INTRODUCTION

Contact Information

Middle Grade / Secondary Master of Arts in Teaching

Morehead State University

601 Ginger Hall

Morehead, KY 40351

606-783-2079

Duane Lambert, MAT Coordinator **Email: d.lambert@moreheadstate.edu**

Marian Sims, Associate Coordinator **Email: m.sims@moreheadstate.edu**

Michele Roberts, Admission Coordinator **Email: m.roberts@moreheadstate.edu**

The mentoring process is an opportunity for and experienced teacher to have a significant impact on the instructional effectiveness of new teachers. Given the challenge to meet the learning needs of all students, preparing "highly effective and qualified" teachers is of paramount importance. Because clinical experiences are often cited as the most powerful component of teacher preparation, effective mentoring can impact future teaching and learning in our schools.

Promoting professional growth through mentoring is about the promotion of professional habits of mind – the knowledge, skills, and dispositions needed to develop effective teachers.

This inventory provides ways mentors and teacher candidates can work together to meet the Kentucky Teacher Standards. It is by no means conclusive, and is to be viewed as a foundation from which to build.

Note: Not all activities are expected to be completed. Lines have been provided for cooperating teachers to initial and date when activities are completed.

Mentors and Teacher Candidates must initial and date activities completed. The inventory will be due along with the required documentation at the conclusion of the practicum experience.

STANDARD 1: APPLIED CONTENT KNOWLEDGE

MAT work sample binder examples that show evidence of Standard 1 must include but not be limited to:

- Module 1 – Lesson Planning
- Module 5 - Assessment
- Reflection on Standard I that shows:
    1. Understanding of Standard and Performance Criteria
    2. Reflections documenting successful involvement in Teacher Standards and Performance Criteria

Reflection/Documentation Notes

The Teacher demonstrates a current and sufficient academic knowledge 0f certified content areas to develop student knowledge and performance in those areas

_____ _____ Discuss observation evaluations with the candidate.

_____ _____ Reflect together on design and delivery of lesson plans; highlight Connections to real-life situations, utilization of technology, and Incorporation of inquiry-based strategies.

_____ _____ Review samples of student work / projects.

_____ _____ Create a list of strategies to help reluctant learners master content.

_____ _____ Reflect on content research for lesson plans.

_____ _____ Guide the candidate to connect knowledge of the core content and Program of studies to real-life situations.

_____ _____ Discuss with candidate ways to incorporate a multicultural / global Perspective in content presentation.

_____ _____ Create a list of ways to utilize technology to present content knowledge and facilitate students' understanding of content.

_____ _____ Guide candidate in the use of correct and appropriate oral and written Language.

STANDARD 2: DESIGNS/PLANS INSTRUCTION

MAT work sample binder documentation examples that show evidence of Standard 2 must include but not be limited to:

- Teaching and Learning Context Summary
- Module 1 – Lesson Planning
- Module 5 - Assessment
- Reflections on Standard 2
- Module 6 – Lesson Analysis/Reflection

Reflection/Documentation Notes

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

_____ _____ Mentor conferences weekly with the candidate to design the next week's lessons using the school/University lesson plan format which include but are not limited to the following:

- Align lessons to current core content/program of studies standards
- Identify essential questions based on learning goals for that lesson
- Align assessment with curriculum standards and lesson instruction
- Include a variety of teaching/learning experiences including modifications, accommodations, and extensions

_____ _____ Mentor Collaborates with the candidate to develop sequential lessons/ Units which include but are not limited to:

- Real-life application
- Interdisciplinary connections
- Reading strategies
- Technology
- High order thinking

STANDARD 3: CREATES/MAINTAINS LEARNING CLIMATES

MAT work sample binder examples that show evidence of Standard 3 must include but not be limited to:

- Checklist/Rules, Routines, Procedures Design
- Observation Records
- Copies of techniques used to motivate and engage student and teacher enthusiasm
- Reflections on Standard 3
- Module 2 – Classroom Management
- Module 3 – The Diverse Classroom

Reflection/Documentation Notes

The Teacher assesses learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

_____ _____ Establish guidelines for effective classroom behavior management and discipline.

_____ _____ Create an encouraging environment free from sarcasm and negativity in order for students to feel comfortable taking risk

_____ _____ Make a video or audio recording of the candidate's full class period, an spend time discussing appropriate praise and how positive energy impacts learning.

_____ _____ Identify an enthusiastic and instructionally sound teacher in the building and observe him/her teach. Discuss the observation.

_____ _____ Discuss and implement strategies that provide opportunities to develop Student “self control” as opposed to “teacher control.”

_____ _____ Create a list of classroom management strategies that can motivate enthusiastic learning.

_____ _____ Reflect carefully through continuous discussions how the candidate can express the highest expectations of classes and individual students.

_____ _____ Document and discuss all communication with parents, collaborating

Standard 4: Implements/Manages Instruction

MAT work sample binder documentation examples that show evidence of Standard 4 must included

but not be limited to lesson plans or student work samples showing:

- Observation Records
- Module 1 – Lesson Planning
- Module 5 - Assessment
- Module 4 - Questioning
- Reflection on Standard 4
- Module 2 – Classroom Management
- Module 3 – The Diverse Classroom
- Module 6 – Lesson Analysis / Reflection

Reflection/ Documentation Notes

The teacher introduces/implements/ manages instruction that develops student's abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

_____ _____ Set up scheduled times to communicate the need for inclusion of a variety of strategies that would be appropriate for a given lesson.

_____ _____ Practice team or co-teaching.

_____ _____Allow appropriate freedom in "your classroom" for the candidate to succeed or fail. Allow candidate to "experiment" with an alternate group of students (e.g. small groups) using new teaching strategies .

_____ _____ Reflect together on lessons taught by each of you – identify strategies used and suggest alternative and additional strategies that will facilitate differentiated learning .

_____ _____ Establish times for candidates to observe other teachers for specific strategies /methods.

_____ _____ Model good questioning techniques, including use of essential questions to guide daily instruction.

_____ _____ Model providing regular opportunities for candidates to design and implement matter. Inquires and problem solving in order to analyze content and draw conclusions within and across subject .

_____ _____ Encourage the candidate to integrate technology as a means to achieve instructional purposes that meet students' needs.

_____ _____ Share students IEPs, 504 plans, and GSSPs (Gifted Student Service Plans) with candidate to plan for differentiated instruction.

_____ _____ Review student assignments and assessments for possible misconceptions, and make appropriate adjustments to instruction based on data analysis.

_____ _____ Maintain "Bell to Bell" teaching/engagement. (Introduction to Closure)

STANDARD 5: ASSESSES AND COMMUNICATES LEARNING RESULTS

MAT work samples binders documentation examples that show evidence of Standard 5 must include but not be limited to:

- Module 1 – Lesson Planning (focus on assessment)
- Module 5 - Assessment
- Lesson Analysis and Reflection
- Reflection on Standard 9
- Module 6 – Lesson Analysis/Reflection

Reflection/Documentation Notes

The Teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

_____ _____ Provide examples of various assessments (pre-formative/summative).

_____ _____ Guide candidate in the development of student assessments based upon established criteria, core content, program of studies, and the school curriculum document.

_____ _____ Provide feedback on assessments developed by the candidate.

_____ _____ Guide candidate in making appropriate provisions for assessments that address social, cultural, and physical diversity.

_____ _____ Guide candidate through a reflection of test results to better plan future lessons.

_____ _____ Provide examples and demonstrate the use of rubrics

_____ _____ Model how student self-assessment and reflection are incorporated into learning activities.

_____ _____ Guide the candidate in providing quality feedback to improve student learning.

_____ _____ Guide the candidate in collecting and analyzing assessment data.

_____ _____ Discuss ways to check for student understanding in a lesson.

_____ _____ Discuss how student progress in communicated in the department/ Building/district.

_____ _____ Guide candidate to development a clear system of checking for Understanding, grading student work, and providing feedback.

STANDARD 6: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

MAT work sample binder documentation examples that show evidence of Standard 6 must include but not be limited to:

- Observation records showing technology uses in the classroom
- Lesson plans that show technology used for instruction
- Reflections on Standard 6

Reflection/Documentation Notes

The teacher demonstrates implementation of technology

_____ _____ Model troubleshooting strategies for solving routine hardware and software problems that occur in the classroom.

_____ _____ Identify, evaluate, and select specific technology resources available at the school Site and district level to support curriculum.

_____ _____ Guide candidate in designing, managing and facilitating learning experiences using technology that affirm diversity and provide equitable access to resources.

_____ _____ Share student IEPs, 504s and GSSPs (Gifted Student Service Plan) with candidate to plan for differentiated instruction with the use of technology

_____ _____Design and facilitate learning experiences that use adaptive technologies to meet that special needs of students in the classroom.

_____ _____ Explore available online resources to enhance student learning.

_____ _____ Confirm candidate's knowledge of equitable and legal use of computer and technology in professional activities.

_____ _____ Model research-based instructional practices that use computers and/or other technology.

_____ _____ Explore appropriate uses of computers and other technology for individual, small group and large learning activities.

_____ _____ Schedule time with candidate to use technology to explore and/or design multiple assessments of student learning.

_____ _____ Model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans.

_____ _____ Attend professional development sessions with candidate involving technology and area(s) of need.

STANDARD 7: REFLECTS/EVALUATES TEACHING/LEARNING

MAT work evidence binder documentation examples that show evidence of Standard 7 must include but not be limited to:

- Professional Improvement Plan
- Module 5 – Assessment
- Reflections on Standard 7
- Module 6 – Lesson Analysis/Reflection

REFLECTION/DOCUMENTATION NOTES

The teacher reflects upon and evaluates specific teaching/learning situations and/or programs.

_____ _____ Guide the candidate to reflect on specific elements of teaching (e.g. Pacing, procedures, discipline, movements, materials, etc.

_____ _____ Reflect on instructional successes and authentic problems that exist in the classroom.

_____ _____ Model/demonstrate reflecting on your own teaching and how that leads to action being taken.

_____ _____ Guide the candidate to develop lessons based on reflections.

_____ _____ Give feedback when attendance, punctuality and/or appearance/ hygiene is lacking; begin with a praise or empathy statement, describe the behavior, give a rationale, why it is important to…, ask for understanding of what is being said, ask for commitment to change behavior. Follow up and reinforce desired behavior.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

MAT work evidence binder documentation examples that show evidence of Standard 8 must include but not be limited to:

- Time Logs
- Collaborates to address special learning needs
- Documentation of required activities
  - -SBDM meetings
  - -Curriculum meetings
  - -Extra curricular activities
  - -Admission and release committee meeting (ARC)
- Reflections on Standard 8

REFLECTION/DOCUMENTATION NOTES

The teacher collaborates with colleagues, parents and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, thing and solve problems and integrate knowledge.

School Mentor supports collaboration by modeling and providing opportunities for the candidate to experience a variety of strategies in the following ways:

_____ _____ Model conferencing techniques through scheduled parent conferences.

_____ _____ Collaboratively develop notes-to-home, newsletters, and/or focus notes on a weekly/monthly basis concerning student's achievement.

_____ _____ Provide conferencing time for candidate following attendance at SBDM meetings, school board meetings, faculty meetings, and school committee meetings.

_____ _____ Initiate creative ways to invite colleagues, parents, community representatives, and others to design/facilitate and implement instructional projects. Make real-world connections that promote students achievement.

_____ _____ Involve candidate in the Admissions and Release Committee, departmental, and other education/school committee meetings.

_____ _____Create situations that demonstrate how important collaboration enhances students learning.

_____ _____ Model and discuss the importance of attending conferences, training sessions, workshops, and other staff development opportunities that support being effective teaching/learning.

_____ _____ Demonstrate and discuss the importance of team building and collaboration as they relate to a positive school environment.

STANDARD 9: ENGAGES IN PROFESSIONAL DEVELOPMENT

MAT work evidence binder documentation examples that show evidence of Standard 9 must include but not be limited to :

- Professional Improvement Plan
- Reflections on Standard 9

REFLECTION/DOCUMENTATION NOTES

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

_____ _____ Discuss professional growth activities such as curriculum development, co-curricular, and extra-curricular activities.

_____ _____ Identify and facilitate involvement in professional development activities/opportunities.

_____ _____ Reflect on "next steps" after the conclusion of professional development activities

_____ _____ Discuss opportunities for teachers to be involved in professional organizations

_____ _____ Reflect on candidate's teaching strengths, areas of growth, and plans for improvement

_____ _____ Discuss results of teaching observations.

_____ _____ Explore "lessons learned" following candidate's observation of other teachers.

_____ _____ Guide the candidate in achieving and documenting compliance to the New Teacher Standards.

STANDARD 10: PROVIDES LEADERSHIP WITHIN THE SCHOOL/COMMUNITY

REFLECTION/DOCUMENTATION NOTES

The teacher provides professional leadership within the schools, community and education profession to improve student learning and well-being.

_____ _____ Mentor/candidate discussions on the importance of leadership in the school.

_____ _____ Mentor/candidate discussions about the value of membership in professional organizations.

_____ _____ Mentor provides opportunities for the candidate to build capacity in school leadership.

Morehead State University is an affirmative action, equal opportunity, educational institution.