Suggested Checklist of Exit Administrative Competencies of the
Madrich or Madricha (Howard, 2006)

Developing: The madrich or madricha is beginning to implement the competency.
Basic: The madrich or madricha satisfactorily implements the competency.
Proficient: The madrich or madricha implements the competency with ease and fluidity,
and makes smooth adjustments to different classroom situations.

Administrative Competencies	Not Evident	Developing	Basic	Proficient
Setting up the classroom				
Taking attendance				
Collecting tzedakah				
Distributing supplies, books and other materials				
Preparing snacks				
Correcting student work				
Managing student progress charts				
Preparing materials for upcoming activities				
Reorganizing the classroom at the end of the day				

**Suggested Checklist of Exit Interactive Competencies of the
Madrich or Madricha** (Howard, 2006)

*Developing***:** The madrich or madricha is beginning to implement the competency.
Basic: The madrich or madricha satisfactorily implements the competency.
Proficient: The madrich or madricha implements the competency with ease and fluidity,
and makes smooth adjustments to different classroom situations.

Interactive Competencies	Not Evident	Developing	Basic	Proficient
Greeting students as they enter the classroom				
Helping students with their art projects				
Assisting students with class work				
Leading students in small group activities				
Leading transitions between activities				
Reading stories to the class				
Tutoring students who need extra help				
Mentoring students who have difficulty focusing during class				
Temporarily taking charge of the class if the teacher is indisposed				
Teaching a five minute mini-lesson to a small group of students or the entire class				
Participating in and leading portions of a prayer service				

**Suggested Checklist of Exit of Creative Competencies of the
Madrich or Madricha** (Howard, 2006)

Developing: The madrich or madricha is beginning to implement the competency.
Basic: The madrich or madricha satisfactorily implements the competency.
Proficient: The madrich or madricha implements the competency with ease and fluidity, and makes smooth adjustments to different classroom situations.

Creative Competencies	Not Evident	Developing	Basic	Proficient
Creating bulletin boards				
Making samples for upcoming art projects				
Developing costumes, scenery, or puppets for class performances				
Editing student-centered newspapers				
Providing musical accompaniment to prayer Services				

**Suggested Checklist of Exit Competencies of the Student Teacher
or Entry Competencies of the Co-Teacher** (Danielson, 1996)

The Four Domains of Professional Practice

Domain I: Planning and Preparation	
Component Number	**Name of the Component**
1a	Demonstrating Knowledge of Judaics and Judaic Specific Pedagogy
1b	Demonstrating Knowledge of Lesson Plan Design
1c	Demonstrating Knowledge of the Student

Domain II: The Classroom Environment	
Component Number	**Name of the Component**
2a	Creating a Jewish Community of Cooperating Learners
2b	Managing Classroom Procedures
2c	Managing Student Behavior

Domain III: Instruction	
Component Number	**Name of the Component**
3a	Using a Variety of Models of Teaching
3b	Using Questions and Discussion Techniques

Domain IV: Professional Responsibilities	
Component Number	**Name of the Component**
4a	Reflecting on Teaching
4b	Maintaining Accurate Records
4c	Communicating with Families
4d	Contributing to the School Culture
4e	Growing and Developing Professionally

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Awareness Understanding: The student teacher is cognizant of the teacher competency.
Operational Understanding: The student teacher can identify, define, and describe the steps involved in the teacher competency, but is not yet prepared to implement it.
Prepared to Implement: The student teacher is ready to begin co-teaching with the mentor teacher.

Domain I: Planning and Preparation Component 1a: Demonstrating Knowledge of Judaics and Judaic Specific Pedagogy				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher has internalized and can plan lessons that are derived from enduring Jewish knowledge in these content areas: Tanach, Tefilah, Jewish history, Israel, Jewish Holidays, Jewish Values (Middot), and Hebrew.				
Teacher has a repertoire of methods of teaching (i.e. presentation, direct instruction, concept attainment, group discussion, cooperative learning, problem-based instruction, etc.), motivational techniques (e.g. engaging stories, questions and prompts, etc.), and materials of instruction and audio-visual resources that are specifically designed to teach Judaics.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain I: Planning and Preparation Component 1b: Demonstrating Knowledge of Lesson Plan Design				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher designs lessons in which the essential questions posed, learning activities, and assessments are in alignment with enduring Jewish knowledge or standards established by the school, central agency of Jewish education (e.g. URJ's CHAI curriculum, USCJ's standards for Conservative Jewish education).				
Teacher maps curriculum so that there is coherency among lesson and unit plans, and semester and yearly learning outcomes established by the school and/or central agency of Jewish education.				

**Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher**

Domain I: Planning and Preparation Component 1c: Demonstrating Knowledge of the Student				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher has knowledge of individual students preferential learning styles and multiple intelligences, and plans lessons accordingly.				
Teacher has knowledge of individual students learning styles, multiple intelligences, and special needs as identified in an Individualized Educational Program or Individual Learning Plan, and modifies the lesson plan to meet those students needs.				
Teacher provides multiple paths of assessment, including traditional and alternative methods to measure individual student achievement.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain II: The Classroom Environment Component 2a: Creating a Jewish Community of Cooperating Learners				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Based on a set of Jewish values/middot (e.g. derech eretz, kavod, rachamin, etc.) the teacher has specific instructional and classroom management activities, and interventions that transform the classroom into a Jewish community of cooperating learners.				
Teacher models Jewish middot (e.g. derech eretz, kavod, rachamin, etc.) in her interactions with members of the classroom community.				
Teacher implements instructional methods of teaching that are designed to engage students in learning, and reinforce cooperative behaviors (i.e. cooperative learning and problem-based instruction).				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain II: The Classroom Environment Component 2b: Managing Classroom Procedures				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher instructs students in a variety of classroom management procedures that maximize on-task student behavior during instruction (i.e. teacher models expected student behaviors during instruction; teacher implements a quiet signal; teacher monitors student behavior, etc.).				
Teacher instructs, models, reinforces, and monitors expected classroom management procedures during transitions (i.e. distributing books and papers, going to learning stations, welcoming a guest to the classroom, exiting the building during fire drills, etc.).				
Teacher trains madrichim, teaching aides, student teachers, and volunteers so that they can make a significant contribution to the classroom environment.				

**Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher**

Domain II: The Classroom Environment Component 2c: Managing Student Behavior				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
With student participation, the teacher establishes clear expectations of student behavior in the classroom.				
Teacher trains students to self-monitor, and modify their own off-task behavior.				
Teacher trains students to monitor and assist other students to be on-task.				
Teacher anticipates student misbehavior, and alerts those students who are about to initiate off-task behavior.				
Teacher has a variety of interventions to empower misbehaving students to regain self-control, and initiate on-task behavior (i.e. visual prompts, auditory prompts, time-out, SUDS, etc.).				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain III: Instruction Component 3a: Using A Variety of Models of Teaching				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher implements, and uses the presentation model of teaching when appropriate.				
Teacher implements, and uses the direct instruction model of teaching when appropriate.				
Teacher implements, and uses the concept attainment model of teaching when appropriate.				
Teacher implements and uses the discussion model of teaching when appropriate.				
Teacher implements, and uses the cooperative learning model of teaching when appropriate.				
Teacher implements, and uses the problem-based model of teaching when appropriate.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain III: Instruction Component 3b: Using Questions and Discussion Techniques				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher poses questions that require low and high levels of student thinking (i.e. teacher uses Solomon's six types of information, Lyman's Think-Trix, and Wiedehold's Q-Matrix as prompts to pose low and high levels of questions to students).				
Teacher trains students to formulate their own questions (i.e. teacher instructs students to use Solomon's, Lyman's and Wiederhold's questioning prompts).				
Teacher uses a variety of classroom discussion procedures (i.e. pair discussion, small group discussion, whole class discussion using different procedures such as You're The Teacher, Discussion Ball, Numbers Procedure, Group Discussion with Talking Chips, Community Round Robin, etc.).				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain IV: Professional Responsibilities Component 4a: Reflecting on Teaching				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher records internal reflections on teaching (i.e. reflection journal, log, etc.).				
Teacher participates in external or collegial reflection activities (i.e. paired reflection with a mentor teacher, professional conversations with a cadre of new or experienced teachers).				

**Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher**

Domain IV: Professional Responsibilities Component 4b: Maintaining Accurate Records				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher has an effective system for maintaining accurate records regarding students' daily attendance, excused and unexcused absence, and excused and unexcused lateness.				
Teacher has an effective system for maintaining accurate records on students' completion of assignments.				
Teacher has an effective system for maintaining records on students' disruptive classroom behavior.				
Teacher has an effective system for maintaining records on students' academic progress.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain IV: Professional Responsibilities Component 4c: Communicating with Families				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher regularly provides information to parents/guardians about his or her instructional program.				
Teacher regularly provides information to parents/guardians on the positive and negative aspects of students' progress.				
Teacher invites parents/guardians to communicate their concerns with him or her.				
Teacher responds quickly, attentively, and sensitively to the concerns of the parents/guardians.				
Teacher invites parents/guardians to participate in his or her instructional program.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain IV: Professional Responsibilities Component 4d: Contributing to the School Culture				
Teacher Competencies	Not Evident	Awareness Understanding	Operational Understanding	Prepared to Implement
Teacher participates in collegial initiatives (e.g. peer observations, team teaching, peer coaching or mentoring, new teacher group problem solving program, etc.) to improve professional practice.				
Teacher volunteers to participate in school-wide events not directly related to the instructional program.				

Suggested Exit Competencies of the Student Teacher or
Entry Competencies of the Co-Teacher

Domain IV: Professional Responsibilities Component 4e: Growing and Developing Professionally				
Teacher Competencies	**Not Evident**	**Awareness Understanding**	**Operational Understanding**	**Prepared to Implement**
Teacher initiates program for professional development (i.e. creates individual professional development plan, takes workshops or courses in Judaics and Judaic specific pedagogy, etc.).				
Teacher initiates activities to contribute to the Jewish teaching profession (i.e. mentoring new teachers, making presentations at school, or a conference, etc.).				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher (Danielson, 1996)

The Four Domains of Professional Practice

Domain I: Planning and Preparation	
Component Number	**Name of Component**
1a	Demonstrating Knowledge of Judaics and Judaic Specific Pedagogy
1b	Demonstrating Knowledge of Lesson Plan Design
1c	Demonstrating Knowledge of the Student

Domain II: The Classroom Environment	
Component Number	**Name of Component**
2a	Creating a Jewish Community of Cooperating Learners
2b	Managing Classroom Procedures
2c	Managing Student Behavior

Domain III: Instruction	
Component Number	**Name of Component**
3a	Using a Variety of Models of Teaching
3b	Using Questions and Discussion Techniques

Domain IV: Professional Responsibilities	
Component Number	**Name of Component**
4a	Reflecting on Teaching
4b	Maintaining Accurate Records
4c	Communicating with Families
4d	Contributing to the School Culture
4e	Growing and Developing Professionally

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

The Four Domains of Professional Practice[1]

Developing: The co-teacher is beginning to implement the teacher competency.
Basic: The co-teacher satisfactorily implements the teacher competency.
Proficient: The co-teacher implements the teacher competency with ease and fluidity, and makes smooth adjustments to different classroom situations.

Domain I: Planning and Preparation Component 1a: Demonstrating Knowledge of Judaics and Judaic-Specific Pedagogy				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher has internalized and can plan lessons that are derived from enduring Jewish knowledge in these content areas: Tanach, Tefilah, Jewish history, Israel, Jewish Holidays, Jewish Values (Middot), and Hebrew.				
Teacher has a repertoire of methods of teaching (i.e. presentation, direct instruction, concept attainment, group discussion, cooperative learning, problem-based instruction, etc.), motivational techniques (e.g. engaging stories, questions and prompts, etc.), and materials of instruction and audio-visual resources that are specifically designed to teach Judaics.				

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[1] The mentor is expected to provide a written and oral explanation with documentation regarding each assessment.

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain I: Planning and Preparation Component 1b: Demonstrating Knowledge of Lesson Plan Design				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher designs lessons in which the essential questions posed, learning activities, and assessments are in alignment with enduring Jewish knowledge or standards established by the school, central agency, or Jewish education (e.g. URJ's CHAI curriculum, USCJ's standards for Conservative Jewish education).				
Teacher maps curriculum so that there is coherency among lesson and unit plans, and semester and yearly learning outcomes established by the school and/or central agency of Jewish education.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain I: Planning and Preparation Component 1c: Demonstrating Knowledge of the Student				
Teaching Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher has knowledge of individual students preferential learning styles, multiple intelligences, and plans lessons accordingly.				
Teacher has knowledge of individual students learning styles, multiple intelligences, and special needs as identified in an Individualized Educational Program or Individual Learning Plan and modifies the lesson plan to meet those students needs.				
Teacher provides multiple paths of assessments, including traditional, and alternative methods to measure individual student achievement.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain II: The Classroom Environment Component 2a: Creating a Jewish Community of Cooperating Learners				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Based on a set of Jewish values/middot (e.g. derech eretz, kavod, rachamim, etc.), the teacher has specific instructional and classroom management activities, and interventions that transform the classroom into a Jewish community of cooperating learners.				
Teacher models these values/ middot in his or her interactions with members (i.e. students, madrichim, teaching aides, student teachers, etc.) of the classroom community.				
Teacher implements instructional methods of teaching that are designed to engage students in learning, and reinforce cooperative behaviors (i.e. cooperative learning and problem-based instruction).				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain II: The Classroom Environment Component 2b: Managing Classroom Procedures				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher instructs students in a variety of classroom management procedures that maximize on-task student behavior during instruction (i.e. teacher models expected student behaviors during instruction, teacher implements a quiet signal, teacher monitors student behavior, etc.).				
Teacher instructs, models, reinforces, and monitors expected classroom management procedures during transitions (i.e. distributing books and papers, going to learning stations, welcoming a guest to the classroom, exiting the classroom for fire drills, etc.).				
Teacher trains madrichim, teaching aides, student teachers, and volunteers so that they can make a significant contribution to the classroom environment.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain II: The Classroom Environment Component 2c: Managing Student Behavior				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
With student participation, the teacher establishes clear expectations of student behavior in the classroom.				
Teacher trains students to self-monitor, and modify their own off-task behavior.				
Teacher trains students to monitor and assist other students to be on-task.				
Teacher anticipates student misbehavior, and alerts those students who are about to initiate off-task behavior.				
Teacher has a variety of interventions to empower misbehaving students to regain self-control and initiate on-task behavior (i.e. visual prompts, auditory prompts, time-out, SUDS, etc.).				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain III: Instruction Component 3a: Using A Variety of Models of Teaching				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher implements and uses the presentation model of teaching when appropriate.				
Teacher implements and uses the direct instruction model of teaching when appropriate.				
Teacher implements and uses the concept attainment model of teaching when appropriate.				
Teacher implements and uses the discussion model of teaching when appropriate.				
Teacher implements and uses the cooperative learning model of teaching when appropriate.				
Teacher implements and uses the problem-based model of teaching when appropriate.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain III: Instruction Component 3b: Using Questions and Discussion Techniques				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher poses questions that require low and high levels of student thinking (i.e. teacher uses Solomon's six types of information, Lyman's Think-Trix, and Wiedehold's Q-Matrix as prompts to pose low and high levels of questions to students).				
Teacher trains students to formulate their own questions (i.e. teacher instructs students to use Solomon's, Lyman's, and Wiederhold's questioning prompts).				
Teacher uses a variety of classroom discussion procedures (i.e. pair discussion, small group discussion, whole class discussion using different procedures such as You're The Teacher, Discussion Ball, Numbers Procedure, Group Discussion with Talking Chips, Community Round Robin, etc.).				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain IV: Professional Responsibilities Component 4a: Reflecting on Teaching				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher records internal reflections on teaching (i.e. reflection journal, log, etc.).				
Teacher participates in external or collegial reflection activities (i.e. paired reflection with a mentor teacher, professional conversations with a cadre of new or experienced teachers).				

Domain IV: Professional Responsibilities Component 4b: Maintaining Accurate Records				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher has an effective system for maintaining accurate records regarding students' daily attendance, excused and unexcused absences, and excused and unexcused lateness.				
Teacher has an effective system for maintaining accurate records on students' completion of assignments.				
Teacher has an effective system for maintaining records on students' disruptive classroom behavior.				
Teacher has an effective system for maintaining records on students' academic progress.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain IV: Professional Responsibilities Component 4c: Communicating with Families				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher regularly provides information to parents/guardians about his or her instructional program.				
Teacher regularly provides information to parents/guardians on the positive and negative aspects of students' progress.				
Teacher invites parents/guardians to communicate their concerns with him or her.				
Teacher responds quickly, attentively, and sensitively to the concerns of the parents/guardians.				
Teacher invites parents/guardians to participate in his or her instructional program.				

Suggested Exit Competencies of the Co-Teacher or
Entry Competencies of the Novice Teacher

Domain IV: Professional Responsibilities Component 4d: Contributing to the School Culture				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher participates in collegial initiatives (e.g. peer observations, team teaching, peer coaching or mentoring, new teacher group problem solving program, etc.) to improve professional practice.				
Teacher volunteers to participate in school-wide events not directly related to the instructional program.				

Domain IV: Professional Responsibilities Component 4e: Growing and Developing Professionally				
Teacher Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Teacher initiates program for professional development (i.e. creates individual professional development plan, takes workshops or courses in Judaics and Judaic specific pedagogy, etc.).				
Teacher initiates activities to contribute to the Jewish teaching profession (i.e. mentoring new teachers, making presentations at the school, other schools, or at a conference, etc.).				

Suggested Exit Competencies of the Mentor Trainee

On the next several pages you will find an instrument to measure the professional growth of the educator learning to become a mentor or mentor teacher. It contains mentoring competencies in the left-hand column and levels of developmental progress in the three columns to the right. The key at the top of the instrument explains the continuum used to measure professional growth. We are using a checklist format for the convenience of the mentor trainee and the expert teacher who is doing the training and assessing. However, the expert is expected to explain and document his or her assessments of the mentor trainee's professional growth on a separate sheet of paper.

The checklist should be used as an opportunity to engage in a professional conversation about (a) the mentor trainee's progress and (b) the support and technical assistance given by the expert. Thus, it is expected that during these professional conferences the expert and the mentor trainee give each other specific technical, corrective, constructive negative, and constructive positive feedback.

Suggested Exit Competencies of the Mentor Trainee

Domain V: Mentoring Skills[2]

Developing: The mentor trainee is beginning to implement the mentor competency.
Basic: The mentor trainee satisfactorily implements the mentor competency.
Proficient: The mentor trainee implements the mentor competency with ease and fluidity, and makes smooth adjustments with pre-service and in-service teachers who present different developmental needs and varied teaching experiences.

Domain V: Mentoring Skills Component 1a: Relating to the Mentee (Interpersonal Skills)				
Mentor Trainee Interpersonal Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Paraphrasing				
Emotional listening				
Respectful listening				
Asking open questions				
Probing				
Validating				
Giving technical feedback				
Giving constructive positive feedback				
Giving constructive negative feedback				
Giving corrective feedback				
Applying the Conflict Resolution Method				
Negotiating expectations				
Encouraging				
Presenting				
Problem Solving				
Negotiating				
Directing				
Standardizing				
Reinforcing				
Applying the directive-control approach				
Applying the directive-informational approach				
Applying the collaborative approach				
Applying the nondirective approach				

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[2] Expert teachers are expected to possess a high level of proficiency in all six domains of professional practice, the four teaching domains, and the two mentoring domains.

Applying the Mentor Constructive Negative and Corrective Feedback Conference				
Applying the Mentee Constructive Negative and Corrective Feedback Conference				
Applying the Mentor Constructive Positive Feedback Conference				
Applying the Brainstorming Conference				
Applying the Enhancement Conference				

Suggested Exit Competencies of the Mentor Trainee

Domain V: Mentoring Skills Component 1b: Reflecting with the Mentee				
Mentor Trainee Reflection Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Using Think-Alouds				
Using the EIAG Journal				
Using the Reflection Journal				
Using the Professional Reflection Log				
Using the Individual Professional Development Plan Format				
Using the End of the Week Reflection Journal				
Using the Student Goals Planning Format				
Using the Reflection on the Past Year Format				
Using the Novice Teacher Self-Assessment Inventory				
Asking strategic reflection question during a professional conversation				
Using the guideline for a weekly conversation				
Using the New Teacher Group Problem-Solving Protocol				
Using the Tuning Protocol				
Asking reflection questions to guide the examination of student work				

Suggested Exit Competencies of the Mentor Trainee

Domain V: Mentoring Skills Component 1c: Observing the Mentee				
Mentor Trainee Observational Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Applying the Student On-Task Observation Form				
Applying the Teacher to Student, and Student to Student Verbal Flow Form				
Applying the Teacher Movement Observation Form				
Applying the Things I Like, Things				

I Have Questions About, Comments and Suggestions Observation Form				
Applying the Observation Template				
Applying the Time, Observation, Comments Observation Form				
Applying Videotaping as a Method to Assess Mentee Professional Development				
Applying Audiotaping as a Method to Assess Mentee Professional Development				
Applying Verbatim Dictation (Script Taping) as a Method to Assess Mentee Professional Development				
Applying Selective Verbal Dictation as a Method to Assess Mentee Professional Development				

Suggested Exit Competencies of the Mentor Trainee

Domain VI: Understanding and Applying Different Developmental Constructs for Mentoring Pre-service and In-service Teachers

Developing: The mentor trainee is beginning to implement the mentor competency.
Basic: The mentor trainee satisfactorily implements the mentor competency.
Proficient: The mentor trainee implements the mentor competency with ease and fluidity, and makes smooth adjustments with pre-service and in-service teachers who present different developmental needs and varied teaching experiences.

Domain VI: Understanding and Applying Different Developmental Constructs to Mentoring Pre-service and In-service Teachers				
Mentor Trainee Competencies	**Not Evident**	**Developing**	**Basic**	**Proficient**
Utilizing the knowledge of the most frequently perceived problems of novice or first year teachers				
Utilizing the phases of a first year teacher's attitude toward teaching				
Utilizing the three stages of concerns of beginning teachers during the first five years of their career				
Utilizing the Concerns-Based Adoption Model				
Utilizing a mentee's (a) commitment to teaching and (b) ability to comprehend abstract ideas				
Utilizing adult learning principles				