**Goal Setting and Guidance:** As you discuss goals with your mentee, consider his/her personal goals, Intern/Induction Program goals, site/district goals, your observation of their practice, and/or principal suggestions. Observe your teacher a minimum of once per semester.

**Problem of Practice (POP) or area of focus:**
In a sentence or two, describe a current situation that your candidate would like to change. Possible questions to ask your teacher: *What is a challenge you are having? What keeps you up at night? What is a new lesson design or strategy you would like to try?*

<table>
<thead>
<tr>
<th>CSTP Connection:</th>
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<tbody>
<tr>
<td>Write down the CSTP element(s) that is most connected to the POP or area of focus:</td>
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</tbody>
</table>

**Visualizing Desired Change:**
Have your teacher describe what they would like their classroom to look like and sound like in relation to this area of focus. Possible questions to ask: *What would your students be saying and doing? How would the students respond to your teaching?*

**Measurable Goal(s):**
From your goal setting conversation and notes above, clearly state one or two measurable goals that you will assist your mentee in working toward. *Examples: Teacher will effectively implement cooperative learning structures; teacher will decrease classroom transition time for group activities; students will be engaged in cooperative learning activities; students will demonstrate proficiency at the end of the math unit.*
## California Standards for the Teaching Profession

<table>
<thead>
<tr>
<th>Engaging and Supporting All Students in Learning</th>
<th>Creating and Maintaining Effective Environments for Student Learning</th>
<th>Understanding and Organizing Subject Matter for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Using knowledge of students to engage them in learning</td>
<td>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</td>
<td>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</td>
</tr>
<tr>
<td>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</td>
<td>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</td>
<td>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
</tr>
<tr>
<td>1.3 Connecting subject matter to meaningful, real-life contexts</td>
<td>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</td>
<td>3.3 Organizing curriculum to facilitate student understanding of the subject matter</td>
</tr>
<tr>
<td>1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</td>
<td>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</td>
<td>3.4 Utilizing instructional strategies that are appropriate to the subject matter</td>
</tr>
<tr>
<td>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</td>
<td>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</td>
<td>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
</tr>
<tr>
<td>1.6 Monitoring student learning and adjusting instruction while teaching</td>
<td>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</td>
<td>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
</tr>
<tr>
<td>Planning Instruction and Designing Learning Experiences for All Students</td>
<td>Assessing Students for Learning</td>
<td>Developing as a Professional Educator</td>
</tr>
<tr>
<td>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</td>
<td>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</td>
<td>6.1 Reflecting on teaching practice in support of student learning</td>
</tr>
<tr>
<td>4.2 Establishing and articulating goals for student learning</td>
<td>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</td>
<td>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
</tr>
<tr>
<td>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</td>
<td>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</td>
<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</td>
</tr>
<tr>
<td>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</td>
<td>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</td>
<td>6.4 Working with families to support student learning</td>
</tr>
<tr>
<td>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</td>
<td>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</td>
<td>6.5 Engaging local communities in support of the instructional program</td>
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<td>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</td>
<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</td>
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<td></td>
<td>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</td>
<td>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</td>
</tr>
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</table>

*California Standards for the Teaching Profession, 2009*
<table>
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<tr>
<th><strong>PLAN</strong></th>
<th><strong>Teach</strong></th>
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<tbody>
<tr>
<td><strong>Action Items to Achieve Goal:</strong> What activities might help this teacher move toward their goal? Use the Menu of Activities as a resource. <em>Examples:</em> classroom tour of teachers using cooperative learning structures; doing an Inquiry on classroom management; discussing a TED Talk video.</td>
<td><strong>Checkpoints:</strong> Capture three conversations with your mentee as you continue this journey together throughout the semester. One must be around a conversation based on an observation of your teacher. For each entry, capture the following: What are some things your teacher has tried and outcomes you have noticed connected to their goal? What are specific ways in which you are coaching and mentoring this teacher?</td>
</tr>
<tr>
<td><strong>What type of resources/support/materials does your candidate need in order to achieve their goal? Consider current text books, district training, book study, websites, TED talks, Teaching Channel, etc.</strong></td>
<td>Date:</td>
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## Mentoring Menu of Activities

### Getting to know your district, site, community and students

- Provide support on how to gather information and data on their students (illuminate/power school)
- Connect the teacher with resources available at their school site (curriculum, supplies, printing, tech, library, EL support, SpEd support, discipline, after school programs)
- Have a meeting with the principal and/or intern supervisor, mentor, and teacher to discuss goals.
- Familiarize them with technology or vice versa
- Attend a school extracurricular event together
- Ask about conversations with parents
- Create a crash course on school procedures and culture
- Create an emergency sub plan or template together
- Drive around the neighborhoods that your school serves. Familiarize the teacher with the resources or challenges facing the students you serve.
- Other

### Classroom Environment / Engaging Students in Learning

- Provide support regarding routines and procedures
- Pick a Procedure from “The Classroom Management Book” to read and discuss what the teacher might apply to their classroom
- Pick an online article on classroom management to read and discuss (cultofpedagogy.com, edutopia, etc.)
- Observe a class at your school site together
- Contact Teacher Support to set up an all-day classroom tour
- Trouble shoot student behavior together
- Support them in creating a behavior plan for a student
- Support them in implementing PBIS in their classroom
- Observe in their classroom and have a reflective conversation
- Video yourself or them and watch pieces of the lesson together
- INQUIRY: Guide them through an inquiry focused on classroom environment or student engagement
- Watch a TED talk, Teaching Channel, or other video on classroom culture or engagement
- Other

### Building a Mentoring Relationship/Professional Growth Guidance and Support

- TGIF
- Surprise them with a gift
- Attend a school event together
- Provide logistical help (bulletin boards, manipulatives, etc.)
- Have a problem solving conversation
- Study session for CSETs or RICA
- Other

### Lesson Design and Assessment

- Teach a demo lesson in their class
- Read and discuss a book together
- Have a planning conversation followed by a lesson observation
- Co-plan, co-teach
- Observe a full lesson and have a reflective conversation
- Set up an all-day classroom tour with Teacher Support
- Help them differentiate a lesson plan
- Brainstorm planning and assessment for English Learners
- Read, interpret and plan for an IEP or BIP
- Provide grading and formative assessment support
- Co-attend or help coordinate attendance at a workshop/activity to address an issue in their classroom
- INQUIRY: Guide them through an inquiry focused on lesson design or assessment
- Watch an online video about lesson design or assessment
- Other
**Final Reflection:** At the end of the semester, have a reflective conversation with your mentee about this journey and capture it below. Possible questions to ask: *To what degree did you reach your goal? How did this process impact your teaching and student learning? How will you apply your learning to future practice? What might you investigate next? Why?*