



Teacher Onboarding & Mentoring

Setting Up People & Organizations for Success

“ First-year teachers have arguably one of the toughest jobs out there. And there’s no singular “how-to” playbook to guide them through it. ”

- EdWeek Special Report

Put new teachers on the right path

Provide a strong foundation for new, and qualified teachers, to ensure that they make a difference from the get go; and enhance their skills and strategies, foster a supportive culture, and strengthen your entire team.

Access instructional and coaching sessions for new teachers (and others who may benefit). It will not only make a difference at the classroom level, but also develop teachers into strong, contributing team members.

Live sessions are designed to support teachers with high impact content while providing highly effective mentoring over several months. During the first hour we share highly relevant material, and then we follow that with a coaching component – answering additional questions, offering clarifications and support. These are participatory sessions and are scheduled at various times for the convenience of those attending. For our New York State districts, NYSASCD offers CTLE credit and special pricing. And for mentors, we offer an additional two-part session.

Districts are encouraged to take advantage of this offering as a key support in making sure our instructional staff are positioned for great success in our upcoming year.

For pricing and options, see the final page. Join us!



Module 1: Creating a Safe and Welcoming Classroom Environment

Students need to feel safe to learn. The physical organization of the classroom and the emotional support of each student is critical. Routines and procedures as well as getting to know the child, academically and emotionally, will help to create a safe and welcoming classroom environment for students of all ages.

Learning Intention:

Create a classroom environment that is safe, supportive and promotes a growth mindset.

- Classroom routines and procedures
- Hand signals and verbal prompts to gain attention of students
- Academic and social emotional understanding of each student
- Classroom organization – how to use the space effectively
- Materials management and station set up
- Co-establishing classroom norms and expectations



Module 2: The Dynamic Classroom: Student Agency and Ownership of Learning

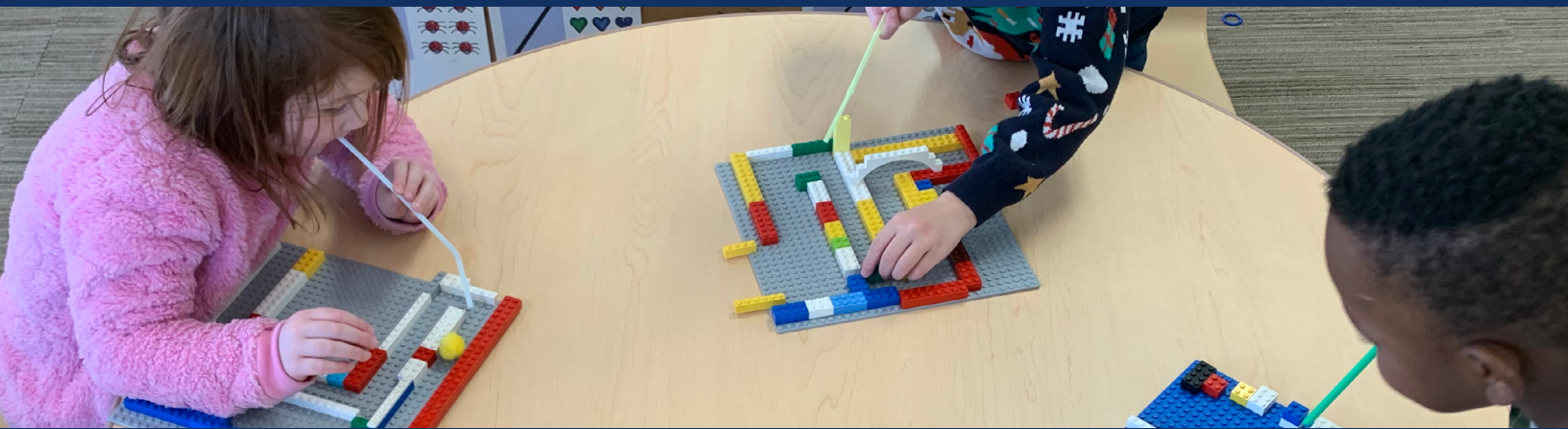
Why are learning targets important? Explicit, well-designed learning targets provide the purpose for the learning within the lesson. The success criteria connected to the learning target will intentionally help students understand the path to meeting the learning target. In addition, this criteria supports student understanding of expectations and what it looks like to be successful.

Learning Intention:

Integrate assessment for learning practices as a driver within instructional practice to foster student ownership of learning, building success and agency.

- What are learning targets? Why do learning targets matter?
- How to create and distinguish between learning and doing targets
- Attributes of high-quality learning targets
- Connection between long-term and supporting learning targets
- Understanding the difference between knowledge, skill, and reasoning targets
- Strategies to unpack the learning targets with students
- Keeping the learning targets alive during a lesson
- Reviewing learning targets at the end of the lesson
- Strategies for students to monitor their learning and build personal capacity





Module 3: The Dynamic Classroom: Student Engagement/Checking for Understanding

Understanding the different types of engagement will assist teachers in planning lessons that highlight student voice and their contributions to the learning.

Learning Intention:

- Effectively design lessons to engage all students in learning that lasts using protocols that promote deeper learning.
- Explain why checking for understanding against a learning target matters in daily instruction.
- Types of engagement: behavioral, emotional, cognitive
- How the brain learns
- Strategies for highlighting student voice
- Build high levels of engagement throughout the lesson
- Checking for understanding – a variety of strategies
- Co-establishing classroom norms and expectations with students

Module 4: The Dynamic Classroom: Differentiation/Scaffolding

Student differences matter, and effective teachers attend to those differences thoughtfully and proactively. It is important to understand that differentiation is a flexible process which is based on student data gathered on a regular basis by the teacher; and that scaffolding is an effective strategy for “laddering up” student competencies.

Learning Intention:

Determine when, why, and how to differentiate instruction to maximize all students’ learning.

Understand and appropriately apply scaffolding strategies.

- Differentiation/scaffolding: the difference
- Foundations necessary for effective differentiation
- Foundation for effective scaffolds that maintains rigor to the grade-level standards
- Understanding of a variety of effective differentiation strategies
- Co-establishing classroom norms and expectations with students

Module 5: Positively Managing Student Behaviors

Behavior management is an important structure for any classroom as it establishes a culture of learning for students. A variety of strategies can be implemented as well as using school-based supports to help develop and implement the strategies.

Learning Intention:

Develop proactive strategies to manage student behaviors.

- Implementing and monitoring the efficacy of classroom routines and procedures
- Student self-regulation
- Consistency with Classroom Norms and Expectations
- Managing Challenging Student Behaviors
- Proactive Strategies- “See the Best in Students”
- Support Staff- their role in helping to manage student behaviors
- Understanding IEPs and Behavior Plans

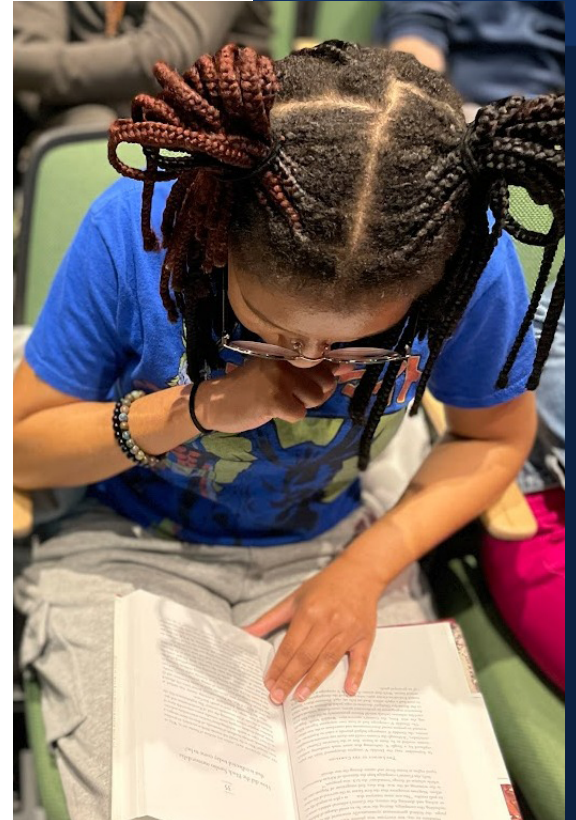
Module 6: Communication and Connection with Families

The development of a consistent structure and process for communication with families can lead to a strong partnership. This partnership with families will, in turn, lead to success and support for students.

Learning Intention:

Implement a system to communicate regularly with the families of students.

- Establishing routines and procedures for consistent communication with families
- Establishing boundaries for communication with families
- Making personal connections
- Positive communication in difficult situations
- Creating the sense of a team with families
- Be Proactive: Seek to Understand (Covey)



Module 7: Contribute as An Effective Team Member and Supporting Your School Culture

What skills are needed to be an effective team member at your grade level/within your content area and in the building? Communication, time management, collaboration and problem-solving are a few of the skills needed to be an effective team member. This module will help our teachers “get off to a great start” as a valued member of the school team.

Learning Intention:

Develop the knowledge base and skills to be an effective team and school community member.

- Collaborative Planning
- Working with support teachers in the classroom (i.e., Special Education, ENL, Speech...)
- Contributing during team and faculty meetings
- Working with school leaders
- Establishing colleague to colleague relationships
- Working through differences of opinion, etc.
- Development of a checklist of key people, locations, policies... new teachers need to ensure they have the necessary information to start the school year. (Examples: safety procedures, nurse’s office – understanding of medical conditions of students in class, basic location of different places in the school – library, gym, etc., process for discipline issues, etc.)



Module 8: As A First Year Teacher: Self Care

Self-care can help a teacher interact effectively with students, families and colleagues, prevent burnout and create a classroom environment that is safe and welcoming for students. The balance between work and taking care of oneself also models a good balance for students and colleagues.



Learning Intention:

Incorporate self-care strategies into a daily schedule and routine so that we are positioned every day to deliver our very best.

- Setting boundaries
- Name what you like to do for relaxation and make it part of your schedule
- Grace and Patience
- Resources for Self-Care
- Reflection
- Personal and Professional Goals



Module 9: Working with Our Multiple Lingual Learners (MLLs)

Strategies to make instruction accessible to multilingual learners. Multilingual students bring backgrounds and experiences to their classroom that can benefit everyone in the school community. Instruction in multilingual classrooms should include opportunities for all students to engage in rigorous and high-quality lessons but with the supports and structures in place so all students have access to the content being learned.

Learning Intention:

Incorporate strategies to make instruction and learning accessible to multilingual learners. learning, building success and agency.

- Clarity on the different terms used: multi-lingual, ELL, ENL
- Who are learners in multilingual classrooms
- What are the needs of the multilingual learners
- Considerations- other students in the classroom who are not multilingual learners
- Strategies to make instruction accessible to multilingual learners
- Communicating with the families of multilingual families
- Who are the people in the school that can provide guidance to the general education teacher with supporting the multilingual learners





Module 10: Supporting Students with Differing Abilities (SWDs)

Each classroom environment is composed of students with different academic skills. There is also a range of different physical and cognitive abilities among the students. Teachers need to develop lesson plans utilizing strategies to meet the diverse needs of the students in their classroom.

Learning Intention:

Incorporate strategies to make instruction and learning accessible to our students with differing abilities.

- Understanding the Universal Design for Learning, and three key principles:
 - Multiple means of engagement
 - Multiple means of representation
 - Multiple means of action and expression
- How to gather information on the students with differing abilities
- Strategies to make instruction accessible to learners with differing abilities
- Who are the people in the school that can provide guidance to the general education teacher with supporting the students with differing abilities

Pricing & Options

Teacher Onboarding:

- 60–75 minute Sessions, includes all materials
- Includes CTLE Credit (If register through NYSASCD)
- Includes access to recorded session

Two Options:

- All Sessions: \$1,195. Per participant (NYSASCD Special Pricing: \$995. PP)
- Select 5 Sessions: \$795. Per participant (NYSASCD Special Pricing: \$795. PP)

Mentoring Sessions:

2 Sessions \$295. Per participant (NYSASCD Special Pricing: \$215. PP)

For more information

Contact us to discuss your unique needs, and to explore whether one of these approaches could be the right one for you. info@plcassociates.com

About PLC Associates

[PLC Associates](#) supports schools in achieving outstanding outcomes and building capacity through a systems approach to yield sustained results through measurement, planning, and implementation. Our innovative and comprehensive offerings provide true “wrap-around support,” staying with each client every step of the way.