

Guide for New Teachers

Mentor Version

Louisiana Teacher Assistance and Assessment Program

Cecil J. Picard
State Superintendent of Education

2006-2007

**Louisiana Teacher Assistance and Assessment Program
Guide for New Teachers Mentor Version
Table of Contents**

Message for New Teachers

I.	Overview.....	5
	Guide for New Teachers.....	5
	The Importance of Support.....	5
	The Louisiana Teacher Assistance and Assessment Program	6
	Uses of the Assistance and Assessment System.....	6
	Methods for Data Collection	6
	Synthesis and Uses of Assessment Data.....	7
	Beliefs, Principles, and Codes of Ethics.....	7
	Policies and Procedures for the Louisiana Teacher Assistance and Assessment Program.....	7
II.	The Louisiana Components of Effective Teaching (LCET)	8
	Overview	8
	LCET for Regular and Special Education I Teachers	9
	Domain I: Planning.....	9
	Domain II: Management	10
	Domain III: Instruction	10
	Domain IV: Professional Development	12
	Domain V: School Improvement	13
	LCET for Special Education - II Teachers.....	13
	Domain I: Planning.....	14
	Domain II: Management	14
	Domain III: Instruction	15
	Domain IV: Professional Development	17
	Domain V: School Improvement.....	18
III.	The Assistance Period	19
	What to Accomplish at the Initial Meetings.....	19
	Mentor/New Teacher Agreement	20
	What to Accomplish at the Second Series of Contacts	22
	Needs Assessments.....	22
	Teacher Self-Assessment/Needs Form Regular and Special Education I.....	23
	Teacher Self-Assessment/Needs Form Special Education - II.....	29
	What to Accomplish at Future Meetings.....	35
	Action Plans	35
	Sample Action Plans	36
	Mentor’s Roles and Responsibilities	38
	Mentor Selection	38
	Mentor Support Teams.....	38
	Mentor or Mentor Support Team Assignment	39
	Responsibilities of the Principal or Principal/Designee	39
	Responsibilities of the New Teacher	40

IV.	The Assessment Period	42
	Purposes of the Assessment System.....	42
	Assessment Standards for Certification.....	42
	Composition and Selection of Assessment Team Members.....	43
	Components of the Assessment System.....	44
	Data Sources.....	44
	Data Sources for Regular and Special Education I Teachers.....	46
	Data Sources for Special Education II Teachers.....	47
	The Rating Scale	48
	Assessment Procedures	49
	Addition of Third Assessor	50
	Schedule of Activities	51
	The Team Summary Conference.....	54
V.	Data Collection and Analyses	54
	Tools for Data Collection.....	54
	Informal Conference.....	54
	New Teacher Classroom Observation	55
	Classroom Observation in the Assistance Period	55
	Classroom Observation in the Assessment Semester.....	56
	Guidelines for Classroom Observation in the Assessment Semester.....	56
	The Observation Analysis and Scoring Summary	56
	The Observation Scripting Form	57
	Optional Observation Supplement.....	57
	Teacher Practices and Behaviors in the Classroom.....	57
	Examples for the Regular and Special Education I Teacher.....	57
	Examples for the Special Education – II Teacher.....	61
	The Postobservation Conference.....	64
	Conducting the Postobservation Conference in the Assistance Period.....	64
	Conducting the Postobservation Conference in the Assessment Semester.....	65
VI.	Professional Development Planning	65
	Procedures for Developing Professional Growth Plans	65
	PGPs for Teachers Not Meeting Assessment Standards for Certification.....	66
VII.	Appendices	66
	Glossary.....	66
	Beliefs and Principles.....	73
	Codes of Ethics.....	74
	Instruments	77

I. Overview

Guide for New Teachers

The *Guide for New Teachers* has been prepared for new teachers who are participating in the Louisiana Teacher Assistance and Assessment Program (LaTAAP). The *Guide* contains basic information about the assistance program and the assessment system and processes. The first section of the *Guide* provides a general overview of the activities new teachers will be involved with in the Assistance and Assessment Program.

The second section gives additional information about the assessment criteria or about what it is new teachers should know and be able to do. These criteria are called the Louisiana Components of Effective Teaching. In the third section of the *Guide*, information about the Assistance Period—the new teacher/mentor agreement, mentoring, needs assessments, action plans, and activities that should be completed during the first and second semesters of assistance as new teachers work with their mentors—is provided.

The fourth section of the *Guide for New Teachers* provides information about the purposes of the assessment system, the assessment standards for certification, as well as the composition and selection of assessment team members. Data sources, the rating scale, and the assessment procedures are also explained in section four. Information about data collection methods is presented in the fifth section of the *Guide*. The Informal Conference, the Classroom Observation, and the Postobservation Conference are discussed.

A sixth section contains information about professional development planning. The *Guide for New Teachers* concludes with the Appendices, which contain a glossary of important terms, Beliefs and Principles, Codes of Ethics, and copies of the forms and instruments that are used in the assistance and assessment process.

The Importance of Support

Why is it so important to foster support and success for first year teachers? The reason is that dissatisfied first year teachers are exiting the profession in record numbers, leaving a significant portion of the teaching force with little professional experience. The exodus takes perhaps its greatest toll on students, whose productivity is affected by the high turnover and unstable educational programs that may result.

According to a 1996 report released by the Public School Forum of North Carolina, *A Profession in Jeopardy: Why Teachers Leave and What We Can Do About It*, “Research reveals that teachers who make it past seven years are likely to remain in teaching for a lengthy career. But many do not make it past that point.” Because Louisiana's citizenry has a keen interest in the issues of teacher induction, quality, and retention, the Louisiana Department of Education (LDE) is making efforts through the LaTAAP to strengthen the support that is provided to new teachers.

The Louisiana Teacher Assistance and Assessment Program

The LaTAAP is a uniform statewide program of assistance and assessment for new teachers entering service for the first time in a Louisiana Public School System. Each new teacher, during the first semester and throughout the first two years of employment, is provided a mentor or mentor support team that will lead professional development activities designed to enhance teacher competencies found to be essential to student



Mentor Matters

The *Guide for New Teachers* has been modified for mentors. This version is in small print, and notes to the mentor, “Mentor Matters,” are included throughout the *Guide* in the right margin.

This *Guide* has been developed as part of the ongoing efforts to strengthen the quality of training and the system of support that the Louisiana Department of Education provides for new teachers and mentors participating in LaTAAP.

A mentor or mentor support team will lead professional development activities throughout the first two years of the new teacher's employment.

learning. During the third (assessment) semester of employment, the new teacher shall also be assigned an assessment team consisting of the principal or principal's designee and an assessor from outside the building (external assessor or an experienced teacher from another school). Data are collected by this assessment team as the basis for recommendations to the LDE and the State Board of Elementary and Secondary Education (SBESE) regarding the teacher's certification.

During the second year, the mentor or mentor support team shall continue to provide a program of encouragement, support, and professional development. The mentor or mentor support team has no role or responsibility in the assessment process or the certification recommendation.

Uses of the Assistance and Assessment System

The LaTAAP has two basic functions: 1) to develop information about the new teacher's competence that can be used to structure instructional improvement activities and 2) to develop information upon which sound decisions about the new teacher's qualifications for certification can be based. To serve these purposes, the assessment system is used in an advisory manner by the mentor and the principal during the second semester of a teacher's employment to develop a profile of strengths and needs that is then used to assist the new teacher in his/her professional development. During the third semester of the new teacher's employment, the system is used to collect data that are then used by the assessment team to recommend either certification or continuation in the assistance and assessment program.

If a new teacher is recommended to continue in the assistance and assessment program, all assistance and assessment activities are continued in accordance with the pattern used in the third semester. After participating in the LaTAAP for four semesters, a new teacher who does not demonstrate competence will be denied regular certification and will be required to leave teaching in Louisiana public schools for at least two years.

Methods of Data Collection

The assessment system of the LaTAAP uses two data collection methods: a portfolio and classroom observation. The data collection processes employ instruments and procedures designed to collect data directly related to the Louisiana Components of Effective Teaching.

The Louisiana Components of Effective Teaching is a three-tiered structure of skills and knowledge defined by Louisiana teachers, school administrators, and teacher educators as essential to effective instruction: i.e., instruction that results in high student achievement. The top level of the hierarchy of skills and knowledge is the Domain level.

Domains are composed of and defined by one or more Components. In turn, Components are composed of and defined by Attributes. Together, these three levels of teaching skill and knowledge form the Assessment Criteria—the practices and behaviors that are measured and evaluated.

Synthesis and Uses of Assessment Data

Specific items within the new teacher portfolio provide data that contributes to the Attribute ratings. Those ratings, along with those from the classroom observation are combined to form Component ratings. Component ratings are then used to determine qualification for certification. Both Attribute and Component ratings are used to determine the teacher's areas of competence and areas in which improvement can or



Mentor Matters

The role of the mentor is not the same as the assessor. Although the mentor will assist the teacher in understanding the assistance and assessment process, the mentor will not formally rate or assess the teacher.

The mentor should make sure that the new teacher understands that LaTAAP is a four semester process.

Although assessment occurs during the third semester, all of the mentoring activities conducted during the first year relate to the assessment.

The third semester is the assessment semester, but the mentor will still be a “guide on the side” during that time.

Principals and mentors should share an overview of the assistance provided through LaTAAP and the assessment requirements.

should be made.

Beliefs, Principles, and Codes of Ethics

Assessment of programs and practices is essential to any ongoing effort to improve any profession. Assessment is not **apart from** but **a part of** the educational process. However, sound assessment practices must be based on a set of beliefs and principles, which are congruent with the outcomes desired. The fundamental beliefs about the LaTAAP, the new teachers, the mentors, the assessors, the assistance and assessment process, and the assessment instruments are listed in the Appendices. In addition, it is very important that participants involved in the Assistance and Assessment Program follow the code of ethics, which also has been included in the Appendices. It is hoped that the beliefs, principles, and code of ethics are reflective of what educators across Louisiana believe and desire to accomplish, just as they are reflective of the beliefs and goals of the many educators who have contributed to the development of this assessment system.

Policies and Procedures for the Louisiana Teacher Assistance and Assessment Program

Legislation mandating the LaTAAP and revisions to local evaluation was signed into law in June 1994 and 1997. As directed by the law, the SBESE approved the policies and procedures for implementing the Teacher Assessment Program in 1994, 1995, 1998, 2001, 2002, and 2005. A copy of the State Board of Elementary and Secondary Education's *Bulletin 1943: Policies and Procedures for Louisiana Teacher Assessment, Revised 2005*, is available online at <http://www.louisianaschools.net/lde/pd/1009.html>. Although the *Guide for New Teachers* highlights and summarizes many of the policies and procedures found in *Bulletin 1943*, new teachers may wish to review policies and procedures addressing the due process afforded to them in all aspects of the Louisiana Teacher Assistance and Assessment Program.



Mentor Matters

Many additional LaTAAP support materials are available online:

<http://www.louisianaschools.net/lde/pd/623.html>

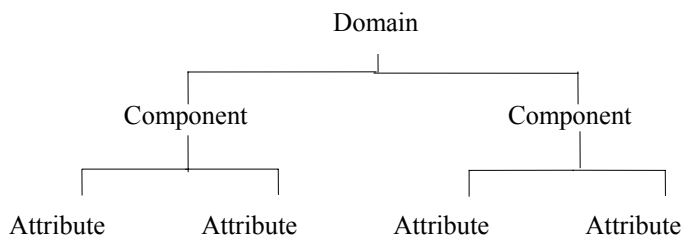
Bulletin 1943: Policies and Procedures for Louisiana Teacher Assessment, Revised 2002 provides a summary of the LaTAAP procedures, including due process.

The mentor should help the new teacher become familiar with the requirements of LaTAAP so that he/she knows when or if a grievance should be filed.

II. The Louisiana Components of Effective Teaching (LCET)

Overview

The criteria for the assessment of both new and experienced teachers--the **Louisiana Components of Effective Teaching**--have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. In the Louisiana Components of Effective Teaching, a *Domain* is defined as a **major area of teaching responsibilities**. A *Component* is a **critical function within a Domain**. An *Attribute* is a **behavior that relates to and helps to define a Component**.



The Domains, Components, and Attributes form a hierarchy that represents skills and knowledge of effective teaching. The Domain level is at the top of the hierarchy, while the Components form the second level and the Attributes the third level. The hierarchy of skills and knowledge functions with major headings (Domains), subheads or categories (Components), and sub-categories (Attributes). The major heading or top of the hierarchy of skills and knowledge--the Domain--describes what the topic or major function and/or skills are in general terms. Domains are broad, difficult to measure areas of planning, management, instruction, professional development, and school improvement. Additional information is needed about what is meant by the Domain for it to be measured. The Components and Attributes fulfill this purpose. At the Component level, the function and/or skill are described in more detail, and a clearer understanding is developed about what is to be measured. The Attributes contain explicit descriptions of practices and behaviors contained in each Component. As a set, Attribute statements describe the variety of criteria that can be used to judge the effectiveness of teacher performance within a particular Component. *Not all attributes have to be included in the measurement of each Component nor are all Attributes seen during the observation of a particular lesson. All Components, however, shall be included in the measurement of the Domain.*

Panels of educators studied the Attribute statements carefully and defined specific criteria that the statements must meet. The requirements for the Attribute statements included items such as (a) acceptance by members of the profession, (b) credibility to the public, (c) basis in research (informal and formal) on effective teaching and learning, and (d) reflection on real and practical teaching situations. In addition, the Louisiana Components of Effective Teaching were approved by defining the following criteria:

- the set of Components represents a realistic description of the primary work of teachers;
- the set reflects the behaviors and activities necessary and sufficient for effective teaching performance;
- the set has face value for the majority of teachers;



Mentor Matters

The LCET are the teaching standards in Louisiana. *Domains* are the major areas of teaching, *Components* are critical functions of the domain, and *Attributes* are the specific teaching behaviors or practices upon which the new teacher's assessment is based.

The new teacher must become familiar with Louisiana's teaching standards in order to be successful in his/her participation in LaTAAP.

- the set reflects the critical body of research-validated information and knowledge on effective teaching; and
- the set reflects teacher knowledge, skills, and attitudes that are observable and measurable.

The following section contains the Louisiana Components of Effective Teaching. The Components are listed first by the major Domains: planning, management, instruction, professional development, and school improvement. A descriptive paragraph is included for each Domain, and then the Components and Attributes are listed.

LCET for Regular and Special Education I Teachers

Domain I: Planning

Planning is an important aspect of the teaching/learning process. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry A-The Teacher Work Sample.

Component A: The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives

It is not necessary to specify different objectives for each child or groups of children.

2. Includes activity/activities that develop objectives

A required number of activities are not specified because this decision must be made by the teacher.

3. Identifies and plans for individual differences

It is not necessary to specifically describe ways individual differences are to be met in written plans. This information will be discussed in the informal conference.

4. Identifies materials, other than standard classroom materials, as needed for lesson

Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.

5. States method(s) of evaluation to measure learner outcomes

Evaluation may be formal or informal.

6. Develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson*

The IEP and/or IFSP will meet state guidelines.

***Note: Attribute IA6 applies to special education teachers only.**

Domain II: Management

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior. Management is assessed in the



Mentor Matters

This section of the *Guide* describes each of the Domains, Components, and Attributes that make up the LCET.

The Attributes related to planning are assessed in the New Teacher Portfolio. They include:

- Objectives
- Activities
- Individual differences
- Materials
- Assessment

If the new teacher teaches special education students, he/she will be assessed on:

- Objectives
- Activities
- Use of the IEP and/or IFSP
- Materials
- Assessment

Mentors must help new special education teachers understand that the IEP and/or IFSP are planning tools and provide information about the manner in which individual differences among learners should be addressed.

Research collected from new teachers participating in LaTAAP indicates that understanding the difference between objectives and activities is very difficult.

classroom observation.

Component A: The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

Component B: The teacher maximizes the amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

Component C: The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

Domain III: Instruction

Instruction is measured in both the new teacher portfolio and the classroom observation. The components and attributes in Domain III will provide data about the teacher's ability to provide effective instruction.

Note: It has been clearly established in assessment/evaluation research in other states that valid assessment of persons in other certification categories (e.g., library/media specialists, counselors, speech therapists) will require alternative methods of assessment.

Component A: The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)

Technique(s) may include teacher-directed activity/activities or student-centered activity/activities.

2. Sequences lesson to promote learning

Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.

3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate



Mentor Matters

Mentors will be valuable resources in selecting a wide range of materials to develop instruction.

A large area of teaching is Management. This is assessed in the observation.

Research indicates that many new teachers list classroom management as being the most difficult and an area that they need assistance with.

Mentors need to be ready to model effective management strategies for their teachers.

Harry and Rosemary Wong's *The First Day of School* is a valuable resource for classroom management techniques and strategies.

The Domain of Instruction is assessed in the classroom observation and in the new teacher portfolio.

5. The teacher integrates technology into instruction

Component B: The teacher presents appropriate content.

Attributes

1. Presents content at a developmentally appropriate level

The teacher is knowledgeable of the content and relates it to the abilities and interests of the students.

2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

Component C: The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences

The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification of this in the informal conference.

2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
4. Encourages student participation

Component D: The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques



Mentor Matters

Component D: *The teacher demonstrates ability to assess and facilitate student academic growth* is demonstrated in the observation and in the new teacher portfolio.

Classroom assessment must include both formal and informal techniques. Mentors will be instrumental in helping new teachers plan assessment that can be used to facilitate growth.

Effective teachers use assessments to determine what students know before, during, or after instruction. Mentors should assist the new teacher to plan and to use student assessment results in a variety of ways, including clarification of student directions or explanations, reteaching of content, and the adjustment of instructional pace.

Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or non-verbal.

3. Provides timely feedback to students
4. Produces evidence of student academic growth under his/her instruction



Mentor Matters

Both attributes in Component B of the Professional Development Domain are assessed in the new teacher portfolio.

Specific directions for the Professional Growth Plan (PGP) are found in the *New Teacher Portfolio Handbook*.

New teachers must show evidence of working on identified areas of need, and they must seek additional strategies from a variety of resources. Additional resources that may be included on the PGP are professional journals, books, websites, and/or colleagues.

Evidence of ongoing professional growth that will impact instruction and/or student progress must be provided on the PGP.

Two PGPs are developed during LaTAAP. The first PGP is submitted as part of the portfolio, and the second is developed after the assessment is completed.

Domain IV: Professional Development

Professional development is assessed as Entry B in the new teacher portfolio. The Professional Growth Plan will provide data to measure the new teacher's professional development activities.

Component A: The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

If an experienced teacher does not perform satisfactorily, an intensive assistance plan shall be developed.

Note: Component A specifications apply **only** to experienced teachers (those who have met certification requirements). Component B specifications, described below, apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana and who have not yet met all requirements for full certification).

Component B: The new teacher plans for professional self-development.

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III and/or V. The following procedures will be used in the assessment to ensure that new teachers will become competent in basic instructional skills:

- During the new teacher's second semester of teaching (assistance period), the principal, mentor, or mentor support team members, and the teacher will create a professional growth plan focused on the teacher's weaker Components and Attributes as defined through the mentoring process. The completed plan must be submitted as part of the new teacher portfolio.

- At the end of the teacher's third semester of teaching (assessment semester), professional development planning shall be characterized in one of two ways:
 - 1) If the new teacher is not recommended for certification, the second semester's Professional Growth Plan should be modified or a new plan developed to address improvement needs.
 - 2) If the new teacher is recommended for certification, but there are still Attributes receiving *1* ratings or there are Components and Attributes receiving *low 2* ratings, these Components and Attributes should be included in the teacher's Professional Growth Plan. This Plan will serve as the bridge into local evaluation, to which the teacher will be subject the following year. If the team finds all Component and Attribute ratings to be *strong 2's*, a plan must still be developed.



Mentor Matters

The Domain of *School Improvement* will be assessed for the first time in 2004. Components and Attributes that comprise this domain require the new teacher to take an active role in decision-making and to create partnerships among parents/caregivers, and colleagues to promote learning.

Mentors should be prepared to provide assistance in understanding the attributes in both of the School Improvement Components. The third entry in the new teacher portfolio is *School Improvement*.

Domain V: School Improvement

School Improvement is assessed as Entry C in the new teacher portfolio. The focus of Domain V consists of school improvement programs and parent/caregivers and colleague partnerships.

Component A: The teacher takes an active role in building-level decision making.

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level

Component B: The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

LCET for Special Education - II Teachers

Field and Pilot tests of the Louisiana Teacher Assessment Program conducted during 1993 and 1994 revealed that some of the Components, Attributes, and performance specifications (statements in italics below) needed to be rewritten to fit the instruction of certain groups of special education students. While the conceptualization of teacher knowledge and skills embodied in the original Components listed earlier capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings. The following section contains the Louisiana Components of Effective Teaching for Special Education - II Teachers.

Domain I: Planning

Planning is an important aspect of the teaching/learning process. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry A-The Teacher Work Sample.

Component A: The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives

It is necessary to specify different objectives and/or performance levels for each child or groups of children.

2. Includes activities/environments that develop objectives

A required number of activities are not specified because this decision must be made by the teacher

4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity

Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.

5. States method(s) of evaluation to measure learner outcomes

Evaluation may be formal or informal.

6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate

The IEP and/or IFSP will meet state guidelines.

Domain II: Management

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior. *Management* is assessed in the classroom observation.

Component A: The teacher maintains an environment conducive to learning.

Attributes:



Mentor Matters

LaTAAP has specialized instrumentation for a certain group of new teachers who are assigned to teach special education. These teachers are referred to as Special Education – II, and their instruction to students is modified for unique learning needs and settings.

Mentors of Special Education – II teachers must assist in planning effective instruction that reflects the implementation of the IEP and/or IFSP. Assisting the new teacher to identify and to use data from IEPs and/or IFSPs may be necessary.

Instruction and/or activities in the Special Education – II classroom may take place in real world settings.

Selection of a wide range of resources may include the coordination of services of the paraprofessional, adapted physical education teacher, and/or the speech therapist. It is important to maximize all available resources for instruction.

Mentors should be prepared to assist new teachers when they identify and implement revised IEPs and/or IFSPs.



Mentor Matters

The attribute, IIA3, is unique to the assessment of Special

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate
3. Promotes a healthy, safe environment

Component B: The teacher maximizes the amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities and provision of auxiliary services

Component C: The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

Monitoring includes reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

Domain III: Instruction

Instruction is measured in both the new teacher portfolio and the classroom observation. The components and attributes in Domain III will provide data about the teacher's ability to provide effective instruction.

Component A: The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson/activity objective(s)

Technique(s) may include teacher/paraprofessional-directed activities or student-centered activities.

2. Sequences lesson/activity to promote student learning/development

Sequencing means that the teacher orders activities in ways designed to bring about the greatest possible student learning/development.

3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)
4. Adjusts lesson/activity when appropriate
5. The teacher integrates technology into instruction

Technology also refers to the use of assistive technology designed to increase



student access to and participation in a rich learning environment.

Component B: The teacher presents appropriate content.

Attributes:

1. Presents functional content appropriate to the learners' capacities
2. Presents relevant subject matter/curriculum content in appropriate settings

Curriculum content may be taught in settings other than the special education classroom (e.g., general education classroom, community settings).

3. Illustrates applications of content through examples, unexpected situations, and other means

Component C: The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences

The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification of the accommodations in the informal conference.

2. Demonstrates ability to communicate effectively with students

Communication may be verbal or nonverbal.

3. Stimulates and encourages independent performance and optimal levels of thinking
4. Promotes student participation

The teacher uses a variety of techniques to elicit student participation. The teacher also makes specific plans to involve students in an age-appropriate, natural environment.

Component D: The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes:

1. Consistently monitors ongoing performance of students
2. Uses assessment techniques effectively

The teacher develops and implements a systematic plan for assessing student performance that incorporates a range of formal and informal techniques.

3. Provides timely feedback to students, caregivers, parents, and appropriate



professional personnel regarding student progress

Feedback is both written and verbal.

4. Produces evidence of student academic growth under his/her instruction

Domain IV: Professional Development

Professional development is assessed as Entry B in the new teacher portfolio. The Professional Growth Plan will provide data to measure the new teacher's professional development activities.

Component A: The experienced teacher plans for professional self-development.

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering in-services; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

If an experienced teacher does not perform satisfactorily, an intensive assistance plan shall be developed.

Note: Component A specifications apply **only** to experienced teachers (those who have met certification requirements). Component B specifications, described below, apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana and who have not yet met all requirements for full certification).

Component B: The new teacher plans for professional self-development.

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III and/or V. The following procedures will be used in the assessment to ensure that new teachers will become competent in basic instructional skills:

- During the new teacher's second semester of teaching (assistance period), the principal, mentor or mentor support team members, and the teacher will create a professional growth plan focused on the teacher's weaker Components and Attributes as defined through the mentoring process. The completed plan must be submitted as part of the new teacher portfolio.
- At the end of the teacher's third semester of teaching (the assessment semester), professional development planning shall be characterized in one of two ways:



- 1) If the new teacher is not recommended for certification, the second semester's Professional Growth Plan should be modified or a new plan developed to address improvement needs.
- 2) If the new teacher is recommended for certification, but there are still Attributes receiving *1* ratings or there are Components and Attributes receiving *low 2* ratings, these Components and Attributes should be included in the teacher's Professional Growth Plan. This Plan will serve as the bridge into local evaluation, to which the teacher will be subject the following year. If the team finds all Component and Attribute ratings to be *strong 2*'s, a plan must still be developed.

Domain V: School Improvement

School Improvement is assessed as Entry C in the new teacher portfolio. The focus of Domain V consists of school improvement programs and parent/caregivers and colleague partnerships.

Component A: The teacher takes an active role in building-level decision making.

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level

Component B: The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

III. The Assistance Period

At the beginning of the teacher's first year of experience in a Louisiana public school classroom, he/she is assigned a mentor or mentor support team by the building principal or school system. The mentor or mentor support team provides a variety of support and technical assistance throughout the year. The mentoring process is not open-ended. Responsibilities defined for each mentor role tie directly to the Louisiana Components of Effective Teaching. The mentor is not an assessor, but uses the same data collection instruments and procedures that assessors use to help the new teacher analyze instruction and improve instructional performance. In addition, the mentor will also use other processes and procedures in assisting the new teacher. (Specific information about the



mentoring process will be provided to experienced teachers through a mentor training program.)

The principal plays an active role in the mentoring program by ensuring that the mentor and new teacher are afforded opportunities that facilitate the mentoring process. The principal also assists by working with the new teacher and mentor or support team members to create and revise, as needed, a formal professional growth plan during the teacher's first year.

The formulation of a formal Professional Growth Plan (PGP) for the new teacher is an important activity during the second semester of the Assistance Period. This plan is a collaborative effort by the mentor or support team, the principal, and the new teacher; it is formulated after both the mentor and principal have conducted informal conferences and advisory classroom observations. These conferences and observations parallel those that will be conducted by assessors during the third (assessment) semester. The PGP developed during the second semester must be submitted as part of the new teacher portfolio.

What to Accomplish at the Initial Meetings

- Get acquainted with my mentor or mentor support team members
- Review schedules and personal contact information
- Learn about the two-year mentoring program and the Louisiana Teacher Assessment Program
- Ask questions
- Complete Mentor/New Teacher Agreement

The initial meeting between the mentor or support team members and the new teacher may be one of the most important elements of the mentoring relationship. It is here that the tone for the relationship is set and the building of trust begins. Trust between the new teacher and the mentor is essential for the mentoring process to work. The new teacher must look upon the mentor as a confidant and friend as well as a resource and professional development specialist. The new teacher and mentor need to know each other well enough to understand the similarities and differences between the roles. Maturity and growth will occur as they work together throughout the Assistance Period.

One of the first steps of the process for the new teacher is to meet with the mentor as soon as school starts or before, if at all possible. After the initial meeting, the new teacher should have some expectations about what will occur the first day of school, whether it is preparation for students, faculty meetings, or the first day of class. Just as many experienced teachers, the new teacher may even want to go to the school building before school officially starts.

Although the emphasis of the Louisiana Teacher Assistance and Assessment Program is on the instructional process and effective teaching, the initial meetings between the new teacher and mentor will likely focus on school-related issues and procedures. During the first set of these initial meetings, the new teacher and mentor will want to get acquainted, go over schedules, and set up a communication system.

Mentors will also outline the mentoring program with their assigned new teacher,

Mentor Matters

The mentor should become familiar with all of the required activities of LaTAAP in order to provide the needed support and assistance for his/her assigned new teacher.

Maintaining copies of daily schedules facilitates planning for LaTAAP activities.



Mentor Matters

It is recommended that mentors review the *Louisiana New Teacher Portfolio Handbook Mentor Version* prior to the end of the first

emphasizing that mentoring is a “working together” process. This discussion will focus on the activities that are to occur during the first semester. A schedule should be set for the best times to meet. Scheduling of activities can be an ongoing process throughout the year.

Mentor/New Teacher Agreement

The Mentor/New Teacher Agreement should be reviewed and completed during the first series of contacts between the mentor and new teacher.

Mentor/New Teacher Agreement

As a mentor, I affirm that my primary role is to provide assistance and support to my



new teacher. I will implement the Louisiana Focused Coaching Model in order to enhance my new teacher's development. I will review all mentoring materials provided in the *Mentor Handbook* and will assist my new teacher. I understand that all discussions and all data collected will be kept confidential and that I am responsible for assisting my new teacher in the following:

- demonstrating effective teaching practices by serving as a role model in my teaching and professional behaviors;
- reviewing all completed Needs Assessments and providing follow-up assistance;
- observing my new teacher and/or inviting my new teacher to observe in my classroom;
- meeting with my new teacher weekly* or as needed;
- developing Action Plans as needed;
- developing and maintaining a Mentor Accountability Log;
- securing additional resources as needed;
- conducting an advisory informal conference, observation, and postobservation conference;
- developing and monitoring Professional Growth Plans; and
- providing assistance with the new teacher portfolio.

*Time spent in weekly meetings should total a minimum of thirty hours over the course of the school year. Thirty hours is the equivalent of one-half hour of contact on a weekly basis over thirty-six weeks plus eight occasions of one and one half hour classroom interviews/observations/conferences between the new teacher, mentor, or support team members.

As a new teacher participating in the Louisiana Teacher Assistance and Assessment Program, I agree to work collaboratively with my mentor. I will accept assistance, support, and suggestions in order to enhance my effectiveness as a classroom teacher. I understand that all discussions and all data collected will be kept confidential.

Mentor Signature/Date _____

New Teacher Signature/Date _____

(Signatures indicate that we have discussed and agreed upon the above.)



Mentor Matters

Mentors must plan to incorporate all LaTAAP activities into a workable schedule with the new teacher(s).

Mentors may need to ask their principals to adjust schedules so that they can share common planning times with the new teacher(s).

What to Accomplish at the Second Series of Contacts

- Orientation to routine school procedures
- Orientation to school system forms and policies
- Classroom Management
- Needs Assessments



Mentor Matters

Needs assessments provide valuable information about the new teacher's level of understanding of the attributes.

The charts listing the LaTAAP data sources have been included to provide assistance to mentor and new teachers. (See pages 46 and 47 of this *Guide*.)

Another valuable resource is the many examples of teaching practices and behavior that begins on page 57 of this *Guide*.

The second series of contacts should occur during the first and second weeks of the school session and should focus on school-related issues. Again, the length of these meetings will vary.

In many cases, the orientation to the school and the school system policies and procedures will have been covered by the principal in various faculty or in-school opening meetings. The new teacher may have specific questions about the school system's policies and procedures, and the mentor will be able to provide detailed assistance. The new teacher may need clarification about the school's handbook. If no handbook is available, the new teacher should be provided with a list of routines and procedures to follow. The discussions may include such topics as bus and cafeteria duty procedures, medical and emergency policies and issues, personal and sick leave procedures, substitute procedures, requisitions of supplies, parent conferencing, grading/reporting procedures, use of the Louisiana Content Standards, attendance at extra-curricular activities, and any other school-related responsibilities.

Needs Assessments

Throughout the two years of mentoring, the mentor and/or mentor support team members will be continually monitoring the needs of the new teacher, especially those that relate to the Components of Effective Teaching. Most of these continuing assessment strategies will be informal, with information gathered from observations, discussions, and conferences. The mentor or mentor support team members and the new teacher should decide together the priority to be placed on specific needs and on how to address each need. In most cases, the needs of the new teacher can be addressed through feedback, suggested changes, or action plans. The action plans should point to additional resources and activities that the new teacher can use for improvement. These resources and activities may include observing other teachers, having the mentor model certain instructional activities, or reviewing student data.

The New Teacher Self-Assessment/Needs Forms on the next pages should be introduced during early contacts. Rather than try to complete the entire form at one time, it is recommended that the new teacher and mentor or mentor support team member prioritize the Components that are necessary for the new teacher to be successful in daily instruction. The use of the forms provides a mechanism for the new teacher to reflect upon his/her immediate needs. The new teacher should check those areas in which he/she would like assistance and, in the space allotted, describe his/her concerns or perceptions of the need. When completed, the form can be discussed.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN I: PLANNING

1	2	3	4	Component A: The teacher plans effectively for instruction.
				IA1. Specifies learner outcomes in clear, concise objectives
				IA2. Includes activity/activities that develop objectives
				IA3. Identifies and plans for individual differences
				IA4. Identifies materials, other than standard classroom materials, as needed for lesson
				IA5. States method(s) of evaluation to measure learner outcomes
				*IA6. Develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson (*Special Education Only)

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*



Mentor Matters

In completing the needs assessment, mentors should remind new teachers that IA6 is for the Special Education I teacher only.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*



Mentor Matters

Research indicates that many new teachers perceive difficulty with management as their number one problem during the first year of teaching.

Components of Effective Teaching

DOMAIN II: MANAGEMENT

1	2	3	4	
				Component A: The teacher maintains an environment conducive to learning.
				IIA1. Organizes available space, materials, and/or equipment to facilitate learning
				IIA2. Promotes a positive learning climate
				Component B: The teacher maximizes the amount of time available for instruction.
				IIB1. Manages routines and transitions in a timely manner
				IIB2. Manages and/or adjusts allotted time for activities planned
				Component C: The teacher manages learner behavior to provide productive learning opportunities.
				IIC1. Establishes expectations for learner behavior
				IIC2. Uses monitoring techniques to facilitate learning

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*



Mentor Matters

The delivery of instruction will be assessed in the observation.

Mentors should plan to observe their new teacher(s) in addition to scheduling opportunities for their new teachers to observe them.

III A5. *The teacher integrates technology into instruction* is assessed in the portfolio. Additional information about this attribute is contained in the *Louisiana New Teacher Portfolio Handbook*.

Components of Effective Teaching

DOMAIN III: INSTRUCTION

1	2	3	4	Component A: The teacher delivers instruction effectively.
				III A1. Uses technique(s) which develop(s) lesson objective(s)
				III A2. Sequences lesson to promote learning
				III A3. Uses available teaching material(s) to achieve lesson objective(s)
				III A4. Adjusts lesson when appropriate
				III A5. The teacher integrates technology into instruction.

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	Component B: The teacher presents appropriate content.
				III B1. Presents content at a developmentally appropriate level
				III B2. Presents accurate subject matter
				III B3. Relates relevant examples, unexpected situations, or current events to the content

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*



Mentor Matters

Four attributes in Component C of Domain III: *Instruction* are assessed during the observation.

Components of Effective Teaching

DOMAIN III: INSTRUCTION

1	2	3	4	Component C: The teacher provides opportunities for student involvement in the learning process.
				IIIC1. Accommodates individual differences
				IIIC2. Demonstrates ability to communicate effectively with students
				IIIC3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
				IIIC4. Encourages student participation

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	Component D: The teacher demonstrates ability to assess and facilitate student academic growth.
				IIID1. Consistently monitors ongoing performance of students
				IIID2. Uses appropriate and effective assessment techniques
				IIID3. Provides timely feedback to students
				IIID4. Produces evidence of student academic growth under his/her instruction

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

There are four attributes in Component D. IIID1 *Consistently monitors ongoing performance of students* is assessed in the observation. The remaining three attributes (IIID2, IIID3, and IIID4) are assessed in the portfolio.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN IV: PROFESSIONAL DEVELOPMENT

1	2	3	4	Component B: The new teacher plans for professional self-development.
				IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
				IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*



Mentor Matters

The new teacher's PGP provides all of the data for the assessment of Domain IV: *Professional Development.*

Strategies for Effective Teaching in the 21st Century is a wonderful resource to use when developing the PGP.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Regular and Special Education I



Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN V: SCHOOL IMPROVEMENT

1	2	3	4	Component A: The teacher takes an active role in building-level decision making.
				VA1. Participates in grade level and subject area curriculum planning and evaluation
				VA2. Serves on tasks force(s) and/or committees
				VA3. Implements school improvement plan at the classroom level
1	2	3	4	Component B: The teacher creates partnerships with parents/caregivers and colleagues.
				VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
				VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
				VB3. Seeks community involvement in instructional program

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Mentor Matters

Strategies for Effective Teaching in the 21st Century contains several ideas for strengthening Domain V: *School Improvement.*



Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN I: PLANNING

1	2	3	4	Component A: The teacher plans effectively for instruction.
				IA1. Specifies learner outcomes in clear, concise objectives
				IA2. Includes activities/environments that develop objectives
				IA4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity
				IA5. States method(s) of evaluation to measure learner outcomes
				IA6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN II: MANAGEMENT

1	2	3	4	Component A: The teacher maintains an environment conducive to learning.
				IIA1. Organizes available space, materials, and/or equipment to facilitate learning
				IIA2. Promotes a positive learning climate
				IIA3. Promotes a healthy, safe environment
1	2	3	4	Component B: The teacher maximizes the amount of time available for instruction.
				IIB1. Manages routines and transitions in a timely manner
				IIB2. Manages and/or adjusts allotted time for activities and provision of auxiliary services
1	2	3	4	Component C: The teacher manages learner behavior to provide productive learning opportunities.
				IIC1. Establishes expectations for learner behavior
				IIC2. Uses monitoring techniques to facilitate learning

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*



Mentor Matters

Strategies for Effective Teaching in the 21st Century, A Supplement for Special Education contains many activities designed to provide assistance with management.

Note: Attribute IIA3, *Promotes a healthy, safe environment* is unique to the Special Education – II classroom.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*



Mentor Matters

Strategies for Effective Teaching in the 21st Century, A Supplement for Special Education contains many activities that have been designed to help the new teacher deliver instruction effectively.

Components of Effective Teaching

DOMAIN III: INSTRUCTION

1	2	3	4	Component A: The teacher delivers instruction effectively.
				IIIA1. Uses technique(s) which develop(s) lesson/activity objective(s)
				IIIA2. Sequences lesson/activity to promote student learning/development
				IIIA3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)
				IIIA4. Adjusts lesson/activity when appropriate
				IIIA5. The teacher integrates technology into instruction.

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive*

1	2	3	4	Component B: The teacher presents appropriate content.
				IIIB1. Presents functional content appropriate to the learners' capacities
				IIIB2. Presents relevant subject matter/curriculum content in appropriate settings
				IIIB3. Illustrates applications of content through examples, unexpected situations, and other means

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II



Mentor Matters

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN III: INSTRUCTION

1	2	3	4	Component C: The teacher provides opportunities for student involvement in the learning process.
				IIIC1. Accommodates individual differences
				IIIC2. Demonstrates ability to communicate effectively with students
				IIIC3. Stimulates and encourages independent performance and optimal levels of thinking
				IIIC4. Promotes student participation

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	Component D: The teacher demonstrates ability to assess and facilitate student academic growth.
				IIID1. Consistently monitors ongoing performance of students
				IIID2. Uses assessment techniques effectively
				IIID3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress
				IIID4. Produces evidence of student academic growth under his/her instruction

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

Strategies for Effective Teaching in the 21st Century, A Supplement for Special Education contains many activities to assist the new teacher in providing opportunities for student involvement in the learning process.

Strategies also offers activities designed to develop the teacher's ability to assess and facilitate student academic growth.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN IV: PROFESSIONAL DEVELOPMENT

1	2	3	4	Component B: The new teacher plans for professional self-development.
				IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
				IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*



Mentor Matters

Strategies for Effective Teaching in the 21st Century is a wonderful resource to use when developing the PGP.

Louisiana Teacher Assistance and Assessment Program
 Teacher Self-Assessment/Needs Form
 Special Education - II

Teacher: _____ Mentor: _____ Date: _____

*Directions: Please rate your level of expertise with each Attribute listed below.
 Note: "1" indicates very limited expertise and "4" indicates a great deal of expertise.*

Components of Effective Teaching

DOMAIN V: SCHOOL IMPROVEMENT

1	2	3	4	Component A: The teacher takes an active role in building-level decision making.
				VA1. Participates in grade level and subject area curriculum planning and evaluation
				VA2. Serves on task force(s) and /or committees
				VA3. Implements school improvement plan at the classroom level
1	2	3	4	Component B: The teacher creates partnerships with parents/ caregivers and colleagues.
				VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
				VB2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
				VB3. Seeks community involvement in instructional program

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*



Mentor Matters

Strategies for Effective Teaching in the 21st Century contains several ideas for strengthening Domain V: *School Improvement*.

What to Accomplish at Future Meetings

Although questions about procedures and personal matters will still occur, future meetings and contacts with the mentor should place emphasis on **instruction** and **effective teaching** as defined through the Components of Effective Teaching. Coaching and modeling techniques will be instrumental in fostering teacher confidence and competence. During the first year, the mentor will assist the new teacher in collecting artifacts that will be submitted in the portfolio in the assessment semester. It is important to remember that the mentor has no role or responsibility in the assessment process or the certification recommendation.

Action Plans

The new teacher and the mentor or mentor support team members may develop an action plan when data collection and/or the new teacher's and mentor's activities have clearly identified an area of need. Examples of situations in which an action plan should be developed:

- The needs assessment completed by the teacher at the beginning of the semester indicated that the teacher does not feel comfortable about accommodating individual differences.
- An observation focused on verbal (oral) flow has provided data showing that six of twenty-four students did not orally participate in the lesson. The teacher has indicated that these students seldom participate.
- The teacher has given the first test, and all but two students failed it.
- By the teacher's own definition and by what has been observed in the classroom, the teacher is having difficulty with classroom management.

Action plans are useful when there are next steps or actions to be taken by the teacher, the mentor, or by both parties. Once an action plan has been developed, both the new teacher and the mentor should report his/her activity and progress until the plan has been completed. Further, data collection by both parties should provide information about the success of the plan in meeting the identified need. Action plans may not be developed weekly, but there will be several action plans developed over the course of a year.

Note: The sample action plan on the next page was generated by the new teacher and given to the mentor.



Mentor Matters

After the needs assessments are completed and reviewed, the mentor and new teacher should collaborate in the development of a series of activities. The activities should be focused on strengthening the new teacher's understanding of the attributes that were indicated as an area of need.

Action plans can be developed in a variety of ways. The mentor and new teacher should review the sample action plans that are contained on the next pages and agree upon a format to follow. It is possible for mentors and new teachers to use multiple types of action plans during their experiences in LaTAAP.

Sample Action Plans



Mentor Matters

Some school districts or principals may require the submission of action plans for mentor accountability. It is recommended that both the mentor and the new teacher maintain professional folders that include action plan documentation during their experiences in LaTAAP.

Louisiana Teacher Assistance and Assessment Program SAMPLE ACTION PLAN

Teacher: Mr. Jones Mentor: Mrs. Helpful

Description of Need: *I need help on organizing the materials for small groups. I do not ever seem to have enough time in the day to get all of the group work placed in folders or trays. It seems as if I have been doing a lot of work that the students could be helping with. Can you make a suggestion?*

Next Steps: Teacher: Mr. Jones

Completion Date: _____

Visit with my mentor support team member (Mrs. Helpful) to get some ideas on time management and ways of having students more involved with the management of materials.

Next Steps: Mentor/Mentor Support Team: Mrs. Helpful

Completion Date: _____

Review Strategies for Effective Teaching (See Attribute IA1) and plan to highlight the information with Mr. Jones if necessary. Use the materials organization model developed by Mr. Davis as a guide for Mr. Jones. Talk with Mr. Davis and schedule a 10-minute observation of Mr. Jones on Thursday. Make plans to cover Mr. Davis' class, and schedule a meeting with Mr. Jones on Thursday afternoon to review the observation and to discuss a plan for implementation.

Note: The following action plan was modified for coaching and mentoring new teachers. Action Plan forms may be customized to meet the context of teaching.

Louisiana Teacher Assistance and Assessment Program

SAMPLE ACTION PLANNING GUIDE*

New Teacher: _____

Mentor: _____

Week of: _____

Instructional Improvement Goal

Domain: _____ Component: _____ Attribute: _____

Objectives:

Action Plan:

- New Teacher's Responsibilities:

- Mentor's Responsibilities:

- Standard of Achievement:

Reflection:

- New Teacher's Assessment:

- Mentor's Assessment:

*Adapted from *Coaching and Mentoring First-Year and Student Teachers*. Podsen and Denmark.



Mentor Matters

The mentor and new teacher may use or modify any of the action plan forms that are contained in this *Guide*.

Mentor's Roles and Responsibilities

A *mentor* is an experienced teacher who has accepted the opportunity to enhance the training and professional development of a new teacher in the LaTAAP. The mentor teacher plays a vital role in getting the new teacher ready to be an effective teacher. The LaTAAP is a means to enable the new teacher to become effective. Although the mentor has successfully completed assessor and mentor training, she/he is not an assessor of the new teacher. The mentor offers the new teacher opportunities to share and to learn with an experienced colleague. The exchange between the mentor and new teacher is confidential. The mentoring process is not open-ended. All responsibilities defined for each of the mentor's roles tie directly to the Louisiana Components of Effective Teaching. The mentor's formal roles and examples of each role follow.

- **Coach.** The mentor coaches the new teacher in the analysis of the instructional process and in his/her instructional performance, including all work sample procedures and forms. The mentor conducts advisory informal conferences and observations. The mentor provides feedback to the new teacher using the same informal conference protocol and observation instrument that are used in the Assessment Program.
- **Model.** The mentor provides encouragement and support, models effective instruction, and guides the management of professional responsibilities.
- **Professional Development Specialist.** The mentor helps the new teacher analyze and resolve problems that develop; directs the new teacher to needed assistance and support; and confers with the new teacher and the principal during the second semester to formulate and revise, as needed, a formal PGP for the new teacher. The mentor assists the new teacher in analyzing student performance data and student records to plan instruction consistent with student needs and the school improvement plan.

Mentor Selection

New teachers may have questions about how their mentors are selected and assigned. The following criteria should be used for mentor selection:

- a permanent teaching certificate and a minimum of three years of teaching experience;
- a minimum of one complete year of experience in the school system in which the individual will serve as a mentor (preferably in the building in which the new teacher is located);
- evidence of excellence in teaching (type of evidence left to the LEA and the building principal);
- evidence of continuing professional development (type of evidence left to the LEA and the building principal);
- the ability to model effective instruction and to communicate effectively; and
- successful completion of the LaTAAP Assessor and Mentor Training Programs (meets all performance standards).

Note: A local school system may add other criteria to this list.

Mentor Support Teams

A *mentor support team* is a group of educators led by a teacher of record who has completed the LaTAAP Training Programs (i.e., Assessor and Mentor Training). A mentor support team may support one or more new teachers at the district or building level. The mentor support team shall support no more than five new teachers at a time.



Mentor Matters

Mentors should be familiar with their roles in LaTAAP. Although there are a variety of roles, it must be understood that all roles directly relate to the LCET.

All criteria that are used for selecting and assigning mentors should be reviewed.

Other team members may be

- trained mentors, including full or part-time teachers and teachers on leave or sabbatical;
- a principal or other administrator;
- one or more members who may not have attended Mentor training, but who can offer special expertise such as subject area specialists or key resource teachers (team members need not be in the same building as the new teacher);
- a new teacher who has successfully completed the LaTAAP.

Mentor or Mentor Support Team Assignment

Local school systems and building principals have been instructed to adhere as closely as possible to the following recommended considerations for placing trained mentors with new teachers:

- New teachers and mentors should be matched by grade level and subject areas, if at all possible. At a minimum, regular education teachers should be matched, and special education teachers should be matched.
- A mentor teacher who is teaching full-time should be assigned no more than one new teacher unless she/he willingly accepts the assignment of a second person to mentor. (The maximum assignment of new teachers to a full-time teacher is two.) This assignment does not preclude the mentor's also serving on an assessment team for a different new teacher.
- A teacher can be assigned as a mentor to several new teachers as a full-time or part-time responsibility; or a teacher can remain in the classroom, serving as mentor to one or two new teachers as an additional responsibility.
- A teacher who is employed as a full-time mentor may serve in that position for no more than three years consecutively. (A full-time teacher working as a mentor shall have no such restriction.)
- The principal shall make the mentor assignment for the new teacher unless the school system already has another procedure in place.
- When matching new teachers and mentors, the principal should make every effort to facilitate the interactions and work of the two parties through compatible schedules.

Responsibilities of the Principal or Principal/Designee

Although every new teacher shall have a mentor, the building principal also has responsibilities in the orientation of new teachers to both the school and the profession of teaching. Further, he/she has the responsibility of facilitating the new teacher's professional growth. Specifically, the principal's responsibilities include the following:

- introducing the new teacher to school and system policies and procedures, to faculty and staff, to teaching responsibilities, to the school improvement plan, to the school accountability program, to the *Teacher Preparation Program Accountability Survey*, to the availability of district resources, and to the LaTAAP;
- assisting the new teacher and mentor or support team in arranging necessary coverage of his or her class for classroom observation purposes;



Mentor Matters

Mentors should review the list of considerations that are used in making mentor or mentor support team assignments.

Mentors may be asked to share information about the responsibilities of the principal during the new teacher's participation in LaTAAP.

Principals have been encouraged to assist in the scheduling of common planning times to support the mentoring process.

- ensuring that the new teacher and mentor or support team members meet weekly and observe each other’s classrooms on at least eight occasions during the first year of the Assistance Program (For a new teacher who is on an alternate route to certification, the principal may find it necessary to provide additional opportunities for classroom observations.);
- facilitating new teacher/mentor meetings and interactions through the appropriate scheduling of classes and daily activities;
- conducting at least one informal conference and advisory observation during the teacher’s second semester and giving feedback on his/her performance;
- working with the new teacher and mentor or support team members to create and revise, as needed, a formal professional growth plan during the teacher’s first year;
- serving as the leader of the assessment team that will visit the new teacher during his/her third semester and score the new teacher portfolio; and
- assisting the mentor and new teacher in securing necessary resources for the completion of professional growth activities.

Note: The initial visit should take place in the first four to six weeks of school. The Professional Growth Conference should take place during the second semester after the informal conferences and observations have been completed by the principal, mentor, or mentor support team member.

In addition, the principal is responsible for assigning mentors or mentor support team members, monitoring mentor activity, and evaluating mentor performance. Some school districts may have assigned mentor program responsibilities to someone other than building principals.

Responsibilities of the New Teacher

If a new teacher has not been assigned a mentor or mentor support team and/or has not been meeting regularly with his/her mentor or support team members, or if the new teacher is concerned that he/she is not receiving appropriate support as described in this *Guide*, then the principal should be contacted. When assignments are made, the new teacher is responsible for meeting regularly with his/her mentor or support team members.

Agendas for mentoring activities should reflect the needs of the new teacher. However, a typical schedule of formal meetings and activities should follow the overview presented on the following page.



Mentor Matters

Before a mentor suggests an activity to a new teacher, it is important to determine the availability of all of the materials that are needed to complete the activity. When it is determined that all materials are not readily available, substitutions may be necessary.

Each new teacher is expected to attend an Orientation to the LaTAAP. Some school districts encourage mentors to attend the Orientation Sessions with their assigned new teachers.

The schedule of meetings between new teachers and their mentors should be one that is mutually agreed upon.

Overview of LaTAAP Activities

School-based mentoring and support is required for all new teachers for each semester!	
<p style="text-align: center;">Semester 1: Mentoring</p> <ul style="list-style-type: none"> ▪ Attend Orientation ▪ Receive Mentor Assignments ▪ Sign Mentor/New Teacher Agreement ▪ Complete Needs Assessment ▪ Develop Action Plan(s) and Focused Coaching ▪ Collect Artifact(s)* 	<p style="text-align: center;">Semester 3: Assessment</p> <ul style="list-style-type: none"> ▪ Complete Work Sample ▪ Conduct Full Observations* ▪ Assemble and Submit Portfolio* ▪ Evaluate Portfolio* ▪ Recommend Certification ▪ Attend Team Meeting ▪ Develop Growth Plan
<p style="text-align: center;">Semester 2: Mentoring</p> <ul style="list-style-type: none"> ▪ Conduct Mini Observations ▪ Conduct Advisory Observations ▪ Create Growth Plan* ▪ Collect Artifacts* 	<p style="text-align: center;">Semester 4: Growth</p> <ul style="list-style-type: none"> ▪ Achieve Growth Objectives ▪ Review/Revise Growth Plan ▪ Conduct Observations* ▪ Redevelop Portfolio*
School-based mentoring and support is required for all new teachers for each semester!	

Note: Refer to *Louisiana New Teacher Portfolio Handbook* for additional information about the criteria for assessing those items indicated by *.



Mentor Matters

It is helpful to consider all of the LaTAAP activities before planning a schedule.

During the first and second semesters of the program, the mentor needs to encourage the new teacher to begin collecting the artifacts for his/her portfolio.

During the second semester, the mentor and the principal will conduct “mini” observations in addition to full advisory observations. After both of the advisory observations have been conducted, the mentor and the principal will meet with the new teacher to develop a PGP.

The mentor will continue to support the new teacher during the third and fourth semesters of the LaTAAP.

Additional information about the PGP and the teacher work sample is contained in the *Louisiana New Teacher Portfolio Handbook*.

IV. The Assessment Period



Purposes of the Assessment System

The purposes of the Louisiana Teacher Assistance and Assessment Program include

- The development of information about a new teacher's competence that can be used to structure instructional improvement activities; and
- The development of information upon which sound decisions about a new teacher's qualifications for certification can be based.

During the third semester of a new teacher's employment in Louisiana's public schools, the new teacher is assigned an assessment team consisting of the principal or principal designee and an assessor from outside the building (external assessor or an experienced teacher from another school). Each assessor will visit once and each will score the new teacher portfolio to collect data that are used by the assessment team to recommend either certification or continuation of the assessment process in the fourth semester. In the event the two members are in disagreement over the certification recommendation and the disagreement cannot be resolved, a third assessor external to the school shall be appointed.

If a new teacher is not recommended for certification, assistance and assessment are continued in accordance with the pattern used in semester three. A new teacher who does not demonstrate competence by the end of the second year shall be denied regular certification and shall leave teaching in Louisiana public schools for at least two years.

Assessment Standards for Certification

The assessment standard for certification recommended by a standard setting panel convened by the LDE in June, 1994, and adopted by SBESE in the same month and subsequently revised are:

The achievement of a "competent" (2) rating on each of the eleven (11) components of the Louisiana Components of Effective Teaching.*

*Note: The revised assessment standard is effective for new teachers entering the first semester of LaTAAP in fall 2006. The assessment standard for teachers participating in LaTAAP prior to fall 2006 is the achievement of a "competent" (2) rating on the eight (8) components in Planning, Management, and Instruction.

A teacher who does not meet the assessment standards during the third semester of his/her employment in a Louisiana public school shall repeat the assessment process in the fourth semester. This fourth semester shall be treated as a second opportunity to meet the assessment standards for certification. No data or ratings from the third semester's assessment process shall be used in the determination of the teacher's ratings during this fourth semester. Only the information from the PGP shall be used during the fourth semester to assist the teacher. The PGP developed in the third semester will be submitted as part of the new teacher portfolio developed for re-assessment.

Failure to meet the assessment standards for certification during the fourth semester of assistance and assessment shall necessitate the teacher's leaving teaching in a Louisiana public school for a period of at least two years. During this period, the individual shall complete the PGP formulated with the assessment team at the conclusion of the fourth semester of assessment.

Mentor Matters

The new teacher's assessment occurs during the third semester of his/her participation in LaTAAP.

The new teacher must meet the assessment standards that were approved by the State Board of Elementary and Secondary Education in order to be recommended for certification.

The new teacher must receive ratings of "2" on each of the Components of Effective Teaching.

If the new teacher does not meet the assessment standards in the third semester, he/she must repeat the assessment during the fourth semester.

The teacher must reapply for entry into the LaTAAP after absence from teaching due to failure to meet the assessment standards for certification. The teacher must document to the employing school system and the LDE that the last PGP outlined by/with the previous assessment team was completed.

Note: Nothing in this assessment program supersedes or changes additional previously established requirements for certification: e.g., passing scores on the National Teacher Examination/Praxis, completion of required college/university coursework and degrees.

Composition and Selection of Assessment Team Members

The new teacher shall be assigned a team of two highly qualified, experienced educators who will each conduct a minimum of one visit to the teacher's classroom and score the new teacher portfolio during the third semester. One team member shall be the teacher's immediate supervisor (usually the principal or principal's designee). The second team member shall be an educator external to the building (experienced teacher employed in the school system but not in the new teacher's school, college/university faculty member, retired educator, central office administrator, or other educator as deemed appropriate). Under certain circumstances, the principal/designee may request that a third assessor be appointed to the team. (The third assessor must be an educator external to the school.)

The requirements for selection as a member of a new teacher's assessment team are outlined below.

Immediate Supervisor

The immediate supervisor is usually the new teacher's principal or the principal's designee (In some unique situations, the immediate supervisor may be a director of vocational education, special education supervisor, or a person in another position to whom the new teacher directly reports.) The immediate supervisor must be qualified to serve as an assessor by virtue of having successfully completed the LaTAAP Assessor Training Program.

External Assessor

The external assessor can be appointed from the ranks of five specific groups of educators who are qualified to serve as assessors by virtue of their successful completion of the LaTAAP Assessor Training Program.

- Faculty members in colleges/departments of education and in other colleges/departments who have training, experience, and teaching assignments in teacher education and pedagogy;
- Experienced teachers currently employed within the LEA or school district but outside the new teacher's school;
- Central office administrators (e.g., supervisors, directors of curriculum) with appropriate educational background and experience who are employed by the new teacher's LEA or school district;
- Retired teachers, administrators, or higher education faculty members nominated by teachers and administrators within the LEA; it is suggested that these individuals be retired no more than five years prior to becoming an assessor; and
- Other educators as deemed appropriate.

Components of the Assessment System



Mentor Matters

It is important to remember that while the mentor is not an assessor, he/she will play a valuable role in helping the new teacher understand the assessment process.

The mentor should review the information about the assessment team members with the new teacher.

The assessment team is composed of two highly qualified educators including:

- Immediate supervisor
- External assessor

The assessment system of the LaTAAP uses two primary data collection methods: the new teacher portfolio and the classroom observation. Both processes employ forms, instruments and procedures designed to collect data directly related to the Louisiana Components of Effective Teaching. Section five of this *Guide* describes these data collection methods in more detail.

Standardized statewide measurement procedures and instruments include the following:

- **Classroom Observation Record**
provides information about the Attributes related to instruction, management, and assessment;
- **Postobservation Conference Record**
offers opportunities for the mentor, new teacher, and assessors to share the observed teaching experience, to discuss insights gained during the classroom observation, and to develop ideas for improvement;
- **New Teacher Portfolio**
provides information about the Attributes related to planning, instruction, professional development, school improvement, and technology; and
- **Team Summary Report (TSR)**
provides the results of the assessment process by summarizing performance across all Attributes and Components of the assessment system.

Data Sources

There are two basic sources of information for the assessment process: (1) information obtained from the new teacher through the development of a portfolio and (2) Classroom Observation done by a trained assessor who is part of the assessment team. In the portfolio, the new teacher provides information about planning, instruction, professional development, and school improvement. During the Postobservation Conference, the assessor discusses the results of the visit with the teacher, including commendations and suggestions for improvement. The following pages provide data source sheets that show where the assessor obtains information for the Components and Attributes during the assessment cycle.

On the data source sheets, *Portfolio* refers to the collection of documents that tell the story of teaching as it develops over a period of time. The documents become evidence that reflect the teacher's understanding of content knowledge and his/her ability to effectively teach. The portfolio is a way to document not only what the teacher and students say and do, but it is also a reflection of the teacher's thinking, decision-making, and professional development. The other data source, indicated by *Observation*, is the Classroom Observation.

As one examines the data source sheet, he/she should refer first to the **Attribute** level. The Attributes are the specific behaviors that describe the Components, which in turn describe the Domains. For the Planning Domain, Attributes are indicated as IAI, IA2, etc. The "Source" column indicates that information will be obtained through an analysis of the portfolio.



Mentor Matters

The standardized instruments and procedures of LaTAAP are implemented statewide.

All assessors use the same Classroom Observation procedures, and all new teachers follow the same instructions when developing their portfolios.

After all of the assessment activities have been completed, the results are shared at a summary conference, and a new PGP is developed.

Assessors will collect information from the Classroom Observation and the new teacher portfolio. More information about the new teacher portfolio may be found in the *Louisiana New Teacher Portfolio Handbook*.

The absence of Observation as a source of data indicates that the Classroom Observation is **not** the data source for this information. For the Attributes under the Management Domain, all information is obtained through the Classroom Observation. For the Attributes under the Instruction Domain, all Attributes except IIB1, IID2, IID3, and IID4 are assessed during the Classroom Observation. Also note that Attributes IIIA5 and IID1 use both sources of information—the Portfolio and the Classroom Observation—to gather information for assessment. All of the Attributes in Domains IV and V are assessed in the portfolio.



Mentor Matters

The *Data Source Charts* on the next pages should be reviewed carefully.

Data Sources for Regular and Special Education I Teachers

DOMAIN I: PLANNING	Portfolio
DOMAIN II: MANAGEMENT	Observation
DOMAIN III: INSTRUCTION	
Component A: The teacher delivers instruction effectively.	
IIIA1. Uses technique(s) which develop(s) lesson objective(s)	Observation
IIIA2. Sequences lesson to promote learning	Observation
IIIA3. Uses available teaching material(s) to achieve lesson objective(s)	Observation
IIIA4. Adjusts lesson when appropriate	Observation
IIIA5. The teacher integrates technology into instruction.	Portfolio & Observation
Component B: The teacher presents appropriate content.	
IIIB1. Presents content at a developmentally appropriate level	Portfolio
IIIB2. Presents accurate subject matter	Observation
IIIB3. Relates relevant examples, unexpected situations, or current events to the content	Observation
Component C: The teacher provides opportunities for student involvement in the learning process.	
IIIC1. Accommodates individual differences	Observation
IIIC2. Demonstrates ability to communicate effectively with students	Observation
IIIC3. Stimulates and encourages higher-order thinking at the appropriate developmental levels	Observation
IIIC4. Encourages student participation	Observation
Component D: The teacher demonstrates ability to assess and facilitate student academic growth.	
IIID1. Consistently monitors ongoing performance of students	Portfolio & Observation
IIID2. Uses appropriate and effective assessment techniques	Portfolio
IIID3. Provides timely feedback to students	Portfolio
IIID4. Produces evidence of student academic growth under his/her instruction.	Portfolio
DOMAIN IV: PROFESSIONAL DEVELOPMENT	Portfolio
DOMAIN V: SCHOOL IMPROVEMENT	Portfolio



Mentor Matters

The mentor should review the data source chart with the new teacher. Each new teacher should understand how (and where) each of the attributes is rated.

While the majority of attributes are rated in either the portfolio or the observation, the mentor should point out the attributes IIIA5, and IIID1 are rated in both the observation and the portfolio.

The new teacher's PGP is the data source in the portfolio for Domain IV.

School improvement is rated in the portfolio.

Data Sources for Special Education – II Teachers

DOMAIN I: PLANNING

Portfolio

DOMAIN II: MANAGEMENT

Observation

DOMAIN III: INSTRUCTION

Component A: The teacher delivers instruction effectively.

IIIA1. Uses technique(s) which develop(s) lesson/activity objective(s) Observation

IIIA2. Sequences lesson/activity to promote student learning/development Observation

IIIA3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s) Observation

IIIA4. Adjusts lesson/activity when appropriate Observation

IIIA5. The teacher integrates technology into instruction. Portfolio & Observation

Component B: The teacher presents appropriate content.

IIIB1. Presents functional content appropriate to the learners' capacities Portfolio

IIIB2. Presents relevant subject matter/curriculum content in appropriate settings Observation

IIIB3. Illustrates applications of content through examples, unexpected situations, and other means Observation

Component C: The teacher provides opportunities for student involvement in the learning process.

IIIC1. Accommodates individual differences Observation

IIIC2. Demonstrates ability to communicate effectively with students Observation

IIIC3. Stimulates and encourages independent performance and optimal levels of thinking Observation

IIIC4. Promotes student participation Observation

Component D: The teacher demonstrates ability to assess and facilitate student academic growth.

IIID1. Consistently monitors ongoing performance of students Portfolio & Observation

IIID2. Uses assessment techniques effectively Portfolio

IIID3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress Portfolio

IIID4. Produces evidence of student academic growth under his/her instruction Portfolio

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Portfolio

DOMAIN V: SCHOOL IMPROVEMENT

Portfolio



Mentor Matters

The mentor should review the data source chart with the new teacher. Each new teacher should understand how (and where) each of the attributes is rated

While the majority of attributes are rated in either the portfolio or the observation, the mentor should point out the attributes IIIA5, and IIID1 are rated in both the observation and the portfolio.

The new teacher's PGP is the data source in the portfolio for Domain IV.

School improvement is rated in the portfolio.

The Rating Scale

The *two-point* rating scale is used to determine ratings on all Components and Attributes. It is applied during each individual assessment visit and in scoring the new teacher portfolio. In every case, the two points are defined in the same way:

2	COMPETENT	Performance in this Component/Attribute meets established standards. Improvement can be made, but current practices are clearly acceptable.
1	NEEDS IMPROVEMENT	Performance in this Component/Attribute is sometimes inadequate/unacceptable. Improvement is required.
NO rating	NOT OBSERVED	Performance in this Attribute was not observed, and the NO can be awarded. Note: A rating of <i>NO</i> may be awarded for Attributes IIIA4, IIIA5 and for IIIC3 only. (Attribute IIIC3 applies to Special Education II Teachers only.) All other Attributes must be rated as competent or needs improvement.

When the scale is applied in various instruments to specific Components and Attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed.

When individual assessors develop ratings for Attributes and Components, the procedures described below are followed.

- To develop ratings for an Attribute, the assessor analyzes patterns within the data and determines the Attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- To form Component ratings, the assessor analyzes the pattern of all Attribute ratings within that Component and determines the Component rating most representative of the pattern, taking all practices and behaviors into account (holistic approach).
- When the assessment team members combine ratings at the Component level, the team members will use a consensus process to create a team rating.

Note: In the event the two members of the assessment team are in disagreement over the certification recommendation and the disagreement cannot be resolved, a third assessor external to the school will be appointed to serve as a member of the assessment team. This third assessor will conduct an assessment visit and score the new teacher portfolio before participating in the certification decision.



Mentor Matters

The mentor should assist the new teacher in understanding the rating scale that his/her assessors will use during the LaTAAP activities.

A rating of *NO* means not observed. Only IIIA4 and IIIA5 can receive this rating. Special Education – II teachers may be rated *NO* on IIIC3 as well.

Assessment Procedures

During the assessment semester, the two-person assessment teams will carry out the following processes:

- Each assessor shall visit the new teacher and conduct an Informal Conference prior to an Observation, and a Postobservation Conference.
- The informal conference may be conducted one day prior to the scheduled Observation, if that procedure is agreeable to both the assessor and the new teacher.
- The Postobservation Conference will be held within forty-eight hours following the completion of the Observation. However, it can be held on the same day that the Observation is conducted, if that procedure is agreeable to both the assessor and the new teacher.
- An assessor should complete all visitation responsibilities (informal conference, Observation, and Postobservation Conference) with one teacher before beginning the assessment of another teacher.
- During each Postobservation Conference, the assessor and the new teacher will formulate improvement plans in accordance with the assessment data available. Professional development is a continuous process during all four semesters of the program.
- At the conclusion of each Postobservation Conference, the new teacher will be provided a copy of the Postobservation Conference Record. Copies of the Observation Records shall also be provided, if the teacher requests them.
- The new teacher submits a completed portfolio during the assessment semester. Each member of the Assessment Team shall score the portfolio independently.
- At the end of the semester, after both members of the assessment team have completed their work, they shall compare and combine their findings. The assessment team will combine **assessor** Component ratings into **team** Component ratings in order to determine whether the teacher being assessed has met the assessment standards for certification. The combined team Component ratings are derived through a consensus process. In the event the two members of the assessment team are in disagreement over the certification recommendation and the disagreement cannot be resolved, the principal/designee shall, within two working days after the assessment team's consensus meeting, notify the LEA contact person of the impasse. Within five working days of this notification, the LEA contact person shall appoint a third assessor external to the school, who will conduct a third visit and score the portfolio before participating in the certification decision.
- The assessment ratings, the resultant recommendations pertaining to the assessment standards for certification, and the identified instructional strengths and needs of the teacher will be shared at a Team Summary Conference. At this conference, the assessment team will share its consensus findings with the teacher being assessed and will prepare a comprehensive PGP with the new teacher. All members of the assessment team shall be present for this conference with the new teacher.



Mentor Matters

The sequence of assessment procedures should be followed and closely monitored.

Note: The new teacher submits his/her portfolio during the third semester of his/her participation in LaTAAP.

- At the conclusion of the Team Summary Conference, the new teacher shall be provided copies of the TSR and the PGP. If the teacher desires copies of Observation records not previously received, these records can also be requested by her/him in writing at this time.
- At the conclusion of the assessment process, assessment teams shall submit all completed assessment forms and instruments required by the LDE.
- The new teacher may submit a response to the assessment as represented in the TSR and supporting assessment records. This response shall be permanently attached to the TSR.
- Confidentiality of assessment results shall be maintained, as prescribed by law.

Addition of Third Assessor

In the event the two members of the assessment team are in disagreement over the certification recommendation and the disagreement cannot be resolved, the principal/designee shall notify the LEA contact person to appoint a third assessor external to the school to serve as a member of the assessment team. This third assessor shall meet all the requirements of the external assessor. It is important that the assessors adhere to the schedule outlined in the following pages so that all visits will be completed before classes end for the semester. The third assessor shall follow the same assessment procedures as described above. After the completion of the third assessor's work (informal conference, observation, postobservation conference, and portfolio scoring), the three-member team shall compare and combine their findings. The combined Component ratings will determine the certification recommendation. All three team members must participate in the Team Summary Conference.



Mentor Matters

The third assessor is contacted when the assessment team cannot reach consensus on a rating.

Third assessors conduct:

- Informal conference
- Classroom observation
- Postobservation conference

The third assessor also scores the new teacher's portfolio.

The third assessor must be external to the school.

Schedule of Activities

Fall Semester and Spring Semester Entry

Below is an annotated list of activities to be completed during the Louisiana Teacher Assistance and Assessment Program. Timelines for completing each activity and designations of persons responsible for completion are also listed. Specific dates are provided in the Louisiana Teacher Assistance and Assessment Program Calendar of Activities. The mentoring activities that occur during the assistance period are conducted during the first two years (i.e., four semesters). The assessment of the new teacher for determining a certification recommendation occurs during the third and possibly fourth semesters.

<u>Activity</u>	<u>Responsibility</u>	<u>Fall Entry</u>	<u>Spring Entry</u>
<p>1. Mentors are assigned. The principal assigns an experienced teacher to act as a mentor to the new teacher. The mentoring process is a two-year process. The mentor cannot serve on the assessment team for that new teacher.</p>	LDE, LEA	By Sept.	Early Jan.
<p>2. Orientation of new teachers The principal and mentor ensure that new teachers attend an orientation to the Louisiana Teacher Assistance and Assessment Program. An orientation guide and handbook will be provided for the new teachers.</p>	LEA	Mid Sept.	Mid Jan.
<p>3. First and second semester mentoring activities The mentor conducts activities as outlined in the assistance program. A Professional Growth Plan (PGP) is also formulated for the new teacher by the principal, mentor, and new teacher. This PGP will become an important entry within the new teacher portfolio.</p>	Mentor and Building Principal	Aug.-May	Jan.-Dec.
<p>4. Third semester mentoring activities The mentor conducts activities as outlined in the Assistance Program.</p>	Mentor	Aug. - Dec.	Jan. - May
<p>5. Assignment of assessment team A two-person team that meets the requirements of state mandates is assigned to each new teacher.</p>	LDE, LEA	Mid Sept.	Mid Jan.



Mentor Matters

The Louisiana Department of Education distributes an annual calendar of activities with specific dates for each of the LaTAAP activities.

The timelines presented within this *Guide* are general.

<u>Activity</u>	<u>Responsibility</u>	<u>Fall Entry</u>	<u>Spring Entry</u>
<p>6. Assessment team meets to plan schedule. It will be necessary for teams to target visitation days, a time for the scoring of the portfolio, a time for synthesis of data, and a time for the Team Summary Conference.</p>	Assessment Team	Late Sept.	Late Jan.
<p>7. Assessment team notifies new teacher of visitation schedule. The building principal (or designee) shares the team’s proposed schedule with the new teacher. If adjustments are warranted, based on the needs and instructional schedule of the new teacher, the principal negotiates these changes.</p>	Building Principal (or designee)	Late Sept.	Late Jan.
<p>8. Assessor A conducts first assessment visit. Each visit includes the following activities that must be conducted in the same order by each assessor. Informal conference, Observation, Postobservation Conference, and portfolio scoring.</p>	Assessor A	Mid Oct.	Mid-Late Feb.
<p>9. Assessor B conducts second assessment visit. The activities and their order in the second visit are the same as they were in the first. However, it is recommended that the Observation be scheduled at a different time of day to ensure that a different class or subject is observed.</p>	Assessor B	Mid-Late Oct.	Early-Mid Mar.

Note: The informal conference may be conducted one day prior to the Observation, if that procedure is agreeable to both assessor and new teacher. The Postobservation Conference may be held on the same day as the Observation, or it must be scheduled within 48 hours (two working days). The assessor must conduct the conference prior to assessing another new teacher.

Note: The new teacher will be requested to demonstrate different instructional methodologies across the two visits. He/she may wish to consider this in negotiating dates and times for observations.



Mentor Matters

The new teacher must be informed about the assessment team’s schedule.

Each assessor will independently:

- Hold an informal conference
- Conduct an observation
- Hold a Postobservation Conference
- Score the portfolio

Note: The two observations should be scheduled for different times of the day. Assessors should not see the same content presentation.

<u>Activity</u>	<u>Responsibility</u>	<u>Fall Entry</u>	<u>Spring Entry</u>
<p>10. Assessment team meets to synthesize data, complete the Team Summary Report, and plan the Team Summary Conference.</p> <p>Team members will develop overall Component ratings using a consensus process and will complete the Team Summary Report with the certification recommendation. The team will also discuss areas to be targeted in the formal PGP.</p> <p><u>Note:</u> In the event the two members of the assessment team cannot resolve a disagreement over the certification recommendation, the principal/designee shall notify (within two days) the LEA contact person to appoint a third assessor external to the school to serve as a member of the assessment team. This third assessor shall meet all the requirements of the external assessor and shall conduct a third visit. The third assessor shall follow the same assessment procedures as described above. After the completion of the third assessor's work (informal conference, observation, postobservation conference, and portfolio scoring), the three-member team shall compare and combine their findings. The combined Component ratings will determine the certification recommendation. All three team members shall participate in the Team Summary Conference.</p>	Assessment Team	Early Nov.	Late Mar.
<p>11. Assessment team conducts Team Summary Conference.</p> <p>The team will share its certification recommendation and rationales with the new teacher. All team members and the new teacher must attend this conference. A formal PGP will also be developed with the new teacher.</p> <p><u>Note:</u> If a third assessor is needed, the dates for completion of this conference will be delayed by approximately three weeks.</p>	Assessment Team, New Teacher		
<p>12. Assessment team leader submits all Assessment Semester instruments, ratings, notes, and plans required by the LDE.</p> <p><u>Note:</u> If a third assessor is needed, the dates for completion of this conference will be delayed by approximately three weeks.</p>	Building Principal, LEA Contact Person	Early Dec.	Early May



Mentor Matters

If a third assessor is assigned he/she will:

- Hold an informal conference
- Conduct an observation
- Hold a Postobservation Conference
- Score the portfolio

After the third assessor has completed all of his/her activities, the assessment team will conduct the Team Summary Conference with the new teacher.

The Team Summary Conference

After the assessment process has been completed, the assessment team will conduct a Team Summary Conference with the new teacher. The two purposes of the Conference are 1) to share the results of the assessment process and 2) to develop a PGP with the new teacher.

The team will share the evaluation results through a Team Summary Report (TSR), which provides ratings for the Components and Attributes. Comments or rationales for the ratings are shared. The teacher may, if he/she wishes, add comments to the TSR. (A copy of the summary report is contained in the Appendices of this *Guide*.)

The team and the new teacher will discuss the ratings and identify areas of strengths, areas of need, and areas that will be addressed in a PGP. The PGP will also be completed at this conference. At the conclusion of the Conference, all parties should sign the TSR and the PGP. Signatures confirm that the Conference was held and that all parties were present. The new teacher's signature does not mean that he/she agrees with the results or plan. The new teacher should receive a copy of the TSR and the PGP at the conclusion of the Conference. Copies of other forms or records from the Assessment Semester should also be provided, if the teacher requests them.



Mentor Matters

Mentors should encourage new teachers to be active participants in the Team Summary Conference.

The second PGP is developed during this conference.

V. Data Collection and Analyses

Tools for Data Collection

There are two basic sources of information for the assessment process: (1) information obtained from the new teacher through the development of a portfolio and (2) Classroom Observation done by a trained assessor who is part of the assessment team. Both data collection processes employ instruments and procedures designed to collect data directly related to the Louisiana Components of Effective Teaching.

The Classroom Observation Record and Portfolio Scoring Worksheet have standardized procedures statewide use. A third item, the Postobservation Conference Record, is not used to collect additional data, but to give the new teacher valuable feedback about performance that can be used to celebrate his/her success and to structure improvement activities after each classroom visit. A fourth item, the Team Summary Report, provides the results of the assessment process by summarizing performance across all Attributes and Components of the assessment system. The Team Summary Report is a form used to assemble Component ratings and other information critical to the certification decision.

Informal Conference

An informal conference should precede each classroom observation conducted by the mentor or assessor. The informal conference is a discussion between the assessor or mentor and the new teacher; the purposes are to share information about the lesson/classroom to be observed by providing an overview of the objectives, activities, accommodations, and assessment that are planned for the lesson. The teacher also has an opportunity during the informal conference to share any extenuating classroom conditions that may effect the observation. The informal conference questions appear on the first page of the Scripted Observation Instrument System.

Informal Conference Questions

1. What objective(s) have you chosen for this lesson?
2. What student and teacher activities are planned to accomplish the objective(s)?
3. How will the student activities be modified to accommodate for the individual differences among your students?
4. How and when will the objective(s) be measured?
5. Are there any special conditions?
6. Optional comments.

New Teacher Classroom Observation



Mentor Matters

Mentors should conduct advisory Informal Conferences prior to the full observation.

Questions asked during the Informal Conferene are not rated, but they provide valuable clarifying information pertinent to the observation.



Mentor Matters

Classrooms are complex, busy places. However, there are certain practices and behaviors that normally take place in the classrooms of effective teachers. Some of these behaviors and practices have been proven to facilitate student learning, some have been related to constructive classroom management, and others are widely acknowledged as effective classroom practices.

The Louisiana Components of Effective Teaching delineates the teaching standards considered by Louisiana teachers, administrators, and the State Board of Elementary and Secondary Education to be effective teaching practices that will produce student learning. Many of these practices (but not all) are observable during classroom instruction.

Classroom Observation in the Assistance Period

In the second semester of the Assistance Period, the principal will conduct at least one full, advisory (no ratings are assigned) observation of the new teacher and will give feedback regarding the instructional performance. During the second semester in which the mentor/mentor support team and the new teacher work together, the mentor will also conduct at least one full, advisory observation using the assessment program's observation record and procedures as the basis for data collection and feedback. These observations should involve the entire lesson or class period (a minimum of thirty minutes). Within a day or two the new teacher should expect feedback from the mentor and principal. Specific feedback should be provided at the attribute level, however ratings are not assigned for the advisory observations.

Feedback should focus on strengths and areas of need. Specific feedback allows the two colleagues to focus on planning for improvement and development of an action plan. Attributes in which the mentor believes low scores would have been assigned after an assessment observation should definitely be identified as areas of need and addressed on the action plan.

Many people think of observation simply as a face-to-face process during which the observer writes down what is seen and heard using some sort of narrative (scripting) process. However, the new teacher may **request additional observations** that use a different technique other than the Classroom Observation Record Form. The new teacher and mentor may plan an activity in which the new teacher observes the mentor presenting a particular strategy or effective teaching practice, or the mentor and new teacher may decide to plan a classroom observation using a tape recorder, video camera, pre-designed observation record, or a variety of other specialized techniques.

Classroom Observation in the Assessment Semester

In the Assessment Semester, both members of the assessment team will observe the new teacher. Using the Observation Record, the assessor carries out two functions. First, he/she records what the new teacher and students say and do, actions relevant to the performance Attributes under investigation. The assessor's second function is to analyze and synthesize the data recorded into a set of summary ratings. In addition to conducting the observation and analyzing the information generated, the assessor is required to conduct an informal conference prior to the Observation to collect information from the new teacher being observed and to conduct a Postobservation Conference to share and discuss what he/she (the assessor) has seen and heard. Together these activities (Informal Conference, Observation, Postobservation Conference) constitute the observational component of the LaTAAP.

Guidelines for Classroom Observation in the Assessment Semester

In elementary classrooms or other settings where lessons are usually shorter in duration, the classroom observation shall be a minimum of thirty (30) minutes, even if two or more different "lessons" take place in that time.

In schools where there are designated class periods (usually middle and secondary schools), the assessor is to observe for the entire class period. When the class schedule consists of ninety (90) minute blocks, the teacher should be prepared to discuss the sequence of activities with the assessor during the Informal Conference. After the discussion, a decision to observe the block for fifty (50) minutes rather than ninety (90) minutes may be made. It is important for the new teacher to remember that the assessor must observe all elements of the lesson being developed. It is also important that observation decisions are consistent for all assessors.

Note: For the purpose of the Assessment Program, a *lesson* is defined as all the instruction and related activities that focus on a particular topic, concept, or skill during one day in one class.

The Observation Analysis and Scoring Summary

The assessor uses this form in the Assessment Semester to summarize pertinent information from the script for each observed Attribute and to develop ratings for the Attributes to which they relate. All ratings will be discussed with the new teacher at the Postobservation Conference.

The Observation Scripting Form

The Observation Scripting Form is used to collect data during the observation. This form consists of a lined blank page with two blank columns to the left side of the sheet and some boxes at the bottom for optional use. Prior to the observation, the assessor should duplicate a number of scripting pages to ensure that there is enough space to record data during a 30 minute observation. The assessor must then enter the new teacher's name on each page and number each page consecutively.

Optional Observation Supplement

An **optional** Observation Supplement has been placed at the bottom of each scripting form (page). It contains designated spaces for four kinds of quantitative observation data that are often useful in determining patterns of teacher practice including:

- number and type of materials and media used during the lesson (Attribute IIIA3);
- number of procedural questions asked by students (Attribute IIIC2);
- number and type of teacher questions (Attribute IIIC3); and
- number of students who participate and the number of nonvolunteers during the lesson (Attribute IIIC4).



Mentor Matters

The final section of this *Guide* contains a copy of the instruments that are used to record and analyze data during the classroom observation in the assistance and assessment periods.

Teacher Practices and Behaviors in the Classroom

This section of the *Guide* provides examples of positive (+) and negative (-) teacher practices and behaviors for different Attributes. These examples are provided for the new teacher only **as examples**. Numerous other practices and behaviors reflect the Attributes.

Examples for the Regular and Special Education I Teacher

Attribute IIA1: Organizes available space, materials, and/or equipment to facilitate learning

- + The science teacher directs student teams to collect the microscopes and the slides from a table where they are neatly placed. A slide is set beside each microscope. (sequences and locates materials)
- The teacher mentions the handout, remembers that it is still in the cabinet, and stops the lesson to get it. (lack of preorganization)

Attribute IIA2: Promotes a positive learning climate

- + Phil, I know you can improve because I saw some real progress yesterday.
(high expectations)
- I knew you'd have trouble doing this right. (lack of confidence)

Attribute IIB1: Manages routines and transitions in a timely manner

- + The teacher is talking with two students about their assignment when the bell rings. He promptly closes their conversation and begins the class. (begins promptly)
- (Teacher) "Push your chairs back to the wall, please!" There is confusion, and five minutes are required to prepare for a movement activity. (The transition was not well planned or well defined for the students.)

Attribute IIB2: Manages and/or adjusts allotted time for activities planned

- + (Teacher) "I'll need to check your homework. When I call your name, bring it to me. Meanwhile, your assignment is on the board. Please see that it is completed by the time I finish checking the homework." (no waiting without activities)
- The teacher is checking each student's homework at her desk. The remainder of the students is talking with each other, waiting their turns. (waiting with nothing to do)

Attribute IIC1: Establishes expectations for learner behavior

- + (Teacher) "Judy and Sandy, I want to commend you for your attention to your seatwork today. You didn't talk once during study time." (reinforces expectations)



Mentor Matters

This section of the *Guide* is designed to strengthen the new teacher's understanding of each of the attributes assessed during the observation.

Examples serve as objective "talking points" as the mentor and new teacher identify areas of need.

- (Teacher) “I’m not going to tell you again! This is the fifth time. No talking!” (does not reinforce expectations with action)

Attribute IIC2: Uses monitoring techniques to facilitate learning

- + The teacher moves close to two boys who have started whispering to each other, but continues the lesson. (monitors rule adherence)
- The students disregard the teacher’s requests for quiet. (does not manage problems)

Attribute IIIA1: Uses technique(s) which develop(s) lesson objective(s)

- + The teacher has stated that the purpose of the lesson is to improve listening skills. In the activity in progress, the students are whispering a message from one to another. The group that has the greatest accuracy will win a prize. (Objectives and activities match)
- The teacher directs the students to open their mathematics books and to begin working the problems. No introduction to the lesson is given. (Lack of purpose)

Attribute IIIA2: Sequences lesson to promote learning

- + (Teacher) “We have been using regular verbs. How do you suppose irregular verbs differ?” (Continuity)
- The teacher moves directly from an explanation of two-digit multiplication to the assignment of homework problems. (lack of guided practice)

Attribute IIIA3: Uses available teaching material(s) to achieve lesson objective(s)

- + The teacher states that the objective of the lesson is to develop recognition of geometric shapes. She uses three-dimensional objects (cones, cubes, etc.) during instruction. (materials related to objectives)
- The teacher shows a film that is unrelated to the stated objective. (materials not related to objectives)

Attribute IIIA4: Adjusts lesson when appropriate

- + The students ask several questions about a procedure they are using to solve problems. Teacher says, “I don’t think we all understand this procedure. Let’s stop, and let me try to explain it and demonstrate it again.” (reteaching)
- The students ask several questions about a procedure they are using to solve problems. The teacher says, “Don’t ask so many



Mentor Matters

This section of the *Guide* is designed to strengthen the new teacher’s understanding of each of the attributes assessed during the observation.

Examples serve as objective “talking points” as the mentor and new teacher identify areas of need.



Mentor Matters

This section of the *Guide* is designed to strengthen the

questions. Let me get on with this. We need to finish these problems today.” (no reteaching)

Attribute IIIA5: The teacher integrates technology into instruction

- + Students develop a PowerPoint demonstration to present their understanding of the causes leading to the Civil War.
- The teacher tells the students that they can “play on the computer” after their work is completed.

Attribute IIIB2: Presents accurate subject matter

- + (Teacher) “I’m passing out three pages of material to replace Chapter IV in your text. As you probably noticed, that information about space exploration is terribly out-of-date.” (adjusts for outdated materials)
- The World History teacher fails to correct the information in the textbook about the Soviet Union. (fails to adjust for outdated material)

Attribute IIIB3: Relates relevant examples, unexpected situations, or current events to the content

- + (Teacher) “Yesterday, we bombed a foreign country again. We have been discussing the balance of power. What does this bombing have to do with the balance of power?” (unexpected situations)
- The students are talking about the bombing of the foreign country. (Teacher) “Okay, open your books, we need to get on with the lesson.” (failure to relate unexpected situations)

Attribute IIIC1: Accommodates individual differences

- + The teacher uses overhead transparencies while giving oral information to the class. (accommodates multiple styles)
- The teacher provides no materials or activities for advanced or remedial instruction. (ignores ability differences)

Attribute IIIC2: Demonstrates ability to communicate effectively with students

- + (Teacher) “In making your rock collection, don’t worry at first about identification. Just collect rocks that look different. We will then place the rocks in various groupings for identification. Next, we will identify the rocks, and, lastly, we will label them.” (directions sequenced according to task)
- The teacher’s presentation jumps from point to point without apparent reasons or a logical progression. (ineffective communication)

Attribute IIIC3: Stimulates and encourages higher order thinking at the appropriate

Guide for New Teachers Mentor Version



Mentor Matters

This section of the *Guide* is designed to strengthen the new teacher’s understanding of each of the attributes

developmental levels

- + (Teacher) “We have studied a number of presidents. Using what you have learned about them, tell me what kind of president Bobby Kennedy would have been if he had lived and been elected?” (evaluation)
- The students are engaged in a cooperative learning activity for the purpose of memorizing material/information from the textbook. (lower-level activity)

Attribute IIC4: Encourages student participation

- + (Teacher) “Good example, Sidney!” “Can you provide an opposite one, Jennifer?” (use of student ideas to promote involvement)
- The teacher does not redirect student questions or answers to other students.(limiting active participation)

Attribute IID1: Consistently monitors ongoing performance of students

- + As students do their seatwork assignments, the teacher moves from desk to desk and asks questions about what they are doing. (solicits student questions)
- The students raise their hands for assistance. The teacher ignores them. (no monitoring)

Examples for the Special Education - II Teacher

The examples of positive (+) and negative (-) teacher practices and behaviors for different Attributes below are typical in the Special Education - II setting. These are provided for the new teacher only as examples. Numerous other practices and behaviors reflect the Attributes.

Attribute IIA1: Organizes available space, materials, and/or equipment to facilitate learning

- + Paraprofessional is able to give assistance to teacher in many tasks without questions to the teacher or directions from the teacher. (preorganization)
- Teacher assigns task but has to get materials from cabinets before students can use them. (lack of preorganization)

Attribute IIA2: Promotes a positive learning climate

- + (Teacher) “Phil, I know you can improve because I saw some real progress yesterday.” (high expectations)
- Teacher does not allow opportunity for students to follow directions. (lack of high expectations)

Attribute IIA3: Promotes a healthy, safe environment

- + Personnel are observed wearing latex gloves when changing diapers. (preventative health practices)
- Teacher and paraprofessionals allow students to assist in displaying student projects by standing on desks or chairs. (lack of safety)

Attribute IIB1: Manages routines and transitions in a timely manner

- + The teacher is occupied with a serious situation when the bell rings. She directs the paraprofessional to begin activities. (begins promptly)
- Teacher stops instruction to make adjustments to a student’s equipment while paraprofessional sits and waits. (does not maximize instructional time)

Attribute IIB2: Manages and/or adjusts allotted time for activities and provision of auxiliary services

- + (Teacher) “Mr. White (paraprofessional), please continue helping John learn to tie his shoe while I talk to Mrs. Jones about a change in schedule.” (no loss of instructional time)
- Teacher goes to telephone to talk with Mrs. Jones, leaving John alone in the middle of an activity. (waiting with nothing to do)

Attribute IIC1: Establishes expectations for learner behavior

- + (Teacher) “When we are on the playground, we share, we walk on the sidewalk, and we remember to get a sip of water.” (sets expectations)
- A student hits another student, but the teacher ignores the behavior. (no evidence of rules)

Attribute IIC2: Uses monitoring techniques to facilitate learning

- + Teacher uses hand signal to indicate less noise. (correct behavior)
- Teacher continually ignores students who push and pull materials from each other. (does not monitor rule adherence)

Attribute IIIA1: Uses technique(s) which develop(s) lesson/activity objective(s)



Mentor Matters

This section of the *Guide* is designed to strengthen the new teacher’s understanding of each of the attributes assessed during the observation.

Examples serve as objective “talking points” as the mentor and new teacher identify areas of need.

- + Teacher has stated that the purpose of the activity is to learn how to use a vending machine. They are now at the vending machine. She asks student what he'll need next. (match of activity to objective)
- Teacher states, "We are going grocery shopping later today." Then the students begin to color animal pictures. (failure to establish set)

Attribute IIIA2: Sequences lesson/activity to promote student learning/development

- + The class has been counting nickels. Today the class will determine how many nickels it will take to purchase a pie from the concession store. (continuity)
- On an introductory visit to a grocery store the teacher turns students loose to collect items, check out, etc. He/she stays at the store exit. (lack of monitoring)

Attribute IIIA3: Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)

- + Teacher uses visual, print, auditory, and kinesthetic materials during a single lesson. (variety and individual differences)
- Teacher shows a film that is unrelated to stated objective. (materials not related to objectives)

Attribute IIIA4: Adjusts lesson/activity when appropriate

- + Students ask several questions about a procedure they are using. Teacher says, "I don't think we all understand this procedure. Let's stop, and let me try to explain it and demonstrate it again." (reteaching)
- Students are unable to follow oral directions to locate their coats; no assistance is given (loss of teachable moment)

Attribute IIIA5: The teacher integrates technology into instruction

- + The teacher prompts the student in use of an augmentative communication device. (appropriate use of *high* technology device)
- While in a community based setting, the teacher totals the student's purchases rather than encouraging the use of a calculator. (lack of independent practice)

Attribute IIIB1: Presents functional content appropriate to the learners' capacities

- + Teacher presents picture prompts to have students match parts of a story. (meets level of student understanding)
- Teacher presents concepts using only written prompts even though there are two nonreaders in the group. (does not relate content to ability level)

Attribute IIIB2: Presents relevant subject matter/curriculum content in appropriate settings



Mentor Matters

This section of the *Guide* is designed to strengthen the new teacher's understanding of each of the attributes assessed during the observation.

Examples serve as objective "talking points" as the mentor and new teacher identify areas of need.



- + Teacher is teaching students who require a life skills/functional curriculum how to shop at grocery store. (relevancy)
- Teacher is trying to teach students who require a life skills/functional curriculum to solve square root problems. (lack of relevancy)

Attribute IIIB3: Illustrates applications of content through examples, unexpected situations, and other means

- + (Teacher) “George just told me he can’t find his lunch money. What should he do?” (unexpected situations)
- George begins crying. Teacher goes to him, then says, “George lost his lunch money. We’ll have to help him get some lunch.” (failure to use unexpected situations for learning)

Attribute IIIC1: Accommodates individual differences

- + Students are given activities to perform that differ with their ability levels. (accommodates multiple ability levels)
- Teacher presents all information to class verbally. (accommodates auditory style only)

Attribute IIIC2: Demonstrates ability to communicate effectively with students

- + (Teacher) “Class, Harriet just mentioned the person we met at the grocery store. Who was he? Who knows his title?” (using student ideas/responses)
- (Teacher) “Jack, get that (points) off the table and bring it here.” (lack of clear directions, fails to name object)

Attribute IIIC3: Stimulates and encourages independent performance and optimal levels of thinking

- + (Teacher) “Jeffrey, what would happen if you went to the store without any money?” (evaluation)
- (Teacher) “What can you do to clean up?” (asking too broad of a question)

Attribute IIIC4: Promotes student participation

- + Teacher and students are at vending machine. After explaining what must be done to obtain crackers from the machine, teacher has each student complete the process. (active engagement)
 - (Teacher) “Put your hands down; I don’t want you to interrupt me until I’m through.” (discourages response)
 -

Attribute IIID1: Consistently monitors ongoing performance of students

- + (Teacher) “What would happen if you bought a meal at Burger King and didn’t have money, Joe?” (process of purchasing meal already taught -- monitoring for understanding)



- Students indicate need for assistance. Teacher ignores them. (no monitoring)

The Postobservation Conference

Within forty-eight hours of the Observation, a Postobservation Conference is conducted. This Conference offers opportunities for the mentor/mentor support team, assessor, and the new teacher to share the observed teaching experience, the insights gained during their time together in the classroom, and the ideas for improvement. The Conference is a discussion between the observer and the new teacher in which the teacher also comments on the practices and events that occurred in the classroom. A major focus of the Postobservation Conference is to provide assistance and support for the new teacher by generating ideas for improvement.

Conducting the Postobservation Conference in the Assistance Period

When the mentor or principal conducts a full, advisory observation, the Assistance Period Postobservation Conference Record should be used to summarize and report to the new teacher. At this time, one of the mentor's major responsibilities is to provide the new teacher specific information about his/her classroom performance in relation to the Louisiana Components of Effective Teaching. The feedback from the mentor should assist the teacher in his/her analysis of the lesson while targeting discussion around specific Components and/or Attributes. After both Postobservation Conferences have been held, the mentor, principal and new teacher should meet to develop the PGP. This plan will be submitted as part of the new teacher portfolio.

Conducting the Postobservation Conference in the Assessment Semester

The Postobservation Conferences held in the Assessment Semester differ from those held in the Assistance Period because ratings from the Classroom Observation are shared with the new teacher. (Refer to the Appendices for sample of the Postobservation Conference Record used in the Assessment Semester.) Specific Attribute- and Component-related strengths and needs observed will also be shared. The assessor and the new teacher will develop specific ideas and activities for professional improvement and/or growth.

This step is an important one, because teacher improvement activities may influence later ratings and the certification decision. When an assessor recommends improvement activities to a new teacher, there is an obligation for both parties to follow through. The teacher's responsibility is to carry out the plan or activities, seeking out needed materials and resources. It is the responsibility of the assessors to recommend activities that can be completed and to assist the teacher in completing them. Both parties are to sign the Record, indicating that the Conference has been held.

The assessor will also review the teacher's progress toward the completion of the PGP developed with the mentor and the principal during the first year of the Assistance Period. This PGP will be submitted and rated as part of the new teacher portfolio.

A copy of the Postobservation Conference Record is provided to the teacher at the end of the Conference. If both parties (the new teacher and the assessor) agree that the Postobservation Record should be typed, then the new teacher should receive a copy of the typed form no later than twenty-four hours after the Conference has occurred. The Postobservation Conference Record has duplicate pages for the purpose of providing the teacher with a copy.

VI. Professional Development Planning



Professional development is a journey of continuous learning that results in greater student achievement. Numerous studies and national reports remind us that a significant influence on the quality of teaching is the quality of the ongoing professional learning experiences provided to educators.

Domain IV, Professional Development, is an important part of the assessment program. The Professional Growth Plan (PGP) is the formal procedure for collecting data about the new teacher's professional growth strategies. The two Attributes that are rated on the Professional Growth Plan are IVB1 and IVB2. These Attributes not only identify areas of instruction that need strengthening, but they also provide evidence of the new teacher's plan for ongoing professional growth.

Procedures for Developing Professional Growth Plans

A formal PGP is developed during the second semester of the Assistance Period. This plan is submitted as entry B of the new teacher portfolio. The plan should reflect Components and Attributes targeted for improvement during the assistance process. Detailed instructions for developing and completing the PGP are contained in the *Louisiana New Teacher Portfolio Handbook*.

PGPs for Teachers Not Meeting Assessment Standards for Certification

If a new teacher does not meet the assessment standards for certification after two attempts, he/she must leave teaching in Louisiana public school for two years. However, the SBESE policy requires that this individual complete, to the best of his/her ability, the PGP developed by the assessment team at the end of year two. The plan is to be completed before the teacher's reentry into the public schools. A criterion for reentry into the public schools and the LaTAAP is documentation to the employing LEA and to the LDE that the PGP has been completed.

These requirements necessitate that the assessment team give careful consideration to the contents of this PGP. It will be important to recommend activities that the teacher can complete while not teaching. However, these activities should be ones that are likely to bring about the needed improvements. It is also important that the team consider carefully what kinds of and how much assistance can be provided to this individual during the next two years.

VIII. Appendices



Mentor Matters

The *Glossary* is a very helpful section. The State Board of Elementary and Secondary Education has approved many of the definitions contained in the glossary.

The definitions and terms listed in the glossary are applicable to regular and special education settings.

Glossary

Activities - those things the students and/or the new teacher will be doing during the lesson. Activities are expected to produce outcomes; they are not outcomes in and of themselves. It is expected that the new teacher will not only select activities appropriate to lesson objectives, but will also plan a sequence of activities likely to produce the desired learning outcomes.

Affective - the domain (area) of learning which describes the status or changes in feelings and attitudes.

Age Appropriate - the chronological age of the student, rather than the developmental/mental age. Skills taught, activities and materials selected, and language used must reflect the students' actual or chronological age.

Alignment - the consistency among objectives, pre-assessments, instruction, and post-assessments.

Appeal - the process by which a teacher can request a review of assessment results and/or procedures.

Artifacts - documents or pieces of evidence that are used to support portfolio entries. Good artifacts should demonstrate the active thought processes of students, not the ability to recall facts. See *evidence*.

Assessment - the process by which the State determines whether a new teacher who is seeking to retain or to acquire a regular teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.

Assessment of Data - includes the collection and analysis of a variety of student performances in order to make inferences about the level of student understanding.

Assessment of Ongoing Performance - measuring and evaluating student outcomes or progress toward established goals and objectives.

Assessment Results - the data collected about a student's performance. Teachers usually use results to report student progress to those who need to know, to modify what they teach, and to modify how they teach.

Assessment Semester - the semester in which a new teacher is assessed for purposes of certification. The assessment semester is the new teacher's third semester of teaching in Louisiana public schools and occurs during the assistance period.

Assessment Standards for Certification - levels of competence in the Louisiana Components of Effective Teaching to be demonstrated by a participant in the Louisiana Teacher Assistance and Assessment Program as prerequisites to obtaining the regular/permanent teaching credential being sought.

Assessment Team - a team of two (or three - see note) highly qualified, experienced educators assigned to the new teacher for assessment purposes. One member is the

new teacher's immediate supervisor; and the other is an external assessor. (See other definitions.) The new teacher's mentor cannot also serve as his/her assessor.

Note: In the event the two members of the assessment team are in disagreement over the certification recommendation and the disagreement cannot be resolved, the principal/designee shall notify the LEA contact person to appoint a third assessor external to the school to serve as a member of the assessment team. This third assessor shall meet all the requirements for an external assessor.

Assessor - a trained supervisor, experienced teacher, or external assessor who gathers data on the performance of a new teacher. Performance is measured by the Louisiana Components of Effective Teaching.

Assistance and Assessment Periods - the time frame established for new teacher participation in the Louisiana Teacher Assistance and Assessment Program. The assistance period in which the new teacher is assigned a mentor covers two years (four semesters). The assessment period covers the third semester of teaching.

Assistive technology - the term applied to mechanical and technological devices that can be used by an individual with disabilities to facilitate participation in activities common to nondisabled peers; e.g., a motorized wheelchair is assistive technology.

Attribute - a behavior that relates to and helps to define a Component.

Behavior - what an individual says or does.

Benchmarks - models of performance that illustrate, by way of example, standards of teaching at different levels.

Chronologically age appropriate learning materials or activities - refers to the materials and activities that enable the special education student to learn as much like his/her nondisabled peers as possible.

Classroom Observation - the process of collecting information about teaching performance through watching and listening in the classroom; the data collected during the observation process.

Cognitive - the domain (area) of learning that describes acquisition of facts and growth in knowledge.

Comments/Documentation - formal, written comments that are specific and that objectively describe a teacher's performance in an Attribute or Component area; documentation comments are congruent with data collected from the instruments and contain enough information to explain clearly the reasons for the assigned ratings.

Commentary - a written description that provides the teacher opportunity to include additional information for the purpose of clarifying portfolio artifacts or evidence. Commentaries allow the teacher to provide information that might not be visible in the documents, and to share insights from the development process.

Community Based/Vocational Instruction - instruction that is conducted in a variety of community and vocational settings and that is designed to teach students how to access services/work at job sites as do typical persons.

Competent - a 2 rating, which indicates that the new teacher consistently meets established



Mentor Matters

The definitions and terms listed in the glossary are applicable to regular and special education settings.



standards; improvement can be made, but current practices are clearly acceptable.

Competency - specific knowledge, ability, or skill that an educator may or may not possess, which is believed to be important to effectiveness and success.

Component - a critical function that defines a particular Domain of the Louisiana Components of Effective Teaching.

Conference - a session held between the mentor (and/or the principal) and the new teacher or between the assessor and the new teacher for the purposes of clarifying existent information, collecting data, sharing mentoring or assessment results, and/or preparing a Professional Growth Plan.

Consensus - agreement by all team members concerning the performance of the new teacher.

Context for teaching - A description of the community, school, and students that are the focus of the instruction is usually found at the beginning of a teaching portfolio. The first form (A1 Describing the Classroom) of the Work Sample provides the description of the context for teaching.

Data Sources - types of instrumentation used in the assessment system to collect data about the new teacher's performance.

Designee - an assessor assigned by the new teacher's immediate supervisor to gather performance data in the supervisor's place. The person selected must be qualified to serve as an assessor by virtue of completing the Assessor Training Program and having met all requirements thereof.

Domain - a major area of teaching responsibility.

Evidence - used in a teaching portfolio to support portfolio entries. Examples might include materials that were used in the course of instruction; samples of student work; videotapes of activities; written records of activities and assessments; written commentaries that reflect the teacher's decision-making and thinking. See *artifacts*.

Experienced Teacher (for assessment purposes) - a qualified educator who holds a permanent teaching certificate and who has been nominated by his/her school faculty to serve as a member of the assessment team in another school. It is suggested that the experienced teacher have five (5) years of teaching experience.

External Assessor - an active faculty member of a college or university, a central office administrator, retired educator, experienced teacher, or other educator as deemed appropriate who serves as a member of an assessment team. The External Assessor must be qualified to serve as an assessor by virtue of having completed the Assessor Training Program and having met all requirements thereof.

Facilities - the physical structure and conditions in which the new teacher teaches.

Feedback - the information the new teacher provides students about their performances. It results from the new teacher's informal and formal assessments of students' work and progress. Feedback also includes recommendations for improvement.

Formative Assessment - assessing the performance of a teacher for the specific purpose of



identifying areas for professional growth and improvement.

Functional Activities - activities designed to teach the knowledge/skills needed by the student to function independently in the real world.

Generalization - The ability to perform a skill/activity under conditions (materials, settings, people) different from that in which the skill/activity was taught.

Higher Order Skills - (See *Thinking Skills*.)

Holistic Scoring - derivation of a score or rating by studying the pattern of behavior or practice in the area being assessed and then making a professional judgment; holistic scoring does not rely on numerical averaging or other central tendency methods.

Immediate Supervisor - the new teacher's principal (or designee); special education or vocational supervisor to whom the new teacher directly reports.

Individual Differences - differences in ability, achievement, interests, maturity, sociability, motivation, special needs, and learning styles.

Individualized Education Program (IEP) - a written statement for each student with an exceptionality. Developed by the IEP Committee, the IEP specifies goals and objectives the student will address in his/her educational program.

Individualized Family Service Plan (IFSP) - a written plan for providing early intervention services for eligible children and their families. The determination of the most appropriate early intervention services - including any modifications and placement service delivery, service providers, or early intervention services - is accomplished through the development of the IFSP.

Informal Conference - a discussion between the assessor or mentor and the new teacher that occurs prior to the classroom observation.

Integration/Inclusion - an outcome whereby students with disabilities participate as valued members of a sustained social network within their school, home, and community and is characterized by successful ongoing interactions with nondisabled peers.

Learning Styles - ways in which learners function differently to learn.

Least Restrictive Environment (LRE) - a setting that imposes the fewest restrictions possible as regards access to typical peers, community activities, and residential and work opportunities.

Louisiana Part C (formerly known as Childnet) - Louisiana's statewide coordinated, comprehensive, early intervention service delivery system designed to meet the needs of infants and toddlers with disabilities and their families.

Lessons Relate to Other Lessons - very seldom does a single lesson stand alone or produce the important learning anticipated. The new teacher should be able to explain how this lesson works with other lessons in his/her overall plan.

Measurement Methods - techniques for gathering formal data about performance; includes

paper/pencil tests **and** a variety of other traditional and nontraditional assessment techniques. Paper/pencil assessments are **not** the only, or even the most appropriate, measurements for all learning.

Media and Materials - resources selected to assist the teaching/learning process. Examples of instructional media are computers, VCRs, film projectors, overhead projectors, and realia (real objects); in other words, the “hardware” that will be used. Materials include print and non-print aids (films, disks, audiotapes, videotapes, CDs, transparencies, etc.); i.e., the “software” that will be used.

Mentor Support Team - a group of educators led by a teacher of record who has completed the Louisiana Teacher Assistance and Assessment Training Programs. A mentor support team may support no more than five new teachers at the district or building level.

Mentor Teacher - an experienced teacher assigned to a new teacher to provide assistance as a coach, model, and professional development specialist. To be eligible for assignment as a mentor, the teacher must have a permanent teaching certificate and a minimum of three years (five years preferred) of teaching experience, two years experience in the school system, and training as both an assessor and a mentor.

Natural Environments - the settings in which the knowledge or skill being taught would ordinarily be performed; often settings other than classrooms.

Needs Improvement - a 1 rating, which indicates that the performance of the new teacher is inadequate/unacceptable, improvement is needed, and close supervision and assistance are required.

New Teacher - any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting; one who is not an administrator; one who is employed for the first time in a public school in this state after August 1, 1994; and one who holds a regular teaching certificate which when issued was valid for three years, or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.

Objectives - those specific, measurable outcomes expected of the learners at the conclusion of the lesson. Objectives should identify either knowledge to be gained or skills to be acquired.

Observation - (See *Classroom Observation*.)

Observation Analysis and Scoring Summary - the form on which the assessor summarizes evidence to support Attribute and Component ratings developed from observation data and records the ratings.

Observation Scripting Form - the form provided for the assessor's use in recording what occurs in the classroom.

Observation Supplement - that portion of the Observation Scripting Form provided for recording of quantitative data. Use of this supplement is optional, but is strongly recommended.

Orientation - a meeting with a new teacher for the purpose of providing manuals, information on the assistance and assessment processes, and responses to questions.



Mentor Matters

The definitions and terms listed in the glossary are applicable to regular and special education settings.



Mentor Matters

The definitions and terms listed in the glossary are applicable to regular and special education settings.

Partial Participation - all students should have the opportunity to participate in activities of their peer group, even if limitations keep them from fully engaging in all aspects of those activities. According to this principle, no one should be denied access to an activity based upon the severity of his/her disability.

Pattern Analysis - the process of determining patterns in information/data collected.

Performance-based Assessment - An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

Portfolio – a collection of documents that tell the story of teaching as it develops over a period of time. The documents become evidence that reflect the teacher's understanding and ability to effectively teach. The portfolio is a way to document not only what the teacher and students say and do, but it is also a reflection of the teacher's thinking, decision-making, and professional development.

Postobservation Conference - a discussion between the new teacher and the assessor or mentor (or principal) for the purpose of reviewing the lesson; and sharing commendations, insights, and ratings.

Professional Growth Plan - a written plan for improvement, based on the new teacher's self-assessment of need as identified through the mentoring or assessment processes.

Psychomotor - the domain (area) of learning that describes growth in motor/physical skills and physical coordination.

Quality of Life - a concept used to express the need to educate each student to his/her fullest potential, so that enjoyment of all aspects of life can be of the highest possible quality.

Rating - the process of attaching a numerical score from a predetermined, predefined scale to patterns of data collected.

Reflection - a vital part of a performance-based product, i.e., teaching portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

Related Services - transportation or other developmental, corrective, supportive services that are required to assist an exceptional student.

Resources - items used by the teacher or students to facilitate instruction/learning.

Script - the text, written by the assessor, of the new teacher's comments and/or behaviors during the Observation.

Special Conditions - mainstreamed learners, students with special problems, classroom physical conditions, new teacher's personal or health problems, etc., that might have impact on what takes place during the lesson(s) to be observed.

Special Population - those students who are identified as having special educational needs and who have an Individualized Education Program (IEP), or an Individualized

Family Service Plan (IFSP) developed to meet those needs.

Summative Assessment - assessing the performance of a new teacher for the specific purpose of making certification recommendations.

Team - (See *Assessment Team*.)

Team Summary Conference - a meeting between the assessment team and the new teacher for the purposes of not only sharing the results of the semester's assessment process but also developing a Professional Growth Plan.

Team Summary Report - a summary of ratings and information from the instruments provided to the new teacher by the assessors at the end of the assessment process. The report is used to record final Attribute and Component scores and documentation summarizing the results of the assessment. The report is completed by all assessors at the end of the assessment period and is also used to record the status of the teacher with regard to accomplishment of the assessment standards for certification.

Thinking Skills - the processes and procedures an individual uses to mentally process information. Thinking skills may include seven levels of micro thinking skills, critical-thinking operations, and the strategies of decision-making, problem-solving, and conceptualizing.

TSR - the Team Summary Report.

Work Sample - a one- to six-week body or unit of instruction focusing on one subject area for a group of students. The Work Sample must reflect the new teacher's teaching assignment in the assessment semester. The contents of a Work Sample usually includes: a description of the classroom context and the students being taught; the plans for instruction and assessment aligned with the learning outcomes desired; the teaching of the content; and the collection, interpretation, and reflection on evidence of student progress. The Work Sample represents the first entry in the *Louisiana New Teacher Portfolio*.



Mentor Matters

The definitions and terms listed in the glossary are applicable to regular and special education settings.

Beliefs and Principles

Assessment of programs and practices is essential to any ongoing effort to improve any profession. Assessment is not apart from but a part of the educational process. However, sound assessment practices must be based on a set of beliefs and principles that are congruent with the outcomes desired.

Stated below are the fundamental beliefs about the Louisiana Teacher Assistance and Assessment Program, the new teachers, the mentors, the assessors, the assistance and assessment processes, and all of the forms used as assessment instruments. It is hoped that they are reflective of what educators across Louisiana believe and desire to accomplish, just as they are reflective of the beliefs and goals of the many educators who have contributed to the development of this assessment system.

The Program

1. The primary goal of the assistance and assessment program is the improvement of teaching and learning.
2. An equally important goal is to ensure that teachers certified in Louisiana are competent professionals.
3. A sound personnel assessment program focuses on performance as well as on credentials.
4. To be useful, the Louisiana Teacher Assistance and Assessment Program must be coupled with a strong professional development program, tailored to the needs of each teacher.
5. To be useful, the Louisiana Teacher Assistance and Assessment Program must be coupled with strong programs of student assessment and program assessment.

The Teacher

1. Teachers want to be competent professionals.
2. All teachers can improve performance.
3. All new teachers want and need the advice and assistance of competent, experienced colleagues.
4. It is possible to assess differences in levels of quality of teacher performance.

The Mentor

1. Those who serve as mentors to Louisiana's new teachers must themselves be competent, caring teachers.
2. Rigorous and comprehensive training as mentors and assessors is essential for the mentor.
3. The mentor must have excellent communication and interpersonal skills and must be fair, objective, honest, and ethical.

The Assessor



Mentor Matters

Mentors should help new teachers understand that a primary goal of the LaTAAP is the improvement of teaching and learning.

Mentors should review the *Beliefs and Principles* presented in this *Guide*.



1. Rigorous and comprehensive training is essential for the assessor.
2. The assessor must have a commitment to improving education and to assisting others to improve.
3. The assessor must be fair, objective, honest, and ethical.

The Process

1. The assistance and assessment processes should encourage diversity in professional teaching behavior.
2. Multiple data sources and data collection procedures are necessary to obtain a reliable picture of professional practice and behavior.
3. Effectiveness of educational practices and teacher behavior must be assessed in light of learner characteristics and needs. School and/or school system characteristics, needs, and organizational structures will also be considered.
4. The assessment process should focus on the identification of patterns of behavior.
5. The assistance process should focus on improvement of teaching performance as defined by the Louisiana Components of Effective Teaching.

The Assessment Forms

1. No single assessment instrument or form is adequate for assessing teacher performance.
2. Assessment instruments or forms must be developed from the criteria upon which teachers are to be assessed.
3. All professional educators in the school system must understand the instruments or forms.
4. Instruments or forms must assess the knowledge and skills considered important to effective teaching.

Codes of Ethics

Assessor and Mentor Code of Ethics

1. Assessors and mentors shall conduct themselves in a professional manner at all times during the assistance and assessment processes.
2. Assessors shall not communicate, either directly or indirectly, regarding any issue concerning the assessment process or the new teacher's personal qualifications, with any person except the new teacher's assessment team members, appropriate administrators of the LEA, and/or State Department of Education representatives to whom assessment results are reported.
3. The mentor shall maintain confidentiality regarding contacts and communications with new teachers unless such confidentiality will bring into question the safety and well-being of students. It is unlawful for any employee to withhold any information/knowledge regarding unlawful, unethical, and/or immoral activities involving students.



4. Assessors and mentors shall not knowingly misrepresent the qualifications or performance of a new teacher.
5. Assessors and mentors shall not knowingly make false statements about a new teacher.
6. Assessors and mentors shall not make malicious statements about a new teacher.
7. Assessors and mentors shall not accept any gratuity, gift, or favor that might impair or influence the assistance and assessment processes.
8. Mentors shall not act as mentors for their own immediate families, including aunts, uncles, nieces, nephews, and in-laws.
9. Assessors shall not participate in assessment teams for their own immediate families, including aunts, uncles, nieces, nephews, and in-laws.
10. Assessors shall try to optimize the assessment process and develop appropriate rapport with the new teachers to whom they are assigned.

New Teacher Code of Ethics

1. New teachers shall conduct themselves in a professional manner at all times during the assistance and assessment processes.
2. New teachers shall not knowingly misrepresent the qualifications or performance of a mentor or assessor.
3. New teachers shall not knowingly make false statements about a mentor or assessor.
4. New teachers shall not make malicious statements about a mentor or assessor.
5. New teachers shall try to optimize the assistance and assessment processes and develop appropriate rapport with the mentors or assessors.

Instruments

A copy of the Scripted Observation Instrument System follows. Other LaTAAP instruments and forms may be found in the *New Teacher Portfolio Handbook*.