

Beginning Teacher Checklist: Elementary/Intermediate

BEGINNING TEACHER EXPECTATIONS

- Remain committed to your role as a developing professional.
- Show initiative by being willing and eager to do “what needs to be done,” but avoid becoming overloaded.
- Work collaboratively and cooperatively with your mentor and other colleagues.
- Value your mentor’s help by requesting feedback and being receptive and responsive to it.
- Ask questions, listen attentively, clarify confusions, attempt to act positively on appropriate suggestions, and persist in implementing suggested actions.
- Provide suggestions that may improve our induction program in meeting the needs of other beginning teachers.
- Become a self-analytic, reflective, and independent professional who can become a mentor to others.

AUGUST

- Take care of yourself: Drink lots of water – eight 8-ounce glasses per day. Water keeps your brain healthy, regulates body temperature, flushes out toxins, raises your metabolism, and gives you energy.

Campus personnel:

- Meet school administrative team
- Meet support and ancillary staff: counselors, nurse, librarian, content specialists, team, custodians, interventionists, special education personnel, administrative secretaries, front office personnel, etc.
- Ask administration about assigned mentor

Campus procedures and expectations:

- Read campus staff handbook (available on your campus)
- Attend content and faculty meeting with mentor and debrief
- School times – beginning and end times for students and teachers
- Student attendance – including tardies
- Staff attendance (Raptor, entering absences and communicating with administration)
- Student dress code and consequences
- Staff dress code (open-toed shoes, capris, College t-shirt day, Friday spirit shirt and jeans, etc.)
- Lunch procedures
- Adult cafeteria lunch options and procedures
- Arrival and dismissal procedures
- Wellness time expectations
- Forms for: nurse, counselor, office referral, hall pass, etc.
- Student referrals
- Student interventions
- Emergency procedures for fire drills and campus lock down
- Assigned duties (times, location, expectations, etc.)
- Workroom procedures: supplies, copy machine, laminating, etc.
- Content area materials

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Materials/Resources – how to:

- Access the district employee handbook (available on-line at www.aliefisd.net. Go to Departments, then Human Resources, then Employee Resources, then To View the Alief ISD Employee Handbook, click here.
- Access employee absence system
- Access district computer network
- Access Schoology
- Access, set up, and use the electronic grade book
- Access and set up Eduphoria account
- Check out textbooks (from campus and to students)
- Access district pacing guides
- Access state curriculum expectations (Texas Essential Knowledge and Skills – TEKS)
- Access and utilize on-line lesson planner or preferred lesson plan template – share examples
- Access and utilize eSchool+
- Check out library books
- Check out content area materials
- Check out technology (including computer lab)

Classroom Readiness:

- View other classrooms to potential desk arrangements, bulletin board displays, organization strategies, etc.
- Arrange classroom to meet campus expectations for: large group, small group, workstations, content area displays, etc.
- Review student cum folders
- Review student eSchool+ assessment data
- Meet with team to discuss lesson plans for first day and week of school
- Establish procedures and routines for:
 - passing out materials
 - collecting assignments
 - catching up students who were absent
 - reentry for pull-out students
 - breakfast
 - lunch – count, payment
 - backpacks and outerwear
 - attendance
 - arrival and dismissal
 - classroom transitions
 - walking in the hallway
 - electives
 - playground rules
 - morning announcements
- Make CHAMPS posters and teach CHAMPS expectations for: morning/arrival, direct instruction, transitions, and end-of-day/dismissal
- Create and post daily schedule

Other:

- Attend TTESS Overview (either campus or district session)

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SEPTEMBER

- Take care of yourself: Eat high energy snacks to keep you going during a long day of teaching: fruits, yogurt, nuts, vegetables, cheese, peanut butter, and popcorn.
- Attend campus Beginning Teacher meeting: Date _____
- Put remaining campus beginning teacher meetings on your calendar.

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.
- Provide mentor with a copy of lesson plans and request feedback
- Arrange to watch mentor or another teacher during a lesson and debrief
- Make CHAMPS poster and teach CHAMPS expectations for small group instruction and centers
- Discuss concerns about students who are struggling and possible interventions with content specialists and/or mentor
- Create a plan for students to catch up when they return to class after intervention instruction (Title 1, Bridge, Crest, Special Education, etc.)
- Check modifications for Special Education students and ensure they are made consistently
- Request information on the Special Education referral process
- Prepare one to two days of lessons for a substitute teacher and make sure your mentor and team know where to find them

Assessment

- Request training or review of requirements for district administered beginning of the year assessments, i.e. iStation (grades 1-6)
- Follow district timelines for administration beginning of the year assessments (grades 1-6)
- Prepare for and administer district District Common Assessment (DCA)/Campus Common Assessments (CCA) - if applicable
- Review grading guidelines, including those for Limited English Proficient (LEP) and Special Education students
- Design a system for keeping anecdotal notes
- Complete progress reports

Other

- Ask about norms and procedures for parent conferences
- Ask mentor, team leader, or specialist to sit in on your first parent conference
- Create a record keeping system for parent contacts
- Plan Open House agenda/activities

Professional Development

- Look at your Eduphoria Portfolio to ensure proper credit was assigned for your attendance at summer professional development
- Take some time to look over the district Professional Development and Teacher Induction websites for valuable information about your district expectations
- Check your Alief U Undergraduate Studies Degree Plan and ensure you have completed or are scheduled to complete all of the required coursework
- If you are a PK teacher, review or ask about your required professional development and coaching expectations (applicable for first five years as a PK teacher)

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Mentor

- Don't be shy. Ask your mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

OCTOBER

- Take care of yourself: Rest. Go to bed earlier, take a nap on the weekends, or spend time putting around the house rather than running errands around the city.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.
- Plan a campus/classroom visit with your mentor (October or November). You will get a substitute and either observe teachers on your campus or another campus.

Assessment

- Prepare for and administer district DCAs/CCAs (if applicable)
- Prepare for and administer grade 3 NNAT2 (if applicable)
- Complete report cards

Other

- Find out campus policies for Halloween (parties, food, activities, etc)

Professional Development

- Take some time to look over the district Professional Development and Teacher Induction websites for valuable information about your district expectations
- Check your Alief U Undergraduate Studies Degree Plan and ensure you have completed or are scheduled to complete all of the required coursework
- If you are a PK teacher, make sure you are on track to complete your professional development and coaching expectations

Mentor

- Don't be shy. Ask your mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

NOVEMBER

- Take care of yourself: Enjoy the weekend. Plan fun, creative, or energizing things to do at least one day on the weekend. Make it a priority to connect with other people to share an activity or a meal.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.
- If you didn't do it in October, plan a campus/classroom visit with your mentor (October or November). You will get a substitute and either observe teachers on your campus or another campus.

Assessment

- Prepare for and administer district DCAs/CCAs (if applicable)
- Complete progress reports

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Other

- Find out campus policies for Thanksgiving (parties, food, activities, etc.)

Professional Development

- Check your Alief U Undergraduate Studies Degree Plan and ensure you have completed or are scheduled to complete all of the required coursework
- If you are a PK teacher, make sure you are on track to complete your professional development and coaching expectations

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

DECEMBER

- Take care of yourself: Maintain proper nutrition. A poor diet can actually make you more vulnerable to stress. Start by changing one meal or adding one healthy food to your meals.

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.
- Utilize a variety of student engagement strategies
- Be diligent about using CHAMPS before each activity

Assessment

- Prepare for and administer district DCAs/CCAs (if applicable)
- Complete report cards

Other

- Find out campus policies for winter celebrations (Hanukah, Christmas, Kwanza)

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.
- Reflect with your mentor about the semester and make a plan for implementing new structures and procedures in January

JANUARY

- Take care of yourself: Exercise/activity. Walk, jog, bike, go to the gym, swim, or work in the yard to: improve your mood, combat chronic disease, manage your weight, boost your energy, and promote better sleep.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.
- Reteach CHAMPS expectations
- Plan a campus/classroom visit with your mentor. You will get a substitute and either observe teachers on your campus or another campus.

Assessment

- Prepare for and administer district DCAs/CCAs (if applicable)
- Prepare for and administer district mid-year assessments
- Complete progress reports

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Professional Development

- Take some time to look over the district Professional Development and Teacher Induction websites for valuable information about your district expectations
- Check your Alief U Undergraduate Studies Degree Plan and ensure you have completed or are scheduled to complete all of the required coursework
- If you are a PK teacher, make sure you are on track to complete your professional development and coaching expectations

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

FEBRUARY

- Take care of yourself: Learn how to cook a meal you love – Chinese, Mexican, or gourmet pizza.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.

Assessment

- Prepare to administer TELPAS, including online training (if applicable)
- Prepare for and administer district DCAs/CCAs (if applicable)
- Complete progress reports

Professional Development

- Check your Alief U Undergraduate Studies Degree Plan and ensure you have completed or are scheduled to complete all of the required coursework
- If you are a PK teacher, make sure you are on track to complete your professional development and coaching expectations

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

MARCH

- Take care of yourself: Give yourself the luxury of time. Carve out 20-30 minutes a day to: take a long shower, read a book, paint your nails, or work on a project/hobby.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.

Assessment

- Ensure you are on track with the TELPAS administration timeline
- Complete report cards

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Professional Development

- You will receive an email from Patricia Grady with your professional development expectations for Alief U Graduate Studies – Year 2 Induction - for the next school year. Read the email and attachment carefully.
- If you are a PK teacher, make sure you are on track to complete your professional development and coaching expectations

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

APRIL

- Take care of yourself: Laugh. Rent a funny video, gather with friends, or remember a hilarious moment.

Instruction

- Meet with team (and content specialists) to plan lessons and discuss student achievement. Ask your mentor for clarification/more information if necessary.

Assessment

- Prepare for and administer STAAR (if applicable): test security, lunch procedures, bathroom procedures, monitoring, etc.
- Complete progress reports

Professional Development

- Register for the required courses for Alief U Graduate Studies (Year 2 Induction). Information was sent to you via email from Patricia Grady. The document containing the professional development expectations is posted on the [Teacher Induction website](#) under Alief U Graduate Studies – Year 2 Induction. Ask your mentor to suggest titles to meet your technology and meaningful work choice.
- If you are a Special Education teacher, a district coordinator will have a planning meeting with you about your Alief U Graduate Studies coursework and leave a copy of the required coursework. You will need to register yourself for the courses on Eduphoria.
- For PK teachers, begin gathering documentation of professional development and coaching expectations (applicable for first five years as a PK teacher)

Mentor

- Don't be shy. Ask you mentor for assistance or guidance; he/she is there to assist with instructional expertise, behavioral issues, the nuances of your school environment, and district/state expectations.

MAY

- Take care of yourself: Celebrate the end of your first year of teaching with colleagues.
- Attend campus Beginning Teacher meeting: Date_____

Instruction

- Be diligent about using CHAMPS before each activity

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Assessment

- Prepare for and administer district DCAs/CCAs (if applicable)
- Complete Report Cards

Professional Development

- Check Registration Record to ensure you are registered for all of the required coursework for Alief U Graduate Studies – Year 2 Induction
- For PK teachers, turn in documentation of professional development and coaching expectations (applicable for first five years as a PK teacher)

Other

- Ask about end of year procedures