

MONTHLY SUGGESTIONS FOR SUPPORTING NEW TEACHERS

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SUMMER

- Contact staff members to serve as mentors for your new teachers. Encourage the mentors to contact the new teachers before the start of school.
- Ensure that adequate furniture and materials have been ordered for the new teachers.
- Encourage new teachers to visit the school, set up classrooms, and form a behavior management plan for their students.

AUGUST

- Provide a welcome and orientation day for new teachers.
- Set expectations for mentor/mentee relationship.
- Celebrate and recognize the importance of the mentor/mentee relationship.
- Take new teachers on a tour of the neighborhood in your school zone.
- Help new teachers identify priorities for professional development.
- Touch base with new teachers during the first week of school to see how things are going.
- Visit classrooms for 5-10 minutes and find something positive to compliment the new teacher.

SEPTEMBER

- **FIRST MENTOR-MENTEE MEETING TOPIC:**
 - Share parent and student relationship-building suggestions. Help them start off on the right path!
- Explain standardized testing information with new teachers.
- Visit the new teacher's classroom and conduct an informal observation to give feedback and identify any problems early in the year.
- Provide release time for the new teacher and the mentor to observe each other's classroom.
- Discuss assessment issues, progress reports, grading, etc.

- Remember to be aware of the phases new teachers go through and provide support and encouragement during the survival and disillusionment phases (September – December, Moir 1995).

OCTOBER

- SECOND MENTOR-MENTEE MEETING TOPIC:
 - Explain conferencing procedures and expectations to new teachers.
- Find ways to incorporate new teachers into the larger school community. Utilize their strengths without adding extra responsibilities.
- Observe in new teacher's classroom.
- Review routine classroom procedures and discipline plan.

NOVEMBER

- Schedule a meeting to touch base with the new teachers. Encourage new teachers to share a success story with you.
- Review lesson planning models.
- Help new teachers identify new priorities for professional development.
- Remember that many new teachers are in a disillusionment stage during this time of year. Provide additional support when applicable.

DECEMBER

- THIRD MENTOR-MENTEE MEETING TOPIC:
 - Share strategies on how to grade papers quickly and effectively. Give this [resource](#) for both mentor and mentee to review and implement.
- Provide more release time for the mentor and new teacher to meet and/or observe other classrooms.
- Meet with new teachers and discuss assessment issues. Suggest some professional articles to read on assessment.

JANUARY

- Revisit classroom management strategies. Some new teachers need some fresh ideas or need to refocus their management efforts.
- Provide release time for the mentor and mentee.

FEBRUARY

- LAST MENTOR-MENTEE MEETING TOPIC:
 - Provide release time for the mentor and protégé to look at instructional planning and implementation.
- Share some instructional strategies with new teachers.
- Visit in new teacher's classroom.

MARCH

- Revisit conferencing tips.
- Encourage new teachers to read professional journals/articles.

APRIL

- Help new teachers understand the importance and benefits of examining student work samples for "next-step" instructional planning.
- Provide new teachers with suggestions for closing out the school year successfully.

MAY

- CELEBRATE the accomplishments of first-year teachers.
- RECOGNIZE mentors.
- Set aside time to reflect with new teachers. It is important for beginning teacher to self-assess their areas of strength and areas for growth. Help new teachers assess new priorities for professional development.

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