

Wellsville USD 289

Mentor Plan for New Teachers and School Specialists

The mission of this plan is to provide mentoring and support for first year teachers that have no experience into education and help them become teachers that understand students, instruction, change and other facets of education. This plan is a two year plan of guided instruction and support for each teacher. The professional learning in this plan will help the educator learn; content knowledge, instructional practice, and professional responsibility. The goal is to keep good teachers in the profession to help educate our students.

The structure of this professional learning will align with the Kansas Professional Education Standards.

Wellsville Vision statement is: Empowering a Community of Lifelong Learners.

Kansas Licensure Standards for Professional Education

****”Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

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, relevant, and rigorous learning experiences.	
Function 1: The teacher understands how learners grow and develop.	
Content Knowledge (CK):	Professional Skills (PS):
1.1.1CK The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes.	1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
1.1.2CK The teacher understands the role of language and culture in learning.	1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
Function 2: The teacher recognizes that patterns of learning and development vary individually within and across cognitive linguistic, social, emotional, and physical areas.	
Content Knowledge (CK):	Professional Skills (PS):
1.2.1CK The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning.	1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and enables each learner to advance his/her learning.
Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
Content Knowledge (CK):	Professional Skills (PS):
1.3.1CK The teacher knows how to use instructional strategies that promote student learning.	1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development.
1.3.2CK The teacher knows how to make instructional decisions that build on learners’ strengths and needs.	1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

<p>Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.</p>	
<p>Function 1: The teacher uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p>	<p>2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.</p> <p>2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner’s personal, family, and community experiences and cultural norms.</p>
<p>Function 2: The teacher uses an understanding of differences in individuals, cultures, and communities to enable each learner to meet rigorous standards.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner’s experiences, cultures, and community into instruction.</p>	<p>2.2.3PS The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.</p> <p>2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	
Function 1: The teacher works with others to create environments that support individual and collaborative learning.	
Content Knowledge (CK):	Professional Skills (PS):
<p>3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<p>3.1.3PS The teacher manages the learning environment to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p> <p>3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.</p>
Function 2: The teacher works with others to create environments that include teacher and student use of technology.	
Content Knowledge (CK):	Professional Skills (PS):
<p>3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in classrooms.</p>	<p>3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.</p>
Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.	
Content Knowledge (CK):	Professional Skills (PS):
<p>3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.</p>	<p>3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.</p> <p>3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3.3.4PS The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>

	<p>3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.</p>
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<p>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 content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.</p>	
<p>Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.</p>	<p>4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.</p> <p>4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.</p>
<p>Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.</p> <p>4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p>	<p>4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.</p> <p>4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic</p>

	<p>language in their content.</p> <p>4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner's content knowledge in their primary language.</p>
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Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in-depth learning experience.</p> <p>5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of an expressing multiple perspectives.</p>	<p>5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.</p> <p>5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.</p> <p>5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.</p>

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.</p> <p>5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.</p>	<p>5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.</p> <p>5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.</p> <p>5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.</p>

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.3.1CK The teacher understands the concepts that govern his/her content area.</p> <p>5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.</p> <p>5.3.3CK The teacher understands the role</p>	<p>5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.</p> <p>5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to the resolution of local and global issues.</p>

information literacy skills play in understanding issues and solving problems independently and collaboratively.

5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.	
Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.	
Content Knowledge (CK):	Professional Skills (PS):
<p>6.1.1CK The teacher understands the difference between formative and summative assessment.</p> <p>6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.</p> <p>6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.</p>	<p>6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.</p> <p>6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.</p> <p>6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.</p> <p>6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.</p>
Function 2: The teacher understands how to engage learners in self-assessment.	
Content Knowledge (CK):	Professional Skills (PS):
<p>6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.</p> <p>6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.</p> <p>6.2.3CK The teacher knows how to prepare learners for assessments.</p>	<p>6.2.4PS The teacher engages learners in analyzing their own assessment data.</p> <p>6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.</p> <p>6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.</p>
Function 3: The teacher understands how to make informed decisions.	
Content Knowledge (CK):	Professional Skills (PS):
<p>6.3.1CK The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.</p> <p>6.3.2CK The teacher knows how to use data to guide planning and instruction.</p> <p>6.3.3CK The teacher knows how to provide relevant feedback to all learners.</p>	<p>6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.</p> <p>6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.</p> <p>6.3.6PS The teacher communicates feedback from</p>

	assessments to assist students in making relevant decisions.
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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, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Content Knowledge (CK):	Professional Skills (PS):
<p>7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.</p>	<p>7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.</p> <p>7.1.4PS The teacher systematically adjusts plans to enhance each student’s learning.</p>

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy

Content Knowledge (CK):	Professional Skills (PS):
<p>7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7.2.2CK The teacher understands how integrating cross-disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.</p> <p>7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>	<p>7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.</p>

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Content Knowledge (CK):	Professional Skills (PS):
<p>7.3.1CK The teacher understands learning theory, human development, cultural diversity, community context, and individual differences and how these impact ongoing planning.</p> <p>7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p>	<p>7.3.3PS The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7.3.5PS The teacher plans for instruction based on</p>

	formative, informative, and summative assessment data, prior learner knowledge, and learner interest.
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<p>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 relevant ways.</p>	
<p>Function 1: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8.1.3CK The teacher knows how and when to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.</p>	<p>8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.</p> <p>8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.</p> <p>8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.</p> <p>8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>
<p>Function 2: The teacher understands and uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in relevant ways.</p>	
<p>Content Knowledge (CK):</p>	<p>Professional Skills (PS):</p>
<p>8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>8.2.2CK The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p>	<p>8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances</p> <p>8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>

	<p>8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.</p>
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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.

Function 1: The teacher engages in ongoing professional learning.

Content Knowledge (CK):	Professional Skills (PS):
<p>9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equality, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).</p> <p>9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.</p>	<p>9.1.3PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.</p>

Function 2: The teacher 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.

Content Knowledge (CK):	Professional Skills (PS):
<p>9.2.1CK The teacher understands the role and goals of reflection in professional growth.</p> <p>9.2.2CK The teacher understands how the elements of the evaluation protocol correspond with professional learning experiences or opportunities.</p>	<p>9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.</p>

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, support staff, and community members to ensure learner growth, and to advance the profession.	
Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	
Content Knowledge (CK):	Professional Skills (PS):
10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice. 10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.
Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	
Content Knowledge (CK):	Professional Skills (PS):
10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc. 10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.	10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.). 10.2.4PS The teacher provides information to families about the instructional programs, each individual student’s progress, and ways that they can be engaged in learning activities (Danielson, 2013). 10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners. 10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.

Mentor Selection Criteria and Training Requirements

Selection Criteria.

1. Mentors must have a minimum of three years of successful experience.
2. Mentors must have a professional license in effect.
3. Mentors experience and endorsement areas do not have to match the new teacher, (but would be preferred.)
4. Mentors do not have to be in the same subject area or grade level as the new teacher (but would be preferred).
5. Mentors must have gone through initial training by October 1st of the year of mentoring.
6. School specialist mentoring can be cross district if needed.
7. Mentors must be professionally competent as indicated by the board's most recent evaluation including competency in the teacher's area of licensure, communication skills and efficacy of instruction.
8. If the original assigned mentor is unable to fulfill the responsibilities of the mentorship a successor mentor meeting the above criteria would be assigned by the building administrator as soon as possible. It should be understood that the successor still must meet the training deadline, so more than likely they would have to have been previously trained. The mentor stipend will be pro-rated based on the remaining timeline and duties in the mentorship.

Training Requirements.

1. Initial training must occur by October 1st of the year of mentoring.
2. The initial training an ongoing professional learning should:
 - Address the roles and processes of the program.
 - Develop strategies for building relationships with new teachers.
 - Develop skills for observation of new teacher's practice, assessment of needs of new teacher, strategies to address those needs.
 - Develop coaching language and practice.
 - Develop strategies for guiding new teachers to use reflection in their practice.
 - Enhance skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs.
 - Train mentors in guiding new teachers in collecting and analyzing various types of student data to show evidence of learning.
 - Train mentors in guiding new teachers in their use of content standards when planning lessons/units.
 - Develop skills in using the professional education standards as a measure of assessing teacher practice.
 - Align with district and school improvement plans professional development initiatives.

Program Requirements

This program provides two year of structured, intensive support for new teachers/specialists to the profession. Building administrators should assign and introduce mentors and mentees as soon as possible. Mentors and mentees must maintain logs documenting dates and times of meetings, observations and communications. The logs would also contain notes, reflections or specific learnings, specifically how the learning is addressing the professional education standards. The following minimum supports for each year are required.

Year 1

1. Weekly communication-email, phone calls, face to face meetings. Mentors and mentees will document dates and times.
2. Bi-monthly face to face meetings. These face to face meetings should contain dialogue for reflection, feedback and support. The status of these mentees progress on the professional education standards should be reviewed, dates and times should be documented.
3. Minimum of three classrooms observations by the mentor, the first completed by September 15th, the second between October 31st and January 31st and the third between February 28th and April 30th. Each observation should be for a minimum of 30 minutes (document dates and times). If a sub is necessary please arrange with the building administrator. After each classroom observation at the next face to face meeting the mentor should share their observations, feedback and reflections. The mentor should also provide suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.
4. Minimum of two classrooms observations by the mentee, one with the mentor and one with another experience teacher (more than three years). One should be completed by December 20th and the other after January 15th but before March 31st. Each of these observations should be a minimum of 30 minutes. The mentee should document the date and times of these observations and the next face to face meeting with the mentor should share questions and reflections of those observations. If a sub is needed to complete the requirement please arrange with the building administrator.
5. Minimum of one face to face meeting with the building administrator, mentor and mentee in each of the following months: September, November, January and April (document times and dates). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. The administrator may ask to review the mentorship logs. These meetings would also be the time to discuss concerns or achievements.
6. The mentor and mentee will complete a survey regarding the effectiveness of the program by May 15th. The results of the survey will go directly to the superintendent of schools. The superintendent will review the results of the survey and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent. Administrators will also need to report to the superintendent on each mentorship that all requirements have been met or not met after reviewing

logs and based on their face to face meetings by May 31st. The superintendent will then report by June 2nd to the district's financial director any mentorship stipends that need to be paid.

7. If at any time during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrator's attention immediately.

Year 1 Calendar

August

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Introductions
- _____ Thorough review of the Kansas Professional Education Standards
- _____ Make sure both teachers understand roles in mentorship
- _____ Review minimum requirements to complete mentorship
- _____ Mentor should help mentee with classroom setup, establishing classroom rules, and overall prep for first day.
- _____ Mentor should help teacher with initial Individual Professional Development Plan.

September

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentor completes first classroom observation
- _____ Face to face with Administrator

October

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentor prepares mentee for first parent teacher conferences
- _____ Mentor prepares mentee for first grading period grades

November

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Second face to face meeting with Administrator

December

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentee should complete first classroom observation
- _____ Mentor prepares mentee for first semester grades

January

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentor should complete second classroom observation
- _____ Third face to face meeting with administrator

February

- _____ Weekly communication
- _____ Two face to face meetings

March

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentee should complete second observation
- _____ Mentor should prepare mentee for third grading period grades

April

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentor should complete third classroom observation
- _____ Fourth face to face meeting with administrator

May

- _____ Weekly communication
- _____ Two face to face meetings
- _____ Mentor should help mentee with year end requirements
- _____ Mentor and mentee should complete survey regarding the effectiveness of the mentorship by May 15th.
- _____ Mentor and mentee should submit mentorship logs to building administrator for review and administrator should return after review.
- _____ Administrator should notify the district office by May 31st that the mentorship completed or did not complete all requirements.

Year 2

1. Bi-weekly (every other week) communication- email, phone calls, face to face meetings. Mentors and mentees will document dates and times.
2. Once monthly face to face meetings. These face to face meetings should contain dialogue for reflection, feedback and support. The status of the mentees progress on the professional education standards should be reviewed. (Document times and dates.)
3. Minimum of one classroom observation by the mentor, completed by December 20th. The observation should be for a minimum of 30 minutes (document time and date). If a sub is

necessary please arrange with building administrator. After the classroom observation at the next face to face meeting the mentor should share their observation, feedback and reflections. The mentor should be also providing suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.

4. One classroom observation by the mentee. One should be completed by December 20th. This observation should be a minimum of 30 minutes. The mentee should document the date and time of the is observation and at the next face to face meeting with the mentor should share questions and reflections of this observation. If a sub is needed to complete this requirement please arrange with the building administrator.
5. Minimum of one face to face meeting with the building administrator, mentor and mentee in each semester (document time and date). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. The administrator may ask to review the mentorship logs. These meetings would also be the time to discuss concerns or achievements.
6. The mentor and mentee will complete a survey regarding the effectiveness of the mentorship by May 15th. The results of the survey will go directly to the superintendent of schools. The superintendent will review the results of the survey and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent. Administrators will also need to report to the superintendent on each mentorship that all requirements have been met or not met after reviewing logs and based on their face to face meetings by May 31st. The superintendent will then report by June 2nd to the district's financial director any mentorship stipend that needs to be paid.
7. If at any time during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrator's attention immediately.

Year 2 Calendar

- _____ Bi-Weekly communication
- _____ One face to face meeting
- _____ Thorough review of Kansas Professional Education Standards
- _____ Make sure both teachers understand roles in mentorship
- _____ Mentor should review with mentee classroom setup, establishing classroom rules, and overall prep for first day
- _____ Mentor should help teacher with second Individual Professional Development Plan.

September

- _____ Bi-Weekly communication
- _____ One face to face meeting

October

- _____ Bi-Weekly communication

- _____ One face to face meeting
- _____ Mentor reviews with mentee preparation for parent/teacher conferences
- _____ Mentor review with mentee preparation for first grading period grades

November

- _____ Bi-Weekly communication
- _____ One face to face meetings

December

- _____ Bi-Weekly communication
- _____ One face to face meeting
- _____ Mentor should complete classroom observation
- _____ Mentee should complete classroom observation
- _____ First face to face with administrator should be complete

January

- _____ Bi-Weekly communication
- _____ One face to face meeting

February

- _____ Bi-Weekly communication
- _____ One face to face meeting

March

- _____ Bi-Weekly communication
- _____ One face to face meeting

April

- _____ Bi-Weekly communication
- _____ One face to face meeting
- _____ Final face to face meeting with administrator should be complete

May

- _____ Bi-Weekly communication
- _____ One face to face meeting
- _____ Mentor should review year end requirements with mentee
- _____ Mentor and Mentee should complete survey regarding the effectiveness of the mentorship by May 15th
- _____ Mentor and mentee should submit mentorship logs to building administrator by May 15th for review and administrator should return after review.
- _____ Administrator should notify the district office by May 31st that the mentorship was completed or did not complete all requirements.

Of course during this mentorship the probationary (new) teacher will be evaluated by the building administrator using the district's negotiated evaluation process and instrument. If at any time during this process it is determined by the administrator that an intensive plan of assistance is needed some of the above requirements may be expanded in order to best help the new teacher.

Mentors are paid stipends for successfully meeting the requirements of the mentorship. They are paid according to the following:

1st year teacher mentor \$500
2nd year teacher mentor \$250

These stipends are paid in June after approval from the building administrator that all mentorship requirements were met and completion of the mentorship survey in a timely fashion.

All new teachers to USD 289 will attend district and building orientations in August. This consists of two days, one at the district level and one at the building level.