

Mentor & New Special Education Teacher November-December Checklist

New faculty should review the following checklist during the months of November-December. Use this checklist as a discussion guide, and bring any topics that require explanation/elaboration/clarification to your mentor/mentee meeting. If the new faculty member feels comfortable on any checklist item, simply move on to areas of greater need.

Please contact us if you have questions!

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Task	Success Criteria
Regular Check-in: (Check-in on a scheduled basis to address general issues)	How's it going? ☐ Share your concerns, new ideas, experiences, etc. ☐ How can your mentor help? ☐ Provide feedback when mentor/mentee asks for it. ☐ Look for ways to celebrate success.
End of Grading Period Procedures (If Applicable)	☐ I can post grades for report cards/grading period
Professional Goals Check In	I can: ☐ Explain how progress towards meeting my professional goals is going ☐ Prepare for administrator observations if they have not already happened
Parent/Teacher Conferences	I can: ☐ Prepare for Parent/Teacher Conferences ☐ Data to distribute & understand ☐ Positive Feedback ☐ Scheduling practices ☐ Who to invite (Counselors, admin, etc) ☐ Asking parents about goals for their students ☐ Asking about hopes and dreams ☐ Teaming with parent to help achieve these
Classroom Management	☐ I can implement a positive and successful classroom management plan ☐ How's it going? ☐ Parent contact procedures ☐ Data collection/documentation ☐ Student relationships

MAST Testing	I can: ☐ Identify the MAST testing windows ☐ Enter in the necessary non-standard accommodations for students on my caseload for upcoming MAST testing ☐ Collaborate with Gen Ed/Homeroom teachers to plan for testing accommodations for students on my caseload
MBI/MTSS Expectations	☐ I can implement the building MTSS practices with consistency
Organization	☐ I can implement organizational practices (handing in work, routines, etc) in the classroom ☐ What areas would you like to improve? ☐ What is working?
Differentiating Instruction	I can: ☐ Implement differentiation best practices based on student data/needs ☐ Have open and frequent discussions with general education teachers on how accommodations are being met and supported along with needs
Special Schedules/Events	I can: ☐ Identify holiday/assembly/alternative schedules that occur more frequently at this time of year. ☐ If applicable, explain final exam schedules, procedures, and expectations. (mainly at a high school level)
SPED reminders	I can: ☐ Continue data collection for possible ESY students ☐ Check in on data collection systems that paras, Gen. Ed teachers, etc. are using ☐ Update communication logs, data collection, behavior plans etc. ☐ Set up meetings for IEPs due in the next 3-4 weeks ☐ Check in with General education staff on supplementary aids and services and if they need help ☐ Collaborate with School Psychologist for Evaluations or Re-evaluation ☐ Update communication logs, data collection, behavior plans etc. ☐ Have frequent open communication with parents
Progress Reports	I can: ☐ Collect data 1-2 times per week on every goal ☐ Print progress reports need to go out with report cards
Other	☐ Anything else you need right now?

