

CARL JUNCTION R-1 SCHOOL DISTRICT

**HANDBOOK
FOR
FIRST YEAR TEACHERS**

2025-2026



Submitted to the School Board for Approval

May , 2025

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Mentoring Outcome

Carl Junction's Mentoring Program endeavors to provide support for new educators so that each can be successful in fulfilling their calling/passion to positively impact the lives of their students and thus society. This is accomplished through building effective relationships with mentees, providing objective guidance and feedback, facilitating reflective thinking, and facilitating learning for educators that leads to learning for students.

District Administration

Superintendent of Carl Junction Schools

Dr. David Pyle

Assistant Superintendent (Curriculum/Instruction)

Dr. Theresa Wilson

Assistant Superintendent (Operations)

Kyle Williams

School Mentoring Support Team and Contact Information

Building Principal _____

Assistant Principal(s) _____

District Mentor _____

Building Buddy _____

Counselor _____

District Social Worker Victori Wright Ext. 2238

Ozark Center - Located in the Instructional Services Center Building: Ext. 2225

Important Numbers

Central Office: 417-649-7026

Building Secretary _____

AESOP ID Number _____ PIN Number _____

District Home Page: cjr1.org

Visit our website for district announcements and information!

- Staff Links Directory
 - Explore this for access to a variety of resources
 - Safety Trainings
- Human Resources
 - Certified Employee Information including Policies and Procedures
 - Board-Approved District Calendar

Beginning Teacher Program

FIRST-YEAR MENTORING SUPPORT

“Induction is a four-year comprehensive, coherent and sustained professional development process that is designed and implemented by a school district to train, mentor, support and retain newly certified educators. A high-quality induction process initiates novice educators into a lifelong career in the education profession which positively impacts student learning.”

Missouri Mentoring Framework, 2020, p.11

The purpose of the Carl Junction R-1 School District’s Mentoring Program is to promote excellence in teaching and to increase the retention of beginning teachers through a systematic and ongoing professional development program. This program provides a seamless progression of assistance and support from the beginning teacher level, Initial Professional Certificate (IPC), until induction to the master teacher level, Career Continuous Professional Certificate (CCPC).

- Collegial support and practical assistance will be given in order to help beginning teachers improve skills, increase student success, and remain in the profession.
- A district mentor and building buddy will be assigned to each beginning teacher to provide formal support; however, all relevant district/building staff are expected to offer informal support.
- The Professional Growth and Learning Committee, building principals, and district mentors will work in conjunction to make the program effective for beginning teachers based on an annual review/evaluation.

Beginning Teachers are to use the quarterly logs and various forms that are contained in this handbook or shared electronically to serve as a guide for communication between the Mentor and First-Year Teacher as required by the DESE’s Mentoring Program Standards. (5 CSR 20-400.380 1.E.13)

- Logs are designed to be a collaborative guide for the mentor/beginning teacher to facilitate and provide on-going meaningful contact, interaction, and discussion.
- The timeline of activities will be sequential and will correspond with typical activities and events occurring during the school year.
- Additional topics and activities will be added based on specific teacher needs in order to maximize the development of the relationship and the professional growth of the beginning teacher.
 - Needs Assessments will be sent periodically to determine specific needs.
- Handbooks will be reviewed yearly in alignment with our annual Mentor Program Evaluation and revisions may occur.

Beginning Teacher Outcome

As a result of active participation in Carl Junction's four year mentoring program, the beginning teacher will be committed to the profession, reflective of personal teaching practices, eager to build on practices which impact student achievement, effectively communicate with all stakeholders, and value personal growth in order to achieve continued professional success.

Responsibilities of the Beginning Teacher

- Be receptive of and have an understanding of the mentoring process (5 CSR 20-400.380)
 - Maintain documentation of communication between the Mentor and beginning teacher in the Mentoring Handbook
 - Participate in a Beginning Teacher Assistance Program (BTAP- 5 CSR 20-300.385)
 - Participate in the annual evaluation of the mentoring program
- Seek support and appreciate assistance
 - Value the building buddy/mentor as a partner who can offer insight, knowledge, and perspective
 - Be open to and receptive of constructive feedback
 - Work with the building buddy/mentor to develop positive relationships with colleagues, students, and families
 - Exhibit professional practices such as communicating in a timely manner
 - Network in and outside the school district
- Maintain confidentiality at all times
- Be reflective and evaluative of teaching practice and personal growth plan
- Develop a clear understanding of district policies and procedures with the mentor/buddy's assistance and be willing to comply with all district policy
 - Become familiar with the Mentoring Program Guiding Principles

Components of Beginning Teacher Mentoring Program

Mentor/Beginning Teacher Observations

- First-year teachers will be observed by their Mentor a minimum of five times during the school year.
 - At least twice during the first quarter and once each quarter thereafter
 - At least two of the observations will be recorded for reflection
- First-year teachers will be provided a minimum of three opportunities to observe Master Teachers and/or participate in Coaching Cycles with their mentor.
 - These will happen during the first, second and third quarter.

Additional time for observations will be considered if requested by the beginning teacher, mentor, or administration.

Group Collaboration

- Beginning Teachers will participate as a cohort in five group mentor meetings.
 - Topics will include those selected by the mentor and those suggested by beginning teachers based on their perception of instructional concerns, challenges, and successes which they are experiencing as noted on a Needs Assessment.
 - See the Activity Logs on pages 10-14 for additional topics of importance which will be addressed.

Individual Collaboration

- The mentor and beginning teacher may schedule time to co-plan and co-teach lessons.
- The mentor may model lessons in the beginning teacher's classroom as requested.

Beginning Teacher Support Resources Available in the Mentoring Office

- *The Effective Teacher*, Harry K. Wong DVD set
- The First Days of School, Harry K. and RoseMary T. Wong
- Tools for Teaching, Fred Jones
- The First 60 Days Of The School Year, Robert L. DeBruyn
- The Last 60 Days Of The School Year: Finishing Strong, Robert L. DeBruyn
- You Can Handle Them All, Robert L. DeBruyn and Jack L. Larson
- Cooperative Learning, Dr. Spencer Kagan

***DESE requires documentation for certification renewal. Documentation may be requested at the time of your upgrade from the Initial Professional Certificate to the Career Continuous Professional Certificate.**

The following should be documented and kept in the Beginning Teacher Portfolio:

- Mentoring Handbooks
- Log of hours you and your mentor meet, including a brief explanation of areas discussed
- Log of in-service hours, including any notes taken or certificates earned (form included in this handbook)
- List of organizations, committees, activities, etc., in which you are involved. Examples include MSTA, NEA, sororities, Special Olympics, coaching, etc.
- Minutes/agenda of staff meetings and PLCs; include any notes taken
- Professional Development Plan (PDP) that addresses the first two years in the classroom. Goals written should relate to the district's Network for Educator Effectiveness (NEE) evaluation criteria.
- Copies of your Performance-Based Teacher Evaluations (PBTE). (Summative from NEE)
- Certificate showing attendance at a Beginning Teacher Assistance Program (BTAP) Year One** at any DESE approved site. Examples include [Southwest Center for Educational Excellence in Webb City](#), [MSTA](#), [NEA](#), MSU, [MTDS](#), etc.
- Transcript to document college hours taken for professional development
- Master Teacher Observation (MTO)/Coaching Cycle schedule and supporting notes.
- Teaching certificate
- Letter of employment/teaching contract
- Updated resume

ALL DOCUMENTATION IS THE RESPONSIBILITY OF THE BEGINNING TEACHER AND SHOULD BE ON FILE IF REQUESTED.

Performance-Based Teacher's Evaluation (PBTE) through the Network for Educator Effectiveness (NEE):

Missouri certification guidelines require the successful completion of the annual PBTE.

- An overview of the PBTE process and required forms will be provided to all beginning teachers during district teacher induction.
- All PBTE forms that must be completed by the beginning teacher can be found on the NEE website. This website can be accessed from the Staff Links section on the District Home Page or at <https://neeadvantage.com/>.
- **Assistance in crafting your PD plan will be offered by mentors each fall.**

Mentoring Plan – First Year (General)

Specific deadlines will come from your building administrator.

<p style="text-align: center;">First Quarter</p> <ul style="list-style-type: none"> ❑ 2 Classroom Observations <ul style="list-style-type: none"> ❑ Lesson Reflection Forms (2) <u>completed</u> and discussed with Mentor afterwards ❑ Coaching Cycle/MTO <ul style="list-style-type: none"> ❑ Take notes to discuss ❑ Submit Green Eval afterwards ❑ Attend First Quarter, First Year Teacher Collaboration ❑ PD Plan Crafted and Submitted ❑ Benchmark Testing (i-Ready/IXL) Dyslexia Screening (K-3) 	<p style="text-align: center;">Second Quarter</p> <ul style="list-style-type: none"> ❑ Classroom Observation <ul style="list-style-type: none"> ❑ Lesson Reflection Form <u>completed</u> and discussed with Mentor afterwards ❑ Coaching Cycle/MTO <ul style="list-style-type: none"> ❑ Take notes to discuss ❑ Submit Green Eval afterwards ❑ Attend Second Quarter, First Year Teacher Collaboration ❑ Parent/Teacher Conferences ❑ SLO #1 Completed and Submitted ❑ Benchmark Testing (i-Ready/IXL)
<p style="text-align: center;">Third Quarter</p> <ul style="list-style-type: none"> ❑ Classroom Observation <ul style="list-style-type: none"> ❑ Lesson Reflection Form <u>completed</u> and discussed with Mentor afterwards ❑ Coaching Cycle/MTO <ul style="list-style-type: none"> ❑ Take notes to discuss ❑ Submit Green Eval afterwards ❑ Attend Third Quarter, First Year Teacher Collaboration ❑ SLO #2 Completed and Submitted ❑ UOI Crafted and Submitted ❑ Admin will schedule Student Surveys (4th - 12th) through NEE ❑ Benchmark Testing (i-Ready/IXL) and Dyslexia Screening (K-3) 	<p style="text-align: center;">Fourth Quarter</p> <ul style="list-style-type: none"> ❑ Classroom Observation <ul style="list-style-type: none"> ❑ Lesson Reflection Form <u>completed</u> and discussed with Mentor afterwards ❑ PD Plan – End of Year Comments and meet for Summative Eval ❑ Attend Fourth Quarter, First Year Teacher Collaboration ❑ Complete Survey of Mentoring Program (sent in April) ❑ Complete Student Information in Power School and Cumulative Files (watch for email from admin for specifics) ❑ Benchmark Testing (i-Ready/IXL) and Dyslexia Screening (K-3) ❑ MAP/EOC Testing

★ Attend Beginning Teacher Assistance Program (BTAP) **Year One** through Southwest Center or another DESE approved site during your first year.

First-Year and New-to-District Beginning of the Year Checklist

<p>Supplies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to place order for classrooms <ul style="list-style-type: none"> <input type="checkbox"/> Department Budget <input type="checkbox"/> What supplies are provided <ul style="list-style-type: none"> <input type="checkbox"/> Where supplies are stored 	<p>Resources and Equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Manuals, etc. <input type="checkbox"/> Copy machine location, policies and instructions <input type="checkbox"/> Equipment location <input type="checkbox"/> Media Center - equipment and resources
<p>Parking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parking lot location <input type="checkbox"/> Parking policies 	<p>Alarm:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disarming and arming (code) <input type="checkbox"/> Building protocols (sign-in/out)
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Crisis Manual - copy and post <input type="checkbox"/> Fire, Tornado, Earthquake Drills <input type="checkbox"/> Lock-down vs. Shelter in Place 	<p>Discipline Policy/Philosophy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BIST Protocols for Building <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Common Areas (halls, cafeteria, etc.)
<p>Schedules:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Calendar <ul style="list-style-type: none"> <input type="checkbox"/> Teacher In-Service schedule <input type="checkbox"/> Parent/Teacher Conferences <input type="checkbox"/> Open House - date and expectations <input type="checkbox"/> Arrival and Dismissal times (contract time) <input type="checkbox"/> Lunch Schedule and procedures/expectations <ul style="list-style-type: none"> <input type="checkbox"/> Student routine <input type="checkbox"/> Teacher routine <input type="checkbox"/> Elementary: <ul style="list-style-type: none"> <input type="checkbox"/> Specials Schedule and Expectations <input type="checkbox"/> Recess Duty Expectations <input type="checkbox"/> Supervision Assignments and Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Before/After school <input type="checkbox"/> Hall Duty between classes <input type="checkbox"/> Bus Procedures (Dismissal for Elementary) 	<p>Miscellaneous: May not apply to all</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Classroom Routines and Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Physical layout of classroom <input type="checkbox"/> Organizational tips <input type="checkbox"/> Chromebook and Ipad access <input type="checkbox"/> Locker Use Expectations <input type="checkbox"/> Cell-phone Policy <input type="checkbox"/> Field Trips <input type="checkbox"/> School Visitor Policy and Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Guest Speakers <input type="checkbox"/> School Volunteer Policy and Procedures <input type="checkbox"/> Building Culture: Flower/Coffee Fund, Jean Days <input type="checkbox"/> Extra-curricular Activities <input type="checkbox"/> Chaperoning School Events <input type="checkbox"/> Graduation Attendance Requirement (High School)
<p>Record Keeping:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance and Lunch Count (PowerSchool) <ul style="list-style-type: none"> <input type="checkbox"/> Seating Charts/Behavior Charts <input type="checkbox"/> Gradebook (PowerSchool) <ul style="list-style-type: none"> <input type="checkbox"/> Grade/Department Expectations/Deadlines <input type="checkbox"/> Standards Referenced <input type="checkbox"/> SLOs (Student Learning Outcomes) <input type="checkbox"/> Lesson Plans (Paper or Electronic) <input type="checkbox"/> Professional Development Hours 	<p>Family/Student Communication Policies and Expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canvas/Google Classroom <input type="checkbox"/> Email <input type="checkbox"/> Phone Calls <input type="checkbox"/> Remind App/CJ Bulldogs <input type="checkbox"/> Newsletters <ul style="list-style-type: none"> <input type="checkbox"/> Elementary: SeeSaw, Dojo, etc <input type="checkbox"/> Class Webpage (Contact Tracie Skaggs) <input type="checkbox"/> Social Media
<p>Essential Information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board Policy and Safety Trainings (MUSIC) <input type="checkbox"/> Staff Handbook Access (district/building) <ul style="list-style-type: none"> <input type="checkbox"/> Dress Code <input type="checkbox"/> Faculty/Staff Meeting Protocols <ul style="list-style-type: none"> <input type="checkbox"/> PLC Expectations <input type="checkbox"/> Building Goals and District Goals <input type="checkbox"/> EMBARC and other Curriculum resources <ul style="list-style-type: none"> <input type="checkbox"/> I Cans and Proficiency Scales <input type="checkbox"/> Unit of Instruction (UOI) <input type="checkbox"/> Professional Development Opportunities and Resources on Canvas; PGL Building Rep <input type="checkbox"/> SIT Team Referral Procedures (At-Risk students) <input type="checkbox"/> Intercampus Mail System <input type="checkbox"/> Chain of command for various needs 	<p>Attendance Policies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sick Day Procedures (Absence Management/AESOP) <ul style="list-style-type: none"> <input type="checkbox"/> Personal Days (2) <input type="checkbox"/> Substitute Folder Expectations <input type="checkbox"/> Policy and Procedure for leaving during the day <input type="checkbox"/> School Cancellation Procedures <hr/> <p>Staff Introductions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building, grade level, specials, counselor, Title Reading/Math, PBIS/Behavior staff, ISS supervisor <input type="checkbox"/> Office Staff - Secretaries, Resource Officer, Nurse, Social Worker <input type="checkbox"/> IT Staff - building and district <input type="checkbox"/> Building Maintenance and Kitchen Staff

MENTOR/BEGINNING TEACHER LOG
First Year Teacher
August Mentor Meeting 2025-2026

Please check all activities accomplished.

We:

- Met and got acquainted
- Met with Buddy and accomplished activities on the beginning of the year checklist (p. 9)
- Reviewed curriculum and Units of Instruction in EMBARC (June - Bulldog Academy)
- Reviewed and discussed Mentoring Handbook for First-Year Teachers
- Discussed components of the Beginning Teacher Mentoring Program including various forms
- Set up Professional Portfolio (print and/or electronic)
- Began logging PD hours on required form
- Discussed classroom management techniques, procedures and routines
- Discussed writing lesson plans
- Discussed attending the Beginning Teacher Assistance Program **Year One** offered by a college, university, MNEA, MSTA, or other DESE approved site (Southwest Center of Educational Excellence)
 - Registered for _____
- Scheduled two first quarter District Mentor classroom observations (one will be videoed)
- Scheduled first quarter Master Teacher Observation/Coaching Cycle
- Additional topics discussed today:
 - _____
 - _____

Signatures verify completion of activities and attendance at the Beginning Teacher group mentor collaboration.

Beginning Teacher/Date

Mentor/Date

MENTOR/BEGINNING TEACHER LOG
First Year Teacher
End of First Quarter 2025-2026

Please check all activities accomplished.

We:

- Celebrated/recognized accomplishments of first quarter
- Discussed attendance at a Beginning Teacher Assistance Program, how BTAP skills are correlated to school district goals, and how skills learned are being applied in the classroom
- Discussed first quarter grades and parent/teacher conferences
- Discussed student data, at-risk students, and the process of bringing a student before the Student Intervention Team (SIT)
- Discussed classroom concerns and challenges based on needs assessment survey
- Discussed Student Learning Outcomes (SLO) and Professional Development Plans (PDP)
- Verified completion and submission of first quarter documentation:
 - Lesson Reflection form from Mentor Observation
 - Video Lesson Reflection form from Mentor Observation/Coaching Cycle
 - Master Teacher Observation/Coaching Cycle notes and reflection
 - Green PD evaluation form sent to Dr. Theresa Wilson
- Scheduled second quarter Mentor classroom observation
- Scheduled second quarter Master Teacher Observation/Coaching Cycle
- Documented PD hours
- Additional topics discussed today:
 - _____
 - _____

Signatures verify completion of activities and attendance at the First Quarter group mentor collaboration.

Beginning Teacher/Date

Mentor/Date

MENTOR/BEGINNING TEACHER LOG
First Year Teacher
End of Second Quarter 2025-2026

Please check all activities accomplished.

We:

- Celebrated/recognized accomplishments of second quarter
- Discussed attendance at a Beginning Teacher Assistance Program, how BTAP skills are correlated to school district goals, and how skills learned are being applied in the classroom
- Discussed second quarter/semester grades and parent contact
- Reviewed student data, at-risk students, and the process of bringing a student before the SIT Team
- Discussed classroom concerns and challenges based on needs assessment survey
- Verified completion and submission of second quarter documentation:
 - Lesson Reflection form from Mentor Observation/Coaching Cycle
 - Master Teacher Observation/Coaching Cycle notes and reflection
 - Green PD evaluation form sent to Dr. Theresa Wilson
- Verified crafting of Professional Development Plan (PDP), submitted copy to the building principal, and completed the template online through NEE
- Reviewed SLO, discussed Student Surveys and Unit Of Instruction (UOI) expectations
- Scheduled third quarter Mentor classroom observation (video)
- Scheduled third quarter Master Teacher Observation/Coaching Cycle
- Documented PD hours
- Additional topics discussed today:
 - _____
 - _____

Signatures verify completion of activities and attendance at the Second Quarter group mentor collaboration.

Beginning Teacher/Date

Mentor/Date

MENTOR/BEGINNING TEACHER LOG
First Year Teacher
End of Third Quarter 2025-2026

Please check all activities accomplished.

We:

- Celebrated/recognized accomplishments of third quarter
- Discussed attendance at a Beginning Teacher Assistance Program, how BTAP skills are correlated to school district goals, and how skills learned are being applied in the classroom
- Discussed third quarter grades and parent contact
- Reviewed student data, at-risk students, and the SIT Team
- Discussed classroom concerns and challenges based on needs assessment survey
- Discussed Summative Evaluations
- Reviewed progress towards NEE Professional Development Plan, Unit of Instruction (UOI), and Student Learning Outcomes (SLO)
- Verified completion and submission of third quarter documentation:
 - Video Lesson Reflection form from Mentor Observation/Coaching Cycle
 - Master Teacher Observation/Coaching Cycle notes and reflection
 - Green PD evaluation form sent to Dr. Theresa Wilson
- Scheduled fourth quarter Mentor classroom observation
- Documented PD hours
- Additional topics discussed today:
 - _____
 - _____

Signatures verify completion of activities and attendance at the Third Quarter group mentor collaboration.

Beginning Teacher/Date

Mentor/Date

MENTOR/BEGINNING TEACHER LOG
First Year Teacher
End of Fourth Quarter 2025-2026

Please check all activities accomplished.

We:

- Celebrated/recognized accomplishments of the fourth quarter
- Reflected upon the first year of teaching
- Discussed attendance at a Beginning Teacher Assistance Program, how BTAP skills are correlated to school district goals, and how skills learned are being applied in the classroom
- Discussed fourth quarter/second semester grades, at-risk students, and parent contact
- Discussed activities/duties required for the end of the school year
- Reviewed NEE Professional Development Plan for upcoming school year
- Verified completion and submission of fourth quarter documentation:
 __ Lesson Reflection form from Mentor Observation
- Evaluated Mentoring Program by completing the online survey
- Documented and Finalized PD hours (copy of form sent to Dr. Theresa Wilson)
- Additional topics discussed today:

- _____
- _____
- _____

Signatures verify completion of activities and attendance at the Fourth Quarter group mentor collaboration.

Beginning Teacher/Date

Mentor/Date

First Year Teachers - Mentoring Plan
2025-26 School Year

Name: _____ Contact Number: _____
 Building: _____ Room Number: _____
 Subjects: _____ Building Buddy: _____

DESE Required Beginning Teacher Assistance Program (BTAP) Year One: _____

	Quarter 1		Quarter 2	Quarter 3	Quarter 4
Group Collaboration Dates					
Classroom Observation Dates					
Post Observation Dates					
	Semester 1			Semester 2	
Coaching Cycle/Master Teacher Observation Dates					
Master Teachers Observed					

Notes: This documentation is for your records. The time spent in Group Collaborations (Mentor Meetings) and in Master Teacher Observations/Coaching Cycles count as part of your required Professional Development Hours. The Classroom Observation Dates and the date you attended and received certification for your **Beginning Teacher Assistance Program (BTAP) Year One** (usually through Southwest Center) will need to be added to Section B of the Required PD Hours form. Let us know what questions you have!

Lesson Reflection

Please complete this lesson reflection within 24 hours and schedule a time for a follow-up conversation with your mentor.

Teacher: _____ Grade/Subject _____

Date and Time of Observation: _____

Curriculum Objective(s) or I Can statement(s) to which the lesson aligned (NEE 3.1):

1. Were my instructional goals met? What evidence is there that the goals and learning outcomes were or were not met? (NEE 3.1)
2. What formative assessment(s) did I use to check for student understanding ensuring that the goal/objective(s) were met for this lesson? (NEE 7.4)
3. Based on this formative assessment data, did I change my goals or instructional plan as I taught the lesson? Why or why not? (NEE 7.4)
4. To what extent were my students productively engaged in the content during the lesson? In problem solving and critical thinking? How do I know? (NEE 1.2 and 4.1)
5. What were the most effective instructional strategies I used in this lesson to help students meet the learning goals? How did these strategies impact cognitive engagement in the content? (NEE 1.2)
6. How effective was my use of instructional time and how seamless were my transitions? What evidence supports this? (NEE 5.2)
7. What classroom management strategies/routines/procedures did I utilize during this lesson? (NEE 5.2)
8. If I had the opportunity to teach this lesson again to this same group of students, what might I keep the same and what might I do differently? Why?
9. What additional assistance, support, or resources might have enhanced this lesson?
10. What did I learn about myself, my students, and my instruction from this lesson reflection?

Video Lesson Reflection

Please complete prior to our follow-up visit.

Teacher: _____ Grade/Subject: _____

Date and Time of Observation: _____

My personal growth goal for this observation:

Curriculum Objective(s) or I Can statement(s) to which the lesson aligned (NEE 3.1)

***You do not need to answer each bullet.** Use these to guide your personal reflection and then give a few general statements to the questions listed below

Reflect on the goal you set for this lesson.

	Focus	Guiding Questions
First Watch	Watch the video in its entirety: <i>What are your thoughts about the lesson in general?</i>	<ul style="list-style-type: none"> ● What do you notice overall? ● Did the lesson go the way you thought it would go? ● Identify three strengths of the lesson. ● Identify one area to target for improvement.
Second Watch	Watch the Students <i>How well are students engaged and complying with your lesson expectations? (NEE 4.1)</i>	<ul style="list-style-type: none"> ● Approximately what percent are engaged? ● What did you see that you wanted to see in your students? ● What did you see that you would like to change? ● What classroom procedures do you notice students accomplish with efficiency? ● What routines and procedures need additional explicit instruction and practice? ● How seamless were transitions?
Third Watch	Watch Yourself <i>What decisions did you make during the lesson in response to students' degree of compliance and/or learning?</i>	<ul style="list-style-type: none"> ● What did you see that you wanted to see in yourself? ● What did you see that you would like to change? ● What instructional routines are in place? ● Which instructional strategies were most effective? ● What formative assessments did you use and how did they impact your instruction? (NEE 7.4) ● How did you address off-task behaviors?

Did the lesson go the way you thought it would go?

- If so, how? If not, what steps do you need to take next?
- What strategies/resources could your mentor provide to help you accomplish your goal?
- What new learning have you constructed through this process that you will carry forward and apply to your practice?

Student-Centered Coaching Tool

Adapted from Diane Sweeney's Student-Centered Coaching

Formative Assessment

Teacher:		Coach:	
Coaching Cycle Focus (Grade/Subject/Content):		Dates of Coaching Cycle:	
Standards-Based Goal What is the goal for student learning?	Focus for Teacher Learning What instructional practices will help students reach the goal?	Student-Centered Coaching What coaching practices will be implemented during this coaching cycle?	Teacher Learning As a result of the coaching, what instructional practices are being used on a consistent basis?
Students will...	Teacher(s) will...	In relation to the goal, students are...	
Standard(s) (codes):		Baseline Data:	
		Baseline Data:	
		Students :	# %
Below Basic (0-59%)		Below Basic (0-59%)	1 4%
Basic (60-69%)		Basic (60-69%)	10 42%
Proficient (70-89%)		Proficient (70-89%)	13 54%
Advanced (90-100%)		Advanced (90-100%)	0 0%
TOTAL		TOTAL	24 100%

Follow-up plan for students who did not reach the goal:

Teacher and Coach Reflections

What worked well for you during our collaboration and coaching work?

How do you feel our collaboration positively impacted the students?

What were any challenges or missed opportunities during our work together?

What are some next steps we can take?

Sample

Master Teacher Observation Schedule and Notes

Carl Junction R-1 School District

(We will send a form similar to the one below in which you will type your observation notes.)

Name: _____ Date: _____

My goal/instructional focus for this observation is: _____

While observing, look for the following Indicators of Effective Classroom Instruction:

- **Classroom management techniques**
- **Transitions/pacing of lesson**
- **Evidence of prior planning**
- **Student engagement**
- **Development of positive classroom environment**
- Brain-based teaching strategies
- Differentiated instruction
- Teacher wait time
- Teacher/student talk ratio
- Formative assessment/descriptive feedback
- Questioning to promote higher order thinking/DOK levels
- Teacher flexibility/response to student needs

8:00-9:30	1 st block – (teacher and subject) <ul style="list-style-type: none"> ● Used Kahoot as a formative assessment tool
9:35-11:00	2 nd block – (teacher and subject)
11:05-1:03	3 rd block – (teacher and subject)
12:36-1:03	D Lunch
1:08-2:33	4 th block – (teacher and subject)
2:38-3:05	Meet with Mentor in office

General Notes from each teacher observed
Ideas/Personal connections for my own classroom instruction:
What evidence of student achievement did I notice?
What overall impact will this observation have on my instruction?
I want to remember...
Questions I have for my Mentor:

Following your observation, please make a copy to keep in your Professional Portfolio.

Carl Junction R-1 School District
PROFESSIONAL DEVELOPMENT GUIDELINES
for Documentation of Professional Development Hours
Earning 15 hours yearly

- Professional Development is defined as:
 - Any activity that addresses one of the following goals: MSIP, CSIP, Professional Development, individual Professional Development Plan, or any course taken for college credit.
- All certified staff members must document their professional development hours (a minimum of 15 hours required).
- If you attend a multiple day workshop, you may earn a maximum of six (6) professional development hours per day.
- Actual seat time should be calculated in all other cases and documented in 15 minute increments.
- Administrators, group leaders, etc. may notify you of PD hours earned during professional development with them.
- One (1) College Credit is equal to all 15 professional development hours.
- A Professional Development year runs from May 1 to April 30.
- Hours can be documented for any professional development activity including contract or non-contract time and even if a stipend is earned.
- Continue to document hours even after you have earned the 15 required.

These forms may be accessed electronically when on the Carl Junction servers.

- Select the File Explorer icon from the desktop.
- Select the Forms drive (Q: drive) from the left hand menu.
- Scroll down and select the Professional Growth and Learning folder.
- Select PGL Goal Setting Day
- Select PGL Forms for 2025-26
- Select the Required Professional Development for Educators
- Once there, go to file, save as, and save this document on the desktop/documents so you will be able to find it as you need it.
- **You will access this document throughout the year, documenting all professional development you participate in during the school year.**

There is also a *Professional Growth and Learning Portal* accessible through **Canvas**. This form can be viewed/saved by downloading the **PD Handbook**. (p. 30)

REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Certificate Documentation

(All teachers should complete Sections A & D and either B or C)

A: CARL JUNCTION R-1 SCHOOL DISTRICT

Educator Name: _____ Year of first teaching contract: _____
 Current School Year: _____ (May 1 to April 30) Expiration date of current certificate: _____

I currently hold the following certificate for the area in which I am teaching:

Lifetime Initial (PC1) Career (PCII or CPC) Provisional Temporary Other:

Date of Current Year's PBTE Summative Evaluation	Name of Evaluator

B: To Be Completed by Initial (or PC1) Certificate Holders only.

Mentor	Subject Area/ Grade Level	Observation Date(s)	Meeting/Discussions	Year

Beginning Teacher Assistance Program at:
 Date(s): _____

C: To be completed by Career Continuous Professional Certificate (or PCII or CPC) holders only.

I have the following: (Check all that apply.)
 Ten Years of Teaching Experience
 A Master's Degree
 Rigorous National Certification

D. Professional Development Documentation

Date/ Year	Name of Class/Course/Conf., etc.	Description	Contact Hours
6/11/24	Bulldog Academy Day 1	Safety Trainings; Buddy meet	7.0
6/12/24	Bulldog Academy Day 2	Curriculum (Embarc); Content Literacy	7.0
*6/13/24	Bulldog Academy Day 3	K-6 Literacy Day	7.0
*8/6/24	Bulldog Academy Day 4	1st Yr Mentoring	7.0
8/7/24	Bulldog Academy Day 5	District Technology and Initiatives; NEE	7.0
8/8/24	Bulldog Academy Day 6	Community Welcome; Meet w/Principal	7.0
TOTAL HOURS			

Initial Certification requires a total of 30 contact hours over a four-year period. (Attach additional form if needed) Career Certification requires 15 contact hours yearly. **Make a copy of this form and email to Theresa Wilson/Mary Matney on or before May 15. Educator keeps a copy.**

Office Use Only: Educator _____ met the yearly requirements to continue his/her current certificate of license to teach.
 Yes _____ No _____

MISSOURI TEACHER CERTIFICATION REQUIREMENTS

As a teacher, it is your responsibility to stay informed as to the renewal date of your teaching certificate. or

- The **Initial Professional Certificate (IPC)** is a four-year certificate issued to new graduates or individuals with fewer than four years of teaching experience. It requires:
 - Completion of a background check issued by the Highway Patrol & FBI
 - Completion of four years of contracted teaching experience
 - Participation in mandated two years of a district-provided mentoring program. (CJ provides support all four years of your IPC)
 - Year 1 Mentor: _____
 - Year 2 Mentor: _____
 - Year 3 Mentor: _____
 - Year 4 Mentor: _____
 - Participation in a Beginning Teacher Assistance Program (BTAP) **Year One & Two**
 - Dates: _____
 - Location: _____
 - Completion of 30 contact hours of professional development each year during the four-year initial certification (may include college credit)
 - Develop and maintain the district-approved Professional Development Plan
 - Successful completion of annual Performance Based Teacher Evaluation (PBTE)

 - The **Career Continuous Professional Certificate (CCPC)** replaces the IPC. It is a continuous (life) certificate based on:
 - Paying an application fee
 - Yearly completion of 15 contact hours of professional development (may include college credit)
 - Successful completion of yearly PBTE
- OR**
- An individual can become exempt from the annual 15 contact hours requirement by obtaining two of the following:
 - Ten years of teaching experience
 - A master's degree
 - Date: _____
 - College/University: _____
 - Degree: _____
 - Rigorous national certification approved by the State Board of Education
 - Date: _____

Requests for extensions, renewals or other matters relating to your certification must be submitted in writing to: Educator Certification, P.O. Box 480, Jefferson City, MO 65102-0480
Please include your current home mailing address and any documents that support your request.

From our school homepage, you may access the DESE website under staff links, or you may go to <http://dese.mo.gov/>. You may email them at certification@dese.mo.gov, call (573) 751-0051.

- From DESE's homepage-
 - Select the ***Educator Certification*** icon located under the scrolling ribbon or use this direct link:
 - <https://dese.mo.gov/educator-quality/certification>
- From there, select ***Certification Account Portal***. This takes you to the **DESE Applications** Sign-in page.
 - You will need to create an account or sign into your existing account.
 - Once this has been done, you will select the ***Educator Certification System*** under the **Secure Access** section.

Tips offered by DESE include:

- Become familiar with the DESE Applications by reading the [guide](#).
- Log into **DESE Applications** and update your profile, if needed.
- All applications are located in the menu to the left of your profile page.
- Choose the certificate that you wish to upgrade. Please remember that all certificates have requirements that must be met in order to upgrade. Requirements will include a minimum of four (4) years of work experience in the certification area, professional development hours and mentoring.
- **Upgrade applications should only be submitted no sooner than 30 days prior to the expiration date of the certificate.**

My Initial Professional Certificate expires on: _____

DESE Applications:

User ID: _____ Password: _____

CARL JUNCTION R-1 SCHOOL DISTRICT

**HANDBOOK
FOR
*SECOND-YEAR TEACHERS***

2025-2026



Submitted to the School Board for Approval

May , 2025

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Support Team Members

Building Administrators: _____

District Mentor: _____

Building Buddy: _____

Counselor: _____

District Social Worker: Victori Wright Ext. 2238

Ozark Center - Located in the Instructional Services Center Building: Ext. 2225

Mentoring Outcome

Carl Junction's Mentoring Program endeavors to provide support for new educators so that each can be successful in fulfilling their calling/passion to positively impact the lives of their students and thus society. This is accomplished through building effective relationships with mentees, providing objective guidance and feedback, facilitating reflective thinking, and facilitating learning for educators that leads to learning for students.

Beginning Teacher Program

SECOND-YEAR MENTORING SUPPORT

“Induction is a four-year comprehensive, coherent and sustained professional development process that is designed and implemented by a school district to train, mentor, support and retain newly certified educators. A high-quality induction process initiates novice educators into a lifelong career in the education profession which positively impacts student learning.”

Missouri Mentoring Framework, 2020, p.11

The Second-Year Mentoring Program is a continuation of the First-Year Mentoring Program. All information and guidelines appearing in the First-Year Plan will be continued and followed during the second year. Second-Year Teachers are to use the logs and various forms that are contained in this handbook or shared electronically to serve as a guide for communication between the Mentor and Second-Year Teacher as required by the DESE’s Mentoring Program Standards (5 CSR 20-400.380 1.E.13). Handbooks will be reviewed yearly in alignment with our annual Mentor Program Evaluation and revisions may occur.

Second-Year Teachers will refer to their First-Year Handbook as a resource/reference during the school year. Any Second-Year Teacher new to the district will be given a First-Year Handbook as well as a Second-Year Handbook.

Mentor/Beginning Teacher Observations:

- Second-Year Teachers will be provided time to observe Master Teachers and/or participate in a coaching cycle with their mentor once each semester.
- Second-Year Teachers will be observed by their Mentor four times during the school year
 - Two of these observations will be video recorded for reflection using the Video Lesson Reflection template found in this guide.

Additional time for observations will be considered if requested by the Second-Year Teacher, Mentor, or Administration (See Year 1 Plan for specific guidelines).

Group Collaboration:

- Second-Year Teachers will participate as a cohort in four group mentor meetings.
 - A Needs Assessment will be sent prior to each meeting so teachers have input on the meeting content.
 - See the Activity Log on page 5 for additional topics of importance which might be addressed.

Continue Portfolio:

- **Certificate showing attendance at a Beginning Teacher Assistance Program (BTAP) Year Two** at any DESE approved site. Examples include [Southwest Center](#) for Educational Excellence in Webb City, [MSTA](#), [NEA](#), MSU, [MTDS](#), etc.

Mentoring Plan - Second Year (General)

Specific deadlines will come from your administration.

<p style="text-align: center;">First Quarter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend August Group Collaboration <input type="checkbox"/> Video Classroom Observation <ul style="list-style-type: none"> <input type="checkbox"/> Video Lesson Reflection Form <u>completed</u> and discussed with Mentor a day or two afterwards <input type="checkbox"/> Benchmark Testing (i-Ready/IXL) <input type="checkbox"/> PD Plan Crafted and Submitted <input type="checkbox"/> SLO #1 and #2 Crafted and Submitted <input type="checkbox"/> Grades, Parent/Teacher Conferences 	<p style="text-align: center;">Second Quarter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend Fall Group Collaboration <input type="checkbox"/> Classroom Observation <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Reflection Form <u>completed</u> and discussed with Mentor a day or two afterwards <input type="checkbox"/> Benchmark Testing (i-Ready/IXL) <input type="checkbox"/> SLO #1 Completed and Submitted <input type="checkbox"/> Grades
<ul style="list-style-type: none"> <input type="checkbox"/> Coaching Cycle/MTO First Semester <ul style="list-style-type: none"> <input type="checkbox"/> Take notes for reflection and discussion <input type="checkbox"/> Submit Green Evaluation Form to Dr. Wilson afterwards 	
<p style="text-align: center;">Third Quarter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend Winter Collaboration <input type="checkbox"/> Video Classroom Observation <ul style="list-style-type: none"> <input type="checkbox"/> Video Lesson Reflection Form <u>completed</u> and discussed with Mentor a day or two afterwards <input type="checkbox"/> SLO #2 Completed and Submitted <input type="checkbox"/> UOI Crafted and Submitted <input type="checkbox"/> Admin will schedule Student Surveys (4th - 12th) through NEE <input type="checkbox"/> PD Plan - End of Year Comments and meet for PBTE/NEE Summative Eval <input type="checkbox"/> Benchmark Testing and Grades 	<p style="text-align: center;">Fourth Quarter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend Spring Collaboration <input type="checkbox"/> Classroom Observation <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Reflection Form <u>completed</u> and discussed with Mentor a day or two afterwards <input type="checkbox"/> Complete Survey of Mentoring Program (sent in April) <input type="checkbox"/> MAP/EOC/Benchmarks and Grades <input type="checkbox"/> Complete Student Information in Power School and Cumulative Files (watch for email from admin for specifics) <input type="checkbox"/> Complete Inventory
<ul style="list-style-type: none"> <input type="checkbox"/> Coaching Cycle/MTO Second Semester <ul style="list-style-type: none"> <input type="checkbox"/> Take notes for reflection and discussion <input type="checkbox"/> Submit Green Evaluation Form to Dr. Wilson afterwards 	

★ Attend Beginning Teacher Assistance Program (BTAP) Year Two through Southwest Center or another DESE approved site during your first year.

MENTOR/BEGINNING TEACHER LOG

Second-Year Teacher, **2025-2026**

<i>Please list the approximate date of the activity on the form below.</i>	<i>August or Fall</i>	<i>Winter</i>	<i>Spring</i>
Met and got acquainted or reacquainted			
Discussed attendance at the Beginning Teacher Assistance Program (BTAP) Year Two			
Recognized and celebrated accomplishments			
Discussed Professional Development Plan (August/Fall) Discussed Progress towards PD plan completion (Winter) Finalized PDP and submitted copy to principal (Spring)			
Completed semester observation of Master Teachers <ul style="list-style-type: none"> • Completed/submitted Coaching Cycle/Master Teacher Observation notes to Mentor and met for reflection • Completed and mailed the green evaluation form to Dr. Theresa Wilson 			
Observed by District Mentor (two video recorded) <ul style="list-style-type: none"> • Completed/submitted the Lesson Reflection to Mentor • Discussed observation and video reflection 			
Discussed topics as needed: grades, conferences, at-risk students, grade specific curriculum, UOI, and assessments			
Discussed classroom concerns and pressing needs noted on the Needs Assessment Survey			
Documentation of professional development hours <ul style="list-style-type: none"> • Discussed PD opportunities (Fall/Winter) • Finalized PD hours/copy sent to Dr. Wilson (Spring) 			
Completed Mentor Program Evaluation Survey (April)			
Attended Second-Year Mentor Meetings			
Mentor Initial to Verify Participation			

Signatures verify that we have accomplished the activities dated above.

Mentor/Date

Second Year Teacher/Date

Second Year Teachers - Mentoring Plan
2025-26 School Year

Name: _____ Contact Number: _____
 Building: _____ Room Number: _____
 Subjects: _____ Building Buddy: _____

DESE Required Beginning Teacher Assistance Program (BTAP) Year One & Two:

	First Semester		Second Semester	
Group Collaboration Dates				
Classroom Observation Dates				
Post Observation Dates				
Master Teacher Observation Dates				
Master Teachers Observed				

Notes: This documentation is for your records. The time spent in Group Collaborations (Mentor Meetings) and in Coaching Cycles/Master Teacher Observations count as part of your required Professional Development Hours. The Classroom Observation Dates and the date you attended and received certification for your Beginning Teacher Assistance Program **(BTAP) Year Two** (usually through Southwest Center) will need to be added to Section B of the Required PD Hours form. Let us know what questions you have!

Lesson Reflection

Please complete this lesson reflection within 24 hours and schedule a time for a follow-up conversation with your mentor.

Teacher: _____ Grade/Subject _____

Date and Time of Observation: _____

Curriculum Objective(s) or I Can statement(s) to which the lesson aligned (NEE 3.1):

1. Were my instructional goals met? What evidence is there that the goals and learning outcomes were or were not met? (NEE 3.1)
2. What formative assessment(s) did I use to check for student understanding ensuring that the goal/objective(s) were met for this lesson? (NEE 7.4)
3. Based on this formative assessment data, did I change my goals or instructional plan as I taught the lesson? Why or why not? (NEE 7.4)
4. To what extent were my students productively engaged in the content during the lesson? In problem solving and critical thinking? How do I know? (NEE 1.2 and 4.1)
5. What were the most effective instructional strategies I used in this lesson to help students meet the learning goals? How did these strategies impact cognitive engagement in the content? (NEE 1.2)
6. How effective was my use of instructional time and how seamless were my transitions? What evidence supports this? (NEE 5.2)
7. What classroom management strategies/routines/procedures did I utilize during this lesson? (NEE 5.2)
8. If I had the opportunity to teach this lesson again to this same group of students, what might I keep the same and what might I do differently? Why?
9. What additional assistance, support, or resources might have enhanced this lesson?
10. What did I learn about myself, my students, and my instruction from this lesson reflection?

Video Lesson Reflection

Please complete prior to our follow-up visit.

Teacher: _____ Grade/Subject: _____

Date and Time of Observation: _____

My personal growth goal for this observation:

Curriculum Objective(s) or I Can statement(s) to which the lesson aligned (NEE 3.1)

*You do not need to answer each bullet. Use these to guide your personal reflection and then give a few general statements to the questions listed below.

	Focus	Guiding Questions
First Watch	Watch the video in its entirety: <i>What are your thoughts about the lesson in general?</i>	<ul style="list-style-type: none"> ● What do you notice overall? ● Did the lesson go the way you thought it would go? ● Identify three strengths of the lesson. ● Identify one area to target for improvement.
Second Watch	Watch the Students <i>How well are students engaged and complying with your lesson expectations? (NEE 4.1)</i>	<ul style="list-style-type: none"> ● Approximately what percent are engaged? ● What did you see that you wanted to see in your students? ● What did you see that you would like to change? ● What classroom procedures do you notice students accomplish with efficiency? ● What routines and procedures need additional explicit instruction and practice? ● How seamless were transitions?
Third Watch	Watch Yourself <i>What decisions did you make during the lesson in response to students' degree of compliance and/or learning?</i>	<ul style="list-style-type: none"> ● What did you see that you wanted to see in yourself? ● What did you see that you would like to change? ● What instructional routines are in place? ● Which instructional strategies were most effective? ● What formative assessments did you use and how did they impact your instruction? (NEE 7.4) ● How did you address off-task behaviors?

Reflect on the goal you set for this lesson.

Did the lesson go the way you thought it would go?

- If so, how? If not, what steps do you need to take next?
- What strategies/resources could your mentor provide to help you accomplish your goal?
- What new learning have you constructed through this process that you will carry forward and apply to your practice?

Student-Centered Coaching Tool

Adapted from Diane Sweeney's Student-Centered Coaching

Formative Assessment

Teacher:		Coach:	
Coaching Cycle Focus (Grade/Subject/Content):		Dates of Coaching Cycle:	
Standards-Based Goal What is the goal for student learning?	Focus for Teacher Learning What instructional practices will help students reach the goal?	Student-Centered Coaching What coaching practices will be implemented during this coaching cycle?	Student Learning How did student achievement increase as a result of the coaching cycle?
Students will...	Teacher(s) will...	Teacher is...	In relation to the goal, students are...
Standard(s) (codes):			
Baseline Data:			
Students :	#	%	# %
Below Basic (0-59%)	11	46%	1 4%
Basic (60-69%)	12	50%	10 42%
Proficient (70-89%)	1	4%	13 54%
Advanced (90-100%)	0	0%	0 0%
TOTAL	24	100%	24 100%

Follow-up plan for students who did not reach the goal:

Teacher and Coach Reflections

What worked well for you during our collaboration and coaching work?

How do you feel our collaboration positively impacted the students?

What were any challenges or missed opportunities during our work together?

What are some next steps we can take?

Sample
Master Teacher Observation Schedule and Notes
Carl Junction R-1 School District

(We will send a form similar to the one below in which you will type your observation notes.)

Name: _____ Date: _____

My goal/instructional focus for this observation is:

8:00-9:30	1 st block – (teacher and subject) <ul style="list-style-type: none"> ● Used Kahoot as a formative assessment tool
9:35-11:00	2 nd block – (teacher and subject)
11:05-1:03	3 rd block – (teacher and subject)
12:36-1:03	D Lunch
1:08-2:33	4 th block – (teacher and subject)
2:38-3:05	Meet with Mentor in office

Indicators of Effective Classroom Instruction:

- **Classroom management techniques**
- **Transitions/pacing of lesson**
- **Evidence of prior planning**
- **Student engagement**
- **Development of positive classroom environment**
- Brain-based teaching strategies
- Differentiated instruction
- Teacher wait time
- Teacher/student talk ratio
- Formative assessment/descriptive feedback
- Questioning to promote higher order thinking/DOK levels
- Teacher flexibility/response to student needs

General Notes from each teacher observed:
Ideas/Personal connections for my own classroom instruction:
What evidence of student achievement did I notice?
What overall impact will this observation have on my instruction?
I want to remember...
Questions I have for my Mentor:

Following your observation, please make a copy to keep in your Professional Portfolio.

Carl Junction R-1 School District
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for Documentation of Professional Development Hours
Earning 15 hours yearly

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(All teachers should complete Sections A & D and either B or C)

A: CARL JUNCTION R-1 SCHOOL DISTRICT	
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Current School Year: _____ (May 1 to April 30) Expiration date of current certificate: _____	
I currently hold the following certificate for the area in which I am teaching: Lifetime Initial (PC1) Career (PCII or CPC) Provisional Temporary Other: _____	
Date of Current Year's PBTE Summative Evaluation	Name of Evaluator

B: To Be Completed by Initial (or PC1) Certificate Holders only.				
---	--	--	--	--

Mentor	Subject Area/ Grade Level	Observation Date(s)	Meeting/Discussions	Year

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C: To be completed by Career Continuous Professional Certificate (or PCII or CPC) holders only.
--

I have the following: (Check all that apply.)

- Ten Years of Teaching Experience
 A Master's Degree
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D. Professional Development Documentation			
--	--	--	--

Date/ Year	Name of Class/Course/Conf., etc.	Description	Contact Hours
TOTAL HOURS			

Initial Certification requires total of 30 contact hours over four-year period. (Attach additional form if needed)
 Career Certification requires 15 contact hours yearly.

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 - Dates: _____
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 - Completion of 30 contact hours of professional development each year during the four-year initial certification (may include college credit)
 - Follow a district-approved Professional Development Plan
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Please include your current home mailing address and any documents that support your request.

From our school homepage, you may access the DESE website under staff links, or you may go to <http://dese.mo.gov/>. You may email them at certification@dese.mo.gov, call (573) 751-0051.

- From DESE's homepage-
 - Select the ***Educator Certification*** icon located under the scrolling ribbon or use this direct link:
 - <https://dese.mo.gov/educator-quality/certification>
- From there, select ***Certification Account Portal***. This takes you to the **DESE Applications Sign-in** page.
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- **Upgrade applications should only be submitted no sooner than 30 days prior to the expiration date of the certificate.**

My Initial Professional Certificate expires on: _____

DESE Applications:

User ID: _____

Password: _____

CARL JUNCTION R-1 SCHOOL DISTRICT

HANDBOOK
FOR
THIRD- AND FOURTH-YEAR
TEACHERS

2025-2026



Submitted to the School Board for Approval
May , 2025

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Carl Junction's Mentoring Program endeavors to provide support for new educators so that each can be successful in fulfilling their calling/passion to positively impact the lives of their students and thus society. This is accomplished through building effective relationships with mentees, providing objective guidance and feedback, facilitating reflective thinking, and facilitating learning for educators that leads to learning for students.

THIRD- AND FOURTH-YEAR MENTORING SUPPORT

Initial Professional Certification (IPC) Probationary Teachers

“Induction is a four-year comprehensive, coherent and sustained professional development process that is designed and implemented by a school district to train, mentor, support and retain newly certified educators. A high-quality induction process initiates novice educators into a lifelong career in the education profession which positively impacts student learning.”

Missouri Mentoring Framework, 2020, p.11

The Third- and Fourth-Year Mentoring Program is a continuation of the Beginning Teacher Mentoring Program. All information and guidelines appearing in the Mentoring Program will be continued and followed during the third and fourth year. In order to facilitate the growth of the Probationary Teacher, third- and fourth-year teachers are to use the logs and various forms that are contained in this handbook or shared electronically to serve as a guide for communication between the Mentor and Probationary Teacher as required by the DESE’s Mentoring Program Standards (5 CSR 20-400.380 1.E.13). Handbooks will be reviewed yearly in alignment with our annual Mentor Program Evaluation and revisions may occur.

Third- and Fourth-Year Teachers may refer to their First- and Second-Year Handbooks as a resource/reference during the school year. Any Third- or Fourth-Year Teacher new to the district will be given a First-Year Handbook as a resource.

Probationary Teacher Observations:

- Third- and Fourth-Year Teachers will be provided time to observe Master Teachers and/or participate in a coaching cycle with their mentor once each year.
 - You will have the option to go outside the school district for this observation. You may also choose to participate in an [Instructional Round](#) or [Bulldog Learning Lab](#) as an alternative to the Master Teacher Observation.
- Third- and Fourth-Year Teachers will be observed by their Mentor once each semester.
 - Both of these observations will be video recorded for reflection using the Video Lesson Reflection template found in this guide.

Additional time for observations will be considered if requested by the Third- or Fourth-Year Teacher, Mentor, or Administration (See Year 1 Mentoring Plan for specific guidelines).

Group Collaboration:

- Third- and Fourth-Year Teachers will participate as a cohort in three group mentor meetings.
 - A Needs Assessment will be sent prior to each meeting so teachers have input on the meeting content.
 - See the Activity Log on page 5 for additional topics of importance which might be addressed.

Mentoring Plan - Third- and Fourth-Year (General)

Specific deadlines will come from your administration.

First Semester

- Attend Fall Gathering: Third- and Fourth-Year Teacher Collaboration**
- 1 videoed Classroom Observation**
 - Video Lesson Reflection Form completed and discussed with Mentor a day or two afterwards**
- Benchmark Testing (i-Ready, IXL, Dyslexia Screening K-3)
- PD Plan Crafted and Submitted
- SLO #1 Completed and Submitted
- Grades and Parent/Teacher Conferences

- MTO, Coaching Cycle, Instructional Round, or Bulldog Learning Lab**
 - Take notes for reflection and discussion**
 - Submit Green Evaluation Form to Dr. Wilson afterwards**

Second Semester

- Attend Winter Gathering: Third- and Fourth-Year Teacher Collaboration**
- 1 videoed Classroom Observation**
 - Video Lesson Reflection Form completed and discussed with Mentor a day or two afterwards**
- SLO #2 Completed and Submitted
- UOI Crafted and Submitted
- Admin will schedule Student Surveys (4th - 12th) through NEE
- PD Plan - End of Year Comments and meet for Summative Eval
- Benchmark Testing (i-Ready, IXL, Dyslexia Screening K-3)
- Complete Mentoring Program Survey (sent in April)**
- Attend Spring Gathering: Third- and Fourth-Year Teacher Collaboration**
- Grades
- Complete Student Information in PowerSchool and Cumulative Files (watch for email from admin for specifics)
- Complete Inventory

MENTOR/PROBATIONARY TEACHER LOG

Third- and Fourth-Year Teacher

<i>Please list the approximate date of the activity on the form below.</i>	Third Year			Fourth Year		
	Fall	Winter	Spring	Fall	Winter	Spring
Met and got acquainted/reacquainted						
Recognized and celebrated accomplishments						
Collaborated regarding pressing needs/questions/concerns May include: <ul style="list-style-type: none"> ● Routines, Procedures, Expectations; Classroom Management ● Grades, Proficiency Scales ● Curriculum; UOI; Assessment; SLO ● Data Analysis ● Success Team at-risk students; Interventions ● Parent Contact; Conferences ● NEE Standards ● Technology Integration 						
Discussed Professional Development Plan (Fall) Discussed progress towards PD plan completion (Winter) Finalized PDP and submitted copy to principal (Spring)						
Completed yearly observation requirement via MTO/Coaching Cycle/Bulldog Learning Lab/Instructional Rounds <ul style="list-style-type: none"> ● Notes shared with Mentor and met for reflection ● Completed and mailed the green evaluation form to Dr. Theresa Wilson 						
Observed by District Mentor <ul style="list-style-type: none"> ● Completed/Submitted Lesson Reflection to Mentor ● Discussed observation and video reflection 						
Documentation of Professional Development Hours <ul style="list-style-type: none"> ● Discussed PD opportunities (Fall) ● Finalized PD hours/copy sent to Dr. Wilson (Spring) 						
Discuss Missouri Teacher Certification Requirements						
Completed Mentor Program Evaluation Survey						
Attended Third-Year Mentor Meetings						
Attended Fourth-Year Mentor Meetings						

Signatures verify that we have accomplished the activities dated above.

Mentor/Date

Third-Year Teacher/Date

Mentor/Date

Fourth-Year Teacher/Date

Third- and Fourth-Year Teachers - Mentoring Plan

Name: _____ Contact Number: _____
 Building: _____ Room Number: _____
 Subjects: _____ Building Buddy: _____

DESE Required Beginning Teacher Assistance Program (BTAP) Year One & Two:

School Year:	Year 3 Fall	Year 3 Winter	Year 3 Spring	Year 4 Fall	Year 4 Winter	Year 4 Spring
Group Collaboration						
Classroom Observation Dates						
Post Observation Dates						
Master Teacher Observation or BLL						
Master Teachers Observed						

Notes: This documentation is for your records. The time spent in Group Collaborations (Mentor Meetings) and in Master Teacher Observations count as part of your required Professional Development Hours. Let us know what questions you have!

Student-Centered Coaching Tool

Adapted from Diane Sweeney's Student-Centered Coaching

Formative Assessment

Teacher:		Coach:	
Coaching Cycle Focus (Grade/Subject/Content):		Dates of Coaching Cycle:	
Standards-Based Goal What is the goal for student learning?	Focus for Teacher Learning What instructional practices will help students reach the goal?	Student-Centered Coaching What coaching practices will be implemented during this coaching cycle?	Teacher Learning As a result of the coaching, what instructional practices are being used on a consistent basis?
Students will...	Teacher(s) will...	<input type="checkbox"/> Collaborate to set goals <input type="checkbox"/> Create learning targets <input type="checkbox"/> Analyze student work <input type="checkbox"/> Co-teach <input type="checkbox"/> Collect student evidence during the class period <input type="checkbox"/> Collaborative planning <input type="checkbox"/> Create learning targets <input type="checkbox"/> Share learning to build knowledge of content and pedagogy Other:	Student Learning How did student achievement increase as a result of the coaching cycle? In relation to the goal, students are...
Standard(s) (codes):			
Baseline Data:			
Students :	#	%	%
Below Basic (0-59%)	11	46%	4%
Basic (60-69%)	12	50%	42%
Proficient (70-89%)	1	4%	54%
Advanced (90-100%)	0	0%	0%
TOTAL	24	100%	100%

Follow-up plan for students who did not reach the goal:

Teacher and Coach Reflections

What worked well for you during our collaboration and coaching work?

How do you feel our collaboration positively impacted the students?

What were any challenges or missed opportunities during our work together?

What are some next steps we can take?

Sample

Master Teacher Observation - (date)

Name:

Goal/Instructional Focus: _____

8:00-3:10	Shadow <ul style="list-style-type: none">● Be sure to take notes either electronically on this form or pencil/paper
	Reflect on MTO and meet w/mentor in her office for follow-up conversation

Notes from Observations:

General Notes from each teacher observed:
Ideas/Personal connections for my own classroom instruction:
What evidence of student achievement did I notice?
What overall impact will this observation have on my instruction?
I want to remember...
What will I use in my classroom tomorrow?
Questions I have for my Mentor:

While observing, look for the following Indicators of Effective Classroom Instruction:

- **Classroom management techniques**
- **Transitions/pacing of lesson**
- **Evidence of prior planning**
- **Student engagement**
- **Development of positive classroom environment**
- Brain-based teaching strategies
- Differentiated instruction
- Teacher wait time
- Teacher/student talk ratio
- Formative assessment/descriptive feedback
- Questioning to promote higher order thinking/DOK levels
- Teacher flexibility/response to student needs

Following your observation, please make a copy to keep in your Professional Portfolio.

Video Lesson Reflection

Please complete prior to our follow-up visit.

Teacher: _____ Grade/Subject: _____

Date and Time of Observation: _____

My personal growth goal for this observation:

Curriculum Objective(s) or I Can statement(s) to which the lesson aligned (NEE 3.1)

***You do not need to answer each bullet.** Use these to guide your personal reflection and then give a few general statements to the questions listed below.

	Focus	Guiding Questions
First Watch	Watch the video in its entirety: <i>What are your thoughts about the lesson in general?</i>	<ul style="list-style-type: none"> ● What do you notice overall? ● Did the lesson go the way you thought it would go? ● Identify three strengths of the lesson. ● Identify one area to target for improvement.
Second Watch	Watch the Students <i>How well are students engaged and complying with your lesson expectations? (NEE 4.1)</i>	<ul style="list-style-type: none"> ● Approximately what percent are engaged? ● What did you see that you wanted to see in your students? ● What did you see that you would like to change? ● What classroom procedures do you notice students accomplish with efficiency? ● What routines and procedures need additional explicit instruction and practice? ● How seamless were transitions?
Third Watch	Watch Yourself <i>What decisions did you make during the lesson in response to students' degree of compliance and/or learning?</i>	<ul style="list-style-type: none"> ● What did you see that you wanted to see in yourself? ● What did you see that you would like to change? ● What instructional routines are in place? ● Which instructional strategies were most effective? ● What formative assessments did you use and how did they impact your instruction? (NEE 7.4) ● How did you address off-task behaviors?

Reflect on the goal you set for this lesson.

- **Was your goal met? What evidence do you have to support your thinking?**
 - What are your next steps?
- What strategies/resources could your mentor provide to help you move forward?
- What new learning have you constructed through this process that you will carry forward and apply to your practice?

Carl Junction R-1 School District
PROFESSIONAL DEVELOPMENT GUIDELINES
for Documentation of Professional Development Hours
Earning 15 hours yearly

- Professional Development is defined as:
 - Any activity that addresses one of the following goals: MSIP, CSIP, Professional Development, individual Professional Development Plan, or any course taken for college credit.
- All certified staff members must document their professional development hours (a minimum of 15 hours required).
- If you attend a multiple day workshop, you may earn a maximum of six (6) professional development hours per day.
- Actual seat time should be calculated in all other cases and documented in 15-minute increments.
- Administrators, group leaders, etc. may notify you of PD hours earned during professional development with them.
- One (1) College Credit is equal to all 15 professional development hours.
- A Professional Development year runs from May 1 to April 30.
- Hours can be documented for any professional development activity including contract or non-contract time and even if a stipend is earned.
- Continue to document hours even after you have earned the 15 required.

These forms may be accessed electronically when on the Carl Junction servers.

- Select the File Explorer icon from the desktop.
- Select the Forms drive (Q: drive) from the left-hand menu.
- Scroll down and select the Professional Growth and Learning folder.
- Select PGL Goal Setting Day
- Select PGL Forms for **2025-26**
- Select the Required Professional Development for Educators
- Once there, go to file, save as, and save this document on the desktop/documents so you will be able to find it as you need it.
- **You will access this document throughout the year, documenting all professional development you participate in during the school year.**

There is also a *Professional Growth and Learning Portal* accessible through **Canvas**. This form can be viewed/saved by downloading the **PD Handbook**. (p. 30)

REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Certificate Documentation

(All teachers should complete Sections A & D and either B or C)

A: CARL JUNCTION R-1 SCHOOL DISTRICT	
Educator Name: _____ Year of first teaching contract: _____	
Current School Year: _____ (May 1 to April 30) Expiration date of current certificate: _____	
I currently hold the following certificate for the area in which I am teaching: Lifetime Initial (PC1) Career (PCII or CPC) Provisional Temporary Other: _____	
Date of Current Year's PBTE Summative Evaluation	Name of Evaluator

B: To Be Completed by Initial (or PC1) Certificate Holders only.				
Mentor	Subject Area/ Grade Level	Observation Date(s)	Meeting/Discussions	Year

Beginning Teacher Assistance Program at:
Date(s): _____

C: To be completed by Career Continuous Professional Certificate (or PCII or CPC) holders only.
I have the following: (Check all that apply.) <input type="checkbox"/> Ten Years of Teaching Experience <input type="checkbox"/> A Master's Degree <input type="checkbox"/> Rigorous National Certification

D. Professional Development Documentation			
Date/ Year	Name of Class/Course/Conf., etc.	Description	Contact Hours
TOTAL HOURS			

Initial Certification requires a total of 30 contact hours over a four-year period. (Attach additional form if needed)
 Career Certification requires 15 contact hours yearly.

Make a copy of this form and mail to Theresa Wilson on or before May 15. Educator keeps original.

Office Use Only: Educator _____ met the yearly requirements to continue his/her current certificate of license to teach. Yes _____ No _____

MISSOURI TEACHER CERTIFICATION REQUIREMENTS

- The **Initial Professional Certification (IPC)** is a four-year certificate issued to new graduates or individuals with fewer than four years of teaching experience. It requires:
 - Completion of a background check issued by the Highway Patrol & FBI
 - Completion of four years of contracted teaching experience
 - Participation in mandated two years of a district-provided mentoring program. (CJ provides support all four years of your IPC)
 - Year 1 Mentor: _____
 - Year 2 Mentor: _____
 - Year 3 Mentor: _____
 - Year 4 Mentor: _____
 - Participation in a Beginning Teacher Assistance Program (BTAP) **Year One & Two**
 - Dates: _____
 - Location: _____
 - Completion of 30 contact hours of professional development each year during the four-year initial certification (may include college credit)
 - Follow a district-approved Professional Development Plan
 - Successful completion of annual PBTE

As a teacher, it is your responsibility to stay informed as to the renewal date of your teaching certificate.

- The **Career Continuous Professional Certificate (CCPC)** replaces the IPC. It is a continuous (life) certificate based on:
 - Paying an application fee
 - Yearly completion of 15 contact hours of professional development (may include college credit)
 - Successful completion of yearly PBTE;

OR

- An individual can become exempt from the annual 15 contact hours requirement by obtaining two of the following:
 - Ten years of teaching experience
 - A master's degree
 - Date: _____
 - College/University: _____
 - Degree: _____
 - Rigorous national certification approved by the State Board of Education
 - Date: _____

Requests for extensions, renewals or other matters relating to your certification must be submitted in writing to: Educator Certification, P.O. Box 480, Jefferson City, MO 65102-0480
Please include your current home mailing address and any documents that support your request.

From our school homepage, you may access the DESE website under staff links, or you may go to <http://dese.mo.gov/>. You may email them at certification@dese.mo.gov, call (573) 751-0051.

- From DESE's homepage-
 - Select the ***Educator Certification*** icon located under the scrolling ribbon or use this direct link:
 - <https://dese.mo.gov/educator-quality/certification>
- From there, select ***Certification Account Portal***. This takes you to the **DESE Applications Sign-in** page.
 - You will need to create an account or sign into your existing account.
 - Once this has been done, you will select the ***Educator Certification System*** under the **Secure Access** section.

Tips offered by DESE include:

- Become familiar with the DESE Applications by reading the [guide](#).
- Log into **DESE Applications** and update your profile, if needed.
- All applications are located in the menu to the left of your profile page.
- Choose the certificate that you wish to upgrade. Please remember that all certificates have requirements that must be met in order to upgrade. Requirements will include a minimum of four (4) years of work experience in the certification area, professional development hours and mentoring.
- **Upgrade applications should only be submitted no sooner than 30 days prior to the expiration date of the certificate.**

My Initial Professional Certificate expires on: _____

DESE Applications:

User ID: _____

Password: _____