

# **Novice Teacher Mentoring Manual**

**School Year 2025-26**



**Arkansas Department of Education  
Division of Elementary and Secondary Education  
Office of Educator Effectiveness and Licensure**

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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:

- Provides training and support to novice teachers to increase teacher retention
- Establishes norms of professionalism
- Leads to improved student achievement by increasing effective teacher performance.

*However, a novice teacher who has completed a year-long residency from an approved Educator Preparation Program (EPP) is not required to participate in mentoring after their residency year unless the building principal requires further participation. (Act 135 of 2025).*

There are two primary components of novice teacher mentoring in Arkansas.

1. Training and preparation for an effective summative evaluation rating under the Teacher Excellence and Support System (TESS).
2. Individualized support from a qualified individual provided by the hiring public or open enrollment charter 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 ensure all novice teachers receive training and support shall be readily available upon request from the Division of Elementary and Secondary Education (DESE).

## Purpose

This manual serves as a guide for Arkansas School Districts to support the development of effective classroom teachers, provides guidance to educators working with novice teachers, and prepares for yearlong 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 Department of Education, educational service cooperatives, higher education, and school districts collaborated to create the original mentoring manual based on Arkansas laws and rules, including the LEARNS Act, Executive Order 23-08, Rules Governing Educator Effectiveness and Licensure, and Institutions of Higher Education (IHE) Protocols. The 2025-2026 manual incorporates new and/or updated laws, rules, and codes published at the time of printing.

# PARTICIPATION

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:

- [Novice teachers](#) must hold a [job assignment](#) aligning to the definition of a teacher by their school district in e-School requiring a license or involving a class taught for concurrent credit.
- Reported by their school district in e-Finance as having 0, 1, or 2 years of total teaching experience.
  - It is the school district's responsibility to accurately report total years of 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 (e.g.- 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 e-Finance General Employment tab need to reflect the total number of years an individual has been employed in a teaching position.*
- Teachers from out of state who are first year teachers in Arkansas, (Reciprocity) but *have 3 or more years of licensed teaching experience are not considered novice teachers.*
- International teachers who are in their first year of teaching in Arkansas are considered novice teacher and are eligible to participate in the mentoring program.
- 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 teaching experience are not required to participate in mentoring if the district chooses to report these years of experience to the state. *Exception: For the year-long residency requirement under an experienced mentor teacher when completing a program of study.*
- Mentoring for teachers should be determined on a case-by-case basis. The hiring district and state mentoring specialist should work collaboratively to plan support. If a school is participating in a grant funded Education Service Cooperative (ESC) mentoring program, the mentoring program specialist should also be involved in planning support.
- Novice teachers who have completed a yearlong residency from a DESE-approved [Educator Preparation Program \(EPP\)](#) are not required to participate ([HB 1189](#)).

## Novice Teacher Who Currently Holds a Standard License

Novice teachers who currently hold a standard license should receive mentoring support for at least one year unless they have already completed a yearlong residency. Support teacher responsibilities can be found starting on page 8.

## 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. It is *recommended* that these novice teachers be assigned an experienced mentor teacher or a lead or master experienced mentor teacher. Experienced mentor teachers and lead or master experienced mentor teachers will carry out the responsibilities of a support teacher but will also have additional responsibilities and required qualifications.

### Alternative Educator Preparation Program (EPP) Enrollees

Novice teachers enrolled in an [alternative EPP](#) should be supported by an [EPP clinical supervisor](#) (per [Institutions of Higher Education \[IHE\] protocols](#)) in addition to a district assigned experienced mentor teachers or lead or master experienced mentor teacher. EPPs and districts should collaborate on an Alternative EPP Enrollee Support Plan for the teacher and communicate frequently on the novice's progress. These plans should be kept on file 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 or the novice is employed under a [Teacher Licensure Plan \(TLP\)](#) (**Teacher Licensure Plan -link to application form**) and admitted under a DESE-approved Content Support Plan. Novices can learn more about what provisional licensure requirements are missing by contacting the Office of Educator Effectiveness and Licensure by phone (501-682-4432) or email [ade.educatorlicensure@ade.arkansas.gov](mailto:ade.educatorlicensure@ade.arkansas.gov). Mentoring specialists at the Educational Service Cooperatives (ESCs) also provide licensure assessment support, if needed.

Provisionally licensed novices employed in any of the following areas are required to demonstrate proficiency in the knowledge and practices of scientific reading instruction. If a novice has not yet demonstrated this proficiency, their employing district must have a (**Science of Reading Proficiency Plan - Link to plan**) on file for them.

- 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 Preparations Program (EPP) Enrollees Working Under an Aspiring Teacher Permit

School districts should work with a [traditional EPP](#) and DESE to complete the application process for an [Aspiring Teacher Permit](#) *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 as referenced in [3-1.03.1 of the Licensure Rules](#), including passing scores on all required licensure assessments.

Aspiring novice teachers will be serving as [Teacher of Record](#) for a classroom under the guidance of a lead or master experience mentor teacher in their hiring district and an EPP clinical supervisor. These novices will work under the Aspiring Teacher Excellence and Support System (TESS) rubric. The EPP clinical supervisor and districts should collaborate on an [Aspiring Teacher Permit \(ATP\) Support Plan \(Aspiring Teacher Permit Support Plan -Link to form\)](#) 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. For questions about the ATP application process, contact [jennifer.wedgeworth@ade.arkansas.gov](mailto:jennifer.wedgeworth@ade.arkansas.gov). Principals supervising an ATP teacher should complete training on the DESE Aspiring TESS Rubric. Principals may contact [pearce.peacock@ade.arkansas.gov](mailto:pearce.peacock@ade.arkansas.gov) for more information.

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

DESE must approve the EPP and must report [year-long supervised residency](#) interns to the Department *before the residency begins*. A Lead or Master Experienced mentor teacher and EPP clinical supervisor should be assigned *before the resident is placed in a school*. Novice teachers working as a one-year supervised [resident](#) should have met all requirements necessary to be eligible for the internship/residency portion of their EPP, including passing scores on all required licensure assessments. *Beginning in the 2026-27 school year, a one-year supervised residency will be required for all traditional or alternative EPP enrollees (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 TESS rubric until graduating from their EPP, at which time they will begin working under the Classroom Teacher TESS rubric. For questions about yearlong residents, contact the EPP provider.

## Arkansas Teacher Registered Apprentices

School districts should complete all [Arkansas Teacher Registered Apprentices \(ATRA\)](#) paperwork and receive DESE approval *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 Journey Worker in their employing school who meets the qualifications on page and is assigned by their principal. For more information, see the [Arkansas Teacher Registered Apprentices \(ATRA\) Guidebook](#) or email [kyla.lawrence@ade.arkansas.gov](mailto:kyla.lawrence@ade.arkansas.gov).

## **Novice Teachers Who Have Completed An EPP But Have Not Met The Requirements For a Standard License**

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Novice teachers who have not met the requirements for a provisional license should have a Teacher Licensure Plan (TLP). These plans are a collaboration between DESE Licensure, the novice teacher, their completed or current EPP, and the district where they are employed. For those who do not have a chosen pathway to licensure, DESE's Office of Educator Effectiveness and Licensure has a team of advisors who can help with pathway choices. The Teacher Licensure Plan should be kept on file at the district and provided to DESE Licensure for documentation in AELS. Mentoring specialists also provide licensure assessment support, if needed. More information on the Teacher Licensure Plan for 2025-2026 can be found in Commissioner's Memo LIC-25-011.

Novices employed in any of the following areas are required to demonstrate proficiency in the knowledge and practices of scientific reading instruction. If a novice has not yet demonstrated this proficiency, their employing district must have a *Science of Reading Proficiency Plan* on file for them.

- 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



# MENTORING STAFF ROLES, RESPONSIBILITY, AND ASSIGNMENT

## State Mentoring Specialist

State mentoring specialists have a variety of responsibilities. As part of the DESE's Office of Educator Effectiveness and Licensure, their role is to provide high-quality mentoring and support services to novice teachers. Responsibilities may include:

- supporting mentoring programs point of contact
  - Share and/or clarify guidance found in the state's mentoring program manual.
  - Assist in collecting and/or sharing novice teacher data.
  - Coordinate state and/or regional trainings and meetings.
  - Communicate important information, updates and important training.
- acting as liaison between the Department and mentoring programs
  - Provide guidance on mentoring support plans, surveys, reports, etc.
  - Work with the Aspiring Teacher Permit (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.
- providing guidance on organizing and storing state-required documentation, such as:
  - experienced mentor teacher assignment and qualifications
  - code of ethics training
  - support Plans
- Connect educators with the appropriate resource people at DESE

For more information contact: [sharon.poole@ade.arkansas.gov](mailto:sharon.poole@ade.arkansas.gov) or [stephanie.hall@arkansas.gov](mailto:stephanie.hall@arkansas.gov)

## Educational Service Cooperative (ESC) Mentoring 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. The ESC 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 lead and/or master 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 certificates 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 support for the year, which must include:

- ensuring all grant and non grant-supported districts, specifically the district point(s) of contact (POC) and building principal, have a copy of this manual.
- how TESS Focus Components and Elements in Appendix B and Mentoring Structures in Appendix C of this manual will be incorporated
- how the Mentoring Program Support (MPS) will communicate with and support building level support teachers, experienced mentor teachers, lead & experienced mentor teachers, and journey workers
- licensure assessment support offered to teachers
- collecting signatures of building principals to acknowledge that they received a copy of the MPS's plan.

Other responsibilities may include:

- coordinating support teachers, experienced mentor teachers, lead & master experienced mentor teachers and journey workers to prepare novices for a summative evaluation under TESS, including use of support plans and professional growth plans.
- assisting support teachers, experienced mentor teachers, lead & master experienced mentor teachers and journey workers with guidance for novice teachers identified by their district as at risk for being placed on 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.)
- ensuring districts receive directions on how to accurately report data related to novice teachers through the Statewide Information System (SIS) and any additional data collection required by DESE to monitor program effectiveness.
- writing a Mentoring Support Plan specific to districts/buildings participating in the program.
- working with building principals, experienced mentor teachers, lead & master experienced mentor teachers, and EPP clinical supervisors on transferring Aspiring Teacher Permit novices, Arkansas Teacher Registered Apprentices, and yearlong residents from the Aspiring TESS rubric to classroom teacher TESS rubric upon graduation.

All training and support provided by the ESC mentoring program specialist must be tied to the TESS rubric and/or the Danielson Framework for Teaching (FfT) Clusters and outlined in mentoring program specialist's [Mentoring Support Plan](#) developed by the mentoring program specialist and signed by the building principal and other appropriate representatives. It is recommended that these plans be individualized based on district needs; therefore, collaboration with districts during plan development is encouraged. *Support plans should be uploaded to the Grant Management System (GMS) 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/ NOVICE TEACHER SUPPORT

## Mentoring Point of Contact (POC)

All districts employing novice teachers are required to assign a [mentoring POC](#) (coordinator code in the LEA Portal) 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 (SIS)
- assisting the mentoring specialist with any additional survey distribution and/or data collection used by the Education Service Cooperative (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 unless the novice holds a standard license and has completed a yearlong residency approved by DESE. To meet retention targets, all schools should assign each novice teacher to a: 1) support teacher, 2) experienced mentor teacher, 3) lead and /or master experienced mentor teacher, or 4) journey worker.

### 1 Support Teacher

Novice teachers who are not required to be assigned to an experienced mentor teacher may be assigned a support teacher in the 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. The support teacher will be responsible

for providing onboarding and buddy support in areas such as physical support, institutional support & emotional support. [Support Teacher Quick Reference Guide](#)

## Support Teacher Qualifications

It is recommended that support teachers:

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

## Support Teacher Assignment

The support teacher will be assigned by the building principal. If the building is participating in a grant-funded mentoring program, the mentoring program specialist may assist in support teacher selection.

## 2 Experienced Mentor Teacher

An experienced mentor teacher can also fulfil the same role as the support teacher but they should be readily available to provide more new hire support, instructional support, and peer coaching. An experienced mentor teacher must be assigned by the building principal to the following: Aspiring Teacher Permit teachers, and traditional or alternative EPP candidates completing a one-year supervised residency. *Beginning in school year 2026-27, one-year supervised residents will be required for all traditional or alternative EPP enrollees (Executive Order 23-08).* Mentors of year-long residents will only be eligible for merit pay if they meet the requirements of a lead or master experienced mentor teacher (see below)

## Experienced Mentor Teacher Qualifications

Experienced mentor teachers should show that they are qualified by meeting the following requirements:

- Have a minimum of 3 years of classroom teaching experience
- Hold a standard Arkansas teaching license
- Have evidence of a summative evaluation with effective or higher ratings
- Be employed in the same school district as the novice teacher (same building preferred)
- \*Be able to show documentation of participation in or completion of a DESE Recognized Coaching Training uploaded on the Arkansas Educator Licensure System (AELS).

## Experienced Mentor Teacher Assignment

- If the school district does not have enough staff qualified to serve in the position of experienced mentor teacher, or if the experienced mentor teacher is not licensed in the same subject area as the novice teacher, the building principal should work with a mentoring program specialist to assign someone who meets state requirements.
- Experienced mentor teachers should have a caseload of no more than two novice teachers.

### 3 **Lead or Master Experienced Mentor Teacher & Journey Worker**

A Lead or Master Experienced Mentor Teacher or Journey Worker can fulfill the same role as the support teacher but they should be readily available to provide overall new hire support, instructional support, and peer coaching. A lead or master experienced mentor teacher or journey worker must be assigned by the building principal to the following: Aspiring Teacher Permit teachers, registered apprentices and traditional or alternative EPP candidates completing a one-year supervised residency if seeking merit pay. *Beginning in school year 2026-27, one-year supervised residents will be required for all traditional or alternative EPP enrollees (Executive Order 23-08).*

#### **Lead or Master Experienced Mentor Teacher & Journey Worker Qualifications**

- Have a minimum of 3 years of classroom teaching experience
- Hold a standard Arkansas teaching license
- Have evidence of a summative evaluation with effective or higher ratings
- Be employed in the same school district as the novice teacher (same building preferred)
- \*Be able to show documentation of participation in or completion of a DESE Recognized Coaching Training uploaded on the Arkansas Educator Licensure System (AELS).
- \*Hold a Lead Professional Educator or Master Professional Educator Designation on their teaching license.

**Mentors of Aspiring Teacher Permit teachers, registered apprentices, and traditional or alternative EPP candidates completing a one-year supervised residency will only be eligible for merit pay if they meet the requirements of a lead or master experienced mentor teacher.**



# NOVICE TEACHER MENTORING REQUIREMENTS

**Novice teachers are expected to participate in their employing school's mentoring program, whether coordinated by the local ESC or not, and show growth toward effectiveness as defined in the TESS Classroom Teacher Rubric or Aspiring Teacher Rubric.**

## Code of Ethics Training

All novice teachers are required to receive Code of Ethics training within 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 their first 3 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 their first 3 years, see the Rules Governing Educator Performance.

It is recommended that the plan include a timeline for regular monitoring and feedback. It is also recommended that PGP's be used in mentoring support.

## Prepare 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 (see appendix B) to emphasize certain components of TESS during novice teachers' formative years. 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 should use the Aspiring TESS rubric for teachers working under an Aspiring Teacher Permit, as an Arkansas Teacher Registered Apprentice, or a year-long resident. 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 e-School and e-Finance 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](mailto: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:

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

Districts participating in a grant-funded mentoring program should report mentoring point(s) 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 [ade.eel@ade.arkansas.gov](mailto:ade.eel@ade.arkansas.gov). Districts that do not utilize their local ESC mentoring program will provide their own funding for novice teacher support and 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 journey worker 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). All novice teachers should have completed Code of Ethics training within one month of student facing work. Districts should maintain records confirming this requirement has been met and make them available to DESE upon request.

Additional reporting will be recognized by districts employing teachers on an Aspiring Teaching Permit or completing a Registered Apprenticeship or year-long residency.

# MONITORING MENTORING EFFECTIVENESS

DESE will monitor the fidelity of implementation of the mentoring program by collecting and analyzing data for measures that focus on the extent to which 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. Each goal includes multiple performance measures and target levels of performance. For further information about the mentoring program goals, performance measure, and target levels of performance, contact [sharon.poole@ade.arkansas.gov](mailto:sharon.poole@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 assessments
- 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 the DESE 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 in public schools.
- **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.
- **Content Support Plan:** A content support plan for a novice teacher enrolled in an alternative educator preparation program 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.
- **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.
- **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 districts 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:** An individual with less than 3 years of total student-facing teaching experience as determined by the following criteria:
  - Novice teachers must hold a job assignment aligning to the definition of a teacher by their school district in e-School requiring a license or involving a class taught for concurrent credit.
  - Reported by their school district in e-Finance as having 0, 1, or 2 years of total teaching experience.
- **Professional Growth Plan:** An individual educator's plan that is designed to meet the specific growth needs of the educator. These plans are developed annually through collaboration between the educator and the evaluator.
- **Registered Teacher Apprentice:** See Guidebook
- **Resident:** A traditional or alternative EPP candidate completing a year-long residency.
- **Teacher Licensure Plan:** A plan developed by DESE Educator Licensure 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.

- **Teacher of Record:** An individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.
- **Year-Long Residency:** The culminating experience of an Arkansas approved EPP, which will be a requirement for program completion beginning in spring 2027. Residents will receive:
  - Experience in all domains of the TESS
  - Substantial coaching and support from an experienced mentor teacher and EPP clinical supervisor
- **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: 2025–26

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

## Prepare for a TESS Evaluation

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 2025–26 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 have 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
<b>Clarity and Accuracy</b> <ul style="list-style-type: none"> <li>• Learning Outcomes</li> <li>• Instructional Decision Making</li> <li>• Content Expertise</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 1d, 1e: Planned resources and activities aligned to the instructional purpose</li> <li>• 3a: Expectations for learning, accuracy of content, clarity of explanations, and use of academic language</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 3b, 3c: Activities and assignments, questions and student discussion, all aligned to the instructional purpose</li> <li>• 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</li> </ul>
<b>Learning Environment</b> <ul style="list-style-type: none"> <li>• Positive Developmental Relationships</li> <li>• Intellectual Challenge</li> <li>• Support and Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• 2a: Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school</li> <li>• 2a: A safe environment for student risk taking</li> <li>• 2b: High expectations for students' capabilities for learning</li> </ul>	<ul style="list-style-type: none"> <li>• 2b: High levels of cognitive energy</li> <li>• 2b: Student perseverance, even in the face of challenges</li> <li>• 2c: Productive student engagement in small group work</li> </ul>
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Routines and Procedures</li> <li>• Collective Responsibility</li> <li>• Physical Environment</li> </ul>	<ul style="list-style-type: none"> <li>• 2c: Efficient procedures for noninstructional activities: taking roll, distributing and collecting materials, making transitions, etc.</li> <li>• 2c: Students follow clear guidelines for unsupervised (e.g., in small group and independent) work</li> <li>• 2c: Productive contribution to the class by volunteers and paraprofessionals</li> <li>• 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</li> <li>• 2e: Physical environment supportive of learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• 2c: Productive contribution to the class by volunteers and paraprofessionals</li> <li>• 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</li> </ul>
<b>Professionalism</b> <ul style="list-style-type: none"> <li>• Principled Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• 4a: In reflection, the teacher assumes responsibility for student learning</li> <li>• 4f: Integrity and honesty in dealing with colleagues and parents on behalf of students</li> </ul>	

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

Table B-3. Progression 3	
Focus Areas	Phase 1
<b>Intellectual Engagement</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>3b: Students explain their thinking and question the thinking of others</li> <li>3c: Learning tasks require students to engage intellectually, to think; some may involve productive struggle</li> </ul>
<b>Successful Learning</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students</li> <li>4b: The teacher’s records permit detailed analysis of learning by individuals and groups of students</li> </ul>
Focus Areas	Phase 2
<b>Successful Learning</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>All components and elements across TESS Domains 1-4 should be practiced to effectiveness</li> <li>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.</li> </ul>

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

Table B-3. Progression 3	
Focus Areas	Phase 1
<b>Intellectual Engagement</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>3b: Students explain their thinking and question the thinking of others</li> <li>3c: Learning tasks require students to engage intellectually, to think; some may involve productive struggle</li> </ul>
<b>Successful Learning</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students</li> <li>4b: The teacher’s records permit detailed analysis of learning by individuals and groups of students</li> </ul>
Focus Areas	Phase 2
<b>Successful Learning</b> Refer to Focus Areas in Progression 2	<ul style="list-style-type: none"> <li>All components and elements across TESS Domains 1-4 should be practiced to effectiveness</li> <li>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.</li> </ul>



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
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	<ul style="list-style-type: none"> <li>• The teacher states clearly, at some point during the lesson, what the students are learning</li> <li>• The teacher can identify important concepts of the discipline and their relationships to one another</li> <li>• The teacher has identified broad skill groups of students within the class and uses this information in planning</li> </ul>	<ul style="list-style-type: none"> <li>• Arkansas State Standards</li> <li>• HQIM</li> </ul>
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"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Arkansas State Standards</li> <li>• District learning targets, proficiency scales, common formative assessments</li> <li>• Differentiation strategies to maximize student engagement</li> </ul>
1d, 1e: Planned resources and activities aligned to the instructional purpose	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• HQIM</li> <li>• Intentional design (Bloom’s Taxonomy, Webb’s Depth of Knowledge, Dylan William’s Formative Assessment, John Hattie’s Visible Learning)</li> </ul>
3a: Expectations for learning, accuracy of content, clarity of explanations, and use of academic language	<ul style="list-style-type: none"> <li>• The teacher’s explanation of content is clear and invites student participation and thinking</li> <li>• The teacher makes no content errors and models the correct use of academic language</li> </ul>	<ul style="list-style-type: none"> <li>• HQIM</li> </ul>
3b, 3c: Activities and assignments, questions and student discussion, all aligned to the instructional purpose	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• HQIM</li> <li>• Intentional design (Bloom’s Taxonomy, Webb’s Depth of Knowledge, Dylan William’s Formative Assessment, John Hattie’s Visible Learning)</li> </ul>

Table B-5. Learning Environment		
TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
2a: Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school	<ul style="list-style-type: none"> <li>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</li> <li>The teacher makes connections with individual students</li> </ul>	<ul style="list-style-type: none"> <li>Positive language frames, reinforcing, reminding, and redirecting</li> <li>Community and rapport building</li> <li>Trauma informed teaching strategies</li> <li>1-1 student conferencing and goal setting</li> </ul>
2b: High levels of cognitive energy	<ul style="list-style-type: none"> <li>Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content</li> </ul>	<ul style="list-style-type: none"> <li>Strategic questioning</li> <li>Project-based/discovery-based learning</li> <li>Jane Pollock's instructional design plan (GANAG)</li> </ul>
2a: A safe environment for student risk-taking	<ul style="list-style-type: none"> <li>Students participate willingly and appear confident in offering their ideas in front of classmates</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Management and Culture Building Plans</li> <li>Social and emotional learning</li> <li>Kagan Cooperative Learning Strategies</li> </ul>
2b: High expectations for students' capabilities for learning	<ul style="list-style-type: none"> <li>The teacher has high expectations for most students and conveys high regard for students' abilities</li> </ul>	<ul style="list-style-type: none"> <li>Arkansas State Standards</li> <li>Expectations of learning for all students, including those who require different scaffolds</li> <li>John Hattie's Visible Learning</li> </ul>
2c: Productive student engagement in small group work	<ul style="list-style-type: none"> <li>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</li> <li>Students spontaneously help classmates in a supportive manner</li> </ul>	<ul style="list-style-type: none"> <li>Intentional student grouping</li> <li>Engagement Strategies (Kagan Cooperative Learning and Marcia Tate)</li> </ul>
2b: Student perseverance, even in the face of challenges	<ul style="list-style-type: none"> <li>Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Student led goal setting and data tracking</li> <li>Student-to-student appreciation strategies</li> </ul>

Table B-6. Classroom Management		
TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
2c: Efficient procedures for non-instructional activities: taking roll, distributing, and collecting materials, making transitions, etc.	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Procedures (plan for, teach, rehearse, and reinforce)</li> <li>% of time for non-instructional activities vs. instructional time</li> </ul>
2c: Clear guidelines for student work when it is unsupervised, e.g., in small groups	<ul style="list-style-type: none"> <li>All students are productively engaged during small group work, indicating established procedures</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning (student jobs/roles)</li> <li>Kagan Strategies</li> <li>Bell ringer's, do now, exit tickets, transitions, must do-may do, etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher's response to misbehavior is effective</li> </ul>	<ul style="list-style-type: none"> <li>Classroom behavioral and academic expectations</li> <li>Communication structures</li> <li>Conflict resolution</li> </ul>
2e: Physical environment supportive of learning activities	<ul style="list-style-type: none"> <li>The classroom is arranged to support the instructional goals and learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Classroom behavioral and academic expectations</li> <li>Communication structures</li> <li>Conflict resolution</li> </ul>
2e: Physical environment supportive of learning activities	<ul style="list-style-type: none"> <li>The classroom is arranged to support the instructional goals and learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Furniture arrangement</li> <li>Safety, functionality and accessibility</li> <li>Technology procedures</li> </ul>
2c: Productive contribution to the class by volunteers and paraprofessionals	<ul style="list-style-type: none"> <li>Volunteers and paraprofessionals work with minimal supervision in sync with classroom goals</li> </ul>	<ul style="list-style-type: none"> <li>Division and definition of roles and responsibilities</li> <li>Confidentiality</li> <li>Task lists</li> <li>Parent communication</li> </ul>

Table B-7. Intellectual Engagement		
TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
2b: The content is seen as worthwhile, important, and interesting	<ul style="list-style-type: none"> <li>The teacher exhibits energy for the topic and conveys its importance</li> <li>The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others</li> </ul>	<ul style="list-style-type: none"> <li>HQIM</li> <li>Engagement and framing strategies</li> <li>Universal Design for Learning (UDL)</li> </ul>
3b: Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind	<ul style="list-style-type: none"> <li>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.)</li> <li>Wait time is used productively; students engage in thoughtful reflection during discussion</li> </ul>	<ul style="list-style-type: none"> <li>Webb's Depth of Knowledge</li> <li>Universal Design for Learning (UDL)</li> <li>G.U.I.D.E. for Life</li> <li>High order thinking skills</li> </ul>
3a: Content is presented in a manner that engages students in thinking and reasoning	<ul style="list-style-type: none"> <li>Learning tasks demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.</li> <li>The teacher asks students to explain their thinking and reasoning, citing specific evidence; many students do so</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano's New Art and Science of Teaching)</li> <li>Universal Design for Learning (UDL)</li> </ul>
3c: The lesson has a recognizable structure, with time for reflection and closure	<ul style="list-style-type: none"> <li>The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>School lesson planning requirements and/or district specific lesson cycle format</li> <li>Exit tickets and reflective practices</li> </ul>
3c: Learning tasks require students to engage intellectually, to think; some may involve productive struggle	<ul style="list-style-type: none"> <li>Learning tasks demand higher- order thinking, inviting students to take initiative, and encourage productive struggle</li> </ul>	<ul style="list-style-type: none"> <li>HQIM</li> <li>Webb's Depth of Knowledge</li> <li>Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano's New Art and Science of Teaching)</li> <li>Universal Design for Learning (UDL)</li> </ul>
3b: Students explain their thinking and question the thinking of others (3b)	<ul style="list-style-type: none"> <li>Students direct their comments to one another during full class discussions; there is lively discussion during small group work</li> </ul>	<ul style="list-style-type: none"> <li>Webb's Depth of Knowledge</li> <li>Engagement Strategies (Project Zero from Harvard, Marcia Tate Strategies, Kagan Strategies, Global PD, Marzano's New Art and Science of Teaching)</li> <li>Universal Design for Learning (UDL)</li> <li>Classroom discussion protocols/norms</li> <li>Sentence/Discussion Stems</li> </ul>

Table B-8. Successful Learning		
TESS Components and Elements	Aligned Teaching Practices	Relevant Topics
1f: Both summative and formative assessments, aligned to learning outcomes, have been planned and developed	<ul style="list-style-type: none"> <li>All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals</li> <li>Plans include specific formative assessments which are used during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Arkansas State Standards</li> <li>HQIM</li> <li>State and district required assessments</li> <li>Webb's Depth of Knowledge</li> <li>Assessment research (Dylan William's Formative Assessment Work, Marzano's Assessing for Student Learning, Cassandra Erken's Instructional Agility)</li> <li>1-1 student conferencing and goal setting</li> </ul>
1d, 3e: If necessary, the teacher modifies the lesson to ensure that students "get it," drawing on other resources as needed	<ul style="list-style-type: none"> <li>The teacher makes effective changes to the lesson in response to evidence of student difficulties</li> <li>The teacher conveys to students that s/he has other approaches to try if or when the students experience difficulty</li> </ul>	<ul style="list-style-type: none"> <li>IEPs, modifications, and accommodations</li> <li>High Leverage Practices for Inclusive classrooms</li> <li>Differentiated small group instructional time</li> <li>RTI structures</li> </ul>
4a: In reflection, the teacher assumes responsibility for student learning	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Student data/work analysis to inform future instruction</li> </ul>
3d: The teacher monitors student learning during the lesson (individuals and groups) through a variety of means	<ul style="list-style-type: none"> <li>The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Strategic questioning</li> <li>Real time feedback strategies</li> <li>Assessment research and variety in formative assessment strategies (Dylan William's Formative Assessment Work, Marzano's Assessing for Student Learning, Cassandra Erken's Instructional Agility)</li> <li>Aggressive monitoring</li> </ul>
4b: The teacher's records permit detailed analysis of learning by individuals and groups of students	<ul style="list-style-type: none"> <li>The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student learning</li> </ul>	<ul style="list-style-type: none"> <li>Data collection methods</li> <li>Documentation of analysis</li> <li>Assessment reporting</li> <li>Real time feedback strategies</li> </ul>
3d: Students receive specific feedback on their work from the teacher, the activities themselves, or other students	<ul style="list-style-type: none"> <li>Feedback includes specific and timely guidance on how students can improve their learning</li> </ul>	<ul style="list-style-type: none"> <li>Grading rubrics and timely feedback</li> <li>Peer to peer and self-assessment structures</li> <li>Marzano's Assessing for Student Learning</li> </ul>
4c: The teacher enlists, as appropriate, the engagement of families in student learning	<ul style="list-style-type: none"> <li>The teacher actively encourages two-way communication with families regarding student learning</li> </ul>	<ul style="list-style-type: none"> <li>Family communication plans</li> <li>Parent/teacher conferences</li> <li>Family nights—building community and academic engagement</li> <li>Networking with Family Engagement Coordinator</li> </ul>

Table B-9. Professionalism		
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"> <li>The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity</li> <li>The teacher actively participates in team and departmental decision making</li> </ul>	<ul style="list-style-type: none"> <li>Norms for collaboration</li> <li>Professional learning communities</li> <li>Vertical and horizontal team meetings</li> </ul>
1d, 4e: Active engagement in workshops, courses, and activities to improve practice	<ul style="list-style-type: none"> <li>The teacher seeks opportunities for continued professional development</li> </ul>	<ul style="list-style-type: none"> <li>Promoting available options - Education Cooperative resources; ESC Works, signing up for sessions, etc.</li> <li>Professional organizations related to content areas</li> </ul>
4f: Integrity and honesty in dealing with colleagues and parents on behalf of students	<ul style="list-style-type: none"> <li>The teacher completely complies with the letter, as well as the spirit, of school and district regulations</li> </ul>	<ul style="list-style-type: none"> <li>Code of ethics training</li> <li>District personnel policies</li> <li>Confidentiality</li> <li>Conflict resolution</li> </ul>



# 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"><li>Giving Feedback</li><li>Assigning Action Steps</li><li>Modeling</li></ul>	<ul style="list-style-type: none"><li>Lesson and Unit Planning</li><li>Elbow Teaching</li><li>Shared Reading</li><li>Analyzing Teacher Practice + Student Data</li><li>Exemplar Classroom Observations</li></ul>	<ul style="list-style-type: none"><li>Role-playing</li><li>Videotaping</li></ul>

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"><li>• <b>Coaching Support and Feedback:</b> 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.</li><li>• <b>Assigning Action Steps:</b> 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.</li><li>• <b>Modeling:</b> Using a given scenario, skill, or lesson, to collaboratively name key success criteria and demonstrate them in a planned model.</li></ul>
Collaborative

Facilitative
<p>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.</p> <ul style="list-style-type: none"><li>• <b>Role-playing:</b> 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.</li><li>• <b>Videotaping:</b> 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.</li></ul>

# APPENDIX D

## COACHING TEMPLATE

CONTENT ADAPTED FROM COGNITIVE COACHING  
SEMINARS; THINKING COLLABORATIVE, LLC

# Coaching Template

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Class: \_\_\_\_\_

Grade: \_\_\_\_\_

## 1. Planning Conversation (Before an Event)

- Clarify the goal
  - What outcomes are you hoping to achieve?
  - What will success look like for you?
- Specify behaviors/strategies
  - What strategies or approaches are you planning to use?
  - How will you decide which to implement?
- Anticipate outcomes
  - What do you expect will happen as a result of your actions?
  - What might your students (or colleagues) be doing or saying if things are going well?
- Identify supports/resources
  - What resources will you need?
  - Who or what could support you?
- Set criteria for success
  - How will you know you've been effective?

## 2. Reflecting Conversation (After an Event)

- Recall and reconstruct
  - How do you think it went?
  - What happened that matched your expectations?
- Analyze decisions
  - What did you do that influenced the outcome?
  - How did you decide in the moment what to do?
- Compare data with goals
  - What did you notice about student/participant responses?
  - How did the results compare with your original goal?
- Generate insights
  - What did you learn about yourself, your students, or your strategies?
  - What might you do the same or differently next time?

## 3. Problem-Resolving Conversation (When facing a challenge)

- Identify the issue
  - What's the challenge you're experiencing?
  - How is it impacting you or your work?
- Explore possible causes
  - What factors might be contributing?
  - Which of these do you have influence over?
- Consider options
  - What are some possible approaches?
  - What are the pros and cons of each?
- Decide next steps
  - What will you try first?
  - What support do you need?

## 4. Coach's Moves Throughout

- Pause to listen and give space for thinking.
- Paraphrase to clarify and validate.
- Pose mediative questions that prompt reflection, not quick answers.
- Keep the focus on the coachee's thinking, not the coach's solutions.