

Suggested Monthly Schedule for Novice Teacher Meetings

General reminders:

1. According to the PDF responsibilities outlined in the Teacher Induction Program Manual and the PDF Manual, PDFs must organize **at least one monthly meeting that includes all novice teachers (including alt. cert. participants) and their mentors.** We recommend two meetings per month throughout the first quarter of school; one meeting that would focus on school-based needs, and one that addresses the accomplished practices and action plans.
2. The schedule provided below is a **model!** Please tweak this to fit the needs of your individual school. DO NOT let the “schedule” override individual teacher needs.
3. Any **artifact may be used twice** in a novice teacher’s T.I.P. portfolio.
4. Online courses have been developed through Blackboard and may be used to satisfy an entire accomplished practice. When applicable, they are listed as **option “f.”**
5. Please remember **option “h”** for portfolio artifacts. Think of the trainings and events already occurring at your school that demonstrate success in an accomplished practice area. Some things to consider include (but are not limited to): PLCs, CLC, book studies, Work on Wednesdays, early release training, pre-planning and /or end of the year trainings. Teachers will need to have something tangible to document their involvement in these school-based trainings.

MONTH	TOPICS	WORK PRODUCT FOR PORTFOLIO	ACCOMPLISHED PRACTICE	PDF DUE DATES http://www.duvalschools.org/newteachers
AUGUST	<p>* All mentors must be identified and assigned. * Assigned mentors who have not had CET training must register through the Schultz Center website (www.schultzcenter.org) for Clinical Educator Training.</p>			Aug. 25
	<p>LEARNING ENVIRONMENTS</p> <p>Organization, classroom management; ritual and routines:</p> <ul style="list-style-type: none"> • “The First Days of School” by Harry Wong • “Preparing for the School Year” booklet • Organizing the classroom • Rules – consequences and rewards • Attendance procedures • Teaching rituals and routines • CHAMPs training • Classroom management techniques <p>We recommend a school tour of model classrooms for your new teachers.</p>	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Class rules • Planned rituals and routines • Classroom procedures for activities and transitions <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. Rituals and Routines workshop (a) • Attend two-day CHAMPs training (b) • Complete online “Rules, Rituals, and Routines” course through Blackboard (f) <p>REMINDER: As artifacts are completed, they should be placed in the portfolio. The mentor or PDF should initial and date the verification sheet upon completion of each artifact.</p>	9	<p>PDD 500 (Request for In-service training) form for Early Dismissal trainings due to Professional Development. It is recommended that all PDD 500 forms for all trainings for the 2009-2010 school year be submitted by this date as well.</p> <p>Professional Development Plan due to Professional Development.</p> <p>OTE 119/Appeals form from all teachers new to the building (novice and experienced)</p>
	<p>COMMUNICATIONS</p> <p>Communication:</p> <ul style="list-style-type: none"> • Syllabus • Parent Letters • E-mails • Contact Logs • Progress Reports • Documentation 	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Course Syllabus • Parent letter explaining discipline policy or rituals and routines <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. Communication workshop (a) • Class or school newsletter (c) • Complete online “Effective Communication” course through Blackboard (f) 	2	

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SEPTEMBER	<p>* Schedule initial screenings – make the procedure explicit to the novice teachers!! Who is responsible for scheduling these at your school?</p> <p>* Mentors should do at least 1-2 pop-in visits in novice teacher classrooms. Look for a match among lesson plan, posted agenda, and the actual lesson.</p>		ACCOMPLISHED PRACTICE	<p>Sept. 30:</p> <p>Make sure all PDD 500 and Professional Development Plans have been revised, if needed, and re-submitted.</p> <p>Make sure attendance for Early Dismissal training (and any other school-based trainings you may have scheduled) has been captured on the correct form (PDD 502).</p> <p>Have a portfolio-making party for all of the novice teachers. Have the novice teachers bring the notebook, a copy of the tabs, scissors, and a set of tab holders. If possible, print a cover sheet for the notebooks.</p>	
	PLANNING	<p>Planning:</p> <ul style="list-style-type: none"> • Lesson planning – school or department plan template • Riverdeep • Sunshine State Standards • Differentiated Instruction <p>We recommend that your novice teachers observe an expert teacher at your school, if possible.</p>		<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Written lesson plan <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. Lesson Planning workshop (a) • Planning Questionnaire (b) • Complete online “Elementary Lesson Planning” OR “Secondary Lesson Planning” course through Blackboard (f) 	10
	CRITICAL THINKING	<p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> • Instructional Strategies • Bloom’s taxonomy • Webb’s Depth of Knowledge • Higher order questions • Question stems 		<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Written lesson plan <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. Instructional Strategies workshop (a) • Bloom’s taxonomy or Webb’s Depth of Knowledge (b) • Complete online “Instructional Strategies” course through Blackboard (f) 	4

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OCTOBER	<p>* Initial Screenings MUST be completed by October 23rd. * Mentors should work with novice teachers on a critical review of lesson plans, looking for the workshop model and rigor in the lesson.</p>			<u>October 23</u>
	ASSESSMENT	<p>Types of Assessment:</p> <ul style="list-style-type: none"> • Elementary – reading assessments, DIBELS, formatives, DRA, etc. • Secondary – diagnostics, baselines, formatives, etc. • Informal – observation, anecdotal notes, conferences • Formal – FCAT <p>We recommend that the first mentor observation be scheduled.</p>	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • AIDE data printout • DIBELS printout • Original teacher-written rubric <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Assessment tools (a) • Analysis of exam results (c) 	1

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NOVEMBER	* Mentors should do at least 1-2 pop-in visits in novice teacher classrooms. Look for a match among lesson plan, posted agenda, and the actual lesson.			<u>Nov. 24</u>
		Portfolio Check-Up: Items to discuss: <ul style="list-style-type: none"> • Items on Action Plan • Anticipated completion dates on Action Plan • Identify monitoring dates (4) for the Action Plan • Tentative plans for required observations 	Artifacts novice teachers could bring to the meeting to share: <ul style="list-style-type: none"> • Calendar/Day Planner • Portfolio 	

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DECEMBER	* Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed.			<u>Dec. 16</u>	
	HUMAN DEVELOPMENT AND LEARNING	<p>Exceptionalities:</p> <ul style="list-style-type: none"> • IEP • PMP • LEPP <p>Learning Styles Alternative instructional strategies</p> <p>Invite the ESE Specialist at your school to be a guest speaker for this session.</p>	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • IEP/PMP/LEPP questions they may have and strategies they are trying <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. ESE workshop (a) • Review IEP, PMP, or LEPP and address accommodations (b) • Alternative strategies for lowest quartile students (d) • Enrichment activities for different learning styles (f) 	7	<p>At least one mentor observation should be completed. Make sure the completion date is noted on the Action Plan, along with the mentor's initials.</p> <p>At least one of the monitoring dates should have been completed.</p>
	DIVERSITY	<p>Diversity:</p> <ul style="list-style-type: none"> • Dealing with diverse students in the classroom • Diverse materials for the classroom • Strategies for learning who your students really are as individuals 	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Materials they are using in the classroom <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. ESOL workshop (a) • Attend T.I.P. Diversity workshop (b) • Observe ESOL classroom (c) • Complete online "Diversity" course through Blackboard (f) 	5	

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JANUARY	ROLE OF THE TEACHER	<p>Professionalism:</p> <ul style="list-style-type: none"> • Dress • Being a team player • Communication with parents, students, and colleagues • Grade level/department meetings <p>Other teacher roles:</p> <ul style="list-style-type: none"> • Guidance referrals • Night events and field trips • Extra-curricular events <p>Invite the Guidance Counselor to discuss school-specific procedures for these issues.</p>	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Crisis Intervention Interview <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Attend T.I.P. Zeroing In On Prevention (ZIP) workshop (a) • Guidance referral (b) • “Top Ten” list for parents (c) • Document involvement in extra-curricular activities (e) • Plan a school-wide event (f) 	11	<p>Jan. 29:</p> <p>Schedule a second mentor observation (Action Plan 3).</p>
		ETHICS	<p>Ethical Behaviors:</p> <ul style="list-style-type: none"> • “Code of Ethics” • Teaching and grading ethics • Crisis intervention • Plagiarism 		

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FEBRUARY	<p>* Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed.</p> <p>* Mentors should complete one formal mentor observation (#3 for Action Plan 3, #2 for Action Plan 2)</p>		8		
	KNOWLEDGE OF SUBJECT MATTER	<p>Subject matter knowledge:</p> <ul style="list-style-type: none"> • FPMS Domain 4.0 observation • Department/Team meetings • Workshops such as Literacy 101 and Math Investigations • Professional reading 			<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Lesson plans <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • FPMS observation (a) • Book study or book talk (b) • Subject-specific training with written reflection (d) • Read journal articles (e) • Observe master teachers (f)
	TECHNOLOGY	<p>Using technology:</p> <ul style="list-style-type: none"> • Grade book program • Schultz Center registration • E-mail protocols • PowerPoint, Word, Excel • Educational software • On-line activities 			<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Lesson plan documenting technology integration • Grade printout from one class <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Grade book program (a) • Educational software use (b) • Internet activities (c) • PowerPoint presentation (e)

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MARCH	CONTINUOUS IMPROVEMENT	<p>Continuous Improvement:</p> <ul style="list-style-type: none"> • Professional learning • In-service record <p>Professional Requirements:</p> <ul style="list-style-type: none"> • Certification • General Knowledge Test • Subject Area Exam • ESOL Course • Reading competency • Professional Education Test 	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • In-service record (be certain to clarify who novice teachers should contact at your school for this information) <p>Other artifact possibilities:</p> <ul style="list-style-type: none"> • Classroom observations (a) • Video or book (b) • Committee participation (e) <p>REMINDER: As artifacts are completed, they should be placed in the portfolio. The mentor or PDF should initial and date the verification sheet upon completion of each artifact.</p>	3	

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APRIL	<ul style="list-style-type: none"> * Schedule Final Summatives – make the procedure explicit to the novice teachers!! Who is responsible for scheduling these at your school? * Mentors and novice teachers should meet to monitor the Action Plan. Mentor should initial and date any strategies that have been completed. * Mentors should complete one formal mentor observation (#4 for Action Plan 3) 			1-12	<p><u>April 30</u></p> <p>Remind teachers who have certificates scheduled to expire June 30, 2010 that they need to renew. Teachers can come to the Professional Development Department, Team Center B, 3rd floor to renew. They will need a check or money order for \$75.00. Any questions? Call Gloria at 348-7807.</p>
	PORTFOLIO CHECK	<p>Portfolio Check</p> <p>Check verification sheets for initials and dates. Make sure all artifacts are in the portfolio and complete.</p>	<p>Artifacts novice teachers could bring to the meeting to share:</p> <ul style="list-style-type: none"> • Completed portfolio with all artifacts included. • Use the general rubric as a guideline to help fine-tune artifacts being submitted. 		

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MAY/JUNE	<ul style="list-style-type: none"> * Final Summatives must be completed before the last 10 days of school. * Action Plans need final signature from the principal. <p style="text-align: center;">1st Year Survival Celebration!!</p>		<p><u>May 26th</u> Roster (PDD 502), Audit Report (PDD 501), Evaluation Forms (white PDD 503), and blue evaluation forms for Early Dismissal Trainings are due to Professional Development.</p> <p><u>June 1</u> Forms for <u>all</u> other trainings that have occurred at the school are due to Professional Development.</p> <p><u>June 30</u> Certificates for teachers that expire 2010 need to be renewed BEFORE this date.</p>