Canisteo-Greenwood Central School District

Mentoring Program Handbook

Stakeholders involved in review/development:

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CGCSD Director of Curriculum, Instruction, & Technology
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Statement of Purpose

Dear CGCSD Mentors/Mentees,

The purpose of this handbook is to establish a strong foundation and academic relationship between the mentors and mentees of CGCSD. The mission of CGCSD states: The Canisteo-Greenwood Central School Community is committed to providing a safe and inclusive environment that promotes belonging. Our mission is to build resilience and adaptive skills, so students are confident in navigating heir future. We are empowered to work collaboratively and creatively, while encouraging accountability.

The purpose of this handbook is to outline the goals of the mentoring program, meet state standards, and provide a system of supports for new hires at CGCSD. The mentoring program will share the vision of the profession by modeling and encouraging best practice through collaboration, collegiality, and participation in a Professional Learning Community.

The district has five goal areas for mentoring, coaching, professional development, and instructional success. These goals include:

CGCSD Strategic Plan "Big Rocks" Categories:

Rock 1: <u>Academic Excellence</u>: To improve student performance

Rock 2: <u>Community Relations & Engagement</u>: To develop and nurture relationships with the community through effective communication and enhanced engagement

Rock 3: <u>Curriculum & Instruction</u>: To align curriculum and instructional practice to meet the needs of all students

Rock 4: <u>Professional Canisteo-Greenwood Standards</u>: To enhance and support the Canisteo-Greenwood community by strengthening internal communications and leadership

Rock 5: <u>Student Life</u>: To provide opportunities to ensure that all students are actively engaged in the learning environment

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This handbook provides additional professional development opportunities, essential information, resources, and coaching ideas for new hires at CGCSD. If there are any questions about the mentoring process any of the committee members or the Director of Curriculum and Instruction can provide the supports necessary for success.

Role of the Mentor	
Provide guidance and support in best practice in curriculum and instruction	**Coaching**: Coach mentees to foster reflection and refine the instructional process. **Learning Walks**: Arrange for observation of other teachers (including those on the mentor panel). **Visitations**: Mentors are expected to make short "visitations" as needed or per request (by administrator or mentee). **Classroom Climate**: Provide guidance related to classroom management, scheduling, planning, and organization, including physical environment of the classroom. **Practical Knowledge:** Each building has specific procedures including fire drills, attendance, maintaining records, copying, requesting time off etc. The mentor, within the first month, should acclimate the mentored teachers to these procedures. **Supportive Management Strategies:** Mentors should provide mentees with strategies for handling difficult situations. Mentors should share their own experience and offer support. **New Instructional Strategies:** As a mentor, you are recognized for your high quality teaching ability. As such, any effective innovative teaching ideas/experiences you have should be shared. **Lessons:** Mentors should engage mentees in reflective conversations related to effective lesson planning processes, learning targets, formative and summative assessments and analyzing student outcomes to adjust practice. **Professional Standards Rubric**: Mentors should engage mentees in reflective conversations related to professionalism as clarified by the Canisteo Greenwood Professional Standards to encourage growth.
Provide guidance and support in best practice in school culture and mindset	**Mentor/Mentee PD:** Those participating in the CGCSD Mentor Program are required to schedule curriculum time and time to observe other teachers. **Explain the School Culture:** Mentored teachers should be informed of important school events as they apply to the specific building. Mentors should inform mentored teachers of these events and encourage participation. **New Teacher Orientation**: Participate in as a colleague and support system. **Providing Support**: Serve as a confidant, constructive critic, and support system. **School Culture**: Engage in periodic experiences that promote a culture of respect, rapport, and collegiality amongst new teachers and mentors.
Provide guidance and support in best practice in professionalism	**Collaboration**: Share ideas and strategies for interacting positively with families and documentation of communication. **Resources**: Link the mentee with appropriate resources and to professional development opportunities to support individual goals. **Best Practices**: Ensure that mentor-mentee are engaged in ways that promote best practices that align with the district evaluation rubric (ie. planning/preparation, professional responsibilities, etc). **District Policy**: Clarify procedures, district policies and paperwork **Check-ins**: It is recommended that an established monthly meeting time occur before or after school hours. Mentors and mentees are also encouraged to meet both formally and informally as needed or per the request of administrator. **APPR:** Mentors should connect with their Mentee to address their evaluation requirements and the Marzano rubric. This includes preparing for pre-observation, observation, post observation meeting, and portfolio. **TEACH Certification Support:** See attached materials, and resources for contacts and steps for maintaining and completing NYS teacher certification requirements.

Mentor Checklist

Checklist of Mentoring Experiences for Mentors		
	Working with New Teachers	**Working Previously Tenured Teachers**
Year 1	❑ Participate in New Teacher Orientation. ❑ Develop meeting schedule/calendar with mentee (recommended 2-4 times per month). ❑ Visit and observe your mentee as needed or by request of administrator or mentee. ❑ Work with mentee to conduct learning walks. ❑ Coordinate with principal to schedule learning walks. ❑ **Professionalism**: Mentors & Mentees should have collaborative conversations around the CG Professional Standards throughout the mentor year. This process will allow for self-reflection and growth in targeted areas based on teacher need. ❑ **Mentor Meeting Minutes**: It is the responsibility of the CGCSD Mentor to maintain and log all meeting minutes for the CGCSD Mentee. Each Mentor can choose the best way for logging minutes. A variety of logs and forms are provided for teacher use. ❑ At the end of the 1st mentor year, the CGCSD Mentor **MUST** submit the Mentor/Mentee form on My Learning Plan (green form in MLP) for building administrator approval AND the CGCSD Mentor MUST also email the Superintendent, Director of Curriculum, and District Clerk by July 1st stating that the Mentor Program has been completed per the CGCSD Mentor Handbook requirements.	❑ Participate in New Teacher Orientation. ❑ Develop meeting schedule/calendar with mentee (recommended 2-4 times per month). ❑ Visit and observe your mentee as needed or by request of administrator or mentee. ❑ Work with mentee to conduct learning walks. ❑ Coordinate with principal to schedule learning walks. ❑ **Professionalism**: Mentors & Mentees should have collaborative conversations around the CG Professional Standards throughout the mentor year. This process will allow for self-reflection and growth in targeted areas based on teacher need. ❑ **Mentor Meeting Minutes**: It is the responsibility of the CGCSD Mentor to maintain and log all meeting minutes for the CGCSD Mentee. Each Mentor can choose the best way for logging minutes. A variety of logs and forms are provided for teacher use. ❑ At the end of the 1st mentor year, the CGCSD Mentor **MUST** submit the Mentor/Mentee form on My Learning Plan (green form in MLP) for building administrator approval AND the CGCSD Mentor MUST also email the Superintendent, Director of Curriculum, and District Clerk by July 1st stating that the Mentor Program has been completed per the CGCSD Mentor Handbook requirements.
Year 2	❑ Develop meeting schedule/calendar with mentee (recommended 2-4 times per month). ❑ Visit and observe your mentee as needed or by request of administrator or mentee. ❑ Work with mentee to conduct learning walks. ❑ Coordinate with principal to schedule learning walks. ❑ **Professionalism**: Mentors & Mentees should have collaborative conversations around the CG Professional Standards throughout the mentor year. This process will allow for self-reflection and growth in targeted areas based on teacher need. ❑ **Mentor Meeting Minutes:** It is the responsibility of the CGCSD Mentor to maintain and log all meeting minutes for the CGCSD Mentee. Each Mentor can choose the best way for logging minutes. A variety of logs and forms are provided for teacher use.	❑ Develop meeting schedule/calendar with mentor. ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.
Year 3/4	❑ Develop meeting schedule/calendar with mentor ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.	❑ Develop meeting schedule/calendar with mentor ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.

Mentee Checklist

Checklist of Mentoring Experiences		
	New Teachers	**Previously Tenured Teachers**
Year 1	❑ Participate in New Teacher Orientation. ❑ Develop meeting schedule/calendar with mentor (recommended 2-4 times per month). ❑ Visit and observe two full lessons: Set up by mentor (can be based on need). Please schedule one ½ day in the Fall and one ½ day in the Spring. Complete required paperwork. ❑ Work with mentor to schedule two observations, done by mentor (non-evaluative). One must be completed before first formal observation. Complete required paperwork. ❑ Mentor check-ins on reflections scheduled to happen monthly. ❑ Attend "New Hire Board Meeting Meet n' Greet".	❑ Participate in New Teacher Orientation. ❑ Develop meeting schedule/calendar with mentor (recommended 2-4 times per month). ❑ Visit and observe two full lessons: Set up by mentor (can be based on need). Please schedule one ½ day in the Fall and one ½ day in the Spring. Complete required paperwork. ❑ Work with mentor to schedule two observations, done by mentor (non-evaluative). One must be completed before first formal observation. Complete required paperwork. ❑ Mentor check-ins on reflections scheduled to happen monthly. ❑ Attend "New Hire Board Meeting Meet n' Greet".
Year 2	❑ Develop meeting schedule/calendar with mentor (recommended 2- 4 times per month). ❑ Visit and observe two full lessons: Set up by mentor (can be based on need). Please schedule one ½ day in the Fall and one ½ day in the Spring. Complete required paperwork. ❑ Work with mentor to schedule two observations, done by mentor (non-evaluative). One must be completed before first formal observation. Complete required paperwork. ❑ Mentor check-ins on reflections scheduled to happen monthly.	❑ Develop meeting schedule/calendar with mentor. ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.
Year 3/4	❑ Develop meeting schedule/calendar with mentor. ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.	❑ Develop meeting schedule/calendar with mentor. ❑ Work on APPR portfolio completion, gathering evidence, and receiving professional development as needed to complete portfolio. Focus for portfolio includes Marzano Domains 2,3,4.

CG Mentor Checklist for 1ˢᵗ Meeting

☐	**Schooltool Login** (Password & Username) – gradebook, attendance, discipline, reports, contact information etc. ➔ https://schooltool.cgcsd.org/SchoolToolWeb/default.aspx
☐	**CGCSD Tech Requirements** – log-ins, tech help tickets, Microsoft 365, troubleshooting your device, cgcsd website access and log-in etc. ➔ http://www.cgcsd.org/ (CGES: Seesaw, iReady, IXL etc.), Microsoft forms, Operoo etc. ➔ Tech help tickets – email techhelp@cgcsd.org
☐	**CGCSD CTLE Requirements and PD Log – My Learning Plan** ➔ https://login.frontlineeducation.com/login?signin=0554f706b57ca31e7e43820026d60375&productId=pd&clientId=pd#/login
☐	**CGCSD Aesop Substitute Calling Log-in** ➔ https://login.frontlineeducation.com/login?signin=1725fcfe1f81d102989f851e0ddb099d&productId=ABSMGMT&clientId=ABSMGMT#/login
☐	**CGCSD ClearTrack Access** ➔ https://cleartrack.gstboces.org (schooltool shortcut)
☐	**Setting Up CG Phone and Voicemail Information in Classroom** **Setting Up CG Email** (Outlook icon on desktop & 365 access)
☐	**General Supply List** (submitting general supply order and any additional requisitions for new position if hasn't already been completed by previous teacher or department)
☐	**Miscellaneous - Ordering, Requisitions, Budget information** (furniture, materials, etc.)
☐	**Classroom Organization** (preparing for the first day with students – classroom keys, secretaries, copy room, custodians, ALC/ISS, guidance introductions etc.)
☐	**Building Initiatives** ➔ Introduce different building specific systems of supports and processes (i.e. CGES: Leader in Me)

C- Mentor/Mentee Resources and Materials

Discussion Categories	Important Information	Websites & Contacts
Teacher Certification Requirements (Current)	* All NYS teachers must hold a current teaching certificate and uphold all requirements necessary to maintain their certificate. * Initial Certificates are received after meeting the NYS certificate requirements – pass NYS Certification exams, successfully graduate with Bachelor's Degree, maintain and participate in professional development requirements (ie. DASA Workshop, Right to Know Video etc). * All NYS teachers MUST complete a master's program within 5 years of completion of bachelor's degree. At the Secondary Level, in order to maintain a content specific certification (Math, History, ELA, Science etc.), teacher must meet content level requirements to maintain certification – varies based on certification. * After mentor year – the superintendent must submit paperwork verifying that the mentor process has been successfully completed. This will be directly uploaded to TEACH for new hire, once all requirements of Mentor Handbook has been completed (ie. Mentor Log in MLP and email to superintendent, district clerk, director of curriculum – verifying successful completion of mentor process.	**Contact Kelly Benjamin** kbenjamin@gstboces.org with any certification questions – especially since it is time sensitive! It is wise to contact Kelly with ANY concerns with your certification and when your certificate expiration date is. **NYS Teacher Certification Requirements Website:** ➔ http://www.highered.nysed.gov/tcert/certificate/ **Teacher Certification Help Hotline Email:** ➔ tcert@mail.nysed.gov
Teacher Tenure Track Information	* All probationary teachers must complete a successful evaluation process in order to receive recommendation for tenure. (See CGCSD APPR probationary teacher observation/evaluation process as outlined in plan) * If a new hire has never before been tenured in another district, the probationary period/tenure track is 4 years. * If a new hire has previously been tenured in another district, the probationary period/tenure track is 3 years.	**NYS Teacher Tenure Track Updates/Changes, & Timeline:** ➔ https://www.nysut.org/resources/all-listing/2015/august/fact-sheet-15-15-changes-to-tenure-and-the-tenured-teacher-removal-process
TEACH Account Information	* All NYS teachers MUST register their TEACH accounts – including Initial, Professional, and Permanent certifications. Conditional certifications do not need to register. * All NYS teachers are responsible for maintaining their own TEACH account with the MOST RECENT information – ie. Address, email, phone number, name changes etc.	**TEACH Website:** ➔ http://www.highered.nysed.gov/tcert/teach/ ➔ https://www.highered.nysed.gov/tcert/teach/submitdocs.html
CTLE and My Learning Plan (MLP) PD Requirements	* All teachers within the CGCSD will be responsible for checking and maintaining their professional development hours in MLP. * Teachers with a professional certificate will be responsible for maintaining the NYS CTLE Requirements – of submitting a minimum of 100 hours of professional development that directly relates to the area of their certificate over a 5-year period if audited by the state.	**NYS CTLE Requirements:** ➔ http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html

Canisteo-Greenwood Professional Standards

The Canisteo-Greenwood Central School District believes that its people are its greatest asset, while also recognizing the wealth of research which indicates that quality teachers are the single most important contributor to prominent levels of student achievement. It is shown through John Hattie's work and research that the quality of the teacher in the classroom bears the most impact on student achievement. This document has been created to help our new teachers reflect on their practices along with working with their mentor to be the best teacher they can be.

Teachers in the Canisteo-Greenwood Central School District are expected to demonstrate "satisfactory" or "distinguished" performance in each of the dimensions contained in this document and worked on with their mentor through their probationary years.

During each year of the teacher's probationary period, the mentor or coach will review his or her status in each dimension. Based upon the staff member's performance, a plan for continuous improvement will be crafted by the teacher and their mentor/coach.

The following pages contain rubrics on seven dimensions which the district believes are essential for educational success. Those dimensions are:

- ❑ Positive Attitude and Enthusiasm
- ❑ Instructional Planning and Delivery
- ❑ Demonstrates a "Recovery Mentality" and Belief System
- ❑ Positive Contributor to our Professional Learning Community
- ❑ Human Relation Skills and Professionalism
- ❑ Fosters Strong Family Support and Involvement
- ❑ Effective Management Skills

Element	Unsatisfactory	Developing	Proficient	Distinguished
Positive Attitude and Enthusiasm	❑ Regularly demonstrates discontent with her/his job, workplace, or working conditions through words, facial expressions, body language or actions. ❑ Blames others or makes excuses for performance shortfalls or stated concerns. ❑ Allows personal issues to permeate teaching responsibilities, thus negatively impacting the working environment for self, students, or other staff. ❑ Displays a lack of enthusiasm for her/his work or her/his students.	❑ Sometimes demonstrates discontent with her/his job, workplace, or working conditions through words, facial expressions, body language or actions. ❑ Sometimes takes responsibility for performance shortfalls or stated concerns, and rarely makes excuses for the same. ❑ Occasionally allows personal issues to permeate teaching responsibilities, thus negatively impacting the working environment for self, students, or other staff. ❑ Sometimes demonstrates enthusiasm for her /his work and her/his students.	❑ Regularly shows contentment in her/his work through words, facial expressions, body language and actions. ❑ Takes responsibility for her/his contributions to performance shortfalls or stated concerns. ❑ Is enthusiastic about her/his work, her/his students, and the work of her/his colleagues and other students.	❑ Facial expressions, spoken and written words, and actions clearly express her/his appreciation of her/his job in the district. ❑ Views performance shortfalls and professional disappointments as opportunities to learn, thus there is never a need to blame others or make excuses. ❑ Her/his enthusiasm and commitment to her/his work is contagious to others. Colleagues seek her/him out because of her/his optimism and outlook about her/his work and students.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Instructional Planning and Delivery	❑ Is unable to produce lesson plans upon request. ❑ There are no clear instructional objectives or objectives that do not align to our curriculum or state standards. ❑ Questions and activities lack appropriate rigor. ❑ Instruction fails to meaningfully involve the students throughout the lesson. ❑ Learning is either not monitored during instruction or the teacher fails to adjust instruction based upon data collected from students. ❑ Teacher fails to utilize strategies to motivate learners. ❑ Assigned practice is inappropriate to the objective.	❑ Can produce plans upon request. ❑ An instructional objective exists for each lesson but is not tightly aligned to our curriculum or state standards. ❑ Questions and activities are less rigorous than they should be. ❑ Most students are involved at some points throughout the lesson. ❑ The teacher monitors learning and makes minor adjustments based upon the information gained from the students during the lesson. ❑ Teacher uses some strategies to motivate learners. ❑ Assigned practice generally matches instructional objective.	❑ Lesson plans demonstrate an understanding of the content and the students and are aligned to our curriculum and state standards. ❑ A meaningful instructional objective is shared with the students. ❑ Activities and questions are rigorous and challenge the students. ❑ Most of the students are involved most of the time in the lesson. ❑ Teacher monitors learning during the lesson and adjusts her/his instruction to maximize learning. ❑ A variety of strategies are effectively used to motivate learners. ❑ Assigned practice tightly matches desired learning outcomes.	❑ Lesson plans contain multiple pathways to achieving desired objectives, which match our curriculum and state standards. ❑ Students can articulate the objective for the lesson. ❑ All students are consistently challenged by the rigor of the lesson. ❑ The lesson is characterized by consistent use of simultaneous involvement. ❑ The teacher monitors each student and modifies instruction to meet the needs of each learner. ❑ Students are highly motivated due to the effective use of motivational strategies. ❑ Practice is differentiated to meet the needs of each learner.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Demonstrates a Growth Mindset	❑ Demonstrates a belief that some students are "flawed" and are simply receiving services in her/his classroom. ❑ Does not demonstrate high expectations for all students, and thus teaches at a lower level to accommodate their needs. ❑ Focuses more on the students' "low" levels than her/his instructional or management plan to close the gaps the students have in learning or behavior. ❑ Demonstrates the belief that students are unable to be successful due to their socio-economic status, family background, or previous educational experiences.	❑ Has an individual plan to attend to the behavior or learning needs of each of student? ❑ Teaches lessons that match the instructional needs of the students, and measures and reports their progress at least weekly. ❑ Speaks more of students' abilities than their inabilities. ❑ Demonstrates her/his belief in her/his students' abilities to achieve.	❑ Actively uses her/his individual plans to bridge the learning or behavioral gaps of the students. ❑ Can always articulate a plan for each student. ❑ Speaks of her/his ability to "recover" students academically and behaviorally and demonstrates a confidence in doing so. ❑ Instructs students about their strengths to the point that they can articulate what they are good at. ❑ Teaches students the skills of learning so well that they can explain them to others.	❑ Works passionately and confidently to maximize the academic and behavioral learning of all students. ❑ Builds upon students' unique strengths to help them overcome their learning obstacles. ❑ Demonstrates a "whatever it takes" belief system in actions and words as it relates to causing students to be successful learners. ❑ Celebrates with sincerity students' successes with them, their families, and the school community.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Positive Contributor to our Professional Learning Community	❑ Rarely seeks out colleagues for information and advice to help meet students' needs. ❑ Rarely shares knowledge, skills, and new learnings with other members of the faculty. ❑ Either fails to participate or is an inactive participant in building and district professional development offerings.	❑ Seeks information and advice from colleagues to help solve mysteries pertaining to student learning needs. ❑ Regularly shares knowledge, skills, and new learnings with colleagues. ❑ Participates in professional development sessions and utilizes learnings in her/his classroom.	❑ Consistently solicits advice and information from others in the building and in the district. ❑ Shares knowledge, skills, and learnings in the faculty room, faculty meetings, and in professional development sessions. ❑ Conducts action research in the classroom to determine the most successful way to meet the learning needs of students. ❑ Actively reads professional publications and attends professional development sessions and shares what is learned. ❑ Seeks follow-up support for professional development activities.	❑ Initiates meetings with others regularly to share learnings and problem solve classroom and student issues. ❑ Views the classroom as a professional development laboratory and shares the learnings with others through discussions, presentations, or publications. ❑ Presents professional development sessions for other faculty members in our district and, perhaps, beyond. ❑ Makes known her/his personal professional development plan with her/his principal. ❑ Is viewed by others as a lead learner in the school and district.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Human Relations Skills and Professionalism	❑ Fails to maintain proper relationships with fellow staff members, parents, or students. ❑ Misses deadlines, is untimely with his/her actions, and/or is occasionally late for work or appointments. ❑ Demonstrates unprofessional behavior through words and actions. ❑ Allows personal disappointments and other non-work-related issues to impact her/his work or demeanor. ❑ Consistently puts self-interest above all else. ❑ Regularly wears clothes to work that violate the concept of professionalism.	❑ Avoids conflict with fellow staff members, parents, and/or students. ❑ Nearly always completes tasks on deadline and is on time for work or appointments. ❑ Usually acts in a professional manner ❑ Personal disappointments and other non-work-related issues sometimes impact her/his work or demeanor. ❑ Demonstrates sincere interest in her/his students. ❑ Nearly always dresses in a manner that would be considered "business casual."	❑ Maintains healthy relationships with fellow staff members, parents, and/or students. ❑ Always completes tasks on time and is always punctual for work and/or appointments. ❑ Always maintains a professional demeanor. ❑ Personal disappointments and other non-work-related issues rarely impact her/his work or demeanor. ❑ Effectively demonstrates interest in students over self in words and actions. ❑ Demonstrates concern for school and district. ❑ Dresses in a manner that the public would view "professionally" daily.	❑ Uses relationships to effectively add value to her/his teaching, the building, and/or the school district. ❑ Always completes tasks early and is punctual for work and/or appointments. ❑ Would be described by others as the consummate professional. ❑ Personal disappointments and issues rarely impact his/her work, attitude, or demeanor. ❑ Consistently demonstrates commitment to students over self in words and actions, makes sacrifices on behalf of students, and sees self as a steward of the district and the students.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Fosters Strong Family Support and Involvement	❑ Fails to maintain communication with parents and families, or communication is untimely. ❑ Communication with parents and family members is unfriendly, rude, or disrespectful. ❑ Provides no opportunity for parental or family involvement.	❑ Communicates occasionally with parents and families about the classroom happenings or the child's performance. ❑ Communication with parents and family members provides basic information and/or is generic in nature. ❑ Provides limited opportunity for the involvement of parents and/or family members.	❑ Provides regular communication to parents and families through classroom newsletters, e-mails, or webpages. ❑ Parents and family members are aware of project and homework assignments and deadlines and are made aware of their child's academic progress prior to the distribution of report cards. ❑ Teacher informs parents and family members of behavioral or academic concerns in a timely fashion. ❑ Teacher regularly reports "good news" to parents about their child. ❑ Parents and family members are invited to participate in classroom activities and as volunteers.	❑ Parents and family members have full access to their child's progress in the classroom through on-line grade books, weekly reports, and other forms of communication. ❑ Information about assignments is available 24/7 using technology. ❑ The teacher tenaciously shares information with parents and family members regularly, so that they feel "partnered" in their child's learning experience. ❑ Parents and family members are regularly seen in the classroom and other learning activities during the school day and beyond.

Element	Unsatisfactory	Developing	Proficient	Distinguished
Effective Management Skills	❑ Students are unruly and/or interfere with their own learning and the learning of others in the teacher's classroom or elsewhere when under the teacher's supervision. ❑ Teacher allows students to display disrespectful behavior to the teacher or others. ❑ Instructional time is poorly used or wasted due to a lack of routines, sponge activities, and/or warm-up activities. ❑ Reinforcement is not used to strengthen positive student behaviors or to change inappropriate behaviors. ❑ The teacher is only reactive to misbehavior, not proactive. ❑ Teacher tolerates or is oblivious to inappropriate behavior, bullying, and/or disrespectful behavior.	❑ Teacher deals with inappropriate behaviors in an objective, timely, and respectful manner. ❑ Teacher sometimes holds students accountable for displaying respectful behavior. ❑ Teacher uses routines, sponge activities, and/or warm-up activities to reduce lost instructional time. ❑ Teacher attempts to use reinforcement to strengthen positive student behavior and reduce inappropriate behaviors. ❑ Teacher posts rules & expectations that students understand. ❑ Teacher employs numerous proactive management strategies. ❑ Teacher attempts to deal with bullying and/or disrespectful behavior.	❑ Teacher effectively deals with inappropriate behaviors in a manner which improves student behavior. ❑ Students generally display respectful behavior to the teacher. ❑ Students know and perform routines (including sponge activities and warm-ups) without prompting. ❑ Reinforcement is effectively used to strengthen positive behaviors and to eliminate inappropriate behaviors. ❑ Students demonstrate "ownership" of the rules and expectations. ❑ The proactive nature of management strategies greatly reduces student misbehavior. ❑ Teacher effectively deals with bullying and/or disrespectful behavior.	❑ Inappropriate behaviors rarely exist due to the teacher's relationship with the students. ❑ Students are nearly always respectful to each other and the teacher. ❑ Routines are nearly invisible to the observer as students know what is expected of them. ❑ Teacher uses positive reinforcers (primarily of a social nature) skillfully to get the desired behaviors. Rarely does one hear negative statements in this classroom. ❑ Students know the rules and expectations and hold each other accountable for them. ❑ Students are likely to behave appropriately in the classroom whether the teacher is present or not due to existing routines and expectations. ❑ Students do not display bullying or inappropriate behaviors in the presence of this teacher.