TAP Road Map (Fall 2018)

	Mentor and Beginning Teacher Checkpoints	Suggested Timeline
	1. Select a class that will be the focus of the TAP case study. The class may be one in which the beginning teacher faces particular challenges. Document every time you meet on the *Mentoring Log*.	**9/14/18 (Week 3)**
	2. With guidance from the mentor, the beginning teacher completes the *Class Background Study*.	**10/5/18 (Weeks 4-6)**
	3. Identify a class period when the mentor will observe the beginning teacher. With guidance from the mentor, the beginning teacher completes the *Plan for Learning*.	**10/26/18 (Weeks 7-9)**
	4. The mentor observes the beginning teacher, completing the *Data Collection Notes* for Clusters 1, 2, and 3.	**11/2/18 (Week 9-10)**
	5. The beginning teacher completes the *Learning Reflection*.	**11/2/18 (Week 9-10)**
	6. With the mentor's assistance, the beginning teacher completes the *Statement of Professional Responsibilities*.	**11/9/18 (Week 10-11)**
	7. The mentor completes the *Mentor Questionnaire*.	**11/9/18 (Week 10-11)**
	8. The mentor completes the *Data Collection Notes* for Cluster 4.	**11/9/18 (Week 10-11)**
	9. Using the *Data Collection Notes* for Clusters 1-4, the beginning teacher and mentor conference and review the developmental continuum in the *TxBESS Framework* for each performance standard (1a-4f), highlighting the descriptors that best represent the data collected. They determine the level of the beginning teacher's performance and note the level of performance on the *Data Summary*.	**11/30/18 (Weeks 11-13)**
	10. The beginning teacher and mentor develop an *Action Plan* for the second semester that is tied to the framework. The plan may include revisiting some of the earlier steps of the TAP, such as reviewing the Class Background Study, a focused mini-observation, or periodic reflections. Submit *Mentoring Log*, *Data Summary* and *Action Plan* to Human Resources Department.	**12/7/18 (Weeks 13-14)**