

Novice Teacher Mentoring Manual



School Year 2024-25

Department of Elementary and Secondary Education Office of Educator Effectiveness and Licensure

The DESE reserves the right to incorporate changes to this document at any time as the Program evolves.



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**



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Program Overview

Arkansas state law requires that each novice teacher employed at a public or open-enrollment public charter school participate in mentoring that: (1) Provides training and support to novice teachers to increase teacher retention, (2) Establishes norms of professionalism, and (3) Leads to improved student achievement by increasing effective teacher performance.

There are two primary components of novice teacher mentoring in Arkansas. One is training and preparation for an effective summative evaluation rating under the Teacher Excellence and Support System (TESS). The other is individualized support provided by the hiring school. Mentoring programs and school districts are expected to support novice teachers through their formative years through professional development training, coaching, and guided practice. Mentoring plans for each district that ensures all novice teachers are/will receive training and support shall be readily available upon Division of Elementary and Secondary Education (DESE) request. If participating in a grant funded Education Service Cooperative (ESC) mentoring program, the ESC Mentoring Program Specialist (MPS) will be responsible for writing the mentoring plan and coordinating support.

Purpose

This manual serves as a guide for Arkansas school districts to support the development of effective classroom teachers, provide guidance to educators working with novice teachers, and prepare for one-year supervised residencies mandatory for all teacher candidates whether enrolled in an educator preparation program (EPP) or an alternative educator preparation program in school year 2026-27 and beyond.

Educators from the Arkansas Department of Education, educational cooperatives, higher education, and school districts collaborated to create the original mentoring manual based on Arkansas laws and rules. The 2024-25 manual incorporates the [LEARNS Act](#), [Executive Order 23-08](#), Institution of Higher Education (IHE) Protocols, and updated Rules Governing Educator Effectiveness and Licensure.

Eligibility for Participation

All novice teachers in the state are required to have mentoring support during their formative years. Teachers with 3 or more years of student-facing teaching experience are not eligible to participate in grant funded mentoring programs as they are not considered a novice teacher.

Definition of a Novice Teacher

Novice teachers are individuals with less than 3 years of total student-facing teaching experience as determined by the following criteria:

- Assigned to certain 6-digit course codes in eSchool or job codes in eFinance requiring a license or involving a class taught for concurrent credit

- Reported by district in eFinance as having 0, 1, or 2 years of total teaching experience
 - The “Years in Total” field does not affect the years of service toward retirement as collected by the Arkansas Teacher Retirement System. This field does not determine where a teacher falls on the pay scale.
 - Districts may choose to count classified employment experience (ex: paraprofessional experience) toward pay scale placement for individuals who are technically in their first year of teaching. However, *the years of experience fields in the eFinance General Employment tab need to reflect the total number of years an individual has been employed in a teaching position.*
- Teachers who are first year teachers in Arkansas but **have 3 or more years of teaching experience** in another state are *not considered* novice teachers.
- Teachers returning to the profession with **3 or more years of teaching experience** are *not considered* novice teachers.
- Private or charter school teachers with 3 or more years of experience are not required to participate in mentoring if the district chooses to report these years of experience to the state.
- Mentoring for international teachers should be determined on a case-by-case basis. The hiring district and state mentoring specialist should work collaboratively to plan support. If school is participating in a grant funded ESC mentoring program, the mentoring program specialist should also be involved in planning support.

Novice Teachers Who Currently Hold a Standard License

Novice teachers who currently hold a standard license should receive mentoring support during their formative years.

Novice Teachers Who Do Not Currently Hold a Standard License

Teachers who do *not* currently hold a standard license will have varying expectations and levels of support depending on where they are in the licensure process.

Alternative Educator Preparation Program (EPP) Enrollees

Novice teachers enrolled in an alternative EPP should be supported by an **EPP clinical supervisor** (per IHE protocols) in addition to a district assigned support or experienced mentor teacher. EPPs and districts should collaborate on an **Alternative EPP Enrollee Support Plan** for the novice and communicate frequently on the novice’s progress. These plans should be kept on file at the district and EPP and made available upon DESE request.

Novice teachers enrolled in an alternative EPP are expected to hold a provisional teaching license. Those who do not will need to include how the provisional licensure requirements will be met in their **Alternative EPP Enrollee Support Plan**. It should be noted that candidates cannot enroll in more than 6 hours unless all provisional license requirements are met. Novices can learn more about what provisional licensure requirements are missing by contacting the Office of Educator Effectiveness and Licensure by phone (501-682-4342) or email ade.educatorlicensure@ade.arkansas.gov. Mentoring program specialists also provide licensure assessment support, if needed.

Provisionally licensed novices employed in any of the following areas must have a **Science of Reading Proficiency Plan** on file in their employing district if they have not demonstrated proficiency in the knowledge and practices of scientific reading instruction by October 2023:

- Elementary school teachers in grades kindergarten through six (K-6) teaching math, science, social studies, or English language arts
- K-12 special education teachers
- Teachers of English language learners in grades K-6

Traditional Educator Preparation Program Enrollees Working Under an Aspiring Teacher Permit

School districts should work with an EPP to complete the application process for an Aspiring Teacher Permit (ATP) before the teaching assignment begins. Candidates must have an approved Aspiring Teacher Permit on file with DESE and have met all first-time licensure requirements, which includes passing scores on all required licensure assessments and the Foundations of Reading exam for those listed above.

Aspiring novice teachers will be serving as Teacher of Record for a classroom under the guidance of an experienced mentor teacher in their hiring district and an EPP clinical supervisor. These novices will work under the Aspiring Teacher TESS rubric until completing their EPP, at which time they will begin working under the Classroom Teacher TESS rubric. The EPP clinical supervisor and districts should collaborate on an **ATP Support Plan** for the novice and communicate frequently with the novice on his/her progress. The ATP Support Plan will be submitted to the DESE Licensure Unit as part of the ATP application process. Information about the Aspiring Teacher Permit can be found on the [Department's ATP webpage](#). For questions about the ATP application process, contact jennifer.wedgeworth@ade.arkansas.gov. Principals supervising an ATP teacher should complete training on the DESE Aspiring Teacher TESS Rubric. Principals may contact pearce.peacock@ade.arkansas.gov for more information.

Traditional or Alternative EPP Enrollees Completing a One-Year Supervised Residency

The EPP must report one-year supervised residents to the Department before the residency begins. An experienced mentor teacher and EPP clinical supervisor are to be assigned before the resident is placed in a school. Novice teachers completing a one-year supervised residency should have met all requirements necessary to be eligible for the internship/residency portion of their EPP, including passing scores on all required licensure and/or reading assessments. Beginning in school year 2026-2027, one-year supervised residencies will be required for all traditional or alternative EPP enrollees. (See [Executive Order 23-08](#).)

Residents should follow their EPP's guidelines and/or plan. They will work under the guidance of a clinical supervisor from their EPP and an experienced mentor teacher assigned by their principal. Residents will follow the Aspiring Teacher TESS rubric until completing their EPP, at which time they will begin working under the Teacher TESS rubric. For questions about one-year supervised residents, contact the EPP provider.

Arkansas Teacher Registered Apprentices

School districts must complete all ATRA paperwork before the apprenticeship begins. The Registered Apprenticeship is a proven model of professional training that has been validated by the U.S. Department of Labor. Registered apprentices will work under the guidance of a Journeyman in their school who meets qualifications on page 7 and is assigned by their principal. For more information, see the [Arkansas Teacher Registered Apprentices \(ATRA\) Guidebook](#) or email lasonia.johnson@ade.arkansas.gov.

Novice Teachers Who Have Completed An EPP But Have Not Met The Requirements For A Standard License

Novice teachers who have completed an EPP but have not met the requirements for a standard license are to complete a **Licensure Pathway Plan**. These plans, collaborated on by the novice teacher, their completed EPP, and the district where they are employed, should be kept on file at the district and made available upon DESE request. Mentoring program specialists also provide licensure assessment support, if needed.

Novices employed in any of the following areas must have a **Science of Reading Proficiency Plan** if they have not demonstrated proficiency in the knowledge and practices of scientific reading instruction by October 2023:

- Elementary school teachers in grades K-6 teaching math, science, social studies, or English language arts
- K-12 special education teachers
- Teachers of English language learners in grades K-6

Novice Teachers Who Do Not Have a Pathway to Licensure

Novice teachers who do not have a pathway to licensure need to collaborate with their employing district on a Licensure Pathway Plan. These plans should be kept on file at the district and made available upon DESE request. The DESE's Office of Educator Effectiveness and Licensure has a team of advisors that can help with pathway choices. Districts can request this type of support by emailing ade.eel@ade.arkansas.gov. Mentoring program specialists also provide licensure assessment support, if needed.

Mentoring Staff Roles, Responsibility, and Assignment

State Mentoring Specialist

State mentoring specialists work for the DESE’s Office of Educator Effectiveness and Licensure and have a variety of responsibilities aimed at providing high-quality mentoring and support services to novice teachers. Responsibilities may include:

- Supporting mentoring program points of contact
 - Share and/or clarify guidance found in the state’s mentoring program manual
 - Assist in collecting and sharing novice teacher data
 - Coordinate state and/or regional training and meetings
 - Communicate important information, updates, and upcoming training
- Act as liaison between the Department and mentoring programs
 - Provide guidance on mentoring support plans, surveys, reports, etc.
 - Work with the ATP team on the workflow and accuracy of applications
 - Assist with reporting novice teacher numbers
 - Assist in communication with and monitoring of non-grant funded mentoring programs
- Provide guidance on organizing and storing state-required documentation, such as
 - Experienced mentor teacher assignment and qualifications
 - Arkansas Code of Ethics training
 - Support Plans
- Connect educators with the appropriate resource people at the DESE

ESC Mentoring Program Specialist

All public and open-enrollment charter school districts have the opportunity to participate in a DESE Office of Educator Effectiveness and Licensure **grant funded mentoring program** through their local ESC. Each grant funded mentoring program is required to employ a full-time **mentoring program specialist** who will work with the state mentoring specialists and other educators to provide high-quality mentoring and support services to their assigned cooperative(s) and/or school district(s). The mentoring program specialist will also help build capacity for Master and/or Lead designated teachers and completers of DESE-recognized coaching trainings across the state as we ready for requirements in **Executive Order 23-08 that states, “Ensuring that all graduates receiving a degree or alternate teacher training certificate from a state-approved educator preparation program in Spring 2027 and beyond have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting”**. Contact information on mentoring program specialists and a list of districts served by each grant funded mentoring program can be found here: [Contact Information for Mentoring](#).

The full-time ESC mentoring program specialist will write a plan detailing novice and mentor training and support for the year, which must include:

- A description of how TESS Focus Components and Elements in Appendix B and Mentoring Structures in Appendix C will be incorporated in novice mentor training and or support
- A description of how the MPS will work with districts to build the capacity of Master and/or Lead designated teachers for the 2026-27 school year and beyond
- A description of how the MPS will communicate with and support building level support teachers, experienced mentor teachers, and/or journeyman
- Signatures of building principals acknowledging that they received a copy of the MPS's plan

Other responsibilities may include:

- Supporting districts utilizing grant funded mentoring programs
 - Ensuring districts receive directions on how to accurately report data related to novice teachers through the Statewide Information System and any additional data collection required by DESE to monitor program effectiveness
 - Working with building principals, experienced mentor teachers, and EPP clinical supervisors on transferring Aspiring Teacher Permit novices and one-year supervised residents from the Aspiring Teacher TESS rubric to Teacher TESS rubric upon program completion
 - Organizing the process used by support and experienced mentor teachers to prepare novices for a summative evaluation under TESS, including use of support plans and professional growth plans
 - Assisting support or experienced mentor teachers with guidance for novice teachers identified by their district as at risk for being placed in intensive support status
 - Connecting teachers with appropriate resource people who can help with targeted support (special education and behavior specialists, content coaches, licensure advisors, etc.)
- Coordinating training and support

All training and support provided by the mentoring program specialist should be tied to the TESS rubric and/or the Danielson's Framework for Teaching (FfT) Clusters and outlined in the mentoring program specialist's **Mentoring Support Plan**. Mentoring program specialists are required to upload support plans to the Grant Management System by the last business day in September.

Mentoring programs also receive funding to provide licensure assessment support. Licensure support is not limited to novices but is available to any school employee actively seeking licensure or adding an area to their license. Contact the [mentoring program specialist](#) for more information.

District Support

Mentoring Point of Contact (POC)

All districts employing novice teachers are required to assign a **mentoring POC** by the last business day in July. This is a pivotal role in providing high-quality mentoring support to teachers in their formative years. If the district is participating in a **grant funded mentoring program**, the district mentoring POC will work closely with the educational cooperative's **mentoring program specialist**. If a district chooses not to receive support from a grant funded mentoring program, their mentoring POC will work with a state mentoring specialist. POC responsibilities may include:

- Maintaining records and/or providing documentation required by the state
- Ensuring the appropriate district employees have a copy of instructions on how to accurately report data related to novice teachers through the Statewide Information System
- Assisting the mentoring specialist with any additional survey distribution and/or data collection used by the Education Service Co-op (ESC) or DESE to monitor mentoring program effectiveness and novice support needs
- Providing documentation requested by the DESE

Contact information for district mentoring POC, mentoring program specialists, and state mentoring specialists can be found here: [Contact Information for Mentoring](#).

Novice Teacher Support

All districts and open-enrollment charter schools, whether participating in a grant funded mentoring program or not, are expected to provide mentoring support to all novice teachers. In an effort to meet retention targets, all novice teachers should be assigned a **support teacher, experienced mentor teacher, or journeyman**. In some cases it is required.

Support Teacher

Novice teachers who are not required to be assigned to an experienced mentor teacher may be assigned a support teacher in their building (preferred) or district. The support teacher is responsible for providing onboarding and continual support that would be helpful for any new building employee, specifically one instructing students. The support teacher will be assigned by the building principal.

Support Teacher Qualifications

It is recommended that support teachers:

- Have 3 years of classroom teaching experience
- Hold a standard teaching license
- Have evidence of an annual evaluation rating of effective or higher
- Be employed in the same school district as the novice teacher (same building preferred)

Experienced Mentor Teacher and Journeyman

An experienced mentor teacher or journeyman should be readily available to provide overall new hire support, instructional support, and peer coaching. **An experienced mentor teacher and/or journeyman must be assigned by the building principal to the following: Aspiring Teacher Permit teachers, traditional or alternative EPP candidates completing a one-year supervised residency, and/or Arkansas Teacher Registered Apprentices.** The mentor assigned to a registered apprentice is called a “journeyman”.

It is recommended for an experienced mentor teacher to be assigned to any novice who does not have a standard or provisional teaching license.

Experienced Mentor Teacher and Journeyman Qualifications

An experienced mentor teacher and/or journeyman will show that they are highly qualified by meeting the following *requirements*:

- Hold a standard teaching license
- Have a minimum 3 years of teaching experience
- Have evidence of an annual rating of effective or higher
- Be able to show documentation of completing a [DESE Recognized Coaching Trainings](#)

*In addition to the above requirements, A Master Professional Educator or Lead Professional Educator designation on their teaching license is **required** for:

- Experienced mentor teacher assigned to an Aspiring Teacher Permit teacher
- Journeyman assigned to an Arkansas Teacher Registered Apprentice
- Experienced mentor teacher seeking merit pay who is assigned to a one-year supervised resident.

Novice Teacher Mentoring Requirements

Mentoring programs and school districts will support novice teachers during their formative years through professional development training, coaching, and guided practice.

Novice teachers are expected to:

- Participate in mentoring provided by a state funded mentoring program or their district
- Attend training required as part of a Mentoring Program Plan, Licensure Pathway Plan, Alternative EPP Enrollee Support Plan, Aspiring Teacher Permit Support Plan, or Professional Growth Plan
- Show growth toward effectiveness as defined in the TESS Teacher Rubric (or Aspiring Teacher TESS Rubric if working under an Aspiring Teacher Permit or as a one-year supervised residency)

Code of Ethics Training

All novice teachers are required to complete Code of Ethics training before finishing one month of student facing work. Novices who have completed an Arkansas approved EPP or are employed under a provisional license should have already received Code of Ethics training. DESE sponsored training opportunities can be found on the Professional Licensure Standards Board’s webpage under [PLSB Training](#). School districts should keep documentation of novice teachers who have completed ethics training on file. This documentation may be requested by the DESE at any time.

Professional Growth Plan

A teacher and their evaluator, working together, shall **annually** develop a professional growth plan for the teacher. The aim of a novice teacher’s **professional growth plan (PGP)** during formative years is to align professional support and learning opportunities to link a teacher’s professional practice with support for targeted, personalized learning. For all rules regarding TESS during formative years, see the Rules Governing Educator Performance.

It is also recommended that the plan include a timeline for regular monitoring and feedback.

Preparation for a TESS Evaluation

An overall summative evaluation rating is not required during a formative year; however, districts should have a process in place to ensure novice teachers are actively preparing for an “effective” rating on a TESS summative evaluation after completion of novice support.

Mentoring programs and districts are encouraged to use the TESS Focus Components for Novice Teachers and the Framework for Teaching Clusters to emphasize certain components of TESS during novice teachers’ formative years (see appendix B). These components promote a consistent instructional focus, but it is important to note that the approach can be modified based on a novice teacher’s level of preparation, performance, or professional growth needs.

Mentoring programs and districts will use the Aspiring TESS rubric for teachers working under an Aspiring Teacher Permit, or completing a one-year supervised residency. Mentoring program specialists, EPP clinical supervisors, and building principals should collaborate on a novice's successful transition from the Aspiring TESS to the Classroom Teacher TESS rubric upon graduation.

District Reporting Requirements

All districts are responsible for accurately reporting years of experience data to the state through the Statewide Information System. Districts are encouraged to share the guidance document, "[Accurately Reporting Novice Teacher Data](#)," with data stewards that oversee human capital data input in the eSchool and eFinance data systems. If districts are participating in a **grant funded mentoring program**, reach out to your **mentoring program specialist** to request guidance or training on data entry. Training can also be requested by emailing ade.eel@ade.arkansas.gov.

Districts should be keenly aware of the licensure status of all novice teachers so appropriate plans can be developed and made available upon DESE request. Plans related to licensure status are as follows:

- [Licensure Pathway Plan](#)
- [Alternative EPP Enrollee Support Plan](#)
- [ATP Support Plan](#)

Districts participating in a **grant funded mentoring program** should report a mentoring point of contact to their ESC **mentoring program specialist** by the last business day in July. Any district choosing not to receive support from a grant funded mentoring program is expected to notify the DESE Office of Educator Effectiveness and Licensure and report their mentoring POC by the last business day in July. Notification can be emailed to angie.gilbert@ade.arkansas.gov. Districts who do *not* utilize their local ESC mentoring program will provide their own funding for mentoring support and will be expected to submit any documentation and/or reports requested by the DESE.

A record of current novice teachers and their assigned support teacher, experienced mentor teacher, or journeyman should be kept on file in the district and available to the DESE upon request. If participating in a grant-funded ESC mentoring program, this information should be shared with the ESC mentoring program specialist by September 30. Any personnel changes, such as hiring a novice teacher after September 30 or a novice teacher resigning, should be shared with the state mentoring specialist (or ESC mentoring specialist if participating in a grant-funded program).

Additional reporting will be required by districts employing teachers on an Arkansas Teaching Permit or completing a registered apprenticeship or one-year supervised residency.

Monitoring Mentoring Effectiveness

DESE will monitor the fidelity of the mentoring program's implementation by collecting and analyzing data for measures that focus on how much the mentoring program is being implemented as intended. Fidelity of implementation measures may address: 1) Exposure: program content that was delivered; 2) Adherence: program components being delivered as prescribed; 3) Quality of the delivery; 4) Participant responsiveness: engagement of participants during delivery; and 5) Program differentiation: unique features of the delivered program. Grant funded mentoring programs have performance targets set by DESE that incorporate fidelity of implementation measures.

DESE will also use the performance targets to evaluate the effectiveness of the mentoring program on the following goals: (1) provide training and support to novice teachers to increase teacher retention; (2) establish norms of professionalism; and (3) increase effective teacher performance, which will lead to improved student achievement. For further information about the mentoring program goals, performance measure, and target levels of performance, contact angie.gilbert@ade.arkansas.gov. DESE will use the following records and data sources in an effort to evaluate the implementation and effectiveness of the mentoring program:

- Mentoring program staffing and assignments
- Mentoring program plans and/or reports
- Training offered to novice and mentor teachers, including Code of Ethics and TESS
- Licensure assessment
- Novice teacher surveys
- Administrator surveys
- Teacher TESS evaluation ratings
- Teacher value-added measures
- Teacher retention

All data will be analyzed and used to continually revise and improve the mentoring program.

Districts choosing not to receive support from a grant funded mentoring program will also be subject to Department monitoring at any time.

The DESE reserves the right to incorporate changes to this document as the Program evolves.

Mentoring Manual Definitions

Alternative Educator Preparation Program: A program of study approved by the DESE for candidates who have a bachelor's degree and are preparing for licensure as teachers and leaders public schools.

Alternative EPP Enrollee Support Plan: A support [plan](#) for a novice teacher enrolled in an alternative educator preparation program developed by the EEP and employing district.

Arkansas Registered Apprentice: See [Guidebook](#).

Aspiring Teacher Permit: A permit that allows an intern or resident in a traditional EPP to serve as teacher of record with support from an experienced mentor teacher.

Aspiring Teacher Permit Support Plan: A support [plan](#) for a novice teacher employed under an ATP developed by the EPP and employing district.

Educator Preparation Program: A planned sequence of academic courses and experiences leading to a recommendation for licensure by the State Board.

Educator Preparation Program Clinical Supervisor: A representative from an EPP who assesses, supports, and develops a candidate's knowledge, skills, and professional dispositions during clinical experiences.

Experienced Mentor Teacher: A support person who is required to meet certain qualifications and is assigned to an Aspiring Teacher Permit teacher or a one-year supervised resident.

Grant Funded Mentoring Program: A mentoring program funded by DESE Office for Educator Effectiveness and Licensure that supports districts in their implementation of requirements outlined in the Arkansas Mentoring Manual.

Intensive Support Status: See [Educator Support Rules 6.13](#).

Journeyman: The experienced mentor teacher assigned to an Arkansas Teacher Registered Apprentice.

Licensure Pathway Plan: A [plan](#) developed by the employing district for an unlicensed novice teacher who does not have a pathway to licensure. If the novice previously completed an EPP but does not meet the requirements for licensure, the EPP should be involved in plan development.

Mentoring Point of Contact: The person assigned by a district to ensure the district is in compliance with all requirements outlined in the Arkansas Novice Teacher Mentoring Manual.

Mentoring Program Specialist: A person employed by a grant funded mentoring program who ensures all supported schools have the resources necessary to be in compliance with all requirements outlined in the Arkansas Mentoring Manual.

Mentoring Support Plan: A plan that outlines the support provided to novice teachers.

Novice Teacher: Individual assigned to certain 6-digit course codes in eSchool or job codes in eFinance requiring a license or involving a class taught for concurrent credit and is reported by their district as having 0, 1, or 2 years of total teaching experience in eFinance.

One-Year Supervised Residency: a yearlong clinical experience completed as partial fulfillment of the requirements of an Arkansas approved EPP. This requirement will go into effect Spring 2027.

Professional Growth Plan: An individual educator’s plan designed to meet the educator's specific growth needs. These plans are developed annually through collaboration between the educator and the evaluator.

Resident: A traditional or alternative EPP candidate completing a one-year supervised residency.

Support Teacher: A licensed teacher assigned to a novice teacher in their employing district who provides onboarding/buddy support.

Teacher of Record: An individual (or individuals in co-teaching assignments) assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

Traditional Educator Preparation Program: A program of study leading to first-time teaching licensure that requires program coursework and supervised clinical experiences to be completed before the candidate is allowed to serve as teacher of record. Traditional routes are embedded in a degree (primarily bachelors) and are offered through Institutions of Higher Education (IHE).

Novice Teacher Mentoring Manual Appendices: 2024-2025

The following three appendices to the 2024-2025 Novice Teacher Mentor Manual have been designed based on the input of over 30 leaders across the state of Arkansas representing Education Cooperatives, the Department of Education's DESE, school districts, and IHE.

This work group convened in person and collaborated over multiple sessions to generate Mentor Practice Standards, develop a novice teacher mentoring scope and sequence, and identify aligned teaching practices, topics, and mentoring activities. Using an iterative process in which materials were created through numerous feedback loops, this work group strived to keep novice teachers and mentors at the center of decision making.

All materials that follow are intended to offer clarity and guidance around the training, content focus, activities, and tools that can be used when implementing novice teacher mentoring. **These appendices should be viewed as flashlights—not hammers—illuminating the path toward supporting, growing, and retaining novice teachers and mentors.**

Appendix A

Mentor Training

Appendix A. Mentor Training

Mentor Practice Standards

The Mentor Practice Standards have been adapted from the New Teacher Center in order to identify the essential knowledge and skills that can be used to guide mentor selection, training, and support.

- Standard 1: Advances own professional development by deepening knowledge of rigorous content standards, learner variability, and research-based pedagogy to include application to their classroom and mentoring support.
- Standard 2: Builds novice teacher capacity to advance excellent learning environments for every student.
- Standard 3: Builds novice teacher capacity to advance excellent learning for every student by providing rigorous, standards-aligned instruction.
- Standard 4: Creates and maintains confidential, collaborative, respectful, instructionally focused mentoring relationships.
- Standard 5: Collaborates with school leaders, instructional staff and coaches, and colleagues to support novice teacher effectiveness and the learning of every student.

Appendix B

TESS Focus Components and Elements

Appendix B. TESS Focus Components and Elements

TESS Scope and Sequence for Novice Teacher Mentoring

Tables B-1 through B-3 should be used during school year 2024-25 to design, select, and deliver novice teacher mentoring that targets TESS focus components and elements.

This scope and sequence has been developed to map onto a 3-year arc of mentoring when relevant to promote a consistent instructional focus. However, **this scope and sequence’s pace and priorities can be adjusted based on a novice teacher’s level of preparation, performance, or professional growth needs.**

This scope and sequence utilizes Danielson’s Framework for Teaching Clusters, which streamline the “big ideas” of the TESS rubric’s 22 components into an efficient tool that can serve as the foundation for professional growth by novice teachers, not only through their own reflection on practice, but also in their conversations with mentors.

Tables B-4 through B-9 are organized across three progressions, each of which has two phases. Focus areas identify the key topics introduced within a progression. Phases include not only the TESS components that should be prioritized for professional growth, but also the specific elements of the components that should be emphasized for targeted mentoring support.

While all TESS domains and components should be introduced to novice teachers early on in their mentoring, **this scope and sequence has been developed to ensure mentors know how to focus their support to help novice teachers improve their practice.**

Table B-1. Progression 1

Focus Areas	Phase 1	Phase 2
<p>Clarity and Accuracy</p> <ul style="list-style-type: none"> • Learning Outcomes • Instructional Decision Making • Content Expertise 	<ul style="list-style-type: none"> • 1a, 1b, 1c: Clarity of instructional outcomes, reflecting not only knowledge of content and of high-level standards and practices, but also suitability for the students in the class • 1d, 1e: Planned resources and activities aligned to the instructional purpose • 3a: Expectations for learning, accuracy of content, clarity of explanations, and use of academic language • 1c: Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis 	<ul style="list-style-type: none"> • 3b, 3c: Activities and assignments, questions and student discussion, all aligned to the instructional purpose • 1c: Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis
<p>Learning Environment</p> <ul style="list-style-type: none"> • Positive Developmental Relationships • Intellectual Challenge • Support and Persistence 	<ul style="list-style-type: none"> • 2a: Language of caring and respect between teacher and students and among students, and teacher’s awareness of students’ interests in and beyond school • 2a: A safe environment for student risk-taking • 2b: High expectations for students’ capabilities for learning 	<ul style="list-style-type: none"> • 2b: High levels of cognitive energy • 2b: Student perseverance, even in the face of challenges • 2c: Productive student engagement in small group work
<p>Classroom Management</p> <ul style="list-style-type: none"> • Routines and Procedures • Collective Responsibility • Physical Environment 	<ul style="list-style-type: none"> • 2c: Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. • 2c: Students follow clear guidelines for unsupervised (e.g., in small group and independent) work • 2c: Productive contribution to the class by volunteers and paraprofessionals • 2d: Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both • 2e: Physical environment supportive of learning activities 	<ul style="list-style-type: none"> • 2c: Productive contribution to the class by volunteers and paraprofessionals • 2d: Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both
<p>Professionalism</p> <ul style="list-style-type: none"> • Principled Decision making 	<ul style="list-style-type: none"> • 4a: In reflection, the teacher assumes responsibility for student learning • 4f: Integrity and honesty in dealing with colleagues and parents on behalf of students 	

Table B-2. Progression 2

Focus Areas	Phase 1	Phase 2
<p>Intellectual Engagement</p> <ul style="list-style-type: none"> • Lesson Structure and Flow • Rich Learning Tasks • Student Collaboration and Discourse 	<ul style="list-style-type: none"> • 2b: The content is seen as worthwhile, important, and interesting • 3c: The lesson has a recognizable structure, with time for reflection and closure 	<ul style="list-style-type: none"> • 3a: Content is presented in a manner that engages students in thinking and reasoning • 3b: Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind
<p>Successful Learning</p> <ul style="list-style-type: none"> • Access for Every Student • Assessment and Feedback • Shared Accountability 	<ul style="list-style-type: none"> • 1d, 3e: If necessary, the teacher modifies and adjusts the lesson to ensure that students “get it,” drawing on other resources as needed • 1f: Both summative and formative assessments, aligned to learning outcomes, have been planned and developed • 3d: The teacher monitors student learning during the lesson (individuals and groups) through a variety of means 	<ul style="list-style-type: none"> • 3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students
<p>Professionalism</p> <ul style="list-style-type: none"> • Continuous Learning • Collaboration 	<ul style="list-style-type: none"> • 4c: The teacher enlists, as appropriate, the engagement of families in student learning • 4d: Collaboration with colleagues for joint planning, and school/district and community initiatives 	<ul style="list-style-type: none"> • 1d, 4e: Active engagement in workshops, courses, and activities to improve practice

Table B-3. Progression 3	
Focus Areas	Phase 1
Intellectual Engagement Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> • 3b: Students explain their thinking and question the thinking of others • 3c: Learning tasks require students to engage intellectually, to think; some may involve productive struggle
Successful Learning Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> • 3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students • 4b: The teacher’s records permit detailed analysis of learning by individuals and groups of students
Focus Areas	Phase 2
All Focus Areas Previously Introduced	<ul style="list-style-type: none"> • All components and elements across TESS Domains 1-4 should be practiced to effectiveness • Mentoring support and activities should be tailored according to what a novice teacher needs now that all components and elements have been introduced and spiraled throughout the progressions and phases.

TESS Component Teaching Practices and Topics

Tables B-4 through B-9 are organized across the six categories of Danielson’s Framework for Teaching Clusters, with the first column identifying individual TESS components and elements, the second column naming aligned teaching practices, and the third column identifying relevant topics. This table is intended to be referenced in accordance with Tables B-1 through B-3 to provide more detailed descriptions and topics to support mentoring.

Table B-4. Clarity and Accuracy

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
<p>1a, 1b, 1c: Clarity of instructional outcomes, reflecting not only knowledge of content and of high-level standards and practices, but also suitability for the students in the class</p>	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning • The teacher can identify important concepts of the discipline and their relationships to one another • The teacher has identified broad skill groups of students within the class and uses this information in planning 	<ul style="list-style-type: none"> • Arkansas State Standards • HQIM
<p>1c: Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis</p>	<ul style="list-style-type: none"> • Learning outcomes, as stated by the teacher, are expressed in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class 	<ul style="list-style-type: none"> • Arkansas State Standards • District learning targets, proficiency scales, common formative assessments • Differentiation strategies to maximize student engagement
<p>1d, 1e: Planned resources and activities aligned to the instructional purpose</p>	<ul style="list-style-type: none"> • Learning tasks, materials, and question sequences support the lesson’s purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class 	<ul style="list-style-type: none"> • HQIM • Intentional design (Bloom’s Taxonomy, Webb’s Depth of Knowledge, Dylan Wiliam’s Formative Assessment, John Hattie’s Visible Learning)
<p>3a: Expectations for learning, accuracy of content, clarity of explanations, and use of academic language</p>	<ul style="list-style-type: none"> • The teacher’s explanation of content is clear and invites student participation and thinking • The teacher makes no content errors and models the correct use of academic language 	<ul style="list-style-type: none"> • HQIM
<p>3b, 3c: Activities and assignments, questions and student discussion, all aligned to the instructional purpose</p>	<ul style="list-style-type: none"> • Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so 	<ul style="list-style-type: none"> • HQIM • Intentional design (Bloom’s Taxonomy, Webb’s Depth of Knowledge, Dylan Wiliam’s Formative Assessment, John Hattie’s Visible Learning)

Table B-5. Learning Environment

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
<p>2a: Language of caring and respect between teacher and students and among students, and teacher’s awareness of students’ interests in and beyond school</p>	<ul style="list-style-type: none"> • Interactions between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students • The teacher makes connections with individual students 	<ul style="list-style-type: none"> • Positive language frames, reinforcing, reminding, and redirecting • Community and rapport building • Trauma informed teaching strategies • 1-1 student conferencing and goal setting
<p>2b: High levels of cognitive energy</p>	<ul style="list-style-type: none"> • Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content 	<ul style="list-style-type: none"> • Strategic questioning • Project-based/discovery based learning • Jane Pollock’s instructional design plan (GANAG)
<p>2a: A safe environment for student risk-taking</p>	<ul style="list-style-type: none"> • Students participate willingly and appear confident in offering their ideas in front of classmates 	<ul style="list-style-type: none"> • Classroom Management and Culture Building Plans • Social and emotional learning • Kagan Cooperative Learning Strategies
<p>2b: High expectations for students’ capabilities for learning</p>	<ul style="list-style-type: none"> • The teacher has high expectations for most students and conveys high regard for students’ abilities 	<ul style="list-style-type: none"> • Arkansas State Standards • Expectations of learning for all students, including those who require different scaffolds • John Hattie’s Visible Learning
<p>2c: Productive student engagement in small group work</p>	<ul style="list-style-type: none"> • Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group’s work • Students spontaneously help classmates in a supportive manner 	<ul style="list-style-type: none"> • Intentional student grouping • Engagement Strategies (Kagan Cooperative Learning and Marcia Tate)
<p>2b: Student perseverance, even in the face of challenges</p>	<ul style="list-style-type: none"> • Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning 	<ul style="list-style-type: none"> • Growth Mindset • Student led goal setting and data tracking • Student-to-student appreciation strategies

Table B-6. Classroom Management

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
<p>2c: Efficient procedures for non-instructional activities: taking roll, distributing, and collecting materials, making transitions, etc.</p>	<ul style="list-style-type: none"> • Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction 	<ul style="list-style-type: none"> • Procedures (plan for, teach, rehearse, and reinforce) • % of time for non-instructional activities vs. instructional time
<p>2c: Clear guidelines for student work when it is unsupervised, e.g., in small groups</p>	<ul style="list-style-type: none"> • All students are productively engaged during small group work, indicating established procedures 	<ul style="list-style-type: none"> • Cooperative learning (student jobs/roles) • Kagan Strategies • Bell ringer’s, do now, exit tickets, transitions, must do-may do, etc.
<p>2d: Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both</p>	<ul style="list-style-type: none"> • The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher’s response to misbehavior is effective 	<ul style="list-style-type: none"> • Classroom behavioral and academic expectations • Communication structures • Conflict resolution
<p>2e: Physical environment supportive of learning activities</p>	<ul style="list-style-type: none"> • The classroom is arranged to support the instructional goals and learning activities 	<ul style="list-style-type: none"> • Furniture arrangement • Safety, functionality and accessibility • Technology procedures
<p>2c: Productive contribution to the class by volunteers and paraprofessionals</p>	<ul style="list-style-type: none"> • Volunteers and paraprofessionals work with minimal supervision in sync with classroom goals 	<ul style="list-style-type: none"> • Division and definition of roles and responsibilities • Confidentiality • Task lists • Parent communication

Table B-7. Intellectual Engagement

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
<p>2b: The content is seen as worthwhile, important, and interesting</p>	<ul style="list-style-type: none"> • The teacher exhibits energy for the topic and conveys its importance • The teacher’s explanation of concepts invites student intellectual engagement and time to share their thinking with others 	<ul style="list-style-type: none"> • HQIM • Engagement and framing strategies • Universal Design for Learning (UDL)
<p>3b: Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind</p>	<ul style="list-style-type: none"> • Many of the teacher’s questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.) • Wait time is used productively; students engage in thoughtful reflection during discussion 	<ul style="list-style-type: none"> • Webb’s Depth of Knowledge • Universal Design for Learning (UDL) • G.U.I.D.E. for Life • High order thinking skills
<p>3a: Content is presented in a manner that engages students in thinking and reasoning</p>	<ul style="list-style-type: none"> • Learning tasks demand higher- order thinking, inviting students to take initiative, and may involve productive struggle • The teacher asks students to explain their thinking and reasoning, citing specific evidence; many students do so 	<ul style="list-style-type: none"> • Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano’s New Art and Science of Teaching) • Universal Design for Learning (UDL)
<p>3c: The lesson has a recognizable structure, with time for reflection and closure</p>	<ul style="list-style-type: none"> • The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks 	<ul style="list-style-type: none"> • School lesson planning requirements and/or district-specific lesson cycle format • Exit tickets and reflective practices
<p>3c: Learning tasks require students to engage intellectually, to think; some may involve productive struggle</p>	<ul style="list-style-type: none"> • Learning tasks demand higher- order thinking, inviting students to take initiative, and encourage productive struggle 	<ul style="list-style-type: none"> • HQIM • Webb’s Depth of Knowledge • Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano’s New Art and Science of Teaching) • Universal Design for Learning (UDL)
<p>3b: Students explain their thinking and question the thinking of others (3b)</p>	<ul style="list-style-type: none"> • Students direct their comments to one another during full class discussions; there is lively discussion during small group work 	<ul style="list-style-type: none"> • Webb’s Depth of Knowledge • Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano’s New Art and Science of Teaching) • Universal Design for Learning (UDL) • Classroom discussion protocols/norms • Sentence/Discussion Stems

Table B-8. Successful Learning

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
<p>1f: Both summative and formative assessments, aligned to learning outcomes, have been planned and developed</p>	<ul style="list-style-type: none"> • All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals • Plans include specific formative assessments which are used during instruction 	<ul style="list-style-type: none"> • Arkansas State Standards • HQIM • State and district required assessments • Webb’s Depth of Knowledge • Assessment research (Dylan William’s Formative Assessment Work, Marzano’s Assessing for Student Learning, Cassandra Erkens’ Instructional Agility) • 1-1 student conferencing and goal setting
<p>1d, 3e: If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed</p>	<ul style="list-style-type: none"> • The teacher makes effective changes to the lesson in response to evidence of student difficulties • The teacher conveys to students that s/he has other approaches to try if or when the students experience difficulty 	<ul style="list-style-type: none"> • IEPs, modifications, and accommodations • High Leverage Practices for Inclusive Classrooms • Differentiated small group instructional time • RTI structures
<p>4a: In reflection, the teacher assumes responsibility for student learning</p>	<ul style="list-style-type: none"> • In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met and how to support students in future lessons 	<ul style="list-style-type: none"> • Student data/work analysis to inform future instruction
<p>3d: The teacher monitors student learning during the lesson (individuals and groups) through a variety of means</p>	<ul style="list-style-type: none"> • The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding 	<ul style="list-style-type: none"> • Strategic questioning • Real time feedback strategies • Assessment research and variety in formative assessment strategies (Dylan William’s Formative Assessment Work, Marzano’s Assessing for Student Learning, Cassandra Erkens’ Instructional Agility) • Aggressive monitoring

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
4b: The teacher’s records permit detailed analysis of learning by individuals and groups of students	<ul style="list-style-type: none"> • The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student learning 	<ul style="list-style-type: none"> • Data collection methods • Documentation of analysis • Assessment reporting • Real time feedback strategies
3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students	<ul style="list-style-type: none"> • Feedback includes specific and timely guidance on how students can improve their learning 	<ul style="list-style-type: none"> • Grading rubrics and timely feedback • Peer to peer and self-assessment structures • Marzano’s Assessing for Student Learning
4c: The teacher enlists, as appropriate, the engagement of families in student learning	<ul style="list-style-type: none"> • The teacher actively encourages two-way communication with families regarding student learning 	<ul style="list-style-type: none"> • Family communication plans • Parent/teacher conferences • Family nights—building community and academic engagement • Networking with Family Engagement Coordinator

TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
4d: Collaboration with colleagues for joint planning, and school/district and community initiatives	<ul style="list-style-type: none"> • The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity • The teacher actively participates in team and departmental decision making 	<ul style="list-style-type: none"> • Norms for collaboration • Professional learning communities • Vertical and horizontal team meetings
1d, 4e: Active engagement in workshops, courses, and activities to improve practice	<ul style="list-style-type: none"> • The teacher seeks opportunities for continued professional development 	<ul style="list-style-type: none"> • Promoting available options - Education Cooperative resources; ESC Works, signing up for sessions, etc. • Professional organizations related to content areas
4f: Integrity and honesty in dealing with colleagues and parents on behalf of students	<ul style="list-style-type: none"> • The teacher completely complies with the letter, as well as the spirit, of school and district regulations 	<ul style="list-style-type: none"> • Code of ethics training • District personnel policies • Confidentiality • Conflict resolution

Appendix C

Mentoring Structures

Appendix C. Mentoring Structures

Activities for Mentoring Novice Teachers

Mentoring requires flexibility and adaptation to meet the needs of novice teachers. A variety of activities are useful in introducing, practicing, and becoming proficient in each component of the TESS rubric. Mentors should determine which activities are most relevant and appropriate for the novice teacher when providing targeted support.

Table C-1 shows mentoring activities organized into instructive, collaborative, and facilitative categories to highlight where they fall on a spectrum from mentor-led to novice teacher-led structures.

Table C-1. Mentoring Activities		
Instructive	Collaborative	Facilitative
Mentor-Led		Novice Teacher-Led
<ul style="list-style-type: none"> • Giving Feedback • Assigning Action Steps • Modeling 	<ul style="list-style-type: none"> • Lesson and Unit Planning • Elbow Teaching • Shared Reading • Analyzing Teacher Practice + Student Data • Exemplar Classroom Observations 	<ul style="list-style-type: none"> • Role-playing • Videotaping

Table C-2 shows mentor activities organized into the instructive, collaborative, and facilitative categories. Each category is briefly described and each activity is defined to guide mentors in determining when and how to use each structure. Table C-2 is intended to provide greater depth and detail to the structures outlined in Table C-1.

Table C-2. Mentoring Activity Definitions

Instructive
<p>The activities below can be categorized as instructive and therefore more likely mentor-led because mentors are typically doing the majority of the cognitive lift and planning. Incorporating novice teacher voice into each activity can increase investment and capacity.</p> <ul style="list-style-type: none">• Coaching Support and Feedback: Sharing incremental, actionable, and high leverage information about novice teacher practice. This feedback can be affirming, such as identifying what a novice teacher is doing well. It can also be constructive, such as noting priority areas for improvement. Establishing feedback norms builds a working relationship based in productive dialogue that fosters growth and openness.• Assigning Action Steps: Action steps should be incremental and specific. For example, using the Specific, Measurable, Attainable, Relevant and Time-bound (SMART) goal framework allows novice teachers to track progress. Including novice teachers in naming and developing action steps increases buy-in and effectiveness. Continually monitoring action steps helps to build capacity and celebrate growth.• Modeling: Using a given scenario, skill, or lesson, to collaboratively name key success criteria and demonstrate them in a planned model.
Collaborative
<p>The activities below can be categorized as collaborative because they are most effective in building a partnership between mentor and novice teacher. Novice teacher input in these mentoring activities builds confidence and ownership to support greater student engagement and performance.</p> <ul style="list-style-type: none">• Coaching Conversations: Building rapport and trust by engaging in active listening and reflective, inquiry-oriented conversations that lead to deeper understanding and professional growth.• Lesson and Unit Planning: Working collaboratively to plan an effective lesson and/or unit. Effectiveness is defined as standards-aligned and rigorous content that utilizes engaging instructional strategies within an established lesson or unit structure.• Elbow Teaching: Teaching in tandem with a novice teacher. This requires establishing a coordinated delivery plan ahead of time and stepping in to support and model when necessary. Debrief after the lesson to identify strengths, growth areas, and action steps.• Shared Reading: Using relevant academic and professional texts to ground in research-based practices. Read, discuss, and analyze a selected text to develop novice teacher capacity.• Analyzing Teacher Practice and Student Data: Engaging in structured data analysis to encourage deeper insight into student performance. This helps novice teachers to connect student output to teacher practice and builds their reflective skills to guide future instructional design and decisionmaking.• Exemplar Classroom Observations: Working with campus leadership to identify exemplary classrooms or use vetted exemplar classroom videos. This includes identifying focus areas prior to observing and spending time watching and analyzing a high performing teacher. Debrief observations by discussing the teacher and student actions relevant to the focus area and how the novice teacher can apply that learning to their own classroom.

Facilitative

The activities below can be categorized as facilitative and therefore more likely novice teacher-led because they are most effective when implemented by a novice teacher. Novice teachers determine the highest leverage scenarios for these activities to narrow focus and improve practice.

- **Role-playing:** Identifying a complex or challenging scenario to simulate. This is most successful when roles are assigned and situational examples are used to practice the specific actions a novice teacher can take to deal with the circumstance effectively.
- **Videotaping:** Recording a portion of teaching. This supports a novice teacher to directly observe their practice and use it as a basis for identifying strengths, growth areas, and next steps.