MISSOURI mentoring FRAMEWORK

DEVELOPED BY THE MISSOURI STATE TEACHERS ASSOCIATION IN COOPERATION WITH THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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Educators primarily enter the profession with a passion to positively impact the lives of their students and thus society: teaching can be a personal mission— a calling. To grow and retain educators in the profession of their calling, long-term commitments in the form of induction is necessary.

As a comprehensive and coherent professional learning process, induction is designed to train, mentor, support, and retain new educators. Through induction, novice educators progress to a model of lifelong learning and reflection. A component of successful induction is that of mentoring.

The Missouri Mentoring Framework has been widely used by educators throughout Missouri since its 1998 inception. In 2007, The Missouri Legislature passed a bill directing the Department of Elementary and Secondary Education (DESE) to more clearly define standards for mentoring beginning teachers and beginning principals by July 2008. In May 2008, the State Board of Education directed DESE to involve representatives from educational entities to develop criteria to clearly define the standards. The result of that work is delineated in Missouri Code of State Regulations 5 CSR 80-850.45. Amendment 5 CSR 20-400.380 was approved by the State Board of Education in February 2017 to clarify the mentoring program standards for all school districts and charter schools. While it is mandatory for both school districts and charter schools to use these standards and criteria in establishing, evaluating and designing their programs; compliance with state law should not be the incentive for a quality mentoring program in a school's induction process. Well-trained mentors provide the support needed for new educators to be successful in fulfilling their calling.

“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination.”

— John C. Maxwell
Researchers found that a “school’s professional culture seems to influence whether new teachers stay or leave.” New teachers “seemed more likely to stay if the school had... an integrated professional culture.” Researchers defined that culture as one that “(a) promotes frequent and reciprocal interaction among faculty members across experience levels, (b) recognizes new teachers’ needs as beginners, and (c) develops shared responsibility among teachers for the school.”


Researchers found “lower turnover rates among beginning teachers in schools with induction and mentoring programs, especially when the programs emphasized collegial support.”


**HELPFUL RESOURCES**

**Missouri State Teachers Association**  
msta.org

**Missouri Department of Elementary and Secondary Education**  
dese.mo.gov

**Educator Growth Toolbox**  
dese.mo.gov/educator-quality/educator-growth-toolbox

**Learning Forward**  
learningforward.org

**Teachers First**  
teachersfirst.com

**New Teacher Center - Santa Cruz**  
newteachercenter.org

**Mentoring Leadership and Resource Network**  
mentors.net

**Teacher Mentoring Resources**  
justaskpublications.com/21st_newsletter.htm

**Missouri Professional Development Guidelines for Student Success**  
dese.mo.gov/educator-quality/educator-development/professional-learning-guidelines-student-success
Increasing numbers of new educators and low retention rates across the nation make the investment in supporting new educators imperative for better results, closing the achievement gap, and ensuring equity of access to a quality education. According to the New Teacher Center (2015), educators new to the profession cite the reason for their leaving due to limited opportunities for professional learning, limited collaboration with colleagues, unsupportive school leadership, and poor teaching conditions.

Learning is a developmental process for children and adults alike. As in all fields, educators are on a journey from novice to expert. Given the shifts in education, every educator is on a developmental trajectory.

“The goal of a high quality mentoring program is to develop educators who support the highest levels of student learning. Many programs…often assume that mentors come to the job prepared to achieve this goal” (New Teacher Center, 2012). Mentoring provides a confidant for a beginning educator (mentee) in a relationship where each contributes and grows. Mentors offer feedback, model pedagogy, assist with planning, help analyze student work and data, and provide emotional support in a reciprocal relationship where personal and professional growth flourishes.

The purpose of The Missouri Mentoring Framework is to provide concise and convenient access to Missouri’s mentoring standards. The framework allows school districts and charter schools to examine existing programs and refine such programs to best meet their needs while aligning with the mentoring standards.

**GUIDING PRINCIPLES**

- Every school district and charter school has a teacher-driven mentor program in collaboration with and supported by the administration.
- Every beginning educator benefits from guidance and support, no matter when they enter the profession or a new certification area.
- Communication between mentors and beginning educators is open and confidential.
- Quality mentors make a tremendous difference in establishing new educators’ trust and respect for their colleagues and profession.
- All staff members provide informal support for the beginning educator.
- The mentoring program provides an introduction to the cultural environment of the community and the school district or charter school.
- The program is systematic and ongoing; it is re-evaluated yearly by all stakeholders. It is not best practice for a school district or charter school to form a committee, put together a mentoring notebook and stop without taking time to determine the successfulness of the program.
- Induction with a successful mentoring component is vital for retaining high-quality educators.
SECTION 1 CONTINUED

ESSENTIAL ELEMENTS

• A mentor program should be individualized and aligned with state standards, school district and charter school goals and mentee needs. For this reason, the MSTA Mentoring Committee has gone beyond checklists to define essential components which allow a school district and charter school to create a mentoring program based on the aforementioned criteria. These essential components must be included but are not all-inclusive.

• With adoption of Missouri Mentoring Standards by the State Board of Education in 2008, school districts and charter schools are required (per 5 CSR 80-850.045) to provide a quality mentoring program for all certified educators. This rule establishes standards for successful mentoring programs and was amended to clarify the standards for schools district and charter schools in 2017 (per 5 CSR 20-400.380).

• The beginning educator should not be overextended with out-of-field teaching assignments and/or extracurricular duties. New educators need time for reflection, self-assessment and affirmation. Responsibilities should be added slowly as the educator becomes established. Organizational and time-management skills should be nurtured.

• Mentoring programs with an emphasis on collegial support reduce turnover rates for beginning educators.

• Collaboration time for mentors and mentees is critical to the success of a quality mentoring program. As such release time for planning, observation and reflecting is mandatory according to the state standards.

• Beginning educators are required to participate in a two-year mentoring program. As mentees grow during their two years, the mentee’s needs differ between their first and second year. In response, a mentor’s support role and intention generally moves from a deliberate, structured support during the first year towards a more collaborative and gradual release.

• It is the responsibility of the school district and charter school to ensure that a systematic and ongoing program review/evaluation is in place. See Section 4.
Key provisions of Missouri law regarding professional development

EXCELLENCE IN EDUCATION ACT OF 1985
Sections 168.400.4 (1) (2) and (5) RSMo.
- Each district must provide a plan of professional development, with assistance from the Professional Development Committee, for a teacher’s first two years of teaching.
- The Professional Development Committee is charged with four responsibilities:
  (a) identify instructional concerns and remedies
  (b) serve as a confidential consultant upon a teacher’s request
  (c) assess faculty needs and develop in-service opportunities for school staff
  (d) present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Members of the Professional Development Committee are to be selected by teachers currently employed by the district.
- The Professional Development Committee is to work with both beginning and experienced teachers.
- Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.

THE OUTSTANDING SCHOOLS ACT OF 1993
SB380 Section 7 RSMo.
- Emphasizes a professional development plan for individual teachers in their first two years of teaching.
- Addresses identifying instructional concerns and remedies for individual beginning teachers and individual experienced teachers.
- Specifies that faculty needs should be assessed.
- Specifies that faculty suggestions, ideas and recommendations be presented to the “proper authority.”

While the Excellence in Education Act remains in effect, the Outstanding Schools Act (SB380) changes the emphasis and the process for professional development. The Excellence in Education Act recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

The Outstanding Schools Act (SB380) by its title suggests a shift in practice. Much research has been done on the best professional development practices. The emphasis is now on individual growth, systemic improvement, increased student performance and focused professional development for the entire school system.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
The original standards were adopted in 2008 and are applicable to all public schools and developed to guide districts in developing their mentoring programs. In 2017, the standards were amended to provide clarification for public schools and charter schools. The following program standards are in the Missouri Code of State Regulation.

5 CSR 20-400.380 MENTORING PROGRAM STANDARDS.
(1) A successful school district and charter school mentoring program shall include, but may not be limited to, the standards listed below:
(A) An introduction to the cultural environment of the community, school district and charter school, school building, and classroom that –
1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);
2. Introduces community characteristics/norms/local expectations (community tour, housing, medical facilities, faith community, etc.);
3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;
4. Addresses issues of diversity and equity;
5. Provides a systematic and ongoing process of introduction to data analysis, assessment practice and process, etc. (not a one-(1-) day workshop);
6. Includes school district and charter school initiatives and parental feedback; and
7. Defines professional, educational, and school district and charter school acronyms;

(B) A systemic and ongoing program review/evaluation by all stakeholders —
1. Identifies all stakeholders;
2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;
3. Gathers regular systematic, qualitative and quantitative feedback from mentor, mentee, and administrators to determine if mentoring is working;
4. Is based on a foundation of best practices;
5. Requires independent/anonymous exit interviews of staff (may be connected to beginning educators’ survey at state level) so clear reasons for staff departures can be determined;
6. Is supported by central office and school board—as evidenced by trend data; and
7. Is included in broader Professional Development program evaluation (locally and on Missouri School Improvement Program (MSIP) reviews);

(C) An individualized plan for beginning educators that aligns with the school district’s and charter school’s goals and needs that –
1. Is aligned with a school district and charter school evaluation tool that is aligned with the Essential Principles of Effective Evaluation as evidenced by Screen 18a of the Core Data System;
2. Is a systematic and specific two (2)-year mentoring and professional growth plan that identifies priority indicators for beginning educators;
3. Aligns with a school district and charter school CSIP and certification requirements;
4. Establishes outcomes for new educators;
5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college;
6. Establishes non-evaluative mentor observations that are guided by needs identified by mentor and mentee. Observations should include pre- and post-observation conferences, including reflective questions;
7. Encourages structured experiences and expectations for all new educators (planning time, meeting time, time management, etc.);
8. Establishes opportunities for mentees to observe master educators; and
9. Plans for completion of a required Beginning Teacher Assistance Program (BTA) aligned with the BTA guidelines;

(D) Collaborative selection of and support for mentors.
1. Current or retired educators selected to be mentors should –
   A. Have a minimum of four (4) years of experience;
   B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;
   C. Be committed to continuous learning, reflection, and mentoring;
   D. Hold or have held a same or similar position/job or grade/
subject area (in- or out-of-building/school district and charter school);

E. Understand broad educational issues as well as specific teaching/education issues; and

F. Have a strong understanding of pedagogy and instructional expertise in content area(s);

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2. School districts and charter schools shall –

A. Create mentor and mentee collaboration time (release time, common planning time, fewer additional assignments);

B. Require mentor and mentee pairs to be collaboratively assigned by administrator(s) and local professional development committee member(s) with input from grade-level or department chair; and

C. Support the mentoring process in time/effort by administration and school board;

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(E) Comprehensive mentor training and support that –

1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment);

2. Includes cognitive coaching skills along with collaborative training;

3. Includes observation and feedback training/skills;

4. Provides an awareness of phases of first-year educators (stress, depression, etc.);

5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

6. Includes a catalogue of resources available for beginning educators;

7. Recognizes the need for knowledge and strategies on classroom management;

8. Encourages school districts and charter schools to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools));

9. Focuses on exemplary teaching and assessment practices;

10. Builds working strategies that encourage problem solving and independent thinking;

11. Provides understanding of student assessments and how educators can utilize them to guide instruction;

12. Includes self-assessment and reflection that identifies whether mentoring is meeting both the mentor’s and mentee’s expectations; and

13. Describes and provides a template for the mentor’s log – a written record of observations/meetings that includes dates and times signed by both the mentor and mentee;

(F) A complete list of responsibilities for the mentor, beginning educator, and administrator(s) is addressed in Appendix A;

(G) Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators by –

1. Aligning class schedules and planning periods to complement mentoring duties;

2. Utilizing state and local professional development funds or stipends to support mentors’ additional duties;

3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;

4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and

5. Providing release time to attend professional conferences, trainings, and meetings.
## APPENDIX A

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Beginning Educator</th>
<th>Mentor or Professional Development Committee (PDC)</th>
<th>Administrator</th>
<th>School District, Charter School, PDC, and School Board</th>
<th>College or University</th>
<th>DESE, Regional Service Centers, Associations, and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENTOR SELECTION</td>
<td></td>
<td>PDC collaboratively assists in selection and pairing</td>
<td>Superintendent or principal collaboratively assists in selection and pairing</td>
<td>PDC collaboratively assists in selection and pairing</td>
<td></td>
<td>Source of content specific mentors</td>
</tr>
<tr>
<td>MENTOR TRAINING</td>
<td></td>
<td>Mentor attends training; PDC responsible for arranging on-going mentoring training</td>
<td>Attends mentor training and supports mentor and mentee</td>
<td>Provides policy and support for ongoing mentor training program</td>
<td>Provides awareness or expectation for graduates and may provide training for mentors</td>
<td>Provides ongoing regional training for mentors with cognitive coaching support</td>
</tr>
<tr>
<td>INITIAL CONTACT</td>
<td></td>
<td>Seeks contact prior to beginning of school year</td>
<td>Contacts mentee and welcomes him/her to community. Confirms first meeting (date/time)</td>
<td>Contacts mentee and welcomes him/her to community. Arranges first meeting</td>
<td>Provides curriculum guides, handbooks, and pertinent grade/subject level information</td>
<td>Instructs student teachers on expectation of mentoring program</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td>Seeks support and assistance with mentor and colleagues</td>
<td>Follows through on contacts and individualizes topics for mentee</td>
<td>Assures mentor and mentee communicate regularly</td>
<td>Provide school district-wide and charter school-wide opportunities for mentors and mentees</td>
<td>Provide minimum annual contact for 1st &amp; 2nd year educators</td>
</tr>
<tr>
<td>CONFIDENTIALITY</td>
<td></td>
<td>Maintains confidentiality at all times and appreciates assistance</td>
<td>Maintains confidentiality at all times and reinforces trust</td>
<td>Appreciates mentor/mentee confidentiality and does not undermine effort</td>
<td></td>
<td>Remains neutral party</td>
</tr>
<tr>
<td>DOCUMENTATION OF PROFESSIONAL DEVELOPMENT</td>
<td></td>
<td>Maintains log/ list of inservice, professional workshops, reading, collaborative development projects, and organizational activities</td>
<td>Reviews documentation</td>
<td>Reviews formal professional growth plan</td>
<td>Keeps required documentation for beginning educators and mentors for verification purposes</td>
<td>May collect data on strength or weakness of first-year educators</td>
</tr>
<tr>
<td>PROFESSIONAL GROWTH PLAN</td>
<td></td>
<td>Maintains and regularly evaluates personal growth plan; shares with mentor</td>
<td>Assists in development of the professional growth plan and encourages growth and career advancement</td>
<td>Supports new educators’ professional growth plans</td>
<td>Mentee and support team complete end-of-year school district and charter school checklist or assessment</td>
<td>May provide on-going or advanced coursework/ growth opportunities</td>
</tr>
<tr>
<td>MENTOR PROGRAM SUPPORT</td>
<td></td>
<td>Network in and outside school district and charter school</td>
<td>Network in and outside school district and charter school</td>
<td>Supports time for observation, collaboration, and compensation (Observation outside of school district and charter school may be needed)</td>
<td>Formalizes written guidelines, mentor time, and resources</td>
<td>Offer support to graduates from any Missouri college</td>
</tr>
<tr>
<td>EVALUATION OF MENTORING PROGRAM</td>
<td></td>
<td>Participate in formal evaluation of mentoring program</td>
<td>Participate in formal evaluation of mentoring program</td>
<td>Develops mentoring assessment/ evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions</td>
<td>May utilize information to improve preparation programs</td>
<td>Provides models; evaluates for MSIP purposes</td>
</tr>
</tbody>
</table>
Educator Induction Guidelines Beyond Mentoring Frameworks

Induction is a four-year comprehensive, coherent and sustained professional development process that is designed and implemented by a school district and charter school to train, mentor, support and retain newly certified educators. A high-quality induction process initiates novice educators into a lifelong career in the education profession which positively impacts student learning.

The New Teacher Center’s research has proven “a comprehensive and systemic approach to teacher induction is essential to increasing teacher effectiveness, reducing teacher churn and improving student learning” (newteachercenter.org, 2016).

A successful comprehensive induction process includes these principles:
• Socialization and orientation in the school district and charter school, as well as the local community, as described in standard 1 of the Missouri Mentoring Program Standards [5 CSR 20-400.380]
• Ongoing individualized and appropriate professional development to strengthen instructional practices
• Supportive structures and resources to assist new educators in growing professionally which may be evidenced on local educator evaluation
• Annual evaluation and refinement of the process based on data, such as stakeholder feedback, participant retention, completed Beginning Teacher Assistance, mentor program evaluations, growth on educator evaluations, etc.

As required by state statute, to be eligible for a Career Continuous Professional Certificate (CCPC), beginning educators must have access to and complete the following:
• A beginning teacher assistance program that aligns to Missouri’s Beginning Teacher Assistance Program (BTAP) Guidelines [5 CSR 20-400.385]
• A school-provided formal two-year mentor program that aligns to the Missouri Mentoring Program Standards [5 CSR 20-400.380]

* An Initial Provisional Certificate (IPC) is in effect for an educator’s first four years

In an effort to support beginning educators, the following Missouri Teacher Standards are recommended priorities for each year of the induction process.

Year 1
Standard 5. Positive Classroom Environment
Standard 6. Effective Communication
Standard 8. Professionalism

Year 2 - In addition to continued growth on Year 1 Standards
Standard 1. Content Knowledge Aligned with Appropriate Instruction
Standard 4. Critical Thinking
Standard 9. Professional Collaboration

Year 3 - In addition to continued growth on Year 1 and Year 2 Standards
Standard 3. Curriculum Implementation
Standard 7. Student Assessment and Data Analysis

Year 4 - In addition to continued growth on Year 1, Year 2 and Year 3 Standards
Standard 2. Student Learning, Growth and Development

“A well-trained and caring mentor plays a pivotal role in induction programs but mentoring occurs in the context of the culture of school and school district.” (Rutherford, 2015)
As school districts and charter schools work to design a comprehensive induction program, they are reminded that they must comply with Missouri Code of State Regulation, 5 CSR 20-400.380 which establishes standards and criteria for quality mentoring programs. These standards provide a framework to determine the mentoring program responsibilities of beginning educators, mentors, professional development committees, administrators, school boards, higher education institutions, DESE and professional associations. This publication is designed to assist the school districts and charter schools in developing a quality program.

LOCAL EDUCATION AGENCIES CAN USE THIS FRAMEWORK:
- To guide a local professional development committee in its responsibilities to new educators
- To design a quality mentoring program
- To review and enhance existing mentoring programs
- To annually evaluate mentoring programs
- To prepare for MSIP review

THE MENTORING STANDARDS
A. Cultural Environment ................................................................. 13
B. Mentor Program Evaluation ..................................................... 14
C. Professional Development Plans ................................................. 15
D. Mentor Selection and Support .................................................... 17
E. Mentor Training and Support ..................................................... 18
F. Stakeholder Responsibilities (Appendix A) .............................. 20
G. Opportunities for Mentor/Mentee Observations ...................... 20

EVIDENCE OF IMPLEMENTING THE MENTORING STANDARDS
In the following pages of Section 3, each standard is introduced with a defining narrative. This is followed by a rubric outlining levels of proficiency in meeting each Standard’s descriptor and criteria. The rubric is provided as an unpacking of the descriptors and criteria to provide intentional design, delivery, and evidence of a successful mentoring program.
Standard A: An introduction to the cultural environment of the community, school district, charter school, school building and classroom.

Each community and respective school district and charter school has unique norms and culture. Functioning in the cultural climate is essential for the beginning educator. Knowing the community expectations is critical for new educators who both live within and outside the community in which s/he teaches.

All School district and charter school stakeholders share responsibility to provide adequate information and guidance to the mentee concerning all aspects of the cultural environment as outlined in Standard A.

Critical pieces of the cultural puzzle are: School district and charter school policies, procedures, mission statement, handbooks, Comprehensive School Improvement Plan (CSIP) and building/School district and charter school goals.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>School district and charter school policies, procedures and mission (educator and student handbooks, CSIP, goals, etc.)</td>
<td>School district and charter school designee introduces these documents to mentees</td>
<td>School district and charter school designee introduces these documents and their location to mentees</td>
</tr>
<tr>
<td>Community characteristics / norms / local expectations</td>
<td>Mentor introduces these to mentee</td>
<td>School district and charter school provides community tour during induction</td>
</tr>
<tr>
<td>Membership and participation in professional organizations at school district and charter school / state / national levels</td>
<td>Mentor encourages mentee membership and participation</td>
<td>School district and charter school provides time for professional organizations to formally present</td>
</tr>
<tr>
<td>Issues of diversity and equity</td>
<td>Mentor addresses these issues with mentee</td>
<td>School district and charter school provides professional learning for mentees to address these issues</td>
</tr>
<tr>
<td>Data analysis, assessment practice and process</td>
<td>School district and charter school and/or Mentor provides introductory training for mentees on data analysis, assessment practices and overview of available school district and charter school resources</td>
<td>School district and charter school provides introductory and ongoing mentor training in data analysis, assessment practices and available school district and charter school resources</td>
</tr>
<tr>
<td>School district and charter school initiatives &amp; parental feedback</td>
<td>Mentor provides descriptions of school district and charter school initiatives and previous feedback from parents</td>
<td>School district and charter school facilitates discussion of building/school district and charter school action plan, including initiatives and steps to address parent feedback</td>
</tr>
<tr>
<td>Professional, educational &amp; school district and charter school acronyms</td>
<td>Mentees are provided with an acronym list and respective definitions</td>
<td>Mentees are provided with an annually updated acronym list and respective definitions</td>
</tr>
</tbody>
</table>

Time designated by school district and charter school for introduction, review, and location of these documents for mentees

School district and charter school provides tour of community and welcome kit from Chamber of Commerce during induction

School district and charter school provides incentives for membership and active participation in professional organizations

Mentees provided with ongoing modeling and coaching related to research-based strategies for diverse student population

As part of induction, school district and charter school provides ongoing mentor training in data analysis, assessment practices and available school district and charter school resources

School district and charter school provides time for stakeholder review and revision of school district and charter school / building action plans to support school district and charter school initiatives and address parent feedback

Mentees are provided with an updated acronym list, definitions, and location of resource


**STANDARD B**

**MENTOR PROGRAM EVALUATION**

**Standard B:** A systemic and ongoing program review / evaluation by all stakeholders.

Like successful learning targets for students, successful programs are guided by the outcomes they want to achieve and indicators of success that those outcomes are being achieved. All stakeholders invest in the mission and set those outcomes, program goals, and success indicators.

This idea can also be applied to a school district and charter school’s mentor program evaluation. With the implementation of Missouri’s Mentoring Program Standards, all stakeholders share in the evaluation aspect of the school district and charter’s mentoring program. Stakeholders include beginning educator, mentor, professional development committee, principal, school district, charter schools, administration, school board, higher education institutions, Missouri Department of Elementary and Secondary Education, and professional education associations. Each stakeholder’s responsibility is addressed in Standard F.

Effective programs are monitored through a cycle of planning, implementing and assessing results. There are a number of tools which can be utilized to provide feedback from all program participants. The evaluation and use of specific tools are to be designed collaboratively with the school district’s and charter school’s professional development committee and administration. Some common methods for gathering data are structured interviews, observations, questionnaires and surveys. The following open-ended methods may also provide information which will assist with the program evaluation: journal entries, storytelling and experience-sharing sessions, discussions around specific program aspects, and exit interviews of those completing the program or leaving the school district or charter school.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholders</td>
<td>Identify all stakeholders</td>
<td>All school district and charter stakeholders participate in formal training related to their roles in the mentoring program</td>
<td>All school district and charter school stakeholders provide ongoing feedback related to the mentoring program and revisions are made as needed</td>
</tr>
<tr>
<td>Mentoring characteristics, outcomes, measurements, and timelines</td>
<td>School district and charter schools and/or PDC provides a mentoring handbook that outlines mentor expectations and timelines; program outcomes; and how those outcomes are to be measured.</td>
<td>Annual mentor program outcome measurements are provided to the Professional Development Committee</td>
<td>Annual mentor program outcome measurements are provided to the Professional Development Committee and school district and charter school Board of Education</td>
</tr>
<tr>
<td>Feedback from mentor, mentee, and administrators</td>
<td>School district and charter schools and/or PDC uses a mechanism to gather mid-year feedback from mentor, mentee, and administrator to assess success of the mentoring relationship</td>
<td>School district and charter school and/or PDC uses a mechanism to gather mid-year and year-end feedback from mentor, mentee, and administrator to assess success of the mentoring relationship</td>
<td>School district and charter school and/or PDC uses a mechanism to gather quarterly feedback from mentor, mentee, and administrator to assess success of the mentoring relationship</td>
</tr>
<tr>
<td>Foundation of best practices</td>
<td>The school district and charter school mentor/mentee program is designed from Missouri Mentoring Standards and best practices research</td>
<td>School district and charter school / PDC systematically reviews and updates mentor/mentee program according to Missouri Mentoring Standards and best practices research</td>
<td>School district and charter school / PDC annually reviews and updates mentor/mentee program according to Missouri Mentoring Standards and best practices research</td>
</tr>
<tr>
<td>Independent / anonymous exit interviews</td>
<td>Independent, anonymous exit interview tool is created and used by school district and charter school / PDC</td>
<td>Results of exit interviews are compiled by school district and charter school / PDC and shared with other stakeholders</td>
<td>Exit interview analysis data is systematically reviewed by all stakeholders to make necessary revisions for teacher retention</td>
</tr>
<tr>
<td>Central office/school board support</td>
<td>Evidence of adherence to Missouri Mentoring Standards as set forth in the Code of State Regulations 5CSR20-400.380</td>
<td>Central Office provides release time for PDC designee(s) to evaluate the school district and charter school mentor/mentee program</td>
<td>Central Office provides release time for PDC to evaluate the school district and charter school mentor/mentee program</td>
</tr>
<tr>
<td>PD program evaluation</td>
<td>Mentor/mentee program evaluation is included in annual review of PD program evaluation to school district and charter school board</td>
<td>Mentor/mentee program evaluation is included in annual PD program evaluation and considered in CSIP process</td>
<td>Mentor/mentee program evaluation is included in annual PD program evaluation and included in CSIP as a measure of beginning educator retention</td>
</tr>
</tbody>
</table>
STANDARD C  PROFESSIONAL DEVELOPMENT PLAN

**Standard C:** An individualized plan for beginning educators that aligns with the school district’s and charter school’s goals and needs.

The first half of the school year can be overwhelming for a new educator. A mentor working collaboratively with a mentee to create and implement a professional development plan. One new teacher said: “At the end of my first year of teaching, my mentor and I looked over my professional development plan and a classroom video she had taken of me the first week of school. I was amazed at how much I had grown during the year and how much my teaching style had been refined. The professional development plan is a beginning road map into the profession. How you reach your destination is determined by the amount you explore and challenge yourself.”

Missouri educator evaluation requires professional development plans for all educators.

Collegial support and practical assistance are needed to help beginning educators improve skills and remain in the profession.

By law, school districts and charter schools must provide a professional development planning form for each faculty member. School district’s and charter school’s professional development committee is responsible for providing this form. The mentor and building principal will assist the new educator in developing an individual professional development plan using the designated form. A procedure should be in place for systematic and ongoing review of the educator’s progress toward goals established in the individual professional plan.

Goals identified in the plan should relate, in part, to the school district’s and charter school’s evaluation criteria. The plan also may reflect education research on effective teaching. The plan’s purpose is to assist — not evaluate — the beginning educator. The beginning educator’s mentor should initiate preparation of the professional development plan by the end of the first month of school. Subsequent planning sessions between the mentor, the building administrator and the beginning educator should occur before or during the first month of school.

Plans should be completed no later than the end of first quarter. The plan may include goals in such areas as classroom management, school district and charter school policies, and use of curriculum guides, equipment, and materials.

At the beginning of the second semester, the beginning educator, with input from the mentor, should review the plan and make revisions if needed. (Release time for mentor/mentee observations is required; and compensation for the mentor highly recommended.) During this phase, the building principal will meet with the beginning educator to review and assess progress.

The new educator’s mentor and supervisor (typically the building principal) may form a professional development team. The new educator should continue to adjust the plan during the first four years on the job. An individual professional development plan is required throughout educator’s career. Copies of the initial plan and revisions should be kept on file. The Professional Development Committee should develop a system to monitor completion of the plan and to report progress.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Alignment with DESE approved school district and charter school evaluation tools</td>
<td>A consistent form is used school district and charter school-wide, which reflects the standards in the school district and charter school evaluation tools.</td>
<td>School district and charter school provides samples of acceptable professional development plans.</td>
<td>Training school district and charter school-wide in writing and reflection of mentoring and professional development plans.</td>
</tr>
<tr>
<td>A systematic and specific mentoring and professional development plan that identifies priority indicators for beginning educators; which may have begun during student teaching/internship or culminating project in college.</td>
<td>Plan identifies priority indicators for beginning educators and addresses school district and charter school-level requirements.</td>
<td>Plan is based on the identified priority indicators, educator needs assessment survey, and addresses school district and charter school-level initiatives.</td>
<td>Plan is based on the identified priority indicators, educator needs assessment survey, school district and charter school-level initiatives and reviewed in the beginning of the second semester.</td>
</tr>
<tr>
<td>Aligns with a school district and charter school’s CSIP, certification requirements and establishes outcomes for new educators.</td>
<td>Plan establishes measurable/observable outcomes aligned to CSIP and certification requirements.</td>
<td>School district and charter school provides resources for educators to achieve established outcomes.</td>
<td>School districts and charter schools maintain documentation of completed time-sensitive requirements (i.e., mentoring and professional development plans; BTAP requirement; professional development logs).</td>
</tr>
<tr>
<td>Establishes non-evaluative mentor observations guided by needs identified by mentor and mentee.</td>
<td>Observation cycle with mentor includes pre and post conferences, including reflective questions guided by needs of beginning educators.</td>
<td>Mentor and mentee jointly determine alignment of classroom practices with professional development goals and identified needs.</td>
<td>Through the use of reflective questioning during post-conference, mentee determines alignment of classroom practices and professional development goals and adjusts according to need.</td>
</tr>
<tr>
<td>Structured experiences and expectations, including opportunities for mentees to observe master educators and establishes planning and/or meeting time with mentors and mentees.</td>
<td>Time is provided for collaborative opportunities between mentor and mentee (including time for mentees to observe master teachers) during the school day.</td>
<td>Schedules are structured to coordinate plan times of mentor and mentee for collaborative opportunities.</td>
<td>Growth of a mentees’ professional skill set will be observed through ongoing collaboration of the mentor and observations of master educators.</td>
</tr>
<tr>
<td>Completion of a DESE approved Beginning Teacher Assistance Program (BTAP).</td>
<td>The school district and charter school and/or mentor provides information of DESE approved BTAP and assists in securing completion of this certification requirement for the beginning educator.</td>
<td>School district and charter schools provide a time during both first and second semesters for mentees and mentors to meet and ascertain how BTAP skills learned are being applied in the classroom setting.</td>
<td>The school district and charter school is intentional with seeing that beginning educators meet the BTAP requirement during the first year of teaching. School districts and charter schools also provides time quarterly for all school district and charter school mentees and mentors to meet and reflect on how BTAP skills learned are being applied in the classroom setting, as well as how BTAP skills are correlated to school district and charter school goals.</td>
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**STANDARD D**

**MENTOR SELECTION**

**Standard D:** Collaborative selection of and support for mentors.

A lack of support is cited by new teachers as a primary factor for leaving the profession. A high-quality mentoring program increases the likelihood a beginning educator will experience a positive induction into the profession, as well as provide support desired by new educators as they ease into professional roles. Carefully selected and well-prepared mentors are needed to model pedagogical experiences and content knowledge while improving efficacy for new educators.

Ideally, a mentor would be a faculty member with certification and experience in the same content area as the beginning educator or one who teaches in the same grade level as the beginning educator. Certain circumstances may require school districts and charter schools to recruit retired educators to serve as mentors. Small school districts and charter schools may work in conjunction with neighboring school districts and charter schools to meet the criteria for mentor selection and support.

Collaboration between building or school district and charter school-level administration, the Professional Development Committee, and grade-level or department chairs is expected for effective mentor selections and assignments. This selection process must be accomplished as early as possible allowing time for mentors to introduce beginning educators to the community, school districts and charter schools and school building. As well as help beginning educators prepare their mentoring and professional development plans.

Sometimes a mentor/mentee pairing will not be successful regardless of the selection process. For whatever reason, reassignment of a mentor may be necessary. In such cases, the principal and the Professional Development Committee should work together to protect the dignity of those involved using established procedures for reassignment.

---

**Criteria** | **Meets** | **Exceeds** | **Exemplary**
---|---|---|---
1. Current or retired educators selected to be mentors should | | |
Teaching experience | Have a minimum of 4 years teaching experience | 5-7 years teaching experience | 7+ years teaching experience |
Mentor traits | Exhibit enthusiasm, commitment to profession, maintain confidentiality, and respected by colleagues | Trustworthy, active listener, effective communicator, encourager, and positive leader in school districts and charter schools | Skilled, knowledgeable, trust builder, active listener, strong problem solver, clear and direct communicator, reliable, role model and source of inspiration |
Continuous learning, reflection and mentoring | Meets school district and charter school minimum requirements for professional learning, is a reflective educator and recognizes support system needed for mentee success | Seeks out professional learning opportunities and participates in collaborative reflection; invests in support system for mentee success | Educational leader for professional learning within or outside of the school district and charter school models and guides self-reflection and is highly-engaged in school districts and charter schools mentor program |
Similar position/job; grade level/subject area | Currently hold or have held the same or similar teaching position | Same grade level and/or subject area | Same grade level and/or subject area, along with similar educational philosophies |
Understanding of educational issues | Awareness and understanding of broad and specific issues in education | Participate in professional education associations or specific content/subject area organizations | Leadership in state and/or national professional education associations or specific content/subject area organizations |
Strong understanding of pedagogy and instructional expertise in content area | Demonstrates understanding of content knowledge aligned with appropriate instruction | Knowledgeable and demonstrates some expertise in application of pedagogy in instruction | Models research-based strategies of effective instruction; making a positive impact on student achievement |
The mentor training standard criteria is critical to a successful mentoring program. Being a good educator is not adequate preparation for mentoring. Today’s mentors need training and support just as beginning educators do.

First, mentors must recognize the changing profile of beginning educators. Some beginning educators enter teaching through alternative programs as second careers. In contrast to previous generations of teachers, today’s young adults enter the teaching profession as a commitment to public service rather than a life-time career (Johnson, Birkeland, Donaldson, Kardos, Kauffman, Liu, & Peske, 2004). Being cognizant of the changing image of beginning educators, the professional development committee, in cooperation with the school district’s and charter school’s administration, should provide on-going training to strengthen mentoring skills.

While the job of a mentor is multi-faceted, “the most important function for mentors is to embrace a growth orientation, understanding that the work is to increase their colleague’s [mentee’s] effectiveness as professional problem-solvers and decision-makers” (Wellman, 2003). Further, according to Daloz (1998), mentors support, challenge, and facilitate a professional vision with mentees.

Continuous and ongoing collaboration between mentor and mentee is essential to a successful mentoring program. Information gathered during the collaboration process serves as the foundation for subsequent reflection, coaching and training.

Constructive, growth-oriented feedback for mentees is crucial to perfecting novice’s skillset. However, it is important to recognize mentoring is NOT evaluation. Rather it is observatory in nature to provide feedback to enhance skillset and opportunities to grow from an emerging or developing educator to a proficient or distinguished educator. Formal documentation of observations and collaboration topics should be recorded regularly by both the mentor and mentee. (See Appendix pg. 10).

THE MENTOR’S LOG
The mentor’s log, a written record of assistance received, is placed in the new educator’s file. The log should include:

- The date of each interaction. Mentors should make weekly entries summarizing informal interactions, using their own judgment to decide if an interaction is significant enough to warrant a separate entry.
- Identification of the activity. For example: Informal Conference Formal Conference Demonstration/Modeling Observation Other
- A brief description of what transpired. Note suggestions offered and the subject of dialogue or discussions.
- A summary of questions or requests from the mentee and the mentor’s follow-up.
- A record of materials shared.
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<tr>
<td>Confidentiality between mentor and mentee; non-evaluative relationship</td>
<td>Initial mentor training includes clear understanding of confidentiality requirement (excludes situations of child endangerment)</td>
<td>Initial mentor training includes scenarios and role playing related to confidentiality</td>
<td>In addition to scenarios and role playing, mentors complete an informal assessment related to confidentiality requirements</td>
</tr>
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<td>Collaboration training: observation/feedback training skills</td>
<td>Initial training includes an introduction to Cognitive Coaching skills; and peer coaching, including observation and feedback skills</td>
<td>Mentor training includes days 1-4 of Cognitive Coaching (Planning and Reflecting Conversations)</td>
<td>Mentor training includes days 1-8 of Cognitive Coaching (Planning, Reflecting and Problem-Resolution Conversations)</td>
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<tr>
<td>Phases of first-year educator</td>
<td>Training includes awareness of phases of the first year of teaching (anticipation, survival, disillusionment, rejuvenation, reflection)</td>
<td>Training includes indicators associated with each phase of the first year of teaching</td>
<td>Training includes resources and ideas for supporting mentees successfully throughout the phases of first year teaching</td>
</tr>
<tr>
<td>Training topics</td>
<td>Training is scheduled by school district and charter school personnel; includes an introduction to Mentoring Standards, Performance-Based Evaluations, certification requirements and local expectations</td>
<td>Initial training on aforementioned topics is provided by out-of-district experts</td>
<td>Training on aforementioned topics by school districts and charter schools and out-of-district personnel is continuous and ongoing</td>
</tr>
<tr>
<td>Resources for beginning educators</td>
<td>School districts and charter schools provide a professional library which includes professional resources for beginning educators</td>
<td>School districts and charter schools provide a resource manual specifically for beginning educators (includes online resources, local resources, subject and or content specific resources, and professional development resources)</td>
<td>In addition to the aforementioned resources, beginning educators have access to an instructional support specialist</td>
</tr>
<tr>
<td>Classroom management knowledge and strategies</td>
<td>Possesses a knowledge of varied classroom management strategies</td>
<td>Training includes overview of strategies for classroom management (time management, discipline, effective transitions, observation skills/awareness of classroom environment; monitor and adjust to meet student needs)</td>
<td>Training includes how to use specific management strategies with mentees using a planning, observation and reflection cycle</td>
</tr>
<tr>
<td>Mentoring consortia**</td>
<td>Needs assessment to determine viability of a mentoring consortia</td>
<td>School districts and charter schools form a consortia based on needs assessment</td>
<td>School districts and charter schools participate actively in a mentoring consortia</td>
</tr>
<tr>
<td>Exemplary teaching and assessment practices</td>
<td>Overview of research-based teaching and assessment practices</td>
<td>School districts and charter schools provide a professional library and training related to research-based teaching and assessment practices</td>
<td>School districts and charter schools provide continuous and ongoing training related to research-based teaching and assessment practices</td>
</tr>
<tr>
<td>Problem-solving and independent thinking</td>
<td>Training includes discussion of personal resourcefulness in problem-solving and independent thinking</td>
<td>School districts and charter schools facilitate collaborative meetings which include scenarios and role-playing for problem-solving</td>
<td>School districts and charter schools facilitate collaborative training with strategies and protocol for dealing with problem situations</td>
</tr>
<tr>
<td>Interpretation and use of assessment data</td>
<td>Introduction to local formative and summative assessment tools and how assessment data is used to inform instruction</td>
<td>School district and charter school developed modules related to formative assessment, summative assessment, and data analysis for the purpose of guiding instruction</td>
<td>Ongoing and continuous grade-level/content area training in developing formative and summative assessment tools and use of data to meet diverse student needs</td>
</tr>
<tr>
<td>Self-assessment and reflection about mentor/mentee expectations</td>
<td>Self-assessment and reflection of mentor/mentee relationship / expectations is conducted and reviewed annually PDC representative and building principal</td>
<td>Self-assessment and reflection of mentor/mentee relationship / expectations is conducted semi-annually by PDC representative and building principal</td>
<td>Self-assessment and reflection of mentor/mentee relationship / expectations is conducted quarterly by PDC representative and building principal</td>
</tr>
<tr>
<td>Mentor log template</td>
<td>A sample mentor log is provided for mentors and mentees.</td>
<td>School districts and charter schools use a standardized log for documenting mentor and mentee contacts</td>
<td>School districts and charter schools use a standardized log for documenting mentor and mentee contacts, delineating monthly expectations</td>
</tr>
</tbody>
</table>

**Establishing a consortium is suggested for school districts and charter schools with limited resources and personnel.**
**STANDARD G**  
**TIME FOR MENTOR/MENTEE OBSERVATIONS**

**Standard G:** Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators.

Isolation is a barrier that must be overcome for beginning educators to feel supported and fulfilled in their new educator role. Isolation may be eradicated by providing new educators opportunities to go outside their classrooms and learn from master educators. The opportunity to observe best practices being implemented by a mentor or another master teacher has been found to be critical to the success of beginning educators. Equally important, a beginning educator should be observed and coached by a mentor or another master educator to hone the craft of teaching.

From the perspective of the mentee . . .

“I was able to ask, ‘Who could I observe who does a good job with daily routines and procedures?’ Or I would ask my mentor about something like her system for organizing make-up work. But I didn’t stop there. I also asked how she arrived at this system and if it was the only one that had worked. These dialogues allowed me to understand how these hurdles can be overcome.”

From the perspective of the mentor . . .

“We were able to get past what needed to be done reactively to the why’s of how to address the problems proactively. Lastly, setting up a time to observe was done in advance in collaboration with other teachers, knowing when substitutes were available during the day and coordinating days with other mentors to arrange to have a substitute for half a day so that observations could be scheduled. The most successful was swapping classes with another teacher. The time spent and the support of the administration made the observations successful and valued by all involved.”

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<tr>
<td>Alignment of schedules, including planning periods</td>
<td>Building schedule provides flexibility for mentor and mentee observations without hiring a substitute teacher</td>
<td>Building schedule provides flexibility for an observation and reflection cycle without hiring a substitute</td>
<td>Building schedule provides flexibility for a planning, observation and reflection cycle without hiring a substitute teacher</td>
</tr>
<tr>
<td>Mentor stipends</td>
<td>Mentors are compensated using state and local PD funds</td>
<td>Mentor compensations are based on entry level of mentee</td>
<td>Mentor compensation is based on entry level of mentee and teaching experience of mentor</td>
</tr>
<tr>
<td>Release time for mentors</td>
<td>Mentor observes mentee four times a year with follow-up reflection/coaching</td>
<td>Mentor observes mentee 3-5 times quarterly with follow-up reflection/coaching</td>
<td>Mentor observes mentee six times quarterly with follow-up reflection / coaching</td>
</tr>
<tr>
<td>Release time for mentees</td>
<td>School districts and charter schools provide mentees a minimum of four opportunities to observe master educators each year</td>
<td>School districts and charter schools provide the opportunity to observe master educators for two half-days each year</td>
<td>School districts and charter schools provide opportunities for out-of-district observations</td>
</tr>
<tr>
<td>Release time to attend professional trainings</td>
<td>School districts and charter schools provide release time for mentor and mentee to attend professional conferences &amp;/or meetings</td>
<td>School districts and charter schools allow two paid days for mentor and mentee to attend professional conferences &amp;/or meetings</td>
<td>School districts and charter schools allow three or more paid days for mentor and/or mentee to attend professional conferences &amp;/or meetings</td>
</tr>
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</table>
THE ROLE OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

To lay the groundwork for a plan for continuous professional growth for all staff members, the school district and charter school Professional Development Committee should begin by determining staff needs. Possible tools to assist are the needs assessment process identified below and the school district and charter school survey of teachers for high quality professional development, available on DESE's Website. The PDC's work must focus on school improvement, as identified by the MSIP standards, the local board of education's goals and objectives (Comprehensive School Improvement Plan), and indicators of student achievement and learning. The PDC disseminates its work by making the plan available to all staff members and by providing ongoing updates on goals, strategies, assessments and budget.

EVALUATING YOUR MENTORING PROGRAM

Priorities for student learning must be established with state initiatives and reforms in mind. Professional development committee activities for both new and experienced teachers should be correlated with the improvement objectives of the school system (identified in the CSIP), state mandates and MSIP requirements. Emphasis should be placed on activities that recognize that learning is an active process, that learning often flourishes better in groups, and that students learn from interaction. Teachers should assume the role of facilitators.

EVALUATE TO MAKE SURE THE PROGRAM IS WORKING

We rarely evaluate staff development activities beyond a cursory level. It is difficult, but necessary, to connect staff development to changes in teachers' and students' behavior. Dr. Tom Guskey, a national authority on staff development, cites four levels of staff development evaluation:

- Participants’ reactions to the program
- Participants’ learning from the program
- Participants’ use of new knowledge and skills
- Results: Student learning outcomes

A CHECKLIST FOR EVALUATION

- Evaluation is ongoing.
- Evaluation expectations and procedures are explicit and public.
- Evaluation is based on multiple sources of data.
- Evaluation uses both quantitative and qualitative data.
- Evaluation focuses on all levels of the organization.
- Evaluation considers participants’ time and energy.
- Evaluation results are presented in forms that can be understood by all program participants and patrons.

THE NEEDS-ASSESSMENT PROCESS

Areas to evaluate:

- Communication/information
- Content/instruction (What do we teach and how do we teach it?)
- Student performance/achievement (Are all students learning and achieving?)
- Resources and utilization (What quantity/quality of resources is available, and how are these resources being used?)
• Organization (How well are we using time, personnel, space, etc. in our rooms, schools, school districts and charter schools?)

• Climate (How do all members of our community feel about their work, roles and relationships in the school districts and charter schools? What level of commitment is evident?)

HOW TO EVALUATE
• Interviews are key. Individual and interactive groups can be led through a face-to-face discussion process.
• Questionnaires/surveys can be designed to offer fixed, well-framed questions appropriate to specific groups.
• Observations can be made of staff, student or procedural happenings to gather specific data in such areas as attitudes, interrelationships, timing and location.
• Archival material on student achievement, discipline and suspension statistics can be analyzed.

STANDARDS FOR PROFESSIONAL LEARNING*
The Standards for Professional Learning do not prescribe how education leaders and public officials address all the challenges related to improving the performance of schools, educators and students. Instead, the standards focus on one critical aspect of the education system – professional learning, sometimes referred to as professional development, staff development, inservice, or training.

These standards call for a new form of educator learning. The decision to call these Standards for Professional Learning rather than Standards for Professional Development signals the importance of educators taking an active role in their continuous improvement and places emphasis on the learning. By making learning the focus, those who are responsible for professional learning will concentrate their efforts on assuring that learning for educators leads to learning for students.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

*The Standards for Professional Learning were created by educators under the guidance of Learning Forward (learningforward.org/).
**MISSOURI’S CERTIFICATION PLAN INITIAL PROFESSIONAL CERTIFICATE (IPC)**
This four-year license is issued to new college graduates and to teachers with fewer than four years of experience. In order to maintain your initial certificate and qualify for your career certificate, you must:

- Complete four years of teaching as defined by the State Board of Education.
- Develop and maintain a local professional development plan.
- Participate in a district mentoring program for two years.
- Participate in a Beginning Teacher Assistance Program (BTAP). (These hours do not count toward the 30 professional development hours.)
- Complete 30 contact hours of professional development, which may include hours in an appropriate college class.
- Successfully complete an annual performance-based teacher evaluation.

**CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)**
This certificate will be continuous (life) based upon completion of 15 contact hours of professional development per year, which may include hours in an appropriate college class. Career educators must continue to participate in regular performance-based teacher evaluations.

Educators will be exempt from the professional development contact hour requirement if such educators have a local professional development plan in place within the school district and meet two of the three following criteria:

- Complete 10 years of teaching as defined by the State Board of Education.
- Possess a master’s degree.
- Obtain rigorous national certification as approved by the State Board of Education.

**OUT-OF-STATE APPLICANTS**
The law allows the State Board to issue a certificate to any person who possesses a valid teaching certificate from another state. The Missouri certificate will be commensurate with the applicant’s years of experience in the other state. Out-of-state applicants must complete a background check.

**ADDITIONAL INFORMATION**
For the most recent certification updates, call the Department of Elementary and Secondary Education Teacher Certification Office at (573) 751-0051, or visit the website at dese.mo.gov/educator-quality/certification.
This sample evaluation form may be used to indicate ("x") that criteria have been met and the professional development committee and/or administration have collected necessary artifacts for the MSIP review.

**Standard A**  
An introduction to the cultural environment of the community, school district, charter school, school building and classroom that -

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<td>Introduces school district and charter school policies, procedures, and mission; (educator and student handbooks, CSIP goals, etc.)</td>
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<td>Introduces community characteristics/norms/local expectations (community tour, housing, medical facilities, faith community, etc.)</td>
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<td>Encourages membership and participation in professional organizations at school district and charter school / state/ national levels</td>
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<td>Addresses issues of diversity and equity</td>
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<td>Provides a systematic and ongoing process of introduction to data analysis, assessment practices and process, etc. (not a one-day workshop)</td>
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<td>Includes school district and charter school initiatives and parental feedback</td>
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<td>Defines professional, educational, and school district and charter school acronyms</td>
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**Standard B**  
A systemic and ongoing program review/evaluation by all stakeholders -

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<td>Identifies all stakeholders</td>
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<td>Identifies mentoring characteristics, outcomes, measurements, and timelines</td>
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<td>Gathers regular systematic, qualitative and quantitative feedback from mentor, mentee and administrators to determine if mentoring is working</td>
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<td>Is based on a foundation of best practices</td>
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<td>Requires independent /anonymous exit interviews of staff so clear reasons for staff departures can be determined</td>
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<td>Is supported by central office and school board — as evidenced by trend data</td>
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<td>Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program (MSIP) reviews)</td>
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### Standard C  An individualized plan for beginning educators that aligns with school district and charter school goals and needs that -

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<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is aligned with a school district and charter school evaluation tool approved by the Department of Elementary and Secondary Education (DESE)</td>
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<tr>
<td>Is a systematic and specific mentoring and professional development plan that identifies priority indicators for beginning educators</td>
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<tr>
<td>Aligns with school's CSIP and certification requirements</td>
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<tr>
<td>Establishes outcomes for new educators</td>
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<tr>
<td>Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college</td>
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<tr>
<td>Establishes non-evaluative mentor observations that are guided by needs identified by mentor and mentee. Observations should include pre- and post-observation conferences, including reflective questions</td>
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<tr>
<td>Encourages structured experiences and expectations for all new educators (planning time, meeting time, time management, etc.)</td>
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<tr>
<td>Establishes opportunities for mentees to observe master educators; and</td>
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<tr>
<td>Plans for completion of a required and DESE approved Beginning Teacher Assistance Program (BTAP)</td>
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### Standard D  Collaborative selection of and support for mentors.

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<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>1. Current or retired educators selected to be mentors should -</td>
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<tr>
<td>Have a minimum of four (4) years of experience</td>
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<tr>
<td>Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues</td>
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<tr>
<td>Be committed to continuous learning, reflection, and mentoring</td>
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<tr>
<td>Hold or have held a same or similar position / job of grade /subject area (in- or out-of-building/school district and charter school)</td>
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<tr>
<td>Understand broad educational issues as well as specific teaching /education issues</td>
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<tr>
<td>Have a strong understanding of pedagogy and instructional expertise in content area(s)</td>
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<tr>
<td>2. A school district and charter school shall -</td>
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<tr>
<td>Create mentor/mentee collaboration time (release time, common planning time, fewer additional assignments)</td>
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<tr>
<td>Require mentor/mentee pairs to be collaboratively assigned by administrator(s) and local professional development committee members with input from grade-level or department chair</td>
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<tr>
<td>Support the mentoring process in time/effort by administration and school board</td>
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</table>
### Standard E  Comprehensive mentor training and support that -

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<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment)</td>
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<tr>
<td>Includes cognitive coaching skills along with collaborative training; observation &amp; feedback training / skills</td>
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<td>Provides an awareness of phases of first-year educators (stress, depression, etc.)</td>
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<tr>
<td>Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations</td>
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<tr>
<td>Includes a catalogue of resources available for beginning educators</td>
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<tr>
<td>Recognizes the need for knowledge and strategies on classroom management</td>
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<tr>
<td>Encourages school districts and charter schools to form mentoring consortia ** (may use existing structures to form consortia e.g. conference schools)</td>
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<tr>
<td>Focuses on exemplary teaching and assessment practices</td>
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<tr>
<td>Builds working strategies that encourage problem solving and independent thinking</td>
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<td>Provides understanding of student assessments and how educators can utilize them to guide instruction</td>
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<tr>
<td>Includes self-assessment and reflection that identifies whether mentoring is meeting both the mentor’s and mentee’s expectations</td>
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<tr>
<td>Describes and provides a template for the mentor’s log, a written record of observations/meetings that includes dates and times signed by both the mentor and mentee</td>
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</tbody>
</table>

** Establishing a consortium is suggested for school districts and charter schools with limited resources & personnel.

### Standard F  A complete list of responsibilities for the mentor, beginning educator, and administrator(s) is addressed in Appendix A -  See p. 10.

### Standard G  Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators by -

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Aligning class schedules and planning periods to complement mentoring duties</td>
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<tr>
<td>Utilizing state and local professional development funds or stipends to support mentors’ additional duties</td>
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<tr>
<td>Provide a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet ** (twenty-four (24) observations with follow-up meetings recommended)</td>
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<tr>
<td>Providing a minimum of four(4) opportunities for mentees to observe master educators each year</td>
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<tr>
<td>Providing release time to attend professional conferences, trainings, and meetings</td>
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</table>
The following pages of resources and sample forms are intended to assist the mentor and the mentee in having the most successful experience on their journey. Missouri requires beginning teachers to have a formal mentor for two years – that is a certification requirement for the completion of the Initial Professional Certificate.

Over the last several years, much research has been done concerning teacher attrition and retention. Specifically, the impact of teachers having a mentor in their first few years of teaching has been examined. As recently as April 2014, a survey was released by the National Network of State Teachers of the Year and the American Institute for Research, ([http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf](http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf)), which found that mentors provided the most value to new teachers of any form of assistance. In addition, access to a supportive principal and collaboration with colleagues were found to be the most important supports during the Novice Stage (years 1-5) of teaching. This report would substantiate previous research that found when new teachers are provided a mentor in their content area and participate in formal planning and collaboration with other teachers, ([http://www.gse.upenn.edu/pdf/rmi/ECS-RMI-2004.pdf](http://www.gse.upenn.edu/pdf/rmi/ECS-RMI-2004.pdf)), they are less likely to leave the profession.

Missouri’s two-year mentor requirement for beginning or novice teachers is a definite step in the right direction to supporting and retaining teachers new to the profession. It is up to each individual school district and charter school to provide training and support to the mentors who have agreed to mentor, coach and advise the beginning teachers. This training is necessary for those who will mentor as well as being a specific Missouri Mentor Standard (see pg. 9).

If a school district or charter school does not have a set program or list of issues to discuss and address for mentors, the first and second year teacher practices documents are a great place to start. These documents are taken from the Missouri Teaching Standards. The high leverage standards and quality indicators have been determined to have the greatest leverage and potential impact in terms of teaching practices leading to high levels of learning. The high leverage standards and/or indicators would most likely be assessed in the teacher’s evaluation. Mentors must make sure their mentees are familiar with the teaching standards and indicators, which are being used by their school in their evaluation tool.
CONFIDENTIALITY AGREEMENT

I, as a part of the Mentor/Mentee program of the ____________________ School, do agree to adhere to the following statement of confidentiality.

I will not discuss information about the Mentee with supervisory personnel without the written consent and/or participation of the Mentee with the following expectations:

a) Suspicion of child abuse must be reported to proper authorities.

b) If a Mentor suspects that the Mentee will do physical harm to him/herself, to others, or to the property of others; the Mentor shall take appropriate steps to inform the principal or administrator in charge.

All forms are private and confidential. They are to be used to foster the growth and progress of the Mentee. They are not part of the performance based teacher evaluation and therefore are not to be shared with supervisory personnel.

_____________________________________  ____________________
Mentor        Date

_____________________________________  ____________________
Mentee       Date

_____________________________________  ____________________
PDC Mentor Chairperson     Date
High Leverage Standards and Quality Indicators Missouri Teacher Standards

The following standards and quality indicators are identified as having the greatest leverage and potential impact in terms of teaching practices leading to high levels of learning. This determination was based on correlation of Missouri indicators to the research of Dr. John Hattie and Dr. Robert Marzano, as well as frequency of selection by participants in the Missouri Educator Evaluation System Pilot Project.

**Standard 1: Content knowledge aligned with appropriate instruction**
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

- **Quality Indicator 1:** Content knowledge and academic language
- **Quality Indicator 2:** Student engagement in subject matter

**Standard 2: Student Learning, Growth and Development**
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

- **Quality Indicator 1:** Cognitive, social, emotional and physical development
- **Quality Indicator 2:** Student goals
- **Quality Indicator 4:** Differentiated lesson design
- **Quality Indicator 5:** Prior experiences, multiple intelligences, strengths and needs

**Standard 3: Curriculum Implementation**
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

- **Quality Indicator 2:** Lessons for diverse learners
- **Quality Indicator 3:** Instructional goals and differentiated instructional strategies

**Standard 4: Critical Thinking**
The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

- **Quality Indicator 1:** Instructional strategies leading to student engagement in problem-solving and critical thinking

**Standard 5: Positive Classroom Environment**
The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

- **Quality Indicator 1:** Classroom management techniques

**Standard 7: Student Assessment and Data Analysis**
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

- **Quality Indicator 2:** Assessment data to improve learning
## 1st Year Teacher Practices

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>MO Indicator</th>
<th>Evidence of Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>All 36 Teacher Quality Indicators</td>
<td>Developed/Assessed in coursework &amp; clinical experience</td>
</tr>
<tr>
<td>Prior to the Beginning of School</td>
<td>1.1 Content Knowledge</td>
<td>• Plans for essential learning outcomes of content</td>
</tr>
<tr>
<td></td>
<td>2.3 Theory of Learning</td>
<td>• Uses theories of learning to plan for instruction</td>
</tr>
<tr>
<td></td>
<td>3.1 Implementing the Curriculum</td>
<td>• Aligns lesson design and assessments to curriculum</td>
</tr>
<tr>
<td></td>
<td>4.2 Instructional Resources</td>
<td>• Begins student/family communication</td>
</tr>
<tr>
<td></td>
<td>6.1 Verbal and Non-Verbal Communication</td>
<td>• Understands District Policy and Code of Conduct</td>
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<tr>
<td></td>
<td>8.3 Professional Responsibilities</td>
<td>• Engages in the induction process with a mentor</td>
</tr>
<tr>
<td></td>
<td>9.1 Induction &amp; Collegial Activities</td>
<td></td>
</tr>
<tr>
<td>First Month</td>
<td>1.2 Engaging in Content</td>
<td>• Delivers lessons that engage students in content</td>
</tr>
<tr>
<td></td>
<td>2.1 Student Development (see also 2.6)</td>
<td>• Assesses student personalities and abilities</td>
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<tr>
<td></td>
<td>5.1 Classroom Management</td>
<td>• Effective use of basic classroom management techniques</td>
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<tr>
<td></td>
<td>5.2 Time, Space, Transitions, and Activities</td>
<td>• Manages time, space, transitions, activities effectively</td>
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<td></td>
<td>6.2 Sensitivity to student differences (see also 2.6)</td>
<td>• Demonstrates sensitivity to students’ differences</td>
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<td></td>
<td>7.1 Use of Assessments</td>
<td>• Uses a variety of different assessment formats</td>
</tr>
<tr>
<td></td>
<td>9.1 Induction &amp; Collegial Activities</td>
<td>• Engages in the induction process with a mentor</td>
</tr>
<tr>
<td>2nd–3rd Month Quarter 1</td>
<td>2.2 Student Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Critical Thinking Strategies</td>
<td></td>
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<td></td>
<td>4.3 Cooperative, small group and independent learning</td>
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<tr>
<td></td>
<td>5.2 Time, Space, Transitions, and Activities</td>
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<td></td>
<td>7.3 Student-led Assessments</td>
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<td></td>
<td>7.5 Communicates Student Progress</td>
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<tr>
<td>4th–5th Month Quarter 2</td>
<td>1.5 Diverse Social and Cultural Perspectives</td>
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<td></td>
<td>2.4 Differentiated Lesson Design (see also 3.3)</td>
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<td></td>
<td>3.2 Lessons for Diverse Learners</td>
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<td></td>
<td>6.1 Verbal and Non-Verbal Communication</td>
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<td></td>
<td>7.2 Assessment Data to Improve Learning</td>
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<td></td>
<td>7.5 Communicating Student Progress</td>
<td></td>
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<tr>
<td>6th Month Mid–Year</td>
<td>2.5 Use of Student’s Prior Experience</td>
<td>• Helps students develop balanced cultural perspectives</td>
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<td></td>
<td>5.2 Time, Space, Transitions, and Activities</td>
<td>• Differentiates instruction to meet student needs</td>
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<td></td>
<td>7.4 Effects of instruction</td>
<td>• Addresses variations in learner styles and performances</td>
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<tr>
<td></td>
<td>7.6 Collaborative Data Analysis</td>
<td>• Communicate student progress effectively</td>
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<tr>
<td></td>
<td>8.1 Self-assessment and Improvement</td>
<td>• Use student data to plan future instruction</td>
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<tr>
<td></td>
<td>9.2 Collaborating to Meet Student Needs</td>
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<tr>
<td>7th–8th Month Quarter 3</td>
<td>1.2 Engaging in Content</td>
<td></td>
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<tr>
<td></td>
<td>2.2 Student Goals</td>
<td>• Connecting content to classroom design</td>
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<td></td>
<td>4.3 Cooperative, small group and independent learning</td>
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<td></td>
<td>7.2 Assessment Data to Improve Learning</td>
<td>• Helps students establish goals and monitor own progress</td>
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<td></td>
<td>7.5 Communicating Student Progress</td>
<td>• Uses different learning configurations effectively</td>
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<td></td>
<td>• Communicate progress effectively to students/parents</td>
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<tr>
<td></td>
<td></td>
<td>• Use student data to plan future instruction</td>
</tr>
<tr>
<td>9th–10th Month Quarter 4</td>
<td>2.5 Use of Student’s Prior Experience</td>
<td></td>
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<tr>
<td></td>
<td>7.4 Effects of instruction</td>
<td>• Review data of student progression throughout the year</td>
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<td></td>
<td>7.6 Collaborative Data Analysis</td>
<td>• Collaborate and reflect with colleagues on student data</td>
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<td></td>
<td>8.1 Self-assessment and Improvement</td>
<td>• Reflects on impact of instruction</td>
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<td></td>
<td>9.1 Induction &amp; Collegial Activities</td>
<td>• Reflects with mentor on strengths &amp; growth opportunities</td>
</tr>
<tr>
<td>End of the School Year</td>
<td>8.1 Self-assessment and Improvement</td>
<td>• Uses resources available to advance professional learning</td>
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<tr>
<td></td>
<td>8.2 Professional Learning</td>
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<tr>
<td>Timeframe</td>
<td>MO Indicator</td>
<td>Knowledge and Skills</td>
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<tr>
<td>Prior to the Beginning of School</td>
<td>1.1 Content Knowledge, 1.3 Disciplinary Research and Inquiry Methodologies, 3.1 Implementing the Curriculum, 4.2 Instructional Resources, 9.1 Induction &amp; Collegial Activities</td>
<td>• Plans for essential learning outcomes of content&lt;br&gt;• Plans for teaching students about inquiry and research&lt;br&gt;• Aligns lesson design and assessments to curriculum&lt;br&gt;• Uses available resources to support lesson activities&lt;br&gt;• Engages in the induction process with a mentor</td>
</tr>
<tr>
<td>First Month</td>
<td>1.2 Engaging in Content, 1.4 Interdisciplinary Instruction, 2.6 Language, Culture, Family, Community Values, 5.1 Classroom Management, 5.2 Time, Space, Transitions, and Activities, 6.4 Technology and Media Communication Tools, 7.1 Use of Assessments</td>
<td>• Delivers lessons that engage students in content&lt;br&gt;• Makes interdisciplinary content connections in instruction&lt;br&gt;• Uses data to determine the variety of learning needs&lt;br&gt;• Effective use of basic classroom management techniques&lt;br&gt;• Manages time, space, transitions, activities&lt;br&gt;• Uses technology and media communication tools&lt;br&gt;• Uses a variety of different assessment formats</td>
</tr>
<tr>
<td>2nd–3rd Month Quarter 1</td>
<td>2.2 Student Goals, 4.1 Critical Thinking Strategies, 4.3 Cooperative, small group and independent learning, 5.2 Time, Space, Transitions, and Activities, 7.3 Student-led Assessments, 7.5 Communicates Student Progress</td>
<td>• Helps students establish goals and monitor own progress&lt;br&gt;• Teaches students to think critically and problem-solve&lt;br&gt;• Uses different learning configurations effectively&lt;br&gt;• Manages time, space, transitions, activities&lt;br&gt;• Helps students assess their own progress to learning goals&lt;br&gt;• Communicates student progress and maintains records</td>
</tr>
<tr>
<td>4th–5th Month Quarter 2</td>
<td>3.2 Lessons for Diverse Learners, 3.3 Instructional Goals and DI Strategies, 5.3 Classroom, School, Community Culture, 7.2 Assessment Data to Improve Learning, 7.5 Communicating Student Progress</td>
<td>• Differentiates instruction to meet student needs&lt;br&gt;• Uses differentiated instructional strategies effectively&lt;br&gt;• Uses culture of school/community to impact relationships&lt;br&gt;• Addresses variations in learner styles and performances&lt;br&gt;• Use student data to plan future instruction</td>
</tr>
<tr>
<td>6th Month Mid-Year</td>
<td>2.5 Use of Student’s Prior Experience, 7.4 Effects of Instruction, 7.6 Collaborative Data Analysis, 8.1 Self assessment and Improvement, 9.3 Cooperative Partnerships Supporting Learning</td>
<td>• Adjust learning activities based on data from 1st semester&lt;br&gt;• Uses relevant information to plan future instruction&lt;br&gt;• Collaborate with peers on student data&lt;br&gt;• Reflects on progress to determine impact of instruction&lt;br&gt;• Builds partnerships to support student learning</td>
</tr>
<tr>
<td>7th–8th Month Quarter 3</td>
<td>1.2 Engaging in Content, 6.3 Speaking, Writing and other Media, 7.2 Assessment Data to Improve Learning, 7.5 Communicating Student Progress</td>
<td>• Connects content to classroom design&lt;br&gt;• Supports learners in speaking, writing and other media&lt;br&gt;• Communicates progress effectively to students/parents&lt;br&gt;• Uses student data to plan future instruction</td>
</tr>
<tr>
<td>9th–10th Month Quarter 4</td>
<td>7.4 Effects of instruction, 7.6 Collaborative Data Analysis, 8.1 Self assessment and Improvement, 9.1 Induction &amp; Collegial Activities</td>
<td>• Reviews data of student progression throughout the year&lt;br&gt;• Collaborates and reflects with colleagues on student data&lt;br&gt;• Reflects on impact of instruction&lt;br&gt;• Reflects with mentor on strengths &amp; growth opportunities</td>
</tr>
<tr>
<td>End of the School Year</td>
<td>8.1 Self assessment and Improvement, 8.2 Professional Learning</td>
<td>• Reflects on impact on student learning&lt;br&gt;• Uses resources available to advance professional learning</td>
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</table>
LISTENING & INQUIRY SKILLS:
• “One thing I’ve learned/noticed is…”
• “A couple of things to keep in mind…”
• “I’ve found that…”
• “Something/some things to keep in mind when dealing with…”
• “I’ve observed that…”
• “Something you might consider trying is…”
• “There are a number of approaches…”
• “Here’s how I understand it…”
• “Sometimes it’s helpful if…”
• “Let’s take a look at…”
• “Several teachers I know have tried a couple of different things in this sort of situation and one might work for you…”
• “What I know about is…”

FOLLOW A SUGGESTION WITH A QUESTION:
• “How might that look in your classroom?”
• “To what extent might that work in your situation/with your students?”
• “What do you imagine might happen if you were to try something like that with your class?”
• “Which of these ideas might work best in your classroom/with your students?”

COMPARE AND CONTRAST:
(what was planned with what ensued)
• “What’s another way you might. . .?”
• “What would it look like if. . .?”
• “What do you think would happen if. . .?”
• “How was different from/like. . .?”
• “What’s another way you might. . .?”
• “What sort of an impact do you think. . .?”
• “What criteria do you use to. . .?”
• “When have you done something like before?”
• “What do you think?”
• “How did you decide/come to that conclusion?”
• “What might you see happening in your classroom if. . .?”

CLASSROOM OBSERVATION STEPS:
2. Ask good, specific questions to get reflective answers.
3. Agree upon purposes for observation.
4. Encourage appropriate focus in lessons.
5. Encourage new teacher to match teaching techniques to lesson objectives.
6. Create an atmosphere of mutual respect and trust.
7. Discuss whether or not to take notes during the observation.
8. Schedule post-conference as soon after observation as possible.
9. Provide sufficient opportunity/time to observe and discuss.
10. Observe.
12. Diagnose problems, identify remedies.
14. Be a good listener.
15. Check new teacher’s perceptions.
17. Encourage new teacher to say whether or not needs are being met.
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<th>Date</th>
<th>Type of Interaction</th>
<th>Topics of Discussion</th>
<th>Mentee Questions/ Concerns/ Materials Needed</th>
<th>Follow-Up by Mentor (Materials/Resources/Support)</th>
<th>Date of Follow-up</th>
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## Prior to the Beginning of the School Year

**Teacher:** ________________  
**Subject/Grade Level:** ________________

### Standard 1.1 – Content Knowledge
*Description:* The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge.

**Reflection:**

### Standard 2.3 – Theory of Learning
*Description:* The mentee’s planned learning activities are designed based on foundational and current learning theories and consistent with best-practice.

**Reflection:**

### Standard 3.1 – Implementing the Curriculum
*Description:* The mentee designs learning experiences appropriate for district curriculum and assessments.

**Reflection:**

### Standard 4.2 – Instructional Resources
*Description:* The mentee’s lesson design includes the use of instructional resources and the appropriate use of technology.

**Reflection:**

### Standard 6.1 – Verbal and Non-Verbal Communication
*Description:* The mentee demonstrates effective verbal communication skills as well as non-verbal communication (written, posted, electronic, etc.)

**Reflection:**

### Standard 8.3 – Professional Responsibilities
*Description:* The mentee understands school procedures and policies and adheres to all current school procedures and district policies as stated in the district’s/school’s code of conduct.

**Reflection:**

### Standard 9.1 – Induction and Collegial Activities
*Description:* The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state’s mentor standards.

**Reflection:**

### Signatures

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<tr>
<th>Mentee’s Signature</th>
<th>Date</th>
<th>Mentor’s Signature</th>
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*Signatures indicate that the mentee and mentor have discussed these areas.*
**Standard 1.2 Engaging in Content**  
*Description:* The mentee identifies and uses engagement strategies to keep students interested and engaged in the content  
*Reflection:*  

**Standard 2.1 Student Development (see also 2.6)**  
*Description:* The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors  
*Reflection:*  

**Standard 5.1 Classroom Management**  
*Description:* The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning  
*Reflection:*  

**Standard 5.2 Time, Space, Transitions, and Activities**  
*Description:* The mentee designs routines that support effective management of time, space, transitions and activities  
*Reflection:*  

**Standard 6.2 Sensitivity to Student Differences (see also 2.6)**  
*Description:* The mentee exhibits understanding, sensitivity and empathy toward student needs and differences  
*Reflection:*  

**Standard 7.1 Use of Assessments**  
*Description:* The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications  
*Reflection:*  

**Standard 9.1 – Induction and Collegial Activities**  
*Description:* The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state’s mentor standards  
*Reflection:*  

---  

Signatures indicate that the mentee and mentor have discussed these areas.
### Standard 2.2 Student Goals
**Description:** The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations.

**Reflection:**

### Standard 4.1 Critical Thinking Strategies
**Description:** The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills.

**Reflection:**

### Standard 4.3 Cooperative, Small Group and Independent Learning
**Description:** The mentee effectively manages students and learning activities in both individual and collaborative situations.

**Reflection:**

### Standard 5.2 Time, Space, Transitions, and Activities
**Description:** The mentee designs routines that support effective management of time, space, transitions and activities.

**Reflection:**

### Standard 7.3 Student-Led Assessments
**Description:** The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills.

**Reflection:**

### Standard 7.5 Communicates Student Progress
**Description:** The mentee maintains confidential records of student work and performance that are in order, organized and current.

**Reflection:**

**Mentee’s Signature**  
**Date**  
**Mentor’s Signature**  
**Date**

*Signatures indicate that the mentee and mentor have discussed these areas.*
### Standard 1.5 Diverse Social and Cultural Perspectives
*Description:* The mentee identifies areas of potential bias in their lesson design and demonstrates the importance and appreciation of a variety of perspectives

**Reflection:**

### Standard 2.4 Differentiated Lesson Design (see also 3.3)
*Description:* The mentee can articulate important characteristics and needs of their students as they apply to learning and designs lessons and activities based on these needs

**Reflection:**

### Standard 3.2 Lessons for Diverse Learners
*Description:* The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance

**Reflection:**

### Standard 6.1 Verbal and Non-Verbal Communication
*Description:* The mentee demonstrates effective and correct verbal and non-verbal communication

**Reflection:**

### Standard 7.2 Assessment Data to Improve Learning
*Description:* The mentee collects data information and assessment results for instructional planning and decision-making

**Reflection:**

### Standard 7.5 Communicates Student Progress
*Description:* The mentee maintains confidential records of student work and performance that are in order, organized and current

**Reflection:**

---

**Mentee's Signature** _______________ **Date** ____________

**Mentor's Signature** _______________ **Date** ____________

*Signatures indicate that the mentee and mentor have discussed these areas.*
### Standard 2.5 Use of Student's Prior Experience
*Description:* The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs

**Reflection:**

### Standard 5.2 Time, Space, Transitions, and Activities
*Description:* The mentee adjusts routines as needed to support effective management of time, space, transitions and activities

**Reflection:**

### Standard 7.4 Effects of Instruction
*Description:* The mentee uses collected information from observations of classroom interactions, higher-order questioning, and analysis of student work and uses information to adjust class instruction to impact learning

**Reflection:**

### Standard 7.6 Collaborative Data Analysis
*Description:* The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis

**Reflection:**

### Standard 8.1 Self-Assessment and Improvement
*Description:* The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning

**Reflection:**

### Standard 9.2 Collaborating to Meet Student Needs
*Description:* The mentee works collaboratively with colleagues to build relationships to more fully understand services and support needs in the school

**Reflection:**

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**Mentee’s Signature**

**Date**

**Mentor’s Signature**

**Date**

*Signatures indicate that the mentee and mentor have discussed these areas.*
### Standard 1.2 Engaging in Content
*Description:* The mentee monitors and adjusts instructional strategies to maintain student engagement and interest
*Reflection:*

### Standard 2.2 Student Goals
*Description:* The mentee uses classroom routines and procedures to promote student responsibility in setting clear personal goals and monitoring progress
*Reflection:*

### Standard 4.3 Cooperative, Small Group and Independent Learning
*Description:* The mentee effectively manages students and learning activities in both individual and collaborative situations
*Reflection:*

### Standard 7.2 Assessment Data to Improve Learning
*Description:* The mentee collects data information and assessment results for instructional planning and decision-making
*Reflection:*

### Standard 7.5 Communicating Student Progress
*Description:* The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress
*Reflection:*

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**Mentee’s Signature**  
**Date**  
**Mentor’s Signature**  
**Date**

*Signatures indicate that the mentee and mentor have discussed these areas.*
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<th>Standard</th>
<th>Description</th>
<th>Reflection</th>
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<tbody>
<tr>
<td><strong>2.5 Use of Student's Prior Experience</strong></td>
<td>The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs</td>
<td></td>
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<tr>
<td><strong>7.4 Effects of Instruction</strong></td>
<td>The mentee collects information through observation of classroom interactions, higher-order questioning, and analysis of student work and reflects on impact of class instruction on learning</td>
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<tr>
<td><strong>7.6 Collaborative Data Analysis</strong></td>
<td>The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning</td>
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</tr>
<tr>
<td><strong>8.1 Self-Assessment and Improvement</strong></td>
<td>The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan</td>
<td></td>
</tr>
<tr>
<td><strong>9.1 Induction &amp; Collegial Activities</strong></td>
<td>The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans</td>
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Mentee's Signature  Date  Mentor's Signature  Date

Signatures indicate that the mentee and mentor have discussed these areas.
## Standard 8.1 Self-Assessment and Improvement

**Description:** The mentee's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year.

**Reflection:**

## Standard 8.2 Professional Learning

**Description:** The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year.

**Reflection:**

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*Signatures indicate that the mentee and mentor have discussed these areas*
Prior to the Beginning of the School Year | Academic Year –  
---|---
Teacher: | Subject/Grade Level: 

**Standard 1.1 – Content Knowledge**  
*Description:* The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge  
*Reflection:* 

**Standard 1.3 Disciplinary Research and Inquiry Methodologies**  
*Description:* The mentee demonstrates an understanding of research and inquiry methodologies  
*Reflection:* 

**Standard 3.1 – Implementing the Curriculum**  
*Description:* The mentee designs coherent learning objectives and experiences appropriate for district curriculum and assessments  
*Reflection:* 

**Standard 4.2 – Instructional Resources**  
*Description:* The mentee’s lesson design includes the use of instructional resources and the appropriate use of technology  
*Reflection:* 

**Standard 9.1 – Induction and Collegial Activities**  
*Description:* The mentee meets regularly with the mentor to plan for the second year  
*Reflection:*

**Signatures indicate that the mentee and mentor have discussed these areas.**
First Month of the School Year  Academic Year_________ – __________
Teacher: _______________________________  Subject/Grade Level: _______________________________

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<th>Standard 1.2 Engaging in Content</th>
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<th>Standard 1.4 Interdisciplinary Instruction</th>
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<td>Description: The mentee makes connections between various content areas which are logical and add to overall learning resulting in students understand the meaning of interdisciplinary content connections</td>
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<td>Reflection:</td>
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<th>Standard 2.6 Language, Culture, Family, Community Values</th>
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<tbody>
<tr>
<td>Description: The mentee collects and reviews demographic and biographical data of students and modifies instructions and learning activities based on particular student characteristics</td>
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<td>Reflection:</td>
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<td>Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning</td>
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<th>Standard 5.2 Time, Space, Transitions, and Activities</th>
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<td>Description: The mentee designs routines that support effective management of time, space, transitions and activities</td>
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<th>Standard 6.4 Technology and Media Communication Tools</th>
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<tr>
<td>Description: The mentee plans for and uses technology and media communication tools to enhance the learning process resulting in students using technology effectively during instructional activities</td>
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<td>Reflection:</td>
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<th>Standard 7.1 Use of Assessments</th>
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<td>Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications</td>
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<td>Reflection:</td>
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Date __________________________

Mentor’s Signature __________________________  Date __________
**SECTION 5 CONTINUED**

YEAR 2

2nd – 3rd Months of the School Year (Quarter 1)  
Academic Year__________ - __________

Teacher: __________________________  
Subject/Grade Level: __________________

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<td>The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations</td>
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<td>The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills</td>
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<td>4.3 Cooperative, Small Group and Independent Learning</td>
<td>The mentee effectively manages students and learning activities in both individual and collaborative situations</td>
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<td>5.2 Time, Space, Transitions, and Activities</td>
<td>The mentee designs routines that support effective management of time, space, transitions and activities</td>
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<tr>
<td>7.3 Student-Led Assessments</td>
<td>The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills</td>
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<td>7.5 Communicates Student Progress</td>
<td>The mentee maintains confidential records of student work and performance that are in order, organized and current</td>
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Date __________________________

Mentor’s Signature __________________________  
Date __________________________

Signatures indicate that the mentee and mentor have discussed these areas.
YEAR 2

4th – 5th Month of School (Quarter 2) Academic Year_________ – _________

Teacher: ____________________________ Subject/Grade Level: ___________________________

**Standard 3.2 Lessons for Diverse Learners**
Description: The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance

Reflection:

**Standard 3.3 Instructional Goals and DI Strategies**
Description: The mentee assesses lesson plans relative to long and short-term goals to accomplish curriculum standards and delivers instruction demonstrating differentiation strategies

Reflection:

**Standard 5.3 Instructional Goals and DI Strategies**
Description: The mentee engages in practices to learn the culture of the school and community to create a classroom learning environment structured to build positive student relationships and culture

Reflection:

**Standard 7.2 Assessment Data to Improve Learning**
Description: The mentee collects data information and assessment results for instructional planning and decision-making

Reflection:

**Standard 7.5 Communicates Student Progress**
Description: The mentee maintains confidential records of student work and performance that are in order, organized and current

Reflection:

Mentee’s Signature ____________________________ Date ____________ Mentor’s Signature ____________________________ Date ____________

Signatures indicate that the mentee and mentor have discussed these areas.
### Standard 2.5 Use of Student's Prior Experience
Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs

**Reflection:**

### Standard 7.4 Effects of Instruction
Description: The mentee collects information through observation of classroom interactions, higher-order questioning, and analysis of student work and uses information to adjust class instruction to impact learning

**Reflection:**

### Standard 7.6 Collaborative Data Analysis
Description: The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis

**Reflection:**

### Standard 8.1 Self-Assessment and Improvement
Description: The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning

**Reflection:**

### Standard 9.3 Cooperative Partnerships Supporting Learning
Description: The mentee engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being

**Reflection:**

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**Mentee's Signature**  **Date**  **Mentor's Signature**  **Date**

*Signatures indicate that the mentee and mentor have discussed these areas.*
<table>
<thead>
<tr>
<th>Standard 1.2 Engaging in Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: The mentee monitors and adjusts instructional strategies to maintain student engagement and interest</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6.3 Speaking, Writing and Other Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: The mentee plans and uses classroom activities which include, where appropriate, learner expression in speaking, writing, listening and the use of other media adhering to district policy</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7.2 Assessment Data to Improve Learning</th>
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</thead>
<tbody>
<tr>
<td>Description: The mentee collects data information and assessment results for instructional planning and decision-making</td>
</tr>
<tr>
<td>Reflection:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7.5 Communicating Student Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
</tbody>
</table>
### Standard 7.4 Effects of Instruction
*Description:* The mentee collects information through observation of classroom interactions, higher-order questioning, and analysis of student work and reflects on impact of class instruction on learning

*Reflection:*

### Standard 7.6 Collaborative Data Analysis
*Description:* The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning

*Reflection:*

### Standard 8.1 Self-Assessment and Improvement
*Description:* The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan

*Reflection:*

### Standard 9.1 Induction & Collegial Activities
*Description:* The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans

*Reflection:*

---

*Mentee’s Signature*  
*Date*  
*Mentor’s Signature*  
*Date*

*Signatures indicate that the mentee and mentor have discussed these areas.*
### Standard 8.1 Self-Assessment and Improvement

**Description:** The mentee’s professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year.

**Reflection:**

<table>
<thead>
<tr>
<th>Mentee's Signature</th>
<th>Date</th>
<th>Mentor's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

*Signatures indicate that the mentee and mentor have discussed these areas.*
MENTOR OBSERVATION OF MENTEE

Mentor__________________________________________________________ Date ____________________

Mentee Being Observed_____________________________________________________________________

Lesson Topic/Learning Goals:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

INDICATORS OF EFFECTIVE CLASSROOM INSTRUCTION

• Brain-based teaching strategies
• Differentiated Instruction
• Classroom management techniques
• Transitions/pacing of lesson
• Teacher wait time
• Teacher/student talk ratio

• Formative assessment/descriptive feedback
• Questioning to promote higher order thinking/DOK levels
• Development of positive classroom environment
• Evidence of prior planning
• Student engagement
• Teacher flexibility/response to student needs

OBSERVATION NOTES:
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EFFECTIVE TEACHING PRACTICES OBSERVED:
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FOLLOW-UP REFLECTION QUESTIONS FOR MENTEE:
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IDEAS/SUGGESTIONS TO STRENGTHEN OBSERVED LESSON:
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RESOURCES/MODELING/DEMONSTRATION I CAN PROVIDE TO SUPPORT MENTEE:
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As a mentor, this observation helped me to understand that I need to . . .
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I want to remember . . .
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___________________________________________________________________________________________
___________________________________________________________________________________________
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MENTEE OBSERVATION OF MENTOR/MASTER TEACHER

Mentee _______________________________________________________ Date________________________

Mentor/Master Teacher being observed _________________________________________________________

Why did you choose to observe this teacher and/or lesson?
_________________________________________________________________________________________
_________________________________________________________________________________________

Lesson topic/learning goal/s:
_________________________________________________________________________________________
_________________________________________________________________________________________

INDICATORS OF EFFECTIVE CLASSROOM INSTRUCTION

• Brain-based teaching strategies
• Differentiated instruction
• Classroom management technique
• Transitions/pacing of lesson
• Teacher wait time
• Teacher/student talk ratio

• Formative assessment/descriptive feedback
• Questioning to promote higher order thinking/DOK levels
• Development of positive classroom environment
• Evidence of prior planning
• Student engagement
• Teacher flexibility/response to student needs

OBSERVATION NOTES:
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MSTA
FOLLOW-UP QUESTIONS FOR MENTOR:

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IDEAS/PERSOINAL CONNEXIONS FOR MY OWN CLASSROOM INSTRUCTION

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The most intriguing thing I observed was . . .

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This observation helped me to understand that I need to . . .

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I want to remember . . .

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INITIAL PROFESSIONAL CERTIFICATION (IPC)

This four-year license is issued to new college graduates and to teachers with less than four years of experience. In order to maintain an IPC and qualify for a CCPC, a teacher must:

- Complete four years of contracted teaching experience:
  - Year 1: ____________________________
  - Year 2: ____________________________
  - Year 3: ____________________________
  - Year 4: ____________________________

- Follow a district-approved Professional Development Plan

- Participate in a two-year mentoring program:
  First-year mentor
  Name: ____________________________ From: ____________________________
  To: ____________________________
  Second-year mentor
  Name: ____________________________ From: ____________________________
  To: ____________________________

- Participate in a Beginning Teacher Assistance Program (BTAP):
  Date: ____________________________
  Location: ____________________________

- Complete 30 contact hours of professional development, which may include hours in an appropriate college class. (Attach list of training and note date, number of hours and subject matter.)

- Successfully complete an annual performance-based evaluation

CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)

This certificate will be continuous (life) based upon completion of 15 contact hours of professional development a year.

- Complete 15 contact hours of professional development, which may include hours in an appropriate college class. (Attach list of training and note date, number of hours and subject matter.)

Educators will be exempt from the state's professional development requirement if they have a local Professional Development Plan (PDP) and meet two of the three following criteria.

- Complete 10 years of contracted teaching experience:
  Year 1: ____________________________
  Year 2: ____________________________
  Year 3: ____________________________
  Year 4: ____________________________
  Year 5: ____________________________
  Year 6: ____________________________
  Year 7: ____________________________
  Year 8: ____________________________
  Year 9: ____________________________
  Year 10: ____________________________

- Possess a master’s degree:
  Date: ____________________________
  College or university: ____________________________

- Obtain rigorous national certification as approved by the State Board of Education.

Requests for extensions, renewals or other matters relating to your certification must be submitted in writing to: Teacher Certification, P.O. Box 480, Jefferson City, MO 65102. Please include your current homemailing address, Social Security number and any documents that support your request.
Providing RELEVANT, ENGAGING and HIGH-QUALITY PROFESSIONAL LEARNING for educators.