**BT Year 1: Developing the Mighty Mule Teacher**

The Year 1 teacher is excited about putting into practice the pedagogy and strategies leaned in college. While the teacher education program and DOE training sessions provides foundational learning and teaching goals, the BT1 teacher needs to identify and implement classroom practices that demonstrates effective teaching through evidence of student learning. Learning the “system” and the members of the LHS community is critical to the success the Y1 teacher. Successfully completion his/her first year is evidenced by an EES rating of basic+, knowledge of his/her students learning styles and personal relationships established with the staff.

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|  | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **Teaching and Learning** | **Physical Classroom (EES 2b)**\_\_ Classroom is clear of clutter\_\_ Classroom bulletin boards are covered, set up – it looks like you care about your ‘house’\_\_ Appropriate signage is posted – your name and course(s), class rules, Standards, GLOs, Emergency map, bell schedule, school calendar, class procedures, etc\_\_ Student desks are strategically arranged for learning activities\_\_ Students feel welcome and want to learn\_\_ Students know you care about them and their learning\_\_ Focus is on what students hear, not what teacher says; what students learn, not what teacher teaches.**Establish Class Routines (EES 2d)**\_\_ Expected student behavior is clear (assigned seats, cell phone, eating, etc) \_\_ Agenda is on the board\_\_ ‘Seat’ work for the first 15 minutes \_\_ Procedures for regular activities established (get folders/journals)\_\_ Establish end of period routines that keep students in their seats until the bell rings at the end of class.**Curriculum (EES 3b, 3c, 3d)**\_\_ Follow curriculum as established by the LT/DLT\_\_ Attempt to include deeper questioning\_\_ Seek opportunity for student led discussion and questioning\_\_ Develop lessons that provide opportunity for students to demonstrate learning\_\_ Develop standards-based lessons\_\_ Assessment purpose -content v. skill\_\_ Quarter final assessments commensurate with time provided | Ongoing improvement. Modify/adapt after reflection. | Ongoing improvement.Modify/adapt after reflection. | Ongoing improvement. Modify/adapt after reflection. |
| **Professional Responsibilities** | **Follows policies and procedures**\_\_ Check L/Notes daily\_\_ IC deadlines-grades, attendance\_\_ RFA/parent contact\_\_ Lockout procedures\_\_ Fire inspection\_\_ Assembly rules**Submits required paperwork on time**\_\_ DOE/HTSB forms\_\_ School checklist (in welcome folder)\_\_ Mentor New Teacher Checklist\_\_ Midterm progress and quarter grades (not the last!)\_\_ Completes paperwork and attends IEP meetings \_\_ Has prepared substitute plans\_\_ Completes sick/personal forms**Attends meetings on time. Participates in staff activities with fidelity**\_\_ LT/DLT/Staff meetings\_\_ Data teams\_\_ School activities (ie, Aloha Club, PTSO, sign up for Homecoming, grade level)\_\_ **Set Quarter 1 and 2 goals** | \_\_\_ Has completed one EES cycle and can identify areas of improvement by component.Completes all required paperwork on time\_\_ Midterm progress and quarter grades (not the last!)\_\_ Attends all meetings on time\_\_ Completes paperwork and attends IEP meetings - Attends all meetings on time, has prepared substitute plans, is respectful to othersAttends meetings on time. Participates in staff activities with efficacy\_\_ LT/DLT/Staff meetings\_\_ Data teams\_\_ School activities \_\_Reflect on Quarter 1 goalsSet Quarter 2 goals | Completes all required paperwork on time\_\_ School checklist (in welcome folder)\_\_ Mentor New Teacher Checklist\_\_ Midterm progress and quarter grades (not the last!)\_\_ Attends all meetings on time\_\_ Completes paperwork and attends IEP meetings - Attends all meetings on time, has prepared substitute plans, is respectful to othersAttends meetings on time. Participates in staff activities with efficacy\_\_ LT/DLT/Staff meetings\_\_ Data teams\_\_ School activities \_\_ Reflect on Quarter 2 goalsSet Quarter 3 goals | \_\_ Has completed one EES cycle and can identify areas of improvement by component.Completes all required paperwork on time\_\_ Midterm progress and quarter grades (not the last!)\_\_ Attends all meetings on time\_\_ Completes paperwork ad attends IEP meetings - Attends all meetings on time, has prepared substitute plans, is respectful to othersAttends meetings on time. Participates in staff activities with efficacy\_\_ LT/DLT/Staff meetings\_\_ Data teams\_\_ School activities \_\_ Reflect on completion of Year 1, develop goals for next school year |
| Investing in Leilehua | \_\_ Knows LT members\_\_ Knows DLT members\_\_ Knows classroom neighbors\_\_ Takes the opportunity to get to know other staff members when working along side them iPrep, Homecoming, PD Days)\_\_ Takes the time to get to know staff members – goal: 25% \_\_ How well do they know you?\_\_Respecting your elders- what does that look like? | \_\_ By the end of the semester, has submitted to Mr. Nakamoto, a personal essay – “Why am I at Leilehua?”\_\_ Takes the opportunity to get to know other staff members when you work along side them (Parent Conference Week, iNight, Volleyball)\_\_ Takes the time to get to know staff members – goal: 50%\_\_ How often have you had social conversations with co-workers? Shared your personal interests, etc and heard their stories? How well do they know you? How many ‘friends’ do you have in school?\_\_ Understanding the multigenerational workplace -other’s perception of you matters. | \_\_ Takes the opportunity to get to know other staff members when you work along side them (PD Days)\_\_ Takes the time to get to know staff members – goal: 75%\_\_ How well do others know you? How many ‘friends’ do you have in school? That you would go out socially with?\_\_ Be a buddy to a new teacher | \_\_ Takes the opportunity to get to know other staff members when you work along side them (Golf tourney, Graduation, volunteer for schedule pickup in August)\_\_ Takes the time to get to know staff members – goal: 100%\_\_ How well do they know you? How many ‘friends’ do you have in school? That you would invite to a function outside of school? |