

Professional Educator Mentor Program Navarro Independent School District

INTRODUCTION

The professional educator induction program is designed to provide support to teachers new to the Navarro Independent School District with two years or fewer years of teaching experience. The purpose of the program is to ensure that teachers are adequately prepared to utilize Navarro ISD resources to support student learning as well as provide teachers with a support group throughout the first two year of service within Navarro ISD.

PROGRAM OBJECTIVES:

- Retain quality professional educators;
- Improve beginning teachers' skills and performance
- Support employee morale and prevent isolation
- Foster communication between new teachers, existing teachers, administrators and central office.
- Facilitate the transition into the first year of teaching for beginning teachers
- Build self-reflection and foster as sense of community teaching and learning for all professional educators
- Ensure new professional educators are provided an adequate introduction with ongoing support for Navarro ISD policies, procedures and processes.
- Provide professional educators with mentor support.

PROGRAM DESIGN:

The professional educator induction program combines multiple elements of professional development, professional learning community and mentor/mentee activities to support the transition of new employees to Navarro ISD. The program will include the following elements:

- New Employee Orientation Training
- Ongoing Professional Development through book study, online learning community or district offered instructionally centered training sessions throughout the school year.
- Bi-Monthly feedback, review and instruction meetings.
- Mentors assigned to each professional educator
- Frequent classroom walk-through evaluations conducted by campus administrators and the Academic Services Office.

The professional educator induction program is designed to be a one to two year program for educators with two or fewer year of teaching experience. However, principals may request that educators remain in the program for an additional year.

MENTOR SELECTION CRITERIA:

District Policy Criteria includes:

- To the extent practicable, teach in the same school.
- To the extent practicable, teach the same subject or grade level, as applicable.

Procedure: Teacher Mentor Program

Supporting Policy: DEAA (Legal)

Other Supporting Documents: NA

- Complete a research based mentor and induction training program.
- Complete a training program provided by the district.
- Have at least three years teaching experience with a superior record of assisting students, as a whole in achieving improvement in student performance.

Instructional Criteria includes:

- The recommendation of the campus principal.
- Completion of mentor training as described in policy.
- Willingness to participate in training sessions, meetings and act as a support resource for new professional educators as needed.
- Strong understanding of formative assessment and lesson planning.
- Strong understanding of data collection and analysis to improve the instructional environment
- Possess collaborative skills and willingness to share instructional ideas and practices with others.
- Strong classroom management skills.
- Commitment to personal professional growth and learning.

Mentors will be selected in the Spring/Summer to serve in the following school year. Mentors will be notified of selection and any training dates associated with New Employee Orientation, training or mentor activities.

Mentors will be required to log professional development hours in Eduphoria demonstrating completion of Mentor training as described in policy, and mentors will be required to submit meeting logs demonstrating supports and time working with the new educator.

SCHOOL ADMINISTRATOR RESPONSIBILITIES

- Creation of a supportive school climate
- Provision of release time for beginning and mentor teachers to work together when needed
- Development of an instructional design that allows for common planning periods for mentors and teachers.
- Participation in employee orientation, book studies and professional development where applicable.
- Supervision and evaluation of the professional relationship maintained between mentors and teachers.

MENTOR RESPONSIBILITIES

- Attend/Complete mentor training.
- Meet at least bi-monthly with mentee to assist with questions, comments, concerns, training support, lesson planning, data review, etc.
- Participate in Book Studies and/or Professional Development as requested.
- Attend Mentor meetings and/or New Teacher Meeting as requested.
- Maintain a log of all mentor activities to be turned in at the end of the school year. Logs must include topics covered, date and beginning and ending time of each meeting. Mentors should log the total number of hours in which they provide support.