

Strategies for Integrating the Teacher Standards into the Entry Year Teacher Program

ODE's Center for the Teaching Profession is providing the chart below to provide an example of how schools and districts can begin to integrate the Ohio Standards for the Teaching Profession into their Entry Year Teacher Program. Standard One is aligned with A1(1.2)(a) of Praxis III. Listed are some tips and strategies for mentors and additional resources that could be used by mentors.

Districts could provide professional development for their mentors by expanding on the tips, strategies and resources which mentors can use to support the entry year teacher while addressing not only Praxis III, but the teacher standards. The list could be expanded to include other teacher standards. This type of strategy will assist mentors in becoming more familiar with the Standards for the Teaching Profession and how they can incorporate the Standards in their work with entry year teachers, without creating an entirely new approach.

Standard	Element	Indicator at Proficient Level	Praxis III	Tips and Strategies for Mentors	Resources
One: Teachers understand student learning and development, and respect the diversity of the students they teach	1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students	a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences	<ol style="list-style-type: none"> 1. Review age and grade level developmental information about children 2. Review cum folders collecting data on students' abilities, test scores, strengths and weaknesses and any IEPs, 504 plans, gifted and talented evaluations and assist EYT in developing lesson plans which utilize the information 3. Develop an interest inventory to give to students focusing on their hobbies, likes/dislikes, family, school and give learning style inventory 4. Develop a survey for parents to complete regarding their student 5. Introduce EYTs to the students' previous teachers. 6. Assist in developing or share pre-assessments the EYT could use with students to understand their levels. 	<ul style="list-style-type: none"> * <u>Yardsticks</u> by Chip Wood * <u>Why Didn't I Learn this in College?</u> by Paula Rutherford (pages 25-28) has ideas to include in the inventory. * <u>The First Days of School</u> by Harry and Rosemary Wong - www.effectiveteaching.com. * <u>The First Six Weeks of School</u> by Paula Denton & Roxanne Kriete * Some textbook series adopted by the Board of Education may have pre-assessments already prepared
	1.5 Teachers recognize characteristics of gifted students, students with disabilities and	b) Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students, and implement Individual Education Plans	A1 Becoming familiar with relevant aspects of students' background	<ol style="list-style-type: none"> 1. Provide the EYTs with the policy regarding special education, gifted and at-risk students. 2. Introduce the EYTs to the special education teachers, the gifted teachers, and other staff affiliated with the special needs of the EYTs' students. 	<ul style="list-style-type: none"> * Board of Education Policy Manual and Building Staff Handbook * <u>Why Didn't I Learn this in College?</u> by Paula Rutherford (pg. 39-42)

Standard	Element	Indicator at Proficient Level	Praxis III	Tips and Strategies for Mentors	Resources
	at-risk students in order to assist in appropriate identification, instruction and intervention	(IEPs) and Written Education Plans (WEPs). d) Teachers seek and use support from specialists and other sources of expertise to enhance learning	knowledge and experiences.	<p>3. Review the IEPs or WEPs in students' cum folders and assist them in identifying the students' handicapping condition and the goals for the students</p> <p>4. Have the EYT attend an Intervention Assistance Team meeting to learn about the process and who to ask for assistance.</p> <p>5. Introduce the EYT to the school psychologist and the speech pathologist and review how to refer a student for assessment</p>	
Five: Teachers create learning environments that promote high levels of learning and achievement for all students	5.2 Teachers create an environment that is physically and emotionally safe	b) Teachers use a variety of effective classroom management techniques c) Teachers provide a safe learning environment that accommodates all students	B5 Making the physical environment as safe and conducive to learning as possible	<p>1. Assist the EYT in drawing a map of the classroom. Determine where particular students need to be seated and where materials will be placed depending upon the need for availability. If there are special needs students, ex. A child in a wheelchair, determine the best place in the classroom for entrance and egress and where the child can appropriately interact with other children in the classroom and with the teacher. Check desk arrangements to insure that all students see the teacher and the materials to be viewed.</p> <p>2. Assist the EYT in determining the focus of classroom bulletin boards and other display areas.</p> <p>3. Review a number of classroom management plans and assist in choosing that the EYT feels comfortable using.</p> <p>4. If there are teachers in the school or district that have very good classroom management strategies, take the EY teacher to meet with them.</p> <p>5. Review procedures for fire, tornado, and intruder drills and make sure they are posted.</p>	<p>* <u>Why Didn't I Learn this in College?</u> by Paula Rutherford pgs. 22-24.</p> <p>* <u>The Morning Meeting Book</u> by Roxanne Kriete: www.responsiveclassroom.org</p> <p>* Staff handbook. <u>101 "Answers" for New Teachers and Their Mentors</u> by Annette L. Breaux. (pages 3-27)</p> <p>* <u>Seven Simple Secrets: What the Best Teachers Know and Do</u> by Annette Breaux and Todd Whittaker</p> <p>* <u>Setting Limits in the Classroom</u> by Robert J. McKenzie</p>
Six: Teachers collaborate and communicate	6.2 Teachers share responsibility with parents and	a) Teachers use a variety of strategies to communicate with parents and caregivers about	D4 Communicating with parents or guardians	<p>1. Assist the EYT in setting up a website (perhaps through the district website) to communicate with parents, students, community</p> <p>2. Contact the technology department to be sure</p>	<p>* Technology department, if available.</p> <p>* <u>What Great Teachers Do Differently</u> by Todd Whitaker.</p>

Standard	Element	Indicator at Proficient Level	Praxis III	Tips and Strategies for Mentors	Resources
with students, parents, other educators, administrators and the community to support student learning	caregivers to support student learning, emotional and physical development and mental health	student learning	about student learning	<p>the EYT has an e-mail address that can be given to parents and students</p> <ol style="list-style-type: none"> 3. Assist in developing a data base with parents' information address, phone, marital status etc. 4. Review procedures for parent teacher conferences and open houses. 5. Send parent letter "Tell me about...": 7. Establish routines for communication with parents. 8. Create contact log to record parent contact. 	<p>* <u>Seven Simple Secrets: What the Best Teachers Know and Do</u> by Annette Breaux and Todd Whittaker.</p> <p>* <u>Why Didn't I Learn this in College?</u> by Paula Rutherford pgs. 256-265</p>