

# Greenbush New Certified Teacher Mentor Program



## Kansas State Department of Education's Requirements

Effective in May, 2008, by policy, and October, 2014, by regulation [K.A.R 91-1-203(b)(1)(A), (b)(2)(A), (b)(3)(A), and (b)(5)],

The performance assessment required in Kansas to move from an initial to a professional license has been defined as successful completion of at least a year of mentoring in an approved program based on model mentoring program guidelines. As a result, districts are required to have a formal mentor and induction program and plan approved by KSDE and implemented locally for the start of the 2015-16 school year.

Each district mentoring program and plan must address, at minimum, the Kansas Model Mentor and Induction Guidelines.

The Greenbush Teacher / School Specialist Mentoring Model meets the Kansas Model Mentor and Induction Guidelines.

## ***Greenbush New Certified Teacher Mentor Program Proposal***

The mission of the Greenbush New Certified Teacher Mentoring Model is to provide support and guidance through a professional development program, which promotes excellence in education and increases retention of promising teachers. Our Greenbush Teacher / School Specialist Mentor Program is already approved by KSDE and is based on the InTASC Model Core Teaching Standards and the ISLLC Model Policy Standards for Educational Leaders.

This mentor program will focus on effective instructional strategies, consistent classroom management strategies (emphasizing procedures and routines), building beneficial relationships by utilizing the resources and trainings of Fred Jones' "Tools for Teaching - The Fundamentals of Classroom Management" and Harry Wong's "The Effective Teacher" along with McREL's "Classroom Instruction That Works."

### **Program Process**

New Teachers (mentees) and their Mentors will:

- Take part in a one-day initial training at the beginning of the school year
- Complete classroom observations within the first (two times) and second semester (at least once)
- Utilize PDP Toolbox to log mentor/mentee activity, obtain professional development points, and renew license
- Have access to multiple support resources such as online modules (through the School Improvement Services Page on the Greenbush website)
- Take part in a second day of training at the end of the first semester
- Submit a mid-year and end-of-year program evaluation online survey
- Receive guidance in license renewal

### **Mentor Responsibilities**

- Observe mentee's classroom at least three times each year during instruction to offer instructional assistance and feedback (2 visits during the first semester) (InTASC Standards 1 & 8)
- Facilitate classroom observations by mentee of another classroom at least onehalf day per semester (InTASC Standard 10)
- Open your classroom to mentee and allow them to observe during instruction at least twice per semester (or another teacher, as necessary) (InTASC Standard 10)
- Meet each semester with building administrator and mentee (InTASC Standard 9)
- Keep up-to-date mentor/mentee communication logs
- Provide mentee with your confidence: Conversations between mentor and mentee should develop under a shelter of trust. Remember, you will be the one they turn to when they need assistance. (InTASC Standard 9)

### **Mentee Responsibilities**

- Attend district orientation and initial meeting (InTASC Standard 10)
- Conference with mentor once weekly (conferences are not optional and are a requirement of the district (InTASC Standard 10)
- Meet each semester with your mentor and building administrator (InTASC Standard 9)
- Attend required district and building training sessions (InTASC Standard 10)
- Complete mentor program evaluation and provide feedback
- Required minimum of three classroom visits throughout the year by mentor while mentee is teaching (2 visits during the first semester) (InTASC Standards 1 & 8)
- Ask questions, offer lesson plans for review, and strive to become familiar with your building and staff (InTASC Standards 7, 9, & 10)

### **Building Administrator Responsibilities**

- Recruit, select, match, and reassign (as needed) mentor teachers and school specialists with new teachers and school specialists within the school or outside the district, as necessary (ISLLC Standards 2 & 4)
- Support the mentorship program (ISLLC Standards 2 & 4)
- Assist in scheduling and coverage of classes to allow for mentor/mentee observations (ISLLC Standards 2 & 4)
- Provide program feedback to participants and to the mentor program coordinator (ISLLC Standard 4)
- Meet with the mentor/mentee once each semester to discuss progress (ISLLC Standards 2 & 4)
- Monitor and assess program effectiveness from various perspectives:
  - ❖ Participant feedback
  - ❖ Training
  - ❖ Materials
  - ❖ Support
  - ❖ Guidelines (ISLLC Standards 2 & 4)
- Aid in problem solving for concerns with mentor and/or mentee (ISLLC Standard 5)
- Honor confidentiality between mentor and mentee (ISLLC Standard 5)