

Journey to  
**EXCELLENCE**



**Vision, Challenges, Support**

Goals: To assist in the development of the beginning educator and mentor relationship and to identify goals and hopes of the beginning educator.

**Directions**

**Step 1 – Assessing Needs**

- The beginning educator completes the **Beginning Teacher Self-Assessment Inventory** and **Initial Self-Assessment Profile/Stem Completion**.

**Step 2 – Planning**

- The beginning educator meets with the mentor and shares the **Beginning Teacher Self-Assessment Inventory** and **Initial Self-Assessment Profile/Stem Completion**. The mentor conducts a Goal-Setting Conversation reviewing the inventory and profile. The conversation includes a **Vision, Challenges, Support Interview** in which the mentor interviews the beginning educator. The mentor may take notes on the **Vision, Challenges, Support Interview** form. At the conclusion of the interview, the mentor returns the **Vision, Challenges, Support Interview** form to the beginning educator.

**Step 3 – Implementation**

- The beginning educator will keep the interview form for future reference. They will identify future meetings dates and times and discuss other needed issues.

**Step 4 - Evaluating**

- The beginning educator reviews these documents with the mentor mid-year and/or near the close of the school year.

**Beginning Teacher Self-Assessment Inventory—Step 1**

Adapted from Mentoring Matters, MiraVia LLC

Name:

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

**Information About Policy & Procedures**

*(Standards 1, 3, 5, 8)*

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Communicating with parents
- Standardized test(s)
- Acceptable use policy

**Accessing Resources**

*(Standards 3, 4, 8)*

- Organizing/setting up my classroom
- Accessing instructional materials and resources
- Arranging field trips
- Ordering materials
- Using the library, media, technology resources

**Working with Students**

*(Standards 4, 5, 6)*

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

**Managing Time**

*(Standards 3, 7, 8)*

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/professional balance

Considerations for our mentor/beginning educator relationship:

Other areas I'd like to address:

Adapted from *Mentoring Matters*, MiraVia, LLC

**Initial Self-Assessment Profile/Stem Completion—Step 1**

Name:

In thinking about my student/previous teaching experience, my most vivid recollection is...

I am confident in my ability to.....

I need to focus my learning and skill set on...

During this year, I am looking forward to...

Anticipating this year, I am most concerned about...



**Journey to Excellence**

Name:

Adapted from *Mentoring Matters*, MiraVia, LLC

**Vision, Challenges, Support Interview—Step 2**

(The mentor may take notes during the interview and return this form to the beginning educator.)

What motivated you to become an educator?

What grades and content are you assigned to teach?

Does this assignment align with your license and endorsements?

What feels comfortable about your assignment?

What feels uncomfortable about your assignment?

What support might you need from me as your mentor?

What are some ways that I might best challenge you to grow as a teacher?

What are some ways that I might help you articulate and facilitate the achievement of your vision of teaching?

Journey to   
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**Iowa Teaching Standard 6**  
**Demonstrates competence in classroom management.**

**Goal: To increase the skills of the beginning educator in the area of classroom management.**

**Connections to ITS**

- **Iowa Teaching Standard 6: Demonstrates competence in classroom management.**
  - 6a—Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
  - 6b—Establishes, communicates, models, and maintains standards of responsible student behavior.
  - 6c—Develops and implements classroom procedures and routines that support high expectations for student learning.
  - 6d—Uses instructional time effectively to maximize student achievement.
  - 6e—Creates a safe and purposeful learning environment.
- 1d—Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 1e—Creates an environment of mutual respect, rapport, and fairness.
- 2b—Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- 3b—Sets and communicates high expectations for social, behavioral, and academic success of all students.
- 3d—Selects strategies to engage all students in learning.
- 4d—Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- 8d—Demonstrates an understanding of and respect for all learners and staff.

**Directions**

**Step 1 – Assessing Needs**

- The beginning educator will discuss with the mentor school and district discipline policies and procedures. With the help of the mentor, the beginning educator will review *A Framework to Understanding the Iowa Teaching Standards and Criteria (ITS Framework)* to select a criterion from Iowa Teaching Standard 6 for the focus

of your study. As a result of this review, the beginning educator in consultation with his/her mentor selects one criterion for the focus of this learning project. The beginning educator highlights his/her current levels of performance for that criterion in the Framework book.

### **Step 2 - Planning**

- The beginning educator will develop a **Learning-Focused Growth Plan** to address the criterion using a learning-focused planning conversation. The mentor will work with the beginning educator to develop the plan. A plan will be created that includes (1) the focus for growth, (2) how the beginning educator will fill the knowledge gap, (3) implementation steps, (4) assessment/data collection (teacher and student), and (5) assistance options.
- The plan may include observing the mentor or other educators to learn how they practice the criterion that was selected. If needed, the mentor will identify articles on classroom management to read. Arrange for your mentor to later observe the class and take notes related to the selected criterion.

### **Step 3 - Implementing**

- The beginning educator will carry-out the plan. The beginning educator will use the **Learning-Focused Growth Plan: Tracking Progress** sheet to capture new learning and questions as the plan is implemented. Please consult with your mentor as needs arise.
- The mentor will observe the classroom of the beginning educator for about 20 minutes, taking notes focusing on the criterion. This should not be on the first day you are executing the plan. Hold a brief **pre-observation conference** with your mentor prior to the visit to inform your mentor of plans and related issues.

### **Step 4 - Evaluating**

- Following the observation, the beginning teacher completes the **Classroom Management Self-Reflection**.
- Then the beginning educator and mentor meet for a reflective conference. The mentor shares with the beginning educator notes from the observation. The beginning educator shares with the mentor the actions, results, the new learning and new questions from implementing the plan.
- The conversation will include determining the degree to which the goal was achieved. Using the **ITS Framework** page of the criterion you have selected as the focus, take a different-colored highlighter, and identify the words that capture the nature of the beginning educator's current practice by highlighting the appropriate descriptors under levels of performance for each of the elements. You may find the appropriate words in more than one column. Be as accurate as you can. (This is only for use by the beginning educator and mentor.) In order to keep a running history, place the date of the self-assessment on the page and then highlight it with the same color.

(This process may be repeated using the same or another criterion if the beginning educator and mentor believe that would be helpful.)

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**Learning-Focused Growth Plan—Step 2** Name \_\_\_\_\_

**Target Completion Date:** \_\_\_\_\_

**Focus for Growth:** What do I want to know/be able to do? What is my goal?

**Filling the Knowledge Gap:** How and where will I learn about developing this growth plan? (readings, videos, talk to experts, etc.) How will I build my skill level?

**Implementation Steps:** When and how will I use the new information/skill(s)?

**Assessment/Data Collection:** How will I know that I am appropriately implementing new information/skill(s)? What data will be collected? To what degree is this new information/skill(s) producing desired results (students/teacher)?

**Assistance Options:** What resources might I need? What resources are available to me?

Adapted from *Mentoring Matters*, MiraVia, LLC

## Learning-Focused Growth Plan: Tracking Progress—Step 3

Name \_\_\_\_\_

Date	Action	New Learning	New Questions
<i>Ex. Aug. 28</i>	<i>Met w/mentor to review ITS 6 and this Learning Project</i>	<i>Building policies and procedures. I didn't know...</i>	<i>Expectations of my team, are we consistent?</i>

Adapted from *Mentoring Matters*, MiraVia,

## **Journey to Excellence**

### **Demonstrates competence in classroom management—Step 3**

#### Pre-Observation Conference/Conversation

Just prior to the time your mentor will observe your class, meet briefly and do the following:

1. Remind your mentor of the criterion related to classroom management on which you are focusing.
2. Inform your mentor of your lesson plan.
3. Inform your mentor of any special issues relating to this class or group of students.
4. Let your mentor know of anything in particular, especially relating to this criterion, you would want to be observed.
5. Respond to any questions the mentor may have.

## Journey to Excellence

### **Classroom Management Self-Reflection—Step 4**

*Hatton & Smith (1995) "...research indicated that engaging with another person in a way that encourages talking with, questioning, or confronting, helped the reflective process by placing the learner in a safe environment in which self-revelation can take place."*

Name:

*As I reflect upon my work with Classroom Management:*

1. What are some of the factors that influenced what happened?
2. Reflecting on this event what are some patterns I noticed and possible data to support the outcome?
3. What are some differences between what I anticipated and what occurred?
4. If I picked one significant element in this event, what might have been some of the things that caused it? Do I have any data to confirm the outcome?
5. What are some of the things that I am taking away from this experience that will influence my practice in the future?
6. What are some things I'm learning about (myself, my students, this curriculum, this unit, this aspect of teaching)?
7. Given my impressions, what might be a focus for the future that would be helpful?