Training Goals and Assignment Objectives
The purpose of training is to help you develop the expertise needed to guide and assess the progress of new teachers. The assignment you will complete for admission to the full-day workshop is designed to provide an introduction to the program and guide the process of collecting data you will use during workshop activities. It has five specific objectives:

1. to acquaint you with program policies and procedures;
2. to acquaint you with the Intern Performance Record (IPR);
3. to help you reflect about how to assess Standards I and IV using a lesson plan;
4. to allow you to practice your skills analyzing evidence in preparation for a conference; and
5. to allow you to reflect about your own practice in preparation for your mentoring role.

The assignment is structured in three parts. Each part outlines directions and lists materials needed for completion. You will respond to questions about program policies and procedures in Part I, complete activities about mentoring and assessment in Part II, and generate questions about the program you want to address during the workshop. For your easy reference, we have listed the related resources at the beginning of each activity.

Note: Before beginning, be sure to carefully review all material, especially Guiding and Assessing Teacher Effectiveness: A Resource Guide for KTIP Participants.
Part I: Reviewing Policies and Procedures

Resources needed to complete Part I:

- Guiding and Assessing Teacher Effectiveness: A Resource Guide for KTIP Participants (June 2001)
  Available on line at http://www.uky.edu/Education/OFE/KTIPguide.html

Policy Issues

1. Which state agency was established as the governing body for teacher certification, and how would you contact them?

2. The school district must submit the Statement of Eligibility/Confirmation of Employment for each teacher intern to the Education Professional Standards Board, Office of Educator Preparation and Internship on or before___________________ for the fall semester; or on or before ___________________ for the spring semester.

3. The timelines established for KTIP committee meetings enable the formative assessment activities of the committee to be evenly distributed across the internship year. Describe the spacing of the three cycles. Why is it important for the committee to adhere to the timelines and NOT rush these cycles?

4. While the committee is working with intern during the year, who is responsible for collecting and filing the forms? (i.e., the Intern Performance Record, the Record of Committee Meetings)

5. How does the committee determine the final marking (met or not met) during the fourth committee meeting if there is disagreement among committee members?

Committee Responsibilities

6. How many hours of out-of-class mentoring activities must the resource teacher spend with the intern, and how are these activities documented?

7. How many hours of the in-class mentoring activities must the resource teacher spend with the intern, and how are these activities documented?

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Portfolio

8. Explain why it is important for the intern to include an introduction in the portfolio and describe what should be included in that introduction.

9. Why is it important for interns to write detailed lesson plans?

10. What is an Instructional Sequence? How does it relate to an instructional (thematic) unit?

11. What is the difference between a collection of lesson plans and an instructional sequence? Why is the sequence important?

12. What components of the Instructional Sequence accompany the lesson plans (and the videotape, if one is used)?

13. With whom should the intern collaborate to address Standard VI and what evidence should she/he produce and demonstrate this standard has been met?

15. When is the portfolio assessed? By whom?

16. May the intern keep his/her portfolio after the final evaluation?

**Professional Growth Plan (PGP)**

17. What is the purpose of the PGP?

18. Explain how the committee assesses and documents professional growth.

19. Who is responsible for developing the PGP?
20. Name at least three sources of data an intern may consider when developing the PGP.

21. What is the most important outcome of a well written PGP?

22. When is the PGP created, and when is it updated?

23. How does the PGP influence an intern’s choice in professional development activities?

24. Describe how professional development activities improve instructional effectiveness.
Part II: Using the Intern Performance Record to Guide and Assess Effective Teaching

Since the Intern Performance Record (IPR) is designed to guide and assess the progress of Kentucky’s intern teachers, the activities in this part of the assignment focus on helping you learn to use the form for these two purposes. As stated in the Guidelines for Completing the IPR, the assessment procedure involves reviewing the form, recording evidence, identifying related benchmarks and marking the analytic and holistic scores.

Activity A Getting Acquainted with the IPR through Lesson Plan Review

Resources needed to complete Activity A:

- Guidelines for Collecting Evidence (See Resource Guide, p. 19.)
- Lesson Plan Format (See Resource Guide, p. 29.)
- Jeannette Groth's Pre-Observation Lesson Plan (See p. 10 of this packet.)
- A copy of the IPR (See end of this packet.)
- Guidelines for Completing the IPR (See Resource Guide, p. 17.)

We begin this introduction to the IPR by having you review a lesson plan because learning to develop clear, comprehensive plans for individual lessons is critical to effective teaching and successful unit planning. Reports from committee members over the years suggest that new teachers frequently experience difficulty with this skill in three key areas:

1. stating objectives for learning clearly and specifically;
2. including specific assessments and performance criteria that relate well to objectives;
3. reflecting deeply and specifically about the impact of their lessons on student learning.

Before completing Part A, you may want to review the Lesson Plan Format. You should assess progress related to the Actions section described on the Lesson Plan Format before the workshop. During the workshop, you will assess progress related to the Impact and Refinement sections.

1. Review the IPR to acquaint yourself with the benchmarks for each of the standards and to be sure you understand how to use the form (i.e., first recording evidence, then marking analytic and finally holistic score).

2. Review Groth’s lesson plan. Record evidence to describe Ms. Groth's progress toward meeting Standard I in the section on the IPR labeled, Evidence Supporting the Analytic Score.

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3. Relate the evidence to specific benchmarks and then **mark the analytic score** for each benchmark.

*Guiding Questions:*

- For which benchmarks does the plan indicate satisfactory progress on the standard (score = 3)?
- For which benchmarks does the plan indicate that some progress is evident but some improvements are needed (score = 2)?
- For which benchmarks does the plan indicate that little or no progress is evident and significant improvements are needed (score = 1)?

4. Now, **mark the holistic score for Standard I** on the IPR.

5. Finally, conduct a **preliminary review of Standard IV** and repeat steps 1 and 2. You will notice that evidence for Standard IV is primarily collected during the observation and in portfolio review, but a preliminary review will identify assessment issues that are best addressed before the lesson is taught, and will help the intern provide more specific assessments if they haven’t done that already.

### Activity B Preparing for a Conference

**Resources needed to complete Activity B:**

- *Guidelines for Conducting Successful Conferences* (See p. 13 of this packet.)
- *Jeannette Groth's Pre-Observation Lesson Plan* (See p. 10 of this packet.)
- *Conference Preparation Worksheet* (See p. 14 of this packet.)

Pre-and-post observation conferences provide excellent opportunities for mentoring about specific instructional issues. Although resource teachers serve as the primary mentors for new teachers, this activity is designed for all three committee members since the principal and teacher educator guide progress during conferences and committee meetings. This beginning activity is designed to help you reflect about strategies that lead to successful conferences.

1. Using data recorded on the IPR for Standards I and IV (i.e., evidence, analytic and holistic scores), **complete a Conference Preparation Worksheet** to prepare for your conference with Ms. Graham.

2. Now, imagine you have completed the conference and **compare** the benchmarks you listed as growth areas in Standards I and IV (i.e., benchmarks marked with a 2 or 1) with related benchmarks in the observable standards, those standards you will assess during the observation (II, III, IV, VIII, and IX). This will help you connect the threads that run through the standards and provide a signal to focus attention during the observation.

   **Place a check mark on the IPR beside the benchmarks you listed as growth areas** in the corresponding observable standard. (This step will help you know what to look for during the observation.)
Since the ability to discuss successes and disappointments about practice represents a key feature of effective mentoring, you will begin this assignment by describing examples of your own practice as you review Ms. Groth’s IPR one more time. Analysis of the Summary of Intern Performance Data Forms from previous years has revealed that unsuccessful interns experienced the greatest difficulty with Standards III and IV, so this activity focuses on those two standards. You may find it useful to review Mentor Reflections: Standards-Based Practices before completing this activity.

1. After reviewing the benchmarks for Standard III and IV, provide specific examples of practices you use related to one of those standards.

2. List the benchmarks that relate most closely to your examples.
Part III: Reflection about the Workshop Preparation Assignment

Review the training goals and assignment objectives we outlined on page 1 and reflect about whether you have met them. Determine what questions/concerns remain as you prepare for the workshop.

List at least three questions/concerns about the KTIP process you want to address during the workshop.

• Reminder: You must bring all material with you to the workshop and be prepared to discuss your responses.

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PRE-OBSERVATION LESSON PLAN FOR CYCLE I VISIT

Values and the Masai

Name: Jeannette Groth
Date: October 5, 200x
Lesson Length: 1 hour

School: SCAPA
Age/Grade Level: 6th grade
# of Students: 22

Subject: Social Studies
Topic: Africa – Land of Contrasts
# of IEP Students: 1

Note: This lesson plan has been designed to help KTIP training participants focus attention on specific growth areas frequently identified in interns’ practice. It does not represent the plans usually developed by this teacher.

ACTIONS

Objectives –
- Students will explore and evaluate the concept of decision making by participating in a discussion about the value of a silver dollar and through participation in a group activity about values.
- Students will engage in role-play as part of decision making.
- Students will develop effective arguments in the role-play activity.
- Students will collaborate to create a list of things in their lives that have value to them.
- Students will creatively express personal feelings about value in their lives by writing an essay about something they value.

Connections –
My objectives all tie to several Kentucky Learner Goals.

- **Goal 3** Students shall develop their abilities to become self-sufficient individuals (particularly 3.3: demonstrating adaptability and flexibility, and 3.4: demonstrating resourcefulness and creativity);

- **Goal 4** Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service (particularly 4.1: interpersonal skills, 4.2: team membership skills, 4.5: understanding of, appreciation for, and sensitivity to a multicultural and world view, and 4.6: open mind to alternative perspectives);

- **Goal 5** Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life (particularly 5.1: using critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations, 5.2: using creative thinking skills to develop or invent novel, constructive ideas or products, and 5.4: using decision-making process to make informed decisions among options); and

- **Goal 6** Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources (particularly 6.1:
connecting knowledge and experiences from different subject areas, 6.2: using what they already know to acquire new knowledge, develop new skills, or interpret new experiences, and 6.3: expanding their understanding of existing knowledge by making connections with new knowledge, skills, and experiences).

Context –
This lesson concerns the Masai culture in Africa and the values they have. I hope to help students gain a background into the Masai culture, to encourage them to think about making choices about things that have value to them, to look at things from a world view, to communicate in a variety of ways, and to learn to work in groups.

The Masai lesson is part of an African unit entitled “Africa – Land of Contrasts”. From our study and discussions, the students have seen great diversity in Africa – there are urban areas and rural areas. I have also hoped that they have seen Africa as an emerging nation with regard to democracy. During the African unit, the students have produced products such as a kashiki (a batik shirt). They were also supposed to use their knowledge of the African culture in their art projects, drama (role-playing), music, cooking, and dance. They have written observations and reflections of each of these assignments in their Sine (Social Studies notebook – taken from the phrase “Sine Qua Non” which means something that is indispensable). In the Sine, they were required to reflect, synthesize, and write comparisons and contrasts. Other assignments included doing a report on an African country and coming up with Five Fabulous Facts about the country. A map of the African continent was displayed on the wall with each student contributing a scale drawing of his or her country. They will also be given a test over Africa.

The African unit is part of a larger year long study of heritages. According to KERA, there are five themes to be studied in 6th grade social studies: location, human environment, traditions, movement, and regions. Based on students’ interests and their heritages, it was decided to incorporate these themes with the study of six cultures: Japan, Indonesia, the British Isles, Germany, Africa, and Greece.

Materials/Technology –
Silver dollar, large sheets of paper and markers for group recording, role–play background sheets.

Procedures –
1. Give students the idea of value by telling them that the silver dollar like you are holding has been given to each of them by their grandfather on the day of their birth. The stipulation is that they must keep this dollar until they are twelve years old. Then they may spend it if they like. Discuss, “Why would you keep the dollar?” “What conditions would you spend the dollar?” Guide the discussion to help students realize that there is often more value to an item than its monetary worth.

2. Have students in groups of six. Give them the large sheet of paper and ask them to create a list of things in their life that have value to them.

3. After about 7–10 minutes have one student from each group report on the list. Give students a chance to talk about their choices.
4. Explain that a group of people, the Masai from Kenya, has also been forced to make some decisions about things of value in their life. Explain that the Masai are nomadic people. Their economy is based around the number of cattle they own. They often eat a particular kind of pudding that is traditional for them that comes from the blood of these cattle. With that background pass out the role play guides. Some students are the Masai and others are the government officials.

5. Give students time to read the background guides on their roles. Call for volunteers to act out the situation.

6. Help students relate the Masai decision to the decisions they make on things of value in their life.

Student Assessment –
- Students will be evaluated during their group work, during the role-play, and during the class discussion.
- In their journals, students will write about something they value greatly and what might cause them to give up their treasure.
Guidelines for Conducting Successful Conferences

Before the conference, be sure to:
- Prioritize issues and develop a plan for discussion.
- Review data quickly for accuracy and completeness.
- Identify issues related to strengths and growth areas.
- Prioritize to select a few key issues for the conference.
- List conference goals (What do you want to achieve?).
- Note strategies/questions to guide reflection and achieve these goals.

During the conference, be sure to:
- Facilitate reflection effectively, communicate clearly, honestly, and objectively about specific issues.
- Begin by determining strengths (What did you think seemed to work best?).
- Progress to open-ended questions that invite analysis about strengths and growth areas.
- Nudge intern to think deeply about specific issues (Which students seemed most/least involved? How do you know?).
- As needed, shift to describing specific examples from evidence on IPR to promote reflection (e.g., this is what I saw — reiterate evidence — can you clarify or interpret the situation?).
- Probe and question decisions in a positive yet persistent way to get clarification.
- Identify key strength and growth areas for PGP.

After the conference, be sure to:
Reflect about and assess your effectiveness in terms of:
- Facilitation.
- Communication.
- Productivity.
- Make sure goals were met and PGP generated.

Throughout the conference, be sure to:
- Facilitate rather than dominate the conversation.
- Develop rapport.
- Use voice tone and body language that is encouraging rather than intimidating.
- Allow sufficient time for reflection (i.e., wait time).
- Maintain a reasonable pace.
- Don’t overload by presenting too much data (rely on priorities and goals developed during preparation).
- Guide the development of a reasonable plan for professional growth.

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Conference Preparation Worksheet

The purpose of this sheet is to help you prioritize key discussion points and develop plans/strategies before you initiate a conference with an intern.

**List most significant Strengths**
Specific benchmarks related to lesson:

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**List most significant Growth Areas**
Specific benchmarks related to lesson:

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**List goals you want to achieve by the end of the conference:**

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**List a few questions you might want to ask in the conference:**

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Duplicate as needed for use during the year.
Good Beginnings: Hints for Successful Mentoring

♦ Take care to set a positive tone.

♦ Find creative ways to *break the ice* and allay apprehensions.

♦ Inquire about the intern's perceptions of the school and previous experiences in schools.

♦ Listen carefully and probe gently.

♦ Establish a foundation for building trust by sharing experiences and professional goals.

♦ Share examples of successes and disappointments in your practice.

♦ Discuss the school consolidated plan and/or Program of Studies.

♦ Browse the Kentucky Department of Education website and other websites to find resources.

♦ Remember to facilitate reflection by clarifying, specifying, rephrasing, and redirecting variously as needed.

♦ Gradually shift conversations to issues of student learning (e.g., lesson plans, assessments).

♦ As you wrap-up a conference, review what has transpired, record strengths and growth areas and generate items for the Professional Growth Plan (PGP).

♦ Provide resources and/or suggest resources to help your intern grow professionally; emphasize the importance of building a professional library.

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Mentor Reflection: Standards-Based Practices: An Example

Last week on the day we returned from our spring vacation, I had an opportunity to engage my students in a series of problem solving activities. These lessons grew out of interest generated by one inquisitive student. Here is what happened.

I had an avocado sitting on my desk that I brought for lunch. I picked the avocado, and the basket of citrus fruit under the desk, during a visit to my sister’s farm in California the week before. One of my curious first-graders spotted it the moment he entered the room, and bounded over to the desk to inquire about the alligator pear. What is that, he demanded in an excited tone? What do you think it is, I teased? Our animated exchange quickly caught the attention of other students and soon everyone in the class had gathered around my desk faces full of awe.

After determining who knew the identity of the mysterious object (and sworn them to secrecy), the guessing game began in which students described its features variously as weird, rough, black and green, etc. I recorded their descriptions on chart paper and probed for more explanation. We then compared our descriptions of the item before us with fruit and vegetables shown in a book about California agriculture I brought back for the class library. I wrote the new term on the board so the children could decode it. Next, I peeled the avocado and parcelled out tastes. Lots of yuks and some yums ensued as students cast their taste votes. We added the taste reviews to the chart description and proceeded to the computer to address questions that were popping-up about our new-found discovery: Where are avocados grown? Why are they considered fruit? Are they used for anything else but eating? Who likes them anyway (23 of 28 students cast a yuk vote.) We found nearly 7000 websites with more information than we could possibly handle in one day. So, we settled for locating growing areas. We found California on our class map and then identified other locations in North, Central and South America from the web descriptions.

That afternoon, as part of the writing lesson, students wrote letters to thank my sister for sharing the alligator fruit and the citrus we had sampled at snack time.

Through these activities, I addressed several benchmarks in Standard III especially f (engages students in thinking and problem solving). I addressed b (uses both formative and summative assessment to guide instruction) through the letter writing activity. Since students were instructed to explain what they had learned about avocados in their letters, I was able to assess the level of understanding in addition to their letter writing ability using rubrics I had developed.