

Diocese of Sioux City—Planning Guide for Schools
Recruiting, Induction, Mentoring, and Evaluation

Objective: The purpose of this guide is to help schools in the Diocese of Sioux City to create and implement effective recruiting, induction and mentoring programs.

Background: The process to recruit, induct and mentor new teachers continues to be a guiding factor in teacher retention and job satisfaction. This process begins long before the applications come in for the new second grade position. The school/system needs to begin with a strong mission and concrete values.

Recruiting:

Key Questions:

1. How does the system/school identify needs to ensure new hires fit in the district?
2. What data does the system/school look at in the hiring/recruiting process?
3. What process is used to reassign?
4. Does your system/school have any partnerships with colleges/universities to help with recruiting?
5. How does the system/school market for open positions?
6. How does the marketing process convey the mission and values of the goals?
7. What interview process is currently used? (How does this process tie into the mission and values of the school?)

Induction:

Key Questions:

1. How is orientation structured? (What information is presented?)
2. Who is responsible for welcoming new people into the district?
3. What strategies and activities are in place to welcome educators and introduce them to the system, schools and surrounding community?
4. How are new teachers informed about the systems mission, values, and strategic plan?
5. When/how are new educators informed about the expectations for classroom rules, workspaces, student behavior, dress code etc.?
6. How are new teachers made aware of inter-staff communication, class lists, schedules etc.?
7. What networking opportunities are available for new educators and their colleagues?
8. How are new educators inducted with the curriculum and expectations for content?

9. How/when are the new educators inducted into the professional development plan and long range goals of the system? (How do they catch up, if appropriate?)

Mentoring:

Key Questions:

1. How does the system/school evaluate the mentoring program?
2. What opportunities are built in to the first years of teaching to allow for mentoring?
3. What criteria does the system/school use to identify and select mentoring coaches?
4. How are coaches trained in the mentoring process (confidentiality etc.)?
5. What additional professional development is available to coaches?
6. How does the system/school match coach and new employee?
7. How often does the administrator meet with the coach? New educator?
8. How does the system/school provide feedback for coaches and new educators?

Evaluation:

Key Questions:

1. How does the system/school orient new teachers on the evaluation process?
2. What feedback are coaches expected to provide for new educators (types? How often?)
3. How often and at what frequency do administrators provide feedback for new educators?
4. What evaluation tools and processes are used for development?
5. How are the mission and values of the system/school reflected in the evaluation tools?

Year 1 (Sample Mentoring Calendar)

August: Logistics

September: System Vision--Professional Development (System/School/Personal)

October: Classroom Vision

November: Communicating with Parents

December: Characteristics of Effective Instruction (Iowa Core)

January: Role as Catechist

February: Analysis of Student Work

March: Lesson Planning and the Core

April: Evaluation and Feedback

May: Celebration and Planning

Mentoring/Coaching Lessons

August: Logistics (Building Orientation) The purpose of the August meeting is to orient the new teachers to as much as possible without overwhelming. The list below is just a partial list of possible topics. **I have included a checklist that can be used for this process either for the first meeting or throughout the year. This was developed by St. Edmond's, so please let me know if anything is missing or if the structure were different, etc. (See Appendix A)**

Possible Topics

Welcome	Scheduling
Grading Policy	Teacher Handbook
Attendance Procedures	Building Usage
Confidential Files	Cumulative Folders
Discipline Referral Process	Duties
Emergency Procedures	Hall Passes
Lunch	

Artifacts and Articles

1. *44 Routines that Make a Difference: Strategies for the Effective Classroom*, The Institute of Academic Excellence, Inc. 1999 (Diocese has a copy.)
2. *1000 Best New Teacher Survival Secrets*. By Kandace Martin and Kathleen Brenny. 2005 (Diocese has a copy.)
3. [Ready, Set, Teach](#)

September: System Vision--Professional Development (System/School/Personal) The purpose of the September meeting is to orient new teachers on the mission, vision and goals of the school/system.

Possible Topics:

1. Review the vision and mission of the school/system
2. Review of the current professional development plan for the school/system
3. Provide an overview of the school/system's past initiatives

October: Classroom Vision—The purpose of the October meeting is to orient teachers on how to create a broad vision for the individual classroom. New teachers will discuss practical ways of bringing their individual vision to the classroom.

Possible Topics:

1. Goal setting
2. How to write a SMART goal?
3. Pacing in the classroom to achieve goals?
4. Monitoring and evaluating goals

Articles and Activities

1. [Journey to Excellence Pacing Guide](#)
 2. [Teaching Goals for the New Year](#)
 3. [Developing a Classroom Vision](#)
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November: Communicating with Parents

Possible Topics:

1. The importance of communication
2. The Privacy Act
3. What role do you expect parents to play in the education process?

Articles and Activities

1. [Home-to-School Connections Guide](#)
 2. [27 Tips for Parent Teacher Conferences](#)
 3. [Building a Community](#)
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December: Characteristics of Effective Instruction (Iowa Core)

Possible Topics:

1. What is good teaching?
2. What is Iowa Core all about?

Articles and Activities

1. “Effective Teaching:What Does it All Mean?” *Qualities of Effective Teaching*. James H. Stronge (2002) (Diocese has a copy.)
2. “Teacher Responsibilities and Behaviors” *Qualities of Effective Teaching*. James H. Stronge (2002) (Diocese has a copy.)
3. [Characteristics of Effective Instruction](#)

January: Role as Catechist

Possible Topics

How do we bring our faith in all that we do and model it for our students? What does it mean to be a catechist? How do you talk about religion in math? History? Science? PE? Art?

Articles and/or Activities

1. [Who Are You? The Role of the Catechist](#)
2. Website entitled “Catholic Catechist.” Includes Resources—does require you to register, but there are a number of free files. <http://catholiccatechist.org/>
3. http://www.thesowerreview.org/Subscribers/Files/File/01-11_Sower-Finn.pdf
4. <http://blog.mycatholicfaithdelivered.com/post/Catechesis-Handing-on-the-Person-of-Christ.aspx>
5. http://www.vatican.va/roman_curia/congregations/cevang/documents/rc_con_cevang_doc_19971203_cath_en.html
6. http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_16101979_catechesi-tradendae_en.html

February: Analysis of Student Work

Possible Topics:

- What did you see in this student’s work that was interesting or surprising?
- What did you learn about how this student thinks and learns?
- What about the process helped you see and learn these things?
- What questions about teaching and assessment did looking at this student’s work raise for you?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at the student’s work?

Articles and/or Activities

1. <http://sharingmentoringpractice.blogspot.com/2010/03/analyzing-student-work.html> (Blog posting)
2. Allen, D. (Ed.). (1998). *Assessing Student Learning: From Grading to Understanding*. New York: [Teachers College Press](#).

3. Annenberg Institute for School Reform. (1997). Looking at Student Work: A Window into the Classroom. [VIDEO](#).
 4. Barnes, Nancy. (2000). Teachers Teaching Teachers. In Education Week, January 19, 2000 (19:19, pp. 38, 42). The article is available in full on EdWeek's web site. Go to research to [read a summary](#).
 5. Huff, D. (November 2000). "Teachers Examining Student Work To Guide Curriculum, Instruction." [Education Week on the Web](#).
 6. Schlechty, P. (2001) "10 Critical Qualities Of Student Work." <http://www.middleweb.com/schlechty.html>
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March: Lesson Planning and the Core

Possible Topics

Planning For Instruction

- 1) Content-** List the important facts, key concepts, skills, or key vocabulary terms that you intend to cover. You can also prepare an outline with key learning outcomes. Remember to refer to your curriculum guides.
- 2) Goals-** Identify the aims or outcomes that you want your students to achieve as a result of the lesson you plan to teach. Goals are end products and are sometimes broad in nature. Goals relate directly to the knowledge and skills you identify in part one: content.
- 3) Objectives-** Identify the objectives that you hope your students will achieve in the tasks that will engage them in the learning process. Objectives are behavioral in nature and are specific to performance. Objectives tell what you will be observing in student performance and describe criteria by which you can measure performance against. In many ways, objectives represent indicators of performance that tell you, the teacher, to what extent a student is progressing in any given task. Instructional objectives can start with a "given" that describes a condition that enables your students to perform any given task. A "given" could be an activity, a specific set of directions, materials needed to perform a task, an assignment, or anything that sets up a condition for students to engage in the task being observed and measured for performance. The heart of the objective is the task that the student is expected to perform. It is probably one of the most important parts of the lesson plan because it is student centered and outcomes based. Objectives can range from easy to hard tasks depending on student abilities.
- 3a) Materials-** List the materials and resources that will be needed for the lesson to be successful. In this case, you should also list technology resources needed to achieve objectives.
- 4) Introduction-** Describe or list a focusing event or attention grabber that will motivate your students to want to pay attention and learn about what you plan to teach. This will depend on the ages and stages and of your students and will rely on students' interests and backgrounds.

Remember, getting your students to attend and respond to your introduction will set the stage for the rest of the lesson.

5) Development- Describe how you plan to model or explain what you want your students to do. Modeling the learning behaviors you expect of your students is a powerful development tool and provides demonstration that students can then imitate or practice on their own. During development, models of teaching are used to facilitate student learning. Models can include direct instruction, inquiry, information processing strategies, or cooperative learning strategies. More information on models of teaching can be found on the following link:

6) Practice- List or describe ways in which you will provide opportunities for your students to practice what you want them to learn. The more opportunities you provide, the better chance they have to master the expected outcomes. These opportunities are in-classroom assignments or tasks that give you, the teacher, the chance to guide and monitor progress. There are tons of activities that you can download from the net; TeAch-nology.com provides a comprehensive source of links to activities for all subject areas. Go to the Teacher Resources section of the site and click on lesson plans, quick activities, etc.

7) Independent Practice- List or describe ways to provide opportunities for your students to complete assignments to measure progress against the goal of instruction. These assignments are meant to give teachers the chance to determine whether students have truly mastered the expected outcomes. Remember to only plan for tasks that you believe students can accomplish without your guidance.

8) Accommodations- List or describe ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations that are needed to meet special needs students. For more on differentiating instruction, go to:

9) Checking For Understanding- - List or describe ways that you will check for understanding. Assessment and ongoing feedback are necessary for monitoring progress. This can include questioning, conferencing, or journal writing/reflection writing. TeAch-nology.com has a rubric generator that can help develop a checklist for assessing ongoing student progress.

10) Closure- List or describe ways that you can wrap up a lesson. This can include telling students the most important concepts that were covered in the lesson, asking them what they thought were the key concepts (or what they learned), or preparing them for the next lesson building upon what was presented. The key is to leave your students with an imprint of what you hoped to achieve in any given lesson.

11) Evaluation- List or describe ways that you will assess or measure student success in achieving the outcomes that you planned to reach. This can include a variety of ways to evaluate student performance. The following links can help:

12) Teacher Reflection- This section is to be completed after lesson. It represents what you think worked, or what did not work, and why. It is meant to give you some insight into practice and will hopefully help you to make adjustments and modifications where necessary.

Articles and/or Activities

1. <http://www.lessonplanspage.com/writelessonplan-htm/>
2. http://www.ehow.com/info_8170089_lesson-plan-objectives.html
3. <http://www.teachingexpertise.com/articles/how-to-personalise-learning-2205>
4. <http://biblicalintegration.com/write-a-lesson-plan/> This looks at how to incorporate the bible into your lessons—this could be used to relate to any Catholic doctrine that you want to incorporate in your lessons.
5. These websites correspond with the topics listed above.

Development <http://www.teach-nology.com/teachers/methods/models/>

Practice <http://www.teach-nology.com/teachers/>

Accommodations http://www.teach-nology.com/litined/dif_instruction/
http://www.teach-nology.com/teachers/special_ed/

Checking For Understanding http://www.teach-nology.com/web_tools/rubrics/

Evaluation http://www.teach-nology.com/currenttrends/alternative_assessment/
<http://www.teach-nology.com/teachers/testing/>

April: Evaluation and Feedback

Possible Topics

1. Should students help assess teachers?
2. Teaching standards—do they make sense?

Articles and/or Activities

1. [My Students Help Assess My Teaching](#)
2. [Measures of Effective Teaching](#)
3. [Testing and Test Anxiety](#)

May: Celebration and Planning

Articles and/or Activities

1. [Reflections on the School Year](#)

Roles for Participants

The principal's role

1. To actively participate in the support of the new teacher.
2. To select experienced mentors/coaches and provide quality training opportunities for mentors/coaches.
3. To evaluate the new teacher.
4. To help transition the new teacher to the community and expectations within the community.
5. To support the schools mission and values.
6. To allow time for coach/new teacher observations.
7. To meet with the new teacher regularly.
8. To meet with the coach often.
9. Provide feedback throughout the mentoring process.

The coach's (mentor's) role

1. To assist the new teacher during the initial year of school.
2. To offer encouragement and support to the new teacher.
3. To be a resource for the new teacher.
4. To meet with the teacher at regularly scheduled times throughout the school year.
5. To meet with the administrator periodically.
6. To participate in professional development opportunities for coaches.

The new teacher's role

1. Be willing to accept the advice of the coach and/or administrator.
2. To be active in the evaluation process.
3. Be involved in the life of the school.
4. Ask questions.
5. Observe other teachers.
6. Attend professional development opportunities.

Program Resources	
2010 Iowa Teaching Standards and Model Criteria	Collaborative Log
Ethics PowerPoint	Building Blocks of Journey to Excellence
Ethics Publication	Journey to Excellence Program Record
Journey to Excellence Pacing Guide	Journey to Excellence Tracking Progress Form
Stafford Loan Forgiveness Program for Teachers	Iowa Teacher Loan Forgiveness Program FAQ
ORID Questioning Framework	Summary of Journey to Excellence Program
Video - Mentoring & Supporting New Teachers	Video - Teacher Induction in Action: A Model for Success
Article - As a Rule, Forget About Rules	Article - Owning and Overcoming Classroom Woes
Article - Leading the Four Generations at Work	Phases of First Year Teaching Attitudes Toward Teaching
Classroom Management Tips	Teacher Licensure & Evaluation
Media Resources for Mentors	Article - Teacher Effectiveness: Conditions that Matter Most
Article - Mr. Administrator, Tear Down This Firewall!	Article - Experts Search for Best Content to Train Teachers
Edutopia - What Works in Education	Article - Google for Busy Teachers
Resource - Home-to-School Connections Guide	Resource - Great Google Resources for the Classroom
Videos - Schools that Work	Video - DI Ignites Elementary School Learning
Licensure Handbook	Initial Findings - Measures of Effective Teaching
Article - Data Mining	Study - Tutor as You Assess
Resource - Center for Development and Learning	Introduction to Common Core Standards
Common Core Standards - Literacy, SS, Science, Tech.	Common Core Standards - Mathematics
Vocabulary Builder - Academic Word List	Article - Teacher Effectiveness
Article - The Power of Literature Circles in the Classroom	Article - The Nuts and Bolts of Setting Up Literature Circles
Article - State Childhood Obesity Report	Resource - National Teacher Registry
Article - Spanked with Words	Resource - Common Concerns About Learning
Resource - 103 Things to Do Before/During/After Reading	Blog Post - Five of the Biggest Mistakes I Made as a New Teacher
Article - How Teachers Can Build Emotional Resilience	Article - My Students Help Assess My Teaching
Blog Post - Success Comes from the HEART	Blog Post - Stop Enabling Students
Blog Post - The Ten Commandments of a Pink Slipped Teacher	Resource - Teaching Ideas: The Earthquake and Tsunami in Japan
Idea Worth Spreading - Flipping the Classroom?	Videos & Lessons for Students - Khan Academy
Teacher Leader Model Standards (6.31 MB pdf file)	Blog Post - Ideas on How to Begin and End Student Projects

