August 13, 2020

Dear Induction Program Candidate,

Welcome to MSMU's Induction Program! We are pleased that you have chosen the Mount for your professional growth and learning opportunity and to clear your preliminary credential!

The first day of class for both the Accelerated EDU 226A and Traditional EDU 225A courses is September 12, 2020. Please be sure to register for your courses promptly. Each course has a first assignment due for the first session. Please check the Education Department website (www.msmu.edu/education) to find the assignment on the course syllabus once it is posted (approximately two weeks prior to class). Your instructors will also give you information on how to access the course. Students in the accelerated EDU 226A course must enroll in EDU 326A. Students in two-year EDU 225A course must enroll in EDU 325A.

As you know, each teacher candidate is required to have a mentor. If you have already selected a mentor, ask your mentor to fill out the mentor application (link below), so that we can ensure that your mentor is a good fit to support you through the program and so that they can begin the hiring process. If your mentor is credentialed, but is not a direct match to your grade level cluster or subject area, let us know and we will provide you with a supplemental coach. If you do not have a mentor at all, also inform us and we will provide you with a mentor. If you meet any of these conditions or if you have questions about the mentor process, please contact our Mentor Coordinator, Barbara Locker-Halmy at blocker@msmu.edu.

Your mentor is invited to a mandatory Mentor Orientation meeting. If your mentor has served us at some point in the last two years then the orientation is optional. The Mentor Orientation is Saturday August 29th from 10:00 AM – 12:30 PM. If your mentor cannot make that date, there are additional make up sessions on Saturday September 12th from 10:00 AM—12:30 PM or Wednesday, September 16th from 4:00 PM – 6:30 PM. The Zoom link for all sessions is here:

https://msmu.zoom.us/j/2551944355
Meeting ID: 255 194 4355

It is essential that you communicate these dates with your mentor since we will not know who your mentors are and cannot contact them until they fill out the Mentor Application at your request. The application link is here: https://forms.gle/o6JTNIUidjNUGXic7. Please forward this link to your mentor.

If you have any questions about the information above or any other immediate concerns, please always feel free to contact me at directly at knao@msmu.edu

We are excited to begin our new Induction Program and are pleased that you will join us for a productive academic year!

Sincerely,

Kimberly Nao

Kimberly Nao
Induction Program Director
# Mount Saint Mary’s University

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Induction Course Description

Traditional:

EDU 225A Teacher Assessment and Development (1)
This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Teachers will determine areas of professional growth utilizing an Individualized Learning Plan (ILP), and show evidence of a personal context for teaching that supports practices related to those areas of growth. Requires concurrent registration in EDU 325A

EDU 225B Professional Investigation and Reflection (1)
This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Teachers will set professional development goals that will extend into professional learning beyond the program. (Additional Induction Portfolio Mid-Program Evaluation Fee of $50)

EDU 225C Professional Investigation and Reflection (1)
This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Teachers will set professional development goals that will extend into professional learning beyond the program. Requires concurrent registration in EDU 325B

EDU 225D Professional Growth and Collaboration (1)
This professional induction course teaches candidates about the use of professional development portfolios to evaluate the setting and accomplishment of professional goals. Teachers will investigate the use of portfolios as evaluative tools and goal setting tools and polish up the professional portfolio created in earlier induction coursework. Candidates will learn about teacher collaboration as a tool of professional development. (Additional Induction Portfolio Evaluation fee of $100)

EDU 325A Coaching and Field Mentorship: Induction (1.5)
Enrollment in fall for fall and spring mentorship in candidate’s own classroom. Candidates teach in their own classrooms and are mentored at their own school site during year one of a two-year program by a credentialed peer colleague of the same grade level and/or subject matter. If such a mentor is not available, supplemental coaching is provided. Full time teaching is required along with participation in the Induction Program course work (EDU 225A-EDU 225B). This course meets off campus. Prerequisite: Registered concurrently with EDU 225A

EDU 325B Coaching and Field Mentorship: In-Service Induction (1.5)
Enrollment in fall for fall and spring mentorship in candidate’s own classroom. Candidates teach in their own classrooms and are mentored at their own school site over the second year of their two-year program by a credentialed peer colleague of the same grade level and/or subject matter. If such a mentor is not available, supplemental coaching is provided. Full time teaching is required along with participation in the Induction Program course work (EDU 225C-EDU 225D). This course meets off campus. Prerequisite: Registered concurrently with EDU 225C
Mount Saint Mary’s University

Accelerated:

EDU 226A Teacher Assessment and Development (2)
This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Teachers will determine areas of professional growth utilizing an Individualized Learning Plan (ILP), and conduct an investigation regarding their personal context for teaching related to those areas of growth. (Additional Induction Portfolio Mid-Program Evaluation Fee of $50)

EDU 226B Professional Investigation and Reflection (2)
This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Teachers will set professional development goals that will extend into professional learning beyond the program. (Additional Induction Portfolio Evaluation fee of $100)

EDU 326A Coaching and Field Mentorship: Induction (1.5)
Fall and spring in candidate’s own classroom. Candidates teach in their own classrooms and are mentored at their own school site over one academic year by a credentialed peer colleague of the same grade level and/or subject matter. If such a mentor is not available, supplemental coaching is provided. Full time teaching is required along with participation in the Induction Program course work (EDU 226A-EDU 226B). This course meets off campus. Prerequisite: Registered concurrently with EDU 226A
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TWO YEAR – Standard Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>8-10:15</th>
<th>Fall (2.5 unit per semester)</th>
<th>Spring (1 unit per semester)</th>
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<tr>
<td>Sat</td>
<td>EDU 225A (1 unit)</td>
<td>EDU 225B (1 unit)</td>
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<tr>
<td></td>
<td>EDU 325A (1.5 units Field Mentorship)</td>
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<tr>
<td>YEAR 2</td>
<td>8-10:15</td>
<td>Sat</td>
<td>Sat</td>
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<tr>
<td></td>
<td>EDU 225C (1 unit)</td>
<td>EDU 225D (1 unit)</td>
<td></td>
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<tr>
<td></td>
<td>EDU 325B (1.5 units Field Mentorship)</td>
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Standard (two-year) Induction Credential Program: Four facilitated inquiry seminars and Field Mentorship
- EDU 225A Assessment in Teacher Development (1 unit)
- EDU 225B Professional Investigation I (1 unit; incl. mid-program portfolio evaluation fee of $50)
- EDU 225C Professional Investigation II (1 unit)
- EDU 225D Professional Growth and Collaboration (1 unit; incl. final portfolio evaluation fee of $100)
- EDU 325A and B Field Mentorship (1.5 units per year) Total units = 7 (4 units are graduate credit)

ONE YEAR – Accelerated Plan
(Early Completer Option for Exceptional Teachers)

<table>
<thead>
<tr>
<th>8:00-12:25</th>
<th>Fall (3.5 units)</th>
<th>Spring (2 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat</td>
<td>EDU 226A (2 units)</td>
<td>EDU 226B (2 units)</td>
</tr>
<tr>
<td></td>
<td>EDU 326A (1.5 units Field Mentorship)</td>
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</tbody>
</table>

Requirements to complete the One Year plan:
1. Accelerated Evaluation Form for Exceptional Teachers – completed by Principal, submit w/application
2. Approval of MSMU advisor
   - Determination regarding eligibility to complete the One or Two year plan will be made upon acceptance to MSMU program
   - Eligibility to continue in the One Year plan after the first semester is contingent upon successful completion of first semester work and continuing approval of MSMU advisor.

Accelerated (one-year) Induction Credential Program: Four facilitated inquiry seminars and Field Mentorship
- EDU 226A Teacher Assessment and Development (2 units; incl. mid-program portfolio eval fee of $50)
- EDU 226B Professional Investigation and Reflection (2 units; incl. final portfolio eval fee of $100)
- EDU 326A Field Mentorship (1.5 units) Total units = 5.5 (4 units are graduate credit)
**Mount Saint Mary’s University**

**Important Student Accounts Office Information**

**Payment Forms**

Each semester, well prior to the deadline date, you must 1) submit a Payment Form indicating the amount of units you will be registered for including how you will be paying for your tuition and 2) ensure that your account shows a zero balance. The Student Accounts Office telephone number is 213.477.2540.

BE ADVISED: If you wait until just before the deadline date to take care of this, you are likely to become frustrated with long lines and ringing phone lines! This may result in a missed deadline and a late payment fee.

**Archdiocese Waiver**

The Archdiocese Waiver* (35% tuition reduction) is given ONLY to Graduate students who are full time employees of the Archdiocese. A letter must be submitted to the Business Office, no later than 30 days after school begins. This letter must be written by your principal or Human Resource Department on school letterhead. It must state your full name and that you are a full time employee for the scholastic year in question. No copies or faxes are accepted. *Catholic educators receiving Title II funding do not complete this waiver.

**Weekend Course Syllabi**

During your program you are likely to take at least one or more weekend courses. You will have an assignment due the first weekend. This assignment and the course syllabus will be posted on the Education Department’s private webpage two weeks before the first weekend session. Follow the url below to locate your course material and come to your first class prepared.

[www.msmu.edu/education](http://www.msmu.edu/education)

**Textbooks**

No textbooks are required for the Induction Program courses.
Mount Saint Mary’s University

Attendance and Registration Policies

Missing the First Class Session

Missing the first class session seriously jeopardizes your chances of success in a course. The college may administratively drop students who do not attend the first class session. In order to avoid being dropped for missing the first class session, you must contact the instructor in advance and give a valid reason why you would not be able to attend the first session (ex. you must take the CSET exam that morning). It remains the student’s responsibility to drop a course if you decide not to complete the class.

Absences

Students are allowed to miss one session of a 1-unit course with no penalty. Should you miss one additional session beyond the allowable, you will be required to submit a 5-page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course.

If you miss more than two sessions of a 1 unit course, the instructor will be expected to administratively drop you from the course. Should you miss more sessions than allowed, do NOT presume that the instructor will file the paperwork right after the missed sessions. You remain responsible for ensuring that your name is dropped from the enrollment list so that you can receive whatever tuition reimbursement might remain available to you.

If you wish to contest the policy for any reason (ex. Illness), you would need to file an academic petition, gain instructor support, and contact the Department Chair.

Tardiness

Be sure to be present in class in a timely manner regularly. Many instructors at MSMU utilize a variety of instructional strategies that require full group participation early in a class session. Be advised that many instructors will deduct course points for excessive tardiness.

Adding or Dropping a Course

The Registrar’s Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.
Mount Saint Mary’s University

2020 – 2021 Academic Calendar

Graduate Weekend Format Instruction Dates

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Weekend #1</td>
<td>9/12 – 9/13</td>
<td>1/23 – 1/24</td>
<td>5/22 – 5/23</td>
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<tr>
<td>Weekend #2</td>
<td>9/26 – 9/27</td>
<td>2/6 – 2/7</td>
<td>6/12 – 6/13</td>
</tr>
<tr>
<td>Weekend #3</td>
<td>10/10 – 10/11</td>
<td>2/27 – 2/28</td>
<td>6/26 – 6/27</td>
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<tr>
<td>Weekend #5</td>
<td>11/7 – 11/8</td>
<td>4/17 – 4/18</td>
<td>7/31 – 8/1</td>
</tr>
<tr>
<td>Weekend #6</td>
<td>11/21 – 11/22</td>
<td>5/1 – 5/2</td>
<td>8/14 – 8/15</td>
</tr>
</tbody>
</table>

The above dates are overall MSMU weekend course dates for graduate students. Dates may vary according to individual course syllabi.

Mentors will be invited to attend complimentary Spring Workshops. Please watch for upcoming “Save the Date” messages!!
Dear Principal,

A teacher at your school, ______________________, would like to complete the Induction program requirements via the Induction program at Mount Saint Mary’s University. Our program is designed to meet California’s state standards by supporting teachers in continuing to develop their skills in the classroom.

In order to achieve these goals, participants in our Induction program will complete an assessment of their professional practice, a series of inquiry projects based upon their development goals, as well other activities to enhance their classroom teaching skills. The program generally takes two years to complete, but there is an accelerated one-year option that the teacher may apply to complete with your agreement. This would reduce the mentor support time the teacher would receive from two years to one year. Important features of the Induction program include the need for colleges/universities to collaborate with schools to ensure that the program supports teachers and in alignment with school-based professional development plans.

This has several implications for school principals:

1. Principals may recommend that their exceptional teachers complete an accelerated one-year program by completing an “Accelerated Evaluation Form for Exceptional Teachers” and forego the second year of mentorship.
2. In addition to facilitated seminars offered by Mount Saint Mary’s University, each participating teacher needs to have a fully credentialed on-site mentor teacher who will be available to meet with the teacher regularly, conduct occasional observations, and offer supportive feedback weekly. Mount Saint Mary’s will provide the mentor with training opportunities and a stipend for this service.
3. During the first month of the program, the candidate will need to receive input from you regarding the responsibilities of their teaching position and guidance regarding professional development. This meeting will be documented on the Individualized Learning Plan. Meetings regarding the Induction Program are meant to support and not evaluate teachers.
4. During the last month of the program, the candidate will need to meet with you to provide you with an update on their progress toward meeting their professional goals and we will ask you for your reflections on the program.

Please indicate your understanding and acceptance of the above by checking the appropriate statements below.

___ I recommend ____________________________ for MSMU’s Induction program.

___ I will aid the participating teacher in finding an on-site mentor.

Principal's Signature: ____________________________

Principal’s Email Address (please print clearly): ____________________________

School Name: ____________________________

Thank you so much for your support. We look forward to working with your teacher. Please feel free to contact us at 213-477-2620 if you have any questions.

Sincerely,

Dr. Kimberly Nao Induction Program Director
Mount Saint Mary’s University

Connecting to MSMU “CANVAS”

In order to log in to the MSMU Induction Mentor Modules on Canvas, please follow the steps below:

1. Use the following link and be sure to select guests:
   https://msmu.edu/canvas
2. Username=your selected email address
3. Enter (MSMU2020) as your password
4. Select the "Accept Invitation" link at the top of the course page to confirm your enrollment
5. You will see a welcome letter that will link you to the first Module entitled: “Induction Mentor Module #1 Orientation”.
6. At the completion of the Orientation Module you will then be asked to click on a link which will take you to the required Mentor Feedback Form given at the conclusion of each Module.
All student course work is accessed and submitted via Google Classroom. Below is a sample of the Induction Candidate platform for accessing and submitting documents. Classroom instructors will disseminate information on how to access the documents on this platform. In addition, Mentor Collaborative Logs will be submitted to Google Classroom by the Induction Candidate (a different link will be provided by Mentor Coordinator).
Mount Saint Mary’s University

Induction Program Required Documents: An Overview

There are many acronyms used in the Induction process here at MSMU. We hope the following overview will help to clarify these terms, and serve as a useful “cheat sheet” for you. We recommend printing this sheet and keeping it handy during class.

**CFT = Context for Teaching**

These documents are designed to help you learn about your teaching environment by identifying challenges, investigating resources, and gathering information about your students. The purpose of these documents is to help guide your classroom decision-making, and to facilitate your identification of areas for professional growth. Documents include:

- **CFT.1:** Class profile
- **CFT.2:** Classroom layout
- **CFT.3:** School and information resources
- **CFT.4:** Home-school connection
- **CFT.5:** Site orientation checklist
- **CFT.6:** Community map
- **CFT 7.1, 7.2, 7.3, and 7.4:** Discussion questions on Pedagogy, Equity, English Learners, and Special Populations.

**IATP = Initial Assessment of Teaching Practice (Traditional Program Only)**

The IATP documents (IATP.1 through IATP.7) are meant to facilitate an initial process of self-reflection on your areas for growth as a teacher, based on the CSTPs. Documents include:

- **IATP.1:** CSTP self-review (your first attempt to identify areas of strength/growth, based on the CSTPs)
- **IATP.2:** KWO chart for informal observation by Mentor
- **IATP.3:** Informal Mentor observation sheet
- **IATP.4:** Informal Mentor Post-observation reflection
- **IATP.5:** Informal Post-observation self-reflection

**ONGOING DOCUMENTS (continue to add to these throughout the program)**

**Self-Assessment of CSTPs (California Standards for the Teaching Profession)**

- Use this to document where and how you’re meeting each of the CSTPs (most will be met through the various program documents, though you can include additional evidence as well)
- All additional evidence should be included at the back of your portfolio, clearly organized and labeled so that the outside evaluator understands why you have included it

**COTP (Continuum of Teaching Practice)**

- This document includes a detailed rubric for each of the CSTPs, allowing you to assess which of the following five levels you are at for each one: “Emerging”, “Exploring”, “Applying”, “Integrating”, or “Innovating”.

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Mount Saint Mary’s University

- You will return to this document each semester, tracking your growth. Circle the new level you believe you are at for each CSTP (please note that many are expected to stay the same).
- Each semester, meet with your Mentor to discuss the levels you have circled for yourself.

Individualized Learning Plan (ILP)
- This ongoing document is meant to serve as an overview of your professional goals throughout the program. You will revisit it three times during your program. Once at the beginning, the middle and end of your program. Triad meeting/signatures will be required.
- What areas do you want to focus on while you’re in the Induction program? How will you seek out help in these areas? What kind of evidence will you collect of your growth?
- Add to this document each semester, as you consider new ideas. Meet with your Mentor and/or others on campus to get assistance and ideas.

Mentor Mentee Collaborative Log
- You must meet with your Mentor consistently throughout the semester (minimum one hour/week not including grade level/department meetings).
- Mentor documents/signs time spent with Mentee each meeting. All sections are to be completed by both Mentor and Mentee.
- Mentor provides a copy of this log to Mentee at the completion of each Mentor Module. Mentee uploads signed copy to Google Classroom (see due dates on Overall Induction Semester Guide).
EDU 326A Accelerated 1 Year Program
Mentor Collaborative Syllabus

Weekend 1: September 12, 2020

Course Overview, Professional Learning, and Professional Goal Setting

Mentee Assignment Due Dates:
Due 9/12:
  CFT 1
  CSTP Self-Assessment (Pre- CSTPs 1,2, &6)- dated with evidence codes
Due 9/16:
  Fall Induction Individualized Learning Plan (ILP)
  CFT 7.1 Pedagogy
  CFT.2 Classroom Layout
  CFT.3 School Information & Resources
Due 9/23:
  CFT.4 Home/School Connection
  CFT.5 Site Orientation Checklist
  CFT.6 Community Map & Resources
  Collaborative Log #1

Mentor Responsibilities
- Discuss Special Populations - CFT 7.4
- Discuss inquiry strategy to add to C.1 (cells 5-6)
- Start planning 4-6-week unit of study before next class (September 26, 2020)
- Module #1 Feedback Form due 9/23/20
- Collaborative Log #1 to be uploaded in Google Classroom by Mentee by 9/23/20

Weekend 2: September 26, 2020

Special Education, Goals, and Research

Mentee Assignment Due Dates:
Due 9/26:
  C1 Individual Growth Plan cells 1-6
  Mentee to Email Reviewer C1 cells 1-4 (cc tlowdermilk@msmu.edu)
Due 9/30:
  CFT 7.4 Special Populations
Due 10/7:
  Mentee to email reviewer C1 cells 1-6 (add collegial conversation and cell 1-4 corrections)
  Collaborative Log #2

Mentor Responsibilities
- Discuss Special Populations - CFT 7.4
- Discuss inquiry strategies to add to C.1 (cells 5-6)
- Continue planning 4-6-week unit of study
- Module #2 Feedback Form due 10/7/20
- Collaborative Log #2 to be uploaded in Google Classroom by Mentee by 10/7/20
**Weekend 3: October 10, 2020**

**ELD, Differentiation, and Inquiry: Unit Planning**

**Mentee Assignment Due Dates:**

**Due 10/10:**
- C.2 Unit Plan (4-6 weeks long)
  - Mentee to Email Reviewer C.2 Unit Plan (cc tlowdermilk@msmu.edu)
  - Update CFT.4 Home/School Connection

**Due 10/14:**
- CFT 7.3 English Language (EL) Learners
- C.3 Entry Level Assessment
- C.3 and C.7 Recording sheet (C.3 side only)

**Due 10/21:**
- C.4 Focus Student Selection
- Collaborative Log #3

**Mentor Responsibilities**
- Discuss English Language Learners CFT.7.3
- **Portfolio Reviewer must approve C5 Focus lesson, before videoing. Mentee to Email Reviewer as soon as possible, but before 10/21**
- C5 Focus lesson must be recorded before 10/28 (permission waivers must be signed by parents prior to recording)
- Module #3 Feedback Form due 10/21/20
- Collaborative Log #3 to be uploaded in Google Classroom by Mentee by 10/21/20

**Weekend 4: October 24, 2020**

**Focus Lesson**

**Mentee Assignment Due Dates:**

**Due 10/24:**
- C.5 Lesson Plan
  - Mentee to Email Reviewer C.5 Lesson for approval (cc tlowdermilk@msmu.edu)
  - Before 10/30 Videoing MUST occur, however, **C.5 (focus lesson) MUST be approved by Portfolio Reviewer before videoing**

**Due 11/4:**
- C.6 Grade/correct Student work
- C.6 Analysis of Student Work
- Mentor Lesson Observation Sheet
- Collaborative Log #4

**Due 11/7:**
- Formal Observation Self-Reflection
- Formal Observation Mentor-Reflection

**Mentor Responsibilities**
- View videoed lesson together via Zoom
- Discuss with Mentor the following forms:
  1. Mentor Lesson Observation Sheet
  2. Mentor Observation Reflection
  3. Formal Observation Self-Reflection
  4. Analysis of Student Work from videoed lesson (C.6)
- Module #4 Feedback Form due 11/4/20
- Collaborative Log #4 to be uploaded in Google Classroom by Mentee by 11/4/20
**Weekend 5: November 7, 2020**

*Inquiry Evaluation and Assessment Data*

**Mentee Assignment Due Dates:**

**Due 11/7:**
- Formal Observation Self-Reflection
- Conduct Initial Peer Review

**Due 11/11:**
- C.7 Summative Assessment Reflection Rubric
- Formal Observation Mentor-Reflection
- C.3 and C.7 Recording Sheet (C7 side only)

**Due 11/18:**
- C.1 cells 7-10
- Colloquium: Google Slides
- Collaborative Log #5

**Due by 11/20:**
- Update CFT.4 Home/School Connection

**Mentor Responsibilities**
- Sign, Complete, upload Collaborative Learning Logs
- Gather evidence for ILP
- Module #5 Feedback Form due 11/18/20
- Collaborative Log #5 to be uploaded in Google Classroom by Mentee by 11/18/20

**Weekend 6: November 21, 2020**

*Presentations and Reflection*

**Mentee Assignment Due Dates:**

**Due 11/21:**
- Finalize Peer Portfolio Review
- Mentee to Post CSTP Self-Assessment form 1, 2 & 6 (dated with evidence codes)
- ILP Evidence
- Mentee to Email Reviewer Portfolio is complete (cc tlowdermilk@msmu.edu)

**Mentor Responsibilities**
- 12/18 Complete all Portfolio Corrections
- Be sure Mentee **Emails Reviewer when all corrections are made**
Mount Saint Mary’s University

EDU 325A Traditional 2 Year Program – YR 1
Mentor Collaborative Syllabus

Weekend 1: September 12, 2020
Course Overview, Professional Learning, and Profession Goal Setting
Mentor responsibilities to assist mentee with: (Due Sept. 26)
- CSTP Self-Assessment (CSTPs 1, 2, & 6) dated w/evidence codes
- CFT 1: Class Profile Overview
- CFT 2: Classroom Layout
- CFT 3: School Information and Resources
- CFT 4: Home/School Connection Site
- CFT 5: Orientation Checklist
- CFT 6: Community Map and Resources
- Individual Learning Plan (ILP), cells 1 – 4
- Module #1 Feedback Form due 9/23/20
- Collaborative Log #1 to be uploaded in Google Classroom by Mentee by 9/23/20

Weekend 2: September 26, 2020
Special Education, Goals, and Research
Mentor responsibilities to assist mentee with: (Due Oct. 10)
- CFT 7.1: Pedagogy
- CFT 7.2: Equity
- CFT 7.4: Special Populations
- Set date for October Triad Mtg. w/Mentor and Administrator to introduce and discuss ILP
- Module #2 Feedback Form due 10/7/20
- Collaborative Log #2 to be uploaded in Google Classroom by Mentee by 10/7/20

Weekend 3: October 10, 2020
ELD, Differentiation, and Inquiry: Unit Planning
Mentor responsibilities to assist mentee with: (Due Oct. 24):
- Complete CFT 7.3 (English Learners)
- Revisit ILP for progress
- Complete IATP 2 -5 documents to prep for the Informal Observation, Post-Observation, and Reflection process
- Participate (or plan to participate in Oct.) a Triad meeting
- Module #3 Feedback Form due 10/21/20
- Collaborative Log #3 to be uploaded in Google Classroom by Mentee by 10/21/20

Weekend 4: October 24, 2020
Focus Lesson
Mentor responsibilities to assist mentee with: (Due Nov. 7):
- Complete IATP 2, 3, and 5 documents (Informal Observation process)
- Mentee becomes familiar w/ IATP 4
- If you haven’t already done so, attend a Triad meeting
- Be sure mentee sends completed Portfolio documents to jtovar@msmu.edu
- Module #4 Feedback Form due 11/4/20
- Collaborative Log #4 to be uploaded in Google Classroom by Mentee by 11/4/20
**Weekend 5: November 7, 2020**

*Inquiry Evaluation and Assessment Data*

Mentor responsibilities to assist mentee with: (Due Nov. 21):

- Gather evidence for ILP
- Module #5 Feedback Form due 11/18/20
- Collaborative Log #5 to be uploaded in Google Classroom by Mentee by 11/18/20

**Weekend 6, 2020: November 21, 2020**

*Presentations and Reflection*

Mentor responsibilities to assist mentee with:

- 12/18 Complete all Portfolio Corrections, if necessary
- Be sure mentee **Emails Reviewer when all corrections are made**
Weekend 1: September 12, 2020

Course Overview, Professional Learning, and Profession Goal Setting

Mentor responsibilities to assist mentee with: (Due Sept. 26)

- Update CFT 1 and 4
- Update CFT 7.1 – 7.4 (Pedagogy, Equity, English Learners, Special Populations)
- Update ILP
- Work on C.1 to share on 9/26 – 4 documents (ILP, Essential Components for Instruction, Entry Level Assessment Rubric, and Focus Student Selection)
- Module #1 Feedback Form due 9/23/20
- Collaborative Log #1 to be uploaded in Google Classroom by Mentee by 9/23/20

Weekend 2: September 26, 2020

Special Education, Goals, and Research

Mentor responsibilities to assist mentee with: (Due Oct. 10)

- C.1 – Add cells 5 & 6 – these are due to Reviewer before 10/21 (copy jtovar@msmu.edu) Reviewer must approve C.5 Focus Lesson, before videoing.
- C.2 – Complete Cells 1-3 & 11-14 – these are due to Reviewer before 10/21 (copy jtovar@msmu.edu)
- Scope out/plan 4-6-week unit of study and be ready to share it in next class (October 10, 2020). FYI - Mentee must implement research strategy on a regular basis during instruction.
- Module #2 Feedback Form due 10/7/20
- Collaborative Log #2 to be uploaded in Google Classroom by Mentee by 10/7/20

Weekend 3: October 10, 2020

ELD, Differentiation, and Inquiry: Unit Planning

Mentor responsibilities to assist mentee with: (Due Oct. 24):

- C.3 Entry Level Assessment Rubric
- C.3 Blank copy of Assessment
- C.3 Answer Key
- C.3 Rubric
- C.3 Recording Sheet
- C.4 Graded Pre Assessment for 3 Students
- C.4 Focus Student Selection
- C.5 Lesson Plan Template

**Due by 11/7: ***C.5 Lesson Video (15 – 30 min.), hyperlink or mp4

***Heads up: C5 Focus lesson must be recorded before 10/28 (permission waivers must be signed by parents prior to recording). Portfolio Reviewer must approve C5 Focus lesson before videoing. Mentee must Email Reviewer as soon as possible, but before 10/24.

- Module #3 Feedback Form due 10/21/20
- Collaborative Log #3 to be uploaded in Google Classroom by Mentee by 10/21/20
**Focus Lesson**

Mentor responsibilities to assist mentee with: (Due Nov. 7):

- C.5 Lesson Video (15 – 30 min.), hyperlink or mp4
- View videoed lesson together via Zoom
- Complete and Discuss the following forms:
  1. Mentor Lesson Observation Sheet
  2. Formal Mentor Observation Reflection
  3. Formal Observation Self-Reflection

**Complete the following by 11/14:**
- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)
- Module #4 Feedback Form due 11/4/20
- Collaborative Log #4 to be uploaded in Google Classroom by Mentee by 11/4/20

**Weekend 5: November 7, 2020**

*Inquiry Evaluation and Assessment Data*

Mentor responsibilities to assist mentee with: (Due Nov. 21):

- Gather evidence/complete ILP
- Assist with preparation Colloquium Slide Presentation

**Complete the following by 11/14:**
- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)
- Module #5 Feedback Form due 11/18/20
- Collaborative Log #5 to be uploaded in Google Classroom by Mentee by 11/18/20

**Weekend 6: November 21, 2020**

*Presentations and Reflection*

Mentor responsibilities to assist mentee with:

- 12/18 Complete all Portfolio Corrections, if necessary
- Be sure mentee **Emails Reviewer when all corrections are made**

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**Weekend 4: October 24, 2020**

*Focus Lesson*

Mentor responsibilities to assist mentee with: (Due Nov. 7):

- C.5 Lesson Video (15 – 30 min.), hyperlink or mp4
- View videoed lesson together via Zoom
- Complete and Discuss the following forms:
  1. Mentor Lesson Observation Sheet
  2. Formal Mentor Observation Reflection
  3. Formal Observation Self-Reflection

**Complete the following by 11/14:**
- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)
- Module #4 Feedback Form due 11/4/20
- Collaborative Log #4 to be uploaded in Google Classroom by Mentee by 11/4/20

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**Weekend 5: November 7, 2020**

*Inquiry Evaluation and Assessment Data*

Mentor responsibilities to assist mentee with: (Due Nov. 21):

- Gather evidence/complete ILP
- Assist with preparation Colloquium Slide Presentation

**Complete the following by 11/14:**
- Complete C.6 Analysis of Student Work and 3 Focus Students graded work sample
- C.7 - Summative Assessment Rubric, Blank copy of Assessment, Answer Key, Recording Sheet
- C.1, 7 – 10 (ILP)
- CFT 7.2 (Equity)
- Module #5 Feedback Form due 11/18/20
- Collaborative Log #5 to be uploaded in Google Classroom by Mentee by 11/18/20

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**Weekend 6: November 21, 2020**

*Presentations and Reflection*

Mentor responsibilities to assist mentee with:

- 12/18 Complete all Portfolio Corrections, if necessary
- Be sure mentee **Emails Reviewer when all corrections are made**
Mount Saint Mary’s University  
Multiple Subjects and Single Subject Induction Programs  
Individual Learning Plan

Candidate Name: 
Mentor Name: 
School: 
Grade Level(s): 
Subject (if applicable): 

Professional Development Foci

Instructions: After you have reviewed the COTP with your mentor, please identify the areas upon which you will focus your professional growth over the next 1-2 years. Consult your principal and/or department chair for additional skills/expectations needed as growth areas for the successful performance of the duties of your teaching position. Ex. Common Core implementation, language diversity training. Note: These goals should be revisited, revised and added to as needed throughout the Induction program.

- Classroom Management/Discipline
- Time Management
- Assessment Strategies
- Scaffolding Instructions for English Learners
- Motivating and Engaging All Students
- Parent Communication/Involvement
- Deepening Understanding of Grade Level Standards

  _CSTP 1  Engaging and Supporting All Students in Learning
  _CSTP 2  Creating and Maintaining Effective Environments for Student Learning
  _CSTP 3  Understanding and Organizing Subject Matter for Student Learning
  _CSTP 4  Planning Instruction and Designing Learning Experiences for All Students
  _CSTP 5  Assessing Students for Learning
  _CSTP 6  Developing as a Professional Educator

Other

Other

Other
Induction Year Beginning of Program

Professional Development Activities: How will you seek out opportunities to grow in the above selected areas? For this semester, list professional development opportunities and activities in which you will engage in order to enhance your growth in the above areas. Please specific. One of these areas may be chosen as the goals within your Inquiry Project. (For example: attending workshops, reading articles and/or other curricular guides, participating in school site PD, etc.)

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<thead>
<tr>
<th>Professional Growth Area</th>
<th>Professional Growth Activity</th>
<th>Target Deadline</th>
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Professional Goals and Assessment Plan: Based on the selected focus area(s) above, what skills and practices do you hope to see in your own teaching practice that will indicate growth over the course of the Induction program? In addition, what skills and outcomes do you want to see your students achieve as a result of your focus in this area?

What types of documents/artifacts will you include in your Induction Portfolio to document your professional growth and to demonstrate student outcomes over the course of the Induction program? (Example: certificates of attendance, student work samples and/or artifacts, lesson plans)

Candidate ______________________ Date ______________________ Mentor ______________________ Date ______________________ Administrator ______________________ Date ______________________
Induction Middle of the Program

Professional Development Activities: How will you seek out opportunities to grow in the above selected areas? For this semester, list professional development opportunities and activities in which you will engage in order to enhance your growth in the above areas. Please specific. One of these areas may be chosen as the goals within your Inquiry Project.
(For example: attending workshops, reading articles and/or other curricular guides, participating in school site PD, etc.)

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Professional Goals and Assessment Plan: Based on the selected focus area(s) above, what skills and practices do you hope to see in your own teaching practice that will indicate growth over the course of the Induction program? In addition, what skills and outcomes do you want to see your students achieve as a result of your focus in this area?

What types of documents/artifacts will you include in your Induction Portfolio to document your professional growth and to demonstrate student outcomes over the course of the Induction program? (Example: certificates of attendance, student work samples and/or artifacts, lesson plans)

Candidate Date Mentor Date Administrator Date
Induction End of the Program

**Post-Program Professional Goals:** After having completed two Inquiry Projects and having reflected on your teaching practice over the course of this program, review the Professional Growth targets on the preceding pages of this document. What areas would you like to target in an effort to continue your growth in the profession? How will you seek out opportunities to grow in those areas? List professional development opportunities and activities in which you will engage in order to enhance your growth. Please be specific. *(For example: attending workshops, reading articles and/or other curricular guides, participating in school site PD, etc.)*

**Professional Development Activities:** How will you seek out opportunities to grow in the above selected areas? Please list some post-program professional development opportunities and activities in which you will engage in order to enhance your growth in the above areas. Please be specific.

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Please collect the appropriate signatures upon completion of the final triad (candidate, mentor, and administrator) meeting.

Candidate Date

Mentor Date

Administrator Date
# MSMU Induction: Portfolio Checklist

## Traditional Program

For each document, mark:

TC: Thoughtfully Completed - Document is completed correctly
PC: Partially Completed - Document is partially complete or incorrectly completed
NC: Not Completed - Document is not complete or blank
Missing: Document can't be found or is in the wrong folder

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PORTFOLIO COMPLETION RUBRIC

Thoughtfully Completed

All documents are completed correctly including requested attachments embedded/inserted. All documents are in the correct folder and are free of spelling or grammar errors. Evidence across Inquiries and Portfolio is appropriate, relevant, and clear. The evidence in the portfolio supports a score of Level 3 "Applying" or higher for all 6 CSTPs.

Completed

All documents are completed including requested attachments embedded/inserted, but some evidence is inconsistent with teacher’s actual practice, as indicated on the Continuum of Teaching Practice and other documents in Portfolio. All documents are in the correct folder and are free of spelling/grammar errors. The evidence in the portfolio supports a score of Level 3 "Applying" or higher for all 6 CSTPs.

Not Yet Completed

Some documents are missing or are incomplete. The evidence demonstrates a serious inconsistency with teaching practice and does NOT support a score of Level 3 "Applying" or higher for one or more of the 6 CSTPs.

- 28 -
Mount Saint Mary’s University

Candidate: ____________________  Reviewer: ____________________

MSMU Induction: Portfolio Checklist
Accelerated Program

For each document, mark:
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C5 Lesson Video
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Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
C.6 Graded work sample from C.5 lesson for 3 focus students
C.6 Analysis of Student Work
C.7 Summative Assessment Reflection Rubric
C.7 Blank copy of assessment
C.7 Answer Key
C.7 Rubric
C.8 Focus Students' Summative Assessment
C.3 and C.7 Recording Sheet (C.3 completed)
C.3 and C.7 Recording Sheet (C.7 completed)
C.1 cells 8-10 Individual Growth Plan
Colloquium: Google Slides
Colloquium: Hard Copies of Google Slides
Colloquium: Quad Presentations

Inquiry 2
C.1 cells 1-4 Individual Growth Plan
C.1 cells 5-7 Individual Growth Plan
C.2 Essential Components for Instruction
C.3 Entry Level Assessment Rubric
C.3 Blank copy of assessment
C.3 Answer Key
C.3 Rubric
C.4 Focus Student Selection
C.5 Lesson Plan Template/ Formal Observation
C5 Lesson Video
Formal Observation Self-Reflection (Inquiry 2 Lesson)
Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
C.6 Graded work sample from C.5 lesson for 3 focus students
C.6 Analysis of Student Work
C.7 Summative Assessment Reflection Rubric
C.7 Blank copy of assessment
C.7 Answer Key
C.7 Rubric
C.8 Focus Students' Summative Assessment
C.3 and C.7 Recording Sheet (C.3 completed)
C.3 and C.7 Recording Sheet (C.7 completed)
C.1 cells 8-10 Individual Growth Plan
Teaching Philosophy: Google Slide Presentation
Teaching Philosophy: Quad Comments on Google Slides
Technology: Google Slides
<table>
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<tr>
<th>Ongoing</th>
<th>Session Evaluations</th>
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<tr>
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<td>Individual Learning Plan (ILP) - Fall Triad Meeting</td>
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<td>Individual Learning Plan (ILP) - Fall Evidence</td>
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<td>Individual Learning Plan (ILP) - Spring Triad Meeting</td>
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<td>Individual Learning Plan (ILP) - Spring Evidence</td>
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<td></td>
<td>Individual Learning Plan (ILP) - End of Program Triad Meeting</td>
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<td></td>
<td>Self-Assessment of CSTPs (Pre for CSTP 1, 2, &amp; 6)</td>
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<td>Self-Assessment of CSTPs (Post for CSTP 1, 2, &amp; 6)</td>
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<td></td>
<td>Self-Assessment of CSTPs (Pre for CSTP 3, 4, &amp; 5)</td>
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<td>Self-Assessment of CSTPs (Post for CSTP 3, 4, &amp; 5)</td>
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<td></td>
<td>Mentor/Mentee Collaborative Log (1st Review)</td>
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<td>Mentor/Mentee Collaborative Log (2nd Review)</td>
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<td></td>
<td>Peer-Induction Checklist (1st Review)</td>
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<td></td>
<td>Peer-Induction Checklist (2nd Review)</td>
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<td>Resume</td>
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<td>Cover Letter</td>
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</tbody>
</table>
# MSMU Induction Portfolio Evaluation of CSTPs

Candidate Name:  
Evaluator Name:  

## Mount St. Mary’s University Induction Program

**Mid Portfolio Evaluation CSTP 1, 2, 6**  
**Final Portfolio Evaluation CSTP 3, 4, & 5**  
**Date:**  
**Levels of Teacher Development Across the CSTPs**

<table>
<thead>
<tr>
<th>CSTP 1</th>
<th>Level 1: Emerging</th>
<th>Level 2: Exploring</th>
<th>Level 3: Applying</th>
<th>Level 4: Integrating</th>
<th>Level 5: Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging and Supporting All Students in Learning</td>
<td>Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.</td>
<td>Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.</td>
<td>Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.</td>
<td>Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.</td>
<td>Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in-depth studies of content and promote high levels of student understanding and engagement.</td>
</tr>
</tbody>
</table>

Comments:  

Score: ___  
Possible Next Steps:  

<table>
<thead>
<tr>
<th>CSTP 2</th>
<th>Level 1: Emerging</th>
<th>Level 2: Exploring</th>
<th>Level 3: Applying</th>
<th>Level 4: Integrating</th>
<th>Level 5: Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
<td>Recognizes the importance of building a positive learning environment that is focused on achievement.</td>
<td>Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.</td>
<td>Guides the development of a respectful learning environment focused on achievement.</td>
<td>Maintains a respectful and supportive learning environment in which all students can achieve.</td>
<td>Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.</td>
</tr>
</tbody>
</table>

Comments:  

Score: ___  
Possible Next Steps:  

- 32 -
### Self-Assessment of CSTP

**NOTE:** Complete this form at the end of each semester and forward each page with your end-of-inquiry assessment to your mentor. Use the evidence codes and date each box once you have finished circling/initialing it.

**Directions:** This self-assessment tool is intended to be used in conjunction with the California Standards (CSTP) or another required/graded assessment, which provides established criteria for each element of the California Standards for the Teaching Profession.

**Evidence Codes:**
- CO: Classroom Observation
- ASW: Analysis of Student Work
- LP: Lesson Plan
- PR: Instructional Plan
- CFT/IATP: Context for Teaching
- CO: Classroom Observation
- ASW: Analysis of Student Work

<table>
<thead>
<tr>
<th>Evidence Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>CO</td>
<td>Classroom Observation</td>
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<tr>
<td>ASW</td>
<td>Analysis of Student Work</td>
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<tr>
<td>LP</td>
<td>Lesson Plan</td>
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<tr>
<td>PR</td>
<td>Instructional Plan</td>
</tr>
<tr>
<td>CFT/IATP</td>
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<tr>
<td>CO</td>
<td>Classroom Observation</td>
</tr>
<tr>
<td>ASW</td>
<td>Analysis of Student Work</td>
</tr>
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<table>
<thead>
<tr>
<th>Initial Self-Assessments</th>
<th>End of Inquiry #1</th>
<th>End of Inquiry #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

#### Unit A. Fostering Students' Learning and Engagement

1. Using knowledge of students to engage them in learning

| 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests |
| 1.3 Connecting subject matter to meaningful, real-life contexts |
| 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs |
| 1.5 Promoting critical thinking through inquiry, problem solving, and reflection |
| 1.6 Monitoring student learning and adjusting instruction while teaching |

2.1 Promoting social development and responsibility among students

- Creating physical and mental learning environments that promote student learning
- Fostering diversity and encourage oneness, and respect

| 2.1 Connecting students' social development and responsibility |
| 3.1 Connecting students' physical, mental, and social development |
| 4.1 Connecting students' emotional and social development |
| 5.1 Connecting students' cognitive and social development |

2.7 UW: instructional time to optimize learning

- Appropriate support for all students
- Positive behavior in every classroom

| 7/23/17 |
# Self-Assessment of CSTP

**Note:** Complete this form at the end of each semester and/or following each inquiry, once you have finished circling/updating the COTP. Use the "evidence codes" and date each box.

## Evidence Codes:
- CO: Classroom Observation
- LPI: Lesson Plan Initial
- LPL: Lesson Plan Longitudinal
- ASW: Analysis of Student Work
- UFP: Unit Plan/Reflection
- IE: Insufficient Evidence
- CFT/ATP: Context for Teaching/Initial Assessment of Teaching Practice
- SL: Evidence of Student Learning/Student Work

## DIRECTIONS:
This self-assessment tool is intended to be used in conjunction with the Continuum of Teaching Practice (COTP), or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession. Use the "evidence codes" and date each box.

<table>
<thead>
<tr>
<th>COTP 3</th>
<th>Understanding Organizing</th>
<th>Stealth Water/Secret Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</td>
<td></td>
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<tr>
<td>3.2</td>
<td>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
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<tr>
<td>3.3</td>
<td>Organizing curriculum to facilitate student understanding of the subject matter</td>
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<tr>
<td>3.4</td>
<td>Utilizing instructional strategies that are appropriate to subject matter</td>
<td></td>
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<tr>
<td>3.5</td>
<td>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials to make subject matter accessible to all students</td>
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</tr>
<tr>
<td>3.6</td>
<td>Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COTP 4</th>
<th>Planning Instruction, Learning Environments for All Students</th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Using knowledge of students’ academic readiness, language proficiency, cultural backgrounds, and individual development to plan instruction</td>
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<tr>
<td>4.2</td>
<td>Establishing and articulating goals for student learning</td>
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<td>4.3</td>
<td>Developing and sequencing long-term and short-term instructional plans to support student learning</td>
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<tr>
<td>4.4</td>
<td>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</td>
</tr>
<tr>
<td>4.5</td>
<td>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</td>
</tr>
</tbody>
</table>

- 7/15/17
Self-Assessment of CSTP

NOTE: Complete this form at the end of each semester and/or following each inquiry, once you have finished circling/updating the COTP. Use the “evidence codes” and date each box.

<table>
<thead>
<tr>
<th>Evidence Codes:</th>
<th>Initial Self-Assessments</th>
<th>End of Inquiry #1</th>
<th>End of Inquiry #2</th>
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<tbody>
<tr>
<td>CO: Classroom Observation</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
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<tr>
<td>LP: Lesson Plan</td>
<td>Emerging</td>
<td>Exploring</td>
<td>Applying</td>
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<tr>
<td>LP: Individual Learning Plan</td>
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<tr>
<td>IE: Insufficient Evidence</td>
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<td></td>
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<tr>
<td>CFT/IATP: Context for Teaching/Initial Assessment of Teaching Practice</td>
<td></td>
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<tr>
<td>SL: Evidence of Student Learning/Student Work</td>
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<table>
<thead>
<tr>
<th>CSTP 5: Assessing Students for Learning</th>
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<tbody>
<tr>
<td>6.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</td>
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<tr>
<td>6.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</td>
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<tr>
<td>6.3 Using assessment data to establish learning goals and to monitor student learning</td>
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<td></td>
</tr>
<tr>
<td>6.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</td>
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<tr>
<td>6.5 Involving all students in self-assessment, goal setting, and monitoring progress</td>
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<tr>
<td>6.6 Using available technologies to assist in assessment, analysis, and communication of student learning</td>
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<tr>
<td>6.7 Using assessment information to share timely and comprehensible feedback with students and their families</td>
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<table>
<thead>
<tr>
<th>CSTP 6: Developing as a Professional Educator</th>
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</thead>
<tbody>
<tr>
<td>6.1 Reflecting on teaching practice in support of student learning</td>
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<tr>
<td>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
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<tr>
<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</td>
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<tr>
<td>6.4 Working with families to support student learning</td>
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<tr>
<td>6.5 Engaging local communities in support of the instructional program</td>
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<tr>
<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</td>
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<tr>
<td>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</td>
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</tbody>
</table>
Place Holder for Continuum of Teaching Practice Electronic Guide (page one only)
MENTOR PROGRAM INFORMATION
Mount Saint Mary’s University
Induction Program
Sample Mentor Application

Teachers in the Induction Program at Mount Saint Mary’s University must have a fully credentialed on-site mentor teacher. This mentor must be available to meet with the teacher regularly, conduct occasional observations, and offer supportive feedback. Mount Saint Mary’s will provide training in mentoring skills and program content and processes to the qualifying mentor. Mentors will receive payment of $400 per mentee per semester of service. Please complete the application below.

Mentor Last Name: Mentor First Name:

Teacher Candidate Last Name: Teacher Candidate First Name:

Mentor Email: Mentor Phone:

Mentor School Name:

Mentor Current Position: (Please include grade(s)/or subjects you are currently teaching):

Principal Name: Principal email: Principal Phone:

Year Teacher Candidate is entering Induction Program:

Induction Program Type (Please check one):
☐ Traditional Two Year Program: EDU 225A – EDU 225D
☐ Accelerated One Year Program: EDU 226A and EDU 226B

Please check if yes or no:
☐ Yes, I am a new hire to MSMU. (If you have never worked for MSMU, or worked as a mentor PRIOR to 2018 or worked as a student, you are considered a new hire)
☐ No, I am not a new hire to MSMU

Mentor/Mentee Background Information:
This section will help us determine if you are an appropriate match for your teacher candidate.

Mentor type of credential held:
☐ Multiple Subject ☐ Single Subject ☐ SPED

Year Clear Credential cleared:
Mentor’s Subject Area Credential: (If Single Subject. Indicate N/A-not applicable if you hold a Multiple Subject Credential).

Teacher Candidate’s subject area: (If Single Subject. Indicate N/A-not applicable if you hold a Multiple Subject Credential).

Mentor’s grade level(s) taught:
Teacher Candidate’s current grade level(s) taught:

I will attend the following Mentor Orientation. (Please Note: attendance at one of the sessions below is required.)

☐ Option 1 Saturday August 29th 10:00AM-12:30PM

☐ Option 2 Saturday September 12th 10:00AM-12:30PM

☐ Option 3 Wednesday September 16th 4:00PM-6:30PM

☐ Option 4 I am a returning mentor. *NOTE: Orientation is optional for returning mentors. Please check one of the boxes above if you wish to attend orientation. If not, you will receive an updated mentor packet. Please request hiring forms if you have a change of home address and/or school site.

Mentor Commitment:
Please check the boxes to confirm your commitment to the mentor role in MSMU’s Induction program as described in the Responsibilities and Expectations below.

☐ I have the willingness and flexibility to: Meet with mentee biweekly at minimum. Observe classroom lessons at least once per semester. Allow mentee to observe lesson(s) taught by me and/or exemplary colleague.

☐ I have the willingness to access the online modules, review the materials, and submit the required feedback for each module.

☐ I understand that I must sign and date the candidate’s mentor log each time we meet.

☐ I understand that failure to complete the above responsibilities and expectations may result in Reduction or loss of stipend.

_________________________________________  ________________________
Signature of Mentor Date

Payment for Services based on Mentor Responsibilities and Expectations listed on MSMU Induction Program Mentor/Mentee Collaborative Log (see below):
Please note:

- Mentors can work with up to two mentees per year.
- Mentors will receive $400 per semester per mentee for their service.
- Payment will be distributed at the end of the semester.
- Payments will only be issued after all requirements and required paperwork is submitted in a timely way to program administration.

If you have any questions or concerns regarding the requirements of the Mentor position, please feel free to contact the Induction Program Mentor Coordinator by emailing Barbara Locker-Halmy: blocker@msmu.edu.
MSMU Induction Program Mentor/Mentee Collaborative Log

Mentor Responsibilities and Expectations

Responsibilities:

- Develop a sustaining and thoughtful mentoring relationship with assigned teacher (mentee), characterized by openness, sharing and reflection.
- Provide on-site support for mentee by providing guidance, assistance, and information that builds on prior experiences and leads the mentee to effective professional practice.
- Work with mentee to develop an Individual Learning Plan (ILP) based on the CSTP and in accordance with the inquiry process. Prepare and attend Triad Meetings as described on the ILP.
- Participate in the required orientation and professional development for mentors.
- Accessing online mentor modules and complete “feedback” to verify completion.
- Complete Mentee/Mentor Collaborative Logs according to designated due dates
- Assist mentee in developing and maintaining the individual portfolio to be used in the formative assessment process.
- Participate in the program evaluation process.
- Provide a minimum of four hours of assistance per month (1 hour/week) for each mentee as reflected on Mentor/Mentee Collaborative Log.

Expectations:

- Mentors are expected to communicate with each mentee weekly (not including grade level/dept. meetings); including two observations throughout the year. All support activities must fit into at least one of the following areas:
  - Implementing required program activities
  - Assisting with lesson planning, classroom management, or subject area content demonstration lessons
  - Observing lessons and providing feedback on lessons. Please record specific details of what teachers-students say and do in connection to their CSTP AND the overall lesson. This is meant to be a useful resource for you as you observe your mentee.
  - Supporting specific needs, e.g., Back-to-School Night, parent conference, assessments
  - Identifying and developing resources to assist the mentee in his/her professional development
  - Providing instructional support for professional growth
### MSMU Induction Program Mentor/Mentee Collaborative Log

**Mentee’s Name:**

**Mentor’s Name:**

**Directions:** Mentor documents/signs time spent with Mentee each meeting. All sections are to be completed by both Mentor and Mentee. Mentor provides a copy of this log to Mentee at the completion of each Module. Mentee uploads signed copy to Google Classroom (see due dates on Overall Calendar).

<table>
<thead>
<tr>
<th>Date:</th>
<th>Current Focus: <em>(check all the apply)</em></th>
<th>What’s Working?</th>
<th>Challenges or Concerns?</th>
<th>Mentor’s Suggested Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflective Conversations</td>
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<td>Document Discussions</td>
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**Approx. Min/hours:**

**Mentor Signature:**

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**Mentor Signature:**
MSMU Induction Program Mentor/Mentee Collaborative Log

Mentee’s Name:  

Mentor’s Name:  

Directions: Mentor documents/signs time spent with Mentee each meeting. All sections are to be completed by both Mentor and Mentee. Mentor provides a copy of this log to Mentee at the completion of each Module. Mentee uploads signed copy to Google Classroom (see due dates on Overall Calendar).

We have completed_____hours for Mentor Module #1.
We have completed_____hours for Mentor Module #2.
We have completed_____hours for Mentor Module #3.
We have completed_____hours for Mentor Module #4.
We have completed_____hours for Mentor Module #5.

Mentor Signature________________________________________________________________________Date _________________

Coach Signature (if needed)________________________________________________________________Date _________________

Mentee Signature________________________________________________________________________Date _________________
Mount Saint Mary’s University

Induction Program
Candidate Evaluation of Mentor
Sample Only

Course Number (circle one): EDU 225A   EDU 225B   EDU 225C   EDU 225D

Candidate Name:_____
School: ______________________________
Mentor: ______________________________

Instructions:
Please evaluate the support you received this semester by your mentor. Add any comments at the bottom. This information will be used to help us evaluate our program and ensure that each candidate is able to receive the level of support required for successful completion of the Induction program.

1. **My mentor is available to meet with me as needed**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

2. **My mentor offers useful, constructive feedback to me about my teaching.**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

3. **My mentor is skillful in communicating feedback to me about my teaching.**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

4. **My mentor is knowledgeable in his/her subject area and/or grade-level content.**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

5. **I feel like I can talk to my mentor openly and honestly about my professional growth as a teacher.**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

6. **I feel that my mentor is invested in my growth as an educator.**
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

Comments:
Mount Saint Mary’s University

Tips for Effective Observations of Teacher Candidates

Dear Mentor:

When observing your colleague, please pay special attention to how effectively s/he is able to:

* support technology integration
* support English Learners
* support students with special learning needs

Below are suggestions to assist you as you look for evidence in each of these areas. Thank you for your ongoing support of your colleague! ☺️

**Conditions That Support Technology Integration: What to Look For**

**Teacher Use of Technology**
- Effective use of textbook technology integration such as publisher websites and software use by teachers in lesson delivery.
- Teacher use of available classroom technology such as document cameras, interactive whiteboards, computers, etc. to engage students in lessons.
- Use of technology to assist in classroom administration such as seating charts, grades, record keeping, etc.
- Ability to manipulate and analyze classroom assessments to draw conclusions and guide future instruction.
- Teacher utilizes classroom computers and digital tools to promote learning and creativity
- Teacher follows local district technology policies including copyright, awareness of privacy, security and safety.

**Student Use of Technology**
- Student use of technology to remediate, practice, or extend the lessons.
- Student use of technology beyond the school day to enrich curriculum.
- Student use of technology to receive customized and personalized learning objectives.
- Student use of technology to locate, analyze, evaluate and use information resources (information literacy skins)
- Students follow local district technology policies including copyright, awareness of privacy, security and safety.

**Samples of Strategies Observed**
- Computer/printers on
- Students working on computers
- PowerPoint presentations by teacher or students
- DVD or video clips
- Lesson modifications
- Computer grading systems
- Student information systems
- Interactive whiteboards
- Document Cameras
- Accelerated Reading/Accelerated Math
Conditions That Support Special Populations: What to Look For

Creating Effective Environments
- Minimizes time spent on discipline and classroom interruptions
- Structures for frequent student response
- Balances direct instruction, group work, and/or independent work
- Provides adequate wait time
- Provides for student choice

Positive Behavior Support Strategies
- Consistent rules and procedures
- Plans for transitions
- Cues students non-verbally
- Gets students' attention before giving directions or explanations
- Moves about room, increases presence where problems might occur
- Uses calm, quiet voice
- Reinforces positive behaviors

Differentiating the Learning Process
- Standards-aligned instructional materials and resources are used during the lesson
- Teacher uses instructional resources (including technology-related tools)
- Students use assistive technology
- Accommodations and modifications provided based on assessed student needs

Lesson Delivery
- Pre-assessments/taps prior knowledge
- Scaffolds instruction
- Uses meta-cognitive strategies (think-alouds, graphic organizers, and study guides)
- Assessment of student comprehension and learning by checking for understanding (e.g., thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers) throughout the lesson

Conditions That Support English Learners: What to Look For

Teachers Build Background by:
- Explicitly linking concepts to students' background experiences
- Explicitly linking past learning with new concepts
- Emphasizing key vocabulary (e.g., introduce, write, repeat, and highlight)

Teachers Deliver Lessons by:
- Clearly supporting content objectives throughout the lesson
- Differentiating lessons appropriate to students' language level
- Adjusting speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, paraphrase)
- Clearly explaining academic tasks
- Consistently using scaffolding techniques (props, pictures, charts, realia, graphic organizers, etc.)
• Checking for understanding by assessing student comprehension and learning (e.g., thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers) throughout the lesson
• Using instructional resources (including technology-related tools)
• Facilitating students' use of technology

Teachers Facilitate Interaction by:
• Designing opportunities for frequent interaction and discussion between teacher/student and among students that promote higher-order thinking skills (e.g., literal, analytical, and interpretive)
• Configuring student groups to support language and content objectives of the lesson
• Consistently providing sufficient wait time for student responses
• Ensuring that at least 50% of the academic talk is by the students

Teachers Facilitate English Language Development (ELD) by:
• Clearly stating or writing language learning objectives from California ELD standards
• Utilizing the district-adopted ELD materials during the lesson
• Grouping students by language ability level