

**MENTORING PROGRAM AS A METHOD FOR APPRAISAL AND  
PROFESSIONAL DEVELOPMENT OF TEACHERS AT KINDERGARTEN  
THRU 12<sup>TH</sup> GRADE EDUCATIONAL INSTITUTIONS IN BALKANS**

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**Abstract**

*Appraising the teachers to assess their strengths and weaknesses is needed to provide them with specific professional development opportunities based on these weaknesses. Appraisals and professional development can be done in many ways but a method that is deemed more suitable to the Kindergarten thru 12th grade educational institutions will be discussed within this study within the context of mentorship program, which may be considered for Balkan countries given the history of education in Balkans.*

*Professional development has two major components; first professional development days that include collective in-service programs and attending workshops individually at approved outside educational institutions and second mentorship program.*

*As a major area of focus in this study, mentorship program as an ongoing professional development activity of especially that of interns, first year teachers, inexperienced teachers and teachers in need of assistance is discussed within the subtopics of selection of mentors and trainees, action plan and timeline for mentors, and assessing the trainees. The observational instruments that the mentors are recommended to use to assess the trainees and teacher performance principles that the mentors base their assessments using these observational instruments are thoroughly discussed within the study.*

**Keywords:** *Appraisal. Walkthrough. Mentor. Summative. In-service.*

**Introduction**

Appraising teachers and a professional development program based on the areas determined by the appraisal process is a key to improve student performance.

Research has established that a school where adults are learning and growing tends to be a place where students are learning and growing, too. Professional development that is aligned with the needs of students, mandated curricula and campus/district goals and objectives makes an impact on student performance. There are two major components of professional development (Professional Development and Appraisal System, 2009); professional development days including recommended days and durations and mentorship program.

## **Professional Development Days**

### **In-service Programs**

- a. District-wide In Service Programs.
  - i. 2 (or 3) day program before the school starts
  - ii. District-wide seminars/workshops
- b. Campus-wide In Service Programs.
  - i. 2-3 days before the school starts
  - ii. 4-6 days during the school year
- c. Cluster Department Meetings

Staff development or in-service days are predominantly campus-based, related to achieving campus performance objectives (Texas Education Code Section 21.451d, 2011), which usually include training in;

1. technology;
2. conflict resolution; and
3. discipline strategies, including classroom management, district discipline policies, and the student code of conduct;

and training that

4. relates to instruction of students with disabilities; and
5. is designed for educators who work primarily outside the area of special education;

There are certain requirements and guidelines for the content and delivery of staff development. In U.S. out of approximately 187 working days teachers must work, usually 180 days are for instruction of which some can be reserved for staff development leaving a minimum of 7 days to be used for staff development, which is usually the practice in Kindergarten thru 12<sup>th</sup> grade U.S. public and charter schools.

## **Workshops at Outside Educational Institutions**

Participating workshops at outside educational institutions constitutes the second category of professional development days. The practice is usually experienced teachers are given paid leave for at least 12 hours (or two full days), while first year teachers are given paid leave for at least 18 hours (or three full days) to attend workshops at universities, educational service centers, etc. Only those professional education activities from approved registered providers are accepted for these workshop hours to work into the required 150 clock hours of Continuing Professional Education (CPE) activities needed to renew the teaching certificate every five years. It is required for teachers work in all U.S. K thru 12 public schools and most charter schools and some private schools to complete at least 150 clock hours of Continuing Professional Education (CPE) during each five-year renewable period for teaching certificates (Classroom Teacher Standard Certificate Renewal and Continuing Professional Educator Requirements, 2005). Teachers who fail to satisfy each of the requirements to renew their standard certificate(s) by the renewal date move to inactive status and are ineligible for employment in public school districts in a position for which that certificate is required until all appropriate requirements are satisfied. Acceptable continuing professional educational activities are;

1. Participation in institutes, workshops, seminars, conferences, in-service or staff developments which are related to or enhanced professional knowledge and skills of the educator;
2. Completion of undergraduate courses in the content area knowledge and skills related to the certificate being renewed, graduate courses, or training programs which are taken through an accredited institution of higher education; one semester hour of credit earned at an accredited institution of higher education is equivalent to 15 CPE clock hours.
3. Participation in interactive distance learning, video conferencing, or online activities or conferences;
4. Independent study, not to exceed 20% of the required clock hours (30 hours of 150 clock hours), which may include self-study of relevant professional materials; books, journals, periodicals, video/audio tapes, computer software, and on-line information or authoring a published work;
5. Development of curriculum or CPE training materials;
6. Serving as an assessor that does not include the required annual evaluation of the principal not to exceed 10% of the required clock hours (15 hours of 150 clock hours);
7. Teaching or presenting a CPE activity, not to exceed 10% of the required clock hours (15 hours of 150 clock hours); and/or
8. Providing professional guidance as a mentor educator, not to exceed 30% of the required clock hours (45 hours of 150 clock hours).

At least 80% of the CPE activities should be directly related to the certificate(s) being renewed and focused on the standards required for the initial issuance of the certificate(s) including;

1. content area knowledge and skills;
2. Professional ethics and standards of conduct;
3. Professional development, which should encompass topics such as the following;
  - a) District and campus priorities and objectives;
  - b) Child development including research on how children learn;
  - c) Discipline management;
  - d) Applicable federal and state laws;
  - e) Diversity and special needs of student populations;
  - f) Increasing and maintaining parental involvement;
  - g) Integration of technology into educational practices;
  - h) Ensuring that students read on or above grade level;
  - i) Diagnosing and removing obstacles to student achievement and;
  - j) Instructional techniques.

A professional development planning team for each teacher determines the workshops to be attended. This professional development planning team is encouraged to identify CPE activities based on results of the annual appraisal required under TEC, Chapter 21, Subchapter H. This team usually consists of an administrator who is usually the dean of academics, the department chair of the teacher and the teacher him/herself. Dean of academics and the department chair commonly act as the official appraisers for the respective teacher as well.

### **Mentorship Program**

Second component of professional development is mentorship program as an ongoing professional development activity. Mentors assist the trainees by playing the role of teacher, friend, guide, coach, and role model for them. Mentors provide support, encouragement, a listening ear, a welcoming shoulder, constructive feedback and suggestions for improvement. Mentors affect the lives of the new teachers having a direct impact on every student that will enter their classroom doors. In this sense, mentorship program include both formal and informal components. Mentorship activities are recorded on the teacher folders; however only activities performed by the official appraiser, which are formal observations, pre and post observation meetings if conducted, teacher self reports, summative annual report and conference, walkthroughs, student performance as seen in Campus Performance Rating and AYP and other cumulative data are filed as appraisal documents affecting official professional development and employment decisions. AYP or Adequate Yearly Progress here is the evaluation indicator of the United States federal NCLB (No Child Left Behind) Act that allows the U.S. Department of Education to determine how every public school and school district

in the country is performing academically according to results on standardized tests in three measures (Adequate Yearly Progress, 2011);

- a) Reading/Language Arts,
- b) Mathematics and
- c) Graduation Rate for high schools and districts or Attendance Rate for elementary and middle/junior high schools.

### **Selection of Trainees**

Teachers that are in the process of getting a permanent teaching license are required to be in the mentorship program. Additionally, school administration may recommend a teacher to attend the program even if the teacher is not in the process of getting a permanent license. Such a teacher is usually a TINA (teacher in need of assistance). A teacher in need of assistance is a teacher whose performance meets one of the following circumstances (Texas Education Code Teacher In Need of Assistance, 2010);

- a teacher who is evaluated as ‘unsatisfactory’ in one or more domains in formal appraisal; or
- a teacher who is evaluated as ‘below expectations’ in two or more domains in formal appraisal.

When a teacher is designated as a teacher in need of assistance, the certified appraiser and the campus principal or designee, in consultation with the teacher, develop an intervention plan that includes the following;

1. domain(s) that designate a teacher as a teacher in need of assistance;
2. directives or recommendations for professional improvement activities;
3. evidence that is used to determine successful completion of professional improvement activities;
4. directives for changes in teacher behaviour;
5. evidence that is used to determine if teacher behaviour has changed; and
6. specific time line for successful completion.

A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district. The intervention plan includes options for professional development activities designed to enhance teacher proficiency, usually implemented with the assistance of a mentor teacher.

Trainees for mentorship program can also be chosen amongst interns, inexperienced teachers, or teachers that need to improve on specific aspects.

Participation of the trainee to mentorship program is officially evaluated in the official teacher appraisal process under the category of 'Professional Development Evaluation Criteria'. In this category that is Domain VI following criteria are evaluated and inference cannot be used;

1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district.
2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.
3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.
4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Scoring of Domain VI has two components; quantity and quality scoring that address the following questions;

- Can you see it?
- Did it happen?
- How often?
- How many students?

Quantitatively if the evaluation criterion is met almost all of the time, that is 90% to 100%, the matching qualitative assessment is "exceeds expectations" and the criterion is worth 5 points.

Quantitatively if the evaluation criterion is met most of the time that is 80% to % 89, the matching qualitative assessment is "proficient" and the criterion is worth 3 points.

Quantitatively if an evaluation criterion is met some of the time, that is 50% to %79, the matching qualitative assessment is "below expectations" and the criterion is worth 1 points.

Quantitatively if evaluation criterion is met less than half of the time, that is 0% to %49, the matching qualitative assessment is "unsatisfactory" and the criterion is worth 0 points.

The four performance levels; Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory are defined in terms of the impact on student learning and with how many students does the positive impact on learning occur. Proficient rating can be inferred in only one criterion out of a domain if 80% of the other criteria in the domain are proficient or better.

### **Selection of Mentors**

Mentors are teachers or administrators that attained highly qualified teacher status. Mentors exhibit professionalism, the ability to plan and organize, a love of teaching, good communication skills, and confidence. They maintain confidentiality, an optimistic attitude and open-mindedness. A mentor for a new teacher is recognized for successes in the classroom and leadership qualities. Providing professional guidance as a mentor educator also counts toward the 150 CPE hours required for certificate renewal for each five year period, not to exceed 30% of the required clock hours corresponding to 45 hours out of 150 clock hours.

A mentor can be the appraiser as well. Overlapping of two tasks usually coincides in the case of a department chair, who can be both at times. However, an appraiser is commonly an administrator, who is usually the dean of academics or another assistant or vice principal and sometimes the principal him/herself; while a mentor is a teacher, who attained 'highly qualified teacher' status. Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Instructional Leadership Training (ILT) or Instructional Leadership Development (ILD) certification, with a trainer and curriculum approved by the commissioner of education. Periodic recertification and training is also required. If an appraiser comes to be a classroom teacher, he/she may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities.

Similar to the requirements to become an appraiser; mentors can only be selected amongst teachers attained highly qualified teacher status. The federal definition of a highly qualified teacher is one who meets all of the following criteria;

- holding at least a bachelor's degree from a regionally accredited institution of higher education (IHE);
- holding a valid Standard Professional Certificate or Advanced Professional Certificate or Resident Teacher Certificate in the subject area they are teaching; and
- satisfying the requirements associated with specific teaching levels and experience.

While the first two conditions are clear cut conditions, the third item is detailed by each state in U.S. which only very slightly differs from one another. An example is State of Maryland's (General Definition of a Highly Qualified Teacher, 2003);

- Early Childhood/Elementary teachers must demonstrate content knowledge and pedagogy competency by passing state tests that assess subject knowledge and teaching skills in reading, writing, math, and other areas of basic early childhood or elementary school curriculum.

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- Middle or Secondary teachers must demonstrate a high level of competency in each of the core academic subjects in which he/she is teaching by:
  - ✓ Passing the applicable state content test in each of the core academic subjects in which the teacher is teaching, or
  - ✓ Completing an academic major or course work equivalent to a major (30 credit hours from a regionally accredited institution with 50% of the course work at the upper division level), a graduate degree, or an advanced certification (issued by the National Board for Professional Teaching Standards and/or an Advanced Professional Certificate issued by MSDE) in each of the core academic subject areas in which the teacher is teaching.
- Early Childhood/Elementary, Middle, Secondary teacher, or K-12 (Art and Music) teachers must
  - ✓ Meet the applicable standards listed for teachers new to the profession, or
  - ✓ Demonstrate competency in each of the core academic subjects in which the teacher is teaching based on a Highly Objective Uniform State Standard of Evaluation (HOUSSE), which has been developed by the Maryland State Department of Education.

Another example is from the state of Illinois (Highly Qualified Teacher Status FAQ, 2006);

In addition to the first two common conditions that are

- Passing the IL state content test in the subject (all new teachers in IL in the past 2 years have been required to pass the content exam before they can receive their teaching certificate) or
- Having a major in that subject – indicated by university transcript

Third condition is detailed as

- having 32 semester hours in the subject or
- having a masters degree or higher degree in the subject or
- having a state master certificate in the subject (NBTPS) or
- reporting competence through HOUSSE, which applies to teachers with one year of experience or more.

### **Content of the Mentorship Program**

Mentors primarily help teachers to attain ‘proficient’ status as a minimum in the official teacher appraisal process. They help trainees in areas in which they have weaknesses. However generally mentors assist trainees or commonly new teachers in the following areas as stated by K. F. Jonson as a result of a study conducted in 2002;



- Classroom management and discipline
- Time management
- Overwhelming Workload
- Instruction and assessment
- Insufficient materials and supplies
- Technology in the classroom
- High-stakes accountability
- Socio-cultural issues
- Student motivation
- Solitary work environment
- Relationship with parents and colleagues

### **Mentorship Steps**

Commonly mentorship program includes the following steps that occur chronologically;

1. Informing trainees and mentors
2. Preliminary and post conference meetings
3. Action plan or timeline for mentorship program
4. Assessing the weaknesses (if already not assessed via another program such as official appraisal process)
5. Professional development
6. Evaluation (Summative Conference)

These steps take place in a certain timeline usually beginning January considering the new teachers; while it can be anytime for teachers that are determined as TINA (teacher in need of assistance) as a result of the official appraisal process or determined to have a weakness or weaknesses in certain areas by the school administration. An example of such a timeline for new teachers is as follows;

#### *January*

- First meeting with the teacher is arranged.
- Monthly conferences and the first observation are scheduled.
- Observation and documentation procedures are agreed upon.
- Observation and evaluation steps are performed and feedback to the teacher is given by the mentor.
- Observation and agreement documents are filed in the teacher and personnel folder.
- Principal is communicated about the process.

#### *February, March and April*

- Monthly conference with the teacher is held.
- Progress toward goals is monitored.

- Observation and evaluation steps are performed and feedback to the teacher is given by the mentor.
- Observation documents are filed in the teacher and personnel folder.
- Principal is communicated about the process.

*May*

- Monthly conference with the teacher is held.
- Progress toward goals is monitored.
- Observation and evaluation steps are performed and feedback to the teacher is given by the mentor and the work with the teacher is finalized.
- Observation documents are filed in the teacher and personnel folder.
- Final teacher evaluation is completed by the mentor.
- Principal is communicated about the process.

### **Resources/Teacher Self Report**

There are many resources to assist with the mentorship program that the mentor and the trainee get data from. One such resource is the Teacher Self Report, which the teachers already have to fill-out every academic year as a part of the official appraisal process. Teacher Self Report consists of three sections of which the first section must be completed no later than 3 weeks after orientation, while the remaining two sections must be completed no later than two weeks prior to the summative conference. Part I can be revised during the school year as needed, however this must be done at least 2 weeks prior to the Summative Annual Conference. The appraiser should use the TSR as one piece of the data in completing the Summative Annual Appraisal. The TSR should also help to drive all of the appraisal conferences, especially the summative conference.

Part I of TSR includes the state mandated curriculum objectives to be taught for a certain course and the processes that are planned to be used or used to assess the needs of students with regard to academic skills corresponding to the respective state mandated curriculum objectives. All grades and subjects teach or reinforce some of all of these skills within the context of the respective curriculum and at the appropriate level for the assigned students.

Parts II and III of the TSR give the teacher an opportunity to give the appraiser additional information about teacher's efforts to improve students' performance.

Part II of TSR includes the following components;

1. Description of a specific instructional adjustment, e.g., materials, sequencing, etc., which the teacher has made based on the needs assessment of the students. A teacher response may include the specific type of students teacher has such as Gifted and Talented (GT) students and the work that the teacher has done such as attending professional development training on

teaching GT students, differentiation of instruction and incorporation of tiered assignments.

2. Description of the approaches teacher has used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills, e.g. state mandated curriculum objectives. A teacher response may include the data and feedback received from benchmark tests, mock tests to assess progress and understanding with students. The students may grade their own work resulting in discussions about why an answer is wrong or right.
3. Description of how the teacher assisted the students who were experiencing serious attendance problems. A teacher response may include student encouragement to attend school via working with parents by means phone calls, emails and written mails.
4. Description of the teacher's approach in working with students who were failing or in danger of failing. A teacher response may include assigning individualized homework for such students and having three way conferences that consist of the student, teacher and the parents to help students focus.

Part III of TSR includes the following components;

1. Description of teacher's professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the areas of
  - In-service,
  - team planning,
  - mentoring,
  - collaboration with colleagues,
  - self-study,
  - video coursework or distance learning,
  - university-level coursework,
  - professional conferences and
  - other non-traditional activities.

A teacher response may include the trainings attend such as 6 hours of science training, 12 hours of Gifted/Talented/Differentiation training, video study of the state mandated curriculum for 5<sup>th</sup> grade level, 3 hours technology integration in service training, 6 hours preparation training for bilingual generalist, 3 hours pedagogy and professional responsibilities preparation, 6 hours international baccalaureate primary years program training. Other answers may include team planning, content and curriculum planning at the team level as well as with the science vertical team.

2. Description of positive impacts of these professional development activities on the learning of students. A teacher response may include being able to differentiate for more students based on the related trainings.
3. Description of three target areas for continued professional growth. A teacher response may include;
  - a) Meeting the needs of ESL learners
  - b) Incorporating more differentiation in the curriculum
  - c) Fine tuning curriculum to meet the needs of students

### **Resources/Other Cumulative Data**

In addition to the TSR (Teacher Self Report) that the teacher has to fill-out anyway, other cumulative forms can be used by the mentor and trainee to give direction to the mentorship program. Examples to such forms are given as follows;

#### *1. Teacher Evaluation Form*

A teacher evaluation form is a general form commonly used as an aid for appraisal that summarizes the on the surface data with regards to a teacher and a certain class that he/she teaches. Summarized items are;

- Classroom observation
- Content area competency/ teaching in classroom/instructional strategies
- Classroom management
- Lesson plan(database)
- Using database
  1. gradebook
  2. assignments
  3. attendance
  4. test center
- Relations with parents, students, other staff, administration and teachers
- Cluster meeting attendance
- Assessment, mock tests, benchmark results, tutorials
- Miscellaneous
  1. dress code
  2. clock-in and out
  3. attendance
  4. duties
- Attending trainings, workshops at Region 4 or other outside institutions
- TPRI implementation; K thru 3<sup>rd</sup> grade
- AR implementation; all reading and homeroom teachers
- Extra Curricular activities; UIL, student clubs, etc.
- Resources, IT, classroom equipment, supplies
- Suggestions for next year; classroom equipments, resources, supplies, etc.
- Staffing plan for next year

## 2. *Goal Setting Agreement Forms*

Goal setting agreements can be made between the teacher and the mentor based on observations (Goal Setting Form, 2001). First part of the agreement includes open-ended items that are;

- Objective
- Teacher activities to reach the objective
- Consulting or mentor teacher activities to reach the objective

while the second part includes results and comments in the general categories in which the objective to be achieved that are;

- Teaching procedures
- Classroom management
- Knowledge of subject matter
- personal characteristics and professional responsibilities

## 3. *Checklist of Teacher Actions Form*

Checklist of teacher actions form can be used in parallel with the goal setting agreements between the appraiser and the intern, the first year teacher, the inexperienced teacher as well as for the appraisals by administrators during post conferences (Texas Education Agency Teacher Manual, 2005).

Checklist of teacher actions form includes the activities to be completed, detailed tasks with regards to these activities, the time frame these activities to be completed and information on whether they are completed or not. Activities that are included are;

- participation in teacher orientation
- completion of teacher self-report
- participation on observations
- participation in summative annual conference

## 4. *Teacher's Self Evaluation Form*

A teacher's self evaluation form aids with the appraisal and professional development process both from the aspect of the teacher and the appraiser and includes items such as;

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- a) Extracurricular activities, other than clubs, organized by the teacher and whether it was successful or not provided the evidence.
- b) Participation in in-service trainings, e.g. cluster meetings, stating reasons if not attended or left early.
- c) Participation in extracurricular activities, e.g. parent picnic, thanksgiving dinner, talent show, school-wide science fair, college awareness night, international night, city wide science fair award ceremony, etc.
- d) Whether the teacher prepared any student for any competition like Chess, UIL, Math Counts, Science Fairs, Robotics, Science Bowl, Science Olympiad, Spelling Bee, Geography Bee, Athletic or Art competitions listing all the names who participated in the competition and the awards if they had any.
- e) Any field trip organized? Where and when (month)? How many students did participate in?
- f) Number of home visits the teacher realized in the year along with the feedbacks from these visits.
- g) What is the teacher's students' passing percentage for each grade level in Mock tests (practice state standardized tests)?
- h) Did the teacher give any After School/Saturday Tutorial? How many times listing the name of the students who participated in the tutorial.
- i) Did the teacher submit all weekly lesson plans on the database for each lesson on time? If no, how many are missed?
- j) How would the teacher like to perfect his/her skills as a teacher mentioning at least three areas that he/she wants to work on.
- k) How many workshops/PD activities has the teacher participated in and outside of the school listing their titles and the dates realized.

It is also common to ask the teachers to rate themselves from 1 to 10 providing justifications in areas such as;

- Interactions with students
- Communication with parents
- Relationship with teachers
- Relationship with Administration
- Academic performance
- Discipline/Classroom Management
- Coming school on time

### 5. *Observation Form (Open-ended Categories)*

This form consists of open-ended responses to be given in the areas of;

- *Instructional Planning* with regards to objectives, variety, appropriate assessment,
- *Instruction* with regards to introduction, goals, practice, individual needs, feedback, pacing, flexibility, subject knowledge, interested, appropriate, closure,

- *Questioning* with regards to wait time, clear, higher level, feedback,
- *Communication* with regards to acceptable oral and written language use, clarity, examples, emphasizes important points, monitors student understanding,
- *Classroom Climate* with regards to enthusiasm, student interest, respect, rapport, praise, discipline,
- *Classroom Management* with regards to monitoring, materials, routines, praise, discipline and
- *Personal/Professional Characteristics* with regards to initiatives taken, dress, attitude, interactions.

### **Teacher Performance Principles**

This section explains nine principles of teacher performance to be assessed by the mentors providing information sources and suggesting ways to gather the data using various methods and forms widely used for observations. These nine principles are;

1. Teaching Procedure
  - a. Lesson Planning
  - b. Classroom Climate
  - c. Presentation of Instructional Content
  - d. Questioning Techniques
  - e. Recognize and Provide for Individual Differences
2. Pupil Relations
3. Classroom Management
  - a. Management of Facilities and Equipment
  - b. Management of Students
4. Knowledge of Subject
5. Personal Characteristics
6. Professional Responsibility and Overall Value to the School System
7. Staff Relations
8. Parent - Community Relations
9. Professional Growth

and widely used observation instruments are;

- Generic Observation Sheet
- Seating Charts- Frequency Counts
- Seating Charts- Teacher Movement
- Seating Charts- Time Sampling or Interval Recording
- Classroom Management - Teacher Behavior
- Classroom Management - Student Behavior
- Classroom Management Techniques
- Observation Form: Open-ended Categories
- Flanders Interaction Analysis system

- Clarity of Content Presented
- Lecture - Explanation Teaching
- Teacher Questioning
- Teacher Directions and Structuring Statements
- Teacher Evaluation of Students
- Classroom Procedures Forms
- Teaching Plan and Materials Forms
- Teacher Interpersonal Skills
- Teacher Professionalism

In this section aforementioned principles and observational instruments will be summarized. Once an observation instrument is explained for a principle, it will not be repeated, thus please refer to the earlier principles for information on an observational instrument.

### **Teaching Procedures**

#### a) Lesson Planning

Short and long-term plans allow for the achievement of goals and objectives that lead to behavioral change. Lesson plans incorporate an orderly, sequential pattern of learning. Lesson plans include a balanced variety of activities that address the needs of the students. Lesson plans are written in a manner that is understandable to supportive personnel and substitutes. Materials for the lesson are prepared and ready for use prior to instruction. Mentors may do the following to assess this category;

- View the syllabus.
- View lesson plans.
- Check lesson plans against lesson to validate.
- Check for assessment strategies within the lesson.

which can be done via 'Teaching Plans and Materials Forms.

#### *Teaching Plans and Materials Forms*

There are 4 Teaching Plans and Materials forms (Capie et al., 1979; Teacher performance assessment instruments, 1998).

*First one* examines instructional plans to achieve selected objectives via categories such as;

- A. Specifies or selects learner objectives for lessons: The plans include specific objectives properly sequenced (either expressive encounters or performance outcomes that are appropriate to the unit and the learners.
- B. Specifies or selects teaching procedures for lessons: Teaching procedures have been specified and are referenced to the objectives. All procedures are



appropriate for the objectives and the learners. A variety of appropriate procedures including both teacher-centered and learner-centered approaches are described.

- C. Specifies or selects content, materials, and media for lessons: The content, materials, or media for each lesson are referenced to each learning activity. The plans include imaginative use of available resources or teacher-made materials of high quality, which are pertinent to the content.
- D. Specifies or selects materials and procedures for assessing learner progress in the objectives: Multiple evaluation procedures such as progress checks, self-tests, skill tests, or interviews appropriate to the objectives are prepared and ready to use with the learners. Procedures or materials are described for assessing attitudes of learners toward the topic and the instruction.
- E. Plans instruction at a variety of levels: Learners have an opportunity to acquire factual information or to explain or summarize it. Learners have an opportunity to apply information to particular situations. Learners have an opportunity to identify and clarify parts of complex ideas or synthesize knowledge by integrating information. Learners have an opportunity to judge the value and importance of ideas or information.
- F. Organizes instruction to take into account differences in capabilities: Present instruction is based on an assessment of learners' past performances. Assignments are differentiated according to the range of learner abilities. Materials to achieve a given objective are compatible with the range of learner abilities. Remedial or enrichment activities are described for the unit.
- G. Organizes instruction to take into account differences in learning styles: Alternative resources are planned for pupils with different learning styles to achieve a given objective. Alternative presentation methods are planned to accommodate different learning styles to achieve a given objective. Learners are given options in pursuing a given assignment (e.g., writing, drawing, or verbalizing). Learners are matched with resources and procedures based on assessment of their learning style by such means as tests, previous performance, or consultation with the teacher.
- H. Organizes instruction to take into account differences in their learning: Learners are permitted to work at their own rate toward some of the objectives. Special provisions are available for learners who work slowly. Students who finish early are provided with work on content-related enrichment activities. Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.

Second one obtains and uses information about the needs and progress of individual learners via categories such as;

- A. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress: Pre-assessments are planned to determine learner performance on prerequisites or learner performance on

the objectives of the unit. Progress checks are planned throughout the unit to determine learner progress. End-of-unit or summative evaluations are planned to determine learner progress. The teacher keeps a record of individual learner progress on specific objectives.

- B. Communicates with individual learners about their needs and progress: Classroom questioning is used to help learners identify learning problems. Progress checks are used to help learners determine their own achievement through known objectives before end-of-unit tests are administered. Learners are given feedback on summative test scores. Conferences are conducted with individual students to discuss learning or motivational problems.

Third one refers learners with special problems to specialists via categories such as;

- A. Obtains and uses information about learners from cumulative records: Obtains information from cumulative records on the entire class. Uses information obtained from the cumulative records to plan instruction to meet the needs of the class. Obtains information from cumulative records to seek causes for problems of individual learners. Uses information from cumulative records to deal with the problems of individual learners.
- B. Identifies learners who require the assistance of specialists: The teacher has identified learners who require the assistance of specialists and has made the proper referrals. The teacher has sought or discussed the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.
- C. Obtains and uses information from co-workers and parents to assist with specific learner problems: Participates in meetings with co-workers to discuss specific learner problems. Uses information about specific learner problems obtained during meetings with co-workers to assist the learner in the classroom. Communicates with parents (through meetings or phone calls) about their child's progress or problems. Informs parents of how the home can assist the school with specific learner problems.

Fourth one obtains and uses information about the effectiveness of instruction via categories such as;

- A. Obtains information on the effectiveness of instruction: Reviews written records (such as grade book or individual files) on the general success of learners for each instructional unit to determine the effectiveness of instruction. Collects information on instruction with learner questionnaires or pre-planned interviews. Obtains feedback from peers or administrators on the methods or results of instruction. Uses such means as checklists, audio recorders, or videotapes to obtain information in the effectiveness of instruction.

- B. Revises instruction as needed using evaluation results and observation data: Changes in instruction are made during the course of a lesson based on an analysis of classroom performance or feedback from students. Changes in instruction are made from day to day based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results. Changes in instruction have been made from one unit to the next based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results. Changes in a unit from one year to the next are planned based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.

b) Classroom Climate

The classroom conditions should be designed to maintain a safe environment, both physically and emotionally. The classroom atmosphere should be positive and friendly and mutual respect and understanding should be evident between the teacher and students. A positive environment that promotes and encourages pupil cooperation and confidence should be present. Mentors may use the following forms to assess this category;

- Classroom Procedures Form
- Classroom Management Techniques Form
- Flanders Interaction Analysis System
- Generic Observation Sheet

*Classroom Procedures Forms*

There are 5 classroom procedures forms that are commonly implemented (Capie et al., 1979; Teacher performance assessment instruments, 1998).

First one examines usage of instructional techniques, methods, and media related to the objectives providing examples for each such behaviour. In detail the form includes the following items;

- A. Uses teaching methods appropriate for objectives, learners and environment.
- Teaching methods are matched to objectives.
  - Teaching methods are matched to learners.
  - Activities are compatible with the learning environment.
  - Lesson is well coordinated.
- B. Uses instructional equipment and other instructional aids.

- Skilful use of instructional equipment or other instructional aids at appropriate times.
  - Media presented blend smoothly with other kinds of instruction.
  - Shows evidence of skilfully preparing original instructional materials.
- C. Uses instructional materials that provide learners with appropriate practice in objectives.
- Materials chosen are relevant to the objectives.
  - Formal or informal progress assessment techniques are used to determine whether the practice individual learners receive is sufficient and objective oriented.

Second one examines communication with learners. In detail the form includes the following items;

- A. Gives directions and explanations related to lesson content.
- Although most learners appear to understand, the teacher works with the entire group to clarify misunderstandings.
  - If specific learners have difficulty with directions and explanations, the teacher helps them individually.
- B. Clarifies directions and explanations when learners misunderstand lesson content.
- Gives directions or explanations using different words and ideas when learners do not understand.
  - The teacher attempts to identify areas of misunderstanding and to restate communication before learners ask.
- C. Uses responses and questions from learners in teaching
- Asks for responses or questions frequently throughout the lesson and provides feedback to learners.
  - The teacher incorporates learner responses and questions into activities.
- D. Provides feedback to learners throughout the lesson.
- Helps learners evaluate the adequacy of their own performance.
  - The teacher probes for the source of misunderstandings that arise.
- E. Uses acceptable written and oral expression with learners.
- Speech is understandable.
  - Oral expression is correct.
  - Written material is understandable.
  - Written expression is correct.

Third one demonstrates a repertoire of teaching methods. In detail the form includes the following items;

- A. Implements learning objectives in a logical sequence.
  - The lesson is arranged to present ideas, skills, etc., in a logical sequence.
  - Provision is made to acquire prerequisites if learners have not already done so.
  
- B. Demonstrates ability to conduct lessons using a variety of teaching methods. Teaching methods such as the following may be observed;
  - drill,
  - inquiry,
  - discussion,
  - role-playing,
  - demonstration,
  - explanation and
  - problem solving.
  
- C. Demonstrates ability to work with individuals, small groups, and large groups.
  - Group size for instruction is matched to the objective.
  - Teacher's role is appropriate to each group size being used.
  - Transitions from one sized group to another are smooth.
  - Different group sizes that are matches to objectives are used.

Fourth one reinforces and encourages learner involvement in instruction. In detail the form includes the following items;

- A. Uses procedures which get learners initially involved in lessons.
  - Helps learners recall past experiences or knowledge.
  - Uses existing interests of learners as a link to new activities.
  - Stimulates new interests in activities with techniques such as discrepant events or thought-provoking questions.
  - Helps learners understand what they may achieve by participating in the activities.
  
- B. Provides learners with opportunities for participating. All learners have opportunity for active participation;
  - Small group discussion,
  - physical manipulation of materials,
  - physical movement,
  - individual library work, etc.
  
- C. Maintains learner involvement in lessons. Nearly all learners are on task.

- D. Reinforces and encourages the efforts of learners to maintain involvement.
- Uses activities that are appropriate for learners.
  - Varies pace and nature of activity.
  - Responds positively to learners who participate.
  - Identifies and responds to learners who are off task.

*Fifth one* demonstrates an understanding of the subject being taught. In detail the form includes the following items;

- A. Helps learners recognize the purpose and importance of topics or activities.
- Topics or activities are taught in context.
  - The teacher explains to the students how topics or activities are but aportion of a larger content area.
  - The teacher provides opportunities for learners to either question or relate to specific topics or activities that are important to a content area.
- B. Uses instructional time efficiently.
- Begins activities promptly.
  - Continues activities until end of allotted time period.
  - Avoids unnecessary delays during the lesson.
  - Avoids undesirable digressions from the topic during the lesson.
- C. Provides a learning environment that is attractive and orderly.
- The classroom is free of litter.
  - The furniture is neat and orderly.
  - Bulletin boards and displays create a pleasant atmosphere.
  - Bulletin boards and displays serve an instructional purpose.

#### *Classroom Management Techniques Form*

In the Classroom Management Techniques form the frequency of each behaviour and both verbal and nonverbal behaviors are recorded (Kilgore et al., 1985; Schincariol-Randall, 1998). Also, whether the student or the teacher exhibited the behaviour is recorded. If the behaviour was related to the lesson, the tally mark is placed in the “on task” column, while if the behaviour was not related to the lesson, the tally mark is placed in the “off task” column. If necessary, additional comments are provided by the mentor/appraiser. Classroom Management Techniques form examines the following categories both for the student and teacher whether they were on task or off task;

- Gives Directions
- Asks Questions
- Answers Questions
- Makes Statements

- Yells
- Moves Around the Room
- Listens
- Follows Rules
- Gives Rules
- Accepts Answers
- Praises
- Criticizes

*Flanders Interaction Analysis System*

Flanders Interaction Analysis System provides the consulting teacher first the ability to draw conclusions about the verbal classroom climate and second the ability to make inferences about the communication strategies fostered in the classroom (Matthews, 1995; Hopkins & Moore, 1993). For this reason form examines direct and indirect influences of teacher talk as well as student talk and even of silent moments by placing tally marks and adding anecdotal notes about the behaviors. Common behaviors examined and observed are;

1. Accepts Feeling: Accepting and clarifying the feeling tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.
2. Praises or Encourages: Praising or encouraging student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, saying "um hm?" or "go on" are included.
3. Accepts or Uses ideas: Clarifying, building, or developing ideas suggested by a student. As more of the teacher's own ideas come into play, shift to Category 5.
4. Asks Questions: Asking a question about content or procedure with the intent that a student answers.
5. Lectures: Giving facts or opinions about content or procedures; expressing the teacher's own ideas, asking rhetorical questions.
6. Gives Directions: Giving directions, commands, or orders with which a student is expected to comply.
7. Criticizes or Justifies Authority: Making statements intended to change student behavior from unacceptable to acceptable pattern; bawling out someone; stating why the teacher is doing what he/she is doing; extreme self-reference.
8. Responds: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
9. Initiates: Talk by students, which they initiate. If "calling on" students is only to indicate who may talk next, observer must decide whether student wanted to talk. If so, use this category.

10. Silence or Confusion: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

### *Generic Observation Sheet*

Generic Observation Sheet is a general form usually for observing teacher and student behaviours specifying the type and purpose of the observation, e.g. formal observations. Form only specifies the time, date and place of the behaviour with lines provided to record the details about the behaviour.

#### c) Presentation of Instructional Content

The instructor should project confidence in his/her teaching ability. Written and oral skills of the instructor should be clear, precise, and material should be conveyed in an appropriate manner. A variety of material should be used to stimulate interest and enrich learning. The appropriate scope and sequence of instruction should be provided to the students. Instructional content should be properly related to the prior knowledge and experiences of students. Lessons should provide a balance of pupil and teacher interaction. The enthusiasm of the teacher should be sustained throughout the lesson. Mentors can assess this category by addressing the following questions;

Does the teacher:

- List or state the agenda/objectives for the lesson?
- Demonstrate enthusiasm for the lesson?
- Use a variety and diversity of activities?
- Match instructional style to the task?
- Choose a style to maximize student participation?
- Modify tasks to meet the individual needs of the students?
- Engage the students in learning?
- Evaluate to see if students have met the objectives?
- Present the lesson in a clear, concise manner?

Following forms are helpful to address such questions;

- Classroom Procedures Form
- Lecture - Explanation Teaching
- Clarity of Instructional Content Presented

### *Lecture - Explanation Teaching Form*



Lecture - Explanation Teaching form examines the rates and frequency of the occurrence of each behavior placing tally marks and providing examples of the respective behaviours in categories of;

- Meaningful Content
  1. Relates lecture content to content already familiar to students.
  2. Gives examples to illustrate concept.
  3. Gives explanation for generalization or opinion.
- Student Involvement
  1. Asks students if they have questions.
  2. Directs questions to students.
  3. Has students engage in activity.
- Organization
  1. Lecture has a clear organization and sequence
  2. Use of chalkboard, handouts, overhead, etc. to show organization of lecture.
  3. Tells students what (s)he expects students to remember from lecture
  4. Repeats key points and summarizes them at the end. List key points and those summarized.
  5. Avoids nervous gestures.
- Delivery
  1. Speaks slowly and clearly.
  2. Conveys enthusiasm.
  3. Avoids reading from lecture notes.
  4. Avoids filler phrases such as "you know"
  5. Avoids nervous gestures
  6. Maintains eye contact with students.
  7. Uses humor.

*Clarity of Content Presented Form*

Clarity if content presented form examines the following items;

- The lesson was presented in a logical manner; mentor or appraiser records as appropriate and/or suggest alternatives.
- The teacher identified important points for the students; mentor or appraiser lists important points that were identified and/or suggest ones that were excluded.
- Important points were written on the board or a chart; mentor or appraiser lists points written down and those excluded.

- Important points were repeated; mentor or appraiser lists points repeated and/or those that should have been repeated.
- Summaries and reviews were included within the lesson; mentor or appraiser outlines summary/review as presented and if appropriate what was missing.
- Important points were clearly explained; mentor or appraiser lists points that were explained and those that should have been, but were not.
- Examples were presented to reinforce each major point; mentor or appraiser lists examples that were provided and those that were eliminated but should have been provided.
- The teacher pointed out similarities and differences between things; provided examples of similarities and differences that were provided during the lesson.
- The teacher explained unfamiliar words when necessary; mentor or appraiser lists words that were explained and/or words that were not explained that should have been.
- The teacher used pauses to reinforce important points or to allow learners to ask questions; if possible, mentor or appraiser provides examples from the lesson where this occurred and/or could have occurred.

d) Questioning Techniques

Questioning techniques of the teacher are assessed in this category. Questions asked by the trainee should be closely related to pupil's level of comprehension and appropriate to the purpose, subject area, and class content; should encourage students to think reflectively and critically; should motivate students to research, create, and hypothesize; should help students to organize their thinking in a logical manner; should encourage students to analyze and summarize; should provide opportunities to apply knowledge. Mentor can assess this category by examining the questions asked by teacher during the lesson, by observing the questions noted in the lesson plan, by checking the written documentation, focusing on the questioning techniques employed by the teacher. Observational instruments that can be used by the mentor for this category are;

- Teacher Questioning Forms
- Classroom Procedures Forms
- Generic Observation Sheet

*Teacher Questioning Forms*

Teacher questioning forms examine attributes such as (Acheson & Gall, 1980; Schincariol-Randall, 1998);

- Behaviors that Increase Student Participation
  1. Calls on volunteers: Those students who raise their hands
  2. Calls on non volunteers: Non volunteers often have information that can contribute to the lesson, if the teacher takes the initiative and calls upon

them. Also provides teacher with information regarding the number of students who understand and are following the lesson.

3. Redirects the question (Question verbatim are written down): Are there any other ideas? Would anyone like to add to what was just said?
  4. Praises students' responses (Teacher comments verbatim are written down): Encourages students to continue to answer questions, acknowledges that their answers are worthwhile
  5. Invites student initiated questions (Students questions are written down): Do students have any questions about the lesson ... can be answered by teacher or another student
- Behaviors that Elicit Thoughtful Responses
    1. Asks higher cognitive questions (Higher ordered questions are recorded not who, what, where questions): Questions that cannot be answered directly from looking in the textbook – students must think and formulate their own responses e.g. compare, contrast, possible motives, draw conclusions, provide evidence, solve problems, make judgements, or offer opinions
    2. Pauses 3- 5 seconds after asking a question and accepting a student response (after each question, whether the teacher paused or did not pause is recorded).
    3. Asks a follow up question to an initial response (All follow up questions are recorded): Asking students to clarify an answer, providing support/evidence for answer, etc.
  - Negative Behaviors
    1. Reacts negatively to student responses (All negative responses are recorded): e.g. 'that doesn't make any sense' ... students are unlikely to want to volunteer answers
    2. Repeats own questions (Questions that teacher repeats are recorded): Done too often, encourages students not to listen first time (ask a student to repeat question to see if students are listening and paying attention)
    3. Asks multiple questions (Multiple questions are recorded): Which question do you expect students to answer ... can be confusing to students and is an indication that the teacher is unsure of lesson content or what they want from their students.
    4. Answers own questions (Question that teacher asked and answered is recorded): Students are not encouraged to listen and think as teacher will provide the answer.
    5. Repeats students' answers (Answers repeated without extension or clarification are recorded): Good if repeating to ensure all have heard, but this can be done by asking a student to repeat the answer, or if the teacher repeats the answer, extend the answer by clarifying or adding information to the original answer.

e) Recognizing and Providing for Individual Differences

The teacher should show a personal interest in each student's progress. Students should be helped to achieve the maximum of their abilities through the teacher's use of a variety of materials, assignments, and teaching methods. Mentor can examine the trainee's methods of assessing the needs of the students; variety and diversity of activities and different teaching methods that are used throughout the lesson.

Mentor can use

- Teaching Plans and Materials Forms
- Classroom Procedures Forms
- Generic Observation Sheet

### **Pupil Relations**

Students should be respected as individuals. The instructor should demonstrate personal interest in students by showing that he/she is genuinely concerned with safety, understanding, and the educational benefit of all students. The instructor should treat all students fairly, but is cognizant of the uniqueness of the individual. Integrity and high ethical conduct should be employed at all times. The instructor should encourage social acceptance of all students. The instructor should utilize a variety of information to better understand students such as permanent records, conversations with students, knowledge of cultural values and traditions. The instructor should place students in leadership positions when appropriate. Mentors can address the following questions to assess this category;

- Does the teacher teach the students as opposed to the content?
- Is there evidence of personal trust of the students?
- Does the teacher greet the students as they enter the room?
- Does the teacher interact with the students as opposed to simply talking at them?
- Does the teacher's nonverbal behavior reflects caring for students.
- Does the teacher attend to students' needs?
- Do students exhibit signs of feeling valued?
- Is individuality built into lessons?
- Is the classroom a safe environment?
- Are displays of student work evident?
- Is there evidence of concern for students?
- Is there evidence of respect for the teacher?
- Is there evidence of respect for the students?

Observational instruments that can be used by the mentor are;

- Teaching Plans and Materials Form
- Flanders Interaction Analysis System
- Generic Observation Sheet

## 2. Classroom Management

### a) Management of Facilities and Equipment

Time spent in management activities should be minimized so as to maximize the learning process. Routines should be established to better manage daily tasks such as attention signal, expectations for turning in work, getting out and putting away materials and equipment, etc. Mentors can use the following criteria from written documentation of teacher and student behaviors and from observing classroom for evidence of posted rules to assess this category;

- Interval recording to determine the number of students on and off task at various points throughout the lesson.
- Record the time the teacher spends in management activities.
- Behavior of students during lessons.
- Evidence of established rules and routines for various lesson segments (e.g., students are aware of how they are expected to turn in work, get out and put away material, etc.)

Observational instruments that can be used by the mentor are;

- Classroom Procedures Form
- Teacher Directions and Structuring Statements
- Generic Observation Sheet
- Seating Charts ( I, II, III)

#### *Teacher Directions and Structuring Statements Form*

Research has consistently found that higher levels of student achievement are attained in classes where teachers provide clear directions and use structuring statements (Kilgore et al., 1985; Schincariol-Randell, 1998). Structuring statements include, but are not limited to:

- a) statements that indicate what is going to occur in the upcoming lesson,
- b) statements that summarize the lesson,
- c) statements that inform students that one activity has ended and a new one is about to begin, and
- d) verbal cues or statements that direct student attention to an important aspect of the lesson, e.g. watch what happens when I carry the three to the tens column.

Recording is done using open-ended responses writing down verbatim, each direction and structuring statement made by the teacher. Generally, most occur at the beginning or end of a class. Following the observation, directions and structuring statements are reviewed for amount, variety, specificity, and clarity. If

possible, student reactions to the comments, e.g. were they confused, did they carry out the task as stated, etc., are noted as well.

### *Seating Charts*

Seating charts are easy to use and can be used to record a variety of information (Hopkins & Moore, 1993; Schincariol-Randall, 1998). Prior to any observation, a blank copy of seating plan must be obtained from the teacher ensuring that each student's name is written on the plan. On the bottom of the seating plan, behaviors are to be observed and the symbols planned to be used to record each behavior must be noted. To avoid clutter and confusion, it is suggested that a limited number of behaviours, e.g. 3-4 maximum, be observed at any one time. Seating plans can be used to record the frequency of behaviors, or behaviours that occur within specific time intervals. Most commonly used ones are;

- Frequency Seating Chart
  - Teacher Movement Chart
  - Time Sampling and Interval Recording Chart
- i. Frequency chart records following behaviours with certain letters
- Students whose names are called by the teacher denoted with letter N
  - Students that asked questions denoted with letter S
  - Students who are asked questions by the teacher denoted with letter T

If the same student is called twice by the teacher during a class time then next to that student two letter N's are written. Such data may indicate for instance that the teacher has a tendency to focus on those students who sit closer to the front. The students in the back may be appeared to be ignored. The teacher asked a total of 20 questions during the class but only to 8 different students.

- ii. Teacher Movement chart examines the teacher's movement patterns as he/she moves throughout the room.
- iii. Time Sampling and Interval Recording chart records the occurrence of the behavior that dominates each determined interval, e.g. 3 minutes. Depending on the number of behaviors observed, only a portion of the class may be observed during the determined interval. Thus, the length of the interval may be increased or decreased depending upon the behavior observed. Examples to behaviours observed in such a way are;
- Quiet and on task denoted with number 1
  - Taking to other students (s) denoted with number 2
  - Out of seat denoted with number 3
  - Talking with the teacher denoted with number 4

b) Management of Students

The teacher should;

- establish reasonable rules for classroom behavior by students and teacher.
- clearly communicate his/her expectations.
- have management strategies in place, from praising positive behaviors to applying consequences when positive encouragement does not result in appropriate behavior.
- exhibit consistent disposition and appropriate behavior toward students.
- channel efforts toward self-discipline and self-respect on the part of the students.
- provide conscious modeling to modify attitudes and behaviors.

Mentors can assess this category observing the following;

- Pupil behavior in the classroom.
- Teacher modeling of appropriate behavior.
- Teacher verbal interactions with students.
- Number of referrals, types of offenses, write-ups and
- Whether teacher is knowledgeable of board and school policies.

Getting such information mentors may use written document describing the behavior of the teacher and students, records of teacher's verbal interactions with students, interval recording to determine the number of students on and off task, conference regarding the behavior and management policies outlined by the school and or the local district.

Observational instruments that can be used by the mentor are;

- Classroom Management Teacher Behavior Form
- Classroom Management Techniques Form
- Classroom Management Student Behavior Form
- Seating Charts
- Generic Observation Sheet

*Classroom Management Teacher Behavior Form*

Along with lesson description indicating specific information such as objectives, content, materials used, etc. classroom management teacher behaviour form examines teacher behaviours in the areas of (Kilgore et al. 1985);

1. Planning: Whether lesson plan identifies desired/appropriate student behaviors expected for activity; plan states anticipated teacher behaviors (skills, models, methods) that will facilitate appropriate behavior; pupils made aware of objectives and expectations.

2. Physical Arrangement: Whether furniture, equipment, and materials are placed appropriately for the activity.
3. Routines: Whether teacher clearly outlines rules/routines or students are familiar with rules/routines; students behave accordingly.
4. Awareness: Whether teacher is aware of what is occurring in all areas of the classroom such as in the entire class, small groups or individuals.
5. Planned Ignoring: Whether teacher acknowledges student reactions/behaviors and chooses not to intervene.
6. Proximity Control: Whether teacher moves throughout the room to help or hinder classroom control.
7. Giving Directions — Transitions: Whether clear directions are given before, during, and after a lesson/activity which inform students about how to move from one activity to the next.
8. Reinforcement: Whether examples of when reinforcement was used.
9. Interest Boosting: Whether teacher demonstrates caring for student responses and their work, and is available to individual students throughout the lesson.
10. Signal Interference: Whether nonverbal techniques are used to control pupil behavior.
11. Use of Humor: Whether humor used appropriately throughout lesson.
12. Object Removal: Whether items or objects that distract students are removed.

### *Classroom Management Student Behavior Form*

Along with context of observation indicating specific information such as type of lesson, time of day, number of students in class, etc. classroom management student behaviour form examines pupil behaviours such as awareness where evidence for student awareness is noted (Kilgore et al. 1985). Form also notes student responses providing evidences in areas such as;

- Following Directions
- Participating in Lesson
- Being Enthusiastic
- Being On Task
- Helpfulness
- Being Cooperative
- Being Motivated
- Asking Questions
- Being Controlled
- Staying in Seats

And where appropriate, teacher's behavior that is to promote specific behaviors along with teacher's reactions to specific student behaviours are noted.



### 3. Knowledge of Subject

Instructor should apply knowledge of content in planning appropriate lessons for a variety of student needs in the class and possess sufficient knowledge of content in order to communicate material in an accurate and appropriate manner. Mentor can assess this category observing the following;

- Content is aligned with the Course of Study.
- A variety of appropriate teaching styles are used to meet student needs.
- Diversity in approach to content.
- Multiple appropriate examples are used.
- Content is broken down into manageable parts.
- Students are able to summarize and/or give examples.
- Teacher is confident in delivering the lesson material, not stumbling.
- Teacher is accurate in the presentation of lesson content.
- Lesson material is clearly presented - no retractions, contradictions, etc. throughout the lesson.
- The lesson follows a logical sequence.
- The flow and pace of the lesson are adequate.

Getting such information mentors may compare content in the lesson to that in the course of study. They may use the observation and written documentation of lesson content. They may observe for student understanding including questions, ability to follow lesson, confused looks and the teacher's response to questions.

Observational instruments that can be used by the mentor are;

- Classroom Procedures Form
- Generic Observation Sheet

### 4. Personal Characteristics

Teacher should present a clean, neat, and well-groomed professional appearance and a positive, cooperative and responsive attitude. Mentors can observe general neatness and hygiene and note the building norm; the program norm; whether it is a special day or not to assess this category. Getting such information mentors may use visual observations and verbal interactions with teacher.

Observational instruments that can be used by the mentor are;

- Interpersonal Skills Form

*Interpersonal Skills Form*

Interpersonal Skills form examines the following behaviour categories using a five point scale with 5 corresponding to 'full' and 1 corresponding to 'none' for each behaviour demonstrated.

- A. demonstrating enthusiasm for teaching and learning and the subject being taught
  - Communicates personal enthusiasm.
  - Stimulates learner interest.
  - Conveys the impression of knowing what to do and how to do it.
  
- B. helping learners develop positive self-concepts
  - Demonstrates warmth and friendliness.
  - Demonstrates sensitivity to the needs and feelings of learners.
  - Demonstrates patience, empathy and understanding.
  
- C. managing classroom interactions
  - Provides feedback to learners about their behavior.
  - Promotes comfortable interpersonal relationships.
  - Maintains appropriate classroom behavior.
  - Manages disruptive behavior among learners.

#### 5. Professional Responsibility and Overall Value to the School System

Instructor should arrive on time and are punctual for all classes and meetings. Instructor should have a clear and accurate knowledge of the school objectives as indicated by the school mission statement. Instructor should promptly and completely satisfy the directives that pertain to school record keeping and reports. Instructor should contribute to the positive promotion of the total school program. Instructor should attend required after-school activities and meetings. Mentor can assess such qualities by checking awareness, understanding, and participation in

- Staff meetings, early release days, mission of the school, Teacher Handbook, Guide to Student Conduct.
- Enforces rules, procedures, and policies (e.g. fire and tornado drills, food, electronic devices, portable music).
- Grade book.

Getting such information mentors may ask the teacher to view his or her grade book and ask about participation on school committees, at school events, about school procedures, school objectives, etc.

Observational instruments that can be used by the mentor are;

- Teacher Professionalism
- Teacher Evaluation of Students

*Teacher Professionalism Form*

Teacher Professionalism form examines the following items (Acheson & Gall, 1980; Schincariol-Randall, 1998);

- A. Professional behaviour in areas of;
  - 1. Takes initiative to help or perform tasks
  - 2. Maintains materials, equipment, and records in an organized manner
  - 3. Accepts and carries out responsibilities
  - 4. Is aware of and sensitive to children's needs
  - 5. Demonstrates appropriate appearance and personal hygiene
  - 6. Uses appropriate grammar and communication skills
  - 7. Observes confidentiality of information and records
  - 8. Maintains consistent attendance
  - 9. Is consistently punctual arriving to work, meetings, duties, and in beginning classes
  
- B. Ability to relate in areas of;
  - 1. To individual students
  - 2. To small groups
  - 3. To whole class
  - 4. To this age/grade level
  - 5. To fellow teachers
  
- C. Willingness to engage in professional development in areas of;
  - 1. Explores a variety of instructional methods and techniques
  - 2. Carries out plans and suggestions to improve teaching/learning
  - 3. Exhibits interest and enthusiasm in ideas to improve teaching/learning
  - 4. Additional Strengths or Skills This Teacher Demonstrates (provide evidence)
  - 5. Additional Concerns You Have About This Teacher's Abilities (provide evidence)

*Teacher Evaluation of Students Form*

Teacher Evaluation of Students form summarizes the ways that the teacher assesses the students via following categories (Acheson & Gall, 1980; Schincariol-Randall, 1998);

- 1. Provides rationale for the evaluation process and products used. (State rationale)
- 2. Documents how scores, grades and marks are recorded and kept. (Explain method)

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3. Indicates how and when parents and/or legal guardian are notified of student progress, positive or negative, other than normal reporting times. (Describe how, when)
4. Shows evidence of returning students' work within appropriate/effective turnaround time for assignments used in grading process. (Describe evidence)
5. Provides, using data from one class, evidence that shows how evaluation items were scored, weighted, graded, averaged and marked. (Describe process)
6. Demonstrates knowledge of test selection/construction, scoring, reliability and validity.(Record evidence from discussion with teacher)
  - a) Selects appropriate test aligned with state objectives. (Evidence of alignment)
  - b) Scoring procedure is clear and appropriate for the type of test question. (Evidence of clarity and appropriateness)
  - c) Test questions accurately reflect content taught. (Evidence of validity, describe alignment)
  - d) Testing situation accurately reflects the manner in which the students were taught.(Describe testing situation and alignment with teaching method)
7. Produces a variety of student evaluation products that match unit plans and include a variety of test types.(List product title below and attach sample products or evidence)
  - a) Multiple Choice:
  - b) Matching:
  - c) Short Answer:
  - d) Essay:
  - e) Teacher Systematic Observation:
  - f) Student Self-Evaluation:
  - g) Student Presentation:
  - h) Other:
8. Indicate how affective objectives are measured.
  - a) Affective Objective:
  - b) Measure:
  - c) Affective Objective:
  - d) Measure:
  - e) Affective Objective:
  - f) Measure:
9. Creates tests that test at various levels of Blooms taxonomy in the cognitive domain. (Provide sample questions)
  - a) Knowledge:
  - b) Application:
  - c) Synthesis:
  - d) Comprehension:
  - e) Analysis:
  - f) Comprehension:

g) Evaluation:

## 6. Staff Relations

Instructor should exhibit a 'team member' relationship with other members of the staff. Instructor should maintain a self-image that is positive and conveys this image to other staff members. Mentor can look for the following qualities in the trainee to assess this category;

- Team player.
- Knows the names of staff members.
- Helpful and cordial to others.
- Willingness to share resources and ideas.
- Willingness to work collegially.
- Does not blame or complain about other staff members.
- Willingness to interact with staff and students.
- Willingness to participate in proactive change.
- Willingness to speak up.
- Willingness to take a leadership role or to learn from other teachers.

Getting such information mentors may walk through the halls with the teacher, spend time in the staff room with the teacher, ask the teacher if he or she are working on joint projects with other teachers in the school, ask what roles the teacher is assuming outside of his or her regular teaching duties.

## 7. Parent - Community Relations

Instructor should maintain positive communication with parents. Instructor's actions should warrant respect as a citizen of the community. Mentor can check for the following criteria to assess this category;

- The manner in which the teacher interacts and speaks with students and parents. Check participation in:
  - Discussing and disseminating the school handbook
  - Developing or contributing information to a school, program, or classroom newsletter.
  - Open houses, parent conferences.
  - Contacting parents -How often? When? Why? Documentation?
  - Organizing portfolios of student work/work samples.
  - Programs with the community (senior citizens, grandparents, tutoring).
  - In 'their' community.
  - Inviting speakers, arranging field trips.

Getting such information mentors may use teacher observations, conversation with the teacher, student portfolios and class newsletters.

## 8. Professional Growth

The instructor should seek opportunities to further study subjective matter and instructional strategies resulting in professional growth and improved teaching performance. To assess this category mentors can check participation in;

- PAR/University classes.
- PAR workshops.
- Graduate courses.
- In-service activities.
- Workshops sponsored by departments.
- Special interest groups or community based agencies.
- Subscription to professional journals.

Getting such information mentors may use teacher observations and conversation with the teacher.

Observational instruments that can be used by the mentor are;

- Teacher Plans and Materials Form

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