



Tiered Support

Maximum	Moderate	Minimal
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Maximum	REQUIRED
	<input type="checkbox"/> Assign an Instructional Support Leader (mentor)
	<input type="checkbox"/> Meet either <i>daily</i> (non-traditional) or <i>weekly</i> with Induction Phase Teacher (mentee)
	<input type="checkbox"/> Coordinate with instructional coach to observe and model a minimum of two lessons of the expected level of Proficiency for the Induction Phase Teacher (IPT) and debrief at least once 1st Nine Weeks and at least once 2nd Nine Weeks
	<input type="checkbox"/> Attend <i>monthly</i> or <i>quarterly</i> classroom management professional learning if receiving tiered support for classroom management
	RECOMMENDED
	<input type="checkbox"/> Have Induction Phase Teacher conduct a peer observation of a minimum of four effective teachers (at least once each Nine Weeks)
	<input type="checkbox"/> "Encourage" Induction Phase Teacher to record a minimum of four lessons of an area he/she would like to improve (e.g., small group instruction, questioning, Number Talks, Spiral Review, etc.) and make accessible to mentor and instructional coach for feedback (once a Nine Weeks)

Moderate	REQUIRED
	<input type="checkbox"/> Assign an Instructional Support Leader (mentor) or Buddy Teacher
	<input type="checkbox"/> Meet either <i>weekly</i> (non-traditional) or <i>bi-weekly</i> with Induction Phase Teacher (mentee)
	<input type="checkbox"/> Coordinate with instructional coach to observe and model a minimum of one lesson of the expected level of Proficiency for the Induction Phase Teacher and debrief during the First Semester
	RECOMMENDED
	<input type="checkbox"/> Have Induction Phase Teacher conduct a peer observation of a minimum of two effective teachers (one First Semester and one Second Semester)
	<input type="checkbox"/> "Encourage" Induction Phase Teacher to record a minimum of two lessons of an area he/she would like to improve (e.g., small group instruction, questioning, Number Talks, Spiral Review, etc.) and make accessible to mentor and instructional coach (one First Semester and one Second Semester)
	<input type="checkbox"/> Attend <i>monthly</i> or <i>quarterly</i> classroom management professional learning if receiving tiered support for classroom management



Minimal	REQUIRED
	<input type="checkbox"/> Assign a Buddy Teacher
	<input type="checkbox"/> Meet either <i>bi-monthly</i> (non-traditional) or <i>monthly</i> with Induction Phase Teacher (mentee)
	RECOMMENDED
	<input type="checkbox"/> Have instructional coach model lessons upon request
	<input type="checkbox"/> "Encourage" Induction Phase Teacher to record two lessons of an area he/she would like to improve (e.g., small group instruction, questioning, Number Talks, Spiral Review, etc.) and make accessible to mentor and instructional coach (one First Semester and one Second Semester)