

Teacher Induction Program PLP-A Expectations - Year Two (2)



Developmental Research School
at the University of Florida

WHEN?	WHAT?	REFLECTION/COMPLETION
Weeks 1-3	Support the establishment of classroom routines and procedures: <ul style="list-style-type: none"> <input type="checkbox"/> Beginning/Ending Class <input type="checkbox"/> Attendance, Tardies, Absences, Make-Up Work <input type="checkbox"/> Paper Heading for Assignments <input type="checkbox"/> Emergency Drills <input type="checkbox"/> Asking Questions <input type="checkbox"/> Leaving Class (Clinic, Restroom, Office, Guidance) <input type="checkbox"/> Materials Distribution, Sharing, Collection <input type="checkbox"/> Class Interruptions <input type="checkbox"/> Group Work <input type="checkbox"/> Transitions <input type="checkbox"/> Sharpening Pencils <input type="checkbox"/> Personal Technology (Cell Phones, Chrome Books, etc.) <input type="checkbox"/> Coming to Attention <input type="checkbox"/> Testing Procedures <input type="checkbox"/> Materials Needed for Class <input type="checkbox"/> Class Website <input type="checkbox"/> Others: 	
	A minimum of one classroom walkthrough performed by the PLP-A with debriefing and reflection	
	A minimum of two meetings between the PLP and the PLP-A with reflection notes/documentation	
	Support PLP's development of a DPP (Deliberate Practice Plan)	
Weeks 4-6	A minimum of one classroom walkthrough performed by the PLP-A with focus on use of transitions and using instructional time effectively; debriefing and reflection after each walkthrough	
	Set up opportunities to learn from other colleagues, if desired/needed: <ul style="list-style-type: none"> ▪ Determine the focus of a peer visit ▪ Facilitate arrangement of a peer visit ▪ Debrief the peer visit 	
	Minimum of one meeting between the PLP-A and the PLP with reflection notes/documentation	

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	Provide support for PLPA in first phase of Professional Portfolio preparation	
Weeks 7-9	PLP-A will conduct a minimum of one classroom walkthrough focused on differentiation and meeting the needs of unique learners as well as how the PLP is gathering and responding to student feedback and formative data; debriefing and reflection after each walkthrough	
	Minimum of one meeting between the PLP-A and the PLP with reflection notes/documentation	
Weeks 10- END of FIRST SEMESTER	<ul style="list-style-type: none"> • Monthly meetings focused on developing instructional practice, using best practices for instruction specific to the group of students being taught, problem-solving, reviewing student work, etc. Focus of these meetings should be driven by the needs of the teacher. • Provide support for PLPA in second phase of Professional Portfolio preparation • A minimum of two classroom walkthroughs focused on DPP goals; debriefing and reflection after each walkthrough • Reflection Notes on Monthly Meetings • Mid-Year reflection on mentoring 	
SECOND SEMESTER	Continue monthly meetings until the end of the year focused on developing instructional practice, using best practices for instruction specific to the group of students being taught, problem-solving, reviewing student work, etc. Focus of these meetings should be driven by the needs of the teacher. Complete reflection notes for these meetings.	
	Complete one Targeted Feedback Cycle of 3-5 visits aligned with instructional practice goals outlined on the DPP (Deliberate Practice Plan).	
	Assist PLP in preparing Teacher Performance Portfolio	
	Assist PLP with End-of-Year Checklist, if needed/desired	
	Submit example of documentation to the AP of Instructional Practice	
	Complete End-of-Year reflection on mentoring/induction experience	