

Festus R-VI School District

Mentor/Protégé Induction Program



"Educating all children to meet tomorrow's challenges."

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Philosophy

The Festus R-VI School District believes that all employees need continual support and professional development in order to provide the best possible educational experience for our students. This mindset is the driving force of the district's professional development committee. This mentality, more importantly, extends to those who are new to our district. This needed support and development can best be provided through a comprehensive induction program. Teachers and administrators alike will collaborate to provide ongoing personal and professional growth experiences for the new employees with the end resulting in the best educational experience for our students that we can provide.

Induction Program Goals

1. To promote personal and professional growth of new employees, this shall have the focus of leading to improved student performance.
2. To acclimate new teachers to the district's strategic plan, policies, and individual building level goals as well as the building's culture.
3. To provide an opportunity to expose the new teacher to the curriculum in which they will be teaching as well as foster discussion on best practice and improvements in instructional strategies.
4. To provide positive support and encouragement as the new teacher endures all of the experiences during their first years within the profession.
5. To train experienced teachers in how to best serve as a mentor to new teachers, providing them with the support and resources that they need to be successful.
6. To retain quality teachers within the district.
7. The induction program is a two-year commitment, with a majority of the workload completed in the first year of the program.

Mentor - Roles and Responsibilities

A mentor is a coach, trainer, positive role model, counselor, confidant, and professional colleague with the necessary teaching experience to serve in this capacity. The ultimate role of a mentor is that of helper and encourager, not evaluator. The responsibilities of the mentor should be as follows:

Communication

1. Meeting with the protégé informally before the beginning of the school year.
2. Advising and guiding the protégé throughout the school year in daily operations of the school.
3. Engage in discussions about the curriculum they will be teaching and begin dialogue on best practices used in teaching that curriculum.
4. Be accessible, interested and willing to help the protégé in whatever way they professionally can.
5. Serve as a confidential consultant to their protégé, and emphasizes trust within the relationship.

Documentation

1. Completing the necessary forms to meet state and Festus R-VI PDC guidelines.
2. Help initiate the development of the individual's professional growth plan, focusing on encouraging growth and advancement.

Professional Growth

1. Arranging for observations both to and for the protégé (Excluding administrative observations).
2. Demonstrating lessons for the protégé.
3. Being a role model in all aspects of professionalism.
4. Participate in PDC sponsored Mentor- Protégé workshops or meetings prior to and throughout the school year.

Most importantly - If the mentor is in any way not comfortable with or does not have enough experience with any matter that comes up between a mentor and protégé, they must seek help from someone who does (i.e. SIS, Assessment Creation, Personal Conflict with a Student, etc.)

New Teacher (Protégé) - Roles and Responsibilities

A protégé is an individual employed full or part time by the school district to serve as certified staff within the district. The program is primarily constructed for those teachers who have little to no prior teaching experience, however, portions of this plan will apply to any new member of the Festus R-VI teaching staff. The responsibilities of the protégé should be as follows:

Communication

1. Share mutual respect with mentor and engage in both formal and informal communication, which can include times of reflection on the profession.
2. Seek support and assistance on a regular basis.
3. Engage in in-depth conversations while seeking answers to questions.

Documentation

1. Develop a professional growth plan (in conjunction with mentor and administrator) and maintain this log throughout the school year.
2. Attend and document all professional development training completed or workshops attended.
3. Reflect on activities, observations, and evaluations that are engaged in throughout the school year.
4. Become familiar with the certification process and keep current certification up to date.
5. Complete the quarterly log with mentor and turn in to building administrator each quarter.

Professional Growth

1. Discuss new instructional strategies and best practices with colleagues.
2. Observe other teachers demonstrating strategies and instructional techniques that may prove to be personally helpful.
3. Share information about things that work and things that don't (both in and out of the classroom).
4. Participate in PDC sponsored Mentor-Protégé workshops or meetings prior to and throughout the school year.

Explanation of the Key Components of the Program

Best Practices - Teaching strategies, classroom management techniques, etc. that have been proven as effective in improving student learning or behavior. These strategies may have been proven through research or practice within the classroom. This is the protégé's best method of gaining ideas on what practically works with students. Research by Hattie, Marzano, and Jensen are a few district initiatives that have proven to be effective in the classroom.

Professional Development Committee (PDC) - A district level committee consisting of representatives of each of the district's school buildings as well as the building level administrators and the Assistant Superintendent of Teaching and Learning. The responsibilities of the district PDC is to:

- Determine instructional concerns and remedies for the district.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for school staff.
- Present, to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

Observation - Can occur either formally or informally. The building administrator throughout the school year will observe the protégé as they teach within your classroom. Formal evaluations (also known as Teacher Evaluations) will be scheduled ahead of time and discussed prior to and concluding the observation. Informal observations are unannounced, are used to measure progress, and are discussed with the administrator afterwards.

In addition, the protégé and the mentor may engage in observations of other teachers or each other throughout the year. These observations are strictly times for growth and knowledge building, and are not to be evaluative in any way. Complete the forms located in this handbook during these observations.

Formal and Informal Communication - Throughout the school year, the protégé and the mentor must engage in conversation about the experiences the protégé is going through and the needs of the protégé to have success during their first year of teaching. These meeting times can be prescheduled times each week or month (formal) and/or as needed in the halls, after/before school at lunch, etc. (informal). Within this handbook you will find both a list (by quarter) of tasks and topics for discussion, which will need to be completed, as well as a checklist of building specific items, which must be discussed during the beginning of the school year.

Professional Growth Plan - By law, school districts must provide a professional growth plan for all faculty members who have no prior teaching experience. The goals within the plan (see following pages for specific information) related to the district's evaluation criteria and are district developed. The plan's purpose is to assist - not evaluate - the beginning teacher. The mentor should initiate discussion on the preparation of the plan. Subsequent planning meetings between the mentor, the building administrator, and the protégé should occur throughout the first quarter of the school year. The plan may include goals in such areas as classroom management, understanding district

policies, and use of curriculum guides, equipment, and materials. The individual professional growth plan is required throughout the time a teacher is employed at Festus R-VI School District.

Quarterly Log - A log must be kept as part of the documentation process of the induction program. Throughout the two years a teacher will be in the program they must document (but are not limited to) the following items:

- Date of each interaction.
- Identification of the activity. For example:
 - Formal Conference
 - Demonstration/Modeling Observations
 - Formal/Informal Observations
 - Workshops/Professional Development Activities
 - Other
- A brief description of what transpired. Note suggestions offered and the subject of dialogue or discussions. Do not include confidential information.
- A record of materials shared or used to obtain goal.
- Signature of mentor and building administrator.
- The Quarterly Log must be brought to each quarterly BTA meeting

The administrator will view the log as part of the teacher evaluation process.

Beginning Teacher Assistance Program (BTA):

Certification standards for teachers in Missouri public schools require participation in a beginning teacher assistance program during the four year Initial Professional Certificate period.

DESIGNED TO HELP

The Festus R-VI Beginning Teachers' Assistance Program is designed to assist in making the initial year of teaching more productive and less stressful for the new professional. The ultimate goal is to help each beginning teacher to have a successful first year and confirm their commitment to the teaching profession.

TIMELY

The program is scheduled during the "New Teacher Orientation" and semester meetings during the school year. By this time, most teachers will have had some experience not only with the instructional process but also with grading, parent conferences, teacher evaluation and discipline. They are now ready to ask the right questions and listen for workable solutions. It is also an excellent time for a morale booster and networking with other beginning teachers. Participants should plan to bring and share a "best practice" with their colleagues.

CONTENT

Small group discussion sessions will address such universal topics as classroom management; student motivation and discipline; teacher and student evaluation; time management; and parent, staff and community relations.

**Festus R-VI School District
New Teacher Induction Program
Confidentiality: Statement of Understanding**

The induction program at the Festus R-VI School District was developed to ensure that each faculty member involved as a protégé be afforded the support of experienced faculty for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional and professional practices, the environment must be risk-free and non-threatening. New teachers need to make themselves available for such help and willingly open their classrooms to their mentors. It is also important for mentors to open their classrooms to their new teachers and assist new teachers in gaining experience through other professional contacts in the school and the broader educational community. Furthermore, all parties involved should understand the following aspects of the program.

- Mentors are not to have any role in the new teacher's evaluation process.
- Mentors will refrain from sharing any information regarding new teachers with the new teacher's principal, other administrators, colleagues or students. It is understood, however, that there may be situations where mentors will need to share information in confidence with other mentors for support purposes or professional development.
- Principals will refrain from seeking any information from mentors regarding the new teachers or from sharing their own evaluative observations with mentors.
- At their discretion, new teachers may wish to share personal or evaluative information with either mentors or principals as a means of seeking help/advice.
- The mentor or new teacher may inform the principal if the mentor-new teacher relationship is faltering so that the principal can make adjustments.
- Principals will be informed if/when any new faculty avoids or refuses to participate in this program.
- If a new teacher's retention or future contract to the school district is in question, mentors may not be asked for comments.
- If a new teacher requests a letter of recommendation from a mentor for promotion of rank or tenure, compliance is the personal decision of the mentor.
- Under law, it is understood that should it become relevant on any sort of legal proceeding to obtain the testimony of a mentor, the law will not recognize the privilege in the relationship that would permit the mentor not to testify or that would permit the new teacher to prevent disclosure. Under the law, the relationship between a mentor and the teacher with whom the mentor is working is not a privileged one such as that between spouses, physicians and patients, priests and penitents, or lawyers and clients.

Induction Program Quarterly Checklist

First Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

Program Task	Date Completed
Met and got acquainted	
Discussed Professional Growth Plan	
Review procedures and routines of building	
Train Protégé on SIS operations	
Discuss cultural and socioeconomic characteristics of the members of the school community.	
Discuss opening school year procedures	
Complete building specific checklist (as needed throughout the first quarter)	
Set-up weekly/bi-weekly formal meeting time	
Share resources (as needed)	
Set date to observe in Mentor's class	
Set date to observe in Protégé's class	
Discuss teacher evaluations (formal and informal)	
Discuss parent/teacher conferences	
Discuss first quarter grades and importing them into SIS	
Hold a question/answer session with mentor and/or other experienced teachers.	

Mentor Signature

Protégé Signature

Administrator Signature

Induction Program Quarterly Checklist

Second Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

Program Tasks	Date Completed
Finalize professional growth plan and make copies for principal	
Meet for informal discussions (in hall, at lunch, on duty etc.)	
Reflect on first quarter grades and parent/teacher conferences	
Discuss classroom problems and classroom management techniques	
Scheduled second classroom observation of each other and discuss	
Meet with principal to discuss progress and evaluation	
Discuss possible professional development opportunities	
Schedule an observation time of another teacher	
Discuss semester finals and grading	
Celebrate end of first semester in some way	
Update Induction Program Log	

Mentor Signature

Protégé Signature

Administrator Signature

Induction Program Quarterly Checklist

Third Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

Program Task	Date Completed
Continued informal contact (in hall, at lunch, on duty etc.)	
Reviewed Professional growth plan with mentor and make updates/revisions as necessary	
Reviewed attendance at building/district events (concerts, games, tournaments, etc.). (Not mandatory, but advised)	
Discuss new/innovative teaching strategies to try during the quarter	
Schedule third classroom observation of each other and discuss	
Schedule another observation of a different teacher (possibly in another grade but in same subject area)	
Discuss MAP testing and procedures	
Update Induction Program Log	

Mentor Signature

Protégé Signature

Administrator Signature

Induction Program Quarterly Checklist

Fourth Quarter (Year One)

Please check all activities completed, and list the approximate date it occurred on the form below.

Program Task	Date Completed
Finalize Professional Growth Plan. Copy and send to building administrator	
Set Professional growth goals for next year	
Complete evaluation survey for the induction program. (Give to PDC member)	
Discuss end of year procedures with mentor	
Finalize Induction Program Log	
Complete Self-Assessment	
Meet with administrator to discuss school year, progress, etc.	
Celebrate!	

Mentor Signature

Protégé Signature

Administrator Signature

Induction Program Quarterly Checklist

First Semester (Year Two)

Please check all activities accomplished, and signify whether accomplished in the completed box below.

Program Task	Completed
Meet with mentor on a bi-weekly basis	Yes or No
Review Professional growth and goals set during previous year. Revise as needed.	Yes or No
Complete second year Professional growth plan and make copies for principal	Yes or No
Review personal assessment and identify areas of strength and weakness while making adjustments during second year of teaching	Yes or No
Engage in informal and formal observations with administrator and discuss progress	Yes or No
Update Induction Program Log	Yes or No

Mentor Signature

Protégé Signature

Administrator Signature

Induction Program Quarterly Checklist

Second Semester (Year Two)

Please check all activities accomplished, and signify whether accomplished in the completed box below.

Program Task	Completed
Continue to meet with mentor every three weeks	Yes or No
Continue to review, revise, and update Professional Growth Plan	Yes or No
Engage in informal and formal observations with administrator and discuss progress	Yes or No
Finalize Induction Program Log	Yes or No

Mentor Signature

Protégé Signature

Administrator Signature