

**Professional Development Plan  
MARSHALL PUBLIC SCHOOL DISTRICT**



**Established by the  
Marshall Public School District Professional Development Committee**

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# **Professional Development Plan For Marshall Public Schools January 2015**

## **I. DISTRICT COMMITMENT**

The Marshall Public School District (MPS) has acknowledged the complex process of teaching and learning and continues to be committed to continuous improvement. The key factor in determining student success is the quality of teaching that every student receives. Ongoing professional growth is imperative to promote student learning and allow for the improvement and growth of our professionals. Board policy GCLA formalizes this commitment. The district supports an active Professional Development Committee (PDC), and professional development opportunities.

## **II. PROGRAM GOALS**

Based on a thorough review of community and district-wide information from the Comprehensive School Improvement Plan (CSIP) Committee, Needs Assessments from the faculty, and state reports, the Professional Development Committee has established the following goal and targets for the MPS Professional Development Program:

**GOAL:** The District will plan and implement a comprehensive staff development program for certified employees that will allow them to maximize their job performance potentials.

### **Targets:**

- The PDC committee will provide a minimum of 12 hours of professional development annually. This is the minimum amount required for the majority of experienced teachers as required by DESE. Some teachers may require more professional development and the committee will assist certified staff in meeting those requirements on an individual basis.
- The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP) including substantial time and resources for all certified staff members.
- The district has made a long-term commitment to focus its professional development activities on implementing and reinforcing instructional strategies for school improvement as identified in the Comprehensive School Improvement Plan (CSIP) and Missouri School Improvement Program (MSIP).
- The district will plan and implement mentoring guidelines for certified employees.

## **III. PROFESSIONAL DEVELOPMENT COMMITTEE**

**Purpose and Responsibilities:** The primary purpose of the MPS Professional Development Committee (PDC) is to provide an in service program to meet the identified needs of both new and experienced teachers and to support the MPS Beginning Teacher Assistance Program. All decisions regarding professional development should focus on one purpose—to improve instruction to promote the learning of children. Following the Missouri Professional Development guidelines and Federal High Quality Professional Development Guidelines, specific PDC responsibilities are:

- Determine the instructional needs of both beginning and experienced teachers

- Read, study, and discuss research on instructional practices and quality professional development
- Work collaboratively with administrators to design and implement opportunities for high quality professional growth
- Work collaboratively with administrators to develop and implement the district Professional Development Plan as approved by the Board of Education
- Help implement a beginning teacher assistance program in which beginning teachers are assisted in creating and implementing a Professional Development Plan
- To support staff in collaboration through Professional Learning Communities (PLC)
- Report summary of the planned Professional Development Activities to the Board of Education

#### **IV. Membership and Membership Responsibilities**

**Membership:** The MPS Professional Development Committee consists of certified representatives from all schools in the district and a district administrative consultant.

Membership consists of two members from the high school, two from the middle school, one from the career center, one from each elementary building, one from the traveling teachers, one from district librarians, and one from early childhood. The representative total for each building does not include the chairperson. Administrators may attend and participate in meetings, but are not allowed to vote.

#### **Member Responsibilities**

- Each member is expected to attend meetings and to participate in committee activities. Members are expected to attend seven of ten district meetings in order to be in good standing.
- Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.

#### **V. Committee and Sub-Committee Operation**

##### **Committee Operation:**

- District level meetings will be held at 3:30 p.m. on the first Tuesday of each month unless otherwise specified. Building level meetings will be held the last Tuesday of each month, time determined by the building level sub-committee.
- District meetings will occur at least monthly from August-May. Additional district level meetings may convene during the summer months of June and July if scheduled by the Executive Committee. The exact number of meetings per year will be determined by the needs of the district.
- The Executive Committee will develop an agenda for each meeting and will be drafted by the president.
- Meeting sessions will be limited to approximately one and a half hours.
- Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
- A quorum will consist of a simple majority of appointed members.
- Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

### **Sub-Committee**

- Standing subcommittees will be established for hospitality, web-page, bi-law, and quarterly/district event planning.
- Subcommittees may be of any size, but will usually include three or four members.
- Subcommittees will elect their own chairs.

### **Executive Committee**

The Executive Committee shall be responsible for administering the affairs of the PDC as follows:

- Refer any matter to the entire membership for general consideration;
- Assist the President by suggesting ideas for improvement of the PDC;
- Fill vacancies except that of the President-elect (vive) on the Executive committee;
- Prepare the agenda for the meeting;
- Receive suggestions and to suggest policies to the PDC;
- Implement the policies adopted by the membership;
- Stimulate interest in PDC

## **VI. Selection Criteria of Members and Officers**

**Selection Criteria:** All full time teachers and counselors with a minimum of two years of teaching experience in the Marshall School District are eligible to serve on the PDC.

Nominations and elections of building representatives are due by December 15 of the current school year. The term of service will begin January of the current school year.

**Officers:** Chairperson, Vice-Chairperson, data distribution chair and a secretary are elected to guide and record the PDC's activities. Officers will develop an understanding of high quality staff development and a focus on student learning by seeking services from the following: RPDC, the Leadership Academy, and the Show Me Professional Development Conference, and other appropriate resources.

- Officers will be elected by a simple majority. Officers will serve two year terms and may be re-elected as the result of any election. There will be no limit to the number of terms a member may be re-elected.
- Officers will include a chair, vice chair, data distribution chair, and a secretary.
- Officers will be elected at the first meeting of each new calendar year.

## **VII. By-Laws**

### **Article I-Rules of Order**

Robert's Rules of Order, Revised, shall be the authority for all questions of procedure not specifically stated in the Constitution and By-Laws.

### **Article II-Duties and Terms of Officers**

- All officers shall be elected at the January meeting, take office the following meeting and serve one year. In case a vacancy in an office occurs, it shall be filled by the Executive Committee, excepting the office of the unexpired term. An election shall be held in case the President-elect (vice) assumes the Presidency or

resigns. In the event the President-elect (vice) does not want to assume the Presidency, a special election shall be held.

- The President shall preside at all meetings of the PDC and the Executive Committee. He/she shall appoint all committees not otherwise provided for, subject to the approval of the Executive Committee, and shall be an Ex-officio member of all committees. He/she serve as liaison between the PDC or any organization which is a part of it plus the school administration and Board of Education. He/she shall have the power to vote in the case of a tie vote. He/she shall call special meetings of the PDC when instructed to do so by the Executive Committee or at the request of one-fourth of the members.
- The President-elect (vice) shall assume all duties of the President in case of absence or resignation of the President. He/she shall serve as an Ex-officio member of all other committees. In the event the President-elect (vice) does not want to assume the Presidency, a special election shall be held.
- The secretary shall keep a record of all meetings of the PDC and the Executive Committee. He/she shall prepare and keep on file a correct list of the names of the officers and the Executive Committee of previous years.
- The data distribution manager shall be responsible for the tracking of all data in regard to funds approved by the PDC and shall disburse data as authorized by the organization.

#### **IV. FACULTY AND STAFF INVOLVEMENT IN PLANNING AND IMPLEMENTATION**

The Professional Development Committee provides guidance for the staff development program in the district. Each representative obtains suggestions and feedback from the teachers and administrators he/she serves. This input is used in planning in service activities and evaluating their effectiveness. In addition, information for planning is obtained from the following sources: **District-Wide Needs Assessment:** Through an annual needs survey, input is obtained from the faculty each year. This information is utilized in planning the professional development program for the district as well as the building level and within academic departments. The PDC also uses student data, MSIP progress reports, CSIP, and state report data (AYP) in the planning process.

**Feedback from Program Participants:** Written evaluations are collected from participants at the end of each in service and used to plan additional and/or follow up sessions. **Participatory Planning:** Staff throughout the district submit proposals, deliver the approved in services, and/or identify appropriate outside presenters. Teacher volunteers who are willing to present on a wide variety of topics are also identified each year through the needs assessment process.

**Assistance from Administrators:** Administrators are encouraged to assist the PDC with providing appropriate staff development experiences in the content areas. Both formally and informally, administrators gather data and create professional growth experiences to meet specific departmental/building needs.

**Building Level Planning:** Unique building level programming is also available in response to the individual goals of a school. A portion of the PDC budget is allocated at the building level for designing and providing on-site building level in service as well as for sending faculty to

outside conferences and professional development activities. Involvement of the PDC representative(s) in each building's planning and resource allocation process is a key factor.

## **V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ACHIEVING GOALS AND TARGETS**

### **Opportunities:**

**In-District Activities:** Marshall Public Schools develop extensive in-district staff development program utilizing national, state, and regional researchers and presenters as well as skilled local teachers and administrators to provide high quality professional development opportunities.

**District-Wide Workshops/Courses:** District-wide workshops/courses can be designed throughout the year in response to expressed needs and to keep staff members' current with relevant research and effective educational practices.

**Building Level Activities:** Site Based professional development activities are supported at individual schools to meet their building needs and/or provide more in depth training and follow up of previous programs.

**Follow up and Implementation Activities:** The implementation of skills and techniques learned during in service sessions are encouraged through follow up sessions which participants reflect, practice, discuss, internalize, and apply new concepts in their classrooms.

**Colleague Interactions:** Ongoing collegial interactions can strengthen implementation efforts. Groups of teachers within the district or individual schools can focus on a given content or practice, developing their understanding and ability to apply in their classrooms what they are studying.

**Book Studies:** Book studies are a valuable means to develop on going professional development. Teams of teachers are encouraged to work together to study books related to student learning as identified in the CSIP and MSIP plans. (See book study guidelines for specific requirements.)

**Out of District Workshops and Conferences:** These activities are supported through the building level PDC budgets and numerous grant-funding sources.

**Membership in Professional Organizations:** Membership in professional organizations is encouraged. These affiliations provide widespread opportunities for professional networking and collaboration, contacts for bringing in speaker/presenters to our district, and personal involvement in the work of regional, state, and national boards and committees. (**Note: PDC cannot fund membership dues for such professional organizations.**)

## **IV. REQUEST AND REIMBURSEMENT PROCEDURES:**

### **Request Procedure**

**1. Submit the following forms to PDC building reps before building level meeting, which meets **one week prior to the 1st Tues. of every month.****

- ✓ **Completed copy of Conference registration form**
- ✓ **Requisition- include conference fees, mileage, meals and lodging**

- ✓ **Professional Development Request for Leave form (If you are requesting leave for any reason other than professional leave the form will go directly to your principal.)**

**2. Building Level PD team meets with Building Administrator (one week prior to the district PDC meeting) to determine approval and decide if the request will go on to the district level.**

**3. District PDC meets on the 1<sup>st</sup> Tuesday of each month to approve any PD requests or forward to appropriate funding sources (Title or Sped).**

**4. After the district PDC meeting a copy of the Request for Leave form will be returned to the employee and a copy will be sent to your Building Administrator via PDC Rep.**

**5. Upon return please complete:**

- ✓ **PD Report form(Post workshop evaluation)**
- ✓ **Reimbursements (orange form) with itemized receipts attached**

**Additional PDC Expectations for Requests and Reimbursement:** A PD Request for Leave form must have been submitted prior to consideration of attending meetings of any kind. Activities requiring prepayment of fees must be submitted to the PDC prior to the professional leave date. Professional development activities initiated by individual staff members must relate to CSIP strategies and actions if PD funds are to be utilized to cover costs. All timelines set forth by the PDC must be followed or the PDC will not cover the expenses incurred. (NOTE: PD funds may not be used for coaching or athletic conferences, classified staff requests, or other activities as described in the Missouri Professional Development Guidelines.) When attending a conference you must share a room with other attendees if necessary unless a valid medical concern exists. Mileage will be paid at a rate of one car for every four people. If you choose to drive your own car, you will pay mileage yourself. It is the staff member's responsibility to complete his/her reimbursement slip with exact expenses and attach all itemized receipts. When meals are provided for any conference, PDC will not reimburse if a staff member chooses to eat elsewhere. Upon returning from the conference, you will need to send a reimbursement slip with receipts along with a post workshop evaluation to the building level PDC representative. **Alcohol and tips are not covered by PDC funds.**

#### **Special Requests for Reimbursements:**

##### **Out of State Conference/Workshop Requests:**

- A written proposal must be submitted to the committee (preferably 2 months prior to the conference).
- The proposal must verify that the conference attendance will benefit many staff members.
- The proposal must state the building/district goals met by the information at the conference.
- The proposal must include a summary of the conference.
- The proposal must include an estimated budget.
- The proposal must include justification for leaving the state (i.e. The information at the conference cannot be attained in state.)

- The participant must attend the PDC meeting prior to the conference to answer any questions the committee may have.
- Upon return, the participant must provide an in service for interested district personal or to the whole district upon committee request.
- The proposal will be approved or denied by a majority vote of the committee

### **Book Study:**

The district/division director may request one book study be done without pay if the discussion groups are built into the employees contracted time. For this type of book study, the district will purchase the book for the participant.

Teacher initiated book studies are encouraged. The following guidelines are required if the participants are requesting PDC funding:

- The book study leader will obtain the book study proposal form and fill it out.
- The building administrator must approve the proposed book study prior to beginning the study.
- The book study proposal must be presented to and approved by the PD committee prior to the beginning of the study. This can be accomplished by attending the monthly PDC meeting or sending the written proposal to a PDC member prior to the monthly meeting. Books may be purchased after approval of book study. One requisition needs to be filled out and submitted with book study proposal.
- A book study must be made up of at least 5 members. Fewer than 5 will require PDC approval. (Only certified staff can be reimbursed out of PDC money.) Members must be determined prior to approval of the book study as changes will not be accepted after approval.
- Members must sign in and out at each meeting.
- The book study leader will provide sign in sheets and a copy of the book study proposal when turning in the requisition for payment. This will all be turned in to a building level PDC representative.
- All book study meetings must be held at a school facility.
- Payment for book study will be \$20 per hour for the time met to discuss the information. A maximum of 4-5 hours per book are accepted.

### **Mentor/Mentee Payment:**

All mentor/mentee logs are to be complete and placed in portfolio by May 1. In addition, by May 15, the supervising administrator for the mentor program should complete a requisition with the name of the mentees and the person they mentored, and the stipend amount. (The current stipend amount is \$200 for a 1<sup>st</sup> year teacher mentor and \$100 for a 2<sup>nd</sup> year teacher mentor.) Finally, the form should be forwarded to the PDC chairperson for signature for approval to be paid.

## **VI. POLICIES AND PROCEDURES TO ENSURE PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO MSIP AND CSIP**

Activities are in place to ensure that the professional development program directly relates and grows out of the district MSIP and CSIP. Specific professional development activities are planned to support the district in meeting the MSIP and CSIP performance and criteria.

Thorough analysis of district progress toward meeting the MSIP and CSIP objectives is a crucial piece of the PDC evaluation process and this information is used to help evaluate and adjust district-wide and building-level professional development activities. In addition, all proposals for professional development in our district include a section linking the proposed activity directly to the accomplishment of district and building level goals directly related to the MSIP and CSIP objectives. Staff members applying to attend workshops and conferences identify the relation of this activity to MSIP and CSIP objectives.

District Professional Development Reporting Procedures:

- Each building principal or director will keep records of professional development activities attended by each teacher within their building. This systematic plan will include the teachers completing and submitting a spreadsheet of the activities that they have attended throughout the school year. This teacher spreadsheet will be due to the building principal by check-out time the last day of the school year. The spreadsheet will include any and all professional development activities that the individual teacher has attended whether on contract time or not.
- A sign-in sheet should be available for all teachers at all district workshops or in-services and a copy of the sign-in sheet should be maintained by the building principal/director. All professional development records should be accessible, fire-safe and available for review and audit within respective buildings.
- Copies of the District Request for Leave should be maintained in the teachers' building personnel/professional development files for recordkeeping. The Central Office copy of the District Request for Leave will be maintained in the Central Office files. This professional development recordkeeping system is important and necessary because this information will be reported to DESE as documentation of annual professional development hours.

## VII. BEGINNING TEACHER ASSISTANCE/MENTORING PROGRAM

In 1985 Missouri Excellence in Education Act (5 CSR 80-800.010) and updated in May 2008 (5 CSR 80-850.045) requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. According to law, school districts in Missouri must provide a professional development plan for each teacher who has no experience. This "beginning teacher support system" must include an entry-year mentor program.

A study of the literature regarding new teachers reveals some discouraging trends: nationwide, approximately 15% of new teachers leave after their first year, and 40-50% of those entering the teaching profession will leave during the first seven years. A mentor program increases the likelihood that a teacher will experience a positive introduction into teaching. It can be an effective way to help new teachers ease into their professional roles.

*The Professional Development Committee intends this workbook to be a positive, workable, and effective instrument that will help produce meaningful assistance and encouragement for the beginning teacher in the*

## **Overview**

1. The district must provide programs for beginning and practicing teachers. Programs must include a professional development committee to assist in the development of individual professional plans for the first two years of teaching for any teacher who does not have prior teaching experience and to assist practicing teachers.
2. Plan was developed by a professional development committee to:
  - Identify instructional concerns and remedies
  - Serve as a confidential consultant
  - Assess faculty needs and develop in-service opportunities
  - Inform the proper authorities of faculty suggestions, ideas and recommendations pertaining to instruction
3. Committee is selected by teachers.
4. Plan may include guidance from a district designated faculty member and other forms of assistance the district may choose to offer.
5. Missouri colleges and universities are to provide assistance.
6. Plan may include staff development and in-service programs already provided by the district.
7. A beginning teacher must be assigned a mentor who has the role of helping, not evaluating, the teacher.

## **Statutory Authority for Beginning and Practicing Teacher-Assistance Programs**

Following is the text of the law that requires Missouri school districts to provide professional development programs for beginning and practicing teachers. Programs must include professional development committees to assist all teachers and individual professional development plans for first and second-year teachers. These provisions were passed by the Missouri Legislature in 1985 as part of the Excellence in Education Act. They became effective September 1, 1988.

Sections 168.00.4(1) (2) & 5, RSMo.

4. Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:
  - a. Such programs shall require each school district to provide a plan of professional development for the first 2 years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teacher and experienced teachers in identifying instructional concerns and remedies, serve as a confidential consultant upon a teacher's request, and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The teachers employed by the school district in question shall select the members of each professional development committee. The professional development plan may include guidance from a district-designated

faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.

b. Such programs shall include assistance from the teacher education program that provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internships, counseling, and in-service training.

5. The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee established under subsection 4 of the section, and in-service opportunities as provided by the local school district for all practicing teachers.

NOTE: The Excellence in Education Act suggests and the recently amended rule for teacher certification (5CSR 80-800.010) requires that beginning teacher support systems include a mentor program. A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, and opener of doors". This emphasizes that the role of the mentor teacher is "helper" not "evaluator".

### **Mentoring Program Goals (New Teacher Induction Program)**

Through effective training, meaningful guidelines, and careful selection in matching the mentor teacher and the beginning teacher, the following mentor program goals will be achieved:

- Provide a network of support, guidance, and feedback for beginning teachers in their entry-year from a veteran teacher.
- Provide training for mentors, which will equip them for the role of mentoring as well as refine their own instructional skills.
- Provide assistance for beginning teachers in their development of classroom skills, instructional strategies, curriculum, lesson plans, and classroom management.
- Provide the opportunity of professional growth for both new and experienced teachers.
- Provide professional and personal benefits to experienced teachers who assist new teachers.
- Provide a vehicle to assess the effectiveness of the mentoring program to assure its continued success.

### **Definition of Roles and Responsibilities**

A. Mentor(Instructional Coach) -- The mentor teacher is an experienced teacher whose job is to answer questions, make suggestions, and generally guides a beginning teacher through his or her first two years of experience. The mentor will initiate preparation of the beginning teacher's professional development plan and help the teacher tailor the plan to his or her needs. All mentor teachers will be selected on a strictly voluntary basis. Mentors must have five years of teaching experience and be willing to be trained as a mentor.

1. Meet monthly with the mentee to offer help and suggestions to the mentee.

2. Work with the mentee in developing a professional development plan.
  3. Complete the checklist and reflection every month.
- B. Mentee -- The mentee is a teacher with less than one year's teaching experience in the classroom or new to the school district. The mentee will be involved in developing and implementing a professional development plan for two years with a mentor teacher. The mentee is ultimately responsible for:
1. Keeping records of the Professional Development Plan (PDP) Activities Log and any other documentation. The activity log shall include information on all meetings, observations, conferences, visitations, workshops, and all other activities related to the PDP.
  2. Completing all strategies as indicated on the PDP.
  3. Communicating with mentor and principal regarding progress on the PDP.
- C. Principal
1. He/She will be involved in the selection and pairing of the mentor and mentee as a team member with the PDC representative.
  2. The principal will assist in writing the Professional Development Plan (PDP) in cooperation with the mentor and mentee. He/She will keep a copy of the Professional Development Plan. The mentee will be present in conferences involving the PDP or the mentor/mentee relationship.

Mentoring can best be defined as a nurturing process, in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé.

**New Teacher Induction Program  
New Teacher Orientation Program  
And  
Continued Mentor Program  
Outline**

**To qualify for the New Teacher Induction Program:**

- First year teacher
- Second year teacher and new to MPS as of August of the new school year
- Mentee Coach will be assigned

**To qualify for the New Teacher Orientation Program:**

- New to MPS (any amount of years taught)
- No mentee coach will be assigned

**To qualify for Continued Mentor Program:**

- Second or third year teacher in MPS
- Mentee Coach will be assigned

**Mentee Coaches Team:**

- PK-4<sup>th</sup>-One experienced teacher
- 5<sup>th</sup>-8<sup>th</sup> Grade- One experienced teacher
- 9<sup>th</sup>-12<sup>th</sup> Grade-One experienced teacher
- Career/Tech Ed-One experienced teacher
- Administration liaison

**Program Attendance Requirements:**

Date	New Teacher Induction	New Teacher Orientation	Continued Mentor Program
August (3 days)	Required	Required	No attendance required
September District wide PLC meeting	Required	No attendance required	No attendance required
October District wide PLC meeting	Required	No attendance required	No attendance required
February District wide PLC meeting	Required	No attendance required	No attendance required

The New Teacher Induction Program will be outlined in 10 focus areas. These focus areas will be covered at all New Teacher Induction Program PLC meetings. New Teacher candidates will also have the 10 focus areas, but will only attend those sessions during the New Teacher Orientation in August.

The 10 focus areas are as follows. Topics are listed, but not limited to these only.

- Personal
  - Life cycle of a first year teacher
  - Personality test
  - What's on your plate
  
- Professional
  - Professional development plan
  - Teacher evaluation system
  - Growth plans
  - IPC/certification requirements
  - Mentee Coach support
  
- Curriculum, Instruction and Assessment
  - Lesson planning
  - Data teaming
  - Observations of other teachers
  - Report cards
  - Classroom management
  - Engagement strategies
  
- Organization Systems
  - Survival of all the acronyms
  - Forms of the district
  - District website
  - Student Informational System
  - First day of school power point
  
- Students
  - Diversity and making connections
  - BIST (Elementary Only)
  
- Collaboration
  - PLC overview
  - Working with adults
  
- Policies and Procedures
  - Insurance
  - District handbook
  - School Dude
  - Aesop
  
- Parents and Community
  - Parent teacher conferences
  - Marshall history and tour of the district
  - Communicating and building a relationship with parents
  
- District Initiatives
  - SIOP

- Learn Like a Champion
- Resources