



Keystone Learning Services

USD 608

Mentor Program Handbook

The mission of the USD 608 mentor program is to provide support and guidance to new licensed staff member to Keystone and Building Leaders through a professional development program, which promotes excellence in education and increases retention of promising staff.



Keystone Learning Services Mentor Program

Program Purpose, Goals, and Standards

Purpose:

The USD 608 mentorship program is to promote excellence in education and to increase the retention of new certified staff and building leaders through a professional development program. This program provides guidance, direction and support for new certified staff (including those new to Keystone, but those who have worked previously as a licensed staff member in another special/general education setting). Success will be achieved through collaboration, modeling, coaching, encouragement, and participation in a continuous, professional learning community.

Goals:

The goals of the USD 608 mentorship program will:

- Support and provide one-on-one assistance to new certified staff to the Keystone
- Improve student achievement by promoting the personal and professional well-being of certified staff
- Increase the retention of promising certified staff and building leaders
- Provide new and beginning certified staff with immediate, personal peer contact in order to build a supportive environment for discovery of the Keystone culture, policies, practices, and procedures; along with the districts that the staff will serve
- Establish and maintain personal and professional relationships

Standards:

Program designed according to the Kansas Model Mentor and Induction Program Guidelines for New Teachers and School Specialists developed in 2015.

The expectations and responsibilities addressed in this handbook are based upon the Interstate Teaching Assessment and Support Consortium Model Core Teaching Standards (InTASC).

This mentorship program will address topics and skills in these categories:

- The Learner and Learning
 - Plans instruction based on learning and developmental levels of all students
 - Recognizes and fosters individual differences to establish a positive classroom culture
 - Establishes a classroom environment conducive to learning
- Content Knowledge
 - Demonstrates a thorough knowledge of the content
 - Provides a variety of innovative applications of knowledge
- Instructional Practice
 - Uses methods and techniques that are effective in meeting student needs
 - Uses varied assessments to measure learning progress
 - Delivers comprehensive instruction for students
- Professional Responsibility
 - Engages in reflection and continuous growth
 - Participates in collaboration and leadership opportunities

Program Organization

All certified staff new to the Keystone will participate in a one-day induction program prior to the first contact day of returning staff. Participants in the second year program will meet before the school year begins.

New certified staff will participate in at least one complete school year of mentoring. Keystone offers a second year if staff request or there is a need identified by Keystone or building administrator.

Certified staff employed with 1 or more years of experience at Keystone *may* be assigned a mentor at the discretion of the sped administrator/building administrator.

Please note: Additional terms of mentoring support may be requested or required based on licensing changes, endorsements, or at the discretion of the Keystone Administrator.

Structured Contact Time (New Certified Staff to Keystone)

1. One-day induction program prior to the first contract day of returning staff.
2. One additional meeting each semester with mentor and Keystone administrator (possibly outside of the school day).
3. Scheduled weekly contact and assistance from mentor.
4. At least 3 classroom observations throughout the school year from the mentor.
5. Release time from classroom for observations of the mentor and/or other certified staff.

Participant Responsibilities

Mentor Responsibilities:

- Model professional growth and support mentee's professional development (InTASC Standard 9)
- Foster an individualized program to assess and meet the needs of the new teacher or school specialist (InTASC Standard 2, 7)
- Help new certified staff to Keystone during teacher workdays, if they so desire (InTASC Standard 10)
- Plan and conference with new certified staff to Keystone weekly providing instructional support (InTASC Standard 10)
- Document all contact with mentee using district communication log
- Support and assist mentee with various activities related to teaching:
 - Planning, preparing for and carrying out IEPs including: writing, meetings and filling out additional forms
 - Parent-teacher conferences and IEP meetings (InTASC Standard 10)
 - Familiarize mentee with school community and district culture (InTASC Standard 10)
 - IEP and progress reports

- Participating in district and state assessments (InTASC Standard 6)
- Aligning instruction to state standards (InTASC Standard 7)
- Other professional responsibilities, as needed
- 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 one-half 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 and Keystone 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)

*In the event that the mentor is unable to meet most of the needs of the mentee, the mentor should visit with the Keystone administration about possible reassignment.

**At no time should the mentor be in a role of evaluating the new certified staff. Mentors will observe and offer suggestions to the mentee, but will not be involved in formative and summative evaluations.

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 Keystone administrator (InTASC Standard 9)
- Attend required Keystone, 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)
- Required minimum of one-half day of observation each semester by mentee during mentor teacher's or specialist's instruction (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)
- * School specialist mentor must be in the mentee's area of specialty. This means mentor may be from another school.

Keystone Administration Responsibilities:

- Recruit, select, match, and reassign (as needed) mentor certified staff and school specialists with new teachers and school specialists within tKeystone and the district that the mentee serves (for itinerants this may be someone outside the district,s the mentee serves 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 Standards 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)

Selection and Matching Process

To be considered for mentoring, individual must do ONE of the following:

- Begin training by October 1
- Have previously been trained
- Have a master's degree in building-level leadership from an accredited program
- Be actively pursuing a master's degree in building-level leadership from an accredited program
- Be in the school specialist's area of specialty

Selection Criteria for Mentor Teacher:

- Keystone Administration recommendation
- At least three consecutive years employment at Keystone Learning Services
- Hold a professional license
- Highly competent in instruction and classroom management
- Desires to be a mentor
- Sufficient time availability for the new certified staff, especially at the beginning of the year

Training

Initial and Ongoing Training Requirements for Mentors:

- Address mentor's role
- Develop strategies for building relationships with new certified staff and school specialists
- Develop skills for
 - observation of new teachers/specialists
 - assessment of needs of new teachers/specialists
 - strategies to address the needs of new teachers/specialists
- Teach coaching language and practice
- Develop strategies for guiding new certified staff and specialists to reflect upon their own skills
- Teach skills for guiding new certified staff and specialists in using various types of formative assessment tools for instruction and differentiation using curriculum and materials approved for special education
- Guide mentee in collecting and analyzing various types of student data to show evidence of learning
- Guide new certified staff and specialists in their use of content standards for planning instruction
- Teach skills in using the professional education standards as a measure of assessing teacher practice

New Certified Staff to Keystone/School Specialist Training:

Areas to be covered in new staff induction include but are not limited to

- Keystone policies – including a copy of the USD 608 Employee Handbook
- School safety
- Access to buildings
- Staff communication
- Licensure/staff development process/evaluations – KEEP,
- District Technology
- Content and grade specific instructional models and assessments
- Staff absences
- Student handbook

Additional areas to be addressed through mentorship program:

- Content and grade specific instructional strategies and assessments
- Differentiated Instruction
- MTSS – Multi-Tiered System of Supports
- Resources (copier, paper, media)
- Special education curriculum available to certified staff
- Professional responsibilities and expectations of staff
- Supervision duties
- Infinitec
- Schedules
- Characteristics of the community and students

Incentives

Mentors

- Stipend for full-time sped teacher serving as mentor: \$25.00 an hour documented on data sheets. Payment will be up to \$500.00 accumulated for both the mentee and mentor
- Professional development points

New Certified Staff to Keystone/School Specialists

- Professional growth and performance
- Support system
- Professional development points

- Fulfills licensure requirements to move from provisional license to professional license
- Stipend for mentee of \$25.00 and hour documented on data sheets. Payment will be up to \$500.00
- Professional development points

Program Evaluation

Data considered in program evaluation:

- Mentorship program survey: Keystone Administration
- Mentorship program survey: Mentor
- Mentorship program survey: Mentee
- Mentored teacher/school specialist retention rate
- Student Growth Measures as indicated by various assessments such as the: Progress on the IEP, Dibels, Aimsweb,

Surveys and data will be evaluated by the Keystone Administrators and if appropriate building level leader to determine successfulness and/or necessary changes to the program



Keystone Learning Services

New Teacher/School Specialist Needs Assessment

1. Describe your previous classroom or education experiences (when, where, how long, etc.) Be sure to include your student teaching/internship/practicum and other intern experiences.
2. What life experiences, hobbies, or personal interests do you bring to the classroom?
3. Describe an instance where you have experienced success in the classroom/or as an educator.
4. Describe an instance when things didn't go as planned in the classroom/of as an educator.
5. What do you feel are your education strengths?
6. What part of this new job are you the most excited about?



Keystone Learning Services Letter of Understanding

The mentor and mentee agree...

1. Time commitment

We will meet regularly each week

Time/Duration: _____

Day: _____

2. Professional Development

We will observe each other teaching and conference afterwards.

We will participate in required building and district training sessions and support each other's professional growth.

3. Confidentiality Pledge-

We agree that information about our personal or private lives shared in the course of our mentoring partnership shall not be disclosed to any other person, unless required by federal, state, or local laws and regulations. Examples of the types of information that must be disclosed are reports of abuse, threats of suicide, or admission of actions that could be prosecuted as felonies.

We further agree that the only documents and/or written records resulting from this mentoring process to be kept in the program's archives:

- Mentor program conference/observation logs
- Anonymous program evaluations

4. Additional pledges:

I will be a good listener.

I will accept constructive feedback.

I will be reflective

I will be flexible and open.

I will commit to this mentoring relationship.

Mentor Signature

Date

Mentee Signature

Date



New Certified Staff to Keystone/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your feelings about the USD 608 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 0 Not Applicable

- 1 2 3 4 0 My mentor provided first-year support by being caring and listening.
- 1 2 3 4 0 This is my second-year of support from my mentor and I feel it still meets my needs
- 1 2 3 4 0 I had contact with my mentor at least once a week.
- 1 2 3 4 0 My mentor oriented me to the school and the school's policies and procedures.
- 1 2 3 4 0 My mentor was available when I needed his or her help.
- 1 2 3 4 0 My mentor suggested resources (both people and materials) that helped my in my first year of teaching.
- 1 2 3 4 0 The mentor program helped me be a better teacher/specialist.
- 1 2 3 4 0 My observation of other teachers/specialists was valuable.

What suggestions do you have to improve the mentorship program at USD 608?

What questions/concerns do you have about the mentorship program at USD 608?



Mentor Certified Staff/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your feelings about the USD 608 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 0 Not Applicable

1 2 3 4 0 I was adequately prepared to be a new teacher/educator mentor.

1 2 3 4 0 I had contact with my mentee at least once a week.

1 2 3 4 0 I observed my mentee in their role as an educator, which included a follow-up conference.

1 2 3 4 0 My mentee observed me in my role as an educator, which included a follow-up conference.

1 2 3 4 0 I familiarized the new licensed staff member to the school and the schools' policies and procedures.

1 2 3 4 0 My mentee accepted suggestions and help as offered.

1 2 3 4 0 I provided suggestions to find resources (people and materials) to my mentee.

What suggestions do you have to improve the mentorship program at USD 608?



Keystone Learning Services

Keystone Administration and Building Principal Evaluation of Mentoring Program

Name of Mentor: _____

Name of Mentee: _____

Mark the statement with the number that corresponds with your feelings about the USD 608 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 0 Not Applicable

1 2 3 4 0 The mentor was adequately prepared to be a mentor.

1 2 3 4 0 The mentor had contact with the mentee at least once a week.

1 2 3 4 0 The building mentor and I oriented the mentee to the school and its policies and procedures.

1 2 3 4 0 The mentor was available to the mentee when he or she needed help.

1 2 3 4 0 The mentor suggested resources (both people and materials) that helped with the mentee's first year.

1 2 3 4 0 The mentee put forth adequate effort to acclimate and improve professionally.

1 2 3 4 0 The mentee was willing to seek and accept assistance.

1 2 3 4 0 The Keystone support was adequate for the mentorship program.

What suggestions do you have to improve the mentorship program at USD 608?

Keystone Adm/Principal signature

Date



Keystone Learning Services

Anticipated Monthly Meeting Topics:

Before the Start of School

- Discuss confidentiality
- Work area-desk, computer, email, etc.
- Room set-up – if applicable
- Planning for the first day and first week of school
- Discipline and office referrals
- Plan book, how to plan, sub-plans, organization, pacing, curriculum map
- Learn about copier, printers, projectors, and other resources and equipment
- State and district standards—ksde.org
- Locations of texts, instructional materials, and other supplies
- Ordering supplies – requisitions from Keystone and the District (if applicable)
- District technology
- Classroom management techniques: including ESI
- Building tour – work area, mailbox, parking, restrooms, etc.
- School activities (if applicable)
- Keystone and District procedures – Mission statement, Code of Conduct, Employee Handbook
- Support systems at Keystone and in the District(s) if applicable
- District and Keystone calendar - priority of events
- Communications – use of email, phone, etc.
- Curriculum resources – media center, MIS Clerk, Keystone IT Dept.
- Supervision duties and building routines and procedures
- Supervising paraprofessionals
- Community norms and expectations
- Working with the regular education staff for services, scheduling, expectations and goals
- How to be a team player when you are sitting on the sidelines
- Working with parents- how do you handle conflict
- Developing a schedule for services

August and September

- Appearance and professionalism
- Classroom management (time, discipline, schedule, classroom setup)
- Curriculum and curriculum mapping
- Testing: SRI, SMI, DIBELS, Aimsweb, Pathways to Reading, State assessments
- Building policies and procedures (regular education duties, schedule work times)
- Chain of command/protocol
- Grades (if applicable) progress reports

- Reporting attendance, lunch, etc.
- Staff development procedures and timelines (using KEEP)
- Copies and office use
- Requesting Leave, professional leave, sub plans, sick days
- Emergency plans and procedures
- Parent-teacher Conferences and IEP expectations
- Checking out and refueling school vehicles
- Field trips
- Schedule observation of mentee with conference
- How to conduct an evaluation: initial, re-evaluation
- Data collection for the IEP
- IEP writing
- Leading an IEP meeting
- How to schedule an IEP meeting
- How to report Emergency Safety Intervention
- Who to contact if a student has a crisis
- Strategies to build relationships

October

- Classroom management (how things are going)
- Regular education
- Student sped folders/records
- Meetings – IEP, GEI (SIT)
- Parent-teacher conferences and IEP meetings
- Evaluations: formative, summative, walk-through
- Collaboration time – purpose and planning
- Overview of previous month – concerns or questions?
- Quarterly data for Progress Reports
- How to participate in training through Keystone, Infinitec, others
- Introduce Infinitec
- In-service hours for paraprofessionals

November

- Assessments: local and state (formatives)
- Classroom management (office referrals)
- Reviewing curriculum map and application to the IEP
- Staff personnel and their roles
- Working with parents
- Working with paraprofessionals – optimal utilization
- Encouraging or motivating low-achieving students
- Analyze data from local assessments

- Tardy and attendance policy
- Meeting student needs
- Thanksgiving break
- Professional development – My Learning Plan on KEEP
- Concerns or questions
- Schedule observation of mentee with conference

December

- Meeting with mentor and building-level administrator
- End of semester duties
- Classroom management
- Emergency resources – Counselor, DCF
- Preparation for the spring semester
- Submitting semester grades if applicable
- Quarterly data: SRI, SMI, DIBELS, Aimsweb,
- Christmas program, if applicable
- Christmas break: Documentation for ESY

January

- Organization
- Classroom management
- Analyze data from formative state assessments, if applicable
- Progress reports
- Support and answer questions
- Student transition procedures for the following year
- Discussion of testing window for state assessments

February

- Preparing “ALL” students for state assessments
- Keeping balance with the IEPs
- Classroom management
- Review curriculum map
- Parent contact
- Teacher contract notification (renewal/non-renewal)
- Graduation issues
- Spring field trips

March

- Go over Kansas Assessment Program– appearance, logging on, etc.
- Analyze data for state and local assessments
- Support and answer questions

- Classroom management
- Quarterly data:
- Schedule observation of mentee with conference

April

- Progress reports
- Discuss licensure with mentee – if first year, need to change provisional to professional licensure using Mentorship documentation. (ksde.org)
- Classroom management
- Surviving until May
- Reviewing curriculum map – changes needed?

May

- Meeting with mentor and building-level administrator
- End of year preparation
- Classroom management
- Quarterly data:
- Textbook and classroom inventory
- Plan – equipment and supplies for next year
- Summer payroll options
- Finals schedule
- Field day
- Teacher check-out procedures (keys, books, grades, etc.)

Summer Months

If you will mentor a second year, stay in touch. Keep building rapport.

Keystone Learning Services

Transcript of Monthly Meetings and Topics:

Before the Start of School

Mentee Init.	Mentor Init	Date	
			Discuss confidentiality
			Work area-desk, computer, email, etc.
			Room set-up – if applicable
			Planning for the first day and first week of school
			Discipline and office referrals
			Plan book, how to plan, sub-plans, organization, pacing, curriculum map
			Learn about copier, printers, projectors, and other resources and equipment
			State and district standards—ksde.org
			Locations of texts, instructional materials, and other supplies
			Ordering supplies – requisitions from Keystone and the District (if applicable)
			District technology
			Classroom management techniques: including ESI
			Building tour – work area, mailbox, parking, restrooms, etc.
			School activities (if applicable)
			Keystone and District procedures – Mission statement, Code of Conduct, Employee Handbook
			Support systems at Keystone and in the District(s) if applicable
			District calendar - priority of events
			Communications – use of email, phone, etc.
			Curriculum resources – media center, MIS Clerk, Keystone IT Dept.
			Supervision duties and building routines and procedures
			Supervising paraprofessionals
			Community norms and expectations
			Working with the regular education staff for services, scheduling, expectations and goals
			How to be a team player when you are sitting on the sidelines
			Working with parents- how do you handle conflict
			Developing a schedule for services

August and September

Mentee Init	Mentor Init	Date	
			Appearance and professionalism
			Classroom management (time, discipline, schedule, classroom setup)
			Curriculum and curriculum mapping
			Testing: SRI, SMI, DIBELS, Aimsweb, Pathways to Reading, State assessments
			Building policies and procedures (regular education duties, schedule work times)
			Chain of command/protocol
			Grades (if applicable) progress reports
			Reporting attendance, lunch, etc.
			Staff development procedures and timelines (using KEEP)
			Copies and office use
			Requesting Leave, professional leave, sub plans, sick days
			Emergency plans and procedures
			Parent-teacher Conferences and IEP expectations
			Checking out and refueling school vehicles
			Field trips
			Schedule observation of mentee with conference
			How to conduct an evaluation: initial, re-evaluation
			Data collection for the IEP
			IEP writing
			Leading an IEP meeting
			How to schedule an IEP meeting
			How to report Emergency Safety Intervention
			Who to contact if a student has a crisis
			Strategies to build relationships

October

Mentee Int.	Mentor Init	Date	
			Classroom management (how things are going)
			Regular education
			Student sped folders/records
			Meetings – IEP, GEI (SIT)
			Parent-teacher conferences and IEP meetings
			Evaluations: formative, summative, walk-through
			Collaboration time – purpose and planning
			Overview of previous month – concerns or questions?

			Quarterly data for Progress Reports
			How to participate in training through Keystone, Infinitec, others
			Introduce Infinitec
			In-service hours for paraprofessionals

November

Mentee Init	Mentor Init	Date	
			Assessments: local and state (formatives)
			Classroom management (office referrals)
			Reviewing curriculum map and application to the IEP
			Staff personnel and their roles
			Working with parents
			Working with paraprofessionals – optimal utilization
			Encouraging or motivating low-achieving students
			Analyze data from local assessments
			Tardy and attendance policy
			Meeting student needs
			Thanksgiving break
			Professional development – My Learning Plan on KEEP
			Concerns or questions
			Schedule observation of mentee with conference

December

Mentee Init	Mentor Init	Date	
			Meeting with mentor and building-level administrator
			End of semester duties
			Classroom management
			Emergency resources – Counselor, DCF
			Preparation for the spring semester
			Submitting semester grades if applicable
			Quarterly data: SRI, SMI, DIBELS, Aimsweb,
			Christmas program, if applicable
			Christmas break: ESY Data Collection

January

Mentee Init	Mentor Init	Date	
			Organization
			Classroom management
			Analyze data from formative state assessments, if applicable
			Progress reports
			Support and answer questions
			Student transition procedures for the following year
			Discussion of testing window for state assessments

February

Mentee Init	Mentor Init	Date	
			Preparing "ALL" students for state assessments
			Keeping balance with the IEPs
			Classroom management
			Review curriculum map
			Parent contact
			Teacher contract notification (renewal/non-renewal)
			Graduation issues
			Spring field trips

March

Mentee Init	Mentor Init	Date	
			Go over Kansas Assessment Program– appearance, logging on, etc.
			Analyze data for state and local assessments
			Support and answer questions
			Classroom management
			Quarterly data:
			Schedule observation of mentee with conference

April

Mentee Init	Mentor Init	Date	
			Progress reports
			Discuss licensure with mentee – if first year, need to change provisional to professional licensure using Mentorship documentation. (ksde.org)
			Classroom management
			Surviving until May
			Reviewing curriculum map – changes needed?

May

Mentee Init	Mentor Init	Date	
			Meeting with mentor and building-level administrator
			End of year preparation
			Classroom management
			Quarterly data:
			Textbook and classroom inventory
			Plan – equipment and supplies for next year
			Summer payroll options
			Finals schedule
			Field day
			Teacher check-out procedures (keys, books, grades, etc.)

Summer Months

If you will mentor a second year, stay in touch. Keep building rapport.

Comments or other areas addressed

Mentee and Mentor please complete a transcript monthly. Initial your first and last name by the topics covered each month. Date the actual month you reviewed the information ex. Field day was discussed 2/22/16 rather than May. Please put 2/22/16 by Field day in May.

Sign below, and month turn in a calendar with the times and date(s).

Mentor _____ Date _____ Mentee _____

Keystone Learning Services



Monthly Meetings for Mentorship

Keystone Mentor	Keystone Mentee	Date	Time Begin to End Time
		Total	
		Time	

31.2200.110.100.1

Mentor Signed Name

Date

Mentee Signed Name

Date

Keystone Administrator Signed Name

Date

Kansas Model Mentor and Induction Program Guidelines for New Teachers and School Specialists

Each local education agency (LEA) shall have an approved program providing systemic mentoring and induction support to all new teachers and school specialists. The program must include, but is not limited to, the following:

1. Program provides practical application of practices that outline a new teacher's/specialist's professional learning needs related to: the learner and learning; content knowledge; instructional practice; professional responsibility.
2. Program must include selection criteria and training for mentors:
 - A. Selection Criteria:
 - i. Mentor must have a minimum of three years of successful experience and have a professional license in effect
 - ii. School specialist mentoring can be cross-district if necessary.
 - B. Training:
 - i. Initial training must occur by Oct. 1
 - ii. Initial training is paired with ongoing professional learning for the mentor that:
 - Addresses the mentor's role
 - Develops strategies for building relationships with new teachers
 - Development of skills for observation of a new teacher's practice, assessment of needs, and strategies to address those needs
 - Coaching language and practice
 - Strategies for guiding new teachers to use reflection in their practice
 - Skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs
 - Guiding new teachers in collecting and analyzing various types of student data to show evidence of learning
 - Guiding new teachers in their use of content standards when planning lessons/units
 - Skills in using the professional education standards as a measure of assessing teacher practice
3. Program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the one year of structured, intensive support must include:
 - A. Communication: on a weekly basis (e-mail, face to face, phone, etc.)
 - B. Observation: virtual or in person minimum of three per year
 - C. System for mentor to provide reflective verbal dialogue and feedback
4. Program provides a defined accountability process to measure program effectiveness in providing effective support and growth at all levels.



The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Educational Leadership Policy Standards

Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A.** Collect and analyze data and information pertinent to the educational environment
- B.** Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C.** Build and sustain positive relationships with families and caregivers
- D.** Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A.** Ensure a system of accountability for every student's academic and social success
- B.** Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C.** Safeguard the values of democracy, equity, and diversity
- D.** Consider and evaluate the potential moral and legal consequences of decision-making
- E.** Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A.** Advocate for children, families, and caregivers
- B.** Act to influence local, district, state, and national decisions affecting student learning
- C.** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Works Cited

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