

Mentor Expectations and Conduct

Employees are expected to adhere to and uphold the mission, vision, values and policies of Capstone Classical Academy. Employees are expected to meet or exceed the job accountabilities outlined in their job descriptions.

Employees are expected to conduct themselves at all times, whether on campus or not, in a manner consistent with the highest standards of personal character and professionalism

All employees must have a current criminal background check.

Capstone mentors shall demonstrate the skills and work functions designated in the following ten standards:

- Learner Development - A mentor understands cognitive, linguistic, social, emotional, and physical areas of scholar development.
- Learning Differences - A mentor understands individual learner differences and cultural and linguistic diversity.
- Learning Environments - A mentor works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - A mentor understands the central concepts, tools of inquiry, and structures of the discipline.
- Assessment - A mentor uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
- Instructional Planning - A mentor plans instruction to support scholars in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.
- Instructional Strategies - A mentor uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.
- Reflection and Continuous Growth - A mentor is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

- Leadership and Collaboration - A mentor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on scholar growth and success.
- Professional and Ethical Behavior - A mentor demonstrates the highest standards of legal, moral, and ethical conduct as specified in R277-515. All Mentors/Instructors/Staff and Administration will abide by the dress code rules for professionals

Mentor Evaluations

Capstone works to foster an environment of continuous improvement. Faculty and staff evaluations will be conducted as follows:

- Random—For mentoring and feedback purposes only.
- Twice yearly – Director or Assistant Director classroom observations. Formal observations will be documented and discussed with the mentor and placed in his/her personnel file.
- Twice yearly – Self evaluation
- Yearly – Scholar survey
- Yearly – Parent survey

Certification & Licensure

Regular Teaching Staff:

Full-time, regular teaching staff, further defined by the terms of the charter as "Core" mentors, shall be certified in their Core area and/or complete the alternative route to licensure (ARL), or other route to licensure offered by the State of Utah.

Non-Core Teaching Staff:

Non-Core mentors are required to hold credentials and/or equivalent experience in their particular specialty.

Other Staff, Substitutes, and Consultants:

All staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

Continuing Education:

All mentors are expected to keep their professional training and knowledge current through ongoing courses and workshops in education. The Director will work with faculty to develop professional development plans. This may be accomplished at local colleges and universities or under whatever auspices such advanced training is available. Mentors are required to submit documentation of completed coursework in order to fulfill this requirement. Transcripts shall be provided to the school to document courses that carry university credit. For courses that do not carry university credit, mentors are required to complete the appropriate form provided by the school, and have it signed by the instructor. This information will be retained in the employee's personnel file.

Staff Evaluation

Non-licensed employees are evaluated by their director Supervisor yearly in conjunction with their work duties. Evaluations are documented and placed in personnel file. Feedback is used for improvement and development process.

Administration is evaluated by the Board of Directors yearly in conjunction with their work duties and job description.

Staff Development

The goal of this plan is to coordinate staff development with the mission and goals of Capstone Classical Academy. Capstone is dedicated to helping staff members find training opportunities to give them the help they need to accomplish the mission of the school.

Staff development at Capstone includes, but is not limited to, the following:

- Faculty staff meetings
- Department meetings
- Collaboration with mentors within and outside of department
- Collaboration with Department Heads
- Study Groups
- Action Research Groups

- Workshops taught at Capstone by outside speakers
- Workshops attended by Capstone staff at other locations

The Capstone Board and Administration will give recommendations to staff members about appropriate workshops that align with school curriculum goals and pedagogy. Capstone will seek to correlate staff development with the needs of its faculty.

Prioritization of workshops, conferences, and in-service training will be as follows:

- Faculty development under direction of the School Director & Administration
- Socratic method instruction
- Specific curriculum instruction
- Utah Core Standards
- Scholar Engagement

Workshops, conferences, and in-service training will also be prioritized by:

- Staff impact (curriculum needs of entire staff or a large group of staff: Socratic instruction, Director instruction, Development training)
- Individual impact
- Staff awareness (pedagogy courses)
- Individual awareness (individual college classes, etc.)

Staff procedures for attending conferences and/or workshops will be as follows:

- Faculty will receive permission to attend from School Director and/or Board
- Prior to attending, staff will complete any forms required to request funds and obtain proper approval and signature from Administration (including Request for Time Off form).
- Out of state requests should be submitted with 30 days' notice, to ensure best use of available funds

- After attending, participant will submit a written summary of the workshop as well as an expense report
- Administration will monitor expenses to ensure proper use of funds
- Workshop expenditures may include registration, travel, meals, and lodging, or a combination of these
- Participants will share information gained from workshops with other members of the staff at faculty and/or in-service meetings
- Administration will maintain documentation of the above procedures
- Documentation by classroom mentors may be used to show relationship to specific target areas for which workshop was intended

Administrative Standards

Utah Code R277-530 designates that school administrators shall demonstrate the following traits, skills, and work functions designated in the following six standards:

- Visionary Leadership - A school administrator promotes the success of every scholar by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Teaching and Learning - A school administrator promotes the success of every scholar by advocating, nurturing and sustaining a school focused on teaching and learning conducive to scholar, faculty, and staff growth.
- Management for Learning - A school administrator promotes the success of every scholar by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Community Collaboration - A school administrator promotes the success of every scholar by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.
- Ethical Leadership - A school administrator promotes the success of every scholar by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

- Systems Leadership - A school administrator promotes the success of every scholar by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

See Utah Code R277-530