TEXAS BEGINNING EDUCATOR SUPPORT SYSTEM

TxBESS ACTIVITY PROFILE

TAP

January 2005

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Getting Started

The *TxBESS Activity Profile* (TAP) is a data–gathering process designed to help beginning teachers reflect on and improve their teaching practice. The TAP is based on the *TxBESS Framework*, which contains performance standards for beginning teachers, and is designed to elicit evidence on how beginning teachers demonstrate each performance standard. The TAP is essentially a case study of beginning teaching. At each step of the way, beginning teachers and mentors have opportunities to learn and grow from the thoughtful examination of the beginning teacher's instruction.

In 1998-99, the Texas State Board for Educator Certification (SBEC), a committee of Texas educators, and the Educational Testing Service developed an assessment of beginning teaching. After the initial development, SBEC and Resources for Learning (RFL) fine–tuned and streamlined the assessment based on feedback from beginning teachers and mentors, resulting in the TAP. Furthermore, SBEC and RFL shifted the TAP process to be a collaborative one in which beginning teachers and mentors jointly collect and analyze data. From 2000-03, approximately 7,000 beginning teachers and their mentors completed the TAP.

Training is a critical component of the TAP process. After beginning teachers and mentors are trained to use the TAP, they can begin working through each activity described on the TAP Road Map on page 6. The TAP provides multiple opportunities for mentors and beginning teachers to discuss the beginning teacher's practice in the context of the *TxBESS Framework*.

As a standards-based formative assessment, it is critical that the tasks in the TAP be tightly aligned with the standards in the framework. Each question and task of the TAP is designed to provide evidence about one or more of the standards. To illustrate this alignment, the items in the TAP are keyed directly to the standards in the framework. For example, question 8 of the Class Background Study asks, "How do you become familiar with your students' individual interests and cultural backgrounds?" It is followed by the designation (1b), which links the question to Standard 1b, "The teacher demonstrates knowledge of students." Beginning teachers and mentors who need more information to respond to the question or analyze the response can refer to Standard 1b in their *TxBESS Framework*.

The formative assessment data collected in the TAP are confidential, and mentors should not share results with principals or other parties. No piece of the TAP was designed for use in teacher appraisal. Beginning teachers keep all written documents that are part of their case studies.

Often beginning teachers and mentors do not know how to structure their time together; the TAP provides such a structure. The suggested timeline outlined in the road map provides guidance and pacing for beginning teacher and mentor activities related to the TAP. When a beginning teacher is hired after the beginning of the school year, the timeline should be adjusted accordingly.

Options

Teaching assignments of beginning teachers in Texas vary widely, as do beginning teacher–mentor relationships. Therefore, options exist for completing the TAP. The following list is not exhaustive, and educators may find additional ways to use the TAP.

1. Reviewing the developmental continuum in two conversations rather than one. A thoughtful conversation about the beginning teacher's performance on twenty-two standards can be lengthy. Beginning teachers and mentors may wish to have a conversation on Clusters 2 and 3 immediately after the observation and on Clusters 1 and 4 at another time.

2. Completing the observation in two short segments rather than one long one. A mentor and beginning teacher may opt to have two short observations, one focused on Cluster 2 and the other focused on Cluster 3. A separate Plan for Learning will be required for each observation.

3. Repeating the TAP process for self-assessment. The first TAP serves as a benchmark and documents beginning teaching practices. Subsequently, the beginning teacher may ask the mentor to repeat the TAP process for self-assessment purposes, perhaps focusing on particular challenge areas.

4. Using the TAP with teachers other than novices who are fully certified. Teachers who are new to a district, school, grade level, or assignment can benefit from the TAP and TxBESS support. Those who may be employed on temporary credentials or waivers can also benefit from TxBESS.

5. Videotaping a segment of instruction. Rather than conducting a direct observation, the mentor, with the permission of the beginning teacher, may videotape a lesson. If videotaping, the mentor and the beginning teacher watch the videotape together, and both may record data on the Data Collection Notes. When videotaping for this purpose, school policies for videotaping students should be followed.

6. Using an observer who is not the mentor. If an outside observer conducts the observation, the beginning teacher, mentor, and observer participate in the post-observation activities. The Class Background Study and Plan for Learning should be available for the observer when he/she arrives for the observation. The Learning Reflection, Statement of Professional Responsibilities, and Mentor Questionnaire should be available to the observer prior to the post-observation conference.

TAP Road Map

Directions: The page numbers on the TAP Road Map indicate activities that have corresponding documentation. For example, Checkpoint 1 stands alone, so it does not have a corresponding page number. Checkpoint 2 has a document to help structure the activity, so the page numbers are indicated.

Page Numbers for Corresponding Documents	Mentor and Beginning Teacher Checkpoints	Suggested Timeline
	1. Select a class that will be the focus of the TAP case study. The class may be one in which the beginning teacher faces particular challenges.	**Week 3**
7–8	2. With guidance from the mentor, the beginning teacher completes the **Class Background Study**.	**Weeks 4–6**
9–10	3. Identify a class period when the mentor will observe the beginning teacher. With guidance from the mentor, the beginning teacher completes the **Plan for Learning**.	**Weeks 7–8**
11–14	4. The mentor observes the beginning teacher, completing the **Data Collection Notes** for Clusters 1, 2, and 3.	**Week 9**
16–17	5. The beginning teacher completes the **Learning Reflection**.	**Week 9**
18	6. With the mentor's assistance, the beginning teacher completes the **Statement of Professional Responsibilities**.	**Week 10**
19	7. The mentor completes the **Mentor Questionnaire**.	**Week 10**
15	8. The mentor completes the **Data Collection Notes** for Cluster 4.	**Week 10**
11–15	9. Using the **Data Collection Notes** for Clusters 1–4, the beginning teacher and mentor conference and review the developmental continuum in the *TxBESS Framework* for each performance standard (1a–4f), highlighting the descriptors that best represent the data collected.	**Weeks 11–12**
20–24	10. The use of the **Data Summary** is optional.	**Week 12**
25	11. The beginning teacher and mentor develop an **Action Plan** for the second semester that is tied to the framework. The plan may include revisiting some of the earlier steps of the TAP, such as reviewing the Class Background Study, a focused mini-observation, or periodic reflections.	**Weeks 13–15**

Class Background Study

Teacher: _____

District: _____ **Campus:** _____

Mentor: _____

Grade level(s): _____ **Subject(s):** _____ **Date:** _____

Directions to the beginning teacher: With guidance from your mentor, respond to the following questions for the class that will be the focus of the *TxBESS Activity Profile*. Note that the numerals and letters in parentheses following each question refer to the related standard in the *TxBESS Framework*.

1. How many students are in your class? (1b) _____

   Female _____ *Male* _____

2. Approximate age range of your students (1b): ____

3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed). (1b)

4. Approximately how many students are in each of the following language categories? (1b)

   English proficient _____

   English language learner _____

5. Approximately how many students have been identified as having the following special needs? (1b)

   Attention deficit/hyperactivity disorder _____

   Blindness or visual impairment _____

   Deafness or hard of hearing _____

   Developmental impairment _____

   Emotional disability _____

   Giftedness _____

   Learning disability _____

   Physical disability _____

   504 modifications _____

   Multiple impairments _____

   Other: _____

6. Approximately how many students are represented in the following ethnic groups? (1b)

   Asian _____

   African American _____

   Hispanic _____

   White _____

   Other: _____

7. How do you become familiar with what your students already know and are able to do? (1b)

   Content-based pretests _____

   Individualized educational plans (IEP) _____

   Permanent records _____

   Standardized tests _____

   Strategies for accessing prior knowledge (e.g., KWL charts) _____

   Student surveys _____

   Other: _____

8. How do you become familiar with your students' individual interests and cultural backgrounds? (1b)

   Extracurricular activities _____

   Family/caregiver contact _____

   Getting-acquainted activities _____

   Interest inventories _____

   Student writing/journals _____

   Student-teacher email _____

   Other: _____

9. What resource persons are available to you in planning instruction? (1d)

Administrators _____

Counselors _____

Department/grade-level chair _____

Diagnosticians _____

Education service center staff _____

Librarian/media center staff _____

Mentor _____

Special education/inclusion teachers _____

Educator preparation faculty _____

Team members _____

Others: _____

10. What resources are available to students needing assistance? (4f)

Administrators _____

Counselors _____

Special education/inclusion teachers _____

Librarian/media center staff _____

School nurse _____

Outside agencies _____

Social workers _____

Others: _____

11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities). (2c)

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies). (2d)

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy). (2a)

14. How do you encourage students to take responsibility for their own learning? (2b)

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)? (4d)

16. What else is important to you about the background of your students? (1b)

Plan for Learning

Teacher: _____

Mentor: _____

Date: _____

Directions to the beginning teacher: With guidance from your mentor, complete this plan for the class your mentor will observe. Note that the numerals and letters in parentheses following each question refer to the related standards in the *TxBESS Framework*.

STANDARDS-BASED INSTRUCTION	
PLAN	**RATIONALE**
Describe the key knowledge and skills (objectives) you intend for students to learn in this lesson. (1c)	Why are these objectives appropriate for these students at this time? (1c) Describe how these objectives build on previous lessons and how they lead to future lessons. (1a, 2b)

ASSESSMENT STRATEGIES	
PLAN	**RATIONALE**
How do you plan to assess how well the students have achieved the learning/objectives in <u>this</u> lesson? (1f) Check all that apply. _____ Observation _____ Written test (e.g., multiple choice, true/false) _____ Oral report _____ Performance _____ Individual or group project _____ Portfolio entry _____ Conference _____ Student self-assessment _____ Peer assessment _____ Rubric _____ Other: _____	Why have you chosen these approaches for assessment for <u>this</u> lesson? (1f) How do these assessment approaches support your long-term assessment plan? (1f)

INSTRUCTIONAL DELIVERY	
PLAN	**RATIONALE**
Describe your instructional delivery. Address each of the following questions.	Address each of the following questions.
• What instructional strategies will you use for this lesson? Include estimates of time allocations. (1e)	• Why have you chosen these instructional strategies? (1e)
• How will the students be grouped for instruction? (1e)	• Why have you chosen this grouping of students? (1e)
• What activities have you planned for your students? (1e)	• Why have you chosen these activities? (1e)
• What instructional materials, resources, and technology will you use? **Attach a copy of instructional artifacts.** (1d)	• Why have you chosen these instructional materials and resources? (1d)
• What modifications will you make for identified students with special needs? (1c)	• Why have you chosen these modifications? (1c)
• How will you accommodate different instructional levels and learning styles of students in your class? (1c)	• Why have you chosen these accommodations? (1c)

Are there any special circumstances that the observer should be aware of?

Data Collection Notes

Teacher: _____

Mentor: _____

Date: _____

Directions to the mentor: Complete these notes with data provided by the beginning teacher and data gathered in the classroom observation. You may complete the beginning teacher's reflection column based on the Learning Reflection and on the conference with the beginning teacher.

Data Collection Notes (cont'd)

Cluster 1: Planning for Learner-centered Instruction

Data	Beginning Teacher Reflection
1a: Demonstrating Knowledge of Content and Pedagogy (Content knowledge; Prerequisite relationships; Content-specific pedagogy)—See Plan for Learning	
1b: Demonstrating Knowledge of Students (Characteristics of age group; Students' varied approaches to learning; Students' skills and knowledge; Students' interests and cultural heritages)—See Class Background Study, Plan for Learning	
1c: Selecting Key Knowledge and Skills (Significance; Clarity; Suitability for diverse students)—See Plan for Learning, Learning Reflection	
1d: Demonstrating Knowledge of Materials, Resources, and Technology (Materials/resources; Technology)—See Class Background Study, Plan for Learning, Instructional Artifacts, Learning Reflection	
1e: Designing Activities That Promote Student Learning (Learning activities; Learning groups; Lesson structure)—See Plan for Learning, Learning Reflection, Instructional Artifacts	
1f: Planning to Assess Student Learning (Assessment content and methods; Criteria)—See Plan for Learning, Learning Reflection	

Data Collection Notes (cont'd)

Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning

Data	Beginning Teacher Reflection
2a: Creating an Environment of Rapport and Respect (Teacher interaction with students; Student interaction)—See Class Background Study	
2b: Establishing a Culture for Learning (Importance of content; Expectations for learning and achievement)—See Class Background Study	
2c: Managing Classroom Procedures (Transitions; Materials and supplies; Non-instructional duties; Volunteers and paraprofessionals)—See Class Background Study	
2d: Managing Student Behavior (Expectations; Monitoring of student behavior; Response to student behavior)—See Class Background Study	
2e: Organizing Physical Space (Environmental considerations in support of learning; Safety and arrangement of furniture; Accessibility to learning and use of physical resources)	

Data Collection Notes (cont'd)

Cluster 3: Instruction and Communication

Data	Beginning Teacher Reflection
3a: Communicating Clearly and Accurately (Directions and procedures; Oral and written language; Student communication)	
3b: Using Questioning and Discussion Techniques (Quality of questions/discussion techniques; Student participation)—See Learning Reflection	
3c: Engaging Students in Learning (Representation of content; Activities and assignments; Grouping of students; Materials, resources, and technology; Structure, sequencing, and pacing)—See Instructional Artifacts, Learning Reflection	
3d: Assessing Student Learning (Implementation of assessment; Use for planning; Quality and timeliness of feedback)—See Instructional Artifacts, Learning Reflection	
3e: Demonstrating Flexibility and Responsiveness (Lesson adjustment; Response to students; Persistence)	

Data Collection Notes (cont'd)

Cluster 4: Professionalism

Data	Beginning Teacher Reflection
4a: Reflecting on Teaching (Accuracy; Use in future teaching)—See Learning Reflection	
4b: Maintaining Accurate Records (Student progress in learning; Non-instructional records)—See Statement of Professional Responsibilities, Instructional Artifacts	
4c: Communicating with Families/Caregivers (Information about the instructional program; Information about individual students; Engagement of families/caregivers in the instructional program)—See Statement of Professional Responsibilities, Instructional Artifacts	
4d: Contributing to the School (Relationships with colleagues; Service to the school)—See Statement of Professional Responsibilities, Class Background Study, Mentor Questionnaire	
4e: Growing and Developing Professionally (Enhancement of content knowledge and pedagogical skill; Participation in beginning teacher support)—See Mentor Questionnaire	
4f: Serving as an Advocate for Students (Decision-making; Student advocacy)—See Class Background Study, Statement of Professional Responsibilities, Mentor Questionnaire	

Learning Reflection

Teacher:	_____
Mentor:	_____
Date:	_____

Directions to the beginning teacher: Complete the Learning Reflection immediately following your observed lesson. You may wish to refer to the *TxBESS Framework* to add details to your reflection.

GENERAL REFLECTION
Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS
Did you depart in any way from your lesson plan? If so, how? Why? (3e, 4a)

FUTURE PLANNING
What might you change the next time you teach this lesson? (4a)

Learning Reflection (cont'd)

	How were the following aspects of your instructional delivery effective for all students? How was delivery similar or different to what you had planned? (4a)	*What might you do differently to improve the lesson?(4a)*
INSTRUCTIONAL DELIVERY—Respond to these questions for each aspect.		
Key Knowledge and Skills (1c, 3c)		
Instructional Strategies (1e, 3b, 3c)		
Student Grouping (1e, 3c)		
Materials, Resources, and Technology (1d, 3c)		
Assessment (1f, 3d)		

Statement of Professional Responsibilities

Teacher: _____

Mentor: _____

Date: _____

Directions to the beginning teacher: Complete the following three sections and attach artifacts as directed.

MAINTAINING RECORDS
Describe your record-keeping procedures. Provide two samples of your record-keeping systems (e.g., attendance records, grade books, or financial records such as accounts of lunch money). At least one sample must be an instruction-related record. Be sure to remove identifying information, such as students' last names. (4b)

FAMILY/CAREGIVER COMMUNICATION
What types of information do you communicate to the families/caregivers of students in your class? Provide two samples of your communications with families/caregivers (e.g., notes about individual students, newsletters, and communication logs). Be sure to remove identifying information, such as students' last names. (4c)

PROFESSIONAL GROWTH
List professional development activities in which you have participated since being hired for this teaching position (e.g., attending workshops, beginning teacher orientation, consulting with colleagues or your mentor, joining a professional organization). (4d)

Mentor Questionnaire

Teacher: _____

Mentor: _____

Date: _____

Directions to the mentor: Answer the following three questions.

1. List examples you have observed of the beginning teacher's professional interactions with colleagues. Include examples of how the beginning teacher has participated in activities designed for beginning teacher support. (4d, 4e)

   _____

   _____

   _____

   _____

   _____

2. List examples of the beginning teacher's participation in school activities. (4d)

   _____

   _____

   _____

   _____

   _____

3. List examples of the beginning teacher's efforts to advocate for students and/or respond to student needs/concerns. (4f)

   _____

   _____

   _____

   _____

   _____

Data Summary (optional)

Teacher: _____

Mentor: _____

Date: _____

Directions to the mentor and beginning teacher: After considering all the data gathered in the TAP, the beginning teacher and mentor consult the developmental continuum in the *TxBESS Framework,* highlighting the descriptors that best represent the data collected. The Data Summary may be used to record overall impressions. For each standard, circle *D* for Developing, *C* for Beginning or Advanced Competent, or *P* for Proficient. If performance is at the Developing level, check the elements in which the beginning teacher needs improvement.

Data Summary (optional)

Cluster 1: Planning for Learner–centered Instruction

Standards and Elements	Circle performance level. If D, check reason.		
Standard 1a: Demonstrating Knowledge of Content and Pedagogy	**D**	**C**	**P**
Content Knowledge: Teacher displays a lack of understanding of the structure of the discipline, or the teacher makes content errors.			
Prerequisite Relationships: Teacher displays a lack of understanding of knowledge and skills students must already have in order to learn the identified content.			
Content–specific Pedagogy: Teacher displays a lack of understanding of pedagogical strategies used to promote student learning of the content.			
Standard 1b: Demonstrating Knowledge of Students	**D**	**C**	**P**
Characteristics of Age Group: Teacher's plans are not aligned with the developmental characteristics of the age group.			
Students' Varied Approaches to Learning: Teacher's plans do not reflect knowledge of the different approaches to learning that students exhibit.			
Students' Skills and Knowledge: Teacher's plans do not reflect understanding of students' prior knowledge and skills.			
Students' Interests and Cultural Heritages: Teacher's plans do not reflect knowledge of student interests and/or cultural heritages that would further enhance student learning.			
Standard 1c: Selecting Key Knowledge and Skills	**D**	**C**	**P**
Significance: Selected knowledge and skills are trivial, represent low expectations for students, or require little or no conceptual understanding.			
Clarity: Key knowledge and skills are not discernible.			
Suitability for Diverse Students: Teacher selects key knowledge and skills that are not aligned with students' needs.			
Standard 1d: Demonstrating Knowledge of Materials, Resources, and Technology	**D**	**C**	**P**
Materials/Resources: Teacher's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning, or teacher inappropriately uses materials and resources.			
Technology: Teacher's plans do not indicate an awareness of technology that would assist in teaching and student learning, or teacher inappropriately uses technology.			
Standard 1e: Designing Activities That Promote Student Learning	**D**	**C**	**P**
Learning Activities: The planned activities do not support key knowledge and skills, or they lack coherence.			
Learning Groups: The planned activities do not include meaningful groupings of students.			
Lesson Structure: The planned activities have no defined structure or an illogical sequence.			
Standard 1f: Planning to Assess Student Learning	**D**	**C**	**P**
Assessment Content and Methods: The content identified for assessment and/or the assessment methodology are not aligned with key knowledge and skills and/or activities; or little or no evidence of assessment plans are present.			
Criteria: The criteria identified for the assessment are not aligned with the key knowledge and skills and/or activities.			

Data Summary (optional)

Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning

Standards and Elements	Circle performance level. If D, check reason.		
Standard 2a: Creating an Environment of Rapport and Respect	D	C	P
Teacher Interaction with Students: Classroom interactions between the teacher and students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).			
Student Interaction: Classroom interactions among students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).			
Standard 2b: Establishing a Culture for Learning	D	C	P
Importance of Content: Teacher demonstrates a low level of commitment to the content.			
Expectations for Learning and Achievement: Teacher demonstrates low expectations for student achievement. Student products are not evident or do not reflect relevant learning.			
Standard 2c: Managing Classroom Procedures	D	C	P
Transitions: Transition procedures are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Materials and Supplies: Procedures for handling materials and supplies are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Non-instructional Duties: Procedures for handling non-instructional duties are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Volunteers and Paraprofessionals: Procedures for volunteers and paraprofessionals are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Standard 2d: Managing Student Behavior	D	C	P
Expectations: Student behavior reflects teacher's lack of clear expectations.			
Monitoring of Student Behavior: Student behavior reflects teacher's lack of monitoring of student behavior.			
Response to Student Behavior: Teacher responds inappropriately to student behavior, resulting in loss of learning time.			
Standard 2e: Organizing Physical Space	D	C	P
Environmental Considerations in Support of Learning: The classroom's physical arrangement does not support the lesson.			
Safety and Arrangement of Furniture: The teacher fails to use standard safety procedures in the physical environment.			
Accessibility to Learning and Use of Physical Resources: The physical arrangement does not support the learning of all students. Some aspects of the lesson may be physically inaccessible for some students.			

Data Summary (optional)

Cluster 3: Instruction and Communication

Standards and Elements	Circle performance level. If D, check reason.		
Standard 3a: Communicating Clearly and Accurately	D	C	P
Directions and Procedures: Teacher's oral and/or written directions and procedures are unclear.			
Oral and Written Language: Teacher's oral and/or written communication contains errors, is unclear, and/or is inappropriate for students.			
Student Communication: Teacher's communication does not facilitate appropriate teacher-student or student-student exchanges.			
Standard 3b: Using Questioning and Discussion Techniques	D	C	P
Quality of Questions/Discussion Techniques: Teacher asks low-level questions in a recitation format, resulting in trivialized student participation.			
Student Participation: Students' responses do not reflect new learning.			
Standard 3c: Engaging Students in Learning	D	C	P
Representation of Content: Many students are not engaged in significant learning as a result of poor representation of content.			
Activities and Assignments: Many students are not engaged in significant learning as a result of inappropriate activities and assignments.			
Grouping of Students: Many students are not engaged in significant learning as a result of inappropriate grouping.			
Materials, Resources, and Technology: Many students are not engaged in significant learning as a result of inappropriate use of materials and resources.			
Structure, Sequencing, and Pacing: Many students are not engaged in significant learning as a result of a lack of lesson structure and/or inappropriate sequencing and pacing.			
Standard 3d: Assessing Student Learning	D	C	P
Implementation of Assessment: Assessment is not aligned with the lesson.			
Use for Planning: Assessment results are not used to plan future instruction.			
Quality and Timeliness of Feedback: Students do not use the teacher's feedback, if and when given.			
Standard 3e: Demonstrating Flexibility and Responsiveness	D	C	P
Lesson Adjustment: Teacher adheres to the instructional plan in spite of a lack of student understanding or interest.			
Response to Students: Teacher ignores students' questions.			
Persistence: Teacher assumes little or no responsibility when students fail to understand.			

Data Summary (optional)

Cluster 4: Professionalism

Standards and Elements	Circle performance level. If D, check reason.		
	D	C	P
Standard 4a: Reflecting on Teaching	D	C	P
Accuracy: Teacher does not know whether a lesson was effective or achieved its purpose, and/or misjudges the success of a lesson.			
Use in Future Teaching: Teacher does not offer suggestions for how a lesson may be improved in the future.			
Standard 4b: Maintaining Accurate Records	D	C	P
Student Progress in Learning: Teacher has no system or a haphazard system for maintaining academic records, resulting in errors and confusion.			
Non–instructional Records: Teacher has no system or a haphazard system for maintaining non–instructional records, resulting in errors and confusion.			
Standard 4c: Communicating with Families/Caregivers	D	C	P
Information about the Instructional Program: Teacher provides little or no information about the instructional program to families/caregivers.			
Information about Individual Students: Teacher provides little or no information about individual students to their families/caregivers.			
Engagement of Families/Caregivers in the Instructional Program: Teacher makes few or no attempts to engage families/caregivers to initiate communication in regard to the instructional program and/or classroom activities.			
Standard 4d: Contributing to the School	D	C	P
Relationships with Colleagues: Teacher maintains minimal relationships with colleagues.			
Service to the School: Teacher does not consistently fulfill contractual and/or professional obligations.			
Standard 4e: Growing and Developing Professionally	D	C	P
Enhancement of Content Knowledge and Pedagogical Skill: Teacher does not participate in professional development activities.			
Participation in Beginning Teacher Support: Teacher does not participate in support activities designed for beginning teacher support.			
Standard 4f: Serving as an Advocate for Students	D	C	P
Decision Making: Teacher does not use critical data to identify necessary actions in support of student growth or to meet individual student needs.			
Student Advocacy: The teacher does not take action once a need is identified.			

Action Plan

Teacher: _____

Mentor: _____

Date: _____

Standards Chosen for Further Development	Action(s) To Be Taken	Mentor Responsibilities	Beginning Teacher Responsibilities	Timeline	Success Indicators