

Indian Lake  
Elementary School

Mentor  
Program Plan  
2004 - 2005

## PROPOSED MENTORING PROGRAM TEAM

**Administrator**

**Mentoring Coordinators**

**Core Team** - One teacher from each grade level and special areas

**Mentors** - Teachers committed to helping novice teachers and new teachers to the school

**Novice Teachers** - First and second year teachers

**Experienced Teachers** - transfer teachers

**Interim Teachers** - teachers who are filling in for a teacher for a certain length of time

Indian Lake Elementary School  
Mentor Program Plan

**Statement of Purpose**

The purpose of mentoring is to provide support and assistance to all teachers along a professional development continuum through a positive, structured program.

Mentoring is successful when systems are in place for communication, training, collegial exchange, feedback, and access to resources.

The results of mentoring will be the retention of novice teachers, improved instruction and student learning, professional growth for novice and experienced teachers, and the promotion of collegiality and reflection among all teachers.

**Goals and Objectives**

- To ensure the professional retention of novice teachers
- To assess the knowledge, skill, and abilities of novice teachers throughout the mentoring period (2 years)
- To provide ongoing, individualized support and assessment for novice teachers throughout their first two years.
- To allow the mentor teacher to serve as a supportive colleague, cognitive coach, advocate, and fellow learner
- To provide opportunities to meet regularly with novice teachers to:
  - Explain policies and procedures
  - Help find materials/supplies
  - Provide a sounding board for concerns
  - Provide insights in dealing with situations involving both student and faculty interactions
  - Provide a worksheet for questions to be answered at weekly meetings
- To provide a core team to meet regularly
- To purposely match a mentor with a novice teacher
- To provide for mentors-ongoing training
- Distinguish between mentors for novice teachers versus new teachers to school and interim teachers

### Novice teachers

Paired with teacher core team member from grade level for grade related info.

Paired with mentor (possibly from outside of grade level)

### Experienced teachers new to school and interim teachers

Paired with teacher core team member from grade level

Focus may be more on procedural issues and policies

Paired with mentor if needed for tenure, etc.

## Induction Plan

### YEAR ONE

- Meet weekly for first term
- Attend celebration and training meetings
- Continue or adjust weekly meetings for second term
- Address areas of need including but not limited to

Calendars

Procedures

Staff

Classroom management

Record keeping

Evaluation process

### YEAR TWO

- Continue regular meetings - monthly or as needed
- Continue to attend celebration meetings, possible off campus as well
- Continue to address areas of need, including evaluation process
- More involvement in professional development and organizations -

Department heads will be encouraged to provide information to new Teacher

- Mentors will use information and materials from their training to assist the Novice.
- Novice teachers will be released from their classrooms at least two times per year to observe others classrooms.

### **Program Evaluation**

- The Core Team will conduct two Program Evaluations: one in December, and one in May of each school year.
- An evaluation tool based on goals and objectives will be given to each Novice and Mentor.
- The results of the evaluation will be used to make improvements to the program.
- The results (only as a statistical analysis, no names) will be shared with the administrator and faculty.

### **Budget for Program**

A budget will be provided for copying materials, hosting lunch/dinner meeting and dessert meetings, providing substitute teachers, and allowing Coordinators/Core Team members to attend additional training.

## Roles and Responsibilities

### **Administrator Responsibilities**

- To hire the very best qualified candidates
- To avoid taxing teaching and extra curricular assignments for novice teachers
- To maintain a secure, intellectually stimulating, professional, and collaborative school environment
- To promote productive mentoring throughout the school - communicating the need to have everyone committed to helping novice teachers to be successful: to recruit faculty to share expertise, interests and talents with novices in some type of mentoring experience; to actively support all mentoring activities
- To participate in orienting new teachers
- To maintain informal contact providing encouragement, support, and advice
- To resolve any problem beyond the scope of the mentoring Coordinators
- To allocate needed resources for mentoring activities

### **Mentoring Coordinator's Responsibilities**

#### **The Mentoring Coordinator's duties include:**

- To work collaboratively with others in determining guidelines, procedures for mentoring program as well as to oversee, facilitate, and troubleshoot all mentoring-related activities. Procedures should include approaches to resolving unsatisfactory situations.
- To promote productive mentoring throughout the school - communicating the need to have everyone committed in helping novice teachers be successful, to identify areas of faculty expertise interest, availability, schedule, etc. in working with novices in some type of mentoring experience, to create and facilitate mentoring opportunities based on this information
- To distribute and evaluate mentoring applications; to assign novices to mentors (or to design a different process for mentor-novice matching)

- To determine mentor needs (by conducting surveys, questionnaires, or interviews) and to provide needed assistance, professional development opportunities, etc.
- To determine novice teacher needs (by conducting surveys, questionnaires, or interviews) and to provide needed assistance, professional development opportunities, etc.
- To maintain records of mentoring activities
- To organize and coordinate formative and summative evaluations or mentor-novice relationships and the overall effectiveness of the program
- To maintain regular contact and open communication with administrator, mentors, and novice teachers
- To confer with the administration regarding need to know decisions related to the mentoring program

### **The Core Team's Responsibilities**

The Core Team's responsibilities are:

- Take care of all grade level needs to novice teachers, new experienced Teachers, and interim teachers
- Organize and plan program
- determine program guidelines and procedures
- Promoting productive mentoring throughout the school
- Provide professional development opportunities
  - Work with others in identifying ways to celebrate progress and successful completion of the first year and second year

### **The Mentor's Responsibilities**

The Mentor's responsibilities are:

- Advise by giving additional information to novice in order to complete a job efficiently.
- Communicate by keeping on open line of communication
- Counsel and provide emotional support
- Guide by orienting and acquainting the novice to the formal and informal norms of a particular school system

- The Core Team will conduct monthly training sessions. This training will utilize a videotape series presenting a variety of topics. Session times will vary so that all Mentors may benefit. At least four sessions will be required of all Mentors.
- Mentor materials will be kept in the Teachers Lounge and will be available at all times to the Mentors.

### **Mentor Support and Rewards**

- The Mentor Core Team will be considered an official school committee.
- Mentors and Core Team will receive Staff development hours for training (before and after school or during the summer)
- Mentors will be provided a Certificate of Appreciation at the end of the school year from the Administrator.

### **Activities for Novices**

The Core Team will provide a required training day for new teachers in the fall during the first week of school or before. Activities may include, but are not limited to:

Characteristics of a Good Teacher"

Tour of school with stops at each grade level, special areas, office, etc.

The administrator and Core Team will host one lunch/dinner and two dessert meetings during the school year. (Lunch/dinner will be \_\_. The two dessert meetings will be \_\_\_\_\_.) The purpose of these meetings is to encourage Novices and Mentors and to allow time discuss issues as a group.

- Mentors will meet regularly with Novices and will document this on the Form.
- Mentors will provide Novices will monthly calendars with important activities noted.
- Mentors will provide Novices with a worksheet for questions to be answered at their regular meetings.

- Modeling by demonstrating consistent professional and competent performance on the job.
- Serving as a buffer between the novice and those in the school system who might wish to detract from the beginner's performance
- Skill development - assisting the novice in learning skills needed to be an effective classroom teacher
- Be available to talk about job-related concerns and to listen
- Maintain confidentiality

### **The Novice Teacher's Responsibilities**

#### **The Novice Teacher's Responsibilities include:**

- Learn from many people who work in their school system
- Seek advice from mentors regarding specific issues and concerns
- Articulate concerns in an open and honest fashion
- Remain open to the suggestions and advice offered by their mentors
- Invest time and effort to create a mutually enhancing relationship with the mentor



## Topic Ideas for Mentors/New Teachers Meetings

Handbook

SACS

Organizations to Join

Don's & Don'ts of School

Explain Inservice Hours

NCLB Web Site

Internal Sites

ConnectTen

Terra Nova Testing

Harry Wong videos

????? Worksheet

Character Education Topics

Who's Who at IL

Parent Teacher Conferences

Open House

Tour of school, machines, faculty, & staff

Lesson Plans

Tenure Process/Forms


Report Cards

Student Performance Indicators

Edutest

Accelerated Reader

Accelerated Math



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Week \_\_\_\_\_