| **it’s** | **what** | **we** | **do** |  |
| --- | --- | --- | --- | --- |
| looking back  leading4ward | which of these impacted us the most?   * accountability * changes in assessment * writing/reading * new staff | leaders mentors and new teachers | * build common language and understanding through common experiences for important topics like assessment, writing/reading, etc. * help new teachers to prioritize, pace and chunk their new learning to minimize stress * induction program * first-year teacher academy * mentoring and coaching professional learning to support new teachers * resources * new teacher site * first-year teacher notebook * mentoring and coaching notebook |  |
| navigating the noise | how will we maximize the use of assessments?  how will accountability ratings impact our focus on student learning? | leaders mentors and new teachers | * identify who will take the responsibility * develop a plan for gradual release of responsibility |  |
| how will state adopted or district selected instructional resources impact our instructional program? | leaders and mentors | * access and support around the resources that are available * instructional strategies playlist * think it up! & thinking stems * quickchecks |  |
| launching the year | how do we ensure a good start to the new year? | leaders and mentors | * set the tone – inspire hope (don’t feed the fear) |  |
| nurturing the new | how do we support new leaders and new teachers? | leaders | * prioritize focus areas in logical, learnable chunks * induction program * first-year teacher academy * mentor teacher academy * provide ongoing professional development for first-year teachers and mentors * develop a calendar for induction and mentoring support * commit to simplicity and help new teachers focus |  |
| getting into the groove | what routines and processes do we put in place? | leaders mentors and new teachers | * revisit, prioritize, simplify, and focus routines * district and campus leaders * new to profession teachers * mentors |  |
| taking care of business | how will we use our funding resources to maximize student learning? | leaders | * evaluate funding sources, such as * remaining ESSER III funds * Title II |  |