| **Special Education 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.* | * Share September File material |  |  | * End of year closure survey * 2nd year mentor application * Last week closure: survey and review of CALS |
| **Mentee’s actions** | * Review IEPs * Establish Sped team meetings * Review Focus Classroom Manuals/Sped Manual * Establish weekly para meetings * Fill out IEP At a Glance and give to gen ed teachers * Fill out IEP year long calendar * Collect ESY data after summer break * Create data sheets * Collect data for end of quarter * Establish BSC protocol * Conduct beginning of the year assessments * Group students for instructions * Design a schedule to include mainstreaming * Establish a working file system for IEPs and data collection * Take NCI training * Take Nuts and Bolts training * Take WJ training | * Collect ESY data after Winter break * Collect data for end of quarter * High school essential skills tests | * Collect ESY data after Spring break * Collect data for end of quarter * High school essential skills tests | * Collect data for end of quarter * High school essential skills tests * ESY meetings conducted * ESY packet sent to ESY coordinator |
| **Resources** | * Collaborative Assessment Logs * Compass * Courageous conversations protocol * 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 | | | |