

Resident Educator Year 1 Timeline

September	
	Mentor and RE meet 1 hour weekly (track on log)
	RE completes "Teaching Environment" & discuss w/Mentor
	RE completes "Resident Educator Self-Reflection"

October	
	Mentor and RE meet 1 hour weekly (track on log)
	RE completes "Self Assessment Summary Tool" & reviews it w/Mentor
	RE completes "Class Profile" & discuss w/Mentor
	RE completes "Instructional Grouping" & discuss w/Mentor
	Re completes "Monitoring Student Learning" & discuss w/Mentor
	Mentor completes "Informal Observation on RE" & discuss w/RE
	Mentor assists RE with finalizing grades & preparations for P/T conferences

November	
	Mentor and RE meet 1 hour weekly (track on log)
	RE completes "First Formal Observation" w/Principal - Mentor will help RE prepare and discuss results
	RE completes "Smart Goals" w/help from Mentor - <i>These will be used for OTES Professional Growth Plan</i> - <i>Do not use Teacher Standards 6 or 7</i>
	Mentor Teacher Leader will complete a notebook check

December	
	Mentor and RE meet 1 hour weekly (track on log)
	RE will begin "Cycle One" only completing the Yellow highlighted questions
	RE will make preparations to video record the "Cycle One" lesson
	RE & Mentor may continue to make informal observations as needed

January	
	Mentor and RE meet 1 hour weekly (track on log)
	RE will complete the "Cycle One" yellow highlighted questions and video record the lesson
	RE will complete "Reflection on Instruction and Revision" for Cycle One
	Mentor will view the recorded lesson and discuss "Cycle One" w/RE
	RE complete "Mid-Year Review of Smart Goals" and discuss w/Mentor
	Mentor Teacher Leader will complete a notebook check

February	
	Mentor and RE meet 1 hour weekly (track on log)
	RE completes "Exemplary Teacher" observation
	RE begins "Cycle Two" only completing the Blue highlighted questions
	RE will make preparations to video record the "Cycle Two" lesson

March	
	Mentor and RE meet 1 hour weekly (track on log)
	RE will complete the "Cycle Two" Blue highlighted questions and video record the lesson
	RE will complete "Reflection on Instruction and Revision" for Cycle Two
	Mentor will view the recorded lesson and discuss "Cycle Two" w/RE
	RE completes "Second Formal Observation" w/Principal - Mentor will help RE prepare and discuss results
	Mentor will help RE w/OST preparations

April	
	Mentor and RE meet 1 hour weekly (track on log)
	RE and Mentor will complete their parts of the "FPR"
	RE completes "End of Year Review of Smart Goals" and discuss w/Mentor
	RE completes another "Self Assessment Summary Tool"
	RE and Mentor will review both "Self Assessments" and set RE goals for next school year
	Mentor completes "Reflection"
	Mentor helps RE with end of the year preparations
	Mentor Teacher Leader collects notebooks for a final check and submission

RE/Mentor Meeting Log

Resident Educator Name_____ **Mentor Name**_____

School_____ **Subject**_____

School Year_____

[illegible]

Teaching Environment

Class Information (Middle/High School teachers may choose one class period)

1. Number of students in your class _____ Age range of students _____
2. Number of girls _____ Number of boys _____
3. Student ethnicity:

	American Indian/Alaskan Native		Black or African American (non Hispanic)
	Asian		White, non Hispanic
	Hispanic/Latino		Multicultural
	Native Hawaiian or Other Pacific Islander		

4. Number of students who speak as a native language:

	English		Spanish		Other _____
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5. Number of students who have been identified in one or more of the following areas:

	Multiple Disabilities		Deaf-Blindness		Deafness
	Deafness(Hearing Impairment)		Visual Impairments		Autism
	Emotional Disturbance (SBH)		Cognitive Disability		Developmental Delay
	Orthopedic Impairments		Specific Learning Disability		Traumatic Brain Injury
	Other Health Impairment (Major)		Other Health Impairment (Minor)		Speech and Language Impairments

6. Resources and services available to assist students:

	Guidance Counselor		Paraprofessional		Social Worker
	Speech/Language Services		Title I Services		Occupational Services
	Intervention Specialist		Adaptive Physical Ed		Physical Therapist
	Parent Volunteer		Deaf Interpreter		School Nurse
	Reading Recovery		Co-Teaching		Other _____

Resident Educator Self-Reflection

One way to consider your strengths and weaknesses as a teacher is to rate yourself using the **Ohio Continuum for Teacher Development**. Check “Developing” or “Proficient” for each of the statements under each standard.

Then list evidence which supports your selection. You must list evidence with “Proficient”

Standard 1: Students - Teachers understand student learning and development, and respect the diversity of the students they teach.

	Developing	Proficient	Evidence
Gather and use information about student development to plan and deliver appropriate instruction			
Gather and use information about students' prior learning to plan and deliver appropriate instruction			
Gather and use information about students' abilities to plan and deliver appropriate instruction			
Build relationships with students by establishing and maintaining rapport			
Build relationships with students by valuing each student as an individual			
Build relationships with students by avoiding the use of bias, stereotypes and generalizations			

Standard 2: Content - Teachers know and understand the content area for which they have instructional responsibility.

	Developing	Proficient	Evidence
Use specific concepts and assumptions of learning in planning and instruction			
Use content-specific strategies and skills in planning and instruction			
Demonstrate understanding of important grade level context in the Ohio Academic Content Standards and the school curriculum			
Demonstrate understanding of important grade			

level context in the Ohio Academic Concepts Standards and the school curriculum			
Demonstrate understanding of important grade level context in the Ohio Academic Processes Standards and the school curriculum			
Identify learning standards and communicate these clearly to students			
Align assessment with curriculum and instruction and communicate these clearly to students			

Standard 3: Assessment - *Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*

	Developing	Proficient	Evidence
Understand and use a variety of formal assessment techniques to collect evidence of students' knowledge and skills			
Understand and use a variety of informal assessment techniques to collect evidence of students' knowledge and skills			

Standard 4: Instruction - *Teachers plan and deliver effective instruction that advances the learning of each individual student*

	Developing	Proficient	Evidence
Set goals based on pre-assessment data to support the learning needs of all students			
Plan research-based instructional activities to support the learning needs of all students			
Use appropriate and flexible grouping during instruction to support the learning needs of all students			
Link the content of past and future learning, recognizing that the scope and sequence of learning activities must be differentiated to meet the needs of all students			

Access appropriate materials, including human and technological resources, to support instructional goals and meet student needs			
Access appropriate services, including human and technological resources, to support instructional goals and meet student needs			
Access appropriate resources, including human and technological resources, to support instructional goals and meet student needs			

Standard 5: Learning Environments - *Teachers create learning environments that promote high levels of learning and achievement for all students*

	Developing	Proficient	Evidence
Use strategies to promote respect and positive relationships among students			
Use strategies to promote cooperation and collaboration among students			
Use flexible learning strategies and grouping to engage students			
Use flexible learning strategies and grouping to foster curiosity			
Use flexible learning strategies and grouping to encourage responsibility for their own learning			
Transition between learning activities			
Use instructional time effectively			

Standard 6: Collaboration and Communication - *Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning*

	Developing	Proficient	Evidence
Use effective communication strategies in the classroom			
Use a variety of strategies for timely, confidential professional communication with			

parents and caregivers			
Use a variety of strategies for timely, confidential professional communication with colleagues and other school staff			

Standard 7: Professional Responsibility and Growth - *Teachers assume responsibility for professional growth, performance and involvement as an individual as a member of a learning community*

	Developing	Proficient	Evidence
Follow district policies, state and federal regulations			
Separate personal beliefs from professional interactions with students and families			
Identify content knowledge, instructional strengths and areas for professional growth to develop targeted goals			
Identify content knowledge, instructional strengths and areas for professional growth to implement targeted goals			
Identify content knowledge, instructional strengths and areas for professional growth to participate in relevant professional development			
Identify content knowledge, instructional strengths and areas for professional growth to incorporate the new learning into instruction			

Self Assessment Summary Tool

*Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify **TWO** priorities for the upcoming year. Note these two priorities by marking in the far right column.*

Standard	Strengths	Areas for Growth	Priority (choose 2) Do not use Standard 6 or 7 for SMART Goals
Standard 1: Students - Knowledge of how students learn & of student development - Understanding of what students know and are able to do - High expectations for all students - Respect for all students - Identification, instruction & intervention for special populations			
Standard 2: Content - Knowledge of content - Use of content-specific instructional strategies to teach concepts & skills - Knowledge of school & district curriculum priorities and Ohio's Learning Standards - Relationship of knowledge within the discipline to other content areas - Connection of content to life experiences and career opportunities			
Standard 3: Assessment - Knowledge of assessment types - Use of varied diagnostic, formative & summative assessments - Analysis of data to monitor student progress and to plan, differentiate, and modify instruction - Communication of results - Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction - Alignment to school and district priorities & Ohio's Learning Standards - Use of student information to plan & deliver instruction - Communication of clear learning goals - Application of knowledge of how students learn to instructional design & delivery - Differentiation of instruction to support learning needs of all students - Use of activities to promote independence and			

- problem-solving - Use of varied resources to support learner needs			
Standard 5: Learning Environment - Fair & equitable treatment of all students - Creation of a safe learning environment - Use of strategies to motivate students to work productively & assume responsibility for learning - Creation of learning situations for independent & collaborative work - Maintenance of an environment that is conducive to learning for all students			
Standard 6 : Collaboration & Communication - Clear & effective communication - Shared responsibility w/parent & caregivers to support student learning - Collaboration w/other teachers, administrators, school & district staff - Collaboration w/local community agencies			
Standard 7: Professional Responsibility & Growth - Understanding of & adherence to professional ethics, policies & legal codes - Engagement in continuous, purposeful professional development - Desire to serve as an agent of change, seeking positive impact on teaching quality & student achievement			

Class Profile

Purpose: *Creating the Class Profile supports Resident Educators' understanding of the varied learning needs of each student.*

Directions: List each student's name and select three data points at the class level to create a data snapshot of the entire class. Some examples of class data include literacy levels, attendance data, authentic assessment results, and discipline data. Once the Class Profile has been created, mentors and resident educators review it to benchmark student learning levels and to determine instructional grouping.

Class Profile			
Subject Level/Grade:		Date Completed:	
Student Name or ID	Data Source 1:	Data Source 2:	Data Source 3:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Instructional Grouping

Purpose: *Resident Educators should use flexible grouping strategies, grouping and regrouping students according to specific goals, learning activities, and individual needs. Groupings should be varied and include opportunities for both homogeneous and mixed-ability groupings.*

Directions: Together, mentors and Resident Educators discuss the importance of flexible instructional grouping and review the data identified in the Class Profile. Resident Educators should complete the Inventory below, delineating one possible class grouping and providing a rationale for this particular arrangement. Following the activity for which this grouping was used, Resident Educators should add a reflective statement regarding the efficacy of this particular instructional grouping.

Intentional Instructional Grouping Inventory	
Subject/Grade Level:	Date Completed:
Rationale for this grouping:	
Grouping:	
Reflection on efficacy of this grouping:	

Monitoring Student Learning

Purpose: Although Resident Educators will collect multiple sources of evidence of student learning throughout the year, this data inventory allows REs to identify a limited number of students and to monitor their learning in-depth. This process will help REs assess the effectiveness of their instructional practices. Monitoring a limited number of students can help the RE feel less overwhelmed by the range of learner needs within the classroom.

Directions: Together, mentors and Resident Educators identify two students from two different instructional groups. Resident Educators complete the *Monitoring Student Learning* data inventory below. Once the *Monitoring Student Learning* data inventory is complete, mentors and Resident Educators can move into the planning phase of the Teaching-Learning Cycle.

Monitoring Student Learning			
Student Profile #1		Student Profile #2	
Student (first name only):		Student (first name only):	
Gender:	Age:	Gender:	Age:
Description of Learning Concerns:		Description of Learning Concerns:	
Data Source:	Data Source:	Data Source:	Data Source:

Informal Observation

Mentor will complete an informal observation of the RE and then discuss the results.

Mentor _____
Class _____

RE _____
Date/Time _____

Review Section	Observation/Comments
1. SUBJECT MATTER CONTENT • shows good command and knowledge of subject matter • demonstrates breadth and depth of mastery)	
2. ORGANIZATION • organizes subject matter • evidences preparation • is thorough • states clear objectives • emphasizes and summarizes main points • meets class at scheduled time • regularly monitors on-line course	
3. RAPPORT • holds interest of student • is respectful, fair, and impartial • provides feedback • encourages participation • interacts with students • shows enthusiasm	
4. TEACHING METHODS • uses relevant teaching methods, aids, materials, techniques, and technology • includes variety, balance, imagination, group involvement • uses examples that are simple, clear, precise, and appropriate • stays focused on and meets stated objectives	
5. PRESENTATION • establishes online course or classroom environment conducive to learning • maintains eye contact • uses a clear voice, strong projection, proper enunciation, and standard English	

6. MANAGEMENT • uses time wisely • attends to course interaction • demonstrates leadership ability • maintains discipline and control • maintains effective e-platform management	
7. SENSITIVITY • exhibits sensitivity to students' personal culture, gender differences and disabilities • responds appropriately in a non-threatening, pro-active learning environment	
8. ASSISTANCE TO STUDENTS • assists students with academic problems	
9. PERSONAL • evidences self-confidence • maintains professional comportment and appearance	
10. PHYSICAL ASPECTS OF CLASSROOM • state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any • list any observations of how physical aspects affected content delivery	

STRENGTHS OBSERVED:

SUGGESTIONS FOR IMPROVEMENT:

OVERALL IMPRESSION OF TEACHING EFFECTIVENESS:

Smart Goals

Purpose: The Professional Goal-Setting Template allows mentors and Resident Educators to collaborate on a goal-setting process to guide the RE's growth for the academic year.

Directions: Collaborate with your mentor and identify **TWO** goals that are **SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT & TIME BOUND (SMART)**. These should align with the two priorities identified on the Self-Assessment Summary. Identify strategies needed and specify action steps to meet each goal, with a clear timeline, and evidence that will show completion of each goal. Use both goal-setting templates. At mid-year and end of year, review your progress toward goal attainment, outlining the actions taken and the evidence which supports it. Revise goals as needed.

SMART Goal #1:	
Strategies needed to attain this goal:	
Beginning of the Year	
Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed
Mid-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed
End of Year Review	

Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed

SMART Goal #2:	
Strategies needed to attain this goal:	
Beginning of the Year	
Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed
Mid-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed

End of Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcome	Resources Needed

Cycle One: Instructional Planning Guide

Directions: Resident Educators complete the *INSTRUCTIONAL PLAN* sections prior to teaching a lesson. Only answer the Yellow highlighted questions. RE will then record the lesson being taught. Following the teaching of the lesson, the RE completes the *REFLECTION ON INSTRUCTION & REVISION* (all questions). Mentor will review the video lesson and discuss Cycle One with RE.

INSTRUCTIONAL PLAN (to be completed before teaching)
Assessment of Student Learning
What insights emerge from the analysis of student data?
How will assessments reflect the learning targets and lesson purpose?
How will timely, correct and authentic feedback be part of the assessment process?
How will assessments provide opportunities for students to take responsibility for their learning?
Identify the Learning Need
How will the relationship between the standards and the learning target be communicated?
What prior knowledge do students need for this lesson?
What are the connections to previous and future learning?
Establish the Learning Objectives
What is the purpose of this lesson?
Why is this learning important?
How will the importance of this lesson (learning) be made clear to students?
What misconceptions about content need to be considered in planning?
What enduring understanding or big ideas will students “walk away with”?
Gathering Appropriate Resources
What new learning is needed to teach this content?
What resources will be necessary to plan and to teach this lesson?
What research will be necessary to plan and teach this lesson?
Instructional Strategies (how the teacher conveys the content)
What is the instructional strategy for this particular lesson? Why was this strategy chosen?
How will the instructional strategies provide opportunities for students to transfer prior learning to new content and concepts?

How do the instructional strategies relate to the learning targets?
How will the purpose of the strategies be made clear?
Instructional Activities (what the students do to engage with and learn the content)
What activities provide students opportunities for deliberate practice of the learning strategy?
What activities require higher-order thinking skills?
Why were these activities chosen?
Differentiation
How will you determine if differentiation is needed for this lesson?
How will you provide access and appropriate challenges for students?
How might the lesson be adapted to accommodate where students are in relationship to mastery of the standard?
What concepts/strategies need to be modified or extended?
Resources and Materials
List resources and materials needed for this lesson.

REFLECTION ON INSTRUCTION & REVISION (to be completed after teaching - answer all questions)
Identifying the Learning Need
Were student learning needs accurately identified and assessed?
How did connections help students to better understand the purpose and content of the lesson?
Establishing the Learning Objectives
What are the evidence indicators of student knowledge and understanding?
What misconceptions were discovered? How were they addressed?
What behaviors and learning products indicate that students were intellectually challenged?
Instructional Strategies
What evidence indicates that the selected instructional strategies were appropriate?
Instructional Activities
How did the activities support the learning objective?
How did the activities support deep and independent understanding of the learning objective?

How did the activities provide opportunities for students to share new knowledge?

Differentiation

To what extent did the activities engage and challenge all students?

How might instructional learning groups be strengthened in subsequent lessons?

Assessment of Student Learning

What evidence suggests that students understand or do not understand the concepts?

Did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?

What concepts were best understood? What areas remain challenges? How will the areas of strength and weakness be woven into subsequent lessons?

Exemplary Teacher Observation

Purpose: *To provide meaningful feedback through objective notes taken during observation*

Directions: The RE completes an observation of an exemplary teacher. Use the space provided to take notes on objective observations.

Resident Educator: _____ Educator Being Observed _____
Grade/Subject _____ Date/Time _____

Observations:

Cycle TWO: Instructional Planning Guide

Directions: Resident Educators complete the INSTRUCTIONAL PLAN sections prior to teaching a lesson. Only answer the Blue highlighted questions. RE will then record the lesson being taught. Following the teaching of the lesson, the RE completes the REFLECTION ON INSTRUCTION & REVISION (all questions). Mentor will review the video lesson and discuss Cycle Two with RE.

INSTRUCTIONAL PLAN (to be completed before teaching)
Assessment of Student Learning
What insights emerge from the analysis of student data?
How will assessments reflect the learning targets and lesson purpose?
How will timely, correct and authentic feedback be part of the assessment process?
How will assessments provide opportunities for students to take responsibility for their learning?
Identify the Learning Need
How will the relationship between the standards and the learning target be communicated?
What prior knowledge do students need for this lesson?
What are the connections to previous and future learning?
Establish the Learning Objectives
What is the purpose of this lesson?
Why is this learning important?
How will the importance of this lesson (learning) be made clear to students?
What misconceptions about content need to be considered in planning?
What enduring understanding or big ideas will students “walk away with”?
Gathering Appropriate Resources
What new learning is needed to teach this content?
What resources will be necessary to plan and to teach this lesson?
What research will be necessary to plan and teach this lesson?
Instructional Strategies (how the teacher conveys the content)
What is the instructional strategy for this particular lesson? Why was this strategy chosen?
How will the instructional strategies provide opportunities for students to transfer prior learning to new content and concepts?

How do the instructional strategies relate to the learning targets?
How will the purpose of the strategies be made clear?
Instructional Activities (what the students do to engage with and learn the content)
What activities provide students opportunities for deliberate practice of the learning strategy?
What activities require higher-order thinking skills?
Why were these activities chosen?
Differentiation
How will you determine if differentiation is needed for this lesson?
How will you provide access and appropriate challenges for students?
How might the lesson be adapted to accommodate where students are in relationship to mastery of the standard?
What concepts/strategies need to be modified or extended?
Resources and Materials
List resources and materials needed for this lesson.

REFLECTION ON INSTRUCTION & REVISION (to be completed after teaching - answer all questions)
Identifying the Learning Need
Were student learning needs accurately identified and assessed?
How did connections help students to better understand the purpose and content of the lesson?
Establishing the Learning Objectives
What are the evidence indicators of student knowledge and understanding?
What misconceptions were discovered? How were they addressed?
What behaviors and learning products indicate that students were intellectually challenged?
Instructional Strategies
What evidence indicates that the selected instructional strategies were appropriate?
Instructional Activities
How did the activities support the learning objective?
How did the activities support deep and independent understanding of the learning objective?

How did the activities provide opportunities for students to share new knowledge?

Differentiation

To what extent did the activities engage and challenge all students?

How might instructional learning groups be strengthened in subsequent lessons?

Assessment of Student Learning

What evidence suggests that students understand or do not understand the concepts?

Did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?

What concepts were best understood? What areas remain challenges? How will the areas of strength and weakness be woven into subsequent lessons?

Formative Progress Review

This formative Progress Review provides an opportunity for Resident Educators (RE), mentors, M.T.L. 's and Program Coordinators to synthesize evidence of practice, reflect on collaborative effectiveness and identify areas for professional growth in Year 2 of the Ohio Resident Educator Program.

Role	YEAR 1 SMART GOALS
RE	List the two SMART goals you identified in your Year 1 Professional Goal-Setting Tool. GOAL #1: GOAL# 2:

Role	FPR: Step 1
RE	Consider your professional practice over the past year. Provide evidence that supports and describes the progress you have made toward meeting your Year 1 goals. [Please respond in 2-3 paragraphs]

Role	FPR: Step 2
RE	Respond to <u>one</u> (1) of the following prompts: [Please respond in 2-3 paragraphs] a) Describe at least two challenges you encountered in meeting your Year 1 goals. Explain what you did to address those challenges. b) Review the evidence collected on the tracking of 2 or more students. Provide and discuss at least 2 specific examples of how this process and the evidence you gathered, influenced your teaching. c) The RE program provides opportunities for ongoing professional collaboration, conversation and formative assessment. During Year 1 of your residency, how have these processes influenced your professional growth? How might you connect these processes to your Year 2 professional goals?

Role	FPR: Step 3
Mentor	Based on the RE's written narrative responses, evidence documents, and your discussion with the RE in Part 1 of the FPR, analyze and reflect on the RE's professional practice and progress toward meeting Year 1 goals. [Please respond in 2-3 paragraphs]

Role	FPR: Step 4
Mentor	The role of the mentor is one of both change agent and navigator. Cite at least 2 examples when your RE made significant professional strides as a result of the support you provided. [Please respond in 2-3 paragraphs.]

Self Assessment Summary Tool #2

*Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify **TWO** priorities for the upcoming year. Note these two priorities by marking in the far right column.*

Standard	Strengths	Areas for Growth	Priority (choose 2) Do not use Standard 6 or 7 for SMART Goals
Standard 1: Students - Knowledge of how students learn & of student development - Understanding of what students know and are able to do - High expectations for all students - Respect for all students - Identification, instruction & intervention for special populations			
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Standard 3: Assessment - Knowledge of assessment types - Use of varied diagnostic, formative & summative assessments - Analysis of data to monitor student progress and to plan, differentiate, and modify instruction - Communication of results - Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction - Alignment to school and district priorities & Ohio's Learning Standards - Use of student information to plan & deliver instruction - Communication of clear learning goals - Application of knowledge of how students learn to instructional design & delivery - Differentiation of instruction to support learning needs of all students - Use of activities to promote independence and			

- problem-solving - Use of varied resources to support learner needs			
Standard 5: Learning Environment - Fair & equitable treatment of all students - Creation of a safe learning environment - Use of strategies to motivate students to work productively & assume responsibility for learning - Creation of learning situations for independent & collaborative work - Maintenance of an environment that is conducive to learning for all students			
Standard 6 : Collaboration & Communication - Clear & effective communication - Shared responsibility w/parent & caregivers to support student learning - Collaboration w/other teachers, administrators, school & district staff - Collaboration w/local community agencies			
Standard 7: Professional Responsibility & Growth - Understanding of & adherence to professional ethics, policies & legal codes - Engagement in continuous, purposeful professional development - Desire to serve as an agent of change, seeking positive impact on teaching quality & student achievement			

Reflection on the Journey (completed by the Mentor)

What do I need to learn to be a more effective mentor? What do I need to do to be a more effective mentor? Where do I begin?