

Riverton Unified School District No. 404

Teacher Mentoring & Induction Plan



Riverton USD 404 School District
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Riverton USD 404 New Teacher Induction Program

Table of Contents

District Leadership Teams	1
USD 404 Mission Statements	.....	2
Organizational Goals and Objectives	.....	3
Program Purpose	.....	4
Program Overview	.....	5
Mentor Responsibilities	.....	6
Role of the New or Beginning Teacher	.....	6
KSDE Mentoring Program Standards and Criteria	.....	9
New Teacher Orientation Checklist	.....	11
Suggested Discussion and Activities	.....	17
Year 2 Discussion and Activities	.....	21
Web Based Resources	.....	23
Acknowledgements	.....	26
New Teacher Orientation Agenda	.....	Appendix 1
New Teacher Needs Assessment	.....	Appendix 2
End-of-Year Evaluation Survey	.....	Appendix 3

District Leadership Teams

Board of Education

Mr. Tim Wilson – President
Mr. Brett Warstler – Vice-President
Mr. Danny Anderson
Mr. Donovan Edwards
Mr. John Gaines
Mr. James Beck
Mr. Tom Wimmer

District Administration

Mr. Todd Berry – Superintendent
Mr. Cory White – HS Principal
Mr. Zach Martin – HS Asst. Principal
Mrs. Becky Murray – MS Principal
Mr. Keith Wilson – Elem. Principal
Mr. Chad Harper – Elem. Asst. Principal

AdvanceEd Accreditation Steering Committee

Dr. Nancy Bolz – Chair
Mr. Cory White
Mr. Zach Martin
Mrs. Casey Mayfield – HS Reading
Mrs. Jayne Jones – HS Science
Mrs. Michelle Sellars – HS Math
Mrs. Becky Murray
Ms. Pam Bevis – MS Reading
Mr. Adam Thomasson – MS Social Science
Mrs. Lynette Tracy – MS Math
Mr. Keith Wilson
Mr. Chad Harper
Mrs. Joy Brannon – Science
Ms. Lisa Savage – Math

PDC Committee

Mr. Kevin Elliott - Chair
Mrs. Casey Mayfield – HS Representative
Mrs. Vee Wells – HS Representative
Mrs. Lynette Tracy – MS Representative
Mrs. Becky McDonald – MS Representative
Mrs. Pam Qualls – Elem. Representative
Mrs. Christy Mercer – Elem. Representative

District Testing Coordinator

Mrs. Linda Wassom – HS Counselor

Athletic Directors

Mr. Will Mallatt – HS AD
Mr. Adam Thomasson – MS AD

Teacher Mentoring & Induction Program Committee

Mr. Todd Berry
Mrs. Becky Murray
Ms. Pam Bevis – MS Reading
Mrs. Delaina Brown – Media Center
Mrs. Janet Hubbard – 5th Grade
Mrs. Cathy Reed – MS/HS Science
Mr. Derrick Rider – Elem P.E.

Riverton USD 404 Mission Statements

District

The mission of U.S.D. #404 is to provide a quality education for all students preparing them to be responsible, productive citizens in an ever-changing world.

High School

Riverton High School is dedicated to providing students the opportunity to acquire the skills and knowledge to successfully meet the social, technological and economic demands of the future.

****Developed by staff as part of new NCA school improvement cycle fall 2005**

Middle School

The mission of Riverton Middle School is that every student learns in a positive, safe, and orderly learning environment.

Elementary School

The Mission of Riverton Elementary is to provide our students success in learning.

****Developed by Riverton Elementary Site Council Members April 2010**

Organizational Goals of the Riverton USD 404 Board of Education 2009-2010

It is the goal of the Riverton USD 404 Board of Education to:

- Provide a safe, orderly and student-centered learning environment focused on providing students the skills and character necessary to become happy, healthy and productive citizens.
- To improve student performance on all measurements of student progress.
- Foster an environment of positive communication between the district and its teachers, students, parents and community stakeholders.
- Remain cognizant of facility needs and attend to those requirements in a fiscally responsible manner.

Purpose of the Riverton USD 404 Teacher Induction Program

The transition from beginning teacher to experienced, highly skilled professional has always been difficult. This has never been more true than it is today as districts and teachers struggle to meet the expectations and accountability of “No Child Left Behind” and the global economy of the 21st century. Unfortunately, many teachers new to the classroom lack appropriate preparation and/or qualification for the job and will choose to leave the teaching profession before achieving a high level of competence. The National Center for Educational Statistics (NCES) reports that nearly one third of all teachers will leave the profession prior to completing four years on the job and nearly ten percent will exit before completing the first year (Insites, 2001, p. 3). In Kansas, data suggests an attrition rate of thirty percent for teachers who are in their first two years of experience in the classroom (KSDE, Induction Guidelines).

The Riverton USD 404 Board of Education, administration, faculty and staff understand that teacher quality is of paramount importance to improved student learning. In fact, a 1999 study conducted by the NCES found that 70 percent of teachers who reported receiving mentoring once a week said that it improved their teaching skills a great deal (Insites, 2001, p. 14). To this end, we must make our mission to hire, adequately support, and retain those teachers that will ensure the students of this district maximize their learning potential. In order to accomplish this task, we will provide beginning teachers, teachers new to the district, and teachers with new assignments an appropriate, high quality multi-year induction and mentoring program aligned with the Kansas State Department of Education’s Standards and Criteria for Mentoring Programs as well as the organizational goals and mission of the Riverton USD 404 School District.

Purpose:

1. To promote excellence in teaching and to increase the retention of beginning teachers through a professional development program which provides a seamless progression of assistance and support from beginning teacher level to induction to the master teacher phase.
2. To provide guidance, direction, and support for teachers new to the district

Goals:

1. To identify exemplary teachers who can provide guidance, support, and one-to-one assistance to new and beginning teachers.
2. To enhance the professional development activities that address issues and concerns specific to new and beginning teachers.
3. To increase the retention of promising new teachers.
4. To provide new and beginning teachers with immediate, personal peer contact in order to build supportive environment for discovery of the school culture, policies, practices and procedures.
5. To provide continuous assistance to new and beginning teachers through a structured needs-based program of collaborative activities with a mentor teacher.

Program Overview

The teacher induction and mentoring partnership is meant to be a confidential avenue for sharing ideas, concerns, problems, and information. Integrity and trust are vital to the relationship between the mentor teachers and the new and beginning teachers. Mentors do not participate in or provide information to the administration for the teacher evaluation process. The building and district administrators will be available to the mentor teachers, and to the new and beginning teachers for assistance and support, but will not be directly involved in the mentoring and induction process. Administrators will provide the mentors and the new and beginning teachers with the time and resources necessary for meetings and activities.

Mentor Teachers

Mentors must be highly accomplished teachers who have mastered their own craft and are dedicated to promoting excellence in the teaching profession. Specific qualifications include:

- ✓ Is a successful and skillful teacher
- ✓ Is able to model and transmit effective teaching strategies
- ✓ Has a thorough command of the curriculum process
- ✓ Is sensitive to the needs of the new and beginning teacher
- ✓ Is a positive role model and promotes excellence in the teaching profession
- ✓ Has effective communication skills
- ✓ Is an active participant in school activities
- ✓ Is skilled with computers / technology

Teachers who meet the established criteria and are willing to serve as a mentor will be selected and matched by the Teacher Mentoring and Induction Committee, which consists of a building administrator, a district level administrator, and teachers. If necessary, re-assignments will be made by the Teacher Mentoring and Induction Committee, and will be made based on the specific needs of the new and/or beginning teacher.

Although the teachers selected as mentors already possess the qualities that are essential for being a successful master teacher, it is possible that the mentoring and induction process will provide opportunities for reflection, which can become a catalyst for rejuvenation and recharging. The mentoring program can also encourage or strengthen leadership skills in mentor teachers, as well as stimulate collegiality within the school.

Mentor Responsibilities

- Meeting regularly with the new teacher, both formally and informally
- Guiding the new teacher through the daily operations and procedures of the school
- Arranging for the new teacher to visit and observe in different teachers' classrooms
- Demonstrating lessons and/or teaching techniques for the new teacher
- Being a role model in all aspects of professionalism
- Observing the new teacher's teaching and providing feedback and assistance
- Supporting and counseling the new teacher, providing perspective as needed

New and Beginning Teachers

The purpose of the Riverton USD 404 Teacher Induction and Mentoring Program is to promote excellence in teaching and to increase the retention of beginning teachers through a professional development program which provides a seamless progression of assistance and support from beginning teacher level to induction to the master teacher phase.

A second purpose of the program is to provide guidance, direction, and support for teachers who may have previous teaching experience, but are new to the Riverton district.

Role of the New or Beginning Teacher

- To be receptive to and understanding of the mentoring process
- To work with the mentor to achieve professional success and growth
- To work with the mentor to develop positive relationships with colleagues, students, and parents
- To develop a clear understanding of district policies and procedures with the mentor's assistance
- To see the mentor as a partner who can offer insight, knowledge, and perspective

Program Materials and Resources

A resource notebook will be provided for each teacher involved in the mentoring and induction program. The notebook will include general program information as well as articles, handouts, and activities to be used for mentor training. Other resource materials will be available through the staff professional library. Administrators will also provide assistance, training, information, and guidance to first-time mentors.

Journal articles and other informational sources specifically related to the developmental stages of the new teacher will be included in the resource notebook. These will provide information and insight for the mentor and the new and beginning teachers. The articles and information will also be used as checklist discussion topics.

The resource notebook will include a description of the roles and responsibilities of the mentor. This will ensure that both the mentor and the new and/or beginning teacher have an understanding of the part the mentor will play in their induction process. Additionally, the resource notebook will provide information, ideas, suggestions, and activities specifically related to the coaching, observation, and feedback components of the mentoring and induction program.

The resource notebook will provide information, ideas, suggestions, and activities specifically related to helping the mentors and new teachers to develop a collaborative relationship. Likewise, the resource notebook will provide checklists and timelines of activities and topics for discussion, which will serve to stimulate dialogue between the mentors and the new teachers.

The resource notebook will address confidentiality issues, with specific mention of the expectations regarding the role of administrators, as well as the 'trust' factor between mentors and new teachers.

Mentor and New Teacher Timelines / Checklists

The new and beginning teachers will have a timeline / checklist document which will provide a structured yearly calendar of activities to provide on-going meaningful contact, interaction, and discussion with a mentor teacher. This document is designed to be a collaborative guide for mentors and new teachers and will allow time for the mentor and the new and/or beginning teachers to bond and develop a shared relationship. The checklists and time line of activities will be sequential and will correspond with typical activities and events occurring during the school year, as well as topics based on the specific needs of new and beginning teachers. Other topics and activities may be added as needed in order to maximize the development of the relationship and the professional growth of the new and/or beginning teacher.

Mentor teachers will attend the beginning of the year meetings for all new staff members and will also be encouraged to make informal contact with the new and/or beginning teacher as often as possible. This will provide an opportunity for the mentor teachers and new teachers to get acquainted outside the classroom setting.

Mentoring Meetings

It is suggested that the mentor and new teacher schedule weekly meetings during the first few months of school. Understanding that the first few days of school are critical to the success of the rest of the year, it is recommended that the mentor and new teacher have frequent informal visits or conferences during the first week of school.

Although informal discussions between the mentor and new teacher are usually the most valuable sources of assistance, it is still important to schedule weekly and/or monthly meeting times for more in depth conferences, and to allow a time for discussing specific topics, problems, concerns, and questions.

It is up to the mentor and new teacher to determine the best or most convenient time and place for the meetings. It is recommended that the mentor and new teacher meet together periodically throughout the school year to compare progress, share successes, ideas, and questions.

Professional Growth and Development Opportunities

The mentoring and induction program will promote both personal and professional growth and well-being for new teachers. As new teachers are provided significant learning experiences and opportunities to experiment with new teaching strategies while under the 'safety-net' of their mentor, they will develop confidence in their teaching skills, and will have a greater chance of personal satisfaction and professional success. The mentoring and induction program will ensure that more new and beginning teachers remain in the teaching profession and progress to the master teacher level.

Although all staff members will be expected to participate in district and/or building level professional development activities, the mentors and new teachers will be encouraged to attend conferences and workshops which address topics related to their specific needs. Mentor teachers will have the opportunity to earn additional professional development points for participating in the mentoring and induction program.

Program Feedback and Accountability

The Teacher Mentoring and Induction Committee will appoint a member(s) to act as the liaison between the committee and the teachers involved in the mentoring and induction program. The liaison will periodically review the mentor notebooks to determine the level of ongoing and meaningful contact between mentors and new teachers. Likewise, the liaison will have open and honest dialogue with all teachers involved in the mentoring process to determine the effectiveness of the program. The liaison and surveys will provide feedback, which will be included in the year-end review and evaluation of the overall success of the program and achievement of program goals.

Kansas State Department of Education Mentoring Program Standards and Criteria

As required by the Kansas Legislature, the Kansas State Department of Education (KSDE) has established a set of standards and criteria to serve as a framework for the development of teacher induction and mentoring programs within the state of Kansas (KSDE, Mentoring Standards). The standards are as follows:

Standard I: Mentor programs have a clear purpose and specified goals which reflect best practices.

Criteria:

1. The purpose statement describes why the mentor program exists (need) and states how the program is aligned with standards II-VI.
2. Goals state how the purpose of the program will be achieved.

Standard II: Mentor programs are organized to provide probationary teachers with professional support and continuous assistance.

Criteria:

1. The program prepares mentors through training and on-going support activities.
2. Mentor teachers must be on-site.
3. The program includes time for structured and/or planned contacts between the mentor and probationary teacher.
4. The program defines expectations of administrators and explains how administrators at the building and district level support the mentor program.
5. The program includes a year-long description of regular sequenced activities.
6. The program supports other district initiatives.
7. The program includes a process for mentor matching and a mechanism for re-assignment if the mentor is unable to fulfill the responsibilities.
8. The program ensures confidentiality between the mentor and probationary teacher.

Standard III: Mentor selection purposefully matches the best qualified mentor with a probationary teacher.

Criteria:

1. The mentor teachers must be a certificated teacher who has completed at least three consecutive school years of employment in the school district.
2. Participation by the mentor teacher must be voluntary.
3. The mentor teacher will be selected by the district and approved by the local school board based on the following criteria: (1) demonstrates exemplary teaching ability as measured by the district appraisal system and (2) exhibits qualities of an effective mentor as noted in the resource notebook.

4. The mentor must be matched with a probationary teacher based on the most appropriate combination of the following: *endorsement, grade level, proximity*.
5. The mentor teacher may provide assistance and guidance to not more than two probationary teachers.

Standard IV: Mentor programs result in professional growth of the mentor and probationary teacher.

Criteria:

1. The program establishes on-going mentor professional development that addresses the developmental stages of the probationary teacher, roles and responsibilities of the mentor, coaching-observation-feedback, relationship building and collaboration strategies.
2. The program establishes on-going professional development and support for the probationary teacher that addresses their individual needs.
3. The program provides professional development to administrators and other staff members regarding their roles in supporting the probationary teacher.
4. The program aligns with other professional development initiatives.

Standard V: Mentors have clearly defined roles and responsibilities.

Criteria:

1. The mentor participates in on-going training (see St IV, Cr 1).
2. The mentor collaborates with and supports the probationary teacher during on-going structured and unstructured contact time.
3. The mentor builds a positive relationship with the probationary teacher(s).
4. The mentor respects confidentiality of the mentor/probationary teacher relationship.
5. The mentor models, coaches, observes, and provides feedback.
6. The mentor documents activity participation.
7. The mentor advocates for the probationary teacher by providing direct assistance on situational issues.

Standard VI: Mentor programs establish a local program evaluation process in addition to the submission of requested KSDE data.

Criteria:

1. The evaluation assesses achievement of specified program goals. (Standard I)
2. The evaluation assesses the effectiveness of program organization in providing professional support and continuous assistance to the probationary teacher. (Standard II)
3. The evaluation assesses the effectiveness of the mentor selection and the matching process. (Standard III).
4. The evaluation assesses the impact of the mentor program on the professional growth of the mentor and probationary teacher. (Standard IV).
5. The evaluation assesses the degree to which mentors fulfilled roles and responsibilities. (Standard V).

New Teacher Orientation Checklist

District -Wide

- ☐ School Safety Plan
 - Intruders
 - Weapons
 - Tornado
 - Fire
 - Evacuation
 - Crisis plan locations and use of class rosters
 - Emergency contact button
 - Bullying/harassment
- ☐ Access to buildings
 - Procedure for visitors (entry to building, ID badges, etc)
 - Keys
 - Alarms/access points/codes
 - Name badges/ID
 - Reserving/using facilities (gym, auditorium, conference room, computer labs)
 - Parking
- ☐ Communication
 - Addresses
 - Phone numbers
 - Phone Use
 - School website and sign
 - e-mail
 - Faxes
 - Faculty mailboxes
 - Outgoing mail
 - School messenger system
 - District calendar
 - Intercom
- ☐ Lunch Accounts
- ☐ Money Collection and Deposit Procedures
- ☐ Purchase Requests (E-Req system)
- ☐ Staff Absences
 - Types
 - Forms

- Procedures for obtaining substitute
- Professional Leave and PDP Toolbox
- Faculty and student handbooks
- School Nurse
 - Medications policy/procedures
 - Routine screenings
 - Services offered
 - Referral procedures
 - Special needs students
- Resources
 - Photocopies/Paper
 - Video/AV
 - Textbooks/workbooks
 - Available Instructional Programs
 - Accelerated Reader
 - Academy of Reading/Math
 - Library Media Center and Staff
 - Online Resources
 - Card Catalog
 - Equipment
 - Medical, dental, and clothing help for students
- Special Education
 - Roles of paraprofessionals
 - Inclusion program and adaptations
 - Student referral process
- Professional Aspects
 - Arrival/departure times
 - Dress code
 - Leaving the building during the day
 - In-service expectations
 - Faculty committees and teaming assignments
 - Late-start Wednesday collaboration time
 - Maintaining teaching certificate/license
- Evaluation Procedures
 - Informal observations
 - Formal observations

- Timeline
- Tenure
- Reprimands/areas for improvement
- Personnel file
 - Content
 - Access
- Technology
 - Acceptable Use Policy
 - Available Equipment and checkout
 - Passwords
 - E-mail etiquette/suggestions
 - Computer maintenance and routine clean-up
- Supervision Duties
 - Lunch
 - Hall
 - Playground
 - Bus
 - Locker Room
- Optional extra duties
 - Coaching or sponsoring a club or organization
 - Substituting during plan time for extra pay
 - Before or After School Programs
 - Summer School
- Open House/Parent Teacher Conference

Curriculum

- District and Building Mission Statements
- School Improvement Plan
- State curriculum
- Assessments:
 - State tests
 - Subject areas
 - Grade levels
 - Timeline
 - Preparation materials/resources

- AYP target goals
- MAP
 - Subject Areas
 - Grade Levels
 - Timeline
- Building Specific:
 - Star
 - Dibels
 - Gack
 - ACT
 - Plan
- Class Schedules
 - Master Schedule
 - "Specials" and recess schedule for elementary

Infinite Campus

- Set-up/Use
 - Grading Scales
 - Weighting
 - Terms
 - Outcomes
 - Lesson Planner
 - Upcoming Assignments
 - Copying Groups or Lesson Plans
 - Filling in Scores
- Attendance
 - Absences
 - Tardies
- Reports
 - Format
 - Uses

Classroom Issues

- ☐ Lesson Planning
 - Incorporation of state standards
 - Format
 - Requirements
 - Short-term
 - Long-range

- ☐ Gradebook

- ☐ Building-level discipline plan/procedures

- ☐ General Procedures
 - Basic classroom rules
 - Attendance/Tardies
 - Classroom jobs or roles for students
 - Bell-work, warm-ups, sponge activities
 - Passing out supplies
 - Collecting work
 - Turning in assignments to teacher
 - Returning graded assignments to student
 - Assignment policies and procedures
 - Heading
 - Use of pen or pencil
 - Writing on back of paper
 - Neatness/handwriting
 - Incomplete work
 - Late work
 - Student movement in and out of classroom
 - Hall pass
 - Restrooms
 - Traveling to P.E., music, library, lunch, etc.
 - Signals for student attention
 - Assembly procedures and behavior
 - Student talking during:
 - Class discussion
 - Group work
 - Independent work
 - Procedures and expectations for group and independent work
 - Monitoring student progress
 - Re-teaching/re-testing procedures
 - Keeping students up-to-date with grades/progress

- Contacting parents (positive and areas of concern)
- End of the day dismissal procedures
- Classroom party guidelines
- Use of classroom volunteers
- Organization and storage of classroom materials and textbooks
- Filing system
 - Communications
 - District office
 - Principal
 - Collaboration teams
 - Parents
 - Student records
 - Behavior
 - Reading groups and records
 - Academic
 - Professional portfolio (examples of best lesson plans with student samples)
 - Lessons, activities, resources
 - Electronic documents
 - Naming documents
 - Using file folders
 - Backing up storage
 - Personal records
 - Pay
 - Leave
 - Evaluation
 - Letters/ notes/mementos

Community and School Culture

- Characteristics of community
 - Income levels
 - Housing
 - Occupations
 - Influences
 - Norms and expectations
- Characteristics of students

Riverton USD 404 Mentoring Program for New and Beginning Teachers

The following are month-by-month listings of suggested discussion topics and activities designed to promote interaction between mentors and new teachers. The topics were selected, in part, to correspond with activities and events occurring during the school year. Topics and activities were also selected for the list based on research of the needs of new teachers and the experiences reported by mentors and new teachers.

Mentors and new teachers are encouraged to review these topics as a collaborative team, to modify the list as needed, and to create other activities which will maximize the development of their relationship and the professional growth of the new teacher. Teachers who are new to the district, but have several years of previous teaching experience may benefit from other activities, which directly relate to their specific needs and/or interests. They do not need to complete observations.

August – Prior To First Day of Classes

Activities

- ☐ Meet and review mentoring program materials.
- ☐ Discuss mentoring roles and responsibilities – trust and confidentiality issues.
- ☐ Begin completing Orientation Checklist.
- ☐ Complete and review Needs Assessment.
- ☐ Attend building meetings together.
- ☐ Discuss and set times for weekly mentor meetings.
- ☐ Complete building and community tour and introductions to faculty.
- ☐ Facilitate personal introductions to building support-personnel.
- ☐ Locate and obtain supplies.
- ☐ Learn about copier, printers, projectors, and other instructional resources and equipment.
- ☐ Review student and faculty handbooks.
- ☐ Discuss course syllabus and classroom discipline procedures.
- ☐ Review supervision duties.
- ☐ Discuss emergency procedures (Crisis Plan and Class Rosters).
- ☐ Discuss building routines and general procedures.
- ☐ Discuss district technology policies and procedure, including Acceptable Use Policy.
- ☐ Review state standards and assessments for new teacher's content area.
- ☐ Review class roster for at-risk, inclusion students.
- ☐ Discuss and review lesson plans (especially first week).
- ☐ Learn about after school opportunities for students and homework policies.
- ☐ Discuss professional memberships and organizations.
- ☐ Discuss community norms and expectations.

August - September

Activities

- ☐ Review school calendar of activities and develop plan for each month.
- ☐ Help with construction of substitute folder and discuss procedures for obtaining a sub.
- ☐ Discuss grades and record keeping.
- ☐ Share lesson plan ideas and formats.
- ☐ Discuss grade-level teaming or departmental teaming and collaboration time.
- ☐ Learn about available resources for students in need.
- ☐ Help with IDP meeting if required.
- ☐ Help with any classroom management or discipline issues.
- ☐ Discuss procedures for progress reports.
- ☐ Discuss procedures and policies for field trips and guest speakers.
- ☐ Discuss requisition of classroom materials and use of district vehicles/facilities.
- ☐ Discuss procedures for requesting to attend a professional conference, workshop, etc. (PDP Toolbox).
- ☐ Meet with library media specialist for to learn about available resources.
- ☐ Discuss School Improvement Plan for Advance-Ed/NCA (strategies, resources, documentation, and committees).
- ☐ Attend some of the back to school activities together (Staff dinner, scrimmages, first games, etc).
- ☐ Review state assessments and district testing schedule.
- ☐ Discuss procedures and timelines for observations and formal evaluation by administration.
- ☐ Review first pay stub to explain deductions and other information located on it.

Observations

- ☐ Arrange for new teacher to observe in another classroom (focus on classroom management).
- ☐ Discuss and arrange for first observation by mentor, and schedule time for follow-up discussion.

October – November - December

Activities

- ☐ Review school calendar of activities and develop plan for each month.
- ☐ Share ideas for implementing and documenting School Improvement Plan strategies.
- ☐ Prepare for parent teacher conference and/or open house.
- ☐ Discuss the inclusion and special education program, (student testing referrals, paraprofessional roles, and adaptations).
- ☐ Continue discussion about state standards and assessments. Share instructional ideas/tips.
- ☐ Discuss school traditions and policies regarding holiday events and activities.
- ☐ Discuss procedures for semester exams and grades.
- ☐ Attend a Board of Education meeting together.
- ☐ Help teacher get involved in a community activity or function.

- ☐ Plan and team teach a lesson.
- ☐ Discuss inclement weather procedures.

Observations

- ☐ Arrange for new teacher to make second observation in another classroom (focus on cooperative learning activities or other area of interest).
- ☐ Discuss and arrange second observation by mentor (schedule time for follow-up discussion).
- ☐ Arrange for new teacher to make third observation in another classroom (focus on area of interest/need).
- ☐ Discuss and arrange third observation by mentor (schedule time for follow-up discussion).

January

- ☐ Discuss calendar activities and develop plan for the month.
- ☐ Review and discuss first semester experiences – highlights, successes, problem areas, assistance needs, etc.
- ☐ Determine needs and focus topics for second semester.
- ☐ Video and review a lesson (1st or 2nd year teachers only).
- ☐ Review district testing calendar as well as preparation and procedures.

February – April

Activities

- ☐ Discuss calendar activities for each month and develop plan for each month.
- ☐ Discuss spring activities and field trips.
- ☐ Discuss procedures for ordering supplies for next year.
- ☐ Discuss and share example of how to do room inventory.
- ☐ Discuss renewal, tenure, and RIF.
- ☐ Assist with administration of state assessments.
- ☐ Review and analyze state assessment results.
- ☐ Discuss retention of students.

Observations

- ☐ Continue observations in other classrooms (focus topics should be determined by needs and interest of new teacher).
- ☐ Continue observations of new teacher by mentor (determined by needs).
- ☐ Arrange for an observation of an out of district teacher.

May

- ☐ Discuss calendar activities for the month and develop plan for each month.
- ☐ Discuss procedures for ending the year.
- ☐ Help complete summer maintenance requests and discuss how to leave room for the summer cleaning.
- ☐ Discuss procedures for students taking summer school.
- ☐ Discuss completing grades and year-end reports.
- ☐ Reflect upon year and discuss possible summer activities in preparation for next year.
- ☐ Complete final survey/assessment.
- ☐ Celebrate together.

Second Year Teachers

Suggested Meeting Schedule & Discussion Topics

Year two of the mentoring and induction program builds upon what was accomplished during the teachers first year within the system. During this year, the second year teacher and his/her mentor will focus their collaborative efforts primarily on the teacher's individual needs. New and/or early career teachers and their mentor are expected to meet a minimum of four times throughout the school year.

The list of suggested discussion topics and activities found below are designed to promote interaction between mentors and new teachers and are selected, in part, to correspond with activities and events that occur during the school year. Mentors and new teachers are encouraged to review these topics as a collaborative team, to modify the list as needed, and to create other activities which will maximize the development of their relationship and the professional growth of the new and/or early career teacher.

August-September

Activities

- ☐ Review New Teacher Orientation Checklist (pp.11-16);
- ☐ Review August-September Activities (pp. 17-18) to address questions and/or issues of mutual concern;
- ☐ Infinite Campus;
- ☐ PDP Toolbox;
- ☐ State standards / curriculum;
- ☐ Assessment results;
- ☐ Community Demographics;
- ☐ Observation and evaluation procedures;
- ☐ Complete Individualized Professional Development Plan;
- ☐ Prepare for parent teacher conferences;
- ☐ Mutual concerns

October-November

Activities

- ☐ Review October-December Activities (pp. 18-19) to address questions and/or issues of mutual concern;
- ☐ Prepare for end-of-term grading procedures;
- ☐ Inclement weather procedures;
- ☐ Arrange classroom observations of another teacher;
- ☐ Mutual concerns

January-February

Activities

- ☐ Review January-February Activities (p. 19) to address questions and/or issues of mutual concern;
- ☐ Review district assessment calendar;
- ☐ Prepare to assist with state assessment administration;
- ☐ Mutual concerns

April-May

Activities

- ☐ Review April-May Activities (pp. 19-20) to address questions and/or issues of mutual concern;
- ☐ Review assessment results;
- ☐ End-of-year procedures;
- ☐ Submit classroom supply orders;
- ☐ Submit classroom inventory;
- ☐ Prepare for summer school;
- ☐ Complete maintenance requests and prep room for summer cleaning;
- ☐ Mutual Concerns

Web Based Resources:

General Resources:

100 Helpful Websites for New Teachers

<http://www.teachingdegree.org/2009/06/21/100-helpful-websites-for-new-teachers/>

Resources, Tips, and Tools for New Teachers

<http://teacher.scholastic.com/newteacher/>

10 Common Mistakes Beginning Teachers Make

<http://www.educationoasis.com/instruction/bt/mistakes.htm>

New Teacher Survival Central

http://www.discoveryeducation.com/survival/survival_tool_kit.cfm

Edutopia

<http://www.edutopia.org/magazine>

Teachers First

<http://www.teachersfirst.com/index.cfm>

Technology and Learning

<http://www.techlearning.com/CurrentIssue>

Education World

www.educationworld.com

Donors Choose

www.donorschoose.org

Reasons to network

<http://www.convergemag.com/workforce/5-Reasons-Why-Educators-Should-Network.html>

Starting the Year:

33 Ways to Start the First Year Off Right – from the Virginia Education Association

<http://www.achievementgaps.org/tools/14033.htm>

Back to School Headquarters

<http://www.teachervision.fen.com/back-to-school/teacher-resources/6600.html?detoured=1>

Planning for Your First Day of School

http://www.educationworld.com/a_curr/curr360.shtml

Classroom Management:

NEA Classroom Management

<http://www.achievementgaps.org/tools/ClassroomManagement.html>

11 Ways to Maintain Classroom Discipline

<http://www.fceava.org/docs/11%20ways%20to%20maintain%20classroom%20discipline.pdf>

The Really Big List of Classroom Management Resources

<http://drwilliampmartin.tripod.com/classm.html>

Class Management Quickies

<http://www.adprima.com/managemistakes.htm>

Web Based Resources Cont.

Lesson Planning:

Lesson Plans

<http://www.achievementgaps.org/tools/LessonPlans.html>

Effective Lesson Design: A Basic Conceptual Outline

Using Looking at Learning to Improve School Performance by John Froelich

<http://www.lookingatlearning.org/downloads/Effective%20Lesson%20Design.pdf>

Hunter Lesson Plan Design

<http://www.humboldt.edu/~tha1/hunter-eei.html>

Madeline Hunter's Lesson Plan Format

[http://www.gdoe.net/ci/CurriculumGuides/K-](http://www.gdoe.net/ci/CurriculumGuides/K-12%20Math%20Curriculum%20Guide%5CSection%20IV%20-%20Appendix%5C3%20Madeline%20Hunter's%20Lesson%20Plan%20Format%5Cmadeline%20hunter's%20lesson%20plan%20format.pdf)

[12%20Math%20Curriculum%20Guide%5CSection%20IV%20-](http://www.gdoe.net/ci/CurriculumGuides/K-12%20Math%20Curriculum%20Guide%5CSection%20IV%20-%20Appendix%5C3%20Madeline%20Hunter's%20Lesson%20Plan%20Format%5Cmadeline%20hunter's%20lesson%20plan%20format.pdf)

[%20Appendix%5C3%20Madeline%20Hunter's%20Lesson%20Plan%20Format%5Cmadeline%20hunter's%20lesson%20plan%20format.pdf](http://www.gdoe.net/ci/CurriculumGuides/K-12%20Math%20Curriculum%20Guide%5CSection%20IV%20-%20Appendix%5C3%20Madeline%20Hunter's%20Lesson%20Plan%20Format%5Cmadeline%20hunter's%20lesson%20plan%20format.pdf)

Lesson Plan Library

<http://school.discoveryeducation.com/lessonplans/?campaign=LP>

Lesson Plans Page (4,000 + free lessons)

<http://www.lessonplanspage.com/>

Education World Lesson Planning

http://www.educationworld.com/a_lesson/

Promising Practice

<http://www.achievementgaps.org/tools/28978.htm>

Cooperative Learning Resources

<http://www.lauracandler.com/strategies/co-op.php>

Cooperative Learning Elements and Activities

<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

Parent Teacher Conferences:

Successful Parent Teacher Conferences

http://manitta.org/documents/parent_teach.pdf

Teachers: Ten Tips for Conducting Successful Parent Conferences by R.K. LoBello, August 27, 2009

http://www.associatedcontent.com/article/2090795/teachers_ten_tips_for_conducting_successful.html?cat=25

Parent Teacher Conferences: Before, During, and After

<http://www.teachervision.fen.com/new-teacher/teaching-methods/48464.html?detoured=1>

Parent Conference Considerations

<http://www.teachervision.fen.com/teacher-parent-conferences/teaching-methods/3854.html?detoured=1>

Web Based Resources Cont.

Tools and Resources for Productivity and Instruction:

Infinite Campus

http://www.infinitecampus.com/pages/support_menu/university/teacher-power.php

Tools on the Web or in Print

<http://www.achievementgaps.org/tools/ToolsontheWeborInPrint.html>

Free Stuff for Educators

<http://www.achievementgaps.org/tools/32396.htm>

Free Teacher Tools

http://www.techtrain.org/teacher_tools.htm

Teacher Tools

<http://www.internet4classrooms.com/teachertools.htm>

The Online Teacher Resource

<http://teach-nology.com/>

Free Clipart for Teachers from Discovery Education

<http://school.discoveryeducation.com/clipart/>

Rubric Generator

<http://rubistar.4teachers.org/index.php>

Create Online Quizzes

<http://quizstar.4teachers.org/>

100 Best YouTube Videos for Teachers

<http://www.smartteaching.org/blog/2008/08/100-best-youtube-videos-for-teachers/>

Web 2.0 Tools by Kathy Schrock

<http://school.discoveryeducation.com/schrockguide/edtools.html>

Discovery Education

<http://www.discoveryeducation.com/>

Activities that promote student discussion

http://www.coe.uga.edu/~smago/VirtualLibrary/Activities_that_Promote_Discussion.htm

Copyright and Fair Use

<http://mediaeducationlab.com/teaching-about-copyright-and-fair-use>

Acknowledgements:

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Kansas Early Career Teacher Support Portal. (n.d.). Retrieved May 21, 2010, from Early Career Educator Learning Portal: <http://www.kansasteacherretention.com>

KSDE. (n.d.). *Induction Guidelines*. Retrieved October 6, 2008, from A Vision for Early Career Teacher Induction in Kansas: <http://www.ksde.org/Default.aspx?tabid=316>

KSDE. (n.d.). *Mentoring Standards*. Retrieved September 17, 2009, from Mentoring Program Standards and Criteria: <http://www.ksde.org/Default.aspx?tabis=324>

Pittsburg State University. (2009). Early Career Teacher's Mentor Academy. Pittsburg, KS, United States: Pittsburg State University College of Education.

Runyan, D. C., & Buche, J. R. (1991). *Developmental Induction Programs with The Mentorship Concept*. Plano, TX: Lester, Allen & Sherrill.

TEACHER MENTORING PROGRAM AGENDA

Date: August 4, 2010

- 7:30 Continental Breakfast/Brief Tour
- 8:00 Superintendent
Welcome
Introductions (mentor/mentee get to know activity)
"Setting the Vision"
- 8:10 Susie
Insurance, Benefits, Sick Leave, etc.
- 8:30 "The Effective Teacher" (32 min.)
View Video
- 9:05 Forms, Forms, Forms-Administrator
New Staff Receive Form and Procedures Folder (absence, transportation, PDP, discipline, sub folders, crisis plan, drills, move on salary schedule, etc.)
- 9:35 Break
- 9:45 "The First Days of School" (36 min.)
Present Teacher with Book
View Video
- 10:20 Handbooks-Administrator (might save student HB until meeting with principal)
Teacher
Student
- 10:45 "Procedures and Routines" (55 min.)
View Video
Classroom Procedures Checklist
Crisis Plan
- 11:40 Lunch IN or OUT???
- 12:45? NCA/School Improvement and/or complete New Teacher Needs Assessment
- 1:15 "Discipline and Procedures" (36 min.)
View Video
- 1:55 Student Improvement Team Process-Counselor/Administrator
- 2:25 Break
- 2:35-3:15 Meet One-on-One with Building-Level Principal
Building-Level Info and Tour
Questions

Riverton USD 404 Mentoring and Induction Plan New Teacher Needs Assessment

**** Note – This assessment is completed on-line**

<http://www.usd404.org/1951103812623560/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55500>

1. Describe your previous classroom or teaching experiences (when, where, how long, etc). Be sure to include your student teaching and other lab/intern experiences.
2. What life experiences, hobbies, or personal interests do you bring to the classroom?
3. What are your current educational and professional goals?
4. In what areas would you like more professional develop learning opportunities?
5. Describe an instance where you have experienced success in the classroom.
6. Describe an instance when things didn't go as planned in the classroom
7. What do you feel are your teaching strengths?
8. What teaching areas would you like to target for improvement or growth?

Rate the following items based upon your current level of concern:

No Concern	Somewhat concerned		Very concerned	
1	2	3	4	5

District Expectations:

Implementing School Safety Plan

Utilizing available resources for classroom use

Utilizing district technology for personal/teacher productivity (e-mail, word processing, etc.)

Utilizing district technology for student learning

Requesting materials and/or leave

Understanding professional expectations

Understanding informal and formal evaluation procedures

Participating in general building schedules and routines

Using online grade book (Infinite Campus)

Completing required paperwork/reports

Developing working relationships with colleagues

Curriculum and Assessment:

Understanding and implementing state and local curriculum

Understanding and implementing the school improvement plan

Preparing students for state assessments

Classroom Issues:

Planning short-term lessons (daily/weekly)

Planning long-range lessons/units (quarter/semester)

Formatting lesson plans

Integrating technology in lesson plans

Assessing student work

Establishing classroom rules, expectations, and procedures

Organizing materials and classroom

Managing student movement within as well as in and out of classroom

Handling disruptive students

Managing general discipline issues

Getting and keeping students' attention

Monitoring student progress

Structuring and monitoring group or cooperative learning

Re-teaching/re-testing students

Working with special education team

Contacting parents

Other areas of concern:

Riverton USD 404 Mentoring and Induction Plan End of the Year Evaluation/Survey

**** Note:** The End-of-Year Evaluation Survey will be completed on-line

<http://www.usd404.org/1951103812623560/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55501>

Questions:

1. What were the best aspects of being a new teacher in our district?
2. What were the most difficult aspects of being a new teacher in our district?
3. What information or help would you like to have had earlier in the year?
4. How did your building administrator support and encourage you this year?
5. How did your mentor support and encourage you this year?
6. In what areas did you feel like you needed more support (either from your administrator, your mentor, or both)?
7. Was the amount of time to collaborate with mentor adequate?
8. Was the quality of the time spent working with the mentor effective?
9. Were the classroom observations by the mentor beneficial? Why or why not?
10. Were your observations of other classrooms and teachers beneficial? Why or why not?
11. What did you like best about the mentoring program?
12. If you could change anything about the mentoring program, what would you change?
13. What advice would you give to future new teachers in our district?
14. What advice would you give to future mentors in our district?
15. What continued support would you like to receive?

Likert Scale Responses: (Never –Seldom- Sometimes – Most of the time – Always)

My mentor has consistently anticipated my needs and provided relevant information.

My mentor is supportive and willing to listen to me.

My mentor has helped me problem solve or find solutions.

My mentor and I have collaborated to plan instruction to meet the needs of students.

My mentor has provided meaningful feedback concerning my teaching and lesson planning.

My mentor has encouraged me to think reflectively about the effectiveness of my teaching and my impact on students.

My mentor has helped me to grow professionally.