals, teacher evaluation
* Analysis of Student Work
* Differentiated lesson planning
* Develop Culturally Competent Instruction
* Shadowing coaching partner
* Administrator/mentor meetings
 | * Classroom observations
* Veteran teacher observations
* Second Analysis of Student Work
* Differentiated lesson planning
* Develop Culturally Competent Instruction
* Shadowing coaching partner
* Administrator/mentor meetings
 | * Classroom observations
* Veteran teacher observations
* End-of-year reflection on professional growth
* Second Analysis of Student Work
* Differentiated lesson planning
* Develop Culturally Competent Instruction
* Shadowing coaching partner
* Administrator/mentor meetings
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| **Mentee’s actions** | * Community-building
* Classroom systems and management
* Professional Team-building
* Family communication
* Open House
* Align instruction with CCSS
* Communicate Content and Language Objectives
* Assessments
* Setting Professional Goals
* Formal observations
* Progress reports (notes)/report cards/ Fall Conferences (10/29-31)
 | * Community-building
* Review expectations
* Professional Team-building
* Follow-up from Fall conferences
* Align instruction with CCSS
* Communicate Content and Language Objectives
* Assessments
* Differentiated lesson planning
* Mid-year Goal Review
* Formal observations
* Progress reports (notes)/ report cards
* Survey to provide program feedback
 | * Revisit classroom systems and community-building
* Professional Team-building
* Statewide assessments/Work samples
* Align instruction with CCSS
* Communicate Content and Language Objectives
* Assessments
* Differentiated lesson planning
* Formal observations
* Progress reports (notes)/ report cards
* Survey to provide program feedback
 | * Revisit classroom systems and community-building
* Professional Team-building
* Statewide assessments/Work samples
* Align instruction with CCSS
* Communicate Content and Language Objectives
* Assessments
* Differentiated lesson planning
* Professional Goal summative statement
* Progress reports (notes)/ report cards
* End-of-year checklist/procedures
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| **Resources** | * Collaborative Assessment Logs TBD: Curriculum mapping PD Days with mentors and mentees
* Courageous conversations protocol and Compass
* Questioning stems
* Building/district resources
* Selective Scripting Classroom Observation Tool
* Santa Cruz observation codes
* *Quiet Leadership* and *Differentiated Coaching*
* Analysis of Student Work
* Enid Lee’s Checking Systems for Equity
* Reflecting on Professional Growth
* CARE
* Video analysis recording form (Austin)
* *Teaching Channel*
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