Aligning Standards to Mentoring in Action

This sample uses four standards from the Massachusetts Model System for Educator Evaluation to illustrate how you would color-code the ACTs in the Table of Contents. Using your state's educator standards, choose a number of standards to focus on and color-code them to the ACTs in each month throughout Mentoring in Action. You may choose to do this process with a small group of mentors in your school or district and then share the color-coding key with everyone.

Don't forget to highlight each ACT on each month's Overview of the ACTs page and to highlight the specific page in the book so you can easily access which standard is being discussed.

Complete this same process with The First Years Matter so your novice teacher clearly sees how mentoring is about teacher performance and that mentoring conversations can help him reach proficiency on his teacher evaluation.

The sample standards in this document provide you with an overview of the teaching indicators often cited in teacher evaluation instruments.

Key to Standards

Standard I Curriculum, Planning, and Assessment
Includes subject matter knowledge, child development, well-structured lessons, a variety of assessment methods, analysis of assessment and sharing conclusions with colleagues.

Standard II Teaching All Students
Includes quality of effort and work as well as student engagement, and meeting the needs of diverse learners. Learning environments that are safe and collaborative increase student motivation. Cultural proficiency and respect for differences maintains a respectful learning environment. Teachers need to have clear, high expectations so all students have access to knowledge.

Standard III Family and Community Engagement
Includes how a teacher engages the family and parents in collaborating with learning expectations as well as providing curriculum support. Communication is two way and allows for cultural needs.

Standard IV Professional Culture
Includes reflection and goal setting to measure teacher learning and growth overtime. Professional collaboration and decision-making processes for sharing responsibility are important indicators of success. Using good judgment and being reliable are part of professional responsibilities.

August

ACT 1 Preparing to Mentor a Novice Teacher
ACT 2 Before You Meet Your Novice Teacher
ACT 3 How Does a Novice Teacher Contribute to Your School?
ACT 4 Introducing the School and District
ACT 5 Getting to Know the Students and Their Families
ACT 6 Creating a Survival Packet
September

ACT 1  Creating a Community of Learners in the Classroom
ACT 2  Getting to Know the Students
ACT 3  Student Profiles
ACT 4  Learning How Students Learn
ACT 5  Establishing and Implementing Routines
ACT 6  Rules, Rewards, and Consequences
ACT 7  Learning School Procedures
ACT 8  Classroom and Behavior Management Issues
ACT 9  Looking at Student Work Together
ACT 10 Communicating With Parents

October

ACT 1  Organizing a Lesson Plan
ACT 2  Questions About Planning
ACT 3  Planning for Understanding
ACT 4  Engaging Learners
ACT 5  Pacing a Lesson
ACT 6  Unit Planning
ACT 7  Student Perspectives
ACT 8  Classroom and Behavior Management Issues
ACT 9  Looking at Student Work Together
ACT 10 Communicating With Parents

November

ACT 1  How Are Students Assessed in the Classroom and District?
ACT 2  Linking Lesson Plans to Assessment
ACT 3  Product or Process?
ACT 4  Formative and Summative Assessments
ACT 5  Evidence and Documentation of Progress
ACT 6  Communicating With Students
ACT 7  Students Can Share Their Learning
ACT 8  Classroom and Behavior Management Issues
ACT 9  Looking at Student Work Together
ACT 10 Communicating With Parents

December
ACT 1  Problem-Solving and Thinking
ACT 2  Focus on Teaching Style
ACT 3  Engage the Brain
ACT 4  Revisiting Behavior Management
ACT 5  Avoiding Common Problems and Keeping Students Interested
ACT 6  Keeping ALL Students Engaged
ACT 7  When Is It Time to Seek Additional Support?
ACT 8  Classroom and Behavior Management Issues
ACT 9  Looking at Student Work Together
ACT 10 Communicating With Parents

January
ACT 1  Looking Back
ACT 2  Moving Forward
ACT 3  What Do I Believe?
ACT 4  Self-Reflection
ACT 5  Constructing a Sociogram
ACT 6  Using Drawings to Gain Student Perspective
ACT 7  Where Is Your Sense of Humor?
ACT 8  Classroom and Behavior Management Issues
ACT 9  Looking at Student Work Together
ACT 10 Communicating With Parents

February
ACT 1  Using Varied Teaching Strategies
ACT 2  How Much Time?
ACT 3 Engaging Learners
ACT 4 Student Choices to Enhance Learning
ACT 5 Homework: Does It Work?
ACT 6 Classroom and Behavior Management Issues
ACT 7 Looking at Student Work Together
ACT 8 Communicating With Parents

March
ACT 1 Ways to Provide Feedback
ACT 2 Observation Options
ACT 3 Preconference Is a Must
ACT 4 Observation Feedback Form
ACT 5 Preparing a Novice Teacher for a Principal Observation
ACT 6 Classroom and Behavior Management Issues
ACT 7 Looking at Student Work Together
ACT 8 Communicating With Parents

April
ACT 1 Novice Teacher Goals
ACT 2 Classroom and District Learning Standards
ACT 3 Reducing Teacher Talking Time TTT
ACT 4 Designing Relevant Lessons
ACT 5 Observing a Student or Small Group
ACT 6 Classroom and Behavior Management Issues
ACT 7 Looking at Student Work Together
ACT 8 Communicating With Parents

May
ACT 1 Assessing Your Mentee's Progress
ACT 2 Mentee Portfolio Assessment
ACT 3 Measuring Student Progress
ACT 4 Student Self-Assessment
ACT 5 Assessing the Whole Child
ACT 6 Classroom and Behavior Management Issues
**June**

**ACT 1**  Letter to Your Mentee  
**ACT 2**  Novice Teacher Letter to Mentor  
**ACT 3**  A Letter to Future First-Year Teachers  
**ACT 4**  Closing Procedures for a Classroom  
**ACT 5**  Novice Teacher Letter to Students  
**ACT 6**  Classroom and Behavior Management Issues  
**ACT 7**  Communicating With Parents  
**ACT 8**  Sharing the Professional Portfolio

**July**

**ACT 1**  What Have You Learned?  
**ACT 2**  Retreat With Other Mentors

**Appendices**

**Appendix 1**  The 5-Minute Meeting: Giving an Authentic Compliment  
**Appendix 2**  The 10-Minute Meeting: Sharing an Idea or Resource  
**Appendix 3**  The 15-Minute Meeting: Problem to Possibilities  
**Appendix 4**  The 20-Minute Meeting: What's Working? How Do You Know?  
**Appendix 5**  The 30-Minute Meeting: Looking at Student Work Together  
**Appendix 6**  The 60-Minute Meeting: A Novice Observing the Mentor  
**Appendix 7**  The Integrated Meeting: Focus on Student Learning  
**Appendix 8**  Inquiry Into Practice: Finding a Question and Finding the Answers