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

<table>
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<tr>
<th>WHEN?</th>
<th>WHAT?</th>
<th>REFLECTION/COMPLETION</th>
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| Weeks 1-3 | Support the establishment of classroom routines and procedures:  
  - Beginning/Ending Class  
  - Attendance, Tardies, Absences, Make-Up Work  
  - Paper Heading for Assignments  
  - Emergency Drills  
  - Asking Questions  
  - Leaving Class (Clinic, Restroom, Office, Guidance)  
  - Materials Distribution, Sharing, Collection  
  - Class Interruptions  
  - Group Work  
  - Transitions  
  - Sharpening Pencils  
  - Personal Technology (Cell Phones, Chrome Books, etc.)  
  - Coming to Attention  
  - Testing Procedures  
  - Materials Needed for Class  
  - Class Website  
  - 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:  
    - 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 |
Provide support for PLPA in first phase of Professional Portfolio preparation

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<th>Weeks 7-9</th>
<th>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</th>
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<td>Minimum of one meeting between the PLP-A and the PLP with reflection notes/documentation</td>
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| Weeks 10- END of FIRST SEMESTER | • **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 |