

<p style="text-align: center;">Mission Valley School District Mentoring Program</p>
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A. Program Purposes and Goals:

Purpose of the mentoring program.

To assist beginning teachers in their professional growth so they are more likely to stay in education and become more effective teachers. The mentor is to be an aid to the probationary teacher, not an agent of the administration. Specific content of the weekly meetings are to be confidential.

Goals of the mentoring program.

Provide beginning teachers with coaching from experienced teachers. Utilize service centers to deliver professional training.

B. Program Organization

The mentoring program will create structured and/or planned contact time.

The mentor will meet with the teacher weekly according to a flexible schedule developed by the pair during the first weeks of school. Substitutes will be provided to allow the mentor and beginning teacher needed instructional time

The expectations for administrator participation and support by the district.

The building administrator will be expected to meet with the mentor teacher and the beginning teacher at the beginning of the school year. Monthly logs will keep the administrator informed of the progress of the program. Administration will provide beginning teachers with support from service centers and outreach educational services.

Confidentiality issues.

Observations and suggestions made by the mentor and or the instructional coach are not to be used in the teacher evaluation process. If the mentored teacher receives unsatisfactory marks during the evaluation process, the mentor may be involved in formulating an improvement plan.

C. Selection Process

Criteria for mentor selection.

Mentors should be have at least 3 years experience with above average evaluations. If possible, mentors should be from the same subject area or comparable grade level as the probationary teacher.

Process used for mentor selection and matching with the new teacher.

The building administrator will make the mentor selection and matching after conferring with teachers meeting the criteria.

Process for reassignment if the mentor is unable to fulfill responsibilities.

The administrator may reassign mentors if requested by either the teacher or the mentor. Reassignment may also occur if the administrator feels the pairing is not effective.

D. Training

Administrators and other staff will be informed of their roles.

The service center will provide administrators, mentor teachers and new teachers their specific role in this process. Written responsibilities will be provided through this document at this meeting.

Training and on-going support activities for mentoring.

Mentors and probationary teachers will meet before the school year to review all aspects of the program and to get acquainted. Administrators will meet with program participants to explain the administrator's role and to offer encouragement. The administrator will remain available for guidance for both teachers either individually or as a pair.

The mentor program will align with other professional development activities.

The mentor will guide and assist the probationary teacher in school improvement development activities by teaming together.

Professional Growth

Anticipated professional growth for mentors.

The mentor should improve his/her ability to observe and analyze teaching styles and effectiveness. This will often inspire improved instruction from the mentor and could serve as good training for a teacher interested in administration.

Anticipated professional growth for new teachers.

Probationary teachers should experience significant growth in instructional techniques, ability to relate to students and parents, lesson planning, and evaluation instruments. Development of classroom management skills should elicit greater confidence. Close collaborate with an experienced teacher will likely lower frustration and stress levels.

E. Program Evaluation

Achievement of specified program goals.

The administrator will check for completion of program goals and adherence to the timeline. The administrator will review the new teacher's progress on formal evaluations.

Effectiveness of program in providing support and continuous assistance to the new teacher.

The probationary teacher will help develop the log to be turned in monthly and will be given the opportunity to suggest needed areas of support and training. The year end survey will allow for modification of this program to better suit the needs of future employees.

Effectiveness of the mentor selection and matching process

The administrator will question the mentor and the probationary teacher about the effectiveness of the match after 1 month and again after 3 months. Records should be kept to help with mentor selection in subsequent years.

Impact of the mentor program on the professional growth of the mentor and probationary teacher.

Surveys will be administered to both members of the mentoring pair to determine their impressions of growth. The administrator will write a brief summary of observed growth by the mentor and probationary teacher.

Degree to which mentors fulfilled roles and responsibilities.

The administrator will develop a form for the mentor to log activities. This log will be reviewed each semester by the administrator to verify the mentor is fulfilling the duties required under the program.

F. Sequence of Activities

Mentor and new teacher should meet monthly and keep a general log of times and topics. Suggested topics are listed on a monthly schedule on the following pages. Each topic is simply a suggestion to develop dialog. Feel free to adjust the schedule or insert topics to make the discussion meaningful and timely. The log will need to be kept in your Mentoring notebook

Sequence of Activities for Mentorship Program

Week 1	Teachers and mentors will be selected.
August	New teachers will attend a class management workshop during the school year. New teacher will meet with Title 1 for explanation of intervention program Mentors and teachers will establish monthly goals for the new teacher to focus upon during the upcoming month. Introduction of Power School system and grading procedures
September	Mentors and teacher will meet to discuss the points of the instructional coach.

	Mentor and teacher will evaluate the August goals and establish goals for September.
October	<p>Mentors and teachers will meet to discuss Parent-Teacher Conferences procedures and expectations.</p> <p>Mentors and teachers will meet to review goals for September and establish new goals for October.</p> <p>Mentor and teacher discuss the grading procedures and grading system.</p>
November	Mentor and teacher monthly establishment of goals and review of pervious month's goals.
December	Mentor and teacher monthly establishment of goals and review of pervious month's goals.
January	Mentor and teacher monthly establishment of goals and review of pervious month's goals.
	Discussion of Semester grades and procedures for turning in grades
February	Mentor and teacher monthly establishment of goals and review of previous month's goals.
March	Mentor and teacher monthly establishment of goals and review of pervious month's goals.
April	<p>Mentor teacher monthly establishment of goals and review of pervious month's goals</p> <p>.</p>
May	<p>Evaluation of the Mentoring program by the mentor and teacher. Completed and submitted to the administration.</p> <p>Completion of the mentoring survey by the new teacher and mentor.</p> <p>Joint meeting with mentor, teacher and administration.</p>

Monthly log for Mentorship Program

Please record meeting notes on a copy of this page. Be sure to include dates and times of your meetings and a general description of the topics discussed. Also comment on topics you recommend or assistance you may need from the administration.

Month: _____ Date: _____ Time: _____
Topics discussed: _____

Review of August goals discussion _____

Area's Strength and Needs _____

Goal for the next month: _____

Discussion of Topics with instructional coach: _____

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Administrator Guidelines for Mentorship Program

Purpose of the Program

The purpose of the mentoring program is to provide new teachers with support to make them a successful classroom instructor.

Goals

1. Retain teachers in the profession
2. Retention of strong teachers to the USD 330 school district
3. Provide students in USD 330 with teachers that are prepared
4. Establishment of a professional program to guide new teachers
5. Empowerment of new teachers to have confidence in their teaching abilities
6. Improvement of teachers throughout the school district

Duties

1. Select and match mentors and teachers
2. Provide resources materials and time
3. Oversee the mentoring process
4. Evaluate the effectiveness of the mentoring program
5. Collection of data at the end of the school
6. Meet with Mentor and teachers during the school year

Date _____

New teacher _____

1. Areas of improvement needed in the mentoring program.
2. How did you benefit from the mentoring program over the school year?
3. Give any additions you feel are necessary to the mentoring program.
4. Do you feel the mentoring program improved your teaching skills and specific what area did you find gave you the greatest growth.
5. How should mentor teachers be selected?
6. How did you feel about the role that the administration played in the process?

7. Was there enough contact time between the mentors and the new teachers?
8. Is the Instructional coaching provided by the service center worthwhile?
Please indicate if we should continue this program.
9. Do you feel the mentoring program is necessary for new teachers?
10. How can the district provide more assistance to new teachers?