CBAT Areas of Focus

*Time Management*

* Often feel overwhelmed by the amount of daily work
* Timing lessons and activities may be a source of frustration
* Balancing personal and professional obligations may be difficult
* Find it problematic to keep school hours within reason and ends up with work encroaching on all aspects of life

*An Overwhelming Workload*

* Can include assignments within and outside of the teaching expertise
* May work with a difficult or overloaded class
* Supervision of one or more extracurricular activities
* Meeting deadlines of unanticipated forms
* Multiple preparations for different courses

*Classroom Instruction*

* Must develop all lessons from the start
* May have difficulty in adapting what was learned in college to effective lessons for students
* Often have a wide variety of subject matter to cover

*Technology in the Classroom*

* Continual change in technology and knowing how to use it
* Limited number of and less than desirable equipment

*High-Stakes Accountability*

* Wrestle with matching classroom learning objectives to assessments with standards and benchmarks
* Feel anxiety over being accountable for student performance

*Socio-cultural Awareness of Sensitivity*

* Find themselves in a diversity of culture and ethnicity
* Feel unprepared in dealing with students who are at-risk, abused, come from complicated home lives, are pregnant or transient.

*Student Motivation*

* Concern that students will not be receptive to their instruction and refuse to learn
* Unsure how to deal in a mainstreamed classroom of special needs students

*Solitary Work Environment*

* Feeling of loneliness and isolation
* Feel alone with students all day and void of adult interaction

*Relationships with Parents and Colleagues*

* Worries about parent conferences and conflicts
* Confrontations with colleagues
* Fear of not “fitting in”

The visit may address many things, but the primary purpose is to support the needs of the new teacher. Here are some suggestions for the visit:

* Identify any concerns to be addressed prior to the visit.
* Begin the visit on a positive note.
* Tour the facilities.
* Examine curriculum and/or resources.
* Discuss student organization, class management, state reporting and timelines, laboratory management, etc.
* Talk about balancing career and personal issues.
* Be sure concerns and needs have been addressed.
* Allow time to reflect together at the end of the visit.

***Together, select four (4) areas of focus to collaborate on for the year. Some suggestions follow***: These may be completed through electronic collaboration.

**Possible Areas of Focus for CBAT (not limited to these):**

* Program Philosophy, Vision, Mission, and Objectives
* Course of Study, Descriptions, Course Frameworks, Course Curriculum Maps
* Course Grading System
* Classroom Management Plan
* Laboratory Safety Plan
* Conducting SAE Program Visitations, Record Keeping System, Partnerships
* FFA Chapter Program of Activities
* Program Summer Schedule
* Developing a Departmental Budget
* Developing Recruitment and Retention Plans
* Planning for Follow-up Studies of Graduates
* Classroom Data Collection
* Student Recruitment Methods

COMPLETION LIST:

* 1. Submit the completed “CBAT Planning Checklist” to the regional coordinator prior to the first visit to the new teacher at their school.
  2. After the visit is completed, submit a report to the CBAT coordinator to inform her that the visit has taken place. The report will be made by the Coach and will be signed by the New Teacher’s administrator. One visit is required, two may be necessary.
  3. After the completion of each of the four “areas of focus” submit an electronic copy to the Regional Coordinator.
  4. Contact the Regional Coordinator if there are any concerns during the year.