



## **Mentor Plan for New Teachers, School Specialists, Leaders**



**The mission of this plan is to provide mentoring and support for first year teachers that have no experience into education and help them become teachers that understand students, instruction, change and other facets of education. This plan is a three-year plan of guided instruction and support for each teacher. The professional learning in this plan will help the educator learn; content knowledge, instructional practice, and professional responsibility. The goal is to keep good teachers in the profession to help educate our students. The structure of this professional learning will align with the Kansas Professional Education Standards.**

### **Program Overview:**

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The Wellsville School District defines an initial educator as a newly hired teacher who possesses their initial Kansas license; they will participate in the program for three years.

**Induction Program: New Teacher Academy (3 days) (First year only):**

This program assists new teachers to the district, both beginning and veteran. It covers topics from community information to instructional technology. Time is provided for participants to meet with their mentors, building principals, and veteran teachers at their grade level/content area.

**Induction Program: Monthly New Teacher Academy Meetings (Teachers who possess less than a total of three years of teaching):**

In the months of September, October, and November, New Teacher Academy sessions will be held at the district office. Topics will vary depending on the needs of the year's cohort of teachers. The teachers will be separated by what phase they are identified as in the mentoring program (e.g. first year teacher, second year teacher, third year teacher).

## **Mentor Selection Criteria and Training Requirements**

### **Selection Criteria**

1. Mentors must have a minimum of three years of successful experience.
2. Mentors must have a professional license in effect.
3. Mentors experience and endorsement areas do not have to match the new teacher, (but would be preferred.)
4. Mentors do not have to be in the same subject area or grade level as the new teacher (but would be preferred).
5. Mentors must have gone through initial training by August 1<sup>st</sup> of the year of mentoring.
6. School specialist mentoring can be cross-district if needed.
7. Mentors must be professionally competent as indicated by the board's most recent evaluation including competency in the teacher's area of licensure, communication skills and efficacy of instruction.
8. If the original assigned mentor is unable to fulfill the responsibilities of the mentorship a successor mentor meeting the above criteria would be assigned by the building administrator as soon as possible. It should be understood that the successor still must meet the training deadline, so more than likely they would have to have been previously trained. The mentor stipend will be prorated based on the remaining timeline and duties in the mentorship.

### **Training Requirements**

1. Initial training must occur by August 1<sup>st</sup> of the year of mentoring.

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2. The initial training an ongoing professional learning should:
  - Address the roles and processes of the program.
  - Develop strategies for building relationships with new teachers.
  - Develop skills for observation of new teacher's practice, assessment of needs of new teacher, strategies to address those needs.
  - Develop coaching language and practice.
  - Develop strategies for guiding new teachers to use reflection in their practice.
  - Enhance skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs.
  - Train mentors in guiding new teachers in collecting and analyzing various types of student data to show evidence of learning.
  - Train mentors in guiding new teachers in their use of content standards when planning lessons/units.
  - Develop skills in using the professional education standards as a measure of assessing teacher practice.
  - Align with district and school improvement plans professional development initiatives.

## **Mentor/Mentee Meetings**

This program provides three years of structured, intensive support for new teachers/specialists to the profession. Building administrators should assign and introduce mentors and mentees as soon as possible. Mentors and mentees must maintain logs documenting dates and times of meetings, observations and communications. The logs would also contain notes, reflections or specific learnings, specifically how the learning is addressing the professional education standards. The following minimum supports for each year are required.

### **Year 1**

1. Weekly communication-email, phone calls, face-to-face meetings. Mentors and mentees will document dates and times.

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2. Bi-monthly face-to-face meetings. These face-to-face meetings should contain dialogue for reflection, feedback and support. The status of these mentees progress on the professional education standards should be reviewed; dates and times should be documented.
3. Minimum of three classrooms observations by the mentor, the first completed by September 15<sup>th</sup>, the second between October 31<sup>st</sup> and January 31<sup>st</sup> and the third between February 28<sup>th</sup> and April 30<sup>th</sup>. Each observation should be for a minimum of 30 minutes (document dates and times). If a sub is necessary please arrange with the superintendent designee. After each classroom observation at the next face-to-face meeting the mentor should share their observations, feedback and reflections. The mentor should also provide suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.
4. Minimum of two classrooms observations by the mentee, with another experienced teacher (more than three years). One should be completed by December 20<sup>th</sup> and the other after January 15<sup>th</sup> but before March 31<sup>st</sup>. Each of these observations should be a minimum of 15 minutes. The mentee should document the date and times of these observations and the next face-to-face meeting with the mentor should share questions and reflections of those observations. If a sub is needed to complete the requirement please arrange with the superintendent designee.
5. Minimum of three face-to-face meeting with the building administrator, mentor and mentee in each month. (document times and dates). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. These meetings would also be the time to discuss concerns or achievements.
6. The mentor and mentee will complete a survey regarding the effectiveness of the program by May 31<sup>st</sup>. The results of the survey will go directly to the superintendent designee. The superintendent designee will review the results of the survey and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent designee. The superintendent designee will also review mentorship documentation to ensure that all requirements have been met or not met by May 31<sup>st</sup>. The superintendent designee will then report by June 2<sup>nd</sup> to the district's financial director any mentorship stipends that need to be paid.

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7. If at any time during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrator's attention immediately who will then notify the superintendent designee.

## **Year 2-3**

1. Bi-weekly (every other week) communication- email, phone calls, face-to-face meetings. Mentors and mentees will document dates and times.
2. Once monthly face-to-face meetings. These face-to-face meetings should contain dialogue for reflection, feedback and support. The status of the mentees progress on the professional education standards should be reviewed. (Document times and dates.)
3. Minimum of one classroom observation by the mentor, completed by December 20<sup>th</sup>. The observation should be for a minimum of 30 minutes (document time and date). If a sub is necessary please arrange with superintendent designee. After the classroom observation at the next face-to-face meeting the mentor should share their observation, feedback and reflections. The mentor should be also providing suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.
4. One classroom observation by the mentee. One should be completed by December 20<sup>th</sup>. This observation should be a minimum of 15 minutes. The mentee should document the date and time of the is observation and at the next face-to-face meeting with the mentor should share questions and reflections of this observation. If a sub is needed to complete this requirement please arrange with the superintendent designee.
5. Minimum of one face-to-face meeting with the building administrator, mentor and mentee in each semester (document time and date). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. The administrator may ask to review the mentorship logs. These meetings would also be the time to discuss concerns or achievements.
6. The mentor and mentee will complete a survey regarding the effectiveness of the program by May 31<sup>st</sup>. The results of the survey will go directly to the superintendent designee. The superintendent designee will review the results of

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the survey and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent designee. The superintendent designee will also review mentorship documentation to ensure that all requirements have been met or not met by May 31<sup>st</sup>. The superintendent designee will then report by June 2<sup>nd</sup> to the district's financial director any mentorship stipends that need to be paid.

7. If at any time during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrator's attention immediately who will then notify the superintendent designee.

## **New Teacher Administration Evaluation:**

Of course during this mentorship the probationary (new) teacher will be evaluated by the building administrator using the district's negotiated evaluation process and instrument. If at any time during this process it is determined by the administrator that an intensive plan of assistance is needed some of the above requirements may be expanded in order to best help the new teacher.

Mentors are paid stipends for successfully meeting the requirements of the mentorship. They are paid according to the following:

1 <sup>st</sup> year teacher mentor	\$990
2 <sup>nd</sup> year teacher mentor	\$500

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3<sup>rd</sup> year teacher mentor \$250

These stipends are paid in June after approval from the superintendent designee that all mentorship requirements were met and completion of the mentorship survey in a timely fashion.

## Confidentiality Agreement Between Mentor/Mentee

The relationship between the mentor and mentee teacher can only work if there is trust between the two teachers involved. In order to help establish this trust, USD 289 requires both the mentor and mentee to sign this agreement.

- What is said in the mentoring meetings between the two parties will remain strictly confidential. Neither party shall discuss the contents of the meetings with others.

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- The mentor understands their role is not to evaluate or judge the mentee, but to promote professional growth for the purpose of student learning.
- If for any reason the relationship between mentor and mentee does not work out, either the mentee or mentor teacher should contact the building administration. Should conditions warrant, a different mentor will be assigned to the mentee teacher.

I have read the above statements and agree to follow them.

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Signature of Mentor Teacher

Date

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Signature of Mentee Teacher

Date

## Mentor Monthly Checklists:

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

[Activity 5](#)

[Activity 6](#)

[Activity 7](#)

[Activity 8](#)

[Activity 9](#)

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Activity 10  
Induction Plan

## Mentor Observation

<b>Date:</b>	<b>Time:</b>	<b>Subject:</b>
<b>Learning Environment</b>		
Standards Posted		
Lesson Objective/Goal Posted		
Organized for Learning (3 of 4 Required)		
Evidence of Differentiated Instruction via Independent and or Group Learning		
Knowledge of Content		
Use of Technology		
<b>Marzano's Essential Nine High-Yield Instructional Strategies</b>		
Identifying similarities and differences		
Summarizing and Note Taking		
Reinforcing Effort and Providing Recognition		
Homework and Practice		
Nonlinguistic Representations		

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Cooperative Learning	
Setting Objectives and Providing Feedback	
Generating and Testing Hypotheses	
<b>Bloom's Taxonomy</b>	
Remembering	
Understanding	
Applying	
Evaluating	
Creating	
<b>McRel's Five Domains</b>	
Leadership	
Respectful Environment for a Diverse Population	
Content Knowledge	
Facilitation of Learning for the Learner	
Reflection of Practice	

## No Fault, Easy-Out Policy

The effectiveness of a mentoring program can be negated if one or more of the participating educators experience a personal or professional conflict that causes discomfort. A predetermined plan of action to resolve the conflict and maintain effectiveness of the mentoring progress is established by the school district. No blame or fault will be attached to either the mentor or the new or beginning teacher.

### **Actions Steps in exercising the No Fault, Easy Out Option**

1. an honest attempt to remedy the situation should be made by the individual or individuals
2. the individual should complete a No Fault, Easy Out form and submit it to the building administrator
3. the building administrator arranges an immediate meeting with the individual who has submitted the form

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4. One or more of the following courses of actions will be agreed upon and enacted
  - a. determine a possible solution with the individual
  - b. the administrator serves as an arbitrator between the individuals involved
  - c. the administrator determines it is in the best interest of all concerned to release the mentoring partnership and establish a new partnership
2. professional courtesy and positive attitudes will prevail throughout the situation by all participants
3. establishment and maintenance of a new partnership will commence once the original partnership is dissolved

### No Fault, Easy-Out Form

This form should be filled out by any member of a mentoring triad that has a personal or professional concern about the effectiveness of the current mentoring assignment. When the form is completed, it should be given to the building administrator.

Name \_\_\_\_\_

Date \_\_\_\_\_

Role in the Mentoring Partnership:

\_\_\_\_\_ New or Beginning Teacher

\_\_\_\_\_ Mentor

Check and respond to any of the following comments that are appropriate to your situation.

\_\_\_ I have a personal concern with the effectiveness of the mentoring partnership

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Please provide a brief explanation:

\_\_\_ I have a professional concern with the effectiveness of the mentoring partnership

Please provide a brief explanation:

\_\_\_ Other concern and a brief explanation:

All four areas of the Kansas Professional Education Standards (1.1 through 1.4 below) will be addressed with mentees through the formal structure of this program

<b>Guideline</b>	<b>Documentation</b>	<b>Administrator</b>	<b>Mentor</b>	<b>New or Beginning teacher</b>
<b>Guideline 1: Practical application experience</b>		<b>Training</b>	<b>Developing</b>	<b>Demonstrating</b>
1.1: Learner and Learning		--Set Objectives and Provide Feedback --Reinforcing Effort and Providing Recognition -- Cooperative Learning	--Development and maintenance of a positive classroom environment that is conducive to learning --Recognition and understanding of the developmental levels of each student	--Development and maintenance of a positive classroom environment that is conducive to learning --Recognition and understanding of the developmental levels of each student
1.2 Content knowledge		--Identifying similarities and differences --Generating and testing hypotheses	--Enhancement of content knowledge provided through the variety of innovative instructional strategies and	--Enhancement of content knowledge provided through the variety of innovative instructional strategies and

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			application of content knowledge	application of content knowledge
1.3 Instructional Practice		--Cues, questions, and advanced organizers --non-linguistic representation -- summarizing and notetaking -- assigning homework and providing practice	--utilize effective instructional methods and techniques to meet student needs - -utilization of various formal and informal assessments to measure progress and modify/deliver comprehensive instruction	--utilize effective instructional methods and techniques to meet student needs - -utilization of various formal and informal assessments to measure progress and modify/deliver comprehensive instruction
1.4 Professional Responsibility		--Communicate regarding questions, concerns, reflections, and more, all to support the growth of each new or beginning teacher	--Collaborate opportunities through common plan time, before and after school contract times, professional learning communities and days, grade level and/or departmental meetings, accreditation processes, professional development council, building leadership teams, and site councils	--Collaborate opportunities through common plan time, before and after school contract times, professional learning communities and days, grade level and/or departmental meetings, accreditation processes, professional development council, building leadership teams, and site councils
<b>Guideline 2: Selecting the Mentor</b>		<b>Training</b>	<b>Developing</b>	<b>Demonstrating</b>
2.1 Selection Criteria		--ensure that mentors meet guidelines of a minimum of 3 years of successful teaching experience and that each has a professional		

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		<p>license --put forth the best candidate to serve as mentors as evidenced by National Board Certification (if applicable), KTOY recognition, building and district leadership participation or pure volunteerism as service to the profession</p> <p>--school specialist mentors must have a professional license in the specific area of specialty being mentored ( i.e. reading specialist, library media specialist, school counselor)</p>		
2.2 Required training		<p>--Pre--Service--Classroom Instruction that Works (CITW) overview ---September Professional Development Mentor Training -- by October 1--Completion of Annual Mentoring Professional Development</p> <p>--Required Training Topics</p> <ul style="list-style-type: none"> <li>● mentor's role</li> <li>● strategies for building relationships with new teachers</li> <li>● skills for observation of mentee's practice, assessment of mentee's needs, strategies for meeting the needs of the mentee</li> <li>● coaching language and practice</li> </ul>		

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		<ul style="list-style-type: none"> <li>• strategies for guiding mentees to use reflection in their practice</li> <li>• skills for guiding mentees in using various types of formative assessment (focus instruction, differentiation)</li> <li>• guiding mentees in use of content standards when planning lessons/units</li> <li>• skills in using professional education standards as a measure of assessing professional practice</li> <li>• guiding mentees in analyzing data to show evidence of learning</li> </ul>		
<b>Guideline 3: Relationship between the Mentor and new or beginning teacher</b>		<b>Training</b>	<b>Developing</b>	<b>Demonstrating</b>

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3.1 Communication Intervals	--Communication logs-- ( Mentoring Checklist for Record of Weekly Meetings -- Communications Portfolio (Feedback Form: Mentor Observation)	Oversight	---log weekly communication focused on reflection and continued growth in each of the 5 domains of the McRel standards	--log weekly communication focused on reflection and continued growth in each of the 5 domains of the McRel standards, Bloom's Taxonomy, 9 High Yield Instructional Strategies, and Professional Education Standards
3.2 Observation of new or beginning teacher	--Communication logs-- ( Mentoring Checklist for Record of Weekly Meetings -- Communications Portfolio (Feedback Form: Mentor Observation)	Mentor must observe mentee at least three times over the course of a school year	--McRel Standards: 5 domains --Bloom's Taxonomy --Marzano 9: High Yield Instructional Strategies -- Professional Education Standards	--McRel Standards: 5 domains --Bloom's Taxonomy --Marzano 9: High Yield Instructional Strategies -- Professional Education Standards
3.3 Dialogue and Feedback	--Communication logs-- ( Mentoring Checklist for Record of Weekly Meetings -- Communications Portfolio (Feedback Form: Mentor Observation)	Oversight	--log weekly communication (Communication Log) focused on reflection and continued growth in each of the 5 domains of the McRel standards --reflection and growth in each of the 10 Professional Education standards	--log weekly communication (Communication Log) focused on reflection and continued growth in each of the 5 domains of the McRel standards

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3.4 Continued Mentorship	--Communication Portfolio--Professional Learning Plan (McRel or PDP Toolbox) -- Communication Portfolio--(Feedback Form: Mentor Observation) -- Communication Portfolio (Professional Standards Reflection Document) -- Communications Portfolio(Mentoring Checklist for Record of Weekly Meetings	Oversight	--assist the new or beginning teacher in development of a professional development plan -- encouragement of the new or beginning teacher to attend a minimum of one professional development event per semester, based on the learning plan and professional development needs of the new or beginning teacher --- three classroom observations of the new or beginning teacher through the duration of the school term --ensure documentation by the new or beginning teacher of mentor/new or beginning teacher dialogue following each professional learning event, district or otherwise	--development of a professional development plan -- attend a minimum of one professional development event per semester, based on the learning plan and professional development needs as determined -- make three classroom observations of the mentor through the duration of the school term --documentation of mentor/new or beginning teacher dialogue following each professional learning event, district or otherwise --create a documented plan providing a second year of support if needed
<b>Guideline 4: Program Evaluation</b>		<b>Training</b>	<b>Developing</b>	<b>Demonstrating</b>
4.1 Survey An effective mentor program is one that addresses these components: <ul style="list-style-type: none"> <li>recruitment and retention</li> <li>selection, training, and support</li> </ul>		--Oversight --Bi-Annual Comprehensive Review of Data --support of mentor/new	--survey completion	--survey completion

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<ul style="list-style-type: none"> <li>● guidelines for confidentiality</li> <li>● enhancement of the teaching profession</li> <li>● ongoing professional development for both the mentor and the mentee</li> <li>● a program evaluation</li> </ul> <p>The goals should define the mentoring process, facilitate the organization and design of the mentor program, and provide the skills and knowledge to serve effectively in a mentoring capacity.</p>		or beginning teacher relationship		
4.2 Collection of Data		--Oversight --Bi-Annual Comprehensive Review of Data --support of mentor/new or beginning teacher relationship	--survey completion	--survey completion
4.3 Review and Analyzing Data		--Oversight --Bi-Annual Comprehensive Review of Data --support of mentor/new or beginning teacher relationship	--survey completion	--survey completion
4.4 Implementation		--Oversight --modification of mentoring program, based on collected data		

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