| **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
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| **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
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| **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
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