

New Teacher in Content Area

A teacher who has transferred into a new content area most likely has knowledge of successful teaching and management strategies and techniques, but will perhaps need assistance in understanding, teaching, and assessing based on the Missouri Learning Standards for the new content area. It is the job of the faculty advisor to help acclimate this teacher into the content area by providing emotional, professional, and curricular support to make the transition as smooth and effective as possible.

*If the teacher is also new to the district, the checklist for new employees will also be followed.

August

- Set up a visit with the curriculum coordinator to discuss any upcoming curriculum activities for the year such as pacing map revisions, assessment checks and/or revisions, curriculum rewrites/revisions, etc.
- Obtain and go through copy of Missouri Learning Standards together. Point out “Power Standards” seen in grades 3-12. Answer any questions about meanings of standards and how to assess. Point out and walk through appendices and how they are helpful.
- Help teacher find all teaching resources—textbooks, supplementary resources, pacing maps, written curriculum, and electronic resources.
- Find websites that are helpful for “unwrapping” standards.
- Discuss lesson planning—form used, making sure objectives, activities, and assessments are aligned with the Missouri Learning Standards.
- Discuss data walls and the importance of pre-test and posttest data analysis.
- Discuss what to expect from formal and informal observations by building principal in content area.
- Discuss tips for pacing, classroom and curriculum management, and pacing of objectives.
- Set times to observe each other.

Please give an estimate of how many hours you met during August: _____

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building administrator Signature: _____ Date: _____

November/December

- Discuss and look over examples of final exams to determine alignment to Missouri Learning Standards. Talk about finals schedule and exemptions.
- Discuss any benchmark testing for content area.
- Discuss the projected schedule for EOC/MAP and what to expect in new content area.
- Discuss observations of each other—focus on positives and what both the advisor and advisee took away from each visit. Discuss what could be improved upon and set plan for improvement.
- Discuss and address any concerns since last visit.
- Check progress of new curriculum activities if applicable.
- Set date for observation of each other.
- Check updates of data wall and discuss any areas that the teacher feels needs to be improved upon.
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Please give an estimate of how many hours you met during November/December:

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building administrator Signature: _____ Date: _____

April/May

- Discuss observations of each other—focus on positives and what both the advisor and advisee took away from each visit. Discuss what could be improved upon and set plan for improvement.
- Discuss and address any concerns since last visit.
- Check completed curriculum activities for year, if applicable.
- Discuss any upcoming curriculum requirements for next year.
- Discuss teaching resources and whether what is on hand is adequate or if new resources are required.
- Discuss familiarity with standards. If teacher still feels weak in any area, help them locate resources or other professionals to help strengthen understanding of standard.
- Explain EOC/MAP schedule and expectations for that content area (if testing has not already occurred). If testing has already begun, or is finished, discuss any concerns.
- Explain end of year benchmark testing in content area.

Please give an estimate of how many hours you met during April/May: _____

Advisor Signature: _____ Date _____

Advisee Signature: _____ Date _____

Building administrator Signature: _____ Date: _____