

Aligning Standards to Mentoring in Action

This sample uses four standards from the Massachusetts Model System for Educator Evaluation to illustrate how you would color-code the ACTs in the Table of Contents. Using your state's educator standards, choose a number of standards to focus on and color-code them to the ACTs in each month throughout *Mentoring in Action*. You may choose to do this process with a small group of mentors in your school or district and then share the color-coding key with everyone.

Don't forget to highlight each ACT on each month's Overview of the ACTs page and to highlight the specific page in the book so you can easily access which standard is being discussed.

Complete this same process with *The First Years Matter* so your novice teacher clearly sees how mentoring is about teacher performance and that mentoring conversations can help him reach proficiency on his teacher evaluation.

The sample standards in this document provide you with an overview of the teaching indicators often cited in teacher evaluation instruments.

Key to Standards

Standard I Curriculum, Planning, and Assessment

Includes subject matter knowledge, child development, well-structured lessons, a variety of assessment methods, analysis of assessment and sharing conclusions with colleagues.

Standard II Teaching All Students

Includes quality of effort and work as well as student engagement, and meeting the needs of diverse learners. Learning environments that are safe and collaborative increase student motivation. Cultural proficiency and respect for differences maintains a respectful learning environment. Teachers need to have clear, high expectations so all students have access to knowledge.

Standard III Family and Community Engagement

Includes how a teacher engages the family and parents in collaborating with learning expectations as well as providing curriculum support. Communication is two way and allows for cultural needs.

Standard IV Professional Culture

Includes reflection and goal setting to measure teacher learning and growth overtime. Professional collaboration and decision-making processes for sharing responsibility are important indicators of success. Using good judgment and being reliable are part of professional responsibilities.

August

ACT 1 Preparing to Mentor a Novice Teacher

ACT 2 Before You Meet Your Novice Teacher

ACT 3 How Does a Novice Teacher Contribute to Your School?

ACT 4 Introducing the School and District

ACT 5 Getting to Know the Students and Their Families

ACT 6 Creating a Survival Packet

- ACT 7** Building a Mentoring Relationship
- ACT 8** The Importance of Lesson Planning
- ACT 9** Daily Lesson Plans for Student Success
- ACT 10** The First Days and Weeks of School

September

- ACT 1** Creating a Community of Learners in the Classroom
- ACT 2** Getting to Know the Students
- ACT 3** Student Profiles
- ACT 4** Learning How Students Learn
- ACT 5** Establishing and Implementing Routines
- ACT 6** Rules, Rewards, and Consequences
- ACT 7** Learning School Procedures
- ACT 8** Classroom and Behavior Management Issues
- ACT 9** Looking at Student Work Together
- ACT 10** Communicating With Parents

October

- ACT 1** Organizing a Lesson Plan
- ACT 2** Questions About Planning
- ACT 3** Planning for Understanding
- ACT 4** Engaging Learners
- ACT 5** Pacing a Lesson
- ACT 6** Unit Planning
- ACT 7** Student Perspectives
- ACT 8** Classroom and Behavior Management Issues
- ACT 9** Looking at Student Work Together
- ACT 10** Communicating With Parents

November

- ACT 1** How Are Students Assessed in the Classroom and District?
- ACT 2** Linking Lesson Plans to Assessment
- ACT 3** Product or Process?
- ACT 4** Formative and Summative Assessments

- ACT 5** Evidence and Documentation of Progress
- ACT 6** Communicating With Students
- ACT 7** Students Can Share Their Learning
- ACT 8** Classroom and Behavior Management Issues
- ACT 9** Looking at Student Work Together
- ACT 10** Communicating With Parents

December

- ACT 1** Problem-Solving and Thinking
- ACT 2** Focus on Teaching Style
- ACT 3** Engage the Brain
- ACT 4** Revisiting Behavior Management
- ACT 5** Avoiding Common Problems and Keeping Students Interested
- ACT 6** Keeping ALL Students Engaged
- ACT 7** When Is It Time to Seek Additional Support?
- ACT 8** Classroom and Behavior Management Issues
- ACT 9** Looking at Student Work Together
- ACT 10** Communicating With Parents

January

- ACT 1** Looking Back
- ACT 2** Moving Forward
- ACT 3** What Do I Believe?
- ACT 4** Self-Reflection
- ACT 5** Constructing a Sociogram
- ACT 6** Using Drawings to Gain Student Perspective
- ACT 7** Where Is Your Sense of Humor?
- ACT 8** Classroom and Behavior Management Issues
- ACT 9** Looking at Student Work Together
- ACT 10** Communicating With Parents

February

- ACT 1** Using Varied Teaching Strategies
- ACT 2** How Much Time?

- ACT 3** Engaging Learners
- ACT 4** Student Choices to Enhance Learning
- ACT 5** Homework: Does It Work?
- ACT 6** Classroom and Behavior Management Issues
- ACT 7** Looking at Student Work Together
- ACT 8** Communicating With Parents

March

- ACT 1** Ways to Provide Feedback
- ACT 2** Observation Options
- ACT 3** Preconference Is a Must
- ACT 4** Observation Feedback Form
- ACT 5** Preparing a Novice Teacher for a Principal Observation
- ACT 6** Classroom and Behavior Management Issues
- ACT 7** Looking at Student Work Together
- ACT 8** Communicating With Parents

April

- ACT 1** Novice Teacher Goals
- ACT 2** Classroom and District Learning Standards
- ACT 3** Reducing Teacher Talking Time TTT
- ACT 4** Designing Relevant Lessons
- ACT 5** Observing a Student or Small Group
- ACT 6** Classroom and Behavior Management Issues
- ACT 7** Looking at Student Work Together
- ACT 8** Communicating With Parents

May

- ACT 1** Assessing Your Mentee's Progress
- ACT 2** Mentee Portfolio Assessment
- ACT 3** Measuring Student Progress
- ACT 4** Student Self-Assessment
- ACT 5** Assessing the Whole Child
- ACT 6** Classroom and Behavior Management Issues

ACT 7 Looking at Student Work Together

ACT 8 Communicating With Parents

June

ACT 1 Letter to Your Mentee

ACT 2 Novice Teacher Letter to Mentor

ACT 3 A Letter to Future First-Year Teachers

ACT 4 Closing Procedures for a Classroom

ACT 5 Novice Teacher Letter to Students

ACT 6 Classroom and Behavior Management Issues

ACT 7 Communicating With Parents

ACT 8 Sharing the Professional Portfolio

July

ACT 1 What Have You Learned?

ACT 2 Retreat With Other Mentors

Appendices

Appendix 1 The 5-Minute Meeting: Giving an Authentic Compliment

Appendix 2 The 10-Minute Meeting: Sharing an Idea or Resource

Appendix 3 The 15-Minute Meeting: Problem to Possibilities

Appendix 4 The 20-Minute Meeting: What's Working? How Do You Know?

Appendix 5 The 30-Minute Meeting: Looking at Student Work Together

Appendix 6 The 60-Minute Meeting: A Novice Observing the Mentor

Appendix 7 The Integrated Meeting: Focus on Student Learning

Appendix 8 Inquiry Into Practice: Finding a Question and Finding the Answers

