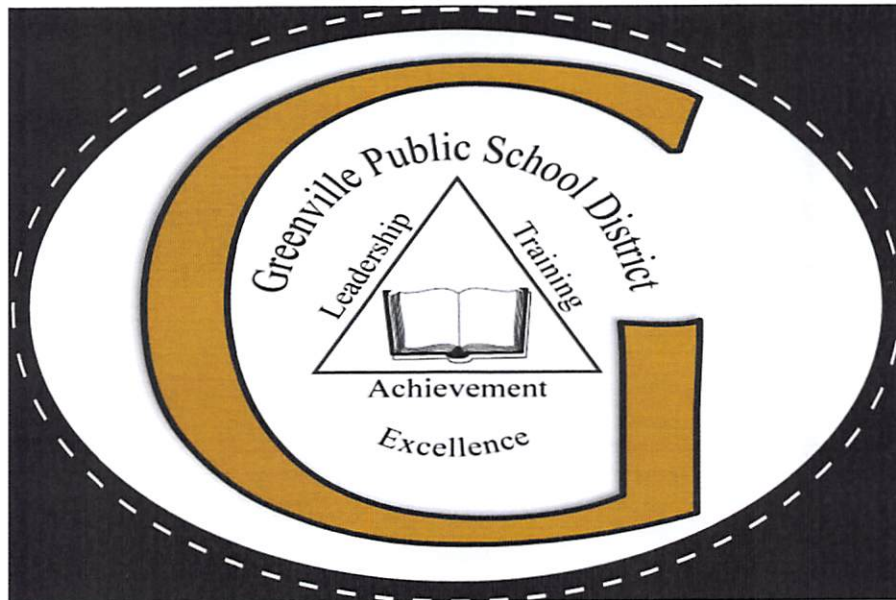


Greenville Public School District Teacher Mentoring Handbook 2021-2022



Board Approved
9/22/2021 (KE)

Table of Contents

Essential Resources	3
Mission Statement	3
Program Goals	3
Guidance and Professional Development	3-4
Foundations	5
A Calendar for Mentoring <i>August</i> <i>September</i> <i>October</i> <i>November</i> <i>December</i> <i>January</i> <i>February</i> <i>March</i> <i>April</i>	6-15
Activities that can be done any month	16
What is evidence?	17
Coaching Questions	18
What to do if...	19
Mentor Reflection	20
Appendices	21-31
Mentor/Mentee Documentation Forms	A-A
Greenville Public School District Professional Development Calendar 2021-2022 Located on the district website at www.gvillepublicschooldistrict.com	A-B

Questions regarding the Teacher Mentoring Program:

Chief Academic Officer: Latanya Calhoun (lcalhoun@gville.k12.ms.us)

Reading Specialist: Reva Pree (rpree@gville.k12.ms.us)

GPSD HR Department: Janet Collins (jcollins@gville.k12.ms.us)

GPSD Central Office – 662-334-7000

Essential Resources

GPSD Curriculum

GPSD Supervision & Evaluation Procedures and Forms

Information can be found on the GPSD Website: www.gvillepublicschoolsdistrict.com

GPSD Mentoring Program Mission Statement:

To provide support for teachers new to the Greenville Public School District and to promote reflective professional practice using the MS Department of Education/GPSD Supervision & Evaluation model as a guide. The GPSD Mentorship Program is designed to promote:

- *an ongoing dialogue that focuses on teaching and learning efforts to support student growth,*
- *collegiality, collaboration and learning among educators,*
- *support and retention of new teachers.*

Program Goals

- *To integrate new teachers into the culture of the GPSD community*
- *To provide support for the challenges common to new teachers or teachers new to a system (i.e. classroom management, interaction with parents, diversity in students, instructional issues)*
- *To develop the knowledge, skills, attitudes, and values vital to a growth mindset leading to success throughout a teacher's career*
- *To build a community of learners to reflect on professional practice*
- *To improve student learning outcomes and the quality of learning experiences for students*
- *To retain highly qualified new and experienced teachers*

Lead Teacher and District Content Specialist Guidance

Expectations for Lead Teacher and District Content Specialist Support: To continue the ladder of support, Lead Teachers/Content Specialist will:

- Support teachers with instructional strategies, curriculum updates, curriculum development and resources to enhance the general curriculum, alignment of standards, district non-negotiables, using data to drive instruction.
- Provide strategies to support MTSS.
- Lead PLC's within the schools for topics identified in the district needs assessments, teacher and student data.
- Model and observe instructional strategies.
- Lead Train the Trainer sessions and Coaching for Mentor teachers for additional layers of support.
- Train the Trainer sessions and Instructional Coaching training for mentors and new teacher PLCs.

PLC Coordinator Guidance

There will also be a district focus on Professional Learning Communities by specific content/topics such as Library, Music, and Art. Content specific focus groups will meet during designated professional learning times, district specific professional development days, and other dates assigned by district leadership. PLC coordinators will lead, facilitate or organize trainings, document participation and provide minutes from each training.

Expectations for Content Specialist PLC coordinators:

- Lead/facilitate content specific training: September, October, November, January, February, March and April.
- Plan/Develop/Organize topics, agenda and trainings for the above suggested months.
- Keep up with/submit paperwork required for PLCs.
- Lead the team in assuring that state standards are met, if applicable, and (annual paperwork now required to MDE).
- Vertically align district standards
- Set district goals for the department that align to GPSD Strategic Plan.

Professional Development

Topics will include, but are not limited to:

- Creating a Student-Centered Culture
- Creating Digital Resources and Tools
- Designing Learning Experiences and Assessments
- Cultivation of Community Partnerships
- College and Career Readiness
- Future Focused Teaching and Learning

Foundations

Some basic understandings which are important for both mentors and mentees:

TIME

- *Regular contact helps to build a solid relationship*
- *Time spent discussing teaching and learning is beneficial to both parties*

CONFIDENTIALITY

- *Conversations are private reflections*
- *Mentors listen, support and advise as needed*
- *Mentors do not judge the teacher's abilities or share information with colleagues or administrators*

TRUST

- *The sharing of ideas, problems, feelings and resources requires a trusting relationship*
- *Both people understand that mistakes are a part of learning and provide an opportunity for growth*
- *The mentor wants to help the mentee to be successful*

RELATIONSHIP TO EVALUATION PROCESS

- *Mentors provide assistance and guidance to new teachers; they do not evaluate*
- *Observations done with/by mentors are not connected to evaluation, but the mentee may use personal reflections as evidence in his/her own portfolio*
- *The mentoring process is separate from the evaluation process*

A Calendar for Mentoring

The following pages offer activities throughout the year in which a mentor and mentee should engage.

REMEMBER:

- *Your relationship is the most important aspect of the mentoring process*
- *Always ask for and try to address the mentee's questions and concerns every time you meet.*
- *The mentor's role is to*
 - *Help, not supervise;*
 - *Coach, not tell*
 - *Provide ideas, not answers*

Areas you must discuss at some point during the year

The mentor program parallels the GPSD Professional Growth System. The expectation is that each section of the Professional Growth Rubric will be discussed at some point during the monthly mentor/new teacher meetings for both year one and year two teachers.

Please be sure you address the specific GPSD Professional Growth Rubric applicable to the new teacher's position and document which component you have discussed on your monthly feedback forms (e.g. Domain I- Lesson Design).

Support for teachers new to the district will consist of procedural support, content development, instructional strategies, instructional technology, behavior -management, school culture, etc. We will provide individual, group and school level support, rooted in rigor, relevance and relationships, which equips teachers and leaders with strategies that will optimize growth opportunities for teachers and students.

AUGUST

Year 1	Year 2
--------	--------

Topics that should be discussed:

- Address general questions and concerns
- Build relationship
- Review portfolio/artifacts and discuss examples of evidence of professional learning **(Domain IV)**
- Review classroom procedures, schedules, and record-keeping **(Domain III)**
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)
- Review the District Calendar at the end of this handbook

Discussion topics you might want to add this month

- Help mentee become familiar with their students & school resources to support them **(Domain III)**
- Encourage communication with families of students & review **(Domain IV)** (e.g. newsletters, website, individual email/phone call/postcards)

Date

Topics that should be discussed:

- Address general questions and concerns
- Continue review of portfolio/artifacts to collect evidence of professional learning **(Domain IV)**
- Reassess organization of physical space **(Domain III)**
- Monitor student progress for meeting curricular objectives **(Domain II)**
- Plan for managing student behavior **(Domain III)**
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)
- Review the District Calendar at the end of this handbook

Discussion topics you might want to add this month

- Help mentee become familiar with their students & school resources to support them **(Domain III)**
- Encourage communication with families of students & review **(Domain IV)** (e.g. newsletters, website, individual email/phone call/postcards)

Notes

SEPTEMBER

Year 1

Topics that should be discussed:

- Address questions and concerns.
- Prepare for parent conferences (**Domain IV**)
- Plan for observation of other teachers (same school or another school-per the school principal)
- Review assessments and report cards (**Domain II**)
- Examine classroom management and climate; discuss issues (**Domain III**)

Discussion topics you might want to add this month

- Ideas and ways to encourage support at home
- Review classroom routines to encourage student responsibility (**Domain III**)

Date

Year 2

Topics that should be discussed:

- Address questions and concerns
- Discuss ways to get families involved in school (**Domain IV**)
- Review avenues of building respect and rapport with students and families (**Domains III & IV**)
- Discuss effective methods to deal with parental concerns (**Domain IV**)

Discussion topics you might want to add this month

- Ideas and ways to encourage support at home
- Review classroom routines to encourage student responsibility (**Domain III**)

Notes

OCTOBER

Year 1

Topics that should be discussed:

- Address questions and concerns
- Explore and discuss different instructional ideas and techniques (*Domains I & II*)
- Discuss methods to increase student engagement (*Domains I & II*)
- Wellness Plan
- Additional extended school day requirements (ex. Parent teacher conferences)
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)

Discussion topics you might want to add this month

- Explore lesson designs (*Domains I & II*)
- Discuss methods of feedback for students (*Domain III*)

Date

Notes

Year 2

Topics that should be discussed:

- Address questions and concerns
- Explore ways to analyze and adapt lessons to individual student learning needs (*Domains I & II*)
- Review student accommodations (*Domains II*)
- Explore additional resources to support instruction (*Domain IV*)
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)

Discussion topics you might want to add this month

- Explore lesson designs (*Domains I & II*)

Discuss methods of feedback for students (*Domain III*)

NOVEMBER

Year 1

Topics that should be discussed:

- Address questions and concerns
- Celebrate successes!
- Reflect on teaching to target areas for focus after the Thanksgiving break
(Domains I & II)

Year 2

Topics that should be discussed:

- Address questions and concerns
- Celebrate successes!
- Reflect on teaching to target areas for focus after the Thanksgiving break
(Domains I & II)

Date

Notes

DECEMBER

Year 1

Topics that should be discussed:

- Address questions and concerns
- Review standardized, formal and informal assessments (*Domain*
- Revisit portfolio/artifacts in preparation for writing mid-year goal reflection (*Domain IV*)

Discussion topics you might want to add this month

- Plan for professional development (*Domains IV*)

Date

Year 2

Topics that should be discussed:

- Address questions and concerns
- Use results of exams or other assessments and focus on using the data to inform instruction (*Domain II*)
- Inventory knowledge of content and pedagogy to plan for professional development (*Domain IV*)

Discussion topics you might want to add this month

- Assist in drafting Individual Professional Learning Plan (IPLP)

Notes

JANUARY

Year 1

Topics that should be discussed:

- Address questions and concerns
- Reflect on practice and discuss how to strengthen
- Set goals for professional development (*Domain IV*)
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)

Discussion topics you might want to add this month

- Review standardized testing procedures and use of data to inform instruction

Year 2

Topics that should be discussed:

- Address questions and concerns
- Revisit school Action Plan and instructional goals (*Domain II*)
- Discuss how to increase level of student involvement in their own learning (*Domain III*)
- District Plans:
 - Instructional Management Plan
 - Crisis Response Plan
 - Wellness Plan (Policy)

Discussion topics you might want to add this month

- Review standardized testing procedures and use of data to inform instruction

Date

Notes

FEBRUARY

Year 1

Topics that should be discussed:

- Address questions and concerns
- Strengthen communication with families and community (*Domain IV*)
- Examine avenues of collegiality (*Domain IV*)
- Reflect on parent conferences and plan for upcoming conferences (*Domain IV*)

Discussion topics you might want to add this month

- Reflect on collegial contributions (*Domain IV*)
- Plan projects and solicit parent volunteers to assist (*Domain IV*)

Date

Notes

Year 2

Topics that should be discussed:

- Address questions and concerns
- Reflect on parent conferences and plan for next conference and effective ways to communicate instructional goals and activities with families (*Domain IV*)

Discussion topics you might want to add this month

- Reflect on collegial contributions (*Domain IV*)
- Plan projects and solicit parent volunteers to assist (*Domain IV*)

MARCH

Year 1

Topics that should be discussed:

- Address questions and concerns
- Discuss classroom observations (*Domain IV*)
 - expectations
 - framing
 - connections
 - clarity
 - adaptability
 - closure

Date

Year 2

Topics that should be discussed:

- Address questions and concerns
- Plan for summer professional development (*Domain IV*)

Notes

APRIL

Year 1

Topics that should be discussed:

- Address questions and concerns
- End of year procedures (placement, scheduling) and record keeping **(Domain IV)**
- Reflect and Plan Ahead: **(Domain IV)**
 - What worked?
 - What will be adjusted?
 - What will be new?
- *Celebrate!*

Year 2

Topics that should be discussed:

- Address questions and concerns
- Reflect and Plan Ahead: **(Domain IV)**
 - What worked?
 - What will be adjusted?
 - What will be new?
- *Celebrate!*

Date

Notes

REFLECTION ON YEAR

- *What worked for you this year?*
- *How did you grow this year? How did you encourage students to embrace a growth mindset?*
- *What adjustments will you make to improve student learning?*
- *What new ideas and approaches will you try next year?*

Activities that can be completed at any time

Observation: Mentees can schedule time to observe other teachers and to have their mentor observe them.

Examine:

- Student work
- Assessment pieces
- Lesson or unit plans
- Standards
- Conflict resolution
- Integrating curriculum
- Time management
- Differentiated instruction
- Action planning
- Budget planning
- Committee work
- Re-licensure (i.e. CEUs)
- Discuss possible courses and workshops
- Meeting facilitation

What is Evidence?

What a Student or Teacher Says Verbatim
Numerical Information
Something someone does
Time notation
Observable materials and resources
Student participation
Arrangement of space

Examples:

The desks are in groups of four-*Evidence*
The room was cluttered-*Opinion*

Two students stared out the window-*Evidence*
Students were off task-*Opinion*

10:25 Teacher (T) collects homework-*Evidence*
Teacher (T) finally starts class-*Opinion*

T (Teacher says)-“Where is your book?”-*Evidence*
T (Teacher) was sarcastic to students-*Opinion*

Coaching Questions

What would it look like if...?

Tell me more about...

What I hear you saying is...

Let me see if understand...

I wonder...

What's another way you might...?

How did you decide...

Coaching questions allow reflection

What to do if the mentor/mentee relationship is not working?

There are times when the relationship does not gel. If resolved early on, the relationship may be revived. Relationships may become unsatisfactory when:

- Reasonable goals are not articulated
- Meeting times are not kept or are unrealistic
- Long-held resentments are held in, which sabotage the relationship
- The personalities of the two colleagues just will not complement each other
- Insufficient attention is paid to the rationale for pairing two people together
- The expectations of the pair are significantly different

If either person finds that the relationship is not beneficial, it is important to address the issue right away, using a problem solving strategy and honest dialogue. In most cases this can happen between the two parties without intervention.

Some situations, however, may require outside support to resolve issues, and may even require a change of mentors. It is important that the mentorship experience be positive experience for both and that unhealthy relationships do not continue.

If you need help to facilitate a change in the direction of your relationship, or feel that a new mentor assignment is needed, please contact your administrator who will periodically check in with you.

Greenville Public School District

MENTOR REFLECTION

MENTOR NAME:

MENTEE:

SCHOOL YEAR: 2021-2022

WHAT WAS YOUR MEETING SCHEDULE? HOW DID IT WORK?

**WHAT WERE SOME OF THE TOPICS YOUR MENTEE ASKED FOR YOUR SUPPORT/
CONSULTATION WITH?**

HIGHLIGHTS OF THE YEAR:

OTHER COMMENTS:

SIGNATURE OF MENTOR TEACHER

DATE

SIGNATURE OF PRINCIPAL/DIRECTOR

DATE

Created July 22, 2019 based on the MS Guidebook Mentoring Handbook

Appendices

MENTOR/MENTEE COACHING LOG

*This program must provide a minimum of ninety (90) hours of direct contact between mentor teachers and beginning teachers, which include classroom observations and consultations.

(Weekly)

teachers should develop their professional growth and collaboration plan with assistance from his/her mentor.

Mentee Name:	
Mentor Name:	
School:	
Grade/Subject Mentee Teaches:	
Date:	
Dates Revisited:	

Collaboration Plan:

*Note: Mentee/Mentor may choose to focus on one goal at a time or multiple goals at once.

Professional Goal #1:			
Time Frame:			
Professional Development Activities (ELMS)		Dates Completed (ELMS)	
Self-Reflection Questions:			
Goal Met: ___ Yes ___ No	What could I have done differently?	What challenges/barriers did I have in accomplishing my goal?	How did I address my challenges?
Professional Goal #2:			
Time Frame:			
Professional Development Activities (ELMS)		Dates Completed (ELMS)	

Self-Reflection Questions:			
Goal Met: ___ Yes ___ No	What could I have done differently?	What challenges/barriers did I have in accomplishing my goal?	How did I address my challenges?

Professional Goal #3:			
Time Frame:			
Professional Development Activities (ELMS)		Dates Completed (ELMS)	
Self-Reflection Questions:			
Goal Met: ___ Yes ___ No	What could I have done differently?	What challenges/barriers did I have in accomplishing my goal?	How did I address my challenges?

Professional Goal #4:			
Time Frame:			
Professional Development Activities (ELMS)		Dates Completed (ELMS)	
Self-Reflection Questions:			
Goal Met: ___ Yes ___ No	What could I have done differently?	What challenges/barriers did I have in accomplishing my goal?	How did I address my challenges?

Notes:

Active Mentor Rubric

Directions for Mentor:

- Read each description on the rubric for each mentor expectations. (Read across the rows of the rubric.)

- Determine which description most accurately defines the characteristics of the mentor practices that you are currently exhibiting as you work with a beginning teacher.
- Draw a ring around no more than one description that best describes yourself in each row on the rubric. Be sure to only select one description for each of the rows on the rubric for scoring purposes.
- Once you have chosen one of the descriptions from each row on the rubric, tally up the points for the columns and determine the total score. Use the scoring information below to determine your involvement level in the Mentor Project.
 - 54-60 points= Actively Involved Mentor
 - 38-53 points = Involved Mentor
 - 28-37 points = Buddy System Mentor
 - 2-27 points= Non-Involved Mentor
 - 0 points = No mentor

Directions for Mentee:

- Read each description on the rubric for each mentor expectations. Notice how much time and effort will be required for a mentor to be highly involved with you as a beginning teacher.
- Think about ways that you will benefit from the support of an active or highly active mentor. Consider how much time and effort will be required of you to be available to receive the most support. For example, in order for a mentor to provide the highest quality feedback on "Best Practices", beginning teachers need to commit to having their mentor observing in the classroom and to the time required to hold a conference following the observation.
- This "Active Mentor Rubric" is not intended as an evaluation tool to be applied to a mentor by a beginning teacher.

ACTIVE MENTOR RUBRIC

	Actively Involved Mentor- 10 Points	Involved Mentor 7 Points	Buddy System Mentor 5 Points	Non-involved Mentor 2 Points
Availability	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
Problem Solving	The mentor frequently led the new teacher into discovering possible solutions to problems on his/her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he/she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his/her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he/she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he/she would have handled the situation.
Reflective Questions	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his/her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questions to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his/her teaching. No attempt was made to have the new teacher think about his/her teaching practices. The mentor imparted his/her knowledge rather than asking questions.
Confidentiality	The mentor closely adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adheres to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration.	Topics and discussion from mentoring sessions were shared with other staff and/or administration in an inappropriate manner.
Feedback	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback reinforcing "Best Practices." Minimum feedback on lesson plans, instruction, assessments, and other curriculum issues was given.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of how the mentor telling the new teacher how he/she would handle the situation.
Encouragement	The mentor frequently encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his/her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

End of Year Mentee Questionnaire

Mentee Name:	
Mentor Name:	
School:	
Grade/Subject Mentee Teaches:	
Date:	

Please answer the following questions.

- Was the mentoring program helpful to you and your professional practice? Yes or no, please explain why it was or was not helpful?
- What suggestions do you have to improve the mentoring program?
- Were your expectations of the mentoring program fulfilled? Yes or no, please explain why your expectations were/were not fulfilled.
- What kinds of support/assistance, guidance, or other information would be helpful for you next school year?
- Describe your instructional strengths that improved as a result of the mentoring program.
- How might the mentoring program be improved for other mentees?
- Please list any other areas of professional and/or instructional practices in which you would like to improve.

End of Year Mentor Questionnaire

Mentor Name:	
Mentee Name:	
School:	
Grade/Subject Mentee Teaches:	
Date:	

Please answer the following questions.

- Did you find it difficult to schedule at least 90 clock hours of time with your mentee? Yes or no, if yes, explain the difficulty.
- What are/were the main types of instructional support you provided to your mentee?
- How did mentoring help you develop your teacher leadership skills?
- What suggestions would you make to improve the mentoring process?
- Describe any improvements in practice you assessed in your mentor compared to beginning the mentoring program.
- What are/were your mentee's strengths? What are/were your mentee's weaknesses?
- Did you have support for the mentoring program from school and district administrators? Yes or no, if no, please explain.

Mentor/ Mentee Collaboration Log

Should be used **bi-weekly** by the mentor and mentee, principal or his/her designee.

Mentor Name:				
Mentee Name:				
School:				
Grade/Subject Mentee Teaches:				
Date:				
Time Frame:				
Type of Collaboration (Select all that apply.)				
Analyzing student work	Communicating with parents	Creating classroom culture	Developing professional goals	
Discussing curriculum	Using technology	Providing resources	Planning a lesson	
Discussing student assessment	IEP development	Modeling lesson	Observing classroom instruction	
Reflecting	Observing a veteran teacher	Post-observation conference	Pre-observation conference	
Other:				

- **Feedback:**

- **Key Points/Notes:**

- **Next Steps:**

- **Next Meeting Date:**

Mentee Signature:	
Mentor Signature:	

Observation Forms

Mentors and mentees shall use the [Teacher Growth Rubric Observation Evidence Sorting Form Option B](#) or [Teacher Growth Rubric Selected Scripting Form](#) that the Mississippi Department of Education provides through the Teacher Growth Rubric.

Sample [Teacher Growth Rubric Observation Evidence Sorting Form Option B](#):

Observation Evidence Sorting Form Option B Professional Growth System Teacher Growth Rubric

Teacher						School/District			
Grade/Subject						Period/Block			
Date (Month/Day/Year)						Observer			
Informal Observation					Formal Observation				
1	2	3	4	5	1	2	3		
DOMAIN I: LESSON DESIGN					EVIDENCE				
1. Lessons are aligned to standards and represent a coherent sequence of learning.									
2. Lessons have high levels of learning for all students.									
DOMAIN II: STUDENT UNDERSTANDING					EVIDENCE				
3. The teacher assists students in taking responsibility for learning and monitors student learning.									
4. The teacher provides multiple ways for students to make meaning of content.									
DOMAIN III: CULTURE AND LEARNING ENVIRONMENT					EVIDENCE				
5. The teacher manages a learning-focused classroom community.									
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.									
7. The teacher creates and maintains a classroom of respect for all students.									
DOMAIN IV: PROFESSIONAL RESPONSIBILITIES					EVIDENCE				
8. The teacher engages in professional learning.									
9. The teacher establishes and maintains effective communication with families/guardians.									

Sample [Teacher Growth Rubric Selected Scripting Form](#) (click on the link)