KNOX COUNTY R-1

Mentor/Protégé Handbook

2022-2023

TABLE OF CONTENTS

APPENDIX

FIRST YEAR PROTEGES AND MENTORS
2022-2023

Teacher	Position	Mentor
1. Laura Perry	HS Spanish & Science	Lauren Dale
2. Sheyenne Schrage	MS Science	Kelley Carlson
3. Jen See	HS Math	Mandi Delaney
4. Skyler Sullens	2nd Grade	Wendy Kerby
5. Claire Robinson	Preschool	Libby Hunziker
6. Saydie Potter	Preschool	Libby Hunziker
7. Heather Parrish	HS Special Education	Kim Miller
8. Becka Penn	MS Special Education	Kim Miller
9. Kelsey Ockenfels	Speech Language Pathologist	Joyce Delaney
10. Amy Miller	Elementary Counselor	Taylar Parrish

SECOND YEAR PROTEGES AND MENTORS

Teacher	Position	Mentor
1. Brenna Schrage	1st Grade	Sarah Setzer
2. Luisa Cardwell	Elem Art	Toni Lucas

SECOND YEAR WITH EXPERIENCE PROTEGES AND MENTORS

Teacher	Position	Mentor
1. Caitlyn Clary	Kindergarten	Taylor Cason
2. Keli Huchteman	HS FACS	Brandi Wriedt
3. Leann Shanley	MS ELA	Laura Greenley

ASSISTANCE FOR NEW TEACHERS

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, KNOX COUNTY R-1 has established a mentoring program for every teacher during his or her first two years of teaching.

1. Principals are responsible for identifying and asking teachers to serve as mentors. Any teacher who has two years experience and is willing to be trained may be considered as a mentor.
2. The PDC and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The mentor will work with the new teacher to help develop a Professional Growth Plan. New teachers in conjunction with their mentor shall make adjustments so the plan best fits the teacher's needs.
5. Members of the PDC and all mentors need to attend a mentor training workshop provided by RPDC.
6. The mentor must meet with his/her protégé each month and monitor the items in the Mentor/Protégé Plan.
7. Mentors will receive a $200 stipend for mentoring 1ˢᵗ year protégés ***contingent upon completing required quarterly paperwork.***
8. The protégé will be provided time to observe master teachers.
9. The mentor will assist the new teacher in completing the Professional Development Log.

GUIDELINES FOR MENTOR TEACHER SELECTION AND TRAINING

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally a mentor should be teaching in the same grade level, or the same area of certification, as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

The mentor should be trained in the following areas:
1. The roles and responsibilities of the new teachers professional development team; the new teacher, the mentor teacher, and the principal/supervisor
2. Coaching and counseling techniques.
3. The format and content of the PD plan
4. Teacher evaluations including content, process, standards, and criteria
5. Listening and inquiry skills
6. Resources (people and publications) available to beginning teachers at the district, higher education, regional and state levels
7. Peer coaching

8. Current theories and models of instruction and classroom management.
9. Analyzing student work to inform instruction.

The mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, [and] opener of doors. The mentor teacher is a "helper" not an "evaluator". Discussions between the mentor and protégé should remain confidential. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

RULES AND RESPONSIBILITIES OF THE NEW TEACHER

IPC Requirements:

The INITIAL PROFESSIONAL CERTIFICATE is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years;
- Successful completion of 30 contact hours of professional development which may include college credits;
- Participation in a Beginning Teacher Assistance Program;
- Successfully participate in a performance-based teacher evaluation;
- Complete four years of approved teaching experience;
- Have a local professional development plan.

New teachers need to keep open communication with their mentor by seeking support and assistance when needed by asking questions. New teachers are given time to observe their mentor teach. Some mentors and protégés have a common planning time. Substitutes can be hired by the hour or by the day. PDC will pay for substitutes.

CCPC Requirements:

The CAREER CONTINUOUS PROFESSIONAL CERTIFICATE is valid continuously depending on an individual meeting the following:

- The requirements at the IPC level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development which may include college credits:
- Have a local professional development plan

OR

Two of the three following items:

- Ten (10) years of teaching experience;
- A master's degree;
- National Board Certification

RULES AND RESPONSIBILITIES FOR MENTORS

1. The mentor will help the beginning teacher develop a Professional Growth Plan.

2. The mentor will provide curriculum guides, the location of the Professional Development Library and other resources to the new teacher.
3. The mentor and protégé must meet each month and check off the items in the Mentor/Protégé Plan and turn into the PDC.
4. The mentor will maintain confidentiality at all times and reinforces trust.
5. The mentor will help the new teacher understand and apply policies, rules and cultural norms.
6. Mentors will observe and provide feedback to the new teacher.
7. Mentors will help the new teacher complete the Professional Development log and turn into the Superintendent's office in May.

RESPONSIBILITIES OF ADMINISTRATORS

The administrator plays a vital role in implementation of a mentoring program. Administrators need to be aware of such issues as:
1. Ethical responsibilities, including the need for confidentiality.
2. Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
3. Finding good resources (people and materials) for professional development.
4. Maintaining the role of instructional leader while working cooperatively with the PDC.
5. Supporting teachers by setting aside time for learning.

Administrator's' responsibilities include the following:
- Provide time for teachers to observe
- Define mentor's roles
- Monitor new teacher and answer questions
- Provide support of mentoring program
- Select and assign qualified mentor when new teacher is hired
- Offer support, assistance and resources to mentor and new teacher

PROFESSIONAL GROWTH PLAN

The purpose of a professional growth plan is to assist, not to evaluate, the teacher. The goals identified in the plan should relate, in part, to the district's evaluation criteria. The plan also may reflect educational research on effective teaching.

The beginning teacher's mentor should initiate preparation of the professional growth plan. A professional development team or triad consisting of the principal, the mentor and the beginning teacher will be formed to help the beginning teacher. Subsequent planning between the mentor, the building principal, and the beginning teacher should occur. The plan may include goals in the areas such as classroom management, understanding district policies, effective parent communication and the use of curriculum guides, equipment, and materials. The plan must respond to individual needs and take into account the fourth-year college assessment, if provided. The Building Principal will keep copies of the initial plan and revisions on file.

6

PERSONNEL SERVICES   Regulation 4440
Professional Activities, Training and Professional Grants

Mentoring

District mentoring guidelines are as follows:

I.   **The mentor will introduce and help to integrate the mentee into the culture of the school, the district, and the community by:**
1. Instructing the mentee on the District's policies, procedures, CSIP, and goals.
2. Communicating the social environment of the surrounding community.
3. Familiarizing the mentee with local, district, and national organizations that are active within the school environment.
4. Discussing any classroom issue the mentee may have; such as how the school handles race, gender, or disability issues.
5. Providing ongoing assistance with data analysis, assessments procedures/practices.
6. Discussing any district initiatives or parental concerns the mentee would find helpful to know about.
7. If necessary, explaining district acronyms.

II.   **The mentoring program will provide a systematic and ongoing program review/evaluation by all stakeholders:**
1. The program will identify all stakeholders.
2. The program will identify desired mentoring outcomes, timelines for those outcomes, and how the desired outcomes will be measured.
3. The program will include a systematic and continuous system for gathering feedback on the mentoring program from mentors, mentees and administrators. (One possible method of gathering data would be through pre and post surveys of mentors and mentees, etc.).
4. The program will be based on a foundation of best teaching and student learning practices.
5. The program will require independent/anonymous exit interviews, so clear reasons for staff departure can be determined.
6. The program will be supported by central office and school board trend data.
7. The program will be included in broader Professional Development program evaluations.

III.   **The mentoring program will include an individualized plan for beginning educators that aligns with the district's goals and needs and:**
1. The individualized plan will be aligned with the District's Teacher/Educator Evaluation standards.
2. The individualized plan will be a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator.
3. The individualized plan will align with all the district's CSIP and certification requirements.

4. The individualized plan will establish outcomes for new educators.
5. The individualized plan will be an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college.
6. The individualized plan will establish classroom or on the job observations that are guided by and contain a checklist of best practices observed by the mentor.
7. The individualized plan will encourage structured experiences and expectations for all new educators.

IV. **The mentoring program will have appropriate criteria for selecting the mentors that will operate within the program:**
1. The mentor will have a minimum of three years of teaching experience.
2. The mentor will be committed to optimizing student learning.
3. The mentor will show enthusiasm and a commitment to the education profession.
4. The mentor will have a commitment to self-growth and a commitment to the growth of any future mentee.
5. The mentor will hold the same or similar position in respects to the grade and subject area of the mentee.
6. The mentor/mentee will have the ability to use mechanisms that will be in place to end the pairing if either the mentor or mentee is not satisfied.
7. The mentor will have an understanding of both broad educational issues and specific teaching/learning issues.
8. The mentor will have a strong understanding of pedagogy, instructional expertise and relevant administrative issues.
9. The mentor will be made available, through release time or some other mechanisms, to mentor their assigned mentee.
10. The mentor will be assigned by the building principals with input from the grade level or department level chairperson.
11. The mentor shall be supported in time and effort by the administration and the school board.

V. **The mentor program will provide comprehensive mentor training to all mentors:**
1. The mentor training program will teach the prospective mentors that the mentoring process is not an evaluation and that confidentiality is required between mentor and mentee (unless it is a situation involving child endangerment).
2. The mentor training program will include cognitive coaching and collaborative training skills.
3. The mentor training program will include observation and feedback on the training and skills of the mentors.
4. The mentor training program will provide the mentors with an awareness of the phases of first-year educators (stress, depression, etc.).
5. The mentor training program will provide mentors with a catalog of the resources that are available to beginning educators.
6. The mentor training program will teach mentors the need to recognize the need for knowledge and strategies in regards to classroom management.

7. The mentor training program will provide for formation of mentoring consortia.
8. The mentor training program will teach mentors to focus on exemplary teaching and assessment practices.
9. The mentor training program will teach mentors to build working strategies that encourage problem solving and independent thinking.
10. The mentor training program will teach mentors the importance of student assessments and how these assessments may be utilized to guide future classroom instruction.
11. The mentor training program will instruct the mentors on the importance of including a self-assessment that identifies whether mentoring is meeting both the mentor's and the mentee's expectations.
12. The mentor training program will stress the importance of student learning.

VI. **During the mentoring program mentors will be given sufficient time to observe the beginning educators and for the beginning educators to observe master educators. The times of the observations should be structured in a way that limits the amount of time a substitute teacher is required while still allowing multiple opportunities for the observations. These results may be achieved by:**
1. Aligning class schedules and planning periods in a way that allows for the completion of mentoring duties.
2. Utilizing state and local professional development funds or stipends to support the mentor's additional duties.
3. Providing release time for at least three observations and meetings between the mentor and the mentee.
4. Encouraging colleges to support mentors and mentees, using online classes, having personal visits and/or using a beginning educators' assistance program.

Mentor Assignments/Program Delivery

Mentors will be allowed a sufficient amount of time to observe the teaching of the mentee. These observations should be accomplished via release time and schedule coordination. Additionally, when executing the mentoring program the following elements should be met:

1. That every new educator participates in a mentoring program approved and provided by the district for a minimum of two years.
2. That the program should provide the new educator with an introduction to District students, community, district, school, and classroom in a way that is systematic, ongoing and individualized.
3. The program will have classroom visits with pre and post conferences and allow time for mentor/mentee activities and meetings.

Program Accountability

All mentor programs will have systematic and ongoing program review and evaluation by all stakeholders that identifies mentoring outcomes and their measurements, gathers feedback from stakeholders, and includes anonymous exit interviews.

Adopted: August 19, 2014
Knox County R-I School District

PERSONNEL SERVICES   **Policy** 4440   **(Regulation 4440)**
Professional Activities, Training and Professional Grants

Mentoring

The District's mentoring goal is to facilitate the growth and development of new educators by pairing them with experienced veteran educator**s**. Through the effort of both the mentor and the mentee, the mentee shall draw upon the experience and knowledge of the veteran mentor to enhance their own professional skills and enhance student learning. It is vital to the success of our students that new educators become integrated, through the mentoring program, into the school's culture and are given the opportunity to better themselves with the assistance of one of their veteran peers.

Through the mentoring program the Board hopes to not only create a stronger learning community but also a community where the strong professional and personal bonds between the educators in the District provide students and employees the best possible working and learning environment.

Adopted: August 18, 2015

Knox County R-I School District, Edina, Missouri

10

APPENDIX

Mentoring Observation Form

Please fill out a copy of this form and turn in to PDC *prior to the observation date.* Funds have already been set aside to cover observations, but the PDC and Marsha need a record for budgeting purposes.

Date of Observation:_____

Teacher wanted to observe:_____

Names of teachers needing subs:

1. _____ Full Day _____ 1/2 day_____

2. _____ _____Full Day _____ 1/2 day_____

3.

Estimated mileage if observing in another district (.625 cents/mile): $_____

Please remember to type **PDC** in the comment section of your Weblink request.

Don't forget that actual mileage needs to be turned into PDC on **Weblink** after the observation.

Thank you very much for your help.

KNOX COUNTY R-1
<u>FIRST</u> YEAR MENTOR/PROTÉGÉ LOG
First Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF FIRST QUARTER.**

We:	**Date**
Met and got acquainted	_____
Completed the Professional Growth Plan and gave copy to Building Principal by mid-term of 1st Quarter	_____
Set up weekly meeting time	_____
Shared resources	_____
Date observed in Mentor's class	_____
Discussed teacher evaluation	_____
Discussed up-coming parent/teacher conferences	_____
Turned in copy of Beginning Teacher Assistance to PDC	_____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

13

KNOX COUNTY R-1
FIRST YEAR MENTOR/PROTÉGÉ LOG
Second Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF SECOND QUARTER.**

We: **Date**

Discussed how parent-teacher conferences went   _____

Discussed classroom challenges   _____

Date observed in protégé's class   _____

Observed and discussed each other's teaching style   _____

Met with Principal to discuss how things are going   _____

Discussed professional development opportunities   _____

Completed BTA Program & print document of completion   _____
And turned in with this page

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

KNOX COUNTY R-1
<u>FIRST</u> YEAR MENTOR/PROTÉGÉ LOG
Third Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF THIRD QUARTER.**

We: **Date**

Discussed a new/innovative teaching strategy   _____

Date observed a master teacher in his/her classroom   _____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

KNOX COUNTY R-1
<u>FIRST</u> YEAR MENTOR/PROTÉGÉ LOG
Fourth Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN THE FIRST WEEK OF MAY.**

We: **Date**

Evaluated Mentoring program and returned survey to PDC   _____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

FIRST YEAR SURVEY FOR PROTÉGÉ TEACHERS
MAY 2023

Please answer the following questions and return to Taylor Cason's mailbox. Thanks! Please return by May12, 2023.

4-Strongly Agree
3-Agree
2-Somewhat Agree
1-Disagree

1. Do you feel your mentor was a benefit to you?

        4   3   2   1

2. Do you feel the release time was valuable?

        4   3   2   1

3. Did the mentoring program fulfill your expectations?

        4   3   2   1

4. Did you feel comfortable with the relationship with your mentor?

        4   3   2   1

5. How could we improve our program?

FIRST YEAR SURVEY FOR MENTOR TEACHERS
MAY 2023

Please answer the following questions and return to Taylor Cason's mailbox. Thanks! Please return by May 12, 2023.

4-Strongly Agree
3-Agree
2-Somewhat Agree
1-Disagree

1. Do you feel you were a benefit to your protégé?
    >   4   3   2   1

2. Do you feel the release time was valuable?
    >   4   3   2   1

3. Did the mentoring program fulfill your expectations?
    >   4   3   2   1

4. Did you feel comfortable with the relationship with your protégé?
    >   4   3   2   1

5. Were you aware that you may be asked to be a mentor for your
    second year of teaching?
    >   4   3   2   1

How could we improve our program?

KNOX COUNTY R-1
<u>SECOND</u> YEAR MENTOR/PROTÉGÉ LOG
First Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF FIRST QUARTER.**

We: **Date**

Set up time to meet on regular intervals   _____

Shared resources   _____

Discussed teacher evaluation   _____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

KNOX COUNTY R-1
SECOND YEAR MENTOR/PROTÉGÉ LOG
Second Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF SECOND QUARTER.**

We: **Date**

Discussed parent-teacher conferences   _____

Discussed classroom challenges   _____

Discussed professional development opportunities   _____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

KNOX COUNTY R-1
<u>SECOND</u> YEAR MENTOR/PROTÉGÉ LOG
Third Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN END OF THIRD QUARTER.**

We: **Date**

Reviewed attendance at building/district events   _____

Discussed a new/innovative teaching strategy   _____

Signatures verify that we have accomplished the activities checked off above.

_____   _____
Mentor   **Date**   **Protégé**   **Date**

KNOX COUNTY R-1
<u>SECOND</u> YEAR MENTOR/PROTÉGÉ LOG
Fourth Quarter 2022-23

Please check all activities accomplished and list the approximate date it occurred on the form below. Please return completed form to Taylor Cason **NO LATER THAN FIRST WEEK IN MAY.**

We: **Date**

Evaluated program and returned survey to PDC   _____

Signatures verify that we have accomplished the activities checked off above.

Mentor	Date		Protégé	Date

SECOND YEAR SURVEY FOR MENTOR TEACHERS
MAY 2023

Please answer the following questions and return to Taylor Cason's mailbox. Thanks! Please return by May 12, 2023.

4-Strongly Agree
3-Agree
2-Somewhat Agree
1-Disagree

1. Do you feel you were a benefit to your protégé?
       4   3   2   1

2. Do you feel the release time was valuable?
       4   3   2   1

3. Did the mentoring program fulfill your expectations?
       4   3   2   1

4. Did you feel comfortable with the relationship with your protégé?
       4   3   2   1

5. How could we improve our program?

SECOND YEAR SURVEY FOR PROTÉGÉ TEACHERS
MAY 2023

Please answer the following questions and return to Taylor Cason's mailbox. Thanks! Please return by May 12, 2023.

4-Strongly Agree
3-Agree
2-Somewhat Agree
1-Disagree

1. Do you feel you mentor was a benefit to you?
          4   3   2   1

2. Do you feel the release time was valuable?
          4   3   2   1

3. Did the mentoring program fulfill your expectations?
          4   3   2   1

4. Did you feel comfortable with the relationship with your mentor?
          4   3   2   1

5. How could we improve our program?

STANDARDS AND CRITERIA

FOR PERFORMANCE-BASED TEACHER EVALUATION

STANDARD 1: The teacher causes students to actively participate and be successful in the learning process.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

Criterion 4: The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.

STANDARD 2: The teacher uses various forms of assessment to monitor and manage student learning.

Criterion 5: The teacher uses various ongoing assessment to monitor the effectiveness of instruction.

Criterion 6: The teacher provides continuous feedback to students and family.

Criterion 7: The teacher assists students in the development of self-assessment skills.

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

STANDARD 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

Criterion 10: The teacher demonstrates appropriate preparation for instruction.

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.

Criterion 12: The teacher creates a positive learning environment.

Criterion 13: The teacher effectively manages student behaviors.

STANDARD 4: The teacher communicates and interacts in a professional manner with the school-community.

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

STANDARD 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.

Criterion 17: The teacher engages in professional growth.

STANDARD 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.

Criterion 19: The teacher assists in maintaining a safe and orderly environment.

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Teacher Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and teacher behaviors that may be used to document criteria. The descriptors provided are not intended to be an all inclusive list. The observation and/or documentation of each criterion will vary based on the context.

- Items represent descriptors that may be more pertinent to special services teachers.

Standard 1: The teacher causes the students to actively participate and be successful in the learning process.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

The students will:
1. Develop questions and ideas to initiate and refine research.
2. Conduct research to answer questions and evaluate information and ideas.
3. Use technological tools and other resources to locate, select, and organize information.
4. Comprehend and evaluate written, visual, and oral presentations and works.
5. Discover and evaluate patterns and relationships in information, ideas, and structures.
6. Organize data, information, and ideas into useful forms (including charts, graphs, and outlines) for analysis and presentation.
7. Identify, analyze and compare the institutions, traditions, and art forms of the past and present societies.
8. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

The students will:
1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
2. Review and revise communications to improve accuracy and clarity of information.
3. Exchange information, questions, and ideas while recognizing the perspectives of others.
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences.
5. Perform or produce works in the fine and practical arts.
6. Apply communication techniques to the job search and the workplace.
7. Use technological tools to exchange information and ideas.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

The students will:

1. Identify problems and define their scope and elements.
2. Develop and apply strategies based on ways others have prevented or solved problems.
3. Develop and apply strategies based on one's own experience in preventing and solving problems.
4. Evaluate the processes used in recognizing and solving problems.
5. Reason inductively from a set of specific facts and deductively from general premises.
6. Evaluate the extent to which a strategy addresses the problem.
7. Assess costs, benefits, and other consequences of proposed solutions.

27

Criterion 4: The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

The students will:
1. Explain reasoning and identify information used to support decisions.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. Analyze the duties and responsibilities of individuals in society.
4. Recognize and practice honesty and integrity in academic work and in the workplace.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.
6. Identify tasks that require a coordinated effort and work with others to complete those tasks.
7. Identify and apply practices that preserve and enhance the safety and health of self and others.
8. Explore, prepare for, and seek educational and job opportunities.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

Criterion 5: The teacher uses various ongoing assessment to monitor the effectiveness of instruction.

The teacher:
1. Applies a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments,
authentic assessments, and standardized tests) to enhance and monitor his
or her knowledge of learning, to evaluate student progress and performances and to modify instructional approaches and learning strategies.
2. Collects information through observation of classroom interaction, and questions and analyzes student work.
3. Designs and uses assessments that support the transfer of learning to real life.
4. Makes appropriate modifications in assessments in accordance with students' IEPs.*
5. Employs district adopted assessment techniques.*
6. Other...

Criterion 6: The teacher provides continuous feedback to students and family.

The teacher :
1. Maintains useful records of student work and performance and shares the information with the student.
2. Provides feedback to students regarding the quality of performance.
3. Contacts parents promptly regarding concerns related to the student's academic or

behavioral performance.
4. Makes regular contacts with parents regarding students' IEP progress.*
5. Provides parents with information regarding program background and purpose.*
6. Other...

Criterion 7: The teacher assists students in the development of self-assessment skills.

The teacher:
1. Uses assessment strategies to involve learners in self-assessment activities, assist them in becoming aware of their learning behaviors, strengths, needs and progress, and encourages them to set personal goals for learning.
2. Develops scoring guides for students to use in assessing the quality of their work.
3. Other...

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides or IEPs.

The teacher:
1. Uses assessments which correlate to the method of instruction and the district curriculum guide/IEPs.
2. Assigns meaningful activities or homework that are timed to assist the student in understanding.
3. Assigns homework that supports the students' understanding of content.
4. Uses assessments which correlate to the methods of instruction.
5. Other...

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

The teacher:
1. Uses assessment data to adjust instructional strategies appropriately for desired learner outcomes.
2. Uses assessment techniques that allow for a variety of multiple intelligences to be used by students.
3. Uses student portfolios to assess students' work in a developmental manner.
4. Uses a variety of communication tools to report student progress.
5. Provides scoring guides, as appropriate, to students prior to assessing work.
6. Makes modifications of assessment procedures, as appropriate.
7. Other...

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

Criterion 10: The teacher demonstrates appropriate preparation for instruction.

The teacher:
1. Prepares lessons which reflect a strong understanding of the content.
2. Implements lessons which link students' prior knowledge with new ideas and/or provides effective anticipatory set.
3. Designs lessons in clear and logical formats.
4. Selects and creates learning experiences that are appropriate for curriculum goals/IEPs, relevant to learner and based upon principles of effective instruction.
5. Evaluates plans relative to long and short-term goals and adjusts them to meet students' individual needs/IEP and to enhance learning.
6. Provides effective anticipatory set to prepare the students for the learning experience.
7. Clearly states the expected learning objectives to the students.
8. Utilizes district and/or community resources to implement instruction.
9. Provides resource teachers with advance knowledge of lessons, tests, dates of project deadlines, and scoring guides.
10. Conferences with classroom teacher prior to lessons to make appropriate modifications for special service students.*
11. Prepares lessons which are aligned with IEP objectives.*
12. Other...

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of the learner.

The teacher:
1. Identifies students' prior experiences, learning styles, strengths and needs when designing and implementing a lesson plan.
2. Demonstrates the ability to access specialized services to meet students' needs.
3. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and then meets student needs. (e.g. lecturing, modeling, questioning, experimental learning, role playing, Socratic seminar, and project based learning).
4. Provides opportunity for guided and independent practice.
5. Provides effective closure of the lesson.
6. Creates lessons and activities that recognize individual needs of diverse learners and variation in learning styles and performance.
7. Implements IEP goals for identified students.*
8. Modifies students' participation in learning activities based on ability and need.*
9. Identifies students with possible special needs and refers them to appropriate resource.
10. Other...

Criterion 12: The teacher creates a positive learning environment.

The teacher:
1. Creates a positive learning environment where students feel comfortable and willing to engage in learning.
2. Arranges and maintains a safe and functional classroom or workspace.
3. Interacts with students in a professional and courteous manner.

4. Connects learning to students' prior experiences with family, culture and community.
5. Creates an environment which promotes mutual respect.
6. Provides for well-structured learning activities that encourage students to pay attention and participate.
7. Manages time, space, transitions, and activities effectively.
8. Contributes to maintaining the positive classroom environment (class within a class environment).*
9. Other...

Criterion 13: The teacher effectively manages student behaviors to promote learning.

The teacher:

1. Encourages student responsibility in the classroom.
2. Avoids using emotionally charged language in dealing with behavioral disruptions.
3. Makes effective use of preventive strategies (proximity, eye contact, non-verbal cues, position and movement).
4. Manages discipline infractions in accordance with school policy.
5. Applies classroom discipline appropriately.
6. Intervenes during inappropriate behavior.
7. Recognizes and reinforces appropriate student behavior.
8. Communicates expectations and parameters for student classroom behavior.
9. Reinforces the classroom teacher's rules (class within a class environment).*
10. Other...

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

The teacher:
1. Models effective verbal/non-verbal communication skills.
2. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in response to students' communications.
3. Uses a variety of media communication tools (e.g. video, multimedia, laserdisk, internet).
4. Writes documents in a professional manner.
5. Provides clear and concise oral and written directions.
6. Uses effective active listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
7. Reviews IEP's with all stakeholders to convey all special needs of each student with an IEP.*
8. Talks, listens and is responsive to students.

9. Seeks appropriate assistance as needed to support students with intellectual, emotional, or physical problems.
10. Provides information regarding individual students; IEP to classroom teacher as appropriate.*
11. Other...

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

The teacher:
1. Offers appropriate encouragement to all students.
2. Expresses views and ideas to others in a professional manner.
3. Handles confidential information and difficult situations ethically and with discretion.
4. Seeks opportunities to develop cooperative partnerships with the parents/guardians of students in support of student learning and well being.
5. Conveys expectations to parents/guardians of shared responsibilities in the learning process.
6. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
7. Supports parent/staff activities.
8. Is responsive to parents desiring a conference during regular school hours.
9. Provides pertinent information during parent/teacher conferences.
10. Collaborates with special education teachers regarding students with IEPs.
11. Collaborates with classroom teacher regarding the IEP needs of special services students.
12. Other...

Standard 5: The teacher keeps current on instruction knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district and state.

The teacher:
1. Uses varied building, district, state, or national resources available for professional development.
2. Participates in school and district inservice activities as appropriate.
3. Maintains appropriate knowledge of current state and federal laws regarding special services students.*
4. Participates in activities that encourage collective inquiry regarding teaching and learning.
5. Other...

Criterion 17: The teacher engages in professional growth.

The teacher:

1. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on his/her influence on students' growth and learning, and on the complex interactions between them.
2. Increases knowledge base related to professional responsibilities.
3. Increases knowledge of learning theory.
4. Applies new understanding of learning theory to the classroom.
5. Works cooperatively to develop and implement a professional development/growth plan.
6. Disseminates information obtained from professional development opportunities with faculty/staff as appropriate.
7. Documents continuing education units required for state certification.
8. Other...

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.

The teacher:
1. Stays informed regarding policies and regulations applicable to his/her position.
2. Follows the identified channels for resolving concerns/problems.
3. Complies with school policy on attendance and punctuality.
4. Completes duties promptly and accurately when given adequate notice.
5. Complies with school policy and guidelines on copyright.
6. Complies with school policy and guidelines regarding student confidentiality.
7. Maintains IEP records according to district policy.*
8. Other...
Criterion 19: The teacher assists in maintaining a safe and orderly environment within the school setting.

The teacher:
1. Performs school supervisory tasks.
Criteria and Descriptors
2. Exercises responsibility for student management on school property and at school activities during school days.
3. Regularly communicates safety issues for individual students to classroom teachers and administrators.*

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

The teacher:

1. Participates in professional activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan and committee work.
3. Participates in all phases of the evaluation process to effect ongoing professional growth.
4. Other.