

# Logan-Rogersville R-VIII

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## *LR Academy*

### **Teacher Mentoring Program Handbook**

*Prepared by the  
Professional Development Committee*

Submitted to the Board of Education  
August 2016

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## **PURPOSE OF LR ACADEMY /TEACHER MENTORING PROGRAM**

The mission of the Logan-Rogersville R-VIII Schools is to provide all students with the skills and knowledge necessary for successful participation in our changing society. Quality teachers are essential to the mission of the district so it is critical that supports are in place to assist them. The purpose of the Logan-Rogersville Teacher Mentoring program known as “LR Academy” is to provide teachers new to the profession as well as new to the district with support from colleagues and administrators who can provide an introduction to the district/school community as well as guidance regarding the standards for professional practice.

The Missouri Department of Elementary and Secondary Education (MO DESE) provides districts with a set of guidelines for the implementation of mentoring programs. The Missouri Mentoring Framework provides districts with a set of Guiding Principles for developing mentoring programs that include the following:

### **Guiding Principles for Teacher Mentoring programs**

- ✓ Every school district has a teacher-driven mentor program in collaboration and support of the administration.
- ✓ Every new teacher benefits from guidance and support, no matter when they enter the profession or a new certification area.
- ✓ Communication between mentors and new teachers is open and confidential. Quality mentors make a tremendous difference in establishing new teachers’ trust and respect for their colleagues and the profession.
- ✓ All staff members provide informal support for the new teacher.
- ✓ The mentoring program provides an introduction to the cultural environment of the community and the school district.
- ✓ The program is systemic, ongoing and re-evaluated annually by the Professional Development Committee to determine areas of improvement for continual success.
- ✓ Mentoring is a priority. By making mentoring a priority, we develop quality new teachers to ensure the success of our students.
- ✓ The program discusses classroom equality gender/race/abilities.
- ✓ District initiatives, introduction to data analysis, assessment practice and processes ongoing through district professional development training and building-level administrative support is included in the program.
- ✓ Alignment to the district’s Teacher Evaluation system is demonstrated.
- ✓ Time is provided for classroom observations and feedback on best practice techniques and skills.

### **Essential Elements**

- ✓ A teacher mentoring program should be individualized and aligned with district goals and needs.
- ✓ With legislation passed in 1993, The Outstanding Schools Act SB 380, beginning teachers are required to participate in a two-year mentoring program. A second-year teacher often starts the year knowing what does and does not work, without understanding why. The emphasis of second-year mentoring program is to solidify the

- foundation established during the first year by making adjustments based on experience. This refinement process and understanding provides the opportunity for mature professional dialogue and collegiality.
- ✓ Universities and colleges are requested for support. Higher education can provide resources for professional growth and help bridge the gap between undergraduate knowledge and practical experience.
  - ✓ Collaboration time between the mentor and mentee for reflection to discuss progress made throughout the year.
  - ✓ A process to monitor the mentoring program is in place. Establishing a formal structure ensures success.

## **STANDARDS FOR SUCCESSFUL MENTORING PROGRAMS**

### **Introduction to School/District Community**

Teachers new to the district (including those with experience and those new to the profession) are required attend a three-day New Teacher Institute prior to the start of the school year. This event typically occurs the week prior to the teachers' contract date. New teachers will receive a stipend of \$150 for attending the three-day institute. During the New Teacher Institute, staff will be provided with an introduction to the school culture/community as well as training targeted to assist them in being successful day one. The schedule for the New Teachers Institute is below:

- Day One
  - Welcome to LR: Mission & History
  - District Tour
  - Technology Training
- Day Two
  - District Initiatives
  - The Elements of Effective Feedback (training with instructional coaches)
- Day Three
  - Payroll/Benefits
  - Meet with Building Principals
  - Work in Buildings

### **Selection Criteria for Mentors**

The mentor role is designed as a supportive position, distinctly separate from the teacher evaluation process. According to state guidelines, it is the responsibility of the building administration to assign mentors. Mentors are master teachers who are committed to making the mentoring relationship work. They are dedicated to promoting excellence through their own professional growth and the growth of the new teacher. Mentors must play several roles: guide, role model, sponsor, advisor, coach, resource, and colleague.

The principal is encouraged to work collaboratively with the Professional Development Committee (PDC) to select mentors. Mentors should be identified in time to allow for training to assist beginning teachers with their professional development plans. Ideally, a mentor should be

teaching in the same grade level or the same area of certification as the beginning teacher. The following qualifications and characteristics should be used to identify potential mentors:

- ✓ Qualifications
  - Tenured teacher in the Logan-Rogersville Schools
  - When possible, the mentor and beginning teacher should be at the same building/grade level and/or subject matter.
- ✓ Characteristics
  - Competent, experienced, and able to apply best practices in teaching
  - Knowledgeable of his/her content
  - Able to maintain confidentiality in relationships
  - Professional, reflective, enthusiastic about teaching
  - Displays strong interpersonal and communication skills
  - Understands broad educational issues as well as specific teaching issues
  - Has a strong understanding of pedagogy, instructional expertise and administrative matter
  - Expresses a willingness to participate in the program and devote time to assist the new teacher
  - Makes evident a commitment to his / her own professional learning
  - Possesses the ability to allow the new teacher to develop his / her own effective teaching style

#### *A Comment About Confidentiality*

The first year of teaching can bring many challenges and concerns for the teacher. Teacher mentors are selected to offer assistance and guidance to allow for a smooth transition for the novice teacher. The relationship that develops between the mentor and novice teacher is critical to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are important to effective communication. As the mentor/novice teacher relationship develops, the mentor should also take the responsibility to initiate and maintain the relationship. The mentor must communicate that sharing expectations and periodic review will give strength to the process. The novice teacher, in interacting with the mentor or principal, should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude by the mentor and principal is crucial and sets the tone for a cooperative relationship.

#### **Mentor/Mentee Training**

The Missouri Professional Development Guidelines call for mentoring programs to address these topics:

- ✓ The roles and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor (typically the building principal) and higher education representative
- ✓ Peer coaching and counseling techniques
- ✓ The format and content of the professional development plan
- ✓ Teacher evaluation, content and process
- ✓ Problem-solving strategies

- ✓ Listening and inquiry skills
- ✓ Resources (people and publications) available to beginning teachers at the district, higher education, regional and state levels
- ✓ Current theories and models of instruction and classroom management

There will be three trainings conducted for mentor/mentees through the school year. The mentor and the beginning teacher will attend the same training sessions. These sessions will be tailored to meet the needs of individual buildings as well as address district-wide goals. Trainings will be conducted by instructional coaches as well as mentoring supervisors as necessary.

## **Roles and Responsibilities**

### New Teacher

Teachers who are new to the Logan-Rogersville school district (both experienced and those in their first two years) are expected to:

- ✓ Develop an understanding of the district and school culture, mission and goals
- ✓ Participate in the New Teacher Institute scheduled by the district
- ✓ Meet with the mentor on a regular basis to discuss subject and course curricula, instructional strategies, classroom management, report card grading, building and district policies and procedures, parental contacts and any other topics that may be important in the performance of the new teacher's duties
- ✓ Remain in the teacher mentor program for two school years
- ✓ Be open to constructive criticism as well as praise
- ✓ Assume responsibility for the process of self-analysis and reflection
- ✓ Share ideas, problems, feelings, expectations and concerns
- ✓ Maintain confidentiality
- ✓ Participate in the evaluation of the LR Academy / Teacher Mentoring Program

### Mentor

The mentor provides support and encouragement to help the new teacher understand the history, customs and culture of the school district and his/her school building and are also expected to:

- ✓ Provide support related to subject and course curricula, instructional strategies, class management, report card grading, building and District policies and procedures, parental contacts and any other topics that may be important in the performance of the new teacher's duties.
- ✓ Provide instructional and building resources for the new teacher
- ✓ Model competence and professionalism
- ✓ Demonstrate tolerance, patience, and sensitivity to the novice teacher's concerns.
- ✓ Serve as an advocate/advisor and using perspective and vision to suggest the next steps a new teacher might consider.
- ✓ Guide the new teacher in recognizing special talents and capabilities, at the same time, addresses the novice teacher's shortcomings and works together to find remedies
- ✓ Assist the new teacher in identifying effective research - based strategies and experimenting with new ideas
- ✓ Maintain confidentiality of all discussions, observations and other contacts between the mentor and the new teacher.

### Academy Supervisors

LR Academy / Teacher Mentoring Program also puts in a place two academy supervisors; one at the elementary and the other at the secondary level. These supervisors play a crucial role in supports both mentors and new teachers. In addition to ensuring all paperwork and training are complete, academy supervisors:

- ✓ Assist in the coordinating and planning of LR Academy training events
- ✓ Meet with each first year teacher once per quarter and each second year teacher once per semester during the school year to provide feedback specific to identified goals of the teacher's professional development plan.
- ✓ Submit concerns of district stakeholders to district leadership.
- ✓ Prepare materials and information as needed to aid in decisions.
- ✓ Maintain confidentiality.
- ✓ Serve as representative to communicate ideas for the teacher induction process.
- ✓ Attend LR Academy training session as necessary.
- ✓ Assemble new teachers and mentors as needed.

### Administrators

The administrator plays a vital role in the implementation of a mentoring program. A staff-development program cannot be effective without active involvement of school administrators. The administration is responsible for working with the board of education to establish goals and objectives for the district. Facilitating a collaborative planning process that includes teachers, principals, superintendents and other stakeholders is essential to achieving optimal results. Role issues must not detract from the ultimate goal of improved student learning. Administrators need to be aware of such issues as:

- ✓ Valuing ethical responsibilities, including the need for confidentiality
- ✓ Identifying effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities
- ✓ Finding good resources (people and materials) for professional development
- ✓ Maintaining the role of the instructional leader while working cooperatively with the Professional Development Committee
- ✓ Supporting teachers by setting aside time for learning
- ✓ Suggesting teachers model areas of expertise to meet needs of the new teacher
- ✓ Coaching mentors
- ✓ Being involved in the evaluation of the mentoring process
- ✓ Creating a supportive, encouraging environment
- ✓ Leading ongoing programs to cultivate leaders
- ✓ Offering resources to mentor and new teacher

### **The Professional Development Plan**

The Professional Development Plan is designed specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, our programs will help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the teaching profession. The plan will address the teacher's first two years in the classroom. The goals will relate to the evaluation criteria suggested in Guidelines for Teacher Evaluation in Missouri.

The plan may also reflect the findings of other education research on effective teaching. The purpose of the professional development plan is to assist the beginning teacher, not to evaluate his/her performance in the classroom.

### **Observation and Feedback**

A key to a successful mentoring relationship for the beginning teacher is the observation / feedback cycle provided by the mentor. It is beneficial to both the mentor and the beginning teacher to have the opportunity for multiple observation/feedback cycles. The building administrator should provide several opportunities for the mentor to visit the beginning teacher's classroom during instructional times to complete the observation/feedback cycle. Allowing mentors to observe mentees will improve the systematic approach to developing and retaining highly qualified staff. Mentors observe mentees for the purpose of providing constructive feedback on educational practice and progress. Observations are not evaluative and confidentiality is expected during feedback sessions between the mentor and protégé (except in situations of professional impropriety). The Mentor observes lessons to:

- ✓ Provide feedback to a new teacher on instructional practices
- ✓ Offer cognitive coaching skills, collaborative training
- ✓ Ensure fidelity of district instructional practices and expectations

The beginning teacher comes with a rather confined perspective on how to operate in the classroom. It is essential the beginning teacher be provided several opportunities to observe master teachers within their classrooms. The beginning teacher should visit the classroom of the mentor but also, the classroom of other master teachers. The building administrator should provide the opportunity for these visits to occur by working with the beginning teacher, mentor and other master teachers. The visit would be preferable at the grade level of the beginning teacher and/or in a common course taught by the beginning teacher.

### **Program Review & Evaluation**

The intent of the mentor-beginning teacher program is to be instructive and supportive. Evaluations serve two purposes: First, they are necessary in order that all parties feel their needs are being justly and fully met. Second, the Professional Development Committee desires to improve and update the program on a regular basis.

Evaluation will be provided by the districts' mentor supervisors to both mentor and beginning teacher. Various program components are completed throughout the year. Please feel free at any time to offer suggestions. It is important that evaluations be an honest expression of concerns. Therefore, an element of privacy needs to be respected. Hence, the mentor supervisors should keep evaluations private. When there is a problem, an administrator should be contacted. If there is a difference in personalities, it is possible to change mentors. Evaluations can take a variety of forms, including interviews.

## **DOCUMENTATION MENTOR/MENTEE INTERACTIONS**

### **Calendar for Planning Mentor/Mentee Activities**

The following are suggestions for activities in which mentors/mentees may engage in throughout the school year. While these are not required activities, they are intended to help mentors and new teachers develop a relationship and learn more about the culture of the school.

#### **August-September**

- New Teacher Institute
- Welcome and tour of building
- Book Study: “What Great Teachers Do Differently” – Ch 1-5
- Discuss school norms, traditions, teacher handbook, etc.
- Discuss school/district policies and procedures (including all emergency procedures)
- Review the components of the professional development plan

#### **October-December**

- Prepare for parent/teacher conferences
- Begin formal classroom observations
- Book Study: “What Great Teachers Do Differently” – Ch 6-10
- Attend district training sessions
- Complete/review the professional development plan
- Meet monthly to discuss ongoing goals

#### **January-March**

- Book Study: “What Great Teachers Do Differently” – Ch 11-15
- Attend district training sessions
- Continued classroom observations
- Ongoing monthly meetings

#### **April-May**

- Book Study: “What Great Teachers Do Differently” – Ch 16-19
- District testing procedures
- Continue observations/feedback
- End of year activities
- Review/update professional development plan for next school year
- Evaluation of LR Academy / Teacher Mentoring program

### **Log of Interactions (including classroom observations)**

The mentoring log is completed by the LR Academy mentor and submitted to the LR Academy supervisor. The logs are submitted in December and May of each school year and should include a written description of the activities in which the mentor/mentee has engaged in during

the first and second semesters of school. A sample log is included in the appendix for the mentor to use. The log should include:

- The date of each interaction (Mentors make weekly entries summarizing informal interactions, using their own judgment to decide if an interaction is significant enough to warrant a separate entry.)
- Identification of the activity (example: informal or formal meeting/conference , demonstration / modeling of lesson, classroom observation, etc.)
- A brief description of what transpired. Note suggestions offered and the subject of dialogue or discussions. Be discreet and do not include confidential information.
- A summary of questions or requests from the new teacher and the mentor's follow-up
- A record of materials shared

### **Submission of Logs to Academy Supervisors & Payment**

All logs must be submitted to the Academy supervisor before payment for mentoring services will be made by the district. Mentors shall receive a total stipend of \$450.00 for their duties over a two-year period. During the first year \$150.00 will be paid at the end of the fall and \$150.00 will be paid at the end of the school year. The second year \$150.00 will be paid in a lump sum at the end of the school year. In addition, all new teachers to the district are assigned a "building buddy" who acts as a mentor regardless of years of experience. All teachers who serve in this role will also receive a stipend of \$150 at the end of the school year. Academy Supervisor also receive a stipend (see district extra-duty) as well as an additional \$50 for each first year teacher and \$25 for each second year teacher they are helping mentor teachers support.

### **UNIVERSITY SUPPORT / BEGINNING TEACHER ASSISTANCE**

Beginning Teacher Assistance Program participation is required for Missouri Career Continuous certification upgrade and completion is recommended during the first two years of teaching.

Participants gain the following from program enrollment:

- ✓ A time for networking and reflection
- ✓ Navigating the certification process outlined by the Department of Elementary and Secondary Education (DESE)
- ✓ Classroom management strategies
- ✓ Instructional practices
- ✓ Professional planning
- ✓ Effective rules/routines
- ✓ How to improve the home/school partnership

The type of assistance and how it is provided should be decided cooperatively by the school district and the higher education institution involved. District personnel may request assistance by notifying the appropriate colleges or universities when graduates of their institutions are hired. Since some graduates will be teaching far from the Missouri institution that prepared them, many higher education institutions have developed reciprocal agreements for follow-up.

## Higher Education Contact Information

Avila College .....	(816)942-8400, Ext. 2207
Central Methodist College .....	(816)248-3392
Central Missouri State University.....	(816)543-4272
College of the Ozarks.....	(417)334-6411, Ext. 4286
Columbia College .....	(573)875-7538
Crowder College .....	(417)451-3223, Ext. 308
Culver-Stockton College.....	(417)231-6433
Drury College.....	(417)873-7271
East Central College .....	(314)583-5193, Ext. 2444
Evangel College .....	(417)865-2815, Ext. 7298
Fontbonne College.....	(314)889-4512
Hannibal-LaGrange College .....	(573)221-3675, Ext. 296
Harris-Stowe College.....	(314)340-3662
Jefferson College .....	(314)797-3000
Lincoln University .....	(573)681-5250
Lindenwood College.....	(314)949-4905
Maryville University.....	(314)529-9466
Metropolitan Community College-Blue River .....	(816)655-6767
Metropolitan Community College-Longview.....	(816)672-2210
Metropolitan Community College-Maple Woods .....	(816)437-3225
Metropolitan Community College-Penn Valley .....	(816)759-4343
Mineral Area College.....	(573)431-4593, Ext. 320
Missouri Baptist College.....	(314)434-1115, Ext. 2313
Missouri Science & Technology.....	(573)341-4692
Missouri Southern State College .....	(417)625-9314
Missouri State University.....	(417)836-5254
Missouri Valley College .....	(660)831-4170
Missouri Western State College .....	(816)271-4448
North Central Missouri College.....	(660)359-3948, Ext. 300
Northwest Missouri State University.....	(660)562-1671
Park University .....	(816)741-2000, Ext. 6727
Rockhurst University .....	(816)501-4885
State Fair Community College .....	(660)530-5800, Ext. 319
St. Charles County Community College .....	(636)922-8000, Ext. 4344
St. Louis Community College-Florissant Valley.....	(314)595-4390
St. Louis Community College-Forest Park.....	(314)644-9636
St. Louis Community College-Meramec.....	(314)984-7681
St. Louis University .....	(314)977-7112
Southeast Missouri State University.....	(573)651-2123
Southwest Baptist University.....	(417)328-1713
Stephens College .....	(573)876-7260
Three Rivers Community College .....	(573)876-7260
Truman State University.....	(660)785-4383
University of Missouri-Columbia.....	(573)882-7832

University of Missouri-Kansas City .....	(816)235-2236
University of Missouri-St. Louis .....	(314)516-5109
Washington University .....	(314)935-6730
Webster University .....	(314)968-7423
Westminster College.....	(573)592-5201
William Jewel College.....	(816)781-7700, Ext. 5494
William Woods University .....	(573)592-4348

Due to continual changes from DESE, please view the following link for the most current certification requirements: <http://dese.mo.gov/educator-quality/certification>

**Appendix A: Mentor (Buddy) Commitment Form**

- Meet regularly with mentee(s) and record meetings (both formal and informal) on “Record of Interactions” form
- Turn in copies of “Record of Interactions” form to the Central Office, by established deadlines (notification posted on website during school year)
- Assist mentee(s) with the development of a Individual Professional Development Plan (IPDP) 5. Complete “Mentor Commitment Form”
- Schedule classroom visitation once each quarter, provide feedback during mentor sessions
- Assist the mentee in allocating time to observe the instructional facilitation of a master level teacher
- Participate in scheduled Teacher Mentor activities/meetings to improve the program and quality of mentorship to new teachers
- Mentors provide twelve hours of mentoring to mentees in the first year of the program and six hours of mentoring to mentees in the second year of the program.
- Mentors provide four hours of classroom observation and feedback to first and second year mentees in the program.

By signing below, the mentor agrees to provide mentoring to the identified mentee per the above named guidelines

New Teacher’s Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Building: \_\_\_\_\_

Mentor’s Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Building: \_\_\_\_\_

Mentor’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_





# Logan-Rogersville R-VIII Professional Development Plan

(Document based on the NEE template developed by the University of Missouri, Columbia)

Teacher: \_\_\_\_\_ School Year: 2016-2017 Years of Experience: \_\_\_\_\_

School: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Grade: \_\_\_\_\_

Professional Status: Probationary (P)  Tenured (T)  Tenured Under Evaluation (TE)

Subject Area: \_\_\_\_\_

Mentor: \_\_\_\_\_ School: \_\_\_\_\_

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
<b>Goals</b>			
	<b>Individual Teacher PD Goal(s) (Indicator 3.1)</b>		

**B.1.**

**Sequence of PD Activities that are Aligned to PD Goals (Indicators 8.2, 9.3, 5.1, 1.2, 3.2, 9.2)**

*Include at least 3 PD activities aligned to PD goals. Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.*

**Teacher's Strategies**

**B.2.**

**Data Used to Determine Need (Indicator 8.1)**

**Data**

*Provide examples, such as the previous year's Summative Report, observation data, student survey results, self-assessment, etc.*

**B.3.**

**Research Base for PD Activities (Indicator 8.2)**

**Research**

*Explain the connection between cited research and PD activities that will affect student performance.*

B.4	<b>Prior Related PD (Indicator 8.2)</b>
<b>Prior PD</b>	<p><i>Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. **This is not required for a first-year teacher.**</i></p>

**Pre-Implementation Approval:**

**Plan Type:**      **Individual** \_\_\_\_      **Monitored** \_\_\_\_      **Directed** \_\_\_\_

	Teacher's Comments	Mentor's Comments	Administrator's Comments
<b>Narrative</b>			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

# Professional Development Plan Mid-Year Review 2014-2015

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>C.1</b>	<b>Data-driven Evidence of Progress Toward Specific Goals (Indicator 8.1)</b>
<b>Data-driven Evidence</b>	<p><i>Provide explicit evidence of how the PD activities affected your teaching practice (observation data) or student performance (assessment data).</i></p>

	<b>Teacher's Comments</b>	<b>Mentor's Comments</b>	<b>Administrator's Comments</b>
<b>Narrative</b>			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____



## Goals Successfully Completed

Individual Teacher PD Goal(s) (Indicator 3.1) – See Part A.	
<b>Goal 1</b>	<p><b>Goal 1:</b> (Retype from Part A.)</p> <p><b>Successfully completed:</b>    YES    NO</p> <p><b>Comments:</b></p>
<b>Goal 2</b>	<p><b>Goal 2:</b> (Retype from Part A.)</p> <p><b>Successfully completed:</b>    YES    NO</p> <p><b>Comments:</b></p>
<b>Goal 3</b>	<p><b>Goal 3:</b> (Retype from Part A.)</p> <p><b>Successfully completed:</b>    YES    NO</p> <p><b>Comments:</b></p>
<b>Goal 4</b>	<p><b>Goal 4:</b> (Retype from Part A.)</p> <p><b>Successfully completed:</b>    YES    NO</p> <p><b>Comments:</b></p>

**Additional Comments:**

(If Necessary)