Name of School System: ___________________________________________________________
Address: ____________________________________________________________________
Name & Title of Person Submitting Request: ________________________________
Phone: __________________ Fax: ___________________ Email: _______________________
Name of individual you are seeking to employ: _____________________________________
Description of Teaching Position: ________________________________________________
Indicate FTE (must be at least .5 FTE teaching in endorsement area): ________________

TRANSITIONAL CERTIFICATION PROGRAM MENTORING & SUPERVISION
EXPECTATIONS – Please read the following before signing on the next page:

1. Cooperating teacher: The supervising administrator serves as the cooperating teacher and as such is a very important person to the success of transitional teacher and this program, which is actually “on the job training.” Our students/teachers are content-area knowledgeable; they have the “what” but are just beginning to learn the “how to” in their methods coursework. Administrators are instructional leaders in the school district who help to train new employees. Fortunately, content knowledge is rarely a concern with our transitional teachers. Not surprisingly, classroom management is often their bigger challenge.

2. Induction: Familiarize your transitional teacher with school procedures, expectations, community, etc. Provide the teacher with your faculty handbook, student handbook, policies, etc. Our students need to know about attendance, lunch count, lesson planning, assessment, curriculum, etc.

3. Mentor teacher: Administrators will have assigned a mentor teacher for the transitional teacher in the same building; preferably the mentor teacher will have the same teaching endorsement, but if not will be a seasoned “go-to” person. The mentor teacher will have, at a minimum, the following expectations:
   a) Formally meet with the transitional teacher once every week at a minimum for the first quarter of the school year; b) Each quarter have the transitional teacher visit another teacher’s classroom to observe (including their own); c) Provide the transitional teacher with assistance in instructional strategies, classroom management, school resources, collaboration, etc; d) Responsibility to support and guide the transitional teacher.

4. UNK Supervisor: The UNK Supervisor will plan to make four formal observations during the first semester of the school year and two formal observations during the second semester of the same school year. The last visit of the school year would ideally include a conference with the transitional teacher, supervisor, mentor teacher, and administrator. The purpose of this conference will be to reflect on the progress made by the transitional teacher in year one. In year two the supervisor will visit twice in the first semester and once in the second semester.

5. Evaluations: During the first year of the transitional teacher’s employment, administrators will conduct informal evaluations and formal evaluations according to their own local board policy, and during the second year administrators should complete the UNK mid-term clinical evaluation toward the end of the fall semester. Observations and performance evaluations should be discussed routinely at UNK supervisor visits. Improving teaching performance is the goal of any evaluation; be direct and let them know your expectations.

Continued on the next page →
6. **Communication:** Your support and guidance for the transitional teacher is very important to his/her success! Communication is the key to any partnership. Please feel free to contact the UNK supervisor with any questions or concerns. Our mutually shared goal is to produce quality teachers!

**This plan for mentoring and supervising the Transitional Permit Teacher must be provided annually** — please complete the following and attach the transitional teacher’s anticipated schedule:

Who will be the primary mentor for the Transitional Teacher at the school site?

Mentor name, position, and building: __________________________

- When will mentoring take place and how frequently (e.g., will release time be provided, after school, other)? __________________________

- Identify any other resources the school system may utilize to assure a high-quality mentoring/induction experience. __________________________

- Describe your plan for supervising the Transitional Teacher (at a minimum, the school system is responsible for evaluating the Transitional Teacher in accordance with its own board policies). __________________________

(attach additional page if necessary.)

I have read and understand the TCP Mentoring and Supervision Expectations for Transitional Teachers and have attached the Transitional Teacher’s anticipated schedule.

**Signatures:**

<table>
<thead>
<tr>
<th>School Administrator or Authorized Representative*</th>
<th>Date</th>
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<tbody>
<tr>
<td>UNK Supervisor</td>
<td>Date</td>
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<tr>
<th>Transitional Teacher</th>
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<tbody>
<tr>
<td>Mentor Teacher</td>
<td>Date</td>
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*If employed in a nonpublic school, the signature of the area or diocesan superintendent is required.