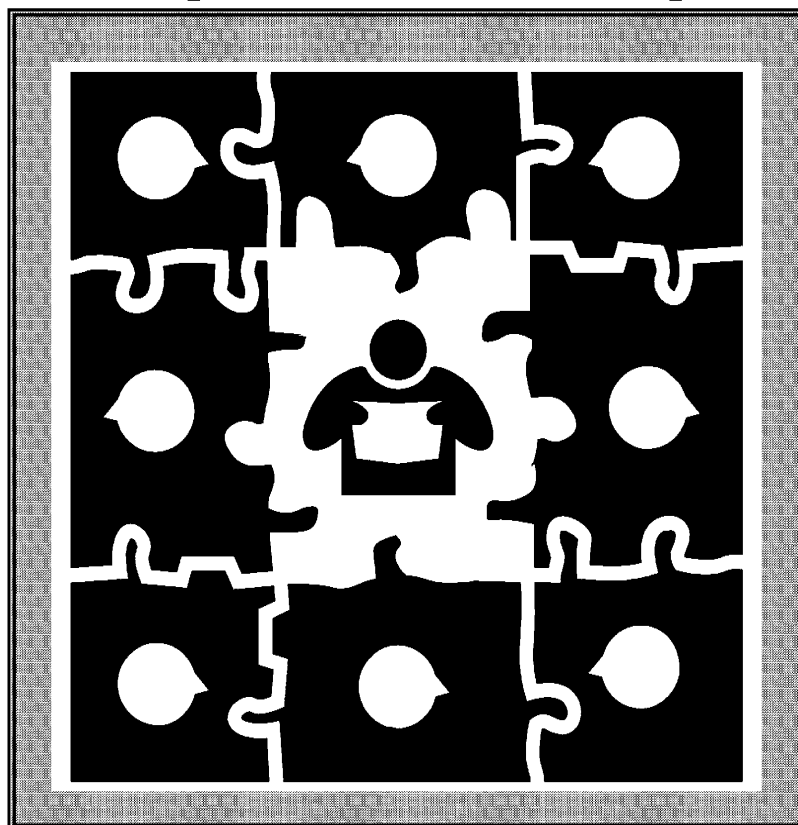


NORTH CAROLINA MENTOR TEACHER'S HANDBOOK

Activities and Tools for Supporting Beginning Teachers

Putting the Pieces Together



***For North Carolina's
Beginning Teachers***

2007

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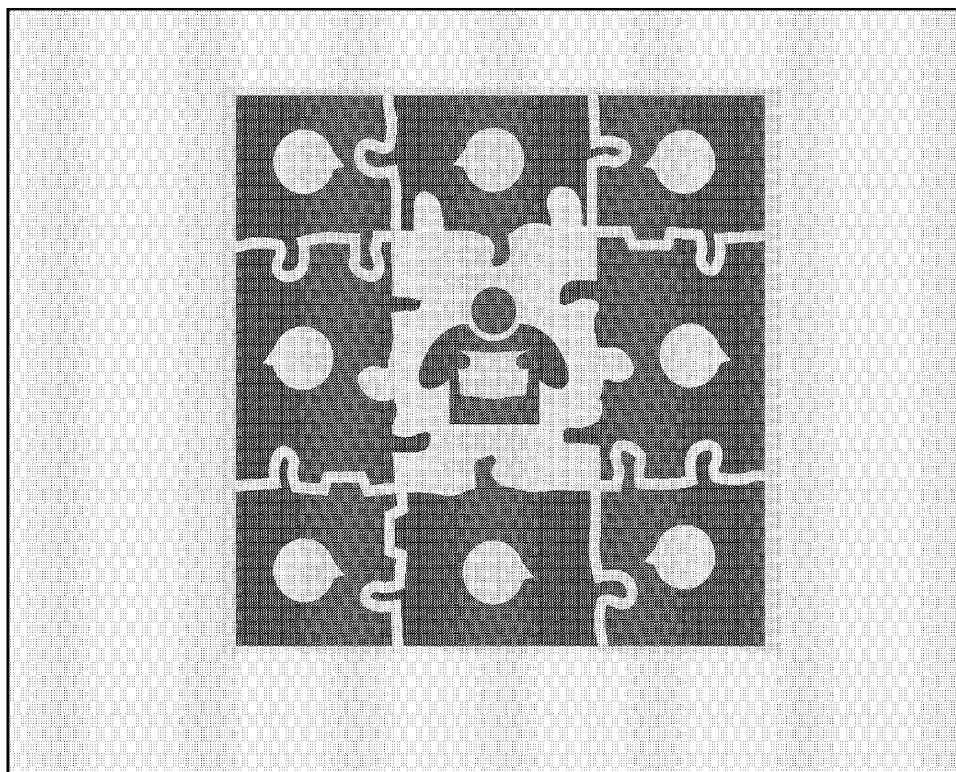
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NORTH CAROLINA MENTOR TEACHER'S HANDBOOK 2007

Activities and Tools for Supporting Beginning Teachers



Putting the Pieces Together for North Carolina's Beginning Teachers

**Created for Mentor Teachers by Teachers in Residence
North Carolina Department of Public Instruction**

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NORTH CAROLINA MENTOR PROGRAM STANDARDS

The mentor performs a unique function in the total educational environment. Personnel who function in mentor roles designed to assist others in professional growth must themselves possess a practicing knowledge of the Core Standards for Teachers developed by the North Carolina Professional Teaching Standards Commission and adopted by the North Carolina State Board of Education in November, 1999. In addition, the mentors must possess competencies which facilitate the building of an environment conducive to professional growth.

The mentor is expected to perform functions designed to promote growth among other adults in the school environment. These work roles include, but may not be limited to, mentoring initially licensed teachers and licensed support personnel and supervising student teachers and interns.

The prospective mentor should possess a willingness to commit to a mentoring relationship and must provide documentation of successful experiences relevant to the role of mentoring. These experiences must include teaching successfully for at least three years and holding a continuing license. Additional documentation may include leading and coordinating activities for adults in a work setting; observing and documenting classroom teaching; diagnosing and prescribing growth activities based on the criteria set forth in the North Carolina Teacher Performance Appraisal Instrument and the Individual Growth Plan, as undergirded by the INTASC Standards; conferencing with other adults to communicate results of observation, documentation, and diagnosis; and organizing and presenting training experiences to adults in an educational setting.

Mentors must possess effective oral and written communication skills to identify and address the needs of the novice teacher. They must understand the use of non-verbal behaviors, and be able to use questioning techniques and active listening skills on a variety of cognitive levels appropriate for achieving multi-purposes.

Mentors must understand the various roles to be played in mentoring relationships. They must be effective coaches. They must work collaboratively with colleagues at the school, system, and community levels.

Mentors must model effective practices. They must apply learning theory and research findings to classroom instruction. They must model effective planning and classroom instruction, developing and utilizing instructional materials and techniques, and identifying and effectively using available school and community resources. Mentors must understand the importance of establishing overall curricular goals and objectives. They must communicate respect for the dignity and worth of a diverse student population. They must demonstrate the importance of continuous participation in professional growth activities.

Mentor training programs must place emphasis on the learning of cognitive concepts, as well as the application of these concepts, in appropriate educational settings. Experiential learning through simulations, case studies, field experiences, and other activities requiring interaction with a real educational environment is appropriate for addressing the requirement for application of concepts. Mentor programs should have structure, yet be flexible enough to allow for recognition of the varied backgrounds and experiences brought by the participants. Learning experiences should be designed to allow for application to all job roles of the mentor. Training in the North Carolina Teacher Appraisal Instrument, the Individual Growth Plan, and licensure requirements should be provided.

State Board Policy QP-A-004
Approved by State Board of Education
February 5, 2004

Standard 1: Mentors demonstrate the skills necessary for the establishment of productive helping relationships.

Mentors:

- Indicator 1: Identify and address the needs of the novice teacher.
- Indicator 2: Employ the characteristics of helping relationships in the support process.
- Indicator 3: Recognize the importance of individuals becoming independent as they grow professionally.
- Indicator 4: Use strategies to encourage independence through professional growth.
- Indicator 5: Convey a genuine regard for the needs of persons being served by a mentoring relationship.

Standard 2: Mentors demonstrate effective communication skills.

Mentors:

- Indicator 1: Show sensitivity to the needs and feelings of a diverse population being served by a mentoring relationship.
- Indicator 2: Use elements of effective communication.
- Indicator 3: Recognize and use appropriate non-verbal behaviors.
- Indicator 4: Develop effective communication techniques for use in the school community.
- Indicator 5: Use questioning techniques and strategies on a variety of cognitive levels.
- Indicator 6: Use active listening skills as a means to improve communication.
- Indicator 7: Respond effectively to verbal and/or written reflections.

Standard 3: Mentors demonstrate a working knowledge of mentoring relationships.

Mentors:

- Indicator 1: Provides information about alternative support systems, with rationale, for persons in mentoring relationships, including but not limited to mentors, administrators, and cooperating teachers.

Indicator 2: Conduct an initial conference with the beginning teacher.

Indicator 3: Provide guidance and assistance as the novice teacher assumes new roles and responsibilities.

Indicator 4: Provide a variety of growth experiences for the beginning teacher.

Standard 4: Mentors demonstrate knowledge of the diverse roles of mentoring relationships.

Mentors:

Indicator 1: Plan jointly with persons in a mentoring relationship.

Indicator 2: Assist the new or beginning teacher in analyzing observation data and identifying teaching behaviors needing change.

Indicator 3: Create an awareness of the resources available in the school, community, local education agency, and the institutions of higher education.

Indicator 4: Work collaboratively with the school, community, local education agency, and institutions of higher education to plan experiences for persons being served by a mentoring relationship.

Standard 5: Mentors demonstrate an understanding of concepts of the adult as a learner.

Mentors:

Indicator 1: Describe the ways in which adults identify and solve problems.

Indicator 2: Identify the implications of adult conceptual development for the mentoring relationship.

Standard 6: Mentors demonstrate the ability to utilize appropriate instruments and strategies for promoting growth in the beginning teacher.

Mentors:

Indicator 1: Clarify the role of observation and evaluation.

Indicator 2: Use appropriate data collection strategies and instruments for the purpose of identifying areas of strengths and areas needing improvement.

Indicator 3: Use the coaching cycle to promote growth.

Indicator 4: Assist in the development of a formal growth plan such as the Individual Growth Plan.

Indicator 5: Understand and communicate state evaluation and licensure requirements.

Standard 7: Mentors demonstrate the ability to assist beginning teachers in developing and utilizing materials and techniques for instructional presentation.

Mentors:

Indicator 1: Help beginning teachers relate course objectives to the North Carolina Standard Course of Study.

Indicator 2: Help beginning teachers develop and implement units of study and lesson plans that relate to content goals and to the needs and interests of diverse learners.

Indicator 3: Help beginning teachers provide opportunities for students to work collaboratively and to solve problems.

Indicator 4: Help beginning teachers work collaboratively in the school community to continually support the school improvement plan.

Standard 8: Mentors demonstrate the ability to assist beginning teachers in applying learning theory and research to plan and implement effective classroom instruction.

Mentors:

Indicator 1: Help beginning teachers evaluate and use varied resources in instructional activities to meet diverse learning styles.

Indicator 2: Help beginning teachers design long and short-range plans based on the disaggregation of student assessment information and the needs of the diverse student population.

Indicator 3: Help beginning teachers identify and use appropriate school and community resources.

Indicator 4: Help beginning teachers use a variety of formal and informal assessment strategies to measure student learning.

State Board Policy QP-A-004
Approved by State Board of Education
February 5, 2004

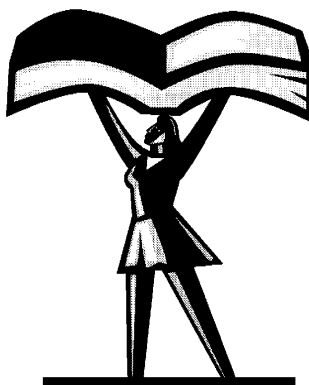
How to Use this Handbook

The *North Carolina Mentor Teacher's Handbook* is a collection of information and tools to be used by mentors in understanding their responsibilities to beginning teachers and in coaching beginning teachers through various professional growth processes and stages. This handbook presumes the individual using this document has been formally trained as a mentor. It is suggested that a mentor read the entire handbook prior to working with beginning teachers.

The handbook begins with a description of what a mentor is and what roles he/she must assume in the guidance of a beginning teacher. From suggestions for accepting leadership roles, to building good relationships, to coaching for professional growth, the mentor handbook showcases strategies known to be effective in the development of professional educators. In addition, the handbook outlines and offers suggestions for some “best practices” that have proven successful for educators. It is suggested that the mentor, who likely uses these methods already, share these with the beginner and observe him/her to see what progress is being made in developing these practices. Observation tools are provided for this purpose. Included are sections on reflective practice and on the documentation of the work the mentor does with the beginning teacher.

The strength of a mentor and a mentoring program is dependent on the career educator's commitment to an active role in the development of a successful professional for the future. A mentor may use the tools provided or adapt them to meet the needs of the beginning teacher (BT) on an individual, school, or district level. These tools are meant to supplement not supplant the local district's mentoring program.

In an effort to improve the process of induction, mentors are encouraged to offer suggestions to enhance or improve this handbook to the Teacher Education Section of the Department of Public Instruction (DPI).



Induction and Mentoring in North Carolina

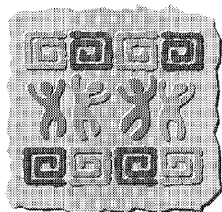
Education is one of the few professions where “the novice assumes the same job requirements that the 20 year veteran does, but on the first day of employment,” (Huling, 1989). With this kind of career introduction, it is no wonder many new teachers feel isolated and unsupported. Current research data from North Carolina reflects that by the end of the fifth year, a third of beginning teachers have exited the profession (Konanc, 1996).

Begun in 1985, and continued through a provision of The Excellent Schools Act (1997), all Local Education Agencies (LEAs) are required to provide each beginning teacher with a mentor. The rationale behind this mandated support system is to provide beginning teachers support, consequently reducing the rate of teachers leaving the classroom. In addition, each beginning teacher is required to participate in a three-year induction program designed to improve the beginning teacher’s performance. Induction programs provide support needed to ease the transition of the new teacher from a survival (teacher-centered) focus to an instructional (student-centered) one.

Thank you for agreeing to serve as a mentor for a new or beginning teacher. The role you will play in the development of a beginning teacher is a critical one, indeed. It is important for qualified professionals to provide appropriate teacher support and encouragement during the induction period. The benefits for the novice teacher as well as the mentor are well documented. Working with new teachers proves to be a growth experience for both beginning and career teachers by improving professional competency, increasing reflective practice, allowing for teacher renewal, enhancing self-esteem, improving teacher collaboration, and developing teacher leadership. The structure that allows experienced teachers to work with novice teachers will ultimately benefit the students and strengthen the overall organization. The future of our profession rests on our ability not only to recruit good candidates for the teaching profession but also to retain them.

Which Beginning Teacher is Assigned a Mentor?

Any teacher in North Carolina who is teaching for the first time is entitled to receive a mentor. Although beginning teachers are provided mentors for 3 years, the typical length of the Standard Professional I license period, mentors only receive pay for the first 2 years. Any new teacher in North Carolina may be assigned a paid mentor in the first year of teaching, regardless of the type of license he/she holds. "State funds appropriated for mentor pay shall be used only to provide mentors for employees who are in State-funded positions and who are either (i) newly certified teachers in their first two years of employment as teachers or (ii) entry-level instructional support personnel who have not previously been teachers and who are in their first year of employment as instructional support personnel." (General Assembly of North Carolina Session Law, Section 7.10. [S 1115vc-vc], 2002)



Mentors and apprentices are partners in an ancient human dance, and one of teaching's great rewards is the daily chance that it gives us to get back on the dance floor.

It is the dance of the spiraling generations in which the old empower the young with their experience and the young empower the old with new life—reweaving the fabric of the human community as they touch and turn.

---Parker J. Palmer

Providing Leadership

Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way....

Laurent A. Daloz

Daloz, L.A. *Effective teaching and mentoring: Realizing the transformational power of adult learning experiences.*
San Francisco: Jossey-Bass Inc., 1986.

Characteristics of Effective Mentors

Mentoring provides a unique opportunity for a stellar, experienced teacher and a beginning teacher to form a cooperative relationship for the purpose of inducting the beginner into the teaching profession. Not every experienced teacher should be a mentor. Rather, it is those veterans with superior skills in the classroom and with the desire to improve the teaching profession who should be selected. Effective mentors share a number of characteristics, and while a single mentor may not possess all of the characteristics, effective mentors have many of these:

Knowledge of their Field

- Demonstrate expertise in teaching within their disciplines
- Set high standards for themselves
- Enjoy and are enthusiastic about their fields
- Continue to grow professionally
- Use a variety of techniques and skills

Earned Respect of Colleagues

- Listen and communicate effectively with others
- Recognize excellence in others and encourage it
- Support and interact well with colleagues
- Demonstrate sensitivity to the needs of others
- Recognize when others require support, direct assistance, or independence
- Exercise good judgment
- Exercise diplomacy

Work Ethics

- Understand and function well within their school climates
- Willing to help improve the profession through individual effort
- Provide unselfish service to the development of beginning teachers

The Role of the Mentor

Primarily, a mentor of a beginning teacher is a coach who provides appropriate support and encouragement during the induction period. Assisting a new teacher learn and apply best practices in the classroom and in the school learning community with the ultimate goal of ensuring student success is of paramount importance. Typically, mentors are trained in coaching to assure that high quality teaching is nurtured. While the roles of mentors are as varied as the personalities of the teachers with whom they work, there are three specific roles the veteran must fulfill. He/She should...

Be a Role Model by:

- Displaying a positive attitude
- Practicing and encouraging reflective thinking
- Being a lifelong learner
- Setting goals and achieving them
- Being a questioner who promotes thinking, analysis, problem solving, and planning
- Being a leader who guides and sets examples
- Being an assessor who recognizes readiness for new challenges and growth
- Being a motivator who encourages and challenges
- Being a facilitator who enables the novice teacher to discover and build on new skills.

Be a Helper by:

- Giving of his/her time and support
- Providing the novice teacher with resources, suggestions for teaching techniques, and methods
- Showing an awareness of, commitment to, and familiarity with the new teacher's classroom
- Listening and encouraging the novice teacher
- Holding regularly scheduled meetings/observations with the beginning teacher and documenting those sessions
- Building confidence in the beginning teacher
- Celebrating the beginning teacher's successes
- Working collaboratively with the school, community, local education agency and/or institutions of higher education

Be a Colleague by:

- Being an advocate for the mentee and the teaching profession
- Being a confidante who listens but who does not share the confidential information
- Demonstrating a caring and helpful attitude.

The Mentoring Relationship

The quality of a mentoring relationship greatly determines the positive or negative feelings a beginning teacher develops toward his/her induction experiences. The best mentoring occurs when a symbiotic relationship incorporating trust, communication, and support can be built. Mentoring requires a high degree of interaction in the earliest stages of the relationship but grows toward self-sufficiency for the beginning teacher as s/he learns the habits and skills of effective classroom teaching. It is giving wings to a new teacher rather than chaining him/her to a relationship where the mentor is always in the forefront and the beginner is in his/her shadow. Gray (1985) presented the mentor/protégé relationship in 5 stages.



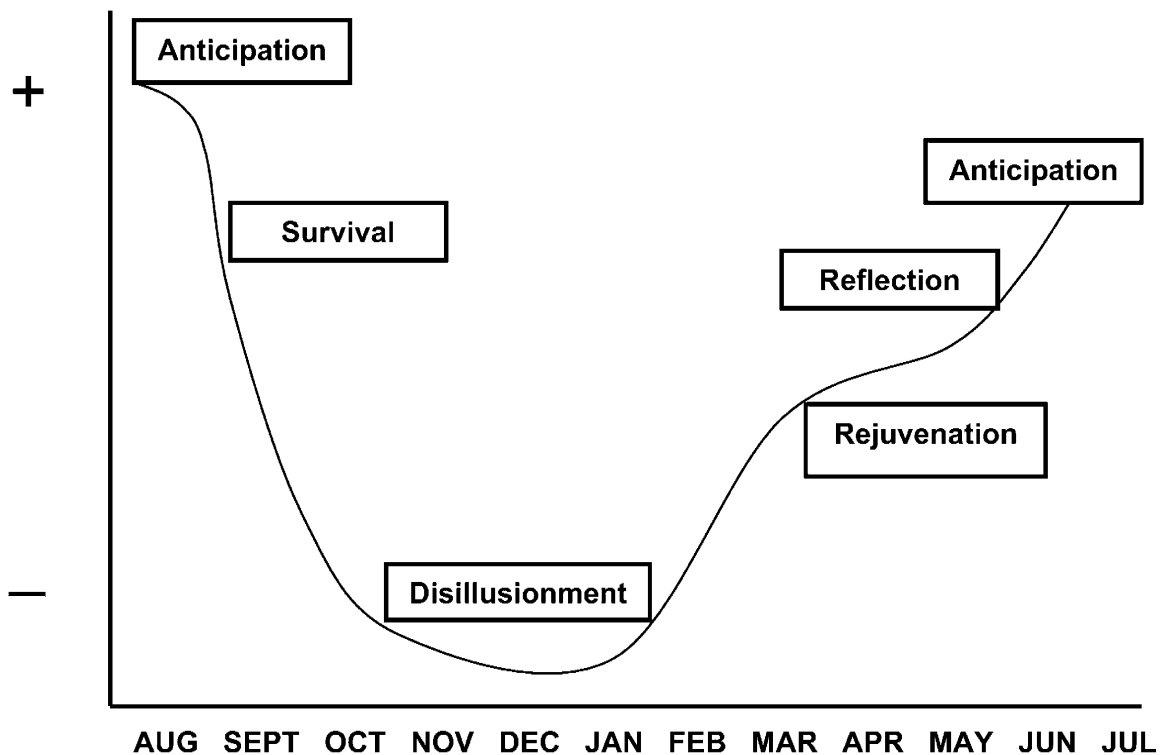
Level 1: M	At this level, the mentor (M) is in charge. The mentor initiates contact and begins creating the relationship. The mentor offers ways to support the protégé and establishes a structure and a timetable for work with him/her. The mentor displays enthusiasm and leads by example.
Level 2: Mp	At this stage, the protégé (p) becomes active in the relationship learning “the ropes” from the mentor. The mentor introduces the protégé to the school and staff and helps with procedural matters. At this stage the mentor observes, suggests improvements, checks for comprehension, and prepares the protégé to learn from others. The protégé takes an active role in learning and responding to the mentor.
Level 3: MP	At this stage equity and collegiality begin. The mentor (M) and protégé (P) dialogue, share, and plan together. Each offers suggestions. Here the mentor sets the tone and the protégé participates as a contributor. The protégé begins to learn and apply the reflective process to critique and improve his performance.
Level 4: mP	Here the protégé moves toward independence as the mentor (m) begins to delegate to the protégé (P). The mentor begins to separate from the protégé as the beginner “tries his wings” by experimenting with new ideas and methods. The protégé learns to turn to others as resources for help and support rather than for guidance. The mentor becomes a listener and supporter.
Level 5: P	The protégé establishes his independence. He/she moves from protégé to professional (P). He/she is able to be somewhat sufficient in self-evaluation. The professional promotes changes, self-educates and resolves problems independently. He/she is professional in dealing with the rigors of the daily school environment.

It is to the final stage, Professional, that the mentor should strive to move the protégé. The objective for the mentor is not to do the work for the beginner; rather, it is to give the beginner the support, tools, and guidance s/he needs to become sufficient in the school community. While the levels are well defined, there is not a specific timeline for achieving them. After a few weeks, an exceptional protégé may easily be at Level 4 while one who is less adept, may remain at Level 2 for several months. It is the mentor's responsibility to recognize the level of performance of his/her protégé, to know how to support the protégé at that level, and to help him/her advance to the next level.

Gray, W. A. and M. M. Gray. "Synthesis of Research on Mentoring Beginning Teachers." *Educational Leadership*. November 1985, 37-43.

Phases of First Year Teachers

The first year of teaching is an emotional roller coaster for many new teachers. They go through a variety of emotions, from the highs of “This is what I have always wanted to do and now I have my own class,” to the lows of “Why did I ever think I could be a good teacher?” In fact, the path they take is fairly predictable and the various stages they pass through are distinct and recognizable. Below is a chart showing the various attitudes new teachers display during the first year and an approximation of when during the school year these phases are apparent. Mentors should be aware of these stages and the types of support appropriate at each stage.



Anticipation Phase

- Excited but anxious
- Ready to conquer the world of teaching

Support: The mentor should provide the novice with a complete tour of the school facility and introductions to key personnel. An introduction to the procedures for faculty and students should also be addressed. The mentor should provide encouragement and confidence building. S/He should serve as a guide and advisor and establish regular times to meet with the beginner. The mentor should be available to answer questions.

Survival Phase

- Can I really do this?
- Making it from one day or one activity to the next
- Frustration
- I feel like giving up...

Support: The mentor addresses specific questions/needs. Encouragement is given for working on one thing at a time and daily goal-setting. Assistance is offered as it is requested. The mentor might surprise the novice with notes, "care packages," etc.

Disillusionment Phase

- Maybe I shouldn't have become a teacher...
- I can't seem to do anything right...
- I'll never get control of this class...

Support: Mentor builds time for discussion/venting. There is focus on reflection and achievements are highlighted. Assistance is offered in specific areas of need and the coaching cycle is introduced. During his/her planning time, the mentor might offer to take the novice's class to give him/her time to work on something else, to observe, etc.

Rejuvenation Phase

- Beginning to see the light at the end of the tunnel
- Self-confidence is rising
- Sense of relief at being halfway there

Support: The mentor focuses on programs and teaching strategies. S/He encourages the beginner to introduce or try something new. It should be suggested that the teacher observe some master teachers. The mentor should review his/her current teaching practices with the novice and encourage him/her to look for new challenges.

Reflection Phase

- I made it!!!
- Look back on the year's successes and challenges
- Plan ahead for next year
- Sense of pride/satisfaction

Support: The mentor continues to give specific assistance where needed or requested. S/He encourages the teacher to select lesson plans, unit plans, and classroom management strategies that worked well this year and consider adjustments to them for possible use in the future. The mentor *celebrates* the end of the school year and the accomplishments the mentee has made.

Anticipation Phase

- Excited but anxious
- Ready to face and conquer the second year of teaching

Support: The mentor remains available for support and guidance in closing out the school year. The mentor discusses the challenges a new year will bring and diffuses anxiety by reflecting on past successes. S/He guides the teacher toward appropriate staff development opportunities available during the summer.

Adapted from *A Guide to Prepare Support Providers for Work with Beginning Teachers*.
California New Teacher Project, 1992.

Beginning Teachers Need...

Optimal Working Conditions

1. On-site mentor support, preferably located in close proximity to the beginning teacher and in the same subject area and/or grade level
2. Time to work with mentors or mentor support teams
3. Opportunity to network and dialogue with other beginning teachers
4. Orientation to the school that includes a curriculum overview, planning, location of resources, and orientation to the community including district goals and expectations.
5. Realistic assignments that focus on or limit the number of classes/preparations, the number of exceptional or difficult students, and the number of external assignments (committees, extracurricular activities, club sponsorships, etc.).

Appropriate and Continuing Support

New teachers need to be consistently supported through the induction period. This support should be:

- practical and relevant to their needs.
- conducted with consideration of the other demands placed on their time.
- tailored to cover the content in sufficient detail to help new teachers develop pedagogical skills, content knowledge, and awareness of student needs.
- designed to offer opportunities to discuss their own needs and concerns.
- followed by activities that assist new teachers in using the skills and knowledge in their classrooms.

Support from the entire faculty

In addition to mentor support, the entire faculty can be involved in supporting novice teachers in the following ways:

Sharing:

- lesson plans
- instructional materials
- classroom materials
- time management strategies
- record keeping formats
- classroom management strategies
- samples of communications with parents and other community groups
- words of encouragement

Volunteering to:

- observe, listen actively, and provide feedback
- brainstorm and problem solve, especially with classroom management problems
- discuss your teaching area with the novice teacher
- help with routine paperwork
- listen to any other concerns
- let him/her observe you
- teach a lesson together (team teaching)

From *New Teachers Are Everyone's Responsibility*, Raleigh: North Carolina Department of Public Instruction, 1998.

Mentoring in Challenging Situations

The ideal mentor to beginning teacher ratio is one mentor for each beginning teacher per year. Further, the recommendation is that the mentor be from the same grade or subject area and that he/she be located in close proximity to the novice. However, this is often not possible. Below are some suggestions for working with novices in less than ideal circumstances.

Mentoring Out of Subject Area or Grade Level:

- Identify colleagues or administrators who are more familiar with the curriculum than you are. Link the novice teacher with this person to address curriculum questions or concerns.
- Encourage other novice teachers within that subject area or grade level to share ideas, plan lessons together, and observe each other's teaching.
- Schedule a regular time to meet and honor that commitment. Agree on an agenda if necessary.
- Encourage the novice to reflect and celebrate his or her accomplishments in teaching. If you are not well versed in the curriculum taught by this teacher, you will benefit from hearing this perspective.

Mentoring at a Distance:

- Schedule a regular time to meet and honor that commitment. Agree on an agenda if necessary.
- Provide a list of questions to guide your discussions on monthly topics that are timely for the novice teacher.
- Communicate by telephone or computer network on an informal but regular basis to keep up with the concerns of the novice teacher.
- Share written materials (curriculum outlines, lesson plans) and communicate regarding those. For example, the new teacher could send a sketch of learning activities for the coming week to the mentor, who then responds by returning supplementary ideas or materials for the beginner to use.
- Find a colleague who is in closer proximity to the novice to assist him or her.

Mentoring Multiple Novice Teachers:

- Maximize your time by performing some aspects of the mentor role with all your beginning teachers at once. For example, confer with each mentee on a weekly basis, and then hold monthly meetings with the entire group.
- Encourage the novice teachers to form a support group and share ideas among themselves.
- Meet individual needs in more confidential settings. Establish links between the teachers you are mentoring and other experienced teachers who can assist them as well.
- Advocate for release time to work with the novice teachers.

Mentoring Experienced Teachers New to the School System:

- Introduce the teacher to the procedural requirements of the school and/or system.
- Form a team within which to plan and share ideas.
- Check with the new teacher frequently to ensure that s/he is comfortable within the new setting and has questions answered.
- Take a less directive approach when it is determined that the teacher is secure.

Mentoring Lateral Entry Teachers:

- Provide direct assistance with planning, classroom management and pedagogical techniques.
- Assist with time management strategies.
- Familiarize teacher with educational terms.
- Introduce techniques for student referrals and other processes.
- Provide information on school and school system procedures (teacher observations, Beginning Teacher Support Program, etc.)
- Be aware of any areas of difficulty and provide assistance.

Mentoring Mismatches: Incompatible Personalities or Philosophies:

- Participate in peer mediation.
- Give special attention to communication: active listening, reflection, etc.
- Ask/discuss a change in assignment.

Martin, Sue, Nancy Brennan, and Ken Bergstrom. *Mentoring: A Resource and Training Guide for Educators*. Madison, WI: Learning Innovations, 1993.

Leadership Style

Leadership style is rooted in one's personality, the way he/she interacts with others, and especially in the way he/she accommodates the learning styles of others. Therefore, the personalities of both the mentor and the beginning teacher may, in part, determine the success or failure of the mentoring relationship. The learning style of the beginning teacher must be accommodated in the same way as the various learning styles of students in the classroom.

It is important to know whether your style as a mentor is directive, collaborative, or nondirective. Equally important is to understand that at various stages of your BT's professional development, you may need to employ each of these approaches. The mentor/mentee process should evolve from directive to non-directive over time. Of course, the professional maturity of the beginner will, in great measure, determine how quickly this evolution can occur.

Use the following inventory, Mentor's Belief Inventory, to determine your leadership style. The "Getting-to-Know-You Conference" (in the next section of this handbook) should help you determine the learning style of a beginning teacher.

Mentor's Belief Inventory

This inventory is designed for mentors to assess their own beliefs about working with beginning teachers. It is designed to be self-administered and self-scored. You are asked to choose one of the two options for each of fifteen items. A scoring key and explanation follows:

Instructions: Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closer to how you feel.

1. A. Mentors should give beginning teachers a large degree of autonomy and initiative within broadly defined limits.
B. Mentors should give beginning teachers directions about methods that will help them improve their teaching.
2. A. It is important for beginning teachers to set their own goals and objectives for professional growth.
B. It is important for mentors to help beginning teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.
3. A. Beginning teachers are likely to feel uncomfortable and anxious if the objectives on which they will be judged are not clearly defined by the mentor.
B. Judgments of beginning teachers are meaningless if beginning teachers are not able to define with their mentors the objectives of their work.
4. A. An open, trusting, warm, and personal relationship with beginning teachers is the most important ingredient in mentoring these teachers.
B. A mentor who is too intimate with beginning teachers risks being less effective and less respected than one who keeps a certain degree of professional distance.
5. A. My role during conferences is to make the interaction positive, to share realistic information and to help beginning teachers plan their own solutions to problems.
B. The methods and strategies I use with beginning teachers in a conference are aimed at our reaching agreement over the needs for future improvement.
6. A. In the initial phase of working with a beginning teacher I develop objectives with each teacher that will help accomplish school goals.
B. In the initial phase of working with a beginning teacher I try to identify the talents and goals of individual teachers so they can work on their own improvement.

7.
 - A. If working with several beginning teachers who have a similar classroom problem, I prefer to have the teachers form an ad-hoc group and help them work together to solve the problem.
 - B. If working with several beginning teachers who have a similar classroom problem, I prefer to help them on an individual basis, find their strengths, abilities, and resources so that each one finds his/her own solution to the problem.
8.
 - A. The most important clue that a formal workshop is needed is when the mentor perceives that several beginning teachers lack knowledge or skill in a specific area which is resulting in low morale, undue stress, and less effective teaching.
 - B. The most important clue that a formal workshop is needed is when several beginning teachers perceive the need to strengthen their abilities in the same instructional area.
9.
 - A. The supervisory team (mentors and administrators) should decide the objectives of an in-service workshop since they have a broad perspective of the teachers' abilities and the school's needs.
 - B. Beginning teachers and the supervisory team (mentors and administrators) should reach consensus about the objectives of an in-service workshop before the workshop is held.
10.
 - A. Beginning teachers who feel they are growing personally will be more effective than beginning teachers who are not experiencing personal growth.
 - B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be learned and practiced by all beginning teachers to be effective in their classrooms.
11.
 - A. When I perceive that a beginning teacher might be scolding a student unnecessarily, I explain during a conference with the teacher why the scolding was excessive.
 - B. When I perceive that a beginning teacher might be scolding a student unnecessarily, I ask the beginning teacher about the incident but do not interject my judgments.
12.
 - A. One effective way to improve beginning teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.
 - B. Behavioral objectives are rewarding and helpful to some beginning teachers but stifling to others; also, some beginning teachers benefit from behavioral objectives in some situations but not in others.
13.
 - A. During a pre-observation conference I suggest to the beginning teacher what I could observe, but I let the beginning teacher make the final decision about the objectives and methods of observation.
 - B. During a pre-observation conference the beginning teacher and I mutually decide the objectives and methods of observation.

- 14. A. Improvement occurs very slowly if beginning teachers are left on their own; but when a group of beginning teachers work together on a specific problem, they learn rapidly and their morale remains high.
- B. Group activities may be enjoyable, but I find that individual, open discussions with a beginning teacher about a problem and its possible solutions leads to more sustained results.
- 15. A. When a staff development workshop is scheduled, all teachers who participated in the decision to hold the workshop should be expected to attend.
- B. When a staff development workshop is scheduled, teachers, regardless of their roles in forming the workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Adapted from Glickman, Carl D. *Alternative Practices for Helping Teachers Improve Instruction*. Alexandria, VA: Association of Supervision and Curriculum Development, 1981.

Scoring and Interpretation

Step 1: Circle your answers in the columns below.

Column 1	Column 2	Column 3
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Tally _____ _____ _____

Step 2: Tally the number of circled items in each column and multiply by 6.7:

Total responses in Column 1 ____ x 6.7 = _____

Total responses in Column 2 ____ x 6.7 = _____

Total responses in Column 3 ____ x 6.7 = _____

The product you obtained in #1 is an approximate percentage of how often you take a "directive approach" to mentoring.

The product you obtained in #2 is an approximate percentage of how often you take a "collaborative approach."

The product you obtained in #3 is an approximate percentage of how often you take a "nondirective approach."

This inventory assumes that mentors believe and act according to all three of the orientations of supervision, yet one usually dominates.

Different Leadership Styles: Mentors Responses to New Teachers

In using a **Direct Informational Style** mentors could make statements such as:

I know you feel that the lesson did not go well. This is the way I teach reading.... Here is a sample lesson you can follow.

I understand your frustration. The reason the kids were not paying attention is because you gave them too many directions in the beginning.

I know that you did not get through what you had planned. You need to have your manipulatives ready and on the table when you are trying to teach that type of math lesson in 20 minutes.

I am aware that you are trying to have your materials, chemicals, etc., as close at hand as possible. However, those chemicals are not stored properly. If those two were ever allowed to mix, it would be hazardous. You must move them right away.

In using a **Collaborative Style** mentors could make statements such as:

Your sense of that lesson was that it went well and worked for most of the students but not all. You think that there is something lacking in how you presented the lesson. As I think back, and as the data suggest, I believe you are right. Most of the students were nodding or jumping ahead to the task after you used the overhead and talked them through what each of the tools and parts were for. Let's brainstorm.... Are there other ways of presenting the challenge that might have helped those four students who did not seem to get it?

This is one possibility. What do you think? Could I have been misreading this?

Can we agree that the problem stemmed from Enrique's unwillingness to work with the rest of the group?

In using a **Nondirective Style** mentors could make statements such as:

I thought about your suggestion. Am I correct in assuming that you have decided to group the students homogeneously next time? When you try this, how will you know if you are successful?

From what you have said, it seems clear that you would like to explore teaching conflict resolution skills through active learning. How do you plan to put that unit together? What outcomes are you looking for? Tell me more about that.

You have just described two or three solutions. Let's talk about what some of the possible consequences might be for each. What would be happening to let you know that?

Christensen, Chuck, Ed.D. Center for Field Services and Studies, College of Education, University of Massachusetts, Lowell.

Building Supportive Relationships

Building a supportive relationship should begin with the first meeting of the mentor and the beginning teacher. In those first few busy days of school it will be difficult to find time to meet with the novice; however, this responsibility should not be overlooked. Even in a very structured pre-opening orientation, there should be time allotted for the mentor and his new protégé to meet on a one-to-one basis and begin to build a relationship. It is crucial for the beginning teacher to feel the support of the experienced teacher from the very beginning. Therefore, included in this section of the mentor handbook are some tools for opening the lines of communication. The Getting-to-Know-You conference will allow the mentor to determine the learning style of the new protégé. It will also provide both partners a foundation for future communication.

Many schools use their mentoring staffs to participate in the pre-opening activities to familiarize the new or beginning teachers with the school facilities, administration, policies, and procedures of the schools to which they have been assigned. If the school does not provide a formal orientation, the mentor might use the "School Orientation Plan" outline to provide the beginning teacher with the information shown there. This outline should be used as a checklist to assure that the BT receives appropriate information during the first few days of school.

Finally, a checklist of activities for each quarter of the school year is provided as a suggested chronology of events essential to the professional development of a beginning teacher. This is not a complete list but a suggested basic framework to which the mentor should add appropriate growth activities. The format of these documents lends itself well to documenting contact with the beginning teacher. You may use these forms as checklists, or you may use them as a means of documenting contacts with the BT.

Working with Adult Learners

Adult learners come to mentoring relationships with varied experiences that shape who they are and how they learn. Unlike children, adults are driven to learn not by a quest for knowledge but by the need to solve problems. Because adult learning is self-directed, adults benefit most from those mentoring experiences characterized by facilitation, collaboration, self-direction, and self-assessment rather than direct instruction or intervention.

Adults come into the teaching profession expecting to be treated as professionals. While these professionals may need assistance or direction in learning the school community and in refining the skills needed to be successful in the classroom, they will find it more palatable to be guided rather than taught those principles. While it is true that the mentor will lead the relationship in the beginning, the shift to self-direction for the beginning teacher should be fostered. The mentoring relationship should be a collaboration with each person participating and sharing responsibility so that the beginning teacher learns from the mentor the skills to handle a variety of situations. Though it may sometimes be effective in solving a single problem, direct intervention is seldom useful in building better skills in the beginner. Collaboration, however, affords the beginner the opportunity to learn skills that he/she can apply as needed.

Guidelines for a Getting-to-Know-You Conference

This conference, which is to form the foundation of a supportive and open working relationship between the persons who participate, should be held after the beginning teacher has had time to contemplate or answer the “Getting-to-Know-You Conference Preparation” questions on the next page.

A. Conditions to consider when planning the conference:

1. Hold the conference as soon as possible after beginning to work together.
2. Select a place where there will be no interruptions. Meeting away from the school campus may be preferable.
3. Allow at least one hour or more of time after the BT has had time to prepare the answers to the “Getting-to-Know-You Conference Preparation” questions.

B. Suggested topics to discuss:

Personal information

- Share appropriate personal information to create a more comfortable working relationship (i.e., hobbies, favorite places, choosing teaching as a profession).

Feelings about beginning the school year

- Discuss feelings of both the BT and the mentor teacher. Be certain to accept the BT’s feelings of anxiety or fear in a positive way.
- Accept these feelings as normal.
- Share how each has coped with feelings of anxiety in the past.

Communication

- Decide the type of communication to use.
- Decide how feedback should be given.
- Discuss with the BT how and when the mentor should be told if s/he is doing something that causes the BT stress (and vice-versa).

Individual learning style

- Question the BT about his/her preferred learning style.
- Share your leadership style and your plan to move from a directive to non-directive leadership style as needed.

Preliminary schedule

- Work with the BT to arrange a schedule for the next few days.
- Include time for an orientation to the building, equipment, materials, and resource persons.
- Remind the BT of when s/he is expected to be present at faculty or beginning teacher activities/meetings.

Willingness to assist:

- Restate your willingness to be a helper, but point out that the BT must take responsibility for his/her own learning by talking about concerns and problems that develop during the experience.
- Suggest that the BT keep a journal for several weeks.

Getting-to-Know-You Conference Preparation

(This can be completed by your BT before the conference time.)

1. As you think about beginning to teach, what feelings or concerns do you have about teaching?
2. What aspects of an effective teacher do you model best? In other words, what are your strengths?
3. When you consider yourself as a teacher, what aspects of an effective teacher are you afraid you cannot model?
4. What do you know about yourself and your learning style that is important for anyone working with you to know?
5. If you are not making progress as a teacher, what do you want me to do?
How do you want me to tell you?
6. What role do your feelings play in the person you are?
7. Are you considered assertive or do you wait for others to initiate?
8. How much leadership do you want me to take in initiating activities for you?
9. What do you expect from me? What do you want to know about me?
10. Will it be difficult for you to tell me if I am not being helpful to you?
If so, how can I make it easier for you to ask me for help?



Getting to Know Your Beginning Teacher

- Send a letter or make a phone call to your novice teacher before the beginning of school to welcome him/her to your school.
- Have lunch together and bring a “welcome basket” filled with goodies for the novice. Be sure to include items like candy, aspirins, tissues, etc.
- Share your professional and personal background. Give the novice the opportunity to do the same.
- Meet in “neutral locations” as opposed to the classroom.
- Ask your principal or parent organization to host a covered dish luncheon or dinner for the mentors and their novices in your school. Invite community and business leaders to join you.
- Provide maps of the local area for the novice. Take the BT on a guided tour of the school grounds and community. Show the novice where other schools within your system are located.
- Share cultural/community information and events.
- Make a “coupon book” filled with free or inexpensive offers from fellow teachers or local businesses (e.g. free coke, dry cleaning discount, “Good for one lunch duty,” etc.). Assist your novice in locating housing opportunities and with relocation needs.
- Offer to help your novice prepare his/her room for the opening of school.
- Assist in obtaining supplies from the school and central office.
- Explain the procedures that are a part of “Open House” events.
- Schedule a time to discuss how the novice can prepare for and conduct parent conferences.
- Give the novice small amounts of information at a time. Do not attempt to tell the novice everything he/she needs to know at one sitting.
- Accompany the novice to opening school events. Sit with your new teacher and introduce him/her to teaching colleagues.
- Invite the local newspaper to do a feature article on each of the novice teachers.
- Give the novice teacher a copy of the yearbook so that he or she can become familiar with student and faculty names and faces.
- Talk through the first few days of school providing logistical and instructional guidance.
- Give the novice information about professional organizations.
- Join the novice after the students leave on the first day of school for a snack and discussion of how he/she feels the day went.
- Share teaching materials, files, or a bulletin board display with the novice.
- Establish a basic schedule of times to meet throughout the first month of school.
- Accompany the novice the first time that he/she has duties such as bus parking lot, cafeteria, etc. to be sure all is going well.
- Introduce the novice to a teacher who can serve as a “substitute mentor” when you are away from school.
- Leave notes of encouragement throughout the first week of school.
- Talk to the novice about the challenges that you faced as a new teacher, while assuring him/her that those challenges can be met successfully.
- Maintain a positive and supportive attitude toward the novice.

Mentoring North Carolina Novice Teachers. Raleigh: NC Department of Public Instruction, 1998.

School Orientation Plan

The following sessions contain topics for discussion that all beginning teachers (and all teachers new to the school district) should hear. The suggested topics below should be considered a baseline of expectations for new teachers. The sessions may be held over a period of days, and not in the order presented although Session 1 must, of necessity, be held first. While “Mentor/Beginning Teacher Meeting” must be held with the mentor, other sessions may be directed or delivered by other appropriate personnel.

Session 1 (With BTs, school administrators, and mentors present)

Part 1: Introduction to School Personnel

- Administration
- Student Services Personnel (school nurse, counselors, secretary, bookkeeper)
- Support Personnel (office workers, custodians)
- Mentors

Part 2: Map and Campus Tour

Session 2

Part 1: Mentor/ Beginning Teacher Meeting

- Getting-to-Know-You Conference

Part 2: Policies and Procedures

- School and County Policy Handbooks
- Code of Ethics for North Carolina Educators
- School Mission Statement
- Schedules (regular day, extended day, workdays)
- Receipt books
- Discipline policies
- Emergency procedures
- Forms
- Referral procedures
- Dress codes (for faculty and students)
- Homework policies
- State testing and grading policies
- School Improvement Plan and/or school philosophies
- Procedures for making announcements
- Keys

Part 3: Curriculum Information

- Curriculum guides (North Carolina Standard Course of Study (NCSCOS) and other locally adopted curricula)
- Text books
- Teacher resource materials
- Supplementary materials
- Plan books and grade books
- Sample pacing guides, unit, and lesson plans

Session 3

Part 1: Workplace

- Work ethics and professionalism
- Introduction to paraprofessionals and their roles
- Demonstration of office equipment
- Availability of technology
- Technology training:
 - School web pages
 - Voice mail
 - Introduction to grade and attendance programs
- Cafeteria procedures
- Media Center procedures

Part 2: Introduction to the Classroom

- Classroom organization
- Security of room, keys, and personal items
- Samples of classroom management plans
- Arrangement and maintenance of furniture
- Classroom equipment and maintenance

Part 3: School Calendar

- Report cards
- Progress reports
- Open houses
- Parent teacher organizations
- School fairs
- Sporting events
- Track out/Intercession (for year-round schools)

Session 4

Part 1: Student Services

- Introduction to guidance personnel and services
- Student records
- Special programs
- Community resources
- Extracurricular activities

Part 2: Teacher Assessment

- Teacher Performance Appraisal System
- Individual Growth Plans
- Mentor observations
- Licensure requirements

After the First 10 Days

After the first day of school, new teachers may need to ask questions that they had not anticipated prior to entering the classroom. The mentor should be available and supportive of the novice, not only in answering questions but also in offering emotional support.

It is imperative that mentoring be an on-going process of professional development punctuated by regularly scheduled meetings with the BT. After allowing the beginning teacher a few days with students, the mentor should plan an initial classroom visit/observation to be followed by a coaching conference.

From this point forward, the mentor should evolve from answer-provider and guide to coach.

Coaching...

- builds teaming and community
- promotes thoughtful decision-making and reflection
- supports instructional change
- develops a teacher's sense of efficacy and resourcefulness.

Coaching requires that...

- a trusting relationship be established between the parties involved
- time is allotted for preparation and reflection
- mentor/beginning teacher roles are clearly defined
- effective listening skills are in place
- strategic questions that promote thinking are used
- data collection is provided along with thoughtful feedback.

Motivation and Celebration

Everyone, regardless of the level of employment, wants to know he or she is doing a good job. Often, BTs feel isolated, unsuccessful, and unnoticed so doing low-cost or no-cost things to make them feel appreciated and part of the team will go a long way toward building their self-confidence. Also, teachers who feel as if they are an integral and well-supported part of the school community will be the ones most likely to remain in their positions. Motivation and celebration to reward the BT for major and minor accomplishments and to encourage future positive behaviors is not only a tool for growth but for retention of a quality teaching force.

- Begin each regularly scheduled meeting with the BT by having him/her discuss things that are going well.
- Freely give personal praise for a job well done.
- Write a personal note of praise to the BT. Something as simple as "Good job today with the reading group!" left on the desk or in the mailbox of the BT can be meaningful and motivational.
- Volunteer to do a least-favorable duty or classroom chore for your BT.
- Share the good work of your BT with the principal and/or BT Coordinator.
- Create a "pat on the back" award and present it to your BT.
- Make a "goody bag" for your BT (Lifesavers, Tylenol, red pen, etc.).
- Buy or bring lunch for your BT.
- Put an apple in the BT's mailbox with a note to remind him/her to keep up the good work.
- Arrange for recognition of your BT at a faculty meeting.
- Take a student of your BT's choice to your room for a period.
- Give your BT his/her favorite candy bar and/or apple.
- Remember the BT's birthday.
- Write a thank-you "for a good job" note and glue chocolate kisses to it.
- Arrange with the principal for your BT to leave school a few minutes early.
- Invite your BT to attend a ballgame, concert, or community social event.
- Volunteer to teach a special lesson when you interact with the students and the BT can watch. (This is a good opportunity to model particular teaching practices for the BT).
- Allow the BT to teach you something.
- Remind the BT often about how much progress he/she is making.
- Surprise your BT with candid photos you have taken of him/her hard at work.
- Have the students write positive notes or make lists of positive things about the BT.
- Arrange for the principal to present your BT with a school shirt or school pin.
- Show the BT you value his/her input by asking his/her opinion on a school issue.
- Make a point on most days to leave school at a decent hour so your BT will know it's ok to do the same.
- Collect necessary classroom supplies to have on hand for the BT at the opening of school as well as the rest of the year.
- Post pictures or notes in a prominent place about the positive things your school's BTs are doing.

Mentor Timeline/Checklist

School year _____ Name of Mentor _____ Name of BT _____
School _____

Please check the following as you complete them with your BT:

First Nine Weeks:

- ☐ Familiarize BT with facility (i.e., tour of building).
- ☐ Familiarize the BT with the faculty, staff and/or service personnel.
- ☐ Discuss the LEA/school's policies regarding dress, teacher workdays, early release days, and inclement weather policies.
- ☐ Make sure the BT has the North Carolina Standard Course of Study (NCSCOS) and other curriculum guidelines.
- ☐ Familiarize the BT with the format and use of the NCSCOS in planning (and end-of-grade or end-of-course testing when appropriate).
- ☐ Assist BT with location, selection and access to instructional materials.
- ☐ Assist BT with creating a substitute teacher folder of pertinent information (rosters, lesson plans, procedures, etc.).
- ☐ Meet with BT an average of one time each week and document the date, time and contents of each meeting.
- ☐ Assist BT with information about services offered by school, school system, DPI, community agencies, etc.
- ☐ Assist BT with record keeping (grades, monies, parent contacts, discipline).
- ☐ Assist BT with strategies and/or procedures to identify and appropriately serve special needs students.
- ☐ Review the INTASC Standards and the role of these standards in the classroom, the Individual Growth Plan, and the Teacher Performance Appraisal System.
- ☐ Assist BT in lesson planning and pacing.
- ☐ Assist BT in development of an IGP.
- ☐ Assist with creation of a professional development log.
- ☐ Informally observe the BT and provide verbal or written feedback in a post conference.
- ☐ Have BT observe Mentor teaching a lesson to model effective teaching practices.
- ☐ Explain formal observation procedures and annual evaluation.
- ☐ Assist BT in interim reports and ending the grading period including demonstrating the use of a computerized grading system, use of comments, etc.
- ☐ Celebrate accomplishments.
- ☐ Other _____

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline/Checklist

School year _____ Name of BT _____
 Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Second Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review lesson plans and pacing for adherence to the NC Standard Course of Study.
- ☐ Review lesson plans for inclusion of multiple learning strategies and for evidence of meeting the needs of all diversities.
- ☐ Discuss progress in identifying and soliciting services for unique learners.
- ☐ Encourage BTs to use testlets or assessments and to practice end-of-grade or end-of-course tests with their students.
- ☐ Review progress on these testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Discuss policies and impact of holidays and scheduling between now and winter break.
- ☐ Discuss organizational and record keeping procedures.
- ☐ Encourage parental contact.
- ☐ Review classroom management and discipline strategies.
- ☐ Spend informal social time with BT.
- ☐ Discuss semester exam schedule and/or testing schedule and procedures.
- ☐ Assist BT in interim reports, ending the grading period, and semester records.
- ☐ Celebrate accomplishments.
- ☐ Other _____
- ☐ Other _____

Notes: _____

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline Checklist

School year _____ Name of Mentor _____ Name of BT _____
School _____

Please check the following as you complete them with your BT:

Third Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Encourage parental contact.
- ☐ Remind BT about the LEA/school's retention and failure policies.
- ☐ Encourage BTs to reflect on their teaching experience at mid-point. Set goals for the rest of year.
- ☐ Review progress toward covering goals in the NC SCOS.
- ☐ Review progress on the IGP.
- ☐ Informally observe BT and provide verbal or written feedback in a post conference.
- ☐ Review procedures for field trips.
- ☐ Spend informal social time with BT.
- ☐ Assist BT in interim reports and ending the grading period.
- ☐ Videotape at least one lesson and review it with the BT.
- ☐ Celebrate accomplishments.
- ☐ Other _____
- ☐ Other _____

Notes: _____

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Mentor Timeline Checklist

School year _____ Name of BT _____
Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

Fourth Nine Weeks:

- ☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
- ☐ Review progress on completion of the goals from the NC SCOS, and review pacing.
- ☐ Encourage BTs to seek out testlets or assessments and practice end-of-grade or end-of-course tests with their students.
- ☐ Review progress on the testlets or assessments, disaggregate data, and formulate a plan for remediating any weak areas.
- ☐ Review plans for end of year activities.
- ☐ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.
- ☐ Review progress on the IGP.
- ☐ Remind BT about LEA/school's retention and failure policies.
- ☐ Discuss procedures for ending the school year (collecting books, fees, returning teaching materials, graduation, etc.).
- ☐ Help BT with end of year administrative forms, policies, and procedures.
- ☐ Spend informal social time with BT.
- ☐ Celebrate accomplishments the BT achieved during the year.
- ☐ Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Standards for Growth and Professional Development

The Beginning Teacher Induction Program, as outlined by the State Board of Education in 1998, requires North Carolina's new and/or beginning teachers to work toward continuing licensure. Each local educational agency is responsible for developing a system of support including new teacher support meetings, interaction with a mentor, observations, evaluations, and individual growth plans for professional development to assist beginning teachers in moving from Standard Professional I to Standard Professional II licenses. The INTASC Standards, benchmarks developed for beginning teachers by the Interstate New Teacher Assessment and Support Consortium (INTASC), are the basis for the Individual Growth Plan (IGP) and the validated evaluation systems in use in NC. These standards define the requisite knowledge, skills, and dispositions a beginning teacher needs to achieve proficiency in the classroom.

Mentor teachers should possess a working knowledge of the standards and key indicators in order to assist the beginner. While many new teachers have entered the profession through typical channels (i.e. graduation from a college or university with an accredited teacher education program) and may have been exposed to the INTASC Standards, many will not have been. While it is not the responsibility of the mentor to teach the standards to the novice, it is incumbent upon the mentor to have working knowledge of the standards so that guidance can be delivered, especially regarding the evaluation instrument and the Individual Growth Plan.

INTASC Standards

Definitions of the Standards

1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication & Technology

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School/Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC Standards: Key Indicators

The key indicators for each INTASC Standard describe the behaviors, attitudes, and dispositions expected of new teachers in fulfillment of the standards. Teachers should strive to include these behaviors in their daily practice.

Standard 1: Content Pedagogy

- 1.1 Demonstrates an understanding of the central concepts of his or her discipline
- 1.2 Uses explanations and representations that link curriculum to prior learning
- 1.3 Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery
- 1.4 Engages students in interpreting ideas from a variety of perspectives
- 1.5 Uses interdisciplinary approaches to teaching and learning

Standard 2: Student Development

- 2.1 Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- 2.2 Creates relevance for students by linking with their prior experience
- 2.3 Provides opportunities for students to assume responsibility for and be actively engaged in their learning
- 2.4 Encourages student reflection on prior knowledge and its connection to new information
- 2.5 Accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging, discussion, eliciting samples of student thinking orally and in writing)

Standard 3: Diverse Learners

- 3.1 Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs
- 3.2 Selects approaches that provide opportunities for different performance models
- 3.3 Accesses appropriate services or resources to meet exceptional learning needs when needed
- 3.4 Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes)
- 3.5 Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments
- 3.6 Creates a learning community that respects individual differences

Standard 4: Multiple Instructional Strategies

- 4.1 Elects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving
- 4.2 Encourages students to assume responsibility for identifying and using learning resources
- 4.3 Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs

Standard 5: Motivation and Management

- 5.1 Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities
- 5.2 Engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them
- 5.3 Organizes, allocates, and manages time, space and activities in a way that is conducive to learning
- 5.4 Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals
- 5.5 Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work

Standard 6: Communication and Technology

- 6.1 Models effective communication strategies in conveying ideas and information and when asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- 6.2 Provides support for learner expression in speaking, writing, and other media
- 6.3 Demonstrates that communication is sensitive to gender and cultural differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation
- 6.4 Uses a variety of media communication tools to enrich learning opportunities

Standard 7: Planning

- 7.1 Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration
- 7.2 Develops plans that are appropriate for curriculum goals and that are based on effective instruction
- 7.3 Adjusts plans to respond to unanticipated sources of input and/or student needs
- 7.4 Develops short and long-range plans

Standard 8: Assessment

- 8.1 Selects, constructs, and uses assessment strategies appropriate to learning outcomes
- 8.2 Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g. standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio and teacher made tests)
- 8.3 Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning
- 8.4 Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work
- 8.5 Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly
- 8.6 Solicits information about students' experiences, learning behavior, needs, and progress

from parents, other colleagues, and students

Standard 9: Reflective Practice: Professional Growth

- 9.1 Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice
- 9.2 Uses literature, colleagues and other resources to support self-development as a learner and as a teacher
- 9.3 Consults with colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback

Standard 10: School and Community Involvement

- 10.1 Participates in collegial activities designed to make the entire school a productive learning environment
- 10.2 Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being
- 10.3 Seeks to establish cooperative partnerships with parents/guardians to support student learning
- 10.4 Advocates for students

Beginning Teacher Individual Growth Plan

The State Board of Education Policy describes the Beginning Teacher Individual Growth Plan as follows:

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Individual Growth Plans will be audited as part of the Title II monitoring process.

SBE Policy QP-A-004, Section 4.20

Although the state has provided LEAs a Beginning Teacher Individual Growth Plan form for their use, this standard form is not required. However, all the elements required by State Board policy must be included in the plan.

Steps for Preparing and Completing an IGP

Following are suggestions for completing the IGP process with a beginning teacher. (If the state-provided standard form is used, a minimum of 3 conferences is needed to complete the process.) As focus areas are completed or as new problems occur, the IGP can and should be updated or altered to fit the needs of the teacher.

Initial Meeting (should be held near the beginning of the school year)

1. The beginning teacher, mentor, and principal (or designee) meet to discuss the BT's strengths and areas of needed improvement. Ideally with a first year BT, this meeting would occur after the principal (or designee) and mentor have observed the BT at least one time. At this meeting, the 3 participants complete the INTASC Standards Assessment Worksheet, a plus/delta chart showing the BT's strengths and areas of needed improvement. Consideration should be given to each of the key indicators, not just the standard as a whole. When determining the areas for focus, areas should be selected based on the areas of most needed improvement. The number of areas for focus should be limited so the teacher can reasonably accomplish the plan in the course of the year.
2. The first page of the IGP is completed with the identifying information plus:
 - a. Focus Standards – The standards on which the BT will concentrate during the year (The areas selected should be reasonable in number.)

- b. Key indicators – The specific key indicators the BT will target for improvement during the year
 - c. Activities (Strategies) – The BT, mentor, and principal (or designee) decide what strategies will best address correction or augmentation of the BT's knowledge and execution of the key indicators
 - d. Resources – Resources for completing the activities listed
 - e. Target Date – Date for completing the activities listed
3. The second page, Assessment Conference page, should be completed for the first meeting with the date, the beginning teacher's comments and signature, and the mentor or principal's comments and signature.

Mid-year Meeting(s)

1. The BT and mentor meet to discuss progress on the Activities (Strategies) listed for completion and to see if any target dates have been met. If so, the mentor lists under the appropriate columns on the first page the date of completion and the evidence of completion. Principal participation at this meeting is optional.
2. The mentor and BT complete the date and comments sections and sign one block on the Assessment Conference sheet. (Note: multiple copies of this sheet may be made if more than 3 conferences are held during the year.)

End-of-Year Meeting

1. The principal, BT and mentor meet for the final time to determine if appropriate progress has been made on the IGP. After a review of the BT's documentation of completion of items on the IGP, the BT, mentor, and principal write appropriate comments, then date and sign the first page of the IGP (the summative assessment page).
2. The LEA is responsible for retaining a copy of the IGP for auditing in conjunction with Title II monitoring.

BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

School Year: 2006-07

ILP Year: 1 2 3 (Circle)

Name: Miss New

Position/Subject Area: 7th grade Social Studies

School: Positive Middle School

Mentor: Mr. Career

Position/Subject Area: 7th grade Social Studies

School: Positive Middle School

INTASC Standards for Beginning Teachers		Focus Standards:		Evidence of Completion	
1. Content Pedagogy	6. Communication and Technology	5	Motivation and Management	1-15-07	Review of new discipline plan with mentor
2. Student Development	7. Planning	3	Diverse Learners	3-15-07	Review revised lesson plans with mentor
3. Diverse Learners	8. Assessment	9	Reflective Practice	5-1-07	Review video and list of revisions to practice
4. Multiple Instructional Strategies	9. Reflective Practice: Professional Growth				
5. Motivation and Management	10. School and Community Involvement				
Key Indicators	Activities (Strategies)	Resources	Target Date	Completion Date	Evidence of Completion
5.1 Encourages clear procedures and expectations	5.1 Observe Mr. Day's class then review and revise discipline plan.	5.1 Mr. Day, mentor, 7th grade planning team, assistant principal	1-15-07	1-15-07	Review of new discipline plan with mentor
3.4 Adjusts instruction to accommodate learning differences	-Review discipline logs with mentor. -Look for "patterns" of problem areas.	3.4 Mentor, resource teachers, guidance counselor	3-15-07	3-15-07	Review revised lesson plans with mentor
9.1 Uses observation to revise practice	3.4 Review and revise lesson plans after reviewing 504's and IEP's. 9.1 Video 2 lessons to review.	9.1 Video equipment and mentor	5-1-07	5-1-07	Review video and list of revisions to practice
<p>Beginning Teacher's Summative Assessment</p> <p>I feel that I have learned how to use data to revise my classroom procedure and my lessons. I have also learned about collaboration and what a useful tool it is in a school setting. Many staff members are willing and able to serve as resources. Using a video to critique myself is a very good tool.</p> <p>Signature: <u>Miss New</u> Date: <u>May 1, 2007</u></p>					
<p>Mentor's Summative Assessment</p> <p>Miss New has improved tremendously. She can become an even more effective teacher if she continue to reflect and revise her practices based on decisions she makes after carefully considering her students' needs and accessing available and appropriate resources.</p> <p>Signature: <u>Mr. Career</u> Date: <u>5/1/07</u></p>					
<p>Principal's Summative Assessment</p> <p>I feel Miss New is making excellent improvement. She still needs to learn to adjust her plans to accommodate individual differences. She also needs to continue to tap the resources available to help her students.</p> <p>Signature: <u>Ms. Principal</u> Date: <u>May 1, 2007</u></p>					

INTASC STANDARDS ASSESSMENT WORKSHEET

1. Content Pedagogy + Understands central concepts Links curriculum to prior learning Uses interdisciplinary approaches △ Uses methods of inquiry central to the discipline	2. Student Development + Creates relevance Encourages reflection on prior knowledge △ Provides opportunities for students to assume responsibility	3. Diverse Learners + Designs appropriate instruction Uses cultural knowledge △ Adjusts instruction to accommodate learning differences	4. Multiple Instructional Strategies + Selects and uses multiple teaching and learning strategies Assumes different roles △ Encourages students to assume responsibility for identifying resources	5. Motivation and Management + Makes adjustments to enhance learning △ Encourages clear procedures
6. Communication/Technology + Models effective communication Uses a variety of media Demonstrates that communication is sensitive △ Provides support for learner expression	7. Planning + Develops plans to match NC Standard Course of Study Develops short and long-range plans △ Adjusts plans to respond to unanticipated sources	8. Assessment + Selects, constructs, and uses appropriate assessment strategies Uses a variety of formal and informal assessments Maintains useful records △ Uses assessment strategies to involve learners in self-assessment	9. Reflective Practice + Uses resources to support self-development Consults with colleagues △ Uses observation to revise practice	10. School and Community Involvement + Participates in collegial activities Links with others for student well-being Advocates for students △ Seeks to establish cooperative partnerships with parents

ASSESSMENT CONFERENCES

Date	Beginning Teacher's Assessment/Comments	Mentor's/Principal's Assessment/Comments
9-8-06	<p>I have met with my principal and mentor to review the INTASC Standards. Together we have selected 3 areas for me to focus on this year.</p> <p>Signature <u>Miss New</u></p>	<p>We met with Miss New to discuss how her impressions of her teaching sized up with our formal and informal observations of her teaching. We feel that she has much to offer her students and that growth in a few areas will greatly improve her teaching skills.</p> <p>Signature <u>Ms. Principal</u></p>
1-15-07	<p>During first semester I observed my mentor, Mr. Day and others and revised my discipline plan. I feel the changes I made to the plan have been effective.</p> <p>Signature <u>Miss New</u></p>	<p>I believe Miss New is making much progress in the area of classroom management and student behavior. She had changed her procedure which has resulted in smoother transitions and higher time-on-task for students.</p> <p>Signature <u>Mr. Career</u></p>
3-15-07	<p>After consulting with other teachers and reviewing student records, I began to make changes for individual students. I was able to get ideas for changes from the resource teachers. The changes I made, though small, were effective.</p> <p>Signature <u>Miss New</u></p>	<p>Miss New has appropriately reviewed student records and has made valuable changes for her students. I met with her to review the changes and to talk with her about the positive impact.</p> <p>Signature <u>Mr. Career</u></p>

Coaching With a Focus

The role of the mentor is to advocate, support, and coach beginning teachers as they learn and acquire new instructional strategies for effective teaching. For example, if a teacher is successful at lesson planning but struggles with effective questioning strategies, the mentor can coach the beginning teacher in the use of questioning techniques. The beginning teacher with support from the mentor should identify instructional strategies that are most essential to affect the necessary or desired changes to improve the teacher's and student's success in the classroom.

As mentors go into classrooms to observe and coach BTs, a coaching model should be used by mentors to help beginning teachers analyze their performance, realize their needs, and create a plan for improvement. An excellent model for coaching BTs is the Collaborative Coaching Cycle. Cognitive coaching, specifically, is a form of mediation that may be applied to classroom interactions with the intention of mediating thought and developing capacity for self-directed learning (Costa and Garmston, 1996). Rather than providing advice, the mentor encourages the beginning teacher through reflective questions to look at his/her own resources to determine planning and problem-solving solutions.

Using the coaching cycle model, the beginning teacher and the mentor should work on a single instructional focus at a time using the cycle of planning conference, observation, reflective conference, and a written coaching plan to guide them through the process of review, practice, and incorporation of best teaching practices. The following pages contain detailed explanations of each stage in the coaching cycle and appropriate materials for each stage.

"Coaching is a cyclical process that uses focused, specified skill development or problem-solving for developing instructional expertise and change."

Robert Garmston

The Collaborative Coaching Cycle

There are 4 steps in the Collaborative Coaching Cycle:

Collaborative Planning Conference

The first part of the cycle is devoted to allowing the BT and the mentor to discuss lesson plan goals and objectives and to determine the focus for a classroom observation. The mentor also shares with the BT the observation instrument that will be used to assess the BT's progress.

Observation and Data Collection

Using a pre-selected observation tool, the mentor observes and collects data during an announced visit to the BT's classroom. The mentor might also video or audiotape the lesson so the BT will have the opportunity to self-assess before the mentor and BT meet formally to discuss the progress of the class.

Reflective Conference

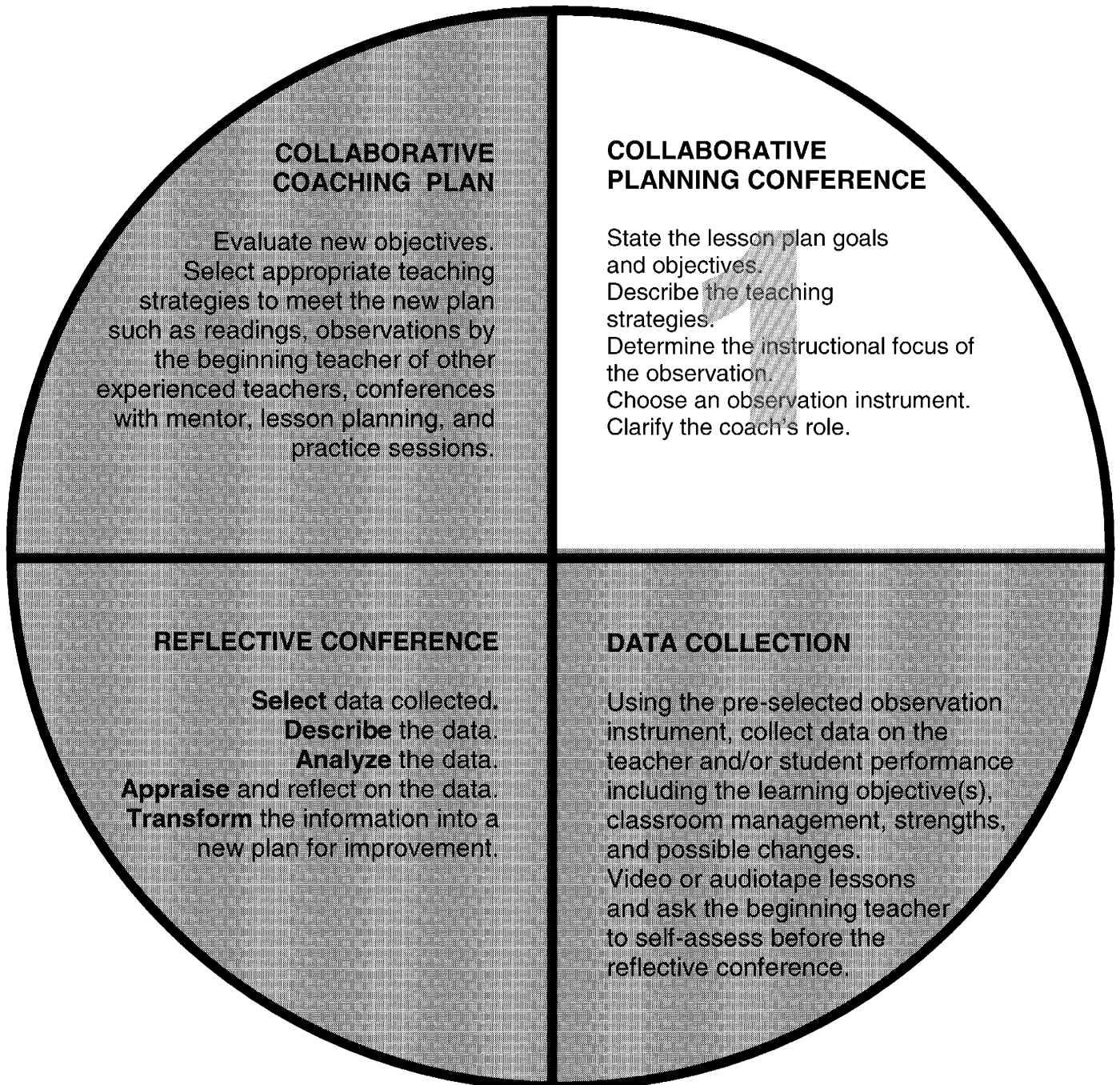
During the reflective conference the mentor shares the raw data collected during the observation period. The data is then analyzed so that the mentor and BT may reflect on what worked well, what areas need improvement, and what can be done to affect the needed changes.

Coaching Plan

During this phase, the new objectives are set and new strategies are discussed. Also during this phase, the mentor provides or suggests resources for the BT to employ in preparing to meet the newly established goals.

As the BT and mentor work through the stages of the Collaborative Coaching Cycle, it should be noted that this is not just a circular cycle but a spiraling one that builds on an BT's strengths and remediates in a structured way the areas where improvements are needed.

Step 1: Collaborative Planning Conference



Adapted from Costa, A. and Garmston, R. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1994.

Step 1: Collaborative Planning Conference

Directions

Possible Purposes for Planning Conferences:

- **Orientation:** The mentor needs information prior to observing in the beginning teacher's classroom regarding: informal routines, location of supplies, rules/regulations, and/or procedures.
- **Concerns:** The mentor can identify the beginning teacher's stage of concern by getting a written statement about concerns or by talking with the beginning teacher. The mentor provides assistance based on the beginning teacher's stage of concern.
- **Instructional Improvement:** The focus for observations may be determined by the Formative Observation Data Analysis (FODA). However, research indicates that beginning teachers need help with discipline and classroom management, curriculum and lesson planning, and school routine.
- **Review of Progress:** The beginning teacher will need support in the form of recognition for what s/he is already doing well.

BEFORE the Planning Conference:

- The mentor should collect several possible data collection instruments to bring to the conference, a planning conference form, the log of activities form, and the beginning teacher self-assessment form.
- When setting up the conference, the mentor should consider the site and the physical arrangement of the site. The amount of time needed for a Planning Conference will depend on the degree of structure the mentor needs to use with the beginning teacher.
- The beginning teacher should bring a completed lesson plan to the conference.

The Planning Conference:

- May be formal or informal;
- The mentor should employ active listening skills and should be aware of messages his/her body language is conveying; and,
- Will focus on classroom observation as a means to gather data.

Recommended Planning Conference Agenda

1. Opening

2. Discussion of feelings/perceptions

Mentors ask beginning teachers to share feelings about being observed. At the beginning of a conference, a trusting relationship must be fostered if feelings are to be diffused. Mentors should remember to use active listening skills:

Use non-verbal body language to encourage the BT.

Use acknowledging responses.

Use encouraging phrases like, "Tell me more."

Paraphrase the content of what the BT has said.

Paraphrase the feelings the BT expresses.

Mentor shares his/her feelings about the coming observation.

3. Learning Outcomes

The mentor and the beginning teacher identify the specific learning outcomes of the lesson to be observed and the rationale for their selection. (Learning outcomes are those things the students know or can do at the end of the lesson.) The mentor probes, if necessary, to clarify the learning outcomes and the reasons they were selected. If the beginning teacher cannot state the learning outcomes, the mentor does. The mentor asks for the beginning teacher's plan or outline for the lesson to be observed.

4. Teaching Behavior Focus

The mentor and beginning teacher identify the teaching behavior on which the beginner wants data to be gathered. If the beginning teacher has difficulty selecting an appropriate behavior on which to focus, the mentor should assign one based on the observed needs of the beginning teacher. They should also discuss why the teaching behavior is important to promoting learning.

5. Data Collection

The mentor and beginning teacher select an appropriate way to gather data. Research has shown that beginning teachers experience difficulty in three areas:

- learning outcomes
- classroom management
- actual teaching practices

Therefore, in addition to the teaching behavior on which the mentor plans to collect data, the mentor tells the beginning teacher he/she will record data to answer three questions:

- Were the learning outcomes met?
- Did the classroom management interfere or support reaching the learning outcomes?
- What other teaching behaviors should/could the BT continue?

The mentor also uses this opportunity to ask about any other facts about the class (e.g., exceptional students, learning problems).

6. Ground Rules

The mentor reminds the beginning teacher that notes may be taken during the observation so that accurate data may be recorded and that the notes will be shared after the observation. The mentor should reiterate that the observation is a coaching tool, not an evaluation, and that it is confidential.

The mentor and the beginning teacher discuss where the mentor will sit during the observation. The mentor will not interact with the students but the beginning teacher may want to explain the mentor's presence to the class.

7. Follow-up

The mentor and beginning teacher set a meeting time for feedback. If possible this takes place the day after the observation but should occur within two days at most. The mentor gives the beginning teacher a self-assessment form to complete and bring to the Reflective Conference. **All steps of the Planning Conference do not need to be followed at every conference.** Example: If the mentor and beginning teacher are reviewing needs identified on the FODA then steps 1,3, 4, 5, 6, and 7 are the only necessary parts.

PLANNING CONFERENCE FORM	
Components	Documentation
1. Opening Begin the conference on a positive note and determine the purpose of the conference Ex. Today we are meeting to...	
2. Feelings <input type="checkbox"/> BT shares feelings <input type="checkbox"/> Mentor shares feelings	
3. Learning Outcomes <input type="checkbox"/> Learning outcomes discussed (goals and objectives) <input type="checkbox"/> Reasons for learning outcome as related to the lesson <input type="checkbox"/> Review of lesson plan	
4. Teaching Behavior Focus of Observation <input type="checkbox"/> Discuss instructional focus of observation, e.g. questioning <input type="checkbox"/> Reasons for selecting that instructional focus	
5. Data Collection <input type="checkbox"/> Select observation instrument <input type="checkbox"/> Explain that additional data will be collected on classroom management and general strengths or changes	
6. Ground Rules <input type="checkbox"/> Share notes <input type="checkbox"/> Logistics: Where should I sit? <input type="checkbox"/> Special circumstances?	
7. Follow-Up <input type="checkbox"/> Self-assessment form <input type="checkbox"/> Feedback date, place, time <input type="checkbox"/> Any questions?	

Adapted from Reiman, Alan J. and Lois Thies-Sprinthall. *Mentoring and Supervision for Teacher Development*. New York: Addison Wesley Longman, Inc., 1998.

Beginning Teacher Observation Checklist

Directions to the beginning teacher: Run through this checklist a few days before and again the night prior to an observation to make sure you have covered all the bases!

The lesson plan:

- ☐ Do I have a “focus” activity?
- ☐ Is the introduction effective?
- ☐ Am I well-prepared?
- ☐ Do I have some variety in teaching techniques?
- ☐ Do I know the material well?
- ☐ Have I anticipated problems or questions students might have?
- ☐ Do I end the lesson with a review?
- ☐ Have I reviewed the principal’s evaluation form to make sure my lesson plan meets his or her expectations?

What are the strengths of this lesson plan?

1.

2.

3.

What are the weaknesses?

1.

2.

How can I improve it?

My students:

- ☐ Are students enthusiastic about this material? Am I?
- ☐ Do I show I care about the students?
- ☐ Am I managing the classroom while teaching?
- ☐ Is the room neat and orderly? Do students behave while I’m talking?
- ☐ Are my students prepared for the lesson I’ll be presenting?
- ☐ Are the students having fun while learning?

Myself:

- ☐ Do I have enthusiasm about this class? Do I show it?
- ☐ Do I welcome students by name as they come into the class?
- ☐ Do I have an upbeat, caring attitude?
- ☐ Am I having fun while teaching?
- ☐ Do I present a professional appearance to my students, principal, and colleagues?
- ☐ Will I get a good night’s sleep the night before the observation?
- ☐ Will I have breakfast or lunch (or both) before the observation?

Step 2: Data Collection



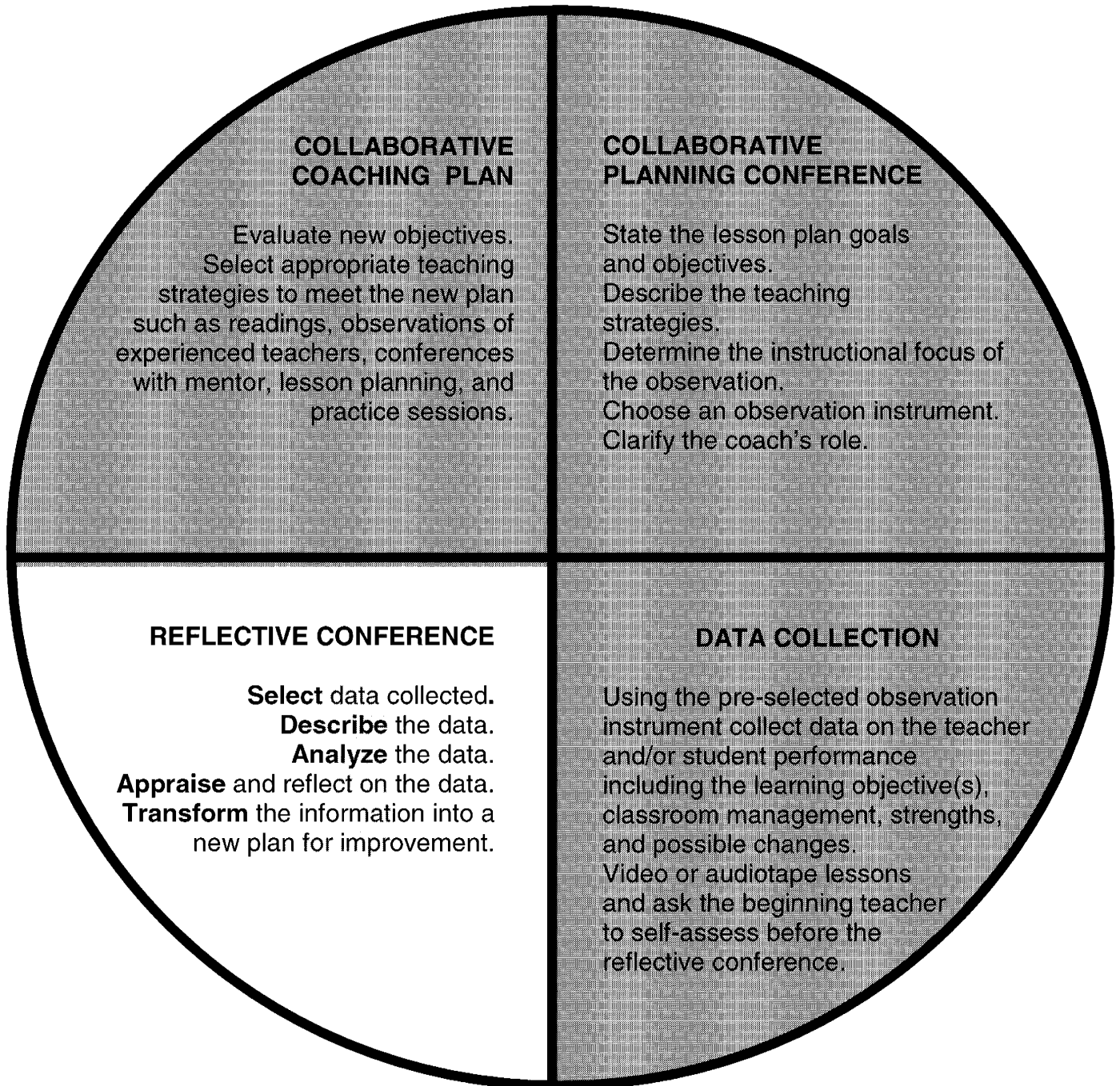
Adapted from Costa, A. and Garmston, R. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1994.

Step 2: Data Collection

Directions

1. The mentor and beginning teacher should choose an instructional teaching behavior focus and data collection instrument that matches that instructional teaching behavior focus during the planning conference. Observing another teacher can be a great learning experience if there is purpose in the observation. The mentor's job is NOT to make judgments on what happens during the class session but to objectively record on the data collection instrument what happens in the class.
2. Some examples of instructional teaching behavior focuses include questioning, positive reinforcement, time on task, cooperative learning, teacher movement, teacher interaction with students, the execution of the steps in a lesson plan, and giving directions.
3. Initial observations and discussions using instruments that capture a wider span of classroom activities are suggested before becoming more focused on a desired area of instruction.
4. Typically the instructional teaching behavior focus and observations progress from a wide-lens qualitative instrument to a more narrow or quantitative instrument.
5. Video and audio recordings are suggested during observations so that the beginning teacher can use them to self-assess using a self-assessment form and/or a data collection instrument before the reflective conference.
6. Allow the beginning teacher time to self-assess before discussing the observation. Stick to the predetermined reflective conference date and time.
7. Different types of observation instruments will give different types of information so choose the instrument carefully. Some examples of general types of data collection instruments are verbatim (word for word), selective verbatim, checklists, categorical frequency counts, visual diagrams, and time or event coding.
8. This mentor manual includes information for beginning teachers on seven instructional strategies and examples of observational data collection instruments for mentors that match each instructional strategy. (See *Methods to Master* section.) Mentors have developed many of these data collection instruments and have found them invaluable in supporting beginning teachers.
 - Lesson Planning
 - Effective Questioning
 - Positive Reinforcement
 - Multiple Intelligences
 - Management of Student Behavior
 - Parent Communication
 - Time Management

Step 3: Reflective Conference



Adapted from Costa, A. and Garmston, R. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1994.

Step 3: Reflective Conference Form

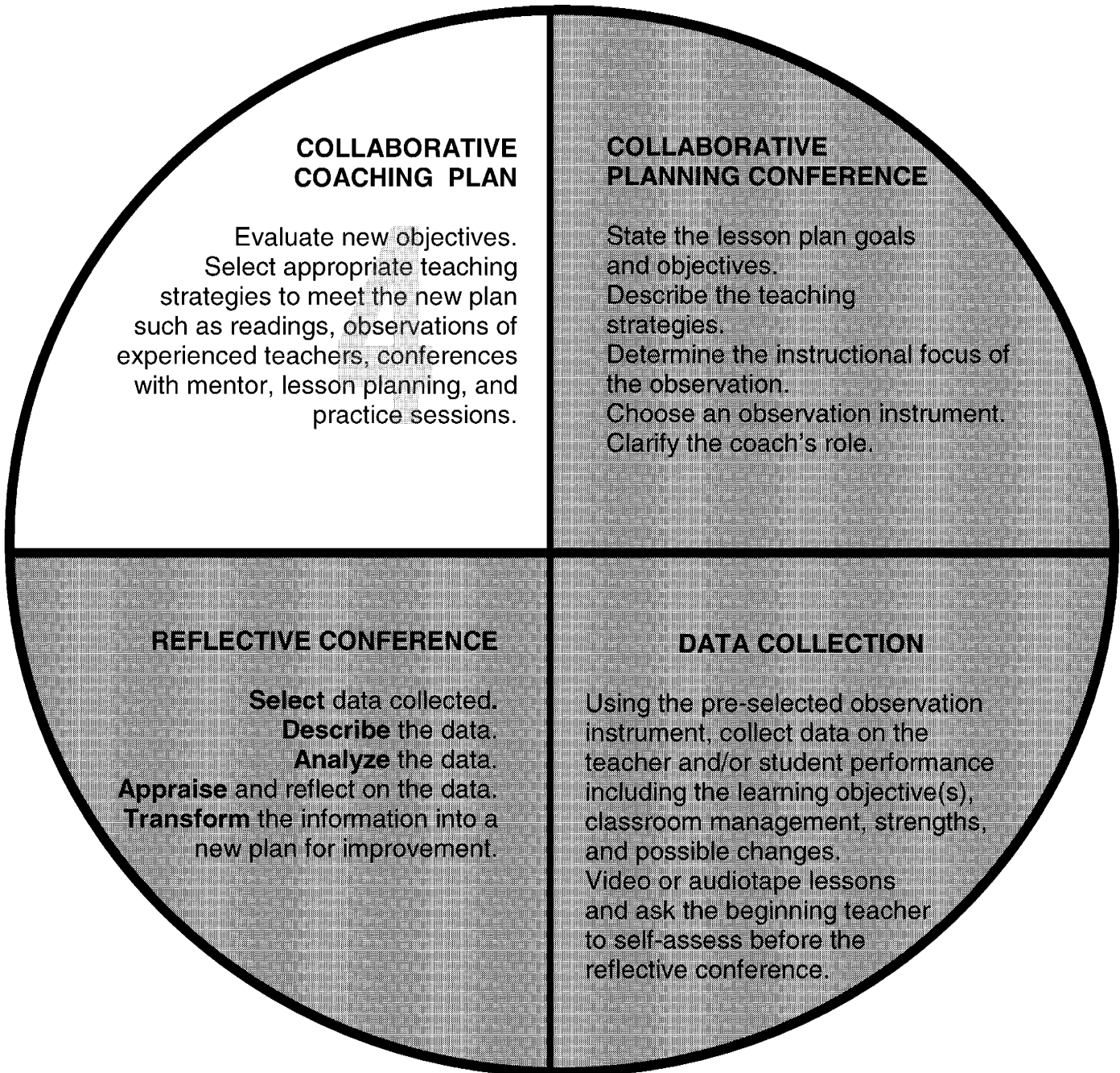
Use this form as a guide and as a documentation tool for the discussion that should occur during the post-observation conference.

BT _____ Date _____

Focus of Observation _____

1. How do you feel about the way the class went?
2. What steps did you take to meet the goal of this coaching cycle?
3. How do you know if the goal was met (or not met)?
4. Discuss the mentor's data collection.
5. Does the data show that the goal was met?
6. How could the focus have been better accomplished?
7. What other strengths or weaknesses does the data reveal?
8. Was the goal of this coaching cycle met?
9. What should be the next coaching focus?

Step 4: Collaborative Coaching Plan



Adapted from Costa, A. and Garmston, R. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1994.

Use the following form to develop a coaching plan for *one* focus area of concentration. The mentor and BT should determine this area of focus jointly during the reflection stage. In the collaborative coaching step, a plan of action is actually designed for the BT. (When writing the plan of action, all 4 steps may not be necessary.) Use this form as documentation.

Step 4: Collaborative Coaching Plan Format

<u>List Strengths.</u> (e.g., allows sufficient wait time, superior content knowledge)	
<u>Select a focus area for improvement.</u> Write as a teaching outcome.	
<u>Make a Plan of Action.</u> List strategies to improve this skill.	Mentor Follow up And Dates
1. Read, review, and or discuss the following:	
2. Observe: Use designated observation instruments.	
3. Practice the skill in the following ways:	
4. Demonstrate successful understanding of the skill by: Time Needed: Resources Needed:	

Reiman, Alan J. and Lois Thies-Sprinthal. *Mentoring and Supervision for Teacher Development*. New York: Addison Wesley Longman, 1998.

Methods to Master

In the following section are several modules offered to reinforce the skills a new teacher is likely to need assistance in mastering. Lesson planning, classroom management, classroom discipline, effective questioning techniques, positive reinforcement, multiple intelligences, and parent communications are methods effective teachers regularly employ. Depending upon the level of proficiency of the beginning teacher, you may wish to consider using some or all of the following tools to hone his/her teaching skills. Beginning teachers who have not come through traditional teacher preparation programs may find this information foreign and need assistance in understanding and practicing the pedagogical methods offered here. The Collaborative Coaching Cycle is an excellent approach to use with a beginning teacher who is trying to learn or master the techniques offered in these modules.

Included here are “tip sheets” and samples to be shared and discussed with the beginning teacher. Also included are several observation tools to check the progress the novice is making in implementing these practices in his/her classroom.

If you want to plan for a year, plant rice.

If you want to plan for 10 years, plant a tree.

If you want to plan for a lifetime, educate a child.

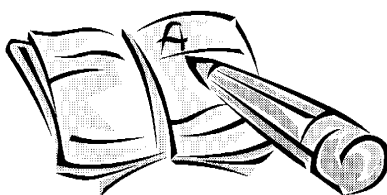
Confucius

Lesson and Unit Planning

Most of what teachers know and are able to do in the classroom centers around the depth and breadth of the teachers' understanding of curriculum and instruction. Curriculum includes the knowledge and skills students are to learn; instruction includes the methods and materials teachers use to facilitate that learning. In the INTASC Standards, content pedagogy refers to this connection and is listed first to underscore its importance. Content is the knowledge and skills that students are to learn; pedagogy is the art of using methods and materials to help students learn. Lesson plans are the blueprints that document what students will be learning and the methods, materials, activities, etc., which teachers will use to assist students in their learning.

Effective lesson planning begins with determining what students are to learn. The *North Carolina Standard Course of Study* documents what is to be learned at each grade level and is separated into curriculum areas. This outline gives a complete list of the knowledge and skills that students are expected to learn during the academic year, and teachers are expected to cover all concepts in the Standard Course of Study for their curriculum areas. In fact, the End-of-Grade Tests come from the list of concepts and skills students are expected to learn. The *North Carolina Standard Course of Study* is available on line through <http://www.ncpublicschools.org> under the heading "Curriculum."

Pedagogy, "the art of teaching," means designing challenging activities and experiences that help students master the knowledge and skills contained in the *Standard Course of Study*. The professional educator changes lesson plan formats to meet the needs of the diverse student population within the class. Each teacher will have to find the lesson planning style/format that works best for him/her and the students. While there is not an exhaustive file of lesson plan formats in this handbook, several examples are provided. There is only one observation tool provided, the one for the Madeline Hunter style lesson format. However, a mentor can easily make a tool for observation to coincide with the other formats provided.



Developing Effective Unit Plans

Divide curriculum from the North Carolina Standard Course of Study (NC SCOS) into the units you will teach; or if NC SCOS is not available in your discipline, use the locally approved curriculum for your course.

Determine the approximate pacing (number of days) for each unit. This should be done in collaboration with an experienced teacher in the subject area and should employ the use of any locally developed pacing guides.

Ask yourself the following questions as you design your lesson/unit:

Identify the Desired Results:

1. What will the students need to know and be able to do at the end of the unit? (Identify “big ideas,” provocative questions, and essential skills to be learned and/or explored.)
2. How will your students demonstrate that they are able to use this knowledge and/or skill?
3. What misconceptions could get in the way of student learning?

Determine What Evidence Is Necessary to Demonstrate this Achievement:

4. What will students do at the end of the unit to demonstrate they know the information and can use it?
5. What strategies will be needed to assess this learning?

Organize Necessary Learning Experiences:

6. What are the essential questions to be answered or key concepts to be understood during the unit? (What is the learning sequence? If students are learning a process, what are the major steps?)
7. What will students need to be taught or coached in order for them to achieve the desired learning?
8. What activities and experiences are necessary to make the knowledge and skills relevant for the students?
9. Which graphic organizers will you use to help students organize the key information and concepts in the unit?
10. What instructional methods will you use to motivate students and make learning meaningful to them?

Key Strategies for Success:

1. Clearly define what you want students to know and be able to do at the end of the unit. Be sure this is in keeping with the NC SCOS or other approved curriculum.
2. Plan to use an appropriate variety of individual as well as collaborative learning practices.
3. Plan strategies to address all academic levels of learners.
4. Plan strategies to address the developmental levels, learning styles, and interests of the students.
5. Employ technology in the lessons when appropriate.
6. Develop real world connections for the information and skills to be learned.
7. Develop a plan to assess the success of the unit and reflect on how this unit could be improved if used again.

Unit Planning Guide

Teacher _____ Grade level _____ Subject _____

1. Unit Title: _____

2. Time frame: _____

3. Curriculum Objective(s):

4. Interdisciplinary Connections:

5. Key Concept or Essential Question:

6. Subject matter, text, or material to be covered:

7. Resources (human and material) needed to complete this unit:

8. Culminating activity or assessments:

9. Method for Teacher Reflection to Determine Success of the Unit:

Sample Unit Plan Overview

Topic in SCOS First Grade Social Studies – Goal 8: The learner will apply basic geographic concepts.

Goals (SCOS)	Strategies (teaching processes)	Assessment of Learning	Interdisciplinary Connection(s)
8.1 Locate and describe familiar places in the home, classroom, and school.	<ul style="list-style-type: none"> - Brainstorm and discuss areas at home, classroom and school. - Web places and descriptive words for selected areas. - Locate and fill in places on teacher-made overhead and class paper map of school. 	<ul style="list-style-type: none"> - List of places - Student participation - Webs posted in classroom - Completed class map 	Reading/Writing/Speaking Technology Math
8.2 Construct simple maps, models, and pictures representing home and school settings.	<ul style="list-style-type: none"> - Make a collage of magazine pictures (small groups) representing specific home and school settings. - Draw a map of your home. - Take a walking tour of the school. <p>Using a template of the school, fill in locations for classrooms, library, etc.</p>	<ul style="list-style-type: none"> - Collages displayed in classroom - Maps displayed - Completed school maps 	Reading/Writing Art Math
8.3 Identify the functions of places in homes and schools.	<ul style="list-style-type: none"> - Using collages, list functions of places represented (small group). - Share ideas with large group. - Record personal ideas in journal. 	<ul style="list-style-type: none"> - Student participation - Completed lists - Journal entries 	Reading/Writing/Speaking
8.4 Analyze patterns of movement between homes and schools.	<ul style="list-style-type: none"> - Discuss the ways children get to school and back home. - Graph the various ways. 	<ul style="list-style-type: none"> - Student participation - Completed graph 	Reading/Speaking Math

Adapted from Dr. Beth F. Tyson, Western Carolina University, 2002.

Unit Planning: Self-Assessment

Use this list of questions as one way to reflect on the successes or weaknesses of the unit. This reflection may be self-directed or conducted with the mentor.

1. What was your vision/goal for the unit?
2. How did this unit support the NCSCOS and your school's improvement plan?
3. What theme or central concept was used as an organizer?
4. What interdisciplinary connections are incorporated in this unit?
5. What links to prior knowledge or learning did you provide for the students?
6. Have rubrics been developed for assessment of student work?
7. By whom were the rubrics developed (i.e. teacher, students, or a combination)?
8. Did the students understand the rubrics and how they were to be used?
9. What higher order thinking skills did the activities in the unit require students to demonstrate?
10. What individual student abilities and individual learning styles did you consider when developing the activities for this unit?
11. What assessments of student learning did you use for this unit?
12. What consideration was given to student diversity when you were planning this unit?
13. How were student interests utilized in planning the unit?
14. What plan did you have in place for remediating students who fell behind?
15. What culminating outcome did you define for the unit?
16. If appropriate, what technology was used in this unit?
17. Was parent communication effectively used during the time you taught this unit? How do you know?
18. What is your level of satisfaction with this unit?
19. If you were to teach this unit again, what revisions would you make?

Developing Effective Lesson Plans

Finding a lesson plan format that works is dependent on a teacher's organizational style, student/class needs, and the requirements of the school or system. Beginning teachers will need guidance and the opportunity to experiment with a variety of lesson plan formats for different instructional purposes. The following format developed by Madeline Hunter should prove a helpful starting point for a beginning teacher. After the teacher is comfortable and has achieved some mastery of a basic lesson plan, s/he should be encouraged to try other styles of plans depending on the readiness and needs of the students. See alternative samples in this section.

Eight Steps to Building an Effective Lesson from Madeline Hunter

Step 1: Anticipatory Set

In every lesson the teacher provides initial motivation and focus for the lesson. Alerting the class about what to expect the lesson to accomplish, providing relevance of this lesson to other learning, or showing a relationship to a previous lesson are ways to achieve the anticipatory set.

Step 2: Objective

The teacher specifies the knowledge and/or skills the students will be expected to achieve. Some words to help clarify the task may be: say, write, cut, cook, locate, sequence, etc.

Step 3: Presenting the Information

In every lesson the teacher, through some means, presents information. Some key words in this part of the plan might be: teach, tell, read, show, or demonstrate.

Step 4: Modeling

The teacher models the behavior that the student is expected to perform.

Step 5: Checking for Understanding

In this portion of the lesson, the teacher checks for student understanding of what has been taught or presented. The teacher should not assume that the student understands.

Step 6: Guided Practice

The importance of including this component in the lesson relates to a need to check whether the student understands the whole part rather than small parts. The teacher checks to see if the student has achieved the objective.

Step 7: Independent Practice

This is the part of the lesson where the student without teacher guidance demonstrates the objective. The main purpose is to develop student retention of information through practice.

Step 8: Closure

This component is a review with the student of what was accomplished in the lesson. The teacher may refer to the objective and ask the students if the class accomplished what they set out to accomplish. This part may include: summary of the lesson, evaluation by the teacher, assignment of independent practice, or reference to tomorrow's work.

Form 1 - Lesson Plan

Anticipatory Set:
Objective:
Presentation of Information:
Modeling:
Checking for Understanding:
Guided Practice:
Independent Practice:
Closure:

Form 1 - Lesson Plan (Sample)

<p>Anticipatory Set: Ask: Do you think your opinion is valued? Are there topics on which you have different points of view from your parents, teachers, or principal? Think of the last time you disagreed with a school rule. How did you communicate your viewpoint? Did you look at both sides? Would you have had more influence had your ideas been organized, well prepared, and backed with evidence?</p>
<p>Objective: NCSCOS 3.03 - Create arguments that evaluate by justifying judgments with logical relevant reasons, clear examples, and supporting details.</p> <p>Teacher objective: Brainstorm, plan, and write a 5-paragraph point-of-view essay on a topic.</p>
<p>Presentation of Information: Share strategies and tools involved in point-of-view writing.</p> <p>Brainstorming T-Diagram Determination of strongest arguments Completing the essay</p>
<p>Modeling: Demonstrate the brainstorming process. Put pro's and con's on a T-diagram. Select strongest reasons/arguments from the lists (i.e. the ones that have best details for support). Write all 5 paragraphs on the overhead with class participating.</p>
<p>Checking for Understanding: Do the paragraphs in the demonstration essay directly state a definite point of view? What are the 3 reasons for this point-of-view? What are the details that support each reason? Why are they in the order that they are?</p>
<p>Guided Practice: Brainstorm some ideas on which students have strong points of view. Have students select a topic from a brainstormed list to practice the writing process.</p> <ul style="list-style-type: none"> • Brainstorm reasons and support. • Select 3 strong reasons for this belief from the brainstormed list. • Brainstorm details for each reason. • Write the ideas into a 5-paragraph essay.
<p>Independent Practice: The student completes his/her essay using the brainstormed ideas. Teacher monitors while the students work.</p>
<p>Closure: What is a point-of-view essay? What constitutes a "logical argument?" If the purpose of a point of view essay is to justify a judgment, what organizational patterns might you use to create a logical argument so that the strongest argument is made?</p>

Beginning Teacher's Name _____
Class _____
Number of Students _____

Mentor's Name _____
Date _____
Observation Time _____

OBSERVATION FORM FOR MADELINE HUNTER STYLE LESSON PLAN

(Jot down notes that indicate what you see happening in each step.)

STEP 1. Anticipatory Set:

STEP 2. Objective and Purpose:

STEP 3. Input:

STEP 4. Modeling:

STEP 5. Checking for Understanding:

STEP 6. Guided Practice:

STEP 7. Independent Practice:

STEP 8. Closure:

Form 2 – Lesson Plan

Start-up Activity:

Essential Question or Key
Concept:

Date _____

Period _____

Class _____

Objective/Goal from the NCSCOS:

Objective for this lesson:

Review/Introduction:

The Plan/Procedure:

Guided Practice:

Closure:

Homework:

Form 2 – Lesson Plan (Sample)

Start-up Activity:

Students move to the reading area to listen to a story.

Essential Question or Key Concept:

How can things be sorted?

Date November 21

Period Math

Class Kindergarten

Objective/Goal from the NCSCOS:

Use 1-1 correspondence to identify how many.

Sort by a given attribute: sort by one rule and explain.

Objective for this lesson:

Students will listen to a story and then determine what makes things alike or different.

Students will be able to sort like items and explain why the items are alike.

Review/Introduction:

Teacher holds up a button and asks, "What color is the button?" "How many holes does it have?"
"Look at a button on your shirt. How many holes does it have? What color are the buttons?"
Teacher holds up 2 buttons and asks, "Are all buttons alike?" "How are these 2 buttons different?"
Teacher says, "Today we will read a story about buttons."

The Plan/Procedure:

Read The Button Box to the whole class.

Working with a small group, give each student an assortment of buttons (rest of the class is exploring crayon tubs).

Students look at buttons and determine things that are alike about certain buttons. Encourage students to put those buttons in a group.

Brainstorm with students things that could be alike: number of holes, material the button is made of, color, size, etc.

As a group, students will practice sorting buttons. Count the sets that have been sorted.

Guided Practice:

Allow students to sort a new handful of buttons.

Count the sets that have been sorted.

Closure:

Review what makes things alike or different and how we can sort by one attribute.

Homework:

Give each student a minibox of buttons to sort at home with his/her parent(s). Students are free to add buttons. Share the new buttons and attributes.

Beginning Teacher's Name _____
Class _____
Number of Students _____

Mentor's Name _____
Date _____
Observation Time _____

OBSERVATION OF FORM 2 – LESSON PLAN

(Jot down notes that indicate what you see happening in each step.)

1. What was the nature of the start-up activity? (Was it a review of yesterday's lesson or relevant to today's lesson?)

2. Was the key concept or essential question relevant to the goal from the NCSCOS? How were students made aware of the essential question or key concept of the lesson?

3. What was the goal/objective for the lesson? Was it appropriate?
Did the review or introduction make use of students' prior knowledge or learning?

4. Give evidence to show that the procedure used to teach this lesson was/was not appropriate and effective.

5. Did all students participate in the guided practice? How did the teacher monitor this instruction?

6. How did the teacher provide closure?

7. Was appropriate homework assigned? Consider the link to today's goal, ability levels of students, length of assignment, etc.

Form 3 – Integrated Lesson Plan

Teachers:			
Subject _____ Unit _____ Objectives _____ _____ _____	Subject _____ Unit _____ Objectives _____ _____ _____		
What will students do?	What will students learn?		
		Materials/Resources	
		Assessment Strategies	

Form 3 – Integrated Lesson Plan (Sample)

Teachers: E. Riley and J. Smith, 2 nd grade		
Subject Unit Math/Social Studies Objectives Problem Solving in the Community The student will collect, organize, and interpret data to solve problems. The student will model, identify, and compute with whole numbers.	Subject Unit Problem Solving in the Community Objectives The learner will use information for problem solving, decision making, and planning.	
What will students do? Social Studies Connection: Students will brainstorm a list of health-care workers and think of ways each might use math or problem solving at work. Students will then exchange problems with a peer and solve. EX: The doctor sees 6 patients an hour the first hour and 4 during the second hour. If the number continues to alternate this way, how many patients will the doctor see in 7 hours? Literature Connection: After listening to the story, <i>The Pet Shop</i> , students will recall the animals that are mentioned in it. The students will list the animals on a 3-column chart labeled for Pet, Price, and Weight. The students will decide how much each pet should cost and write the price beside each animal. Next, students will estimate the pet's weight in kilograms. Groups of students will create word problems using the information on the chart and then share with other groups. Students will draw and cut out the pets and label each with weight and price.	What will students learn? <ul style="list-style-type: none"> Students will develop and enhance skills in measurement, estimation, and logic. Students will develop problem-solving strategies such as working backwards, finding patterns, making lists, and using objects. Students will also develop and enhance their social and verbal skills by working in small groups. <ul style="list-style-type: none"> Students will demonstrate how they can transfer knowledge across curricula. Students will become better problem solvers by locating information, reading charts and graphs, thinking logically, and drawing pictures. Students will enrich their communication skills (verbal and written). 	Materials/Resources Chart paper <i>The Pet Shop</i> by Allan Alberg Markers Notebook paper Pencils Assessment Strategies Teacher will act as a facilitator and monitor students progress. He/She will record individual student progress on a teacher-made checklist of various skills outlined in the objectives.

Effective Questioning

Questioning is one of the most popular strategies employed by classroom teachers to evaluate what students have learned. Responses to questions may require students to repeat a memorized answer or to answer with a summary, judgment, conclusion, or evaluation. Questions found in textbooks often require students to repeat memorized answers, the simplest level of thinking. Students need to develop self-confidence to go beyond the cognitive-memory range of thinking to reach for a range of alternative answers. Teachers can use a variety of questioning techniques to encourage students to use divergent and evaluative thinking and thus broaden the intellectual range in the classroom.

In the book, *Dimensions of Thinking*, Robert Marzano, et al., classified the levels of thinking and reasoning into 7 categories. These classifications provide the basis for the revised *North Carolina Standard Course of Study*. Therefore, thinking skills, when used by the teacher as a basis for asking questions at all levels, serve as a tool teachers use to nurture students' cognitive development. Further, these thinking skills as outlined by Marzano, serve as the framework test creators use for formulating questions for the North Carolina End-of-Course and End-of-Grade Tests. Teachers who access all levels of the thinking skills hierarchy with their students will likely see student performance improve on these tests.

The charts on the next pages provide definitions of skills demonstrated at each level of the thinking and reasoning skills hierarchy. Also provided are lists of question cues to help teachers formulate questions from each level of thinking to use with their students.

**"I had six honest serving men.
They taught me all I know:
Their names were Where and What and When
And Why and How and Who."**

Rudyard Kipling

Levels of Thinking and Reasoning

In creating questions for tests or for structuring class discussions, teachers should incorporate all levels of questions so that all students can be challenged with higher order thinking skills.

KNOWING Defining problems: clarifying needs, discrepancies, or puzzling situations Setting goals: establishing direction and purpose Observing: obtaining information through one or more senses Formulating questions: seeking new information through inquiry Encoding: storing information in long-term memory Recalling: retrieving information from long-term memory
ORGANIZING Arranging: arranging information so it can be used effectively Comparing: noting similarities and differences between or among entities Classifying: grouping and labeling entities on the basis of their attributes Ordering: sequencing entities according to a given criterion Representing: changing the form but not the substance of information
APPLYING Demonstrating prior knowledge within a new situation Bringing together the appropriate information, generalizations, or principles that are required to solve a problem
ANALYZING Clarifying existing information by examining parts and relationships Identifying attributes and components: determining characteristics or parts of something Identifying relationships and patterns: recognizing ways in which elements are related Identifying main ideas: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning Identifying errors: recognizing logical fallacies and other mistakes and, where possible, correcting them
GENERATING Producing new information, meaning, or ideas Inferring: going beyond available information to identify what reasonably may be true Predicting: anticipating next events or the outcome of a situation Elaborating: explaining by adding details, examples, or other relevant information
INTEGRATING Connecting and combining information Summarizing: combining information efficiently into a cohesive statement Restructuring: changing existing knowledge structures to incorporate new information
EVALUATING Assessing the reasonableness and quality of ideas Establishing criteria: setting standards for making judgments Verifying: confirming the accuracy of claims

Key Words for Questioning at Each Level of Thinking and Reasoning

Below are suggested key words for accessing knowledge at each level of the thinking and reasoning hierarchy.
Note that some of the words may be included in more than one list.

Knowing	Organizing	Applying	Analyzing	Generating	Integrating	Evaluating
List Identify Locate Observe Match Fill in Label Discover How much What Show Repeat Name Recall Define Describe Reproduce State Recognize Who Why When Where How	Compare Express Discuss Review Examine Describe Explain Restate Report Locate Recognize Construct Define Relate Paraphrase Convert Summarize Predict Translate Interpret Generalize Classify Tell Match Conclude	Simulate Interview Apply Sketch Solve Collect Organize Construct Demonstrate Use Practice Illustrate Schedule Translate Solve Compute Show Operate Group Interpret Relate Predict Manipulate Teach Paint	Classify Debate Analyze Experiment Compare Inspect Test Criticize Separate Categorize Question Solve Examine Distinguish Differentiate Outline Diagram Infer Subdivide Combine Formulate Contrast Survey	Explain Predict Infer Justify Interpolate Extrapolate Elaborate	Combine Estimate Set-up Manage Create Prepare Plan Design Compose Arrange Predict Hypothesize Produce Invent Role play Propose Formulate Collect Organize Extend Devise Construct Choose Develop	Rate Judge Select Measure Evaluate Choose Decide Justify Determine Debate Conclude Recommend Predict Assess Value Appraise Challenge Rate Criticize Solve Estimate Compare Discuss

Tips for Asking the Right Questions

- Insist on attentiveness from the entire class during questioning periods.
- Never call on a particular student before asking the question.
- Structure questions so that all levels of thinking and reasoning are addressed.
- Limit the use of questions that rely completely on memorized answers.
- Pause a few seconds to allow students to gather their thoughts and offer a response. Pause 3-5 seconds between questions.
- Avoid frequent questions that require only yes or no answers. Ask questions that are open-ended.
- Avoid answering your own questions.
- Follow up correct student responses with an affirmation (“yes,” “correct,” “good,” a nod of the head, or a pat on the back, etc.).
- Follow up an incorrect student response with a probing question designed to elicit the correct response.
- Follow up a student’s response by fielding it to the class or to another student for a reaction.
- Avoid “give away” facial expressions to student responses.
- Avoid directing a question to a student for disciplinary reasons.
- Avoid asking questions that contain the answer.
- Avoid labeling the degree of difficulty of a question.
- Replace lectures with a set of appropriate questions.
- Offer the questions ahead of time to shy or reluctant students to allow them to rehearse the answers.
- Call on all students. Do not allow yourself to call only on a few students who routinely raise their hands.
- Ask questions at an appropriate level so that they are answered correctly 80% of the time.

Johnson, David R. *Every Minute Counts: Making Your Math Class Work*. Lebanon, IN: Pearson Learning, 1997.

Beginning Teacher _____ Mentor _____
 Date _____ Class _____
 Observation Time _____ Number of Students _____

OBSERVATION FORM FOR LEVELS OF QUESTIONS AND QUESTIONING STRATEGIES

Record examples (and/or tally) the use of each level of thinking employed by a teacher when questioning students during a lesson.

Knowing	
Organizing	
Applying	
Analyzing	
Generating	
Integrating	
Evaluating	

Tally each time one of these strategies is used.

Number of questions asked	Number of Yes/No questions
Pauses before reinforcing an answer	Calls on student after asking the question
Reaffirms answer with positive feedback	Asks questions that contain the answer
Probes after incorrect answer	Asks a question for disciplinary reasons
Calls on a variety of students	Appropriate level of questioning (80% correct responses)
Uses sufficient "wait time" after asking a question	

Positive Reinforcement

A teacher plays a key role in the creation of desirable learning conditions in the classroom by using positive reinforcement of behavior. Positive reinforcement, an effective means of increasing student participation in classroom activities, directly increases opportunities for learning.

Four types of positive reinforcement to use in the classroom:

1. **Positive verbal reinforcement** occurs when the teacher quickly follows a desired student response with such comments as, "Correct" or "Fine" or other statements indicating an appropriate response.
2. **Positive nonverbal reinforcement** occurs when the teacher nods her head affirmatively, smiles, or provides focused attention on the student while responding. (This is especially appropriate for reinforcing the shy student who is attending to instruction.)
3. **Positive qualified reinforcement** occurs when the teacher differentially reinforces, either verbally or nonverbally, the acceptable parts of a response.
4. **Delayed reinforcement** occurs when the teacher emphasizes positive aspects of a student's responses by redirecting class attention to earlier contributions by the student.

It is important for teachers to increase their repertoire of reinforcing comments and to use them sensitively. In addition, the reinforcement should correspond to the adequacy of the student's response. The following questions should help you determine the types of reinforcement you are using in your classroom:

- When a student answers a question correctly or asks a good question, do you reward the student with positive words such as "Good!" or "Fine!"? (Verbal)
- What non-verbal cues (i.e., a smile or a nod of the head) do you use to encourage the students? (Non-Verbal)
- When a student gives an answer that is only partially correct, do you give credit for the correct part? (Differentiated)
- Do you ever refer to the positive aspects of a student's previous response? (Delayed)

Beginning Teacher _____ Mentor _____
Class _____ Date _____
Number of Students _____ Observation Time _____

**OBSERVATION FORM FOR
POSITIVE REINFORCEMENT: SOCIAL, VERBAL, AND NON-VERBAL**

1. When a student answered a question correctly or asked a good question, did the teacher reward with such words as "Fine!", "Good!", or "Excellent!"? List the words AND the number of times used (verbal). Use check or tally marks to indicate number of times used.

2. What non-verbal cues (i.e. a smile or a nod of the head) did the teacher use to encourage the students? Use check or tally marks to indicate the number of times each was used.

3. When a student gave an answer that was only partially correct, did the teacher give credit for the correct part of the answer? (Differentiated) Write examples.

4. Did the teacher ever refer to the positive aspects of a student's previous response? (Delayed) Write examples.

5. List other types of reinforcement used in the lesson. Use back if necessary.

Material-

Privileges-

Tokens-

Social-

Other-

99 Ways to Say "Very Good"

1. You're on the right track now!
2. You're doing a good job!
3. You did a lot of work today!
4. Now you've figured it out!
5. That's Right!
6. Now you have the hang of it!
7. That's the Way!
8. You're really going to town!
9. You're doing fine!
10. Now you have it!
11. Nice going.
12. That's coming along nicely.
13. That's great.
14. You did it that time!
15. GREAT!
16. FANTASTIC!
17. TERRIFIC!
18. Good for you!
19. You outdid yourself today!
20. GOOD WORK!
21. That's better!
22. EXCELLENT!
23. That's a good (boy or girl)
24. Good job, (Name of student).
25. That's the best you have ever done!
26. Good going!
27. Keep it up!
28. That's really nice.
29. WOW!
30. Keep up the good work.
31. Much better!
32. Good for you!
33. That's so much better!
34. Good thinking!
35. SUPER!
36. Exactly right!
37. Nice going.
38. You make it look easy.
39. I've never seen anyone do it better.
40. Way to go!
41. You are doing that much better today.
42. Not bad.
43. Superb!
44. You're getting better everyday.
45. WONDERFUL!
46. I knew you could do it.
47. Keep working on it, you're getting better.
48. That's super!
49. You're really working hard today.
50. That's the way to do it!
51. You're doing beautifully.
52. THAT'S IT!
53. Nothing can stop you now!
54. You've got it made.
55. You are very good at that.
56. You're learning fast.
57. I'm very proud of you.
58. You certainly did well today.
59. You've just about got it.
60. That's good.
61. I'm happy to see you working like that!
62. That's better than ever.

63. I'm proud of the way you worked today.
64. MARVELOUS!
65. You are really learning a lot.
66. That's the right way to do it!
67. That's quite an improvement.
68. That kind of work makes me very happy.
69. Now you've figured it out.
70. PERFECT!
71. That's not half bad!
72. FINE!
73. You've got your brain in gear today.
74. That's it!
75. You figured that out fast.
76. You remembered!
77. You're really improving.
78. I think you've got it now.
79. Well, look at you go!
80. You've got that down pat.
81. TREMENDOUS!
82. OUTSTANDING!
83. I like that.
84. Couldn't have done it better myself.
85. You did that very well.
86. Now that's what I call a fine job.
87. CONGRATULATIONS!
88. That was first class work.
89. Right on!
90. SENSATIONAL!
91. That's the best ever.
92. Good remembering!
93. You haven't missed a thing.
94. It's a pleasure to teach when you work like that!
95. You really make my job fun.
96. You've just about mastered that!
97. One more time and you'll have it.
98. You must have been practicing!
99. Congratulations. You got (number of behaviors or items) right!

Multiple Intelligences

The Theory of Multiple Intelligences suggests that each person has an aptitude for all intelligences and that each person learns through several specific intelligences or learning styles. While all possess the capacity to develop in all intelligences, students come to school with the intelligences developed in varying degrees so that many learning styles are found within one class. Educators, therefore, should structure a variety of learning experiences to give all students inroads to learning through an area of relative strength and so all children can fully develop across all areas of intelligence. The ideas of curriculum integration and teaching the whole child are supported by activities across the range of intelligences.



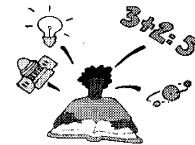
Verbal/Linguistic

Definition: the ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of people with linguistic intelligence.

Famous examples: Martin Luther King, Jr., Charles Dickens, Abraham Lincoln, T.S. Eliot

How these students learn: These students will enjoy activities involving reading from many genre including historical papers, novels, essays, poems, plays, narratives, and lyrics, as well as, writing, listening, grammar, foreign languages, lively discussions, readers theater, oral practice, storytelling, and debates.

How to support this intelligence: provide opportunities for discussions, writing across the curriculum, connecting literature to content areas such as history and science, and with older students give leading theories and research.



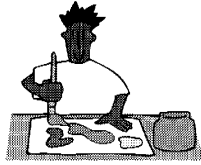
Logical/Mathematical

Definition: the ability to reason and calculate, to think things through in a logical, systematic manner. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

Famous examples: Albert Einstein, John Dewey, Winston Churchill

How these students learn: These students will enjoy activities involving manipulatives, reasoning, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing proofs, hypothesizing, classifying, prioritizing, drawing conclusions, judging, evaluating, assessing, debating, and games such as chess.

How to support this intelligence: provide experiences with patterns, order, calculations sequence, predictability, rationales, problem-based learning, and inductive and deductive logic.



Visual/Spatial

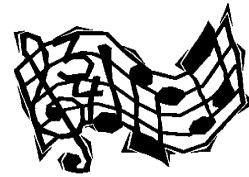
Definition: the ability to think in pictures, visualize a future result, and an ability to imagine things in your mind's eye. This strength is seen in architects, sculptors, sailors, photographers, and strategic planners. You use it when you navigate, draw, or sculpt.

Famous examples: Leonardo da Vinci, Picasso, Frank Lloyd Wright

How these students learn: These students enjoy activities involving concept maps such as Venn diagrams, pictures, charts and graphs, visual metaphors and memory imprints, maps, storyboards, political cartoons, analogies, puzzles, imagination activities, collages, mobiles, illustrations, displays, camera and photo work, and anatomical drawings.

How to support this intelligence: provide experiences with visual and performing arts, imagery, working with overviews, outlines, and graphic organizers. These students will remember places and faces, not names and numbers.

Musical/Rhythmic



Definition: the ability to make or compose music, to sing well, or understand and appreciate music and to keep rhythm. It's a talent obviously enjoyed by musicians, composers, and recording engineers, but most people have a musical intelligence that can be developed. Think of how helpful it is to learn with a jingle or rhyme (e.g. "Thirty days has September....").

Famous examples: Mozart, Leonard Bernstein, Ray Charles, Luciano Pavarotti, Michael Jackson

How these students learn: Students will enjoy hearing the rhythm of poetry, learning through creating musical lyrics or scores, or using rhythm to enhance learning through raps, chants, and singing.

How to support this intelligence: Consider giving musical experiences associated with memorization, physical activities, and transition times as well as integrating music and rhythm throughout the content areas. These are students who can be reached through music when other inroads prove unsuccessful.



Bodily/Kinesthetic

Definition: the ability to use your body skillfully to solve problems, create products or present ideas and emotions. It is also the ability displayed in athletic pursuits, dancing or acting artistically, or in building and construction. Surgeons are included in this category but many people who are physically talented – "good with their hands" – don't recognize this form of intelligence as equal in value to the other intelligences.

Famous examples: Charlie Chaplin, Michael Jordan, Mikhail Baryshnikov, Chipper Jones

How these students learn: Students will enjoy movement activities, experiments, "hands on" activities, performances, field trips, outdoor educational experiences, plays, puppetry, dramatizations, sports, keyboarding, and participation games/activities.

How to support this intelligence: Provide information on ways the material will be useful. Provide opportunities to work on long-term authentic projects and investigations, discovery learning, and performance activities using both gross and fine motor skills.



Naturalist

Definition: the ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively—for example in hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, and environmentalists would all display aspects of the intelligence.

Famous examples: Charles Darwin, E.O. Wilson

How these students learn: These students will enjoy outdoor activities; biology, and natural sciences such as weather, plants, animals, and minerals; and local and global environmental connections.

How to support this intelligence: To strengthen the naturalist intelligence in students, provide opportunities to study biology and natural sciences, to be outside, and to work with environmental impact implications.





Interpersonal

Definition: the ability to work effectively with others, to relate to other people, to display empathy and understanding, to notice their motivations and goals. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders, and sales people.

Famous examples: Mahatma Gandhi, John F. Kennedy, Mother Teresa, Oprah Winfrey, Dr. Phil McGraw.

How these students learn: Students learn best through social interaction. These students will enjoy interactions, sharing opportunities, oral projects, team/group problem-solving and decision making, and other leadership opportunities.

How to support this intelligence: Provide activities that will help students move from self-centered through peer-centered, and into team-centered maturity by providing structured social experiences in the classroom. Cooperative learning, constructivist learning, classroom discussions providing students opportunities to see pros and cons, opportunities to evaluate critically by seeing information from various perspectives, and active learning activities nurture this intelligence.



Intrapersonal

Definition: the ability for self-analysis and reflection—to be able to quietly contemplate and assess one's accomplishments, to review one's behavior and innermost feelings, to make plans and set goals, the capacity to know oneself. Philosophers, counselors, and many peak performers in all fields of endeavor have this form of intelligence.

Famous examples: Freud, Emerson, Thoreau, Eleanor Roosevelt, Plato, Socrates, Confucius

How students learn: These students will enjoy meditation time, personal writing, thinking logs, journal writing, goal setting, writing commentaries, and other opportunities for introspection and reflective work.

How to support this intelligence: Provide students with opportunities to see how knowledge will be useful; provide personal connections, metacognition, and independent work. Strengthen intrapersonal intelligence by offering opportunities for strategic planning, persuasive writing, and reflective evaluation.

“Learning Styles and Multiple Intelligences.” (Internet site at www.ldpride.net). Retrieved 6 February 2003.

Multiple Intelligences Lesson Plan Form

Name: _____ **Lesson Plan for** _____
(class/period)

Objectives:

Verbal/Linguistic

- ☐ literature ☐ non-fiction
- ☐ storytelling ☐ writing
- ☐ listening ☐ discussion
- ☐ readers theater ☐ oral practice
- ☐ other _____

Logical/Mathematical

- ☐ measurement ☐ patterns
- ☐ data ☐ computers
- ☐ organizing ☐ analyzing
- ☐ logic games ☐ flowchart
- ☐ syllogisms ☐ calculations
- ☐ other _____

Visual/Spatial

- ☐ art project ☐ maps/globes
- ☐ graphic organizer ☐ outline
- ☐ imagination activity ☐ display
- ☐ cameras/pictures ☐ illustrations
- ☐ board/card games ☐ fine art
- ☐ other _____

Musical/Rhythmic

- ☐ listening to songs ☐ rhythm
- ☐ creating songs ☐ poetry
- ☐ curriculum songs ☐ raps/chants
- ☐ singing
- ☐ other _____

Bodily/Kinesthetic

- ☐ hands-on activity ☐ dance/mime
- ☐ discovery learning ☐ puppetry
- ☐ performance activity ☐ field trips
- ☐ dramatization ☐ manipulatives
- ☐ authentic learning experience
- ☐ other _____

Interpersonal

- ☐ class discussion/interaction
- ☐ group/team activity or challenge
- ☐ local/global problem-solving
- ☐ leadership opportunities
- ☐ other _____

Intrapersonal

- ☐ goal setting ☐ strategic planning
- ☐ reflective work ☐ journal writing
- ☐ meditation ☐ commentaries
- ☐ independent work/projects
- ☐ other _____

Naturalist

- ☐ environmental connection
- ☐ natural science connection
- ☐ outdoor activity
- ☐ plants ☐ minerals
- ☐ animals ☐ weather
- ☐ other _____

Review/Focus:

Teacher Input:

Guided Practice:

Independent Practice:

Closure:

Assessment:

Assignment:

Multiple Intelligences Lesson Plan Sample

Name: Samuel Smart Lesson Plan for English III, period 1

(class/period)

Objectives: NCSCOS 4.01, 5.01, 5.02 – critically analyze text to gain meaning, analyzing characteristics of literature, evaluate literary merit, and compare texts to show similarities

<p><u>Verbal/Linguistic</u></p> <p><input checked="" type="checkbox"/> literature <input type="checkbox"/> non-fiction <input type="checkbox"/> storytelling <input checked="" type="checkbox"/> writing <input checked="" type="checkbox"/> listening <input checked="" type="checkbox"/> discussion <input type="checkbox"/> readers theater <input type="checkbox"/> oral practice <input type="checkbox"/> other _____</p> <p><u>Logical/Mathematical</u></p> <p><input type="checkbox"/> measurement <input type="checkbox"/> patterns <input type="checkbox"/> data <input type="checkbox"/> computers <input type="checkbox"/> organizing <input type="checkbox"/> analyzing <input type="checkbox"/> logic games <input checked="" type="checkbox"/> flowchart <input type="checkbox"/> syllogisms <input type="checkbox"/> calculations <input type="checkbox"/> other _____</p> <p><u>Visual/Spatial</u></p> <p><input type="checkbox"/> art project <input type="checkbox"/> maps/globes <input type="checkbox"/> graphic organizer <input checked="" type="checkbox"/> outline <input type="checkbox"/> imagination activity <input type="checkbox"/> display <input type="checkbox"/> cameras/pictures <input type="checkbox"/> illustrations <input type="checkbox"/> board/card games <input type="checkbox"/> fine art <input type="checkbox"/> other _____</p> <p><u>Musical/Rhythmic</u></p> <p><input type="checkbox"/> listening to songs <input type="checkbox"/> rhythm <input type="checkbox"/> creating songs <input type="checkbox"/> poetry <input type="checkbox"/> curriculum songs <input type="checkbox"/> raps/chants <input type="checkbox"/> singing <input type="checkbox"/> other _____</p> <p><u>Bodily/Kinesthetic</u></p> <p><input checked="" type="checkbox"/> hands-on activity <input type="checkbox"/> dance/mime <input type="checkbox"/> discovery learning <input type="checkbox"/> puppetry <input type="checkbox"/> performance activity <input type="checkbox"/> field trips <input type="checkbox"/> dramatization <input type="checkbox"/> manipulatives <input type="checkbox"/> authentic learning experience <input type="checkbox"/> other _____</p> <p><u>Interpersonal</u></p> <p><input checked="" type="checkbox"/> class discussion/interaction <input checked="" type="checkbox"/> group/team activity or challenge <input type="checkbox"/> local/global problem-solving <input type="checkbox"/> leadership opportunities <input type="checkbox"/> other _____</p> <p><u>Intrapersonal</u></p> <p><input type="checkbox"/> goal setting <input type="checkbox"/> strategic planning <input type="checkbox"/> reflective work <input type="checkbox"/> journal writing <input type="checkbox"/> meditation <input checked="" type="checkbox"/> commentaries <input checked="" type="checkbox"/> independent work/projects <input type="checkbox"/> other _____</p> <p><u>Naturalist</u></p> <p><input type="checkbox"/> environmental connection <input type="checkbox"/> natural science connection <input type="checkbox"/> outdoor activity <input type="checkbox"/> plants <input type="checkbox"/> minerals <input type="checkbox"/> animals <input type="checkbox"/> weather <input type="checkbox"/> other _____</p>	<p>Review/Focus:</p> <p>Review Faulkner's role in the development of the modern American short story form. Ask students to list typical characteristics of Faulkner's work found in the short story, "The Bear." Quickly discuss these.</p> <p>Focus: Faulkner's craftsmanship as an author as seen in his manipulation of plot in "A Rose for Emily"</p> <hr/> <p>Teacher Input:</p> <p>Introduce "A Rose for Emily" by sharing that this story is typical of Faulkner's themes but it uses a seemingly disjointed plot line. We want to explore why Faulkner chose to use this plot style and what he accomplished in terms of theme and character development by using it. Why are events revealed to us the way they are in this story? What does it reveal about character, theme, point-of-view?</p> <hr/> <p>Guided Practice:</p> <p>Divide students into groups of 5. Assign each student 1 or 2 sections of the plot and ask them to list each event from the section(s) on a Post-it note. Teacher gives examples. Allow 10 minutes. As a group have students arrange event cards on a flow chart in <i>chronological</i> order. Allow 20 minutes. Ask groups to report out findings. Teacher will circulate to assist. As groups are reporting out, teacher will give feedback and ask questions to clarify choices.</p> <hr/> <p>Independent Practice:</p> <p>After students have had a chance to absorb the chronological order of the story, ask them to brainstorm why Faulkner chose to order his story this way. What is accomplished? What does this tell us about theme? About characters—especially the townspeople and their point-of-view? What especially does the shocking ending achieve? After a few minutes have student share their ideas.</p> <hr/> <p>Closure:</p> <p>What does Faulkner achieve through his use of non-traditional plots in "The Bear" and "A Rose for Emily"?</p> <hr/> <p>Assessment:</p> <p>Note cards, flow charts, oral answers, class participation</p> <hr/> <p>Assignment:</p> <p>Write a summary of what Faulkner accomplishes through his manipulation of plot in "A Rose of Emily." Make a list of possible symbols from this story and be prepared to share what you think those things symbolize?</p>
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Beginning Teacher _____
 Class _____
 Number of Students _____

Mentor _____
 Date _____
 Observation Time _____

Multiple Intelligences Observation Tool

Write examples from the lesson when any of the intelligences are addressed. Examples can be visuals used in the lesson, verbal instructions, lesson design (such as small groups for interpersonal), etc. Place a check next to examples that are used more than once during the lesson.

Verbal/Linguistic	Bodily/Kinesthetic
Logical/Mathematical	Naturalist
Visual/Spatial	Interpersonal
Musical/Rhythmic	Intrapersonal

Adapted from Howard Gardner's Theory of Multiple Intelligences

Total Number of Intelligences Addressed in this Lesson _____

Management of Student Behavior

In his book, *The First Days of School*, Harry Wong stresses the necessity of teaching procedures, rules, and discipline in the first few days of the school year. Simply put, classroom management is the teacher's organization of time, space, and resources. Paramount to the success of Mr. Wong's advice is having the procedures and routines the teacher wants to establish in his/her classroom clearly defined. This means that the teacher should know not only the routines s/he wants to establish in the classroom but also the procedures that would lend themselves to affecting those behaviors. It is important for the mentor and the novice to discuss the procedures that work well in the classroom and to discuss how to establish those procedures so that they become effective routines for students. There are two keys to the success of classroom procedures and routines: a clearly defined plan and consistent practice with the students until the procedures become routines.

Three steps for teaching procedures:

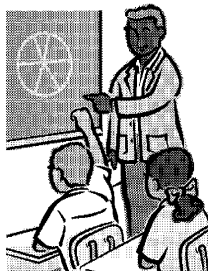
1. Explain the procedures to the students.
2. Practice the procedures.
3. Reinforce the procedures.

Effective Classroom Management Requires:

- Modeling—model appropriate behavior through student-teacher interactions
- Consistency and equity—interpret rules in the same way for all students
- Clarity—provide clear directions to the students
- Acceptance and respect—model to build a classroom community
- Praise—use to reinforce and motivate
- Firmness—establish and enforce rules
- Flexibility—make adjustments to allow for students' needs
- Monitoring—move around the students as they are engaged in activities

Suggestions for Creating Classroom Procedures

1. Develop a procedure for everything from taking up lunch money to evacuating the building during a fire drill. Practice procedures until students know and can routinely perform them.
 - Check for student understanding of procedures and rules.
 - Plan ways to model and teach procedures for several days at the beginning of school.
 - Enforce procedures and rules consistently.
 - Revise procedures and rules as needed.
 - If a procedure is not working, stop and teach the procedure again.
 - After holidays, review procedures and rules with students.
2. Decide how to handle and organize student movement. (Example: transitions, seating, collecting class work, turning in homework, sharpening pencils, etc.)
3. Establish your expectations for class participation. (Example: verbal responses, raising hands, getting out books and materials, taking notes, etc.)
4. Develop signals for gaining students' attention. (Example: Instead of raising your voice, raise your hand to get the students' attention.)
5. Be firm and consistent from the beginning of the school year. If you try to be too much of "a friend," you will end up struggling for control.
6. Observe other teachers in action. Visit their classrooms to gather ideas.
7. Develop a seating chart. Change the seating configuration or rearrange the classroom areas as needed.



Teacher _____ Observer _____ Date _____

Rubric For Classroom Management

DIRECTIONS: This form is designed to help you evaluate a BT's skill in managing a classroom. Read the statements below then indicate the number from the following scale that reflects your assessment of the BT's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The BT has rules posted within plain sight in the classroom.
1 2 3 4 5
2. The BT enforces the posted rules effectively and consistently.
1 2 3 4 5
3. The BT has invested time in practicing procedures until they become routines.
1 2 3 4 5
4. The BT starts class immediately.
1 2 3 4 5
5. The BT exhibits high expectations for the students.
1 2 3 4 5
6. The students clearly understand the teacher's expectations.
1 2 3 4 5
7. There is relatively little wasted time, confusion, or disruption.
1 2 3 4 5
8. The climate of the classroom is work-oriented but relaxed and pleasant.
1 2 3 4 5
9. The students know that assignments are based on objectives.
1 2 3 4 5
10. The students know that tests are based on objectives.
1 2 3 4 5
11. The BT knows how to praise and encourage the student.
1 2 3 4 5
12. The BT stops potential discipline problems with as little distraction as possible.
1 2 3 4 5
13. The BT maintains a close proximity to the students in order to minimize discipline problems.
1 2 3 4 5

14. The BT maintains an open line of communication with the students and parents for academic, behavior and discipline matters.
1 2 3 4 5

15. The BT has a warm, positive attitude and exhibits the positive expectation that all students will succeed.
1 2 3 4 5

Additional Comments:

Total Points: _____

From the information gathered during this observation, comment on each of the following:

Strengths: _____

Areas of Needed Improvement: _____

Strategies for Improvement: _____

Next Observation: _____

Observer's signature

Beginning Teacher's Signature

Use this form several times throughout the year as a basis for discussion and suggestions for improvement of classroom management skills. Strengths can be isolated, weaknesses identified, and strategies for improvement suggested. The total points on individual evaluations can be monitored for progress or needed improvements.

Managing Student Behavior

According to research, the greatest challenge for a beginning teacher is the management of student behavior. Prior to the opening of school, the mentor should arrange for the novice to learn the school and district policies concerning disciplinary matters, the role a new teacher is expected to play in enforcing classroom and school discipline policies, and the support personnel at the school who are available to assist. Next, the teacher should create a management plan for his/her classroom that includes policies or practices for organization and operation of the classroom (seating, taking up homework, student movement, collecting fees, using the pencil sharpener, etc.) as well as for behavior and rewards. The mentor's guidance in this function is essential because if the management plan is effective, classroom discipline issues will be minimal. A mentor's experience is perhaps as important here as in any other area the mentor and beginning teacher will jointly address.

Advice about student behavior management to share with beginning teachers

- Familiarize yourself with school and system rules, expectations, and procedures for discipline. Enforce established policies.
- Involve your students in developing a discipline plan. Include rewards along with consequences in the plan.
- Develop a small number of classroom rules and state them positively.
- Post rules, rewards, and consequences in a prominent place in the classroom.
- Rules for behavior should be clearly explained, practiced, and respected.
- Give students and parents a copy of the discipline plan. Clearly explain your expectations and procedures.
- Follow your discipline plan consistently.
- Observe and talk with teachers who practice effective discipline.
- Be consistent and fair. Treat each child as you would want your own child treated.
- Walk around the room to monitor behavior. Do not position yourself behind your desk.
- Seek help from administration when all reasonable actions have been unsuccessful. Cover your bases first: talk with the child, call the parents, hold a parent conference along with your mentor, and regularly send home progress reports.
- Develop a resource file of activities, brainteasers, and skill-builders to use during transitions or downtime (before the bell rings, before lunch, after a student has finished his assignments, etc.) to reduce opportunities for student misbehavior.
- Maintain a file/notebook of letters sent home, letters received from parents, office referrals, and other documentation related to discipline.

To prevent problems:

- The best defense against discipline incidents is effective lessons. Students should be consistently involved and on-task.
- Make sure, when developing your lesson plans, that lessons and activities are understandable, relevant, and interesting.
- Establish clear goals and procedures for transitions.
- Give all directions for movement before students are allowed to get up from their seats. Likewise, give all directions for completing a task before students are directed to begin working. Clearly outline what you expect the students to accomplish and in what time frame.
- Catch the students behaving positively and praise them.
- Have a seating chart for each group of students.
- Handle routine matters such as checking roll, returning papers, and collecting homework as unobtrusively as possible.

Handling Disciplinary Matters

Unfortunately, discipline problems do occur in the classroom. Enforcing the rewards and sanctions outlined in the teacher's discipline plan is essential to establishing order and maintaining discipline so that optimal learning conditions are maintained. It is the responsibility of the teacher to enforce the school rules and LEA policies when violations happen and to know when it is appropriate and necessary to refer issues to the school administration.

There are 3 cardinal rules for handling classroom discipline issues when they arise:

1. Be fair.
2. Be consistent in enforcing the school and classroom rules and sanctions.
3. Respect the student.

Beginning Teacher	Class	Number of Students

Mentor _____
Date _____
Observation Time _____

OFF TASK BEHAVIORS – 1

Use this tool to monitor classroom behaviors of students at regular intervals (e.g. every 3 minutes). When an off task behavior is observed, it should be noted in the appropriate column with a check mark. If possible the student's initials should be placed above the check mark. The first row indicates positive behavior; the subsequent rows denote various inappropriate behaviors. At the end of the observation, percentages should be calculated to determine specific behaviors that need to be addressed. If student initials are listed, these may be used to determine which students need behavior modification. Considering the time of the infractions in comparison to what is happening in the lesson may also provide valuable clues for improving student behavior.

Place a check in box each _____ minutes as behaviors are observed. Put student initials above checks as appropriate.

[illegible]

Mentor _____
Date _____
Observation Time _____

OFF TASK BEHAVIORS – 2

Use this tool to monitor classroom behaviors of specific students. At regular intervals (e.g. every 4 minutes) the observer should mark appropriate columns indicating a student's behavior. At the end of the observation, percentages should be calculated for positive and negative behaviors. By studying the data, the teacher should be able to determine what specific behaviors need to be addressed with specific students.

Place a check in box each _____ minutes as behaviors are observed.

[illegible]

Identifying Warning Signs of Potential Violence

Learn to identify characteristics of persons who exhibit warning signs of potential violence. Those who display these signs should be referred to appropriate agencies or individuals such as counselors, parents, law enforcement, and social, medical, and mental health services. When making a decision about referrals, one should consider applicable regulations concerning parental consent, confidentiality, and mandatory reporting requirements.

These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Neither stigmatize children nor assume they will be violent just because they are at risk for such behavior. Other warning signs may also exist. Consequently, this list should not be considered all-inclusive, and certain items and combinations may be far more indicative of a potential problem than others. The signs include:

- Has engaged in violent behavior in the past
- Has tantrums and uncontrollable angry outbursts abnormal for someone that age
- Continues exhibiting antisocial behaviors that began at an early age
- Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors
- Often engages in name calling, cursing, or abusive language
- Has brought a weapon or has threatened to bring a weapon to school
- Consistently makes violent threats when angry
- Has a substance abuse problem
- Is frequently truant or has been suspended from school on multiple occasions
- Seems preoccupied with weapons or violence, especially those associated more with killing humans than with target practice or hunting
- Has few or no close friends despite having lived in the area for some time
- Has a sudden decrease in academic performance and/or interest in school activities
- Is abusive to animals
- Has too little parental supervision given the student's age and level of maturity
- Has been a victim of abuse or been neglected by parents/guardians
- Has repeatedly witnessed domestic abuse or other forms of violence
- Has experienced trauma or loss in his/her home community
- Pays no attention to the feelings or rights of others
- Intimidates others
- Has been a victim of intimidation by others
- Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful
- Seems to be preoccupied with TV shows, movies, video games, reading materials, or music that express violence
- Reflects excessive anger in writing projects
- Is involved in a gang or antisocial group
- Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, which appear greater in magnitude, duration, or frequency than those typically experienced by students that age
- Expresses sadistic, violent, prejudicial, or intolerant attitudes
- Has threatened or actually attempted suicide or acts of unfashionable self-mutilation.

Guide for Preventing and Responding to School Violence. Alexandria, VA: International Association of Chiefs of Police, 1999.

Safety Strategies

While no one wants to think that violence might occur in a school, the reality is that everyone in the school needs to be prepared in the event that a dangerous situation occurs. Below are some suggestions for courses of action to take in the event a teacher is confronted with an act of violence.

If You Are Confronted with a Weapon

1. Stay calm and remember that the student who is threatening you with a weapon has not yet decided whether to use it.
2. Keep in mind that the student is probably as afraid as you are. In fact, fear is often the reason a student has a weapon in the first place.
3. Avoid rushing or trying to disarm the student. Even trained law enforcement professionals try to avoid this course of action. It is extremely dangerous.
4. Negotiate with the student. Try to get as many “yes” answers as possible, starting with a basic request like, “Is it okay if I take a few steps back?”
5. Negotiate three steps back. Try to get the student to agree to let you back up three steps. Distance may help to reduce some of the student’s anxiety, as well as the accuracy of the weapon.

Fights – Steps for Intervening Alone

1. Get assistance.
2. Attempt verbal intervention.
3. Remove onlookers.
4. Remove potential weapons and dangerous obstacles.

Note: Team intervention is advised in any physically violent situation. Unless you are absolutely certain that you can manage the size and strength of both participants, *do not attempt to intervene alone.*

If Someone Else is Confronted with a Weapon

1. Quickly assess the situation. How many people are involved? What is the size and strength of the individual/s? What types of weapons are involved? How many weapons are there?
2. Summon professional assistance. Activate your emergency response plan for calling law enforcement personnel.
3. Clear the area of onlookers and other potential weapons.
4. Isolate the situation by sealing off the area so no one else becomes part of the incident.

Personal Protection Strategies

1. Use strategic visualization.
 - Mentally rehearse the way you would respond to a violent incident.
 - Visualize the student, the weapon, possible escape routes, and negotiation strategies.
2. Position yourself for safety.
 - Arrange your desk near the door so you will not be trapped in a classroom or an office.
 - Enter and exit the school building with a co-worker or security guard.
3. Trust your instincts.

Parent Communication

It is important for the teacher to provide parents with information and to involve them in school and classroom activities from the first day of school. Children enter school with very different skills, learning styles, and needs related to environmental, behavioral and genetic factors. Parents and teachers owe it to their students to keep lines of communication open so students can benefit from maximum support in the learning process. Parents need to hear what is going well for their child in the classroom and well as what needs improvement. Both types of information provided to the parent(s) can forge a strong parent-teacher partnership for the benefit of the child. Since parents and teachers view the educational process as a collaborative effort, parent-teacher communication becomes a key instructional strategy that will enhance the child's growth and promote more effective learning.

Parent communication should begin early. In some cases, parent communication could begin with a newsletter, telephone call, or home visit before the actual school year starts. The communication throughout the year should be on-going, varied, and should always be informative so the impact of a communication from the teacher is not lost. Perhaps the most effective tool to use when a student is in need of intervention in academics, behavior, or adjustment to the school environment is the parent conference. Conferencing guidelines and suggestions are offered here to assist the novice teacher in learning how to conduct effective parent conferences.

Parents are a powerful, usually underutilized source of knowledge about youngsters. Parents are often made to feel unwelcome in schools, and we too often dismiss their insights as subjective and overly involved. In fact, the insights of parents—urgent, invested, passionate, immediate—are exactly what we need.

William Ayres, *To Teach: The Journey of a Teacher*, 1993

Means of Communicating with Parents

There are many ways of communicating with parents to keep them informed of class activities, expectations, and their child's progress and behavior. At a time when so many parents are in the work force, the face-to-face parent conference may not be the easiest means of communication to arrange. In a majority of cases, however, other means of contacting parents are effective. Below are several ways teachers might contact parents to keep them informed of their child's progress. These methods are also a means of letting parents know that they are important in their child's education, that their help is expected, and that they can be an important resource in the classroom.

Letter, note, or invitation sent home with the student

Letter mailed home

Progress report or progress journal

Report card

Open House (Open Classroom)

Class, team, or grade newsletter

Personal telephone call

E-Mail

Home visit

Conference

Video or audio taped message



Principles of Human Interaction Related to Communication

There is a consensus in the literature that communication skills are the essential elements that determine the success or failure of a parent conference. Knowing a few basics of human interaction will help a beginning teacher know how to approach parents in a positive and successful way. These principles are especially important to practice in face-to-face conferences with parents.

People tend to withdraw from close interaction when fear, uncertainty, or suspicion is present. (Hart, L. *Human Brain and Human Learning*, 1983) For many parents visiting a school is a daunting challenge. If a parent is asked to come for a conference, s/he may assume that there is something terribly wrong and his level of anxiety regarding the meeting may be high. It is important to invite the parent to the conference in such a way that he feels welcomed and relaxed.

People will share more when they feel they are in a comfortable situation and will be understood. Parents need to feel accepted and appreciated in order for communication to be reciprocal and informative during a conference. It is also necessary that the teacher not be judgmental.

Factual information and an appeal to reason are usually less important than the feelings and emotions conveyed in human interaction. Parents who express strong feelings need to have them acknowledged respectfully. Haim Ginott in his book, *Teacher and Child* (1995), states that the best way to gain entry to the psychic space of someone who has just expressed a strong feeling (e.g. an attraction, a distaste, a wish) is to enter at the feeling level. Teachers must be empathetic with parents to understand best how to approach them.

Body language speaks more strongly than verbal language.

Parents may receive negative messages through the teacher's tone and gestures. In his book, *Psychology and Teaching: A Humanistic View*, Joseph Morris says that as much as 90 percent of feeling conveyed by verbal messages comes from the voice tone and facial expression of the speaker. It is important that we convey positive body language messages.

Words can have different meanings to different people. We should place ourselves in the position of the listener to better understand their perception and feelings of our message. Communication is more effective when specific rather than general.

Even though we have given a message, we cannot be certain it was received in the way we meant it to be. Ending a parent conference with a simple restatement of what was discussed, asking the parent to ask questions, or asking the parent to follow up the conference by doing some activities with the student at home may be enough to ensure that the message you intended was received. Always be an active listener during a conference to discover what the parent thinks you have said.

Parent Conferences

There is no doubt that the parent conference is the most effective way to communicate with a parent. Why are conferences important?

1. Parents can feel welcome in the school and classroom and, therefore, perceive themselves as a valued part of the learning environment.
2. Parents can stay informed about their child's education.
3. Parents can share information about their child.
4. Parents can develop trust in the teacher.
5. Parents and teachers can develop on-going, open communication.
6. Parents can serve as a resource for the teacher and school.

Preparing for the conference and laying the groundwork (preparing student records or work samples, inviting the parent, inviting necessary staff, etc.) are essential to the success of the meeting. Use the following suggestions for preparing and conducting effective parent conferences.

Preparing for the Conference – Suggestions for the Beginning Teacher

- Contact the parent and arrange an appropriate time and location for the conference.
- Remember that a conference is usually held on the teacher's turf and that a parent may suffer some anxiety in having to meet in an unfamiliar place.
- As with all communication, the teacher needs to be sensitive to special circumstances in the home and be prepared to deal with those circumstances appropriately (e.g. non-English speaking parents, single parents, guardians, etc.).
- Contemplate desired outcomes and determine two or three key goals on which to focus.
- Determine the objectives for the meeting.
- Decide on an appropriate agenda for the meeting. (See samples provided.)
- Consider including the student in the conference to accept responsibility for past and future behavior and also to be a part of planning the course of action for change.
- List the student's areas of strength and be prepared to share those.
- Gather documentation (sample work, grade book, progress reports, behavior notes) to share with parents.
- Draft questions to ask parents.
- Consider inviting your mentor to be present.
- If you suspect the conference will be a volatile one, consider inviting an administrator to attend with you.

Conducting the Conference

- Arrive on time.
- Meet the parent with a smile, a handshake, and a welcoming greeting.
- Sit face-to-face with the parent (and student, if present).
- Use effective communication skills and avoid the use of jargon.
- Share goals and purposes for the conference.
- Talk about the student's strengths first, then needs (if appropriate) and have parents provide input.
- Share the documentation.
- Ask the parents (and student, if present) for input.
- Together formulate a plan of action for growth or for the correction of a problem.
- Ask questions of the parents (and student, if present) to be sure they understand the goals that have been set and the roles each will play in the plan.
- Share ideas for working with the student at home.
- Establish a timeline for follow-up.
- If parents want additional advice from another source, suggest that they contact the school administrator or counselor.

Ending the Conference

- Summarize the plan of action, and establish a time to check progress.
- Thank parents (and student, if present) for their time and contribution to the conference.
- Accompany them to the door, smile, and shake hands.
- Make notes to document the conference. (See sample provided.)

Sample Conference Agendas

General Conference (First Reporting Period)

1. Introduce yourself.
2. Discuss course content.
3. Discuss method of grading.
4. Discuss child's performance – academic and behavioral.
5. Provide documentation and discuss quality of work.
6. Ask for parent input regarding strengths and needs.
7. Develop a written plan, if necessary.

Open House

1. Introduce yourself.
2. Explain the daily schedule and classroom procedures.
3. Present grade level curriculum and show text book/supplementary materials.
4. Discuss homework expectations.
5. Discuss field trips or other supplementary resources.
6. Discuss how parent/s can be involved with the child's learning.

Academic Performance Conference

1. Introduce yourself and state the reason for the conference. Give positive comments.
2. Identify areas of strength and provide documentation.
3. Identify areas of need and provide documentation.
4. Identify state and local benchmark goals.
5. Encourage parental input.
6. Develop a written plan (including teacher, parent, and student roles).
7. Arrange follow up meeting to check progress.
8. Ask for questions/ comments.

Discipline Conference

1. Introduce yourself and state the reason for the conference. Give positive comments.
2. Identify the specific problem area/s.
3. Provide documentation (anecdotal records).
4. Encourage parent input.
5. Develop a written plan (including teacher, parent, and student roles).
6. Arrange follow up meeting to check progress.
7. Ask for questions/comments.

Sample Summary Conference Form

Date _____ Teacher _____

Student _____ Parent(s) Present _____

Others Present _____

Brief Summary or Comments: _____

Follow Up: _____

Following Up the Conference

Keep up with the “plan” developed with the parent.

Let the student know that the teacher and the parent(s) are working with the student as a team to help him/her achieve.

Call or send a note home after a few days (sooner if you have established a different timeline with the parent) to communicate any progress, or lack thereof, and to thank the parents for attending the conference and working with you to help the child.

Document the follow-up phone calls or notes.

Documenting All Parent Contacts

No matter what way you approach documentation of parent contacts, you should document. This is for the good of the student, the good of the parent and teacher relationship, and for the professional protection of the teacher. In considering what to document, you can safely assume that any school or system-wide advertised contacts are not necessary to document: report cards or required progress reports that all students receive, for example. There will be copies of these in the school records. All other contacts should be documented.

While there are as many ways of documenting parent contacts as there are teachers, some ways may prove more useful and legally defensible than others.

Method 1: Class Log

Document all parent contacts in a contact log. (See sample provided.) This would include the date of contact, name of the parent(s) contacted, the method of contact (phone, note, conference, etc.), and the result of the contact. Copies of any notes sent to parents should be attached to the log or kept in a file.

Method 2: Individual Records

Document all parent contacts for each student separately. (See sample provided.) This could be done in a notebook with a different page for each child. It could be recorded on separate index cards or in separate folders for each child. Documentation (notes, forms, referrals, etc.) should be collected and attached to each page or placed in the appropriate folder.

What to do if Parents are Not Responsive

Try as you might, there may be times when parents are not responsive to your requests for parent conferences. You should first try a variety of ways to contact the parent(s), keeping written documentation of each attempt you make. Sending a note home with the student, sending an invitation in the mail, and contacting the parents by telephone or e-mail are all appropriate strategies. While contacting parents at their places of work is sometimes effective, you should refrain from calling there repeatedly. You should also use discretion when leaving messages at the workplace. If a parent repeatedly fails to respond, you should refer the problem to a counselor. This person may be able to contact the parent more readily. If your school requires that you conference with parents but you cannot get the parents to commit to a conference, you should notify the school administration of this situation.

Parent Contact Log

Date	Student	Parent	Method of Contact	Reason for Contact	Result of Contact

Individual Contact Log

Student _____ Class _____

Parent/Guardian _____

Address _____

Home Phone Number _____ Work Phone Number _____

Date	Method of Contact	Reason for Contact	Result of Contact

Tips for Handling a Volatile Parent Conference

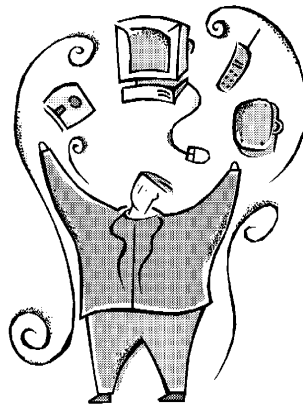
Conferences are quite important in the school setting as parents and teachers learn to become partners for the benefit of the student. While conferences are most often pleasant, there may be situations where a parent becomes hostile or volatile. The suggestions listed here should help you prepare for and deal with situations that degenerate from pleasant to hostile.

- If you suspect a parent will be angry or upset at a conference, arrange to have another teacher, your mentor, a counselor, or administrator attend the conference with you.
- If an angry parent demands an immediate conference, ask the parent to come in the next day. This will give him/her a chance to reflect on the problem and “cool down.”
- Hold this conference in a neutral setting away from your classroom.
- Remember that often what might be perceived as an angry parent is really a parent who does not have all the facts. Initial anger is often defused when the parent hears all sides of a story.
- If a parent gets upset during the conference, remain calm. Keep your voice low, and your tone neutral.
- Understand there may be many reasons for a parent’s hostile behavior such as drugs or alcohol abuse; unrealistic expectations of you, the student, or the system; simple frustration; or, denial. Do not internalize the situation. Remain calm and handle the situation with tolerance and patience.
- In an extreme situation, you might alert the school’s resource officer that your parent conference might be a volatile one and ask him/her to be on stand-by in the event that you need help.
- You are never expected to remain in a situation where a parent is demeaning or disrespectful to you. First, respectfully suggest that the parent calm himself. If that does not work, suggest that the parent come back at another time when s/he has had time to “cool off,” and excuse yourself from the conference.

Time Management

Recurrent in any discussion of teacher retention is the issue of time management. The adoption and application of personal and classroom time management techniques can provide the beginner with skills that will help him/her become organized and efficient. These techniques should eventually become finely-tuned skills as the teacher practices them on a daily basis. The efficient use of time allows some portion of each day for quiet, uninterrupted work so that the teacher can retain (or regain) focus. This should be one of many procedures that a teacher establishes so that the demands of school life become manageable.

Mentors should be sensitive to novices who, for the most part, want and need to be viewed as successful and in control. Helping the novice make the best use of available resources is, perhaps, one of the quickest ways to help the beginner feel self-actualized and self-sufficient. A mentor should model time-management techniques and help a beginning teacher establish daily procedures that will organize the classroom. The mentor should also assist in developing a plan to manage the details of daily classroom life. An added bonus is that the establishment of a workable routine to manage time and details can be extraordinarily helpful in reducing the amount of stress a teacher feels thus allowing him/her to feel successful.



"He who every morning plans the transactions for the day and follows out that plan, carries a thread that will guide him through the labyrinth of the most busy life."

--Victor Hugo

Personal Planning Time

- To use time efficiently you must be organized. Keep a planner, or at least establish a procedure for listing and prioritizing each day the tasks to be accomplished during your personal planning time.
- Find a quiet place to do your planning where you will not be constantly distracted or interrupted.
- Begin each planning session by listing the tasks to be accomplished during the session. If there are too many tasks to handle in the time you are allotted, prioritize the list and accomplish the most important items first. Consider the following as you go about preparing your list:
 - Think about both short and long-term goals for things you want/need to accomplish. Make a list of both. Keep the list of long-term goals within your view so you can see it often and stay focused.
 - Break down the long-term goals into small, manageable steps.
 - Arrange to do the most difficult tasks when you are rested and prepared to think critically.
 - Group your tasks into categories such as *Paperwork*, *Office Errands* and *Personal Contacts*.
 - Indicate time frames for completing each group of tasks, and then work on one at a time.
- To use your time more efficiently, share and exchange responsibilities with your colleagues. When possible, delegate jobs to students, paraprofessionals, or volunteers.
- Write tasks on sticky notes and put them in your lesson plan book to check your progress throughout the day.

Tips from Veteran Teachers for Maximizing your Planning Time

- Keep a folder on your desk marked “Office.” Place in the folder any items that need to be taken to the office, copy room, mail boxes, etc. Make limited trips to the office.
- Take a pen with you each time you visit the office or mailbox. Fill out any forms, sign documents, or provide responses to items in your mailbox while you are in the office.
- Make it a practice to handle each piece of paper only once. This will keep a pile of memos or incomplete work from accumulating on your desk.
- Designate a portion of a desk drawer or a box on your desk for items that need to be handled immediately. Make an effort to keep that container empty.
- Do not allow others to infringe upon your planning time. If necessary, put a sign on your door to indicate your need not to be disturbed during planning time.
- Recruit parent volunteers to help with tasks such as preparing materials for classroom use: manipulatives, bulletin boards, setting up lab or art activities, etc.
- Ask a teammate to proofread all parent communications.
- Select a trustworthy student for quick, immediate runs to the office.
- Try to plan with a group or at least another teacher with the same teaching assignment.
- Do not “visit” in the teacher’s lounge during planning time.
- Keep a list of things you need to complete during your planning period on your desk, and check them off as you complete them. Be reasonable in your expectations of what you can accomplish during a planning period.
- Determine a triage system for handling issues that arise during the day so that your planning time will be proactive not reactive.
- During extremely busy times during the year, it may be necessary to handle chores after school that you have not been able to address during your planning time. “Carrying over” to the next day those untended items on your list of priorities will only result in an avalanche of backlogged paperwork by the end of the week.
- In your first years of teaching, do not over commit yourself to activities that leave you with little personal planning time.

Maximizing Your Classroom Time

- Before you leave school each day, prepare your room and materials for the following day. When you walk into your classroom ready to begin the day, you avoid the stress of last minute preparation. This is also valuable if you have to be absent unexpectedly.
- Have a “warm-up” activity for students to do as soon as they enter the class each day. Select a meaningful activity students can do on their own or that a paraprofessional can monitor. This will assure maximum time on task for them and allow the teacher to tend to matters such as checking roll.
- Insist that students are ready to work when the bell rings, and begin class immediately.
- To save instructional time, return papers while students are entering the room or during a start-up activity. Or, have student assistants or parent volunteers use labeled work cubbies/portfolios to distribute corrected papers.
- Before students arrive, post the objective, topics for discussion, and homework assignments on the board each day.
- Use “practice-without-paper” techniques to check student work or understanding such as student whiteboards, hand signals, computers, calculators, and games.
- Use a timer or stopwatch to assist with transitions from one lesson to another.
- With multiple classes entering the classroom during the day, a tray/basket labeled with the class name, subject area, or time can be used for leaving assignments or tests. The same label format can be used for storing corrected student work that needs to be returned to students.
- In the beginning of the school year, seat students alphabetically or use nametags so the teacher can quickly learn the names of several different classes of students.
- When utilizing group work formats, first teach all the various roles to be used within the groups (recorder, speaker, timekeeper, resource manager, etc.). Post the responsibilities for each role in a prominent place in the room. Each time the learning group is used and a student is assigned a role, s/he should already be familiar with (or be able to locate in the classroom) the responsibilities of that role.
- Always give all instructions for group work (including information about times) before asking/allowing the students to move in the classroom.
- When having the class work with materials that need to be distributed in the classroom (paint, books, paper, markers, etc.), assign a few students to handle the distribution of all materials. This will insure minimal movement in the room and help to keep order.

- Develop strategies for the collection of student work. For example, have students place completed homework folders/assignments in a tray upon entering the room and check off their names from a list.
- Use cardboard desktop clocks (or adhesive-backed note paper) to remind students of appointments such as when to leave the room for special classes.
- Assign a student to compile a work packet for an absent student. This can involve having the student collect work sheets and assignments and place them in a folder. The student can also list homework or reading assignments for the absent student.
- Keep a substitute teacher file in the top drawer of the desk so that if you are unexpectedly absent, your class can progress. This should include seating charts, complete rolls, 3 days of relevant lesson plans and all the work sheets or materials that go with it, a bell and lunch schedule, complete list of the teacher's responsibilities, schedules for any special students, fire drill instructions, and the name of a nearby teacher to assist if needed.

Time Management Self-Assessment

Read each of the following and rate your Time Management practices. When you have finished, evaluate your strengths and weaknesses then ask your mentor for input and strategies for improvement.

1= Never 2=Few times 3=Sometimes 4=Most of the Time 5=Always

1. Each day I use my planning time constructively.
1 2 3 4 5
2. I start my class promptly with a start-up activity.
1 2 3 4 5
3. Before I leave school each day I am prepared for the next school day.
1 2 3 4 5
4. When faced with many activities, I prioritize them according to their importance.
1 2 3 4 5
5. I use some type of "planner" to organize my day.
1 2 3 4 5
6. I leave a complete substitute folder on my desk each day.
1 2 3 4 5
7. I have found a quiet place to plan my lessons.
1 2 3 4 5
8. I make a reasonable list of goals each day to keep myself focused.
1 2 3 4 5
9. Whenever possible I delegate jobs to students, paraprofessionals, or volunteers.
1 2 3 4 5
10. I make notes to remind me of tasks, announcements I need to make, etc.
1 2 3 4 5
11. I collect items that need to be taken to the office, library, counselor, etc. and deliver them in one trip.
1 2 3 4 5
12. I take a pen with me to the office to allow me to take notes, sign forms, etc., eliminating extra trips to the office and the build-up of excess paperwork on my desk.
1 2 3 4 5
13. I avoid "visiting" the teachers' lounge during planning time.
1 2 3 4 5

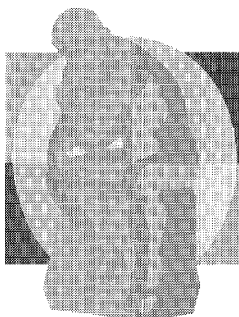
14. I have developed routine strategies for the collection/disbursement of homework, folders, etc.
1 2 3 4 5
15. I plan ahead for class materials and copying handouts for students.
1 2 3 4 5
16. I have established a procedure for checking roll and handling regular administrative responsibilities each day/class period, and I adhere to it.
1 2 3 4 5
17. I get to school early to be mentally prepared for the day.
1 2 3 4 5
18. I schedule time for myself every day.
1 2 3 4 5
19. Whenever possible I combine activities, tasks, trips, etc.
1 2 3 4 5
20. I try to have a specific time each day to make phone calls.
1 2 3 4 5
21. I make every effort not to procrastinate.
1 2 3 4 5
22. I keep accurate and complete student records (adds, drops, monies collected, books loaned, etc.) in an orderly fashion.
1 2 3 4 5
23. I try to have a specific time to stop work each day and, as much as possible, adhere to it.
1 2 3 4 5
24. I meet regularly with my mentor (or other experienced teacher/s) and ask for suggestions for time management.
1 2 3 4 5
25. I have learned that sometimes it is ok to say "no" when asked to take on extra responsibilities.
1 2 3 4 5

The Reflective Practitioner

A reflective practitioner continuously reviews his/her past behavior, analyzes strengths and areas for change, and applies changes needed in the next situation. Teachers reflect regularly on their teaching in order to determine if objectives were met, if learning styles were addressed, or if strategies were used appropriately and effectively. Reflection facilitates the teacher's understanding of why a lesson was productive or nonproductive. The Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) support the development of reflective skills.

The reflection cycle and the questions that define each part of the cycle help in understanding the reflection process. It is suggested that the first year teacher write general reflections related to the school day, to specific topics (classroom management, instructional materials, etc.) and/or to specific lessons. These reflections may be done in the form of a journal, as daily or lesson critiques, or through videotaping. When writing reflections, the teacher should refer to the INTASC Standards as benchmarks and areas for growth.

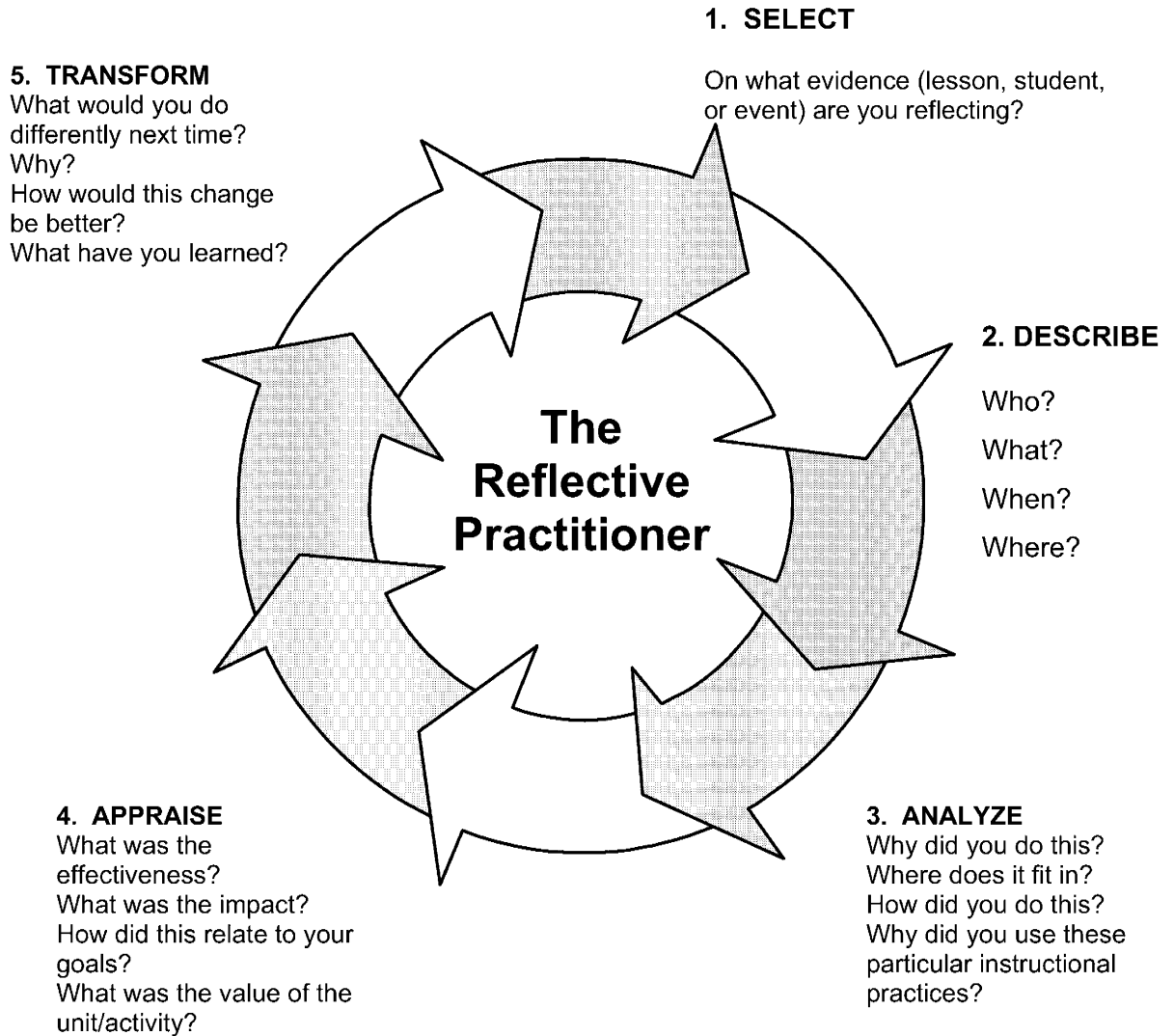
The following suggested activities are included in this section to provide a structure for reflective writing practice. Assign activities for reflection for your beginning teacher to complete that will provide the most effective reflective practice for him/her. After allowing sufficient time for the novice to complete an activity, the mentor should discuss or debrief with the beginning teacher regarding the activity.



"Reflection is what allows us to learn from our experiences, it is an assessment of where we have been and where we want to go next."

—Kenneth Wolf

The Reflection Cycle*



*Adapted from the Administrator Appraisal Systems Institute

Activities for Reflective Writing Practice

Activity 1

Keep a daily/weekly response journal. Select a lesson from the day or week, and use the questions from the Reflection Cycle on the previous page as a basis for your entry. At the end of the day/week, share this entry with your mentor or a colleague and allow him/her to respond with encouragement, suggestions, or other relevant feedback.

Activity 2

Use self-adhesive memo notes in your lesson plan book. As you edit and modify lessons, place these notes in your book. Be sure to make notes about adjusting your plans for unanticipated sources of input, modifying for student needs, and analyzing resources for a lesson. Save your lesson plan book as a reference guide for each year. By tabbing the pages of where you would make modifications, you will have an easy reference for each new school year.

Activities 3 – 7

See the tools on the following pages. The beginning teacher should be given the opportunity to complete each activity and then discuss it with the mentor.

Activity 3: Videotaping for Self-Assessment

Videotaping can be a useful tool for self-assessment and development of your skills as a reflective practitioner. By evaluating and analyzing your teaching you will identify your own strengths and weaknesses. Use these suggestions for videotaping and self-assessment.

- Before videotaping your class, check with your school system and become familiar with the policy for videotaping students.
- Contact your media specialist to reserve equipment and to receive information regarding the operation of the equipment. Read the camera's operating manual before attempting to tape.
- Keep the camera and tapes away from magnetic fields (e.g. book security systems in the media center). Magnetic fields can damage or erase the tapes.
- Avoid using the camera in extreme heat (above 104° F) or cold (below 32° F). If the camera has been exposed to extreme heat or cold, let it adjust to room temperature for about 30 minutes before recording.
- Use a tripod when you tape. This will help you achieve smooth, steady images. When taping children, set the tripod at their eye level.
- Share the video with your mentor. Discuss the evidence shown on the video and how it relates to the INTASC Standards.
- Review your videotape.
 - Use the practice reflection questions or the questions on the Reflection Cycle chart to reflect on your teaching practice.
 - Consider the appearance of your classroom.
 - Consider the quality of light and sound on your video.

Use the following questions as a guide for reflecting on a videotape of a lesson.

What evidence do you see that:

- ☒ you are using appropriate methods of inquiry central to your discipline?
- ☒ students are engaged in learning that is meaningful to them?
- ☒ you are using multiple instructional techniques to meet the needs of all students?
- ☒ students are encouraged to take intellectual risks and learn from mistakes?
- ☒ you are meeting the needs of the unique learners in your classroom?
- ☒ your classroom is an inviting place for unique learners?
- ☒ you respect diversity in your classroom?
- ☒ students are challenged to think critically?
- ☒ your classroom climate is appropriate and nurturing for your students?
- ☒ your classroom management plan is in place?

Activity 3: Practice Reflection Questions about the Videotaped Lesson

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process.

Practice writing a reflection using these questions.

Select

- What lesson did you teach?
- Why have you selected this lesson?

Describe

- To which class/group did you teach this lesson?
- What are the demographics of this group (race, gender, age, etc.)?
- What was the content of the lesson?
- When did you teach the lesson --- time of day?
- Where does the lesson fit in your curriculum? Unit plan?
- What did you teach before this lesson? After?
- What were your expected outcomes?
- What did you and your students do during the lesson/roles you all played?
- What kinds of questions did you ask?

Analyze

- How did you present the material?
- How were students engaged in meaningful learning?
- Did students react to one another as well as to you?
- How did things go? What was your overall feeling?
- How did you measure what students learned?
- Did you relate this to previous learning or students' shared experiences?
- How did you account for diversity in the lesson?

Appraise

- Did you achieve desired outcomes?
- What was effective/ineffective about your teaching techniques in this lesson?
- Were there outcomes achieved that you did not expect or plan for?
- How did students react to the materials you chose or the methods you used?
- Did the lesson achieve or help achieve a class or school goal?
- Describe the environment. Did it allow for intellectual comfort/risk-taking?

Transform

- What techniques/materials from this lesson will you continue to use? Which ones will you stop using or modify? Why?
- Based on how well the students learned the material, what will you do next?
- How will you continue to develop your personal teaching techniques based on the internal/external feedback from this lesson?
- What did you learn from your students?

Activity 4: Daily Reflection Log

A good way to begin monitoring your own progress as a teacher is to spend a few minutes at the end of each day to reflect on the day's events. It is critical for you to remember your progress as you begin, but it will be even more helpful as the year progresses. This reflective practice will help you begin to:

- Plan
- Make appropriate choices
- Monitor and adjust
- Recognize problems to enhance the learning environment
- Solve problems.

The following is a partial list of topics on which to reflect. Focus on one or two topics each day by answering these questions:

- What worked well and why did it work?
- What needs fine-tuning?
- What do I need to do to improve learning in this classroom?
- What other resources do I need or whom do I need to contact?

TOPICS	SAMPLE DAILY LOG
Student interest level Students developing responsibility Discipline Management Rules and procedures Room arrangement Daily flow Time on task	Room arrangement, September 3: 1. What went well and why did it work? <i>The high traffic areas seemed to work well today. Children had plenty of room to hang coats, sharpen pencils, and wash hands.</i> <i>The hamster cage is in an area where it easily distracts several children. It needs to be moved. I'll place it at the back of the room and see if that solves the problem.</i>

Activity 5: Weekly Reflection Outline

1. The main discoveries I made from teaching this week are:

2. When I think about being a teacher, I am concerned about:
(Try to write at least three statements)

3. I feel . . .

4. Questions I have after working this week are:

5. I rate my experience this week as:

Inadequate			Marginal		Excellent
1	3		5	7	10

6. Other reactions:

Make multiple copies. Discuss procedures for the use of this reflection summary with your mentor teacher.

Activity 6: Journal Topics

Here are a few journal topics designed to encourage reflective practice. These topics are to be used as needed to enhance the skills of reflective practice and to enhance the mentor/beginning teacher relationship. These topics should be used at various points throughout the school year.

1. What went really well this week? Why was it fulfilling for me?
2. What could have gone better? Looking back, how could I have handled the situation differently?
3. What was most time-consuming this week? What could I do differently to manage my time better?
4. What was most stressful this week? How can I reduce the stress next week?
5. What did my students do that made me proudest/happiest to be their teacher?
6. What did my students do that challenged me? How could I have managed these challenges better?
7. Compared to last week, what was one thing I did better? What is one thing I need to improve?
8. If another new teacher asked me what my strengths and weaknesses are, what would I say? How has that changed since the beginning of the year?
9. How are my students improving? What have been the biggest contributors to their success?
10. Which students present the greatest challenges to me? What is the root of these challenges? How should I address each of these challenges? Who can assist?
11. Do the students understand my classroom management plan (or grading policies)? How can I improve their response to it?
12. What partnerships have I created with parents? What strategies might I try to improve parent communication and involvement in my classroom?

Activity 7: The Story of Allen

Use the Story of Allen for practice in becoming familiar with the components of the Reflection Cycle. Read and identify components of the reflection cycle in the story then compare your findings with the answers following the story. Review the Mentor Response example and discuss it with your mentor.

A Beginning Teacher's Classroom Reflection

The students in my 8th grade social studies block are studying the three geographical regions of the state. The class activity on Monday, March 23, called for the students to work in their cooperative groups on a presentation of various features of the three regions of North Carolina. (The cooperative group instruction method is one I have employed on previous occasions, and the students are familiar with it.) This was a one-hour lesson calling for the students to produce an informational presentation on the physical regions. Detailed instructions were given concerning presentation options that included maps, fact charts, vocabulary charts, skits, and drawings. My objective was to give my students the opportunity to learn the basic geographical regional facts, while affording them a flexible setting that took into account learning styles and multiple intelligences. I made sure that all materials were ready, and I gave students all instructions before the class divided into assigned groups.

For the most part, the lesson went very well. As I had hoped, the groups were given sufficient creative license that enabled them to plan varied and interesting presentations. An understanding of the geography of the state is absolutely essential to their later comprehension of historical events and trends in North Carolina. A quiz I gave two days later bore out my assessment of the effectiveness of the lesson, in that 85% of the class achieved a grade of 80 or above.

There was a significant problem that I encountered in this lesson, however. Allen, a student prone to misbehavior and difficulty in following instructions, would not stay in his assigned group. He wandered, threw colored pencils, and was a source of general distraction. Try as I might, I could not convince Allen to cooperate. When the other students began to complain, I very publicly criticized Allen and sent him to the Time-Out Room. This was a mistake. I am well aware of Allen's hyperactivity. The flexible group concept does not work well for him. In retrospect, I know that I should have developed an alternative assignment for Allen. He can draw and do fact charts if he is given very specific instructions and a quiet place in which to work. My next cooperative group activity will focus on Native Americans who first lived in North Carolina. I plan to develop an "independent study" for Allen and place him in a quiet area next to my desk where he can work and still feel a part of the class. I will explain to him that I know that the group work is something that he does not enjoy. We will therefore work out an independent study for him based on his talents and what he enjoys.

The Story of Allen Answer Key

The students in my 8th grade social studies block are studying the three geographical regions of the state. **(SELECT)** The class activity on Monday, March 23, called for the students to work in their cooperative groups on a presentation of various features of the three regions of North Carolina. (The cooperative group instruction method is one I have employed on previous occasions, and the students are familiar with it.) This was a one-hour lesson calling for the students to produce an informational presentation on the physical regions. Detailed instructions were given concerning presentation options that included maps, fact charts, vocabulary charts, skits, and drawings. **(DESCRIBE)** My objective was to give my students the opportunity to learn the basic geographical regional facts, while affording them a flexible setting that took into account learning styles and Multiple Intelligences. I made sure that all materials were ready, and I gave them all instructions before the class divided into assigned groups. **(ANALYZE)**

For the most part, the lesson went very well. As I had hoped, the groups were given sufficient creative license that enabled them to plan varied and interesting presentations. An understanding of the geography of the state is absolutely essential to their later comprehension of historical events and trends in North Carolina. **(ANALYZE)** A quiz I gave two days later bore out my assessment of the effectiveness of the lesson, in that 85% of the class achieved a grade of 80 or above. **(APPRAISE)**

There was a significant problem that I encountered in this lesson, however. Allen, a student prone to misbehavior and difficulty in following instructions, would not stay in his assigned group. He wandered, threw colored pencils, and was a source of general distraction. Try as I might, I could not convince Allen to cooperate. When the other students began to complain, I very publicly criticized Allen and sent him to the Time-Out Room. This was a mistake. I am well aware of Allen's hyperactivity. The flexible group concept does not work well for him. **(APPRAISE – NOTE HERE THAT IN EFFECT, THE DESCRIPTION OF ALLEN IS ALSO A RETURN TO SELECT AND DESCRIBE IN THE LARGER CONTEXT OF APPRAISING THE EFFECTIVENESS OF THE LESSON.)** In retrospect, I know that I should have developed an alternative assignment for Allen. He can draw and do fact charts if he is given very specific instructions and a quiet place in which to work. My next cooperative group activity will focus on Native Americans who first lived in North Carolina. I plan to develop an "independent study" for Allen and place him in a quiet area next to my desk where he can work and still feel a part of the class. I will explain to him that I know that the group work is something that he does not enjoy. We will therefore work out an independent study for him based on his talents and what he enjoys. **(TRANSFORM)**

Mentor Response
“A Teacher’s Classroom Reflection – Story of Allen”

Thank you for the excellent description of your geography lesson. You really documented your plan in terms of providing choice within the presentation style and instructional strategies with options such as maps, fact and vocabulary charts, skits, and drawings. Providing assigned groups also provided for group consensus among your students while allowing for learning styles and multiple intelligences. It is evident in your analysis of the lesson that you felt you provided your students with a very engaging lesson. Your appraisal of student outcomes through your assessment points to student success. You have already addressed several key indicators of the INTASC Standards, specifically under Standards 1, 2, 4, 7 and 8. What are some other ways that you could describe how you meet these Standards in this lesson?

In your discussion of Allen, you certainly were aware of his misbehaviors and problems of being on task. While you tried several strategies to contain Allen’s problems, it appears that you realized you were upset because you hadn’t anticipated Allen’s response to a more creative and open-ended lesson. You sound frustrated by the fact that you were aware of Allen’s hyperactivity and did not anticipate the results of this lesson. Your reflection on this situation and thoughts of providing Allen with his own task and a quiet work place shows how you would transform a similar lesson at another time. I commend you for this insightful solution in order to better respond to Allen’s learning preferences. What does your next lesson involve and how will you develop an independent study for Allen? What will the lesson contain and how will you determine what to include in it? Certainly providing Allen with a positive learning environment where he can learn and participate in class activities is an excellent goal. Are there special long-term goals that you have for Allen’s growth and development? What will you do to help Allen achieve these long-term goals?

I look forward to hearing about how you adjust your instruction to assist Allen in future learning in your class. I am looking forward to our weekly morning meeting day after tomorrow.

Your Mentor

Documenting Your Work

It is imperative that mentors document their work with beginning teachers. In an era of accountability, documentation of required activities, especially those for which one receives pay, is paramount. The type of documentation one keeps will depend on the requirements of the LEA and the types of assistance activities provided to the beginning teacher throughout the school year. Not every exchange of words should be documented; however, scheduled meetings or conferences, observations, or social activities designed or required for the BT should be clearly documented. *Keep copies of all documentation.*

Some suggested types of documentation include:

- Checklists
- Timelines (annotated with date and time you fulfilled the items listed)
- Logs of experiences and activities
- Completed observation documents (See observation tools from *Methods to Master* section.)
- Records of joint planning and/or reflective conferences
- Sample teacher self-evaluations of lessons
- Coaching plans
- Reflections, letters, or notes written by the mentor to the beginning teacher or to other school personnel in support of or on behalf of the beginning teacher

On the following pages are samples of documents you may use or adapt to keep a record of the meetings you have with your assigned mentee.

Beginning Teacher _____

Mentor _____

Mentor’s Log of Activities, School Year _____

Date	INTASC Standard	Activity	Mentor/BT Initials

Mentor and BT Conference Documentation

Beginning Teacher _____ Mentor _____

Topic/s for discussion:

Brief description of discussion:

Next Steps:

Notes/Comments:

Signature of Mentor

Signature of BT

Date

Date

Evaluation

This section includes the instruments used in North Carolina to observe and evaluate beginning teachers. The principal or his designee only must complete the summative evaluation and 3 of the 4 required formal observations during the year. A peer teacher must conduct the fourth formal observation (GS 115C-333). It is imperative that peer teachers who conduct formal observations be trained in the appropriate use of the instruments prior to conducting formal observations. While it is expected that the mentor informally observe his/her assigned mentee periodically through the year, it is a matter of local policy as to whether or not the mentor is the peer who is assigned to conduct the required formal observation. Because the relationship between a mentor and a mentee is built on trust and communication, it is often helpful if a peer teacher who is not currently serving as the beginning teacher's mentor conduct the required formal observation.

In this section, the FODA provided for the peer formal observation is one that does not have the evaluative ratings on it. Rather, the observer should write his/her observations regarding strengths and weaknesses and discuss these with the beginning teacher.

For more information about evaluating teachers in North Carolina, go to <http://www.ncpublicschools.org/evalpsemployees/>. Evaluation forms may be downloaded from this site.

Guidelines

Teacher Performance Appraisal System Evaluation Process

- Teachers who have NOT attained career status in their school systems will have at least three formal observations conducted by a school administrator, one observation by a peer teacher, and a summative evaluation conducted on an annual basis.
- The school system should provide an orientation on the performance appraisal process for its personnel. Only individuals who have been trained in the use of the observation/evaluation instrument should conduct the required observations.
- The schedule for observations and evaluations is determined by the school system.
- At least one of the observations should be announced. A pre-conference should be held with the BT prior to the observation, and a post conference should be held after the observation.
- Trained mentors may conduct the required teacher observation of a beginning teacher. It is preferred that the mentor teacher not conduct one of the 4 required formal observations for the beginning teacher s/he has been assigned to mentor.
- An action plan is required for teachers when a rating of “Below Standard” or “Unsatisfactory” is given on a summative evaluation for teachers who continue teaching. However, support for corrective actions and the implementation of an action plan may be initiated any time a problem is observed.
- Each classroom observation should last the class period (minimum of 45 minutes) or the observer should remain in the classroom until the end of the instructional period or activity.
- Classroom observations should begin immediately after the bell rings for instruction or at the time scheduled for the lesson to begin.
- If a significant interruption occurs, the observation may be stopped, the reason for discontinuing noted, and the observation done another time.
- The observer should sit where students and teachers can be seen and heard easily. The observer’s attention should be focused on what the teacher and students are doing.
- The observer should not expect to observe all of the teaching practices during any particular observation. The evaluator and/or observer should meet with the teacher to review what was not observed and collect additional information from lesson plans, student work, and communications with parents, etc. Best practices encourage multiple sources of data.
- A post-observation conference should be conducted after each observation. As soon as practical after the classroom observation, the observer should complete the FODA and meet with the teacher to review the information. It is recommended that any deficiencies noted should be followed with suggestions for improvement.

Teacher _____
Date _____ Period/Time _____

Evaluator _____ Title _____
Signature _____

FORMATIVE OBSERVATION DATA INSTRUMENT

Instructions: Use this sheet to record the events that occur during the classroom observation. Be sure to code each instance of a TPAI-R practice as follows: appropriate use of practice (); strong or positive use of practice (+); weak or negative use of practice (-).

Function/Practice	Time	Comments
I. Instructional Time 1.1 Materials ready 1.2 Class started quickly 1.3 Time-on-task for learning II. Student Behavior 2.1 Rules - Administrative matters 2.2 Rules – Verbal participation 2.3 Rules - Movement 2.4 Frequently monitors behavior 2.5 Stops inappropriate behavior 2.6 Reflective practice – Student behavior III. Instructional Presentation 3.1 Links to prior learning. 3.2 Understands content; makes it meaningful 3.3 Speaks fluently 3.4 Relevant examples 3.5 High rate of success on tasks 3.6 Brisk pace 3.7 Effective, smooth transitions 3.8 Assignment clear 3.9 Adapts instruction to diverse learners 3.10 Develops critical thinking, problem solving, and performance skills 3.11 Uses technology to support instruction 3.12 Students engaged, responsible for learning IV. Instructional Monitoring 4.1 Maintains deadlines, standards 4.2 Circulates to check students' performance 4.3 Uses varied work products to check progress 4.4 Questions clear, one at a time 4.5 Uses responses to adjust teaching V. Instructional Feedback 5.1 Feedback on in-class work 5.2 Prompt feedback on out-of-class work 5.3 Affirms correct response quickly 5.4 Sustaining feedback after incorrect response 5.5 Fosters active inquiry supportive interaction VI. Facilitating Instruction 6.1 Aligned instructional plans 6.2 Uses diagnostic information, assessment 6.3 Maintains accurate records 6.4 Appropriate instructional activities 6.5 Available resources support program VII. Communicating in Educational Environment 7.1 Treats all students fairly 7.2 Participates in development of school vision 7.3 Relationships with colleagues, parents, community VIII. Performing Non-Instructional Duties 8.1 Carries out non-instructional duties 8.2 Adheres to laws, policies, rules, and regulations 8.3 Plan for professional development 8.4 Reflective practitioner		

Teacher's Name _____

Observer/Evaluator _____

Date of Observation _____

FORMATIVE OBSERVATION DATA ANALYSIS (FODA)

Based on your observations, address each function using statements which accurately reflect the quality of performance documented by your data.

MANAGEMENT OF INSTRUCTIONAL TIME

MANAGEMENT OF STUDENT BEHAVIOR

INSTRUCTIONAL PRESENTATION

INSTRUCTIONAL MONITORING

INSTRUCTIONAL FEEDBACK

FACILITATING INSTRUCTION

COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

PERFORMING NON-INSTRUCTIONAL DUTIES

From the classification of raw data on this sheet, list the strengths observed in this observation cycle and prioritize the areas for improvement.

Strengths:

Areas for Improvement (Prioritize):

Teacher Signature: _____ Date: _____ Observer/Evaluator Signature: _____ Date: _____

Observer/Evaluator Title: _____

Teacher Performance Appraisal System – Revised

Teacher's Name _____

School/Location _____

INSTRUCTIONS

- Based on the evidence from observation, artifacts, and discussion, the evaluator is to rate the teacher's performance with respect to the 8 major functions of teaching listed below.
- The evaluator must add pertinent comments at the end of each major function for which a rating of Above Standard, Below Standard, or Unsatisfactory is given.
- The teacher is provided an opportunity to react to the evaluator's ratings and comments.
- The evaluator and the teacher must discuss the results of the appraisal and any recommended actions pertinent to it.
- The teacher and the evaluator must sign the instrument in the assigned spaces.
- The instrument must be filed in the teacher's personnel folder.
- The rating scale will include the four Levels of Performance described below.

4. Above Standard

Performance within this function area is consistently high. Teaching practices are demonstrated at a high level. Teacher seeks to expand scope of competencies and undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate or acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate or unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate or unacceptable and most practices require considerable improvement to meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Above Standard	At Standard	Below Standard	Unsatisfactory

1. Major Function: Management of Instructional Time

- 1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.
- 1.2 Teacher gets the class started quickly.
- 1.3 Teacher uses available time for learning and keeps students on task.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

2. Major Function: Management of Student Behavior

- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.
- 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.
- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
- 2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

3. Major Function: Instructional Presentation

- 3.1 Teacher links instructional activities to prior learning.
- 3.2 Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.
- 3.3 Teacher speaks fluently and precisely.
- 3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.
- 3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.
- 3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- 3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.
- 3.8 Teacher makes sure that assignment is clear.
- 3.9 The teacher creates instructional opportunities that are adapted to diverse learners.
- 3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
- 3.11 The teacher uses technology to support instruction.
- 3.12 The teacher encourages students to be engaged in and responsible for their own learning.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

4. Major Function: Instructional Monitoring

- 4.1 Teacher maintains clear, firm, and reasonable work standards and due dates.
- 4.2 Teacher circulates to check all students' performance.
- 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.
- 4.4 Teacher poses questions clearly and one at a time.
- 4.5 Teacher uses student responses to adjust teaching as necessary.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

5. Major Function: Instructional Feedback

- 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- 5.2 Teacher regularly provides prompt feedback on out-of-class work.
- 5.3 Teacher affirms a correct oral response appropriately and moves on.
- 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
- 5.5 The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

6. Major Function: Facilitating Instruction

- 6.1 Teacher has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community.
- 6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 6.3 Teacher maintains accurate records to document student performance.
- 6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.
- 6.5 Teacher uses available human and material resources to support the instructional program.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

7. Major Function: Communicating within the Educational Environment

- 7.1 Teacher treats all students in a fair and equitable manner.
- 7.2 Teacher participates in the development of a broad vision of the school.
- 7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.

Comments _____

Above Standard	At Standard	Below Standard	Unsatisfactory

8. Major Function: Performing Non-Instructional Duties

- 8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom.
- 8.2 Teacher adheres to established laws, policies, rules, and regulations.
- 8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.
- 8.4 Teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.

Comments _____

Evaluator's Summary Comments _____

Teacher's Reactions to Evaluation _____

 Evaluator's Signature and Date

 Evaluator's Title

 Teacher's Signature and Date

Signature indicates that the written evaluation has
 been seen and discussed.

What Principals Request When Assessing Functions 6-7-8

Because the indicators on functions 6, 7, and 8 cannot be observed during routine classroom observations, an administrator should ask to see evidence or artifacts from the teacher's practice to substantiate the rating assigned to each of these 3 functions. Since the evidences will be most readily available in the teacher's classroom, this location may provide the most logical setting for the summative evaluation. Below are some evidences an administrator may want to see prior to assigning ratings to TPAI-R functions 6, 7, and 8.

Function 6

- Examples from grade book/roll book of record keeping
- Scheduled time with test coordinator'
- Curriculum (annual plan) and pacing guides
- Lesson plans, check lists
- Print and non-print
- Examples of modifications for students
- Human and material resources

Function 7

- Evidence of attendance/support of student activities
- Evidence of several types of communication: notes, calls, conferences, IEP meetings, logs, diaries, journals
- Discipline referrals
- Evidence of committee work including school and grade level teams
- Evidence of implementation of strategies that intentionally include all children
- Evidence of collaboration within the school community

Function 8

- Evidence of coaching or sponsorship of clubs and organizations
- Duty roster
- Attendance at PTO, PTA, etc.
- IGP
- Unique instructional activities
- Evidence of professional development

Sample Evidences and Artifacts

Unit and daily lesson plans (long-range and short-range)	Copy of lesson plan indicating learning styles (what piece works with different styles)
Instructional materials	Use of Standard Course of Study
Teacher-made assessment materials	Lesson modifications
Classroom rules	Student autobiographical information
Classroom management plan/discipline plan, discipline log	Different culture and/or individual differences (photos/changes/adaptation)
Teacher/student contracts	Individual Growth Plans
Communication and Technology – paragraph or article about methods used	Long-range and short-range plans – list of units to cover
Parent communication log	Student interest surveys
Student surveys, use of resource people, community members as guest speakers, agencies, newsletters (school)	Student assessment – more than paper/pencil tests. Include activities, team-teaching, group work, etc.
Teacher journals/logs	Samples of student work
Video and audio tapes	Computer generated grade book
Photographs of student activities, classroom, etc.	Teacher-made rubrics – copy of grading policies
Summative evaluations	Photos of classroom
Student, parent, colleague surveys	Awards, recognitions, etc.
Record of professional activities, workshops	Newspaper articles
Record of community activities	Sample of a student journal
Instructional contract (student contracts)	Essays/cassettes of student presentations (learning styles)
Publications	Journals/reflections completed
Meetings and workshops (lists and photos of these)	Letters/thank you's from parents, peers, administrators
Communications/correspondence with peers, parents, administrators	Lesson plans that allow students to make choices

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