

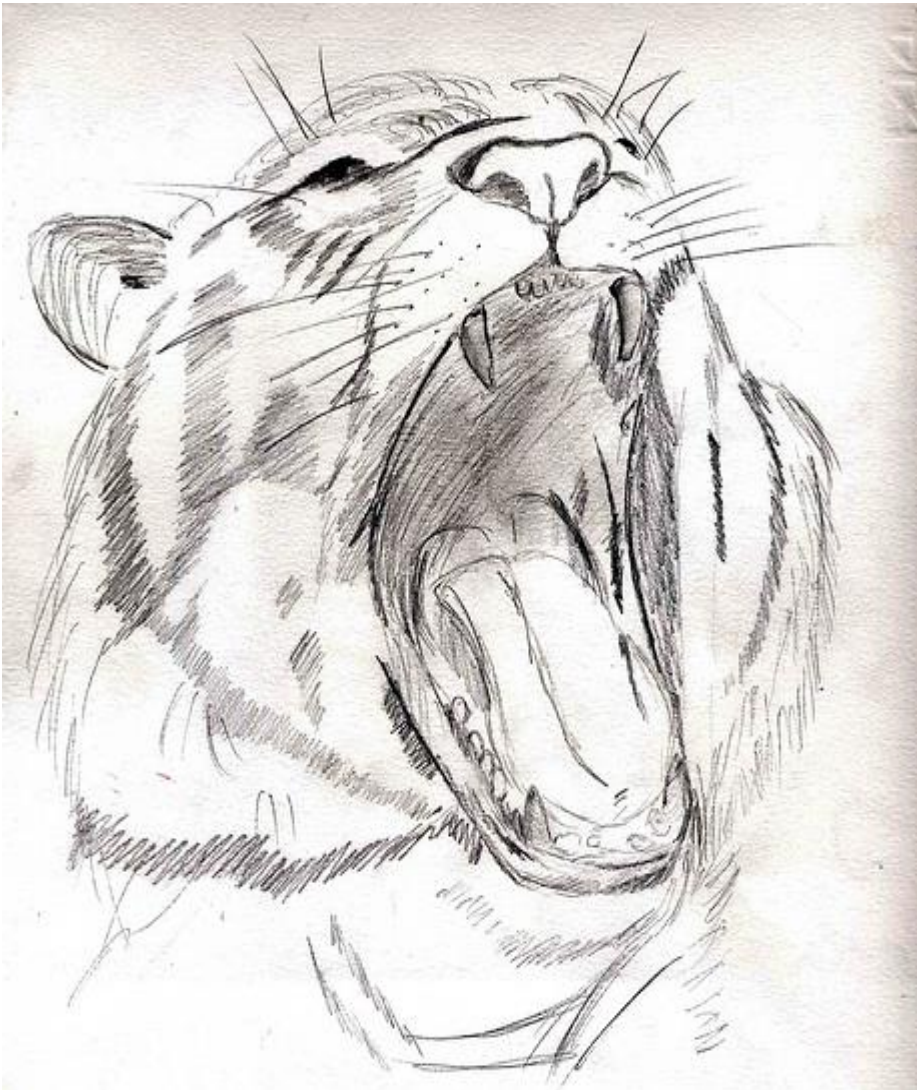
# LAFAYETTE TOWNSHIP SCHOOL DISTRICT

178 Beaver Run Road, Lafayette, NJ 07848

Phone, 973-875-3344 Fax, 973-875-3066

2020/2021

## Lafayette Township School District Mentoring Plan



Let's be  
the  
Roar of  
the  
County!

# Lafayette Township School District

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## Summary of Chief School Administrator Responsibilities for New Teacher Mentoring N.J.A.C. 6A:9-8.4

Effective May 5, 2015, New Jersey mentoring requirements have been updated. The following is a summary of requirements the Chief School Administrator is responsible for within a district:

- Develop a district mentoring program and document a district mentoring plan with procedures and plan implementation in accordance with State regulations and guidance materials.
- Annually submit the plan to the district board of education for review of its fiscal impact.
- Annually review and update the district mentoring plan for each coming school year and submit the Statement of Assurance to the County Office of Education by 9/1.
- Annually sign the District Mentoring Plan statement of Assurance and by 9/1 of each year, submit the Statement of Assurance to the district's county office of education, where it will be logged and files <http://www.nj.gov/education/profdev/mentor/DistrictsSOA.docx>.
- Share the district's mentoring plan with each School Improvement Panel (ScIP), which will oversee the implementation of the plan at the school level.
- Keep a copy of the mentoring plan on file in the district.

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## NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN STATEMENT OF ASSURANCE

**SCHOOL DISTRICT:** Lafayette Township School District      **CODE:** 2490

**COUNTY:** Sussex County      **CODE:** 37

**ADDRESS:** 178 Beaver Run Road

**CITY / TOWN:** Lafayette, New Jersey

**ZIP:** 07848

**CHIEF SCHOOL ADMINISTRATOR:** Jennifer Cenatiempo

**PHONE:** 973-875-3344

**E-MAIL:** jcenatiempo@ltes.org

**Date Plan Reviewed by Board of Education:** 8/27/20

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This mentoring plan will be in effect during the school year beginning September 2020.

The district mentoring plan has been developed in accordance with all the mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-8.4, including, but not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive introduction to school district policies and procedures.
- All non-tenured teachers in their first year of employment receive individualized supports and activities.
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advances Standing) have a one-one mentor upon beginning their contracted teaching assignment.
- All novice teachers/provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advances Standing) participate in a one-year mentoring program.
- Each mentor teacher holds a teacher certification, has at least three years of experience and has taught full-time for at least two years within the last five years.
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings. \*
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, \* the N.J. Professional Standards for Teachers, the Common Core State Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.
- Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.

_____ Signature of Chief School Administrator	_____ Jennifer Cenatiempo Printed Name
_____ Lafayette Township School District District Name	_____ 8/27/20 Date

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## Section 1:

### Vision and Goals

Lafayette Township School recognizes the novice teacher's need for growth and development and understands that the strengths and needs for the novice teacher develop over time and need appropriate resources, activities, and assessments. The overall mentor program is consistent with the New Jersey Professional Standards for Teachers and the Core Curriculum Content standards, Common Core State Standards, and Next Generation Science Standards. The program is flexible to meet the needs of novice teachers / provisional teachers including the process of the development and implementation of a Professional Development Plan. The mentor program at Lafayette Township School is designed to assist teachers in effectively educating a diverse population of students and to support the novice teacher's desire for life-long learning and dedication to the teaching profession.

The school leaders will be supportive and knowledgeable of the purpose of the Lafayette Township School's mentoring program's vision and will meet regularly with School Improvement Panel (SciP) to assist and design activities for both the mentor and novice teacher. The school leaders will provide an orientation for both Novice teachers / provisional teachers and the staff to understand the role of mentors, available resources, personnel information, procedures, and policies and help facilitate a positive experience for Novice teachers / provisional teachers into the learning community. Novice teachers / provisional teachers will be provided with assessment, structure and feedback and work together with school leaders on a daily basis. The leaders of the school will provide professional development activities and services to facilitate both mentors and novice teachers / provisional teachers and will provide time and resources to support mentors and mentees. The leaders will pair mentor teachers with the following criteria in mind: certification, grade level, content areas, common planning periods, and proximity of classrooms, needs of students and the no-fault clause and provide for networking opportunities.

Mentors for novice teachers / provisional teachers will become well prepared via training and consistently supported in their efforts to assist and train novice teachers / provisional teachers. Mentors will be prepared to be confidential and supportive leaders for the novice teacher. Mentors will share professional experiences and knowledge and assist the novice teacher in the development of a Professional Development Plan and implementation of the Core Curriculum Content standards, Common Core State standards and Next Generation Science Standards (as needed). Mentors will be provided with the means to coach, reflect, problem-solve, assess, reflect with the novice teacher. The mentor will help develop in collaboration with the novice

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teacher: best practices, classroom management, and conflict resolution and time management skills. The mentor will also assist in development of lesson plans, school and district policies and procedures including student assessment, curriculum, guides and supplemental resources and help the novice teacher implement Core Curriculum Content Standards, Common Core State Standards and Next Generation Science Standards. The mentor will build a trusting relationship and work as a team member with ongoing positive communication. The mentor will have a minimum of three years teaching experience, evidence of excellent teaching determined as Effective or Highly Effective on the most recent summative evaluations, a valid New Jersey teaching certificate, a willingness and eagerness to commit to professional development and to meet frequently with a novice teacher. The mentor will demonstrate a sincere love of children and teaching a thirst for lifelong learning, lessons, share knowledge, skills, and information with the novice teacher and act as a model of exemplary teaching skills and educational practices necessary to maintain excellence in teaching. As well as assist Novice teachers / provisional teachers in the performance of their duties and adjustment to the challenge of teaching.

Novice teachers / provisional teachers and their mentors will be provided time and opportunities to work together on a daily and on-going basis. Novice teachers / provisional teachers will be given the opportunity to visit other classrooms to develop background and model effective teaching practices. The mentoring experience gives novice teachers / provisional teachers access to skills, knowledge, and abilities of their mentors in a way to develop and foster growth, confidence, and awareness of the vast responsibilities of an educator. Through the mentor program the novice teacher and mentor will address the following topics: Teaching strategies, classroom management techniques, stages of teacher development, conferencing skills, policies and procedures of the school, district, mentoring program and the novice teacher, reflective teaching practices, communication skills and the development of a Professional Development plan. Novice teachers / provisional teachers will be encouraged to develop and build relationships with parents, families, and the larger community to support student learning and roles as active citizens. Novice teachers / provisional teachers will learn to adapt and modify instruction to accommodate exceptional learners and the broad range of learner in the classroom and implement a safe, supportive, and respectful learning environment. These tasks will be supported by both the mentor, administration and learning community as a whole.



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## Section 2:

### 1<sup>st</sup> Year Non-Tenure

(First Time Teacher in District; has no prior teaching experience in any NJ Public School)

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.

Prior to the first day of school, administration will host a New Teacher Orientation in which the following topics can be considered for discussion:

- Attendance procedures, grade maintenance, lesson plans
- Mentor procedures and expectations
- Procedures for textbooks and supplies
- Special education IEP's and inclusion
- Parental communication
- Emergency exits and procedures
- Implementation of and curriculum
- Paperwork and deadlines
- Teacher evaluation system
- Accessing instructional materials and resources
- Using library and computer lab

## Section 3:

### Non-Tenured 1<sup>st</sup> Year

(First Time Teacher in District; has prior teaching experience in a NJ Public School)

- Participates in comprehensive orientation to district policies and procedures

- All non-tenure teachers in their first year of employment receive individualized supports and activities specified in the professional development plan (PDP) based on level and preparedness and experience
- Create professional development plan (PDP) within 30 days of new assignment

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## Section 4:

### Novice Teachers / Provisional Teachers Holding CEAS (Traditional Route)

- Participates in comprehensive orientation to district policies and procedures
- Create professional development plan (PDP) within 30 days of new assignment
- All novice teachers / provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment
- All novice teachers / provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program (prorated for part-time teachers)
- Mentor / Mentee meet at least once per week for the **first four weeks of assignment**
- Mentor leads mentee in a guided self-assessment on district's teacher practice instrument

## Section 5:

### Novice Teachers / Provisional Teachers Holding CEAS (Alternate Route)

- Participates in comprehensive orientation to district policies and procedures
- Create professional development plan (PDP) within 30 days of new assignment
- All novice teachers / provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program (prorated for part time teachers)
- Mentor / Mentee meet at least once per week for the **first eight weeks of assignment**
- Mentor leads mentee in a guided self-assessment on district's teacher practice instrument
- Mentor aligns support to mentee's preparation curriculum

## Section 6:

### Mentor Teachers

- Required: whenever possible to hold certification in same subject areas as novice/provisional teacher

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- Novice Teachers / Provisional Teachers Holding CEAS (Traditional Route)
- Each mentor teacher holds a teacher certificate, has at least three years of experience and has taught full time for at least two years within the last five years
- Must be currently active teacher
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C.6A:9-8(e)4 regarding summative evaluation ratings. \*
  - Beginning in 2015-2016, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation (in cases where summative evaluation is delayed, mentor has earned a rating of Effective or higher on teacher practice instrument)
- Each mentor teacher must understand resources and opportunities available and is able to act as a referral source and understands social and workplace norms of the district and community
- Mentor agrees to confidentiality
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, the N.J. Professional Standards for Teachers, the Common Core State Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Mentor/Mentee meet at least once per week for the first four (traditional route) or eight (alternate route) weeks of assignment
- Mentor leads mentee in a guided self-assessment on district's teacher practice instrument.
- Mentors must keep logs (see attached log) of contact time with mentee.

## Section 7:

### Payment Procedures

- Mentoring time is logged and mentor payments are handled through the district office
- Mentors must keep logs and submit logs to district office
- Payments of mentors is overseen by district administrative office
- Mentees may NOT pay mentors directly

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## Section 8:

### Mentor Requirement

The goal of the mentor / mentee relationship is to prepare, support, and guide new staff at Lafayette Township Schools in the following areas:

#### Professional:

- \*Contract /issues
- \*Benefits
- \*Salary Guide

#### Emotional:

- \*Peer Support Group
- \*Individual Needs

#### Academic:

- \*Classroom Management
- \*Discipline
- \*Teaching Tips
- \*Record Keeping
- \*Computer Use
- \*Time Management

#### Social:

- \*Meeting the Staff
- \*Teacher's Lounge
- \*Informational Gatherings

The following are minimal recommended interactions between mentor and mentee:

Contact	Time Minimums	Subjects Covered	Expected Outcomes
Mentor/Mentee	3 hours/1 per day for three days over the first two weeks	Check List – Keys to Success	Positive start to the school year including all logistical requirements of the district and classroom
Mentor/Mentee	6 hours; ½ hour/week as the mentor sees fit	Teaching styles, Students, Progress in the classroom	Ongoing evaluation/critique on all aspects
Classroom visits by the mentor	3 in -class visits during the first semester	Lessons; class management, etc...	Critique lessons and modify as necessary
Mentee visit to master teacher for lesson observation	2 – As agreed upon by the mentor and administration	Observe teaching techniques, etc...	Discuss observations
Mentor/Mentee	2 – 1 day workshops to be attended	Determined by Critique/PDP	Institute some part of the material covered in the classroom

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## Mentoring Activities

### Before Mentoring Begins

- Mentors receive training in communication, teacher observations, reflective teaching practices, conferencing, and effective instruction skills
- Mentors and novice teachers attend orientation session covering program expectations, participant responsibilities, and program activities
- Mentors and novice teachers meet in the Novice teachers' classroom to talk about practical considerations for the opening of school, such as room assignment, classroom rules, school procedures, obtaining supplies and lesson plans for the first week

### During the First Few Months of School

- Mentors and Novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management (4 weeks Traditional route, 8 weeks Alternate route)
- Mentors provide emotional support to Novice teachers
- Mentors and Novice teachers pre-conference before observation and participate in a post-lesson conference
- Mentors observe Novice teachers once a week and give feedback

### During the Remaining Months of the School Year

- Mentors and Novice teachers continue to meet and conference
- Novice teachers observe in mentor's classrooms
- Mentors and Novice teachers establish a dialog on effective teaching
- Mentors and Novice teachers discuss the areas to create a Professional Improvement Plan
- Mentors assist Novice teachers in the practice of reflective teaching practices

### At the End of the School Year

- Mentors and Novice teachers evaluate the program
- Mentors and Novice teachers create a Professional Improvement Plan

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Section 9:

Support Activities

District resources that will be used to support the implementation of the local mentoring plan:

- Release time for classroom visitations (as required)
- Common prep periods (if possible)
- Articulation meetings
- Substitute coverage (as required)
- Participation in district sponsored workshops
- Out of district workshops – as approved by administration
- New teacher in service programs including mentor / novice teacher program
- In district technology integration training (as needed)
- Professional Learning Committees
- District In-Service Days
- Support in implementation of the Professional Development Plan
- Support in implementation of School District Goals
- Curriculum or Grade Level Articulation Release Days

Section 10:

Additional Resources and Documents

Resource Number 1	No Fault Exit Policy
Resource Number 2	Mentor Documentation Log
Resource Number 3	Discussion Topics for Mentor and Novice Teachers
Resource Number 4	Data Collection and Information during Classroom Visits
Resource Number 5	Pre-lesson Conferencing Questions
Resource Number 6	Post-lesson Conferencing Questions
Resource Number 7	Orientation to School Procedures List
Resource Number 8	Pre-mentor Survey for Novice Teachers
Resource Number 9	Lesson Plan Focus Format
Resource Number 10	NJ Professional Teaching Standards

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## Resource #1

### No-Fault Exit Process

Matching mentors and novice teachers requires the assessment of specific criteria and information from both participants. Most matches will be very successful; however, in some situations this may not be the case.

If a mentoring relationship does not gel or if it does not provide a significant degree of satisfaction for either participant, there must be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become colleagues in the future. Deciding at the beginning of the mentoring for quality induction program how a non-collegial relationship will be concluded is important and can be something like having a “pre-nuptial contract” or “no-fault divorce.”

This feature or process involves a mutual agreement which must be emphasized to both mentor and Novice teachers in a joint orientation session and discussed by the participants in their first meeting. It could also be a statement added to the mentoring contract. The agreement should specify that either party has the option of discontinuing the mentor-novice teacher relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the school leader or program-coordinator to seek support in concluding the relationship.

The no fault exit strategy should not be used as an excuse to avoid dealing with a difficult situation. If the mentor believes the novice teacher is experiencing extreme difficulty and needs more assistance than he/she can provide, then the mentor must provide this feedback to the novice teacher after consultation with the school leader of the program coordinator.

A suggested protocol for a graceful exit:

- Phone school leader or program coordinator to alert them of the difficulties being encountered and request dissolution of the mentor-novice teacher partnership.
- School leader or program coordinator discusses the need for an exit with the mentor and novice teacher.
- Partnership is dissolved.
- New match is made.

Ensure that no blame is attached to either party in a no-fault exit process.

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Resource #2  
Mentoring Documentation Log

Mentor: \_\_\_\_\_  
Novice Teacher: \_\_\_\_\_

e	# of minutes	Type of Contact – Check One			Topic	Comments/Summary/Description
		Observation	Demonstration	Conference		

Questions and issues to address: \_\_\_\_\_  
 Ideas generated during interaction: \_\_\_\_\_  
 Practical Applications: \_\_\_\_\_

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Resource #3

Discussion Topics for Mentor and Novice Teacher

The following areas should be considered for discussion between mentor and novice teacher.

Lesson Plans	Professional Development
Large-Group Instruction	Substitute Teacher Plans
One-to-One Instruction	Small-Group Instruction
Informal Classroom Assessment	Classroom Behavior Management
Producing Instructional Material	Curriculum
Rapport with Faculty and Staff	Multiple Intelligences and Learning Styles
Cultural and Ethic Awareness	Expectations of Student Achievements
Cooperative Learning	NJ Core Curriculum Content Standards
Educational Philosophy	Content Area
Time Management	Teaching Styles (observing other teachers)
Alternate Assessment	Record Keeping
Grading Procedures	Development and Assignment of Projects
Special Events and Activities Procedures	Confidential Information (spoken and written) Classroom Safety and Testing Procedures
Field Trips	Year-End Responsibilities
Report Cards/Progress Reports/Bi-weekly	Referral of Special Needs Students
Progress Sheets	Referral of Exceptional or Gifted Students
Meeting Deadlines	

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### Resource #4

#### Examples of Date Collection and Observation Areas

The following list should be considered by both mentor and Novice teachers as areas of date collection and observational areas to discuss and monitor during class visitations.

- Teacher – Student Ratio
- Student Time on Task

- Verbal Flow
- Teacher Proximity to Students
- Wait Time
- Questioning Skills
- Reinforcement
- Use of Motivation
- Instructional strategies
- Curriculum Approaches
- Teacher Expectations/Student Achievement
- Active Participation Techniques
- Gender Expectations/Student Achievement
- Particular Child or Small-Group Focus
- Overall Classroom Culture
- Other

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### Resource #5

#### Pre-lesson Conferencing Questions

Prior to a class observation the Mentor and Novice Teacher should meet and discuss the following:

What is the intent of the lesson?

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What assumptions are you making about the lesson?

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What problems are you anticipating?

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How will you adjust your lesson if students are not responding as you expected?

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What activities for the lesson are planned and what will the students learn from these activities?

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What do you anticipate students will be doing during this particular activity? What will their overall expression be while doing it?

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How will you determine if you are successful in achieving goals and objectives of the lesson plan? What behaviors are you looking for in students if they achieve the goal?

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What strategies will you be using? And what are you expecting students to do in each of the activities guided by your strategies?

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What needs to be observed?

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What anxieties are you anticipating and how can I help you feel more comfortable?

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What do you want me to look for? What do you want me to do while the lesson is progressing?

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What, if anything, can I do prior to the lesson?

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### Resource #6

#### Post-lesson Conferencing Questions

After a class observation the Mentor and Novice Teacher should meet and Discuss the following:

1. Did you meet the goals and objectives of your lesson? How successfully?
2. What issues would you like to focus on?
3. In what ways was conducting this lesson different/same from what you planned? What was different about your actions? Why did you change from your original plan?
4. What was different/anticipated in the student reaction/actions from what you expected?
5. What did you feel you did well during the lesson?

6. What were you having difficulty with? Why do you think it was difficult or not handled as effectively as you would have liked?
7. What will you do differently the next time you present a lesson? And if you change, what do you think will result in terms of you, the students, and future instructional events?
8. What techniques or practices would you like to maintain? Why?
9. What do you want to focus on the next time we meet? And when would you like to meet?

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### Resource #7

#### Orientation to School Procedures

#### Areas of discussion to consider prior to the start of school:

- Suggestions for first day and week with students
- Attendance procedures, grade maintenance, lesson plans
- Examples of room assignments and wall space
- Reading group and other small group practices and suggestions
- Mentor class procedures and expectations
- Suggestions for classroom management
- Hall pass, nurse pass, discipline, parent pickup, progress reports, etc...
- Communicating and answering questions from parents
- Procedures for textbooks and supplies

- Special education IEP's and inclusion
- Back to School Night
- Phone and parental communication log
- Emergency exits and procedures
- Implementation of and curriculum materials, controversial topics
- Paperwork and deadlines
- Teacher evaluation system
- Expectations of principal and colleagues
- Motivating learners
- Accessing instructional materials and resources
- Using library and computer lab
- Supervising after school activities, meetings

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### Resource #8

#### Novice Teachers Reflective Journaling Questions

The novice teacher should take the time to reflect on teaching practices and strategies. The following is a guide of questioning for reflective thinking

1. I am excited by the opportunity to...
2. I have noticed I am doing well with...
3. I am curious about...
4. The most important lesson I've learned this year...

5. I can contribute to the professional school community by...
6. As a result of my instruction this week, my students can...
7. If I could relive one day this week, it would be...
8. Given what I know now I would change...
9. I felt the most connected, engaged, or affirmed as a teacher this week when...
10. I felt the most disconnected, disengaged, or discouraged as a teacher this week when...
11. This week I am most proud of...
12. This week I learned...

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### Resource #9

#### Pre-Mentoring survey for Novice teachers

This survey lets the novice teacher self-evaluate strengths and weaknesses, as well as supply background and experience to assist the mentoring procedure.

1. List previous teaching experience, including student teaching.
2. List your strongest assets as a teacher

How would you rate your skills in the following areas?

1 = developing    2 = confident    3 = accomplished

- \_\_\_\_\_ lesson planning
- \_\_\_\_\_ planning for substitute
- \_\_\_\_\_ large-group instruction
- \_\_\_\_\_ small-group instruction

- \_\_\_\_\_ one-to-one instruction
- \_\_\_\_\_ behavior management
- \_\_\_\_\_ developing and administrating informal classroom assessments
- \_\_\_\_\_ planning instructional units
- \_\_\_\_\_ planning and producing instructional materials
- \_\_\_\_\_ planning for students with special needs, including “at risk” and “gifted”
- \_\_\_\_\_ parent conferences and communications
- \_\_\_\_\_ dealing with crisis in the classroom
- \_\_\_\_\_ establishing rapport with faculty and staff
- \_\_\_\_\_ understanding learning and teaching styles
- \_\_\_\_\_ understanding cultural and ethnic differences
- \_\_\_\_\_ ability to set appropriate levels of expectations for student achievement

Please list any other area of concern:

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Resource #10

Thinking Steps for Lesson Planning

**Lesson Objective:** What do I want students to know and/or be able to do by the end of this lesson?

- How will I communicate the objective to them, or is it important for this lesson that they discover that for themselves?
- How will they prove that they have achieved this objective?

**Focus:** How will I achieve student focus at the beginning of my lesson?

- Will I use an anticipatory set (an opportunity for all learners to bring to mind what they already know about the new learning?)
- Will I use some other means to focus student’s attention on the learning? (i.e. novelty, discrepant event, etc.)

**Value:** What is the rationale for the learning objective? How and when will I share this with students?

**Input:** How will students learn the new knowledge and skills?

- Will they read about it? See a model or videotape? Hear about it from me, a guest speaker, from another student?
- How will I involve my students actively in this process?



**Check for Understanding (Monitoring):** How will I know that all students have met the objective?

- How will I elicit an observable behavior from all students that proves the lesson objective, so that I can make an informed decision about what to do next?
- How will I observe this – from each student?

**Adjust:** What will I do for students who are having trouble with the learning or who move quickly through the learning objective?

- Do I have supplementary materials that may make re-teaching or acceleration easier or more effective?
- Will I:
  - Tutor them individually?
  - Pair them up with students who meet the objective?
  - Put them in a group and work with them together?

**Practice:** Is this a skill or body of knowledge that needs practice? How do I provide for that?

- Have I monitored all students before providing practice, so that no one is practicing incorrectly?
- Have I noted in my plan book to be sure to come back to this learning later in the year to reinforce it?

**Closure:** What is the easiest way to have all students reflect on the learning they have some in this lesson?

**Materials:** What materials, resources and equipment do I need for this lesson?

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Student Set-Up:

- What do students need to have ready?
- How will I have them seated?
- If they will be working in groups, how will those groups be formed? How will I ensure that all group members participate?