### Beginning Teachers and Mentors meet 3 times per month for a minimum of 60 minutes per meeting:

**Documentation:**
- Online Learning Zone Interaction Log documentation*

### Understanding Context

**Tools and Processes:**
- Class profile
- Knowing Students
- Knowing Teachers
- Optimal Learning Environments (OLE)
- School & Community Resources

### Setting, Reviewing, & Reflecting on Professional Goals

**Tools and Processes:**
- Charlotte Danielson Continuum of Teacher Development
- Self-Assessment Summary
- Professional Development Plan (PDP) or Individual Learning Plan (ILP)*
- Mid-year Review*
- End of Year Reflections*

### Advancing Teaching and Learning

**Tools and Processes:**
- Collaborative Assessment Logs (CALs)*
- Planning Conversation Guide (PCG)
- Analysis of Student Learning (ASL) (Complete 2 per year) *
- Selective Scripting (SS)
- Seating Chart (SC)
- Content-Strategies Alignment (CSA)
- Focus Teacher Observation (FTO)
- Inquiry Cycle Action Plan (1 per year with Y2 BTs)
- Observation Cycle: (Complete 2 cycles per year)*
  - Pre-Observation Conversation (POC)*
  - Lesson Plan *
  - Post-Observation Co-Analysis (POCA) *
- Effective Teacher Observation Tool
- Discipline Plan (Rules, Consequences, and Rewards)
- Classroom Routines and Procedures

### Communicating, Collaborating, and Coordinating

**Tools and Processes:**
- Communicating with Families
- Administrator-Mentor Communication Log (AMCL)
Beginning Teachers participate in professional development

- Professional Learning Community (minimum of 4 - PDE3 registration required)*
- New Teacher Orientation (Complex Area and/or School)*
- Beginning Teacher Summer Academy

Mentors participate in professional development

- Professional Learning Community (minimum of 4 - PDE3 registration required)*
- Professional Learning Series (PLS 1-4)*

Evidence of professional development participation may include: agendas, transcripts, reflections, certificates of participation

* Complex Areas are responsible for monitoring the completion of mentor requirements and should have documentation on hand.

I have read the Hawaii DOE Induction Program Standards of Mentoring Practice and understand the expectations of my role as a mentor to provide a guaranteed program of mentoring support for teachers in their first two years of teaching.

___________________________________________________  _________________________________________________________
Mentor Name (Print)                                      Mentor Signature

School/Complex Area ______________________________________

Date ________________________________