

Welcome to the Diocese of Wheeling-Charleston Catholic Schools

The Department of Catholic Schools welcomes *all* our new teachers as you enter the important ministry of teaching in a Catholic school in our Diocese. We pray that your first year is successful and offer this *New Teacher Mentoring Program* to support you during this orientation process.

As part of our commitment to providing high-quality, Christ-centered learning environments, all new teachers will be provided with a mentor to guide them during their first year. This guidance document serves to accompany the mentor and mentee partnership. Our goal is for the mentor to facilitate professional learning and growth, and for the mentee to have opportunities to reach their full potential so that our schools and students continue to thrive.

Please use this guidance document to help build your understanding of our expectations, goals and culture. We also welcome your feedback and look forward to collaborating with each of you for many years to come!

We are excited for you to join us as we focus on academics, faith formation, and moral development shaped by the Catholic faith. We are very proud of all our schools, and the families and communities that support our service to our students.

Please reach out to our office if you need additional guidance. We wish you the best of luck in your new endeavor!

Jennifer Hornyak,
Superintendent of Catholic Schools

Mission Statement

The Catholic school communities of the Diocese of Wheeling-Charleston are committed to providing quality education in the Catholic tradition for all students in a nurturing, Christ-centered environment. We accompany families in challenging children to recognize, develop and share their God-given gifts and talents.

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**Diocese of Wheeling-Charleston
Department of Catholic Schools**

Mentoring Program for New Teachers

Mentoring is an intentional partnership between an experienced teacher (the mentor) and a new teacher (the mentee) to provide support, resources, and guidance during the new teacher's first year in one of our Catholic Schools. The goal is for each teacher to share experiences, reflect on outcomes, and determine areas of success or focus for the mentee.

The mentor's leadership and guidance will be in the following areas / domains:

- *Orientation to the diocese, community, school, classroom and students*
- *Planning and Preparation*
- *Learning Environments*
- *Learning Experiences*
- *Principled Teaching*
- *Faith and Community*

Program Expectations:

The mentoring program is designed to allow for frequent meetings between the mentor and mentee, mentor/mentee or peer-to-peer classroom observations, and reflections on personal and professional growth.

The mentoring program is required for each new teacher, with completion of monthly discussions as outlined in this guidance document. Each school principal will monitor and collect documentation throughout each mentor/mentee partnership.

The diocese will provide mentor training and offer a New Teacher orientation. The diocese will also provide additional supports through monthly mentor/mentee PLCs on relevant topics.

It is strongly recommended that the mentor and mentee thoroughly review the ***DWC Teacher Growth Model***, based on the *Danielson Framework for Teaching*, prior to the start of the academic year so that the new teacher is familiar with the expectations and can start working toward mastery of those domains.

Recommended Resources / Supports:

- Parent/Student and Faculty Handbooks
- Danielson Framework for Teaching (FFT), 2022 revised edition: <https://danielsongroup.org/the-framework-for-teaching/>
- WVBE/WVDE College and Career Readiness (CCR) standards: <https://wveis.k12.wv.us/wvboe/policies/>
- “*Mentoring New Teachers*”, by Hal Portner
- “*The First Days of School – How to Be an Effective Teacher*”, 5th Ed., by Harry & Rosemary Wong
- “*Professional Learning Communities at Work*”, by Richard DuFour & Robert Eaker
- **Guidance Documents** provided through the *DWC Department of Catholic Schools*, including:
 - The Teacher Growth Model process (*booklet*)
 - The New Teacher Mentoring Program (*booklet*)
 - Curriculum Frameworks / Supports (*appendices and/or provided at orientation*)
- **Diocesan Policies** – *please review those related to the following:*
 - teacher contracts
 - certification requirements
 - supervision and evaluation of teachers
 - instructional time requirements
 - curriculum
 - academic records and grading policy
 - discipline
 - attendance

***A copy of the DWC Policy manual should be located in the principal’s office. Please note that policies are subject to change as needed.*

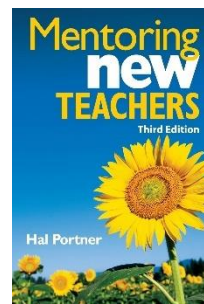
Characteristics of Effective Mentors



Effective mentors:

- Make themselves available to their mentee
- Listen to what their mentee has to say in a nonjudgmental manner
- Are encouraging and optimistic
- Understand what is needed and when it is needed
- Invite their mentees to observe them teach, then discuss with their mentees what they did and why they did it
- Are willing to share their expertise
- Help their mentees set realistic goals and timelines
- Make practical suggestions
- Direct their mentees to other people or resources when they do not have the answers
- Provide mentees with constructive and timely feedback on planning and teaching
- Encourage their mentees to take risks and to make their own decisions
- Help their mentees think about what they are doing in ways that help them reflect and grow as professionals
- Help their mentees feel like part of the team
- Believe in their mentee's ability to succeed

From Mentoring New Teachers, Third Edition by Hal Portner (2008)



MONTHLY GUIDANCE

The monthly guidance documents are provided to support professional development and growth during the mentoring process. It is recommended that the discussions focus on procedural issues, student learning, and professional reflection and growth. The mentor/mentee may discuss any pertinent topic as needed and are asked to document additional topics so that this guidance document can be updated periodically and include the types of topics that may come up during the year.

At the end of the booklet are recommendations and templates for classroom management and lesson planning. It is strongly recommended that teachers become very familiar with the *Danielson Framework for Teaching, 2022*, as it is the foundation for our **Teacher Growth Model**.

The Department of Catholic Schools offers our continued support and encouragement and wishes our mentors and mentees a productive year!



AUGUST

FOCUS: Orientation

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee initial meeting <input type="checkbox"/> Discuss DWC orientation <input type="checkbox"/> Staff introductions <input type="checkbox"/> Teacher conduct, participation expectations <input type="checkbox"/> Lesson plan format, procedures <input type="checkbox"/> Building/facilities tour including teacher work areas <input type="checkbox"/> Discuss technology needs <input type="checkbox"/> Review of Parent/Student Handbook, General Policies & Procedures <input type="checkbox"/> Homework policy; best practices <input type="checkbox"/> Review of general annual and daily schedules <input type="checkbox"/> Review safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparing for NWEA/MAP Assessment #1</i> <input type="checkbox"/> Preparing for first day of school and setting positive expectations for all students <input type="checkbox"/> Develop Classroom Management Plan (see template) <input type="checkbox"/> Establish effective classroom management strategies <input type="checkbox"/> Discuss establishing a <i>Culture for Learning and Engagement</i> <input type="checkbox"/> Review/discuss core and supplemental curricula, assessments <input type="checkbox"/> Review/discuss <i>Teacher Growth Model (TGM)</i> guidance document <input type="checkbox"/> Begin review/discussion of <i>Danielson Framework for Teaching (FFT)</i> rubric - domains, components, elements of success, ratings 	<ul style="list-style-type: none"> <input type="checkbox"/> Remember your “Why” <input type="checkbox"/> Balancing work / home <input type="checkbox"/> How to incorporate <i>Catholic Identity</i> into the classroom <input type="checkbox"/> How to prepare, and how to “decompress” <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****NWEA Assessment 1: August 26-Sept. 27**

Comments:

Dates/Times Met in August:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

SEPTEMBER

FOCUS: Planning and Preparation

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review of Student Handbook, General Policies & Procedures <input type="checkbox"/> Review of schedules, upcoming events <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program <i>(as needed)</i> <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Using resources effectively 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss TGM Domain 1 (Danielson FFT) <input type="checkbox"/> Lesson planning and setting instructional outcomes (recommendations included in this booklet) <input type="checkbox"/> Being consistent with structure, schedules, procedures, expectations <input type="checkbox"/> Review NWEA/MAP dashboard, schedules <input type="checkbox"/> Review student data, needs, support plans <input type="checkbox"/> Discuss grading policies, expectations, best practices <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms <input type="checkbox"/> Discuss classroom management progress / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor assists mentee with completion of TGM Self-Assessment and Goal-Setting (due Sept. 30) <input type="checkbox"/> Understanding your students, their needs, barriers to learning <input type="checkbox"/> How can you best support your students <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Theology of the Body (TOB) campus <input type="checkbox"/> Discuss daily schedule, routines and what is or is not working <p><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****NWEA Assessment 1: August 26-Sept. 27**

Comments:

Dates/Times Met in September:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

OCTOBER

FOCUS: The Learning Environment

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review of Student Handbook, General Policies & Procedures <input type="checkbox"/> Review of schedules, upcoming events <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Overview of <i>TGM Domain 2</i> <input type="checkbox"/> Review NWEA/MAP dashboard, schedules; student data, needs, support plans <input type="checkbox"/> Discuss grading policies, expectations, best practices <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms <input type="checkbox"/> Discuss classroom management progress / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> How to effectively engage in PLCs / PD; determine mentee's needs <input type="checkbox"/> Understanding your students, their needs, barriers to learning <input type="checkbox"/> How can you best support your students <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Discuss daily schedule, routines and what is or is not working <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

Comments:

Dates/Times Met in October:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

NOVEMBER

FOCUS: Learning Experiences

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Preparing for Holiday / weather schedules; upcoming events <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss TGM Domain 3 <input type="checkbox"/> Review recommendations included in this guidance document (<i>lesson design; monitoring for student success</i>) <input type="checkbox"/> Engaging students in civil discourse/debate (3b) <input type="checkbox"/> Review NWEA/MAP dashboard, schedules; student data, needs, support plans <input type="checkbox"/> Discuss grading policies, expectations, best practices <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms <input type="checkbox"/> Discuss classroom management progress / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress toward TGM goals; artifacts; impact on teaching and learning <input type="checkbox"/> How to effectively engage in PLCs / PD; determine mentee's needs <input type="checkbox"/> Understanding your students, their needs, barriers to learning <input type="checkbox"/> How can you best support your students <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Discuss daily schedule, routines and what is or is not working <p><i>Other topics as suggested or requested by mentor or mentee:</i></p>

Comments:

Dates/Times Met in November:

Mentor Initials: _____ **Date:** _____
Mentee Initials: _____ **Date:** _____

DECEMBER

FOCUS: Progress Monitoring

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Preparing for end of semester assessments; grading; reporting <input type="checkbox"/> Preparing for Holiday / weather schedules; upcoming events <i>including Catholic Schools' week</i> <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review NWEA/MAP dashboard, schedules; student data, needs, support plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student achievement data <input type="checkbox"/> Discuss intervention / enrichment opportunities / needs <input type="checkbox"/> Incorporating high-yield instructional strategies <input type="checkbox"/> Discuss pacing <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms <input type="checkbox"/> Ongoing review/discussion of Danielson (<i>FFT</i>) <input type="checkbox"/> Discuss classroom management progress / needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress toward TGM goals; artifacts; impact on teaching and learning <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee's needs <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Discuss mentee's achievements; growth; support needs <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

Comments:

Dates/Times Met in December:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

JANUARY

FOCUS: Maintaining Purposeful Learning Environments

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Preparing for new semester <input type="checkbox"/> Preparing for weather schedules; home learning packets; online programs <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review NWEA/MAP dashboard, schedules; student data, needs, support plans <input type="checkbox"/> Review/discuss Teacher Growth Model guidance document 	<ul style="list-style-type: none"> <input type="checkbox"/> Preparing for NWEA/MAP Assessment #2 <input type="checkbox"/> Review Domain 2c <input type="checkbox"/> Discuss student input into learning goals, activities, outcomes <input type="checkbox"/> Discuss classroom management / student behavioral successes, needs <input type="checkbox"/> Incorporating high-yield instructional strategies <input type="checkbox"/> Discuss pacing, transitions, student efficacy <input type="checkbox"/> Engaging students in civil discourse/debate <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress toward TGM goals; artifacts; impact on teaching and learning <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee's needs <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Discuss mentee's achievements; growth; support needs <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****NWEA Assessment 2: January 13 – Feb. 7**

Comments:

Dates/Times Met in January:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

FEBRUARY

FOCUS: Using Assessment for Learning

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review/discuss Teacher Growth Model guidance document 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss TGM 3d <input type="checkbox"/> Identify at-risk students; discuss intervention strategies <input type="checkbox"/> Discuss extended learning opportunities / programs <input type="checkbox"/> Review NWEA/MAP data; using data to plan <input type="checkbox"/> Discuss the formative assessment process (checks for understanding) <input type="checkbox"/> Discuss classroom management / student behavioral successes, needs <input type="checkbox"/> Strategies to respond to student needs based on evidence, observations <input type="checkbox"/> Incorporating high-yield instructional and response strategies <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms or another teacher's <input type="checkbox"/> Preparing students for ARK assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress toward TGM goals; artifacts; impact on teaching and learning <input type="checkbox"/> Progress toward contributing / engaging in the school culture and community <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee's needs <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation (Lent) <input type="checkbox"/> Discuss mentee's achievements; growth; support needs <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

***NWEA Assessment 2: January 13 – Feb. 7*

Comments:

Dates/Times Met in February:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

MARCH

FOCUS: Student Mastery toward Grade Level Standards

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review/discuss Teacher Growth Model guidance document 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to fully engage students in their learning progress <input type="checkbox"/> Review NWEA/MAP data; using data to plan <input type="checkbox"/> Discuss the formative assessment process (checks for understanding) <input type="checkbox"/> Discuss classroom management / student behavioral successes, needs <input type="checkbox"/> Strategies to respond to student needs based on evidence, observations <input type="checkbox"/> Incorporating high-yield instructional strategies <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms or another teacher's <input type="checkbox"/> Ongoing review/discussion of Danielson (FFT) 	<ul style="list-style-type: none"> <input type="checkbox"/> Upcoming PD opportunities <input type="checkbox"/> Progress toward TGM goals; artifacts; impact on teaching and learning <input type="checkbox"/> Progress toward contributing / engaging in the school culture and community <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee's needs <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation (Lent, Easter) <input type="checkbox"/> Discuss mentee's achievements; growth; support needs <p style="text-align: center;"><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****ARK Assessment Window: March 17 – May 2**

Comments:

Dates/Times Met in March:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

APRIL

FOCUS: Principled Teaching

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review end of year schedule, expectations, activities <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review/discuss Teacher Growth Model guidance document 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss Domain 4 <input type="checkbox"/> Discuss building sustainable support systems <input type="checkbox"/> Preparing for NWEA/MAP Assessment #3 <input type="checkbox"/> Identify at-risk students; discuss intervention strategies <input type="checkbox"/> Discuss summer learning opportunities / programs <input type="checkbox"/> Strategies to fully engage students in their learning progress <input type="checkbox"/> Review NWEA/MAP data; using data to plan <input type="checkbox"/> Discuss the formative assessment process (checks for understanding) <input type="checkbox"/> Discuss classroom management / student behavioral successes, needs <input type="checkbox"/> If schedule permits, schedule classroom visits of each other's classrooms or another teacher's 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss DWC teacher renewal process <input type="checkbox"/> Discuss mentee's achievements; growth; support needs <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee's needs <input type="checkbox"/> Upcoming PD opportunities / progress toward certification/recertification as needed <input type="checkbox"/> Discuss TGM end of year conference; artifacts; impact on teaching and learning <input type="checkbox"/> Discuss progress toward contributing / engaging in the school culture and community <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Thinking about the next school year <p><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****NWEA Assessment 3: April 14 – May 9**

****ARK Assessment Window: March 17 – May 2**

Comments:

Dates/Times Met in April:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

MAY

FOCUS: Finish Line!

Procedural:	Student Learning Focused:	Reflective / Professional Growth:
<ul style="list-style-type: none"> <input type="checkbox"/> Review end of year schedule, expectations, activities <input type="checkbox"/> Review/discuss safety / emergency procedures, plans <input type="checkbox"/> Review FACTS/SIS (RenWeb) program (<i>as needed</i>) <input type="checkbox"/> Discuss any other procedural issues / updates / needs <input type="checkbox"/> Review/discuss Teacher Growth Model guidance document – level for Year 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to fully engage students in their learning progress <input type="checkbox"/> Review NWEA/MAP data; using data to plan <input type="checkbox"/> Discuss the formative assessment process (checks for understanding) <input type="checkbox"/> Discuss classroom management / student behavioral successes, needs <input type="checkbox"/> Strategies to respond to student needs based on evidence, observations <input type="checkbox"/> Incorporating high-yield instructional strategies <input type="checkbox"/> If schedule permits, schedule classroom visits of each other’s classrooms or another teacher’s <input type="checkbox"/> Ongoing review/discussion of Danielson (FFT) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/discuss DWC teacher renewal process <input type="checkbox"/> Discuss mentee’s achievements; growth; support needs <input type="checkbox"/> Discuss progress of PLCs / PD; determine mentee’s needs <input type="checkbox"/> Upcoming PD opportunities <input type="checkbox"/> Discuss TGM end of year conference; artifacts; impact on teaching and learning <input type="checkbox"/> Discuss progress toward contributing / engaging in the school culture and community <input type="checkbox"/> Incorporating <i>Catholic Identity</i> into the classroom; faith formation <input type="checkbox"/> Thinking about the next school year <p><i>Other topics as suggested or requested by mentor or mentee:</i></p>

****NWEA Assessment 3: April 14 – May 9**

Comments:

Dates/Times Met in May:

Mentor Initials: _____ **Date:** _____

Mentee Initials: _____ **Date:** _____

Completion of the Mentoring Program for *New Teachers*

PLEASE NOTE: This form is now available in the *Evaluwise* online evaluation system, and the mentor, mentee, and principal must all sign it online. It is recommended that a hard copy be placed in the new teacher's personnel file.

We have completed the year-long *New Teacher Mentoring Program*. As part of the program, we have done the following:

- *Utilized and completed the monthly checklists to facilitate professional growth conversations*
- *Met regularly, including at least once per month*
- *Reviewed the Teacher Growth Model regularly*
- *Shared our progress with our principal*

School Year: _____

Mentor Teacher Signature: _____

Mentee/New Teacher Signature: _____

Principal Signature: _____

Date Submitted: _____

Creating Supportive and Challenging Learning Environments *Classroom Management Considerations*

An effective teacher has a well-managed classroom where students learn in a task-based environment.

Remember – management is NOT discipline. Begin the year with a clear plan for organization of materials and work areas, expectations for student engagement, and goals for learning. Include students in creating a ***culture for learning***.

Learning environments should be supportive and challenging. Common attributes that enhance student success include intentional non-instructional routines and procedures, positive student relationships and behaviors, and spaces that support instructional purposes.

Effective teachers understand that creating a positive, engaging, and collaborative learning environment with clear and high expectations is integral to students' success. Through this environment, the teacher helps his/her students learn the importance of dialogue, civility, responsibility, collaboration, and community.

Components of an effective learning environment (refer to Domain 2 from the FFT):

- Students play an active role in creating an environment which fosters a sense of community.
- Students feel safe, valued, and connected.
- Students are responsible and follow established processes/norms for resolving conflict/problems.
- Students play an active role in establishing a culture that fosters dialogue, reflection, and growth.
- Students play an active role in designing and adjusting routines and procedures that continually supports a respectful learning environment.
- Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
- Learning spaces are thoughtfully co-designed and modified as needed to meet learning goals and address student needs.

For the first-year teacher, it is imperative to work with your mentor and other teachers to develop, implement, and monitor the following:

- Clear classroom expectations that lead to components mentioned above
- Learning spaces arranged to allow for safe movement and access at all times
- Resources made available to all students as needed, or stored appropriately when not needed.
- ***Positive Behavior Support Plan*** – with rewards/consequences
- Processes, strategies in place to minimize disruptions or disruptive behaviors
- Safety/emergency plans/procedures that students understand and practice routinely

Preparing Your Classroom:

- Create a welcoming environment, but limit “decorations” – remember to include students' ideas and work as part of the environment.
- Some learning centers / areas should be created over time, as students begin learning activities and help determine how those may look.
- Consistency for most procedures/routines is key – especially for younger students. However, there should be some room for flexibility as the year progresses.
- Organize your teacher materials, work area(s) keeping accessibility, functionality, and safety in mind.

Classroom Management Plan Template
(Mentor/Mentee Assessment)

EXPECTATION	In Place / Effective	On Track	Needs Attention
Teacher greets students daily and has consistent morning routines.			
Independent / morning tasks are posted, clear.			
Agenda for the day is discussed collaboratively.			
Classroom behavioral expectations are reviewed/clear/posted.			
Students independently prepare for the day/class and complete assignments/tasks.			
Beginning of day/class routine(s) are in place.			
Learning target(s) for the day is/ are discussed/posted.			
Transitions are smooth with minimal to no disruptions.			
Teacher uses effective strategies to efficiently manage student behaviors.			
Students work independently or collaboratively in a productive manner.			
Student learning areas are organized; resources are provided and used properly.			
Teacher desk / work areas are accessible/visible to students.			
Teacher assists/attends to individual student needs and/or redirects with minimal disruption.			
Students are respectful toward teacher and each other by following classroom procedures, routines, expectations.			
Evidence that learning (whole group, small group, individual, collaborative) is highly engaging and valued.			
Evidence of consistent end of class/day procedures.			

Lesson Design for Mastery

Teachers are responsible for what students learn. Effective lesson design includes creating experiences that are grounded in deep understanding of the content, aligned with appropriate standards, designed to engage students in meaningful work, and planned or adapted with the goals, strengths, and needs of each student in mind. *Please refer to Danielson’s Framework for Teaching – Domain 3* frequently to better understand and implement the components associated with successful lesson design.

Student success is achieved when teachers design and deliver lessons with clear objectives, precise strategies, multiple learning methods/opportunities (*scaffolding – I Do, We Do, You Do*) so that students understand what the outcome of the lesson will be. Teachers must teach to the standards for each grade level and/or course as provided in the WV College and Career Readiness (CCR) standards and/or the adopted religion curriculum for the diocese. To view the full policies for the WV College and Career Readiness (CCR) standards, please go to the West Virginia Department of Education website at www.wvde.us, “State Board of Education” tab, policies tab, and then scroll down to “WVBE Content Standards Policies”.

Standards vs. Curriculum: *Once we know the “why” (the standards), we need to determine the “how” (curriculum & resources)*

Standards – represent **goals**; what students should know, understand and be able to do by the end of each grade level

Curriculum – represents the **learning experiences**; an intentional learning plan to ensure that students achieve the goals

Instructional focus:

1. **Reasonably coherent curriculum** – “what we teach”
2. **Sound lessons** – “how we teach”
3. **Authentic literacy** – purposeful reading, writing, and dialogue in every discipline
4. **Data-driven** – using data to track student growth/mastery and to strategically plan and differentiate instruction

Essential Parts of Effective Lessons:

1. Clear Learning Objectives
2. Teaching / Modeling / Demonstrating
3. Guided Practice / Independent Practice
4. Checks for Understanding / Formative Assessments





Mindsets and Behaviors for Student Success:

1. Positive attitude toward work and learning
2. Belief in using abilities to their fullest to achieve high-quality results and outcomes
3. Self-confidence in ability to succeed
4. Critical thinking skills to make informed decisions
5. Time-management, organizational and study skills
6. High-quality standards for tasks and activities
7. Engagement in challenging coursework
8. Responsibility for self and actions
9. Ability to identify and overcome barriers
10. Effective oral and written communication skills
11. Positive, respectful and supportive relationships with staff and other students
12. Ethical decision-making and social responsibility

Lesson Plan Guidance / Template

Standard(s): <i>(From WV CCR standards)</i>	<i>Day 1</i> Date:	<i>Day 2</i> Date:	<i>Day 3</i> Date:	<i>Day 4</i> Date:	<i>Day 5</i> Date:
Expectations / Learning Targets <i>(what students should know, understand, & be able to do by end of lesson)</i>					
Directions & Procedures <i>(may refer to TM)</i>					
Resources <i>(books, online programs or links, equipment, materials, manipulatives – have readily available)</i>					
Setting Purpose / Introduction of New Concepts Strategies <i>(i.e. vocabulary, prior knowledge, questioning techniques, prediction, chunking)</i>					
Guided Practice / Pacing <i>(with teacher support, assistance, modeling, demonstration, graphic organizers)</i>					
Independent / Cooperative Grouping Practice <i>*Clear procedures (limited teacher support)</i>					
Additional supports based on student need					
Feedback / Assessment <i>*Are they learning? (use both formative & summative)</i>					
Evaluation / Rubric <i>*Have they learned? (how to determine if students learned objective)</i>					
Number / Percent of Students Demonstrating Mastery / Understanding					
Intervention / Enrichment / Reteach Needs					
Extended Learning; School-Home Connection					

Remember to:

-  Assess and reassess student work; provide opportunities for students to self-assess
-  Use results/data to teach and reteach; provide opportunities for students to monitor their progress
-  Find a way for every student to grasp the lesson; provide opportunities for open/shared learning
-  Provide opportunities for students to reflect on learning; connect to prior knowledge; apply to new ideas

Monitoring for Student Success Objectives ~ *Instruction*

Instructional Process Objectives	Fully In Place (Significant)	Mostly In Place (Mastery)	Somewhat In Place (Learning)	Not In Place (Needs Attention)
Teacher uses basic lesson structure; uses school-supplied resources and materials; uses technology appropriately				
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective.				
Teacher uses strategies to elicit student response or understanding frequently throughout the lesson.				
Teacher restates and elaborates student responses to promote vocabulary mastery at a high standard of oral expression.				
Teacher provides time for partner / team /cooperative learning for mastery of objective.				
Teacher facilitates student discussions by circulating, questioning, redirecting, and challenging students to increase depth of discussion and ensure individual progress.				
Teacher facilitates whole class discussion following partner / group activities/discussions. Expectations for discussion are clearly articulated and may include a rubric to guide active dialogue.				
During class discussion, teacher effectively summarizes, addresses misconceptions or inaccuracies, and extends thinking through thoughtful questioning.				
During class discussion, teacher encourages students to share successful and unsuccessful strategies that helped them master the concepts/objectives – such as clarifying, questioning, predicting, summarizing, use of graphic organizers or mathematical thinking.				
Teacher / students show respect for others during lessons, support/assist during the learning process, celebrate successes/achievement.				
Teacher / students use data/feedback/results to set goals for improvement.				
Evidence of positive reinforcement; issues are addressed appropriately and efficiently; minimal disruptions.				
Evidence of extended learning or family engagement opportunities to support objective.				

Monitoring for Student Success Objectives ~ *Engagement*

Student Engagement Objectives	Fully In Place (Significant)	Mostly In Place (Mastery)	Somewhat In Place (Learning)	Not In Place (Needs Attention)
Students are familiar with routines and show respect for classroom instruction time.				
Student speak in full, elaborate sentences when responding to teacher or others; participate appropriately and respectfully in classroom/group/partner discussions.				
Teacher talk and student talk is appropriately balanced.				
Students assist and support each other with challenging concepts; dialogue is appropriate and civil; discussions are focused on objective.				
Students use rubrics or other measures of progress during partner/group discussions.				
Students are engaged in highly challenging discussions/tasks and can explain and show evidence to support their position.				
Students seek out resources/materials independently and use appropriately.				
Students use several different strategies to complete task(s) and can articulate their methods, challenges, thinking.				
Little to no instructional / lesson disruptions from students, non-instructional tasks; other activities unrelated to lesson; lack of routines/procedures.				

HIGH YIELD INSTRUCTIONAL, STUDENT PERFORMANCE & ENGAGEMENT STRATEGIES

A guide to assist principals and teachers during the planning, observation, & continuous school improvement cycles.

***7 Cognitive Strategies of Effective Readers:** activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, & visualizing-organizing.

DIRECT INSTRUCTION	INDIRECT INSTRUCTION	INTERACTIVE INSTRUCTION	INDEPENDENT STUDY	EXPERIENTIAL LEARNING
<i>Traditional / teacher-centered; can be highly effective when introducing new information or teaching specific skills.</i>	<i>Student-led; teacher guides student to acquire target skills & knowledge; develops critical thinking skills.</i>	<i>Fosters communication & collaboration; best used with small groups of students or pairings; helps students develop interpersonal skills.</i>	<i>Helps students develop essential skills such as self-discipline, time management, and problem-solving. The teacher serves as a guide. Allows students to find a topic of interest and "dig deep" into that topic.</i>	<i>Students learn by doing (hands-on). Includes teacher guidance, tracking activities, reflection, and drawing conclusions.</i>
Structured overview Clarify objectives / target skills Explicit teaching / Pacing / Routines / Transitions Data-driven Mastery lecture Drill & Practice Compare & Contrast Didactic Questions Demonstrations Guides for Reading, Listening, Viewing Frequent assessment and feedback Co-Teaching	Project-based learning Cooperative Learning / grouping Problem Solving Case Studies Inquiry Reading for Meaning Reflective Discussion Concept Formation Concept Mapping Concept Attainment Cloze Procedure Visual Learning Tools / Graphic Organizers	Debates / Discussion Open Ended Questioning Role-Playing Movement Panels Brainstorming Peer Practice Laboratory Groups Cooperative Learning Groups Problem-Solving Circle of Knowledge Tutorial Groups Interviewing	Essays Computer-Assisted Instruction Reports Learning Activity Packs Correspondence Lessons Learning Contracts Homework & Practice Research Projects Assigned Questions Learning Centers Portfolios Personalized / based on student learning styles or needs	Field Trips Conducting Experiments Simulations Games Focused Imaging Field Observations Role Playing Model Building Surveys Internships