

# Evidence of Practice: List & Description of Tool Choices

## Core Tools

<ul style="list-style-type: none"> <li>Individual Learning Plan (ILP)</li> </ul>	Completed by the Mentor, this tool serves as a graphic organizer/document that records goals, action plans, and evidence.
<ul style="list-style-type: none"> <li>Fall Triad</li> </ul>	This tool is completed by the mentor during the fall triad meeting between the Mentor, Candidate, and site Administrator

## Lesson Plan Tools

Tool	Description
<ul style="list-style-type: none"> <li>5 Es Lesson Plan Tool</li> </ul>	Completed by the mentor, the 5 Es represent the five stages of a sequence for teaching and learning: Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.
<ul style="list-style-type: none"> <li>Lesson Plan - Backwards Design</li> </ul>	Completed by the Mentor, Candidate identifies key concepts, essential questions, and evidence of learning to plan a lesson.
<ul style="list-style-type: none"> <li>Lesson Plan - Differentiating Instruction</li> </ul>	Completed by the Mentor, Candidate uses the Essential Components of Differentiated Instruction to plan differentiated instructional strategies, content, and products or assessments.
<ul style="list-style-type: none"> <li>Lesson Plan - I Do, We Do, You Do</li> </ul>	Completed by the Mentor, Candidate and Mentor discuss the content and explicit instruction in multiple ways, as needed for a comprehensive lesson.
<ul style="list-style-type: none"> <li>Lesson Plan - Language Learners and Equity</li> </ul>	Completed by the Mentor, Candidate plans a lesson with attention to language, including key vocabulary, models/visuals, and interactive strategies.
<ul style="list-style-type: none"> <li>Lesson Plan - Specialized Academic Instruction</li> </ul>	Completed by the Mentor, Candidate plans a lesson with attention to student(s)' IEP goals, including accommodations and modifications.
<ul style="list-style-type: none"> <li>Lesson Plan - Using Technology</li> </ul>	Completed by the Mentor, Candidate selects technology to represent the content in multiple ways, including technology skills and/or policies needed for a comprehensive lesson.
<ul style="list-style-type: none"> <li>Lesson Series</li> </ul>	Completed by the Mentor, Candidate uses the lesson series to frame the biggest picture first, by considering the overarching outcomes and key concepts (big ideas). By reflecting on these, it will help the teacher to consider possible ways to differentiate lessons and instructional activities to support the inquiry question and ILP goal.

## Evidence of Practice: List & Description of Tool Choices

Observation Tools	
<ul style="list-style-type: none"> <li>• Observation - Best Practices that Support Students with Language Needs</li> </ul>	<p><i>This tool can help the Mentor capture activities and strategies the teacher uses to develop students' content knowledge and academic language, including vocabulary instruction, building prior knowledge, guided interaction, assessment, and respect for home culture.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Best Practices that Support Students with Specialized Academic Instruction</li> </ul>	<p><i>This tool can help the Mentor capture activities and strategies the teacher uses to develop students' content knowledge and academic language, including brain compatible instruction, positive behavior supports, and differentiating the learning process.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Conditions for Equity</li> </ul>	<p><i>This tool can help the Mentor capture activities and strategies the teacher uses to foster student participation, where the teacher attends, tone and expectation used, and how directions are given to contribute to equity in the classroom.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Content, Strategies, and Alignment</li> </ul>	<p><i>This tool can help the Mentor capture evidence of what students are learning, how students are learning, and the alignment to standards.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Effective Environment</li> </ul>	<p><i>This tool can help the Mentor capture activities and strategies the teacher uses to build classroom community, ways in which the teacher builds rapport and relationships with students, student use of classroom rules and procedures, how room design contributes to student learning, equitable participation of students, transition and instructional time, and student responses to various prevention and intervention strategies.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Microslicing Observation Tool</li> </ul>	<p><i>By observing a short slice of instruction, you can tell much of what you need to know about a teacher through a five minute observation</i></p>
<ul style="list-style-type: none"> <li>• Observation - PBIS /MTSS</li> </ul>	<p><i>This tool can help the Mentor capture activities and strategies the teacher uses to foster positive student engagement and behaviors.</i></p>
<ul style="list-style-type: none"> <li>• Observation - Selective Scripting</li> </ul>	<p><i>This tool can help the Mentor capture evidence of teacher and student talk, including pacing and teacher instruction and responses.</i></p>
<ul style="list-style-type: none"> <li>• <a href="#">Professional Learning Opportunities Reflections Log</a></li> </ul>	<p><i>Completed by the Candidate, reflecting on Professional Development, both job embedded and outsourced, can help you refine your instructional practice, including strategies</i></p>
<ul style="list-style-type: none"> <li>• <a href="#">Veteran Teacher Observation Reflection Tool</a></li> </ul>	<p><i>Completed by the Candidate, observing experienced faculty members can give you ideas for your own teaching practice, including classroom management, planning, and delivery procedures.</i></p>
Context For Teaching	

## Evidence of Practice: List & Description of Tool Choices

Tool	Description
<ul style="list-style-type: none"> <li>Back to School Night</li> </ul>	<p><i>Completed by the Mentor, Candidate reviews components needed for a successful Back to School Night presentation.</i></p>
<ul style="list-style-type: none"> <li>Class Profile</li> </ul>	<p><i>Completed by the Mentor, Candidate uses available school and district resources to compile a class list that delineates the background, needs, and assessment information about students. Attach any school or district databases / spreadsheets as appropriate.</i></p>
<ul style="list-style-type: none"> <li>Family Communication</li> </ul>	<p><i>Completed by the Mentor, Candidate outlines upcoming communication to parents using the given structure, taking into consideration the desired outcomes of the communication.</i></p>
<ul style="list-style-type: none"> <li>Identifying and Supporting English Language Learners</li> </ul>	<p><i>Completed by the Mentor, Candidate builds understanding of how to identify and support ELD students. Discuss relevant and meaningful information. It may help to use the school staff roster or district directory to identify the people and resources available at your site.</i></p>
<ul style="list-style-type: none"> <li>Identifying and Supporting Special Population Learners</li> </ul>	<p><i>Completed by the Mentor, Candidate builds understanding of how to identify and support Special Population Students. Discuss relevant and meaningful information. It may help to use the school staff roster or district directory to identify the people and resources available at your site.</i></p>
<ul style="list-style-type: none"> <li>Instructional Groups</li> </ul>	<p><i>Completed by the Mentor, Candidate reflects on the criteria to be considered in creating differentiated groups for a particular instructional purpose.</i></p>
<ul style="list-style-type: none"> <li>Knowing Students Across Multiple Dimensions</li> </ul>	<p><i>Completed by the Mentor, Candidate learns about the focus students' academic, social, and emotional needs.</i></p>
<ul style="list-style-type: none"> <li>Knowing Teachers</li> </ul>	<p><i>Use Knowing Teachers during the first few visits to get to know the teacher candidate and refer to it throughout the school year.</i></p>
<ul style="list-style-type: none"> <li>Mediating Conflict and Effective Discipline</li> </ul>	<p><i>Completed by the Mentor, Candidate builds understanding of how the school mediates conflicts and enforces the school and district discipline policies. "Bullying, including cyber bullying, directed toward a pupil or school personnel is a suspendable offense. [section 489009 r ].</i></p>
<ul style="list-style-type: none"> <li>Open House</li> </ul>	<p><i>Completed by the Mentor, Candidate designs the purpose and plan of sharing student work with families.</i></p>
<ul style="list-style-type: none"> <li>Parent Conferences</li> </ul>	<p><i>Completed by the Mentor, Candidate prepares desired outcomes, potential problem solving strategies, and improved parent partnership for the benefit of the student.</i></p>
<ul style="list-style-type: none"> <li>School Resources</li> </ul>	<p><i>Completed by the Mentor, Candidate builds understanding of the school, district, family, and community context. Discuss relevant and meaningful information. It may help to use the school site staff roster or district directory to identify the people and resources available at the site.</i></p>

## Evidence of Practice: List & Description of Tool Choices

<ul style="list-style-type: none"> <li>• School Safety Plan</li> </ul>	<p><i>Completed by the Mentor, Candidate builds understanding of how the school addresses the issue of school safety. Creating safe schools is a continuing process that focuses on the development and implementation of strategies to support the safety and security of children at school and in the community.</i></p>
<ul style="list-style-type: none"> <li>• Class Notetaking Tool</li> </ul>	<p><i>Completed by the Mentor, Candidate uses available school and district resources to compile a class list that records student responses or information to use for instructional planning.</i></p>
<ul style="list-style-type: none"> <li>• Class Climate and Culture</li> </ul>	<p><i>The intent of this formative assessment process is to build understanding of the school's climate and culture. Discuss relevant and meaningful information.</i></p>
<ul style="list-style-type: none"> <li>• Analysis of Student Work</li> </ul>	<p><i>Completed by the Mentor, the Analysis of Student Work is intended to guide reflective conversation about expectations, student performance, and trends that will inform next instructional steps.</i></p>
<ul style="list-style-type: none"> <li>• Mentor/Teacher Interaction Log</li> </ul>	<p><i>Completed by the Mentor, the Collaborative Assessment Logs are intended to be a natural part of ongoing collaborative work between the Candidate and Mentor. This tool is intended to help develop the teacher engage in regular professional conversations regarding his / her teaching practice and student learning, as well as intentionally working to improve his / her teaching practice. This tool also provides a consistent framework for conversations between the Candidate and Mentor, and becomes a record of collaboration and growth over time.</i></p>