

NEEDS ASSESSMENT

MENU OF OPTIONS – **SEPTEMBER**

Personal

- Empathize with all the paperwork and the unending meetings.
- Stop by classroom daily to say hello, or send an email or text to the Candidate.
- Put a personal note in their mailbox.
- Check, without prying, to see that teachers new to the area are happy with the life they are creating beyond the school community. As appropriate, assist in resolving any issues.
- Organize informal and voluntary gatherings for new teachers to network with other new teachers.
- Remember to accompany new teachers to meetings and sit with them in the meetings when possible.

Professional

- Talk about the Candidate's challenges and concerns.
- Using data from their TPA's, current classroom concerns, set goals for the mentoring relationship. Revisit those goals at least monthly.
- Explain the teacher performance evaluation system by going over the process and the criteria.
- Help new teachers prepare for the first observation cycle by doing a peer observation together and discuss the teaching and learning using the district's teacher performance criteria.
- Have the Candidate self-assess their classroom needs, and establish realistic and focused professional goals for the Individual Learning Plan.
- Keep new teachers apprised of professional development opportunities.
- Remind the Candidate to refrain from discussing private issues with students, parents, or colleagues in the lounge and other public places.
- Be a role model by always speaking professionally about administrative staff, support staff, and other teachers. Refrain from gossip!

Curriculum, Instruction, and Assessment

- If not completed in August, review the learning standards and the pacing guide and help guide the planning for each week of school.
- Help the Candidate schedule time to work with grade level or subject matter peers to create ready-to-use lessons or units based on the district's learning standards. Explain the planning process used and select significant components to emphasize.
- Have grade level or subject matter peers schedule continual sessions to plan instruction.
- Use district lesson plan formats as discussion points for the planning process.
- Discuss interims.
- Revisit curriculum map and/or pacing guide.

Organizational Systems

- Ask how paper-flow management systems are working.
- As appropriate, share the strategies for organizing instructional materials.
- Share strategies for organizing all the paper work to and from the school and district offices
- Go over classroom procedures.
- Assist in organizing the classroom as needed.
- Provide guidance, and if available, exemplars of substitute folders or kits.

Students

- Provide new teachers with a calendar of extracurricular events in which their students might be participating. Encourage them to attend a few to get to know their students outside the classroom.
- Brainstorm strategies for learning all students' names by the end of the first week or two of school.
- Discuss community-building activities that are age appropriate that work well with students in this school.

Colleagues

- Remind colleagues of their role in helping new teachers get established as positive and productive staff members.
- Go over policies, possibilities, and potential pitfalls of working with paraprofessionals.
- Discuss relationships and co-teaching with regular or special educators.
- Clarify discussion and decision points at faculty, team, and grade level meetings.
- Share your Mentor "To Do" list with the Principal.

School and School System

- Review procedures for fire drills and school crisis plans.
- Continue to ask about needed resources.
- Examine how new teachers are managing their time.
- Check on non-instructional duties assigned to new teachers and discourage them from volunteering for additional duties for at least the first semester.
- Verify that the new teacher's voice mail and email systems are functioning smoothly.
- Explain how special education referral and pre-referral process works.
- Arrange for the Candidate to sit in on a child study process as an observer.

Parents and Community

- Ask about parent contacts and how they are going.
- Have Candidate listen in on your parent phone calls.
- Share newsletters and letters you send home.
- Model parent conversations. Then practice and discuss.

- Discuss Back-to-School Night agenda and presentation ideas.
- Talk with grade level/subject matter peers to share Back-to-School strategies.

Education Specialist

- Explain district policies about aligning IEP goals with district or state learning standards.
- Model preparing an IEP.
- Co-prepare an IEP.
- Coach the Candidate in the use of technology and specific software programs for IEP preparation.
- Think aloud and model preparing paperwork for an IEP meeting.
- Model an IEP meeting.
- Co-facilitate an IEP meeting.
- Arrange time with the district special education coordinators so that Candidates can hear first-hand the expectations for them and ask questions that can be answered in the moment.
- Discuss methods of documenting progress on meeting IEP goals, grading policies and procedures for special education students.
- Go over student performance on the previous year's standardized test.