| **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 |
| **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* | | | |