



THE PROBATIONARY PERIOD OF THE NOVICE EDUCATOR



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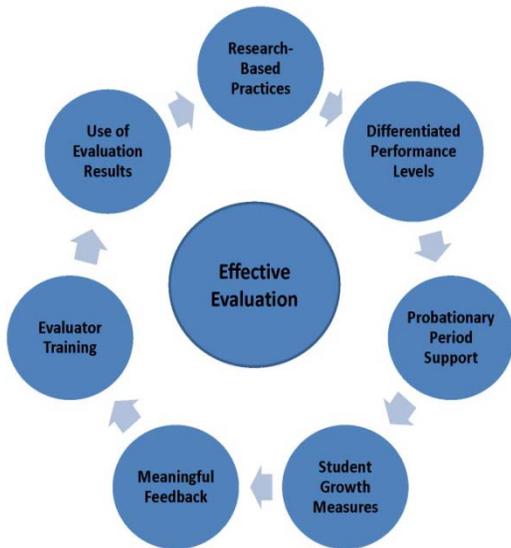
Guidelines for the Probationary Period of the Novice Educator

Introduction

An educator's primary responsibility is the learning of his or her students. Engaging in a process of continual growth and improvement of practice is a professional obligation to ensure the continued growth and improvement of student learning. The accurate assessment of educator performance is integral to any process of improving practice.

The state of Missouri has a long history of implementing various processes designed to improve the practice of teachers and leaders. In 1983, the Missouri legislature adopted statute [168.128 RSMo](#) directing the board of education of each school district to cause a comprehensive performance-based evaluation for each teacher employed by the district and the Department to provide suggested procedures for such an evaluation. This led to the creation of performance-based evaluation models for educators at all levels and marked the beginning of an intentional effort to link together the evaluation and the development of an educator's practice.

More recently, on June 29, 2012 the U.S. Department of Education approved Missouri's Elementary and Secondary Education Act (ESEA) waiver giving the state flexibility with respect to No Child Left Behind (NCLB) requirements. Missouri's ESEA flexibility request addressed three principles: (1) college and career ready expectations for all students; (2) state developed differentiated recognition, accountability and support; and (3) structures for the support of effective instruction and leadership. In addressing the support of effective instruction and leadership, Missouri used current research to identify seven principles of effective evaluation. The research was in response to articles such as *The Widget Effect* (NTP, 2009) which challenged the effectiveness of current processes used to evaluate educators. It called for developing and implementing an evaluation system that not only accurately and reliably rates an educator's performance but also promotes growth and improvement in practice. Missouri's seven Essential Principles of Effective Evaluation which summarize this research include:

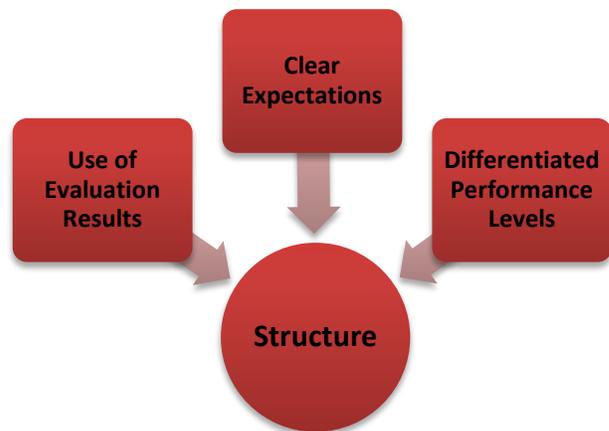


- Making determinations about an educator’s performance using research-based expectations and targets
- Using differentiated, developmental and discrete levels of performance
- Including a process to offer intensive support guiding the development of the novice educator during the probationary period

- Using measures of growth in student learning as a significant contributing factor when determining an educator’s effectiveness
- Developing and using strategies for providing regular and meaningful feedback
- Providing initial and periodic training for evaluators as well as those being evaluated
- Ensuring the use of evaluation results to guide employment policies and decisions

As articulated in Missouri’s Waiver Request and approved by the U.S. Department of Education, the local educator evaluation process for all district/LEAs will be guided by the research that supports these seven Essential Principles of Effective Evaluation by the 2014 – 2015 school year.

Three of the seven principles primarily address the structure of an effective evaluation process while the other four principles address implementation of effective educator evaluation.



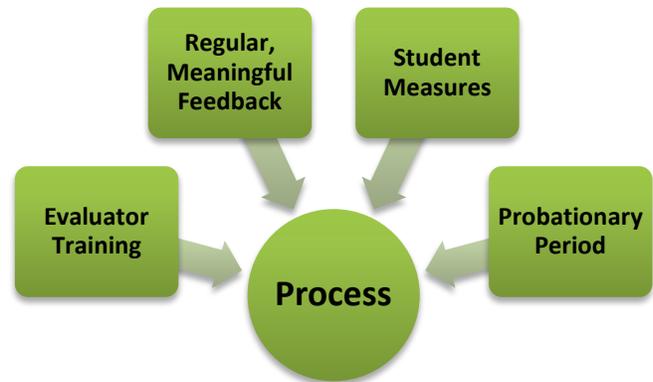
The principles of structure in an effective evaluation system are: (1) clear, research-based expectations, (2) differentiated performance levels, and (3) the use of evaluation results for the development of policies and to inform employment decisions.

The other four principles reflect research about how an effective process is implemented.

The principles of process are (1) support for novice educators during the probationary period, (2) measures of growth in student

learning are incorporated into the evaluation of educators, (3) the inclusion of regular and meaningful

feedback to all educators, and (4) systematic training of those doing the evaluation as well as those being evaluated.



Purpose

A group of stakeholders from Missouri’s professional organizations were organized into focus groups to provide clarification and identify areas of technical assistance for the four principles of process. Pilot districts across the state provided feedback to these focus groups as these guidelines were developed.

This guide is designed to assist Missouri LEAs in determining their approach to implementing one of the four principles of process: providing support to novice educators throughout the probationary period. The critical components of this essential principle include the following:

- Mentoring as a required component of a comprehensive induction process
- Is in compliance with the Missouri statute regarding the probationary period
- Is aligned to the state’s mentor standards
- Confidential, non-evaluative support linked to the district/LEA’s overall plan for professional development

- Focuses on essential practices of significance for novice practitioners

Missouri statute 168.221 RSMo indicates that the probationary period for all new teachers is the first five years of employment. Certification rule 5 CSR 80-800.360 requires two years of mentoring for teachers, principals and special and career education directors and one year for superintendents. This guide will not answer every question or address every issue regarding these requirements, but it will provide districts/LEAs with a starting point. As Missouri educators work to incorporate the research represented by the seven Essential Principles of Effective Evaluation and in particular supporting novice educators, a great deal of collective learning will occur. This ongoing learning and development will be used as a means to providing ongoing updates and revisions to these guidelines as Missouri approaches its full implementation year in 2014 – 2015.

A full scale pilot project of Missouri’s model Educator Evaluation System was conducted in the 2012 – 2013 school year. More than 100 districts and several charter schools participated. These districts included both the largest and smallest school communities, and a broad representation of urban, suburban and rural districts. They represented low and high concentrations of minority students, free and reduced-lunch students, and low and high achieving students. These pilot districts represented 20,872 or just over 30%, of the state’s teachers. These teachers were responsible for educating 236,842 or nearly 27% of Missouri’s students. These pilot districts provided input and feedback on the content of these guidelines in addition to piloting the overall process in the state’s model Educator Evaluation System.

2012-2013 Pilot Project Districts
Model Educator Evaluation System



Adair Co. R-II	Ferguson-Florissant R-II	Leeton R-X	Southwest R-V
Advance R-IV	Festus R-VI	Lexington R-V	Springfield
Allen Village	Fox C-6	Lift for Life Academy	St. James R-I
Alton R-IV	Francis Howell R-III	Linn Co. R-I	St. Joseph
Arcadia Valley R-II	Ft. Zumwalt R-II	Malta Bend R-V	Ste. Genevieve Co. R-II
Ash Grove R-IV	Gasconade County R-II	Mexico 59	Stoutland R-II
Atlanta C-3	Gorin R-III	Milan C-2	Sturgeon R-V
B. Banneker Academy	Green City R-I	Moberly	Sullivan
Belton 124	Greenville R-II	Morgan County R-I	Summersville R-II
Bevier C-4	Hazelwood	Morgan County R-II	Swadeborg R-III
Braymer C-4	Henry County R-I	Mountain Grove R-III	Valley Park
Brookfield R-III	Hickman Mills C-1	Mountain View-Birch Tree R-III	Valley R-VI
Brunswick R-II	Higbee R-VIII	North Wood R-IV	Van-Far R-I
Campbell R-II	Holden R-III	Oak Grove R-VI	Warrensburg R-VI
Carrollton R-III	Howell Valley R-I	Palmyra R-I	Webb City R-VII
Central R-III	Hume R-VIII	Paris R-II	Wellsville Middletown R-I
Chilhowee R-IV	Junction Hill C-12	Pattonville R-III	Wentzville R-IV
Clarksburg C-2	Kearney R-I	Pike County R-III	West Plains R-VII
Clearwater R-I	Kelso C-7	Ralls Co. R-II	Willow Springs R-IV
Clinton Co. R-III	Keytesville R-III	Renick R-V	Winona R-III
Community R-VI	Kingston 42	Richland R-IV	Worth County R-III
Crawford Co. R-I	Kirkville R-II	Richwoods R-VII	Zalma R-V
Crocker R-II	Laclede County C-5	Scott City R-I	
Drexel R-IV	Lakeland R-III	Sedalia 200	
Fairfax R-3	Laquey R-V	Shawnee R-III	
Farmington R-VI	Lebanon R-III	Southwest Livingston Co. R-I	

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Recommendations from Missouri Districts

Practitioners from Missouri districts agree with the concept of supporting novice educators and the state’s role in providing guidelines to assist districts in this effort. Specific comments about guidance in this area included:

- Clarifying mentor selection and training
- Offering additional information regarding roles and responsibilities
- Stressing the importance of feedback and coaching
- Addressing funding challenges to support programming

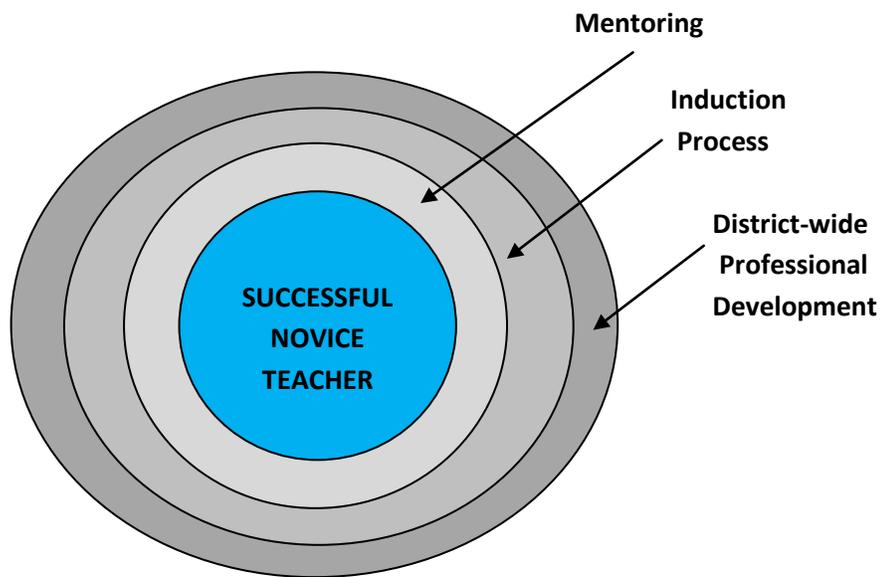
Key Ideas

- A district’s local evaluation process must be structured and operated based on the seven Essential Principles of Effective Evaluation by 2014 – 2015.
- One of the principles of process maintains the importance of providing intensive support to novice educators throughout the probationary period.
- This guide offers clarification and technical assistance for supporting novice educators in the probationary period.

Supporting and Developing Novice Educators

As Departments of Education and local school districts look for ways to support novice educators, one of the first and the most common misunderstandings is whether this intensive support be delivered through mentoring (also known as beginning teacher assistance programs) induction programs or be considered customized professional development. The simplistic answer to this is “Yes”.

As illustrated, the support and development provided to novice educators is a part of the overall professional development plan for the district/LEA. This plan includes a comprehensive induction process which includes a strong, essential component of mentoring. Each of these works together



to ensure the novice educator is introduced and socialized into the system, that baseline data is observed, collected and assessed to identify strengths and opportunities for growth of the novice educator, and a formalized plan of development is created and enacted.

Mentoring

An important component of the comprehensive induction process is the mentor and his/her role in providing intensive, one-on-one support. This is especially important for the first year teacher in the critical first three months of practice when isolation, stress and fear of failure are particularly prevalent. In Missouri, as required by certification rule 5 CSR 20-400.260, new teachers, special education directors, career education directors, principals and assistant principals receive the support of a mentor for two years, while superintendents are required to receive one year of mentoring. For teachers, this two year period is also known as the Beginning Teacher Assistance Program (168.400.4 (1) & 5) <http://www.moga.mo.gov/statutes/C100-199/1680000400.HTM>. Mentors who participate in helping novice educators meet these certification requirements should be rigorously selected so they represent the brightest and best educators in the school system and participate in training specific to an effective mentoring process.

In 2007, SB64, section 161.375 charged the Department of Education with the task of establishing standards for high-quality mentoring programs applicable to all public schools to ensure

that common objectives are met. Mentor Standards approved by the State Board of Education were placed into rule ([5CSR 20-400.380](#), page 36 & 37) and became part of the Code of State Regulations in 2008 setting minimal requirements for mentoring programs in Missouri public schools. These mentor standards are a valuable resource for informing and guiding this important component of the induction process. The mentor standards require the following key components of effective mentoring:

- An introduction to the cultural environment of the school/district and community
- A process for determining the overall effectiveness of the mentor program
- An individualized plan of support, specifically aligned to standards of practice, that highlights particular strengths and focuses support on areas for development
- Criteria for selecting mentors and outlines key components for comprehensive training to equip mentors with appropriate skills/knowledge. Additionally, mentor training may include
 - developing or enhancing listening skills
 - essential components of facilitative or cognitive coaching
 - strategies for conflict resolution which develops skills for how to avoid or defuse possible confrontations
- Expectations for mentoring support (aligning class schedules and planning periods, release time for mentors to coach/observe, sufficient time for beginning educators to observe master teachers, required and regular scheduled meetings, etc.)
- A summary of particular roles and responsibilities (e.g. mentor selection and training, initial contact, communication, confidentiality, PD documentation, PD plan, mentor program support, and mentor program evaluation) for the following:
 - The beginning teacher
 - The mentor
 - The administrators
 - District level leadership

- The Professional Development Committee (PDC) and the Board
- The college or university
- Professional Associations and the Department

Missouri's mentor standards are designed to provide baseline common objectives and ensure that the mentor component of the induction process is effective and valuable to the novice educator. A district's commitment to the implementation of the mentor standards and the time and space for mentors and novice educators to fully engage in this professional relationship is a worthy investment. District/LEAs should explore options for funding this essential work (e.g. Title II funds or grants) as well as consult the references and resources listed in the final section of this document for further information.

In addition to district/LEA mentor support, additional support for novice educators is available from local professional associations and organizations as well educator preparation programs at local institutions of higher education. Also helpful, especially at the secondary level, may be discipline-specific mentoring from outside the district/LEA to support new teachers in particular content areas.

While the mentoring component is an important and necessary support to novice educators, it's insufficient as a standalone program. Unless linked to a comprehensive induction program that is integral to the overall professional development plan for the district/LEA, mentoring alone does little to develop and retain novice educators. In fact, mentoring as an isolated practice alone reduces five-year attrition rates by just one single percentage point. Rather, mentoring should function in coordination with all other aspects of district support systems such as professional development.

Comprehensive Induction Process

Although a comprehensive induction program includes mentoring, it is actually a much broader system of support and development involving many other people in the school community. It acknowledges and honors the fact that learning the art and craft of teaching happens over time. It's a developmental process that takes several years with the ultimate goal of bringing a beginning teacher

up to professional maturity. This investment in time and resources can result in long-term gains for both new teachers and their students.

Missouri statute 168.221 RSMo indicates that the first five years of employment is deemed a probationary period for all new teachers. The development of the teacher throughout these five years should be directed by the district's comprehensive induction process. This process begins with two years of mentoring and then continues for following three years. The statute defining the probationary period as the first five years of employment was created based on the acknowledgement of the complexity of teaching. It simply is not realistic to assume someone can move from preparation into employment and be successful in all areas of practice.

Numerous studies have shown that students of beginning teachers who participated in some type of induction process had higher scores, or gains, on academic achievement tests. The largest, most ambitious and important study investigating the impact of induction was funded by the U.S. Department of Education and conducted by a research team from Mathematica Policy Research. It found that after two years, the scores of students taught by teachers participating in a comprehensive induction process significantly improved. In fact, it was the equivalent of moving the average student from the 50th percentile to the 54th percentile in reading and to the 58th percentile in math. Without the support of a mentor as a part of a comprehensive induction process, research indicates high attrition rates among new teachers as well as significantly lowers achievement for students in a first-year teacher's classroom as compared to the teacher's second and third years. Comprehensive induction is a smart investment, not only because of the impact on student learning but on retention as well.

Case studies and surveys reveal several areas as particularly challenging for new teachers including classroom management, a lack of guidance and resources for lesson and unit planning, and an unsupportive environment. Designing structures that can address challenges like these and bring about an improvement in the skills of the new teacher can result in lower attrition rates, better job satisfaction and deeper commitment for teachers. More importantly, research maintains that it results in higher

levels of student achievement. Specifically, beginning teachers who participate in some kind of induction process performed better at various aspects of teaching, such as developing lesson plans that are workable, keeping students on task, using effective student questioning practices, meeting students' interests by adjusting classroom activities, demonstrating effective classroom management strategies, and maintaining a positive atmosphere in the classroom. If the primary objective of educators is to ensure the learning of students, then creating and implementing a comprehensive induction program for novice educators must be a priority.

Induction is a coherent and comprehensive system of training and support for a teacher in the initial years of employment that evolves into a career-long professional development process. Effective districts connect professional development to district priorities based on goals and student needs. An induction process is designed to assist new teachers in experiencing early success through ongoing improvement and increased effectiveness. A successful induction process is highly-structured, comprehensive, rigorous and well-monitored with well-defined leadership roles for administrators, instructors, staff developers, mentors, etc. It is one phase of an overall professional learning process designed to deliver growth, support and professionalism to teachers. It includes professional collaboration that is understood, fostered, and accepted as a part of the teaching culture with shared experiences, practices, tools, and a common language.

Specifically, a comprehensive induction process that is successful in orientating, socializing and developing the novice educator includes these components:

- Builds on the pre-service experience of the teacher candidate,
- Offers support and guidance prior to the actual beginning of the school year,
- Is a part of a continuum of professional development with systematic training throughout the five year period that includes feedback from mentors, administrators and peers
- Includes study groups where new teachers can network and build support, commitment, and leadership in a professional learning community,

- Incorporates a strong and significant administrative presence,
- Integrates a mentoring component,
- Presents a structure for modeling effective teaching during in-services, classroom visits and mentoring, and
- Includes the collection of baseline performance data and the identification of initial strengths and opportunities for growth.

Pre-Service Candidate

The induction process for the novice educator actually begins as a part of the preparation process. This specifically occurs through the clinical experience when the candidate begins to experience educating students in the context of a classroom. It also includes the interview and hiring process where the candidate interacts with central office administrators and human resource directors and principals of buildings. This is the novice educator's first exposure to the culture of the school setting and its unique priorities.

Begins Prior to the First Day of School

The induction process is engaged even before the novice educator's first day of school. This includes the assigning of a mentor for direct support, including attending some part of the new teacher orientation day. The induction process ensures that the new teacher is prepared for everything from how to send out a welcome and introduction communication, to arranging the desks and organizing the classroom, to planning lessons and strategies for teaching classroom routines and establishing rapport with students. This establishes a support network for the novice educator even before the arrival of students.

Continuum of Professional Development

A successful process of induction is considered an essential part of the overall professional learning process of all educators in the system. Beyond the two years of required mentoring, the

district/LEA's professional development process continues to offer support and assist the educator as they grow in maturity and expertise. This sustained support is informed less by the amount of experience than by data on the performance of the educator. It is linked to the priorities and needs of students as articulated in the improvement plan for the building and in the district's comprehensive school improvement plan.

Networking Opportunities

The process provides opportunities for new teachers to network throughout the school community. The new teacher is welcomed into the "school family", where new and veteran educators interact and treat one another with professional respect and are valued for their particular contribution towards the community's shared values, goals and commitments. Networking highlights the importance of a collaborative culture where teachers can feel connected, contribute meaningfully to the group and experience success by making a difference.

Administrative Presence

The importance of the role of the administrator cannot be emphasized enough. A successful process contains strong administrative support that involves more than just the duty of assigning a mentor. It's important that the novice educator understand the priorities and expectations of the community within which they will work as articulated and monitored by the administrator. The effective leader has a deep understanding of the teachers they lead and can involve them in important instructional decisions. The administrator creates the culture for the school and makes available opportunities for teachers to learn from one another.

Mentoring

As already stated, the mentor provides one-to-one support in planning and instruction, assisting with unexpected challenges and offering tips or directing the novice educator toward other educators or additional resources to address specific issues. The mentor is a type of confidant to assist with the transition of preparation into practice, providing non-evaluative feedback and coaching. To protect and

support this role as confidant, it is important to note than any assessment by a mentor of the new teacher’s performance should not be included in a new teacher’s official evaluation.

Modeling Effective Teaching

Teaching is a continuous learning practice. Developing effective teaching practices and professional maturity in the novice educator is the first, essential step. A structured process that includes focused instructive feedback and allows new teachers to observe exemplar teaching practices, and be observed by others, demonstrates the priority that developing professional practice is an essential strategy for improving student learning.

Performance Data

Improving professional practice requires a focus on performance data. This data can signal areas of strength as well as opportunities for growth. Areas of strength are those that the novice educator can use to leverage growth in student performance. Opportunities for growth are those areas that become the primary target of the teacher’s personal reflection and development efforts.

Key Ideas

- A comprehensive induction process creates greater teacher success including increased teacher retention resulting in improved student achievement
- Comprehensive induction is part of the district’s and/or school’s overall approach to support and professional learning for all of its educators
- Comprehensive induction includes the clinical experience, the interview and hiring, one-to-one interaction with a mentor, and additional support extending throughout the probationary period.
- Sustained support is targeted to needs identified through the novice educator’s performance.
- Building administrators play a particularly key role in supporting the induction process.

Performance targets

A successful induction process, including an effective mentoring component, focuses on particular performance targets to ensure effective teacher practice. Deborah Ball at the University of Michigan has identified a set of fundamental capabilities referred to as “high leverage practices”. A high leverage practice is a task or action central to teaching that if done skillfully increases the likelihood it will be effective for students’ learning. Ball’s practices are intended as a basis for essential skills and knowledge for the beginning teacher. It serves as a type of a core curriculum for the professional training of teachers and represents those practices necessary for new teachers to possess in order to experience success in their initial placement. These high leverage practices aligned to Missouri’s Standards and Quality Indicators are offered in the following table:

High Leverage Practice	Missouri Standard and Quality Indicator
Making content (e.g. specific texts, problems, ideas, theories, processes) explicit through explanation, modeling, representations, and examples	1.1 Content knowledge and academic language 1.2 Engaging students in subject matter 1.4 Interdisciplinary instruction 4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking
Leading a whole-class discussion	1.2 Engaging students in subject matter
Eliciting and interpreting individual students' thinking	4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking
Establishing norms and routines for classroom discourse and work that are central to the subject matter	5.1 Classroom management, motivation, and engagement
Recognizing particular common patterns of student thinking and development in a subject-matter domain	2.1 Cognitive, social, emotional and physical development 2.5 Prior experiences, learning styles, multiple intelligences, strengths and needs
Identifying and implementing an instructional response or strategy in response to common patterns of student thinking	2.5 Prior experiences, learning styles, multiple intelligences, strengths and needs
Teaching a lesson or segment of instruction	1.2 Engaging students in subject matter
Implementing organizational routines, procedures, and strategies to support a learning environment	5.1 Classroom management, motivation, and engagement 5.2 Managing time, space, transitions, and activities
Setting up and managing small group work	4.3 Cooperative learning
Engaging in strategic relationship building conversations with student	5.3 Classroom, School and community culture 9.3 Cooperative partnerships in support of student learning
Setting long- and short-term learning goals for students referenced to district, external benchmarks	2.2 Student goals 3.1 Implementation of curriculum standards
Appraising, choosing, and modifying tasks and texts for a specific learning goal	2.4 Design to meet the needs of every student
Designing a sequence of lessons toward a specific learning goal	2.4 Design to meet the needs of every student 1.5 Diverse social and cultural perspectives

High Leverage Practice	Missouri Standard and Quality Indicator
Selecting and using particular methods to check understanding and monitor student learning during and across lessons	7.1 Effective use of assessments
Composing, selecting, and interpreting and using information from quizzes, tests and other methods of summative assessment	7.2 Assessment data to improve learning
Providing oral and written feedback to students on their work	7.3 Student-led assessment strategies 7.5 Communication of student progress and maintaining records
Communicating about a student with a parent or guardian	7.5 Communication of student progress and maintaining records

Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher’s knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Developing high leverage practices such as those identified by Deborah Ball, the comprehensive induction process continues the ongoing development of the educator from the clinical experience and preparation into practice. The initial years are particularly important as a time to assess and develop performance.

In the state of Missouri, thirty-nine institutions including public, private and community colleges, assist in the preparation of educators. The clinical experience of educator preparation transitions directly into the comprehensive induction process of the district/LEA with a focus on support for the initiation of the novice educator into the culture of the school community and socializing them into a network of collegial support. Four general goals of this support are:

- Reduce the intensity of the transition into teaching
- Increase retention of highly qualified teachers
- Improve the effectiveness of the teacher
- Improve the achievement of their students

The Missouri Standards for the Preparation of Educators (MoSPE) provide direction to preparation programs on the quality of their programming to ensure that teacher candidates possess essential knowledge and skills to be successful in the classroom. In particular, direction is provided on the clinical experience for pre-service candidates (Program Standard 3 – Field and Clinical Experiences: Field and clinical experiences offered in collaboration PK – 12 schools, support the development of educators). Within this standard, educator preparation programs are directed to “use the Missouri Educator Evaluation System to measure the effectiveness of their candidates”.

The Missouri Educator Evaluation System was officially adopted by the State Board of Education in May 2013. The system includes evaluation instruments for the teacher, principal and superintendent based on standards and quality indicators at each level. While districts/LEAs have the option of adopting or adapting the state model or developing their own for evaluating the educators in their system, educator preparation programs will use the state’s model to assess the performance of their pre-service candidates during the clinical experience. It is therefore important for districts/LEAs to be familiar with the knowledge and skills that are expressed in the standards and quality indicators of the state model, as well as the process used in the teacher evaluation instrument. The process for evaluating the performance of the teacher is described in the teacher evaluation protocol provided on the Educator Evaluation System webpage (<http://dese.mo.gov/eq/ees.htm>).

The state’s model differentiates the evaluation of first and second year teachers from those with three years or more of experience. This differentiated process was designed to align to the state’s mentoring requirements and is based on research about the characteristics and experiences of the beginning teacher. This process attempts to strike a balance between a need to accumulate performance data on an individual new to a district/LEA and yet guard against overwhelming that individual with a very extensive and complex process. This is achieved through a differentiated process that assesses certain performances at certain times during the initial two years of teaching.

Specific skills are of particular importance at certain times of the year. While the context of the community and in particular the teacher's student population will have influence over the types and timing of knowledge and skills the new teacher will need to possess and demonstrate, there are generalizations that can be reasonably concluded, regardless of context. For example, knowledge and skills associated with lesson planning aligned to district/state curriculum are especially relevant in the days just prior to beginning the year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year. A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching.

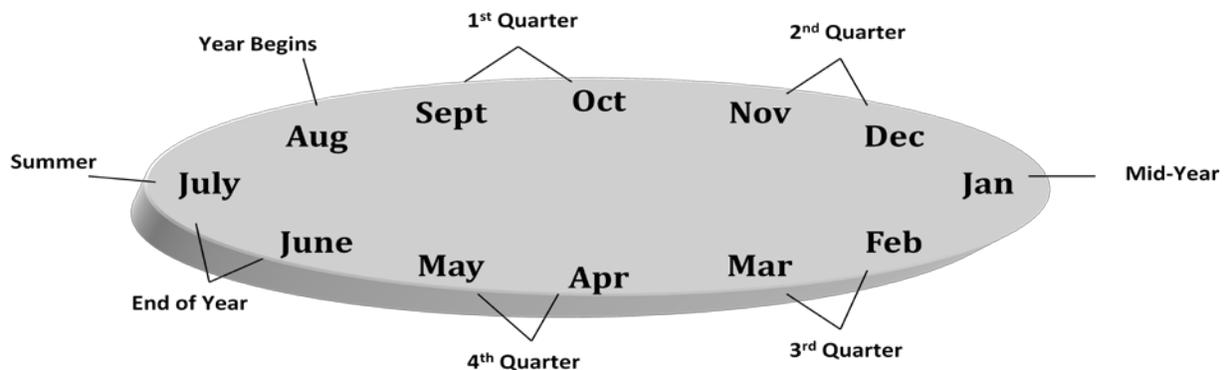
1st Year Teacher Practices

Timeframe	MO Indicator	Evidence of Knowledge and Skills
Preparation	<i>All 36 Teacher Quality Indicators</i>	<i>Developed/Assessed in coursework & clinical experience</i>
Prior to the Beginning of School	<i>1.1 Content Knowledge</i>	<i>Plans for essential learning outcomes of content Uses theories of learning to plan for instruction Aligns lesson design and assessments to curriculum Begins student/family communication Understands District Policy and Code of Conduct Engages in the induction process with a mentor</i>
	<i>2.3 Theory of Learning</i>	
	<i>3.1 Implementing the Curriculum</i>	
	<i>4.2 Instructional Resources</i>	
	<i>6.1 Verbal and Non-Verbal Communication</i>	
	<i>8.3 Professional Responsibilities</i>	
	<i>9.1 Induction & Collegial Activities</i>	
First Month	<i>1.2 Engaging in Content</i>	<i>Delivers lessons that engage students in content Assesses student personalities and abilities Effective use of basic classroom management techniques Manages time, space, transitions, activities effectively Demonstrates sensitivity to students' differences Uses a variety of different assessment formats Engages in the induction process with a mentor</i>
	<i>2.1 Student Development (see also 2.6)</i>	
	<i>5.1 Classroom Management</i>	
	<i>5.2 Time, Space, Transitions, and Activities</i>	
	<i>6.2 Sensitivity to student differences (see also 2.6)</i>	
	<i>7.1 Use of Assessments</i>	
	<i>9.1 Induction & Collegial Activities</i>	
2 nd -3 rd Month Quarter 1	<i>2.2 Student Goals</i>	<i>Helps students establish goals and monitor own progress Teaches students to think critically and problem-solve Uses different learning configurations effectively Adjusts procedures/routines to reinforce expectations Helps students assess their own progress to learning goals Communicates student progress and maintains records</i>
	<i>4.1 Critical Thinking Strategies</i>	
	<i>4.3 Cooperative, small group and independent learning</i>	
	<i>5.2 Time, Space, Transitions, and Activities</i>	
	<i>7.3 Student-led Assessments</i>	
	<i>7.5 Communicates Student Progress</i>	
4 th -5 th Month Quarter 2	<i>1.5 Diverse Social and Cultural Perspectives</i>	<i>Helps students develop balanced cultural perspectives Differentiates instruction to meet student needs Addresses variations in learner styles and performances Communicate student progress effectively Use student data to plan future instruction</i>
	<i>2.4 Differentiated Lesson Design (see also 3.3)</i>	
	<i>3.2 Lessons for Diverse Learners</i>	
	<i>6.1 Verbal and Non-Verbal Communication</i>	
	<i>7.2 Assessment Data to Improve Learning</i>	
	<i>7.5 Communicating Student Progress</i>	
6 th Month Mid-Year	<i>2.5 Use of Student's Prior Experience</i>	<i>Adjust learning activities based on data from 1st semester Adjusts procedures/routines to reinforce expectations Uses relevant information to plan future instruction Collaborate with peers on student data Self-reflect on progress to determine impact of instruction Seeks/Provides services to meet needs of learners</i>
	<i>5.2 Time, Space, Transitions, and Activities</i>	
	<i>7.4 Effects of instruction</i>	
	<i>7.6 Collaborative Data Analysis</i>	
	<i>8.1 Self-assessment and Improvement</i>	
	<i>9.2 Collaborating to Meet Student Needs</i>	
7 th -8 th Month Quarter 3	<i>1.2 Engaging in Content</i>	<i>Connecting content to classroom design Helps students establish goals and monitor own progress Uses different learning configurations effectively Communicate progress effectively to students/parents Use student data to plan future instruction</i>
	<i>2.2 Student Goals</i>	
	<i>4.3 Cooperative, small group and independent learning</i>	
	<i>7.2 Assessment Data to Improve Learning</i>	
	<i>7.5 Communicating Student Progress</i>	
9 th -10 th Month Quarter 4	<i>2.5 Use of Student's Prior Experience</i>	<i>Review data of student progression throughout the year Collaborate and reflect with colleagues on student data Reflects on impact of instruction Reflects with mentor on strengths & growth opportunities</i>
	<i>7.4 Effects of instruction</i>	
	<i>7.6 Collaborative Data Analysis</i>	
	<i>8.1 Self-assessment and Improvement</i>	
	<i>9.1 Induction & Collegial Activities</i>	
End of the School Year	<i>8.1 Self-assessment and Improvement</i>	<i>Reflect on impact on student learning Uses resources available to advance professional learning</i>
	<i>8.2 Professional Learning</i>	

2nd Year Teacher Practices

Timeframe	MO Indicator	Knowledge and Skills
Prior to the Beginning of School	1.1 Content Knowledge	Plans for essential learning outcomes of content Plans for teaching students about inquiry and research Aligns lesson design and assessments to curriculum Uses available resources to support lesson activities Engages in the induction process with a mentor
	1.3 Disciplinary Research and Inquiry Methodologies	
	3.1 Implementing the Curriculum	
	4.2 Instructional Resources	
	9.1 Induction & Collegial Activities	
First Month	1.2 Engaging in Content	Delivers lessons that engage students in content Makes interdisciplinary content connections in instruction Uses data to determine the variety of learning needs Effective use of basic classroom management techniques Manages time, space, transitions, activities Uses technology and media communication tools Uses a variety of different assessment formats
	1.4 Interdisciplinary Instruction	
	2.6 Language, Culture, Family, Community Values	
	5.1 Classroom Management	
	5.2 Time, Space, Transitions, and Activities	
	6.4 Technology and Media Communication Tools	
	7.1 Use of Assessments	
2 nd -3 rd Month Quarter 1	2.2 Student Goals	Helps students establish goals and monitor own progress Teaches students to think critically and problem-solve Uses different learning configurations effectively Manages time, space, transitions, activities Helps students assess their own progress to learning goals Communicates student progress and maintains records
	4.1 Critical Thinking Strategies	
	4.3 Cooperative, small group and independent learning	
	5.2 Time, Space, Transitions, and Activities	
	7.3 Student-led Assessments	
	7.5 Communicates Student Progress	
4 th -5 th Month Quarter 2	3.2 Lessons for Diverse Learners	Differentiates instruction to meet student needs Uses differentiated instructional strategies effectively Uses culture of school/community to impact relationships Addresses variations in learner styles and performances Use student data to plan future instruction
	3.3 Instructional Goals and DI Strategies	
	5.3 Classroom, School, Community Culture	
	7.2 Assessment Data to Improve Learning	
	7.5 Communicating Student Progress	
6 th Month Mid-Year	2.5 Use of Student's Prior Experience	Adjust learning activities based on data from 1 st semester Uses relevant information to plan future instruction Collaborate with peers on student data Reflects on progress to determine impact of instruction Builds partnerships to support student learning
	7.4 Effects of instruction	
	7.6 Collaborative Data Analysis	
	8.1 Self-assessment and Improvement	
	9.3 Cooperative Partnerships Supporting Learning	
7 th -8 th Month Quarter 3	1.2 Engaging in Content	Connects content to classroom design Supports learners in speaking, writing and other media Communicates progress effectively to students/parents Uses student data to plan future instruction
	6.3 Speaking, Writing and other Media	
	7.2 Assessment Data to Improve Learning	
	7.5 Communicating Student Progress	
9 th -10 th Month Quarter 4	7.4 Effects of instruction	Reviews data of student progression throughout the year Collaborates and reflects with colleagues on student data Reflects on impact of instruction Reflects with mentor on strengths & growth opportunities
	7.6 Collaborative Data Analysis	
	8.1 Self-assessment and Improvement	
	9.1 Induction & Collegial Activities	
End of the School Year	8.1 Self-assessment and Improvement	Reflects on impact on student learning Uses resources available to advance professional learning
	8.2 Professional Learning	

As illustrated, first-time events for the beginning teacher throughout their initial two years require the new teacher to demonstrate knowledge and skills they received throughout their preparation experience. These are articulated in Missouri's Standards and Quality Indicators and listed in a timeframe that seems most appropriate.



It is important to note that doing an in-depth assessment of the beginning teacher's performance on all 36 quality indicators would be overwhelming. However, events at certain times of the year do allow opportunity to collect baseline data and provide specific feedback on performance. Feedback and evaluation forms are provided in the teacher evaluation instrument of the state's model. By focusing on a small number of performances at particular times of the year, it's possible to accomplish the following:

- The new teacher has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the new teacher is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the new teacher
- By the conclusion of the second year, the new educator has received support, guidance, collaboration and feedback across a broad set of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the new teacher's strengths as well as potential opportunities for growth. These areas, in particular the opportunities for growth, will inform future areas of focus for the new teacher as they continue their development within the system's overall comprehensive induction process and district/LEA's professional development plan.

Key Ideas

- A comprehensive induction process focuses on particular performance targets for the new teacher candidate and new teacher practitioner
- Pre-service candidates will be assessed using the state's model Educator Evaluation System
- Educator performance data through the first and second year can provide evidence of the new teacher's strengths and opportunities for growth.
- This performance data is used to structure the ongoing development of the teacher through the first two years of mentoring and throughout the following three years of induction to complete the five years of the probationary period.

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