

Teacher Mentor Program

As a portion of the New Teacher Induction Plan, the Teacher Mentor Program partners novice and new teachers with veterans for enhanced acclimation, increased retention, and amplified teacher effectiveness while cultivating leadership potential in veteran teachers serving as mentors. At the campus level, the mentoring program seeks to establish a protected, supportive space in which a novice teacher can interact to discuss best practices and develop instructional skills

Program Goals

- Partner new and novice teachers with capable mentors to provide differentiated supports at the campus level
- Diversify instructional skills of new/novice teachers to ensure student success
- Enhance professional attitudes toward teaching and the teaching profession
- Cultivate leadership potential in veteran teachers serving as mentors Provide mentor teachers with research-based peer coaching training

Program Objectives/Indicators of Success

- Using tracking system data, match 75% of new/novice teachers with mentor by October 31, 2016; by February 2016, this percentage will increase to 85%.
- As measured by survey the week of October 3rd, 2016, 75% of new/novice teachers will complete a needs assessment
- As measured by survey in December 2016, 85% of new/novice teachers will agree/strongly agree that interactions with the assigned mentor are “valuable” or “highly valuable.”

	Support	Program Requirements	Campus Leadership Requirements	Teacher Performance Rubric
Mentees	<ul style="list-style-type: none"> • Novice Teachers (Traditional and Alt Cert) • Teachers New to District 	<ul style="list-style-type: none"> • Novice Teachers and Alternative Certification Candidates – <ul style="list-style-type: none"> ◦ Will be observed by their mentor once in fall semester; twice in spring semester ◦ Will observe their mentor once per semester ◦ Meet with their mentor at least once per month 	<ul style="list-style-type: none"> • Identify campus contact for Teacher Mentoring Program • Identify campus mentors • Assign mentors to new and novice teachers 	<ul style="list-style-type: none"> • Domain 1: Designing clear, targeted, appropriately rigorous lessons for diverse learners <ul style="list-style-type: none"> ◦ Mentor/Mentee Check-ins • Domain 2: Developing and executing highly effective, rigorous instruction <ul style="list-style-type: none"> ◦ Classroom Observations • Domain 3: Building supportive, rigorous

		<ul style="list-style-type: none"> Teachers New to District <ul style="list-style-type: none"> Will be assigned a mentor and/or instructional coach support as determined by individual campus need 	<ul style="list-style-type: none"> Adjust mentor pairings as required Support and champion the Teacher Mentoring Program 	<p>learning environments</p> <ul style="list-style-type: none"> Classroom Observations <p>Domain 4: Consummate professionals pursuing rigorous, continual improvement</p> <ul style="list-style-type: none"> PLC Attendance First six Weeks Checklist/survey
Mentors	<ul style="list-style-type: none"> Attend mentor training provided by New Teacher Support team campus coordinator (if needed) 	<ul style="list-style-type: none"> Mentor qualifications <ul style="list-style-type: none"> Mentors must have at least 2 creditable years of service at Dallas ISD to serve as a mentor Must have received at least a progressing II effectiveness level via TEI Commit to program goals 		
Campus Liaison, New Teacher Support	<ul style="list-style-type: none"> Ongoing communication with HCM 	<ul style="list-style-type: none"> Instructional Coach or Teacher leader selected to coordinate HCM and on-campus supports for new/novice teachers One formal/informal New Teacher support activity per semester 		

Program Responsibilities

	<i>Responsibilities of New/Novice Teacher</i>		<i>Responsibilities of Mentor</i>	
	<i>Fall 2016</i>	<i>Spring 2017</i>	<i>Fall 2016</i>	<i>Spring 2017</i>

<p><i>Novice teachers and Alternative Certification Interns*</i></p>	<p><i>First 6 Weeks Needs Assessment[§]</i></p>	<p><i>Fourth 6 Weeks Needs Assessment[§]</i></p>	<p><i>Observation #1 of AC teacher (by December 2016, recorded at [∞])</i></p>	<p><i>Observation #2 of AC teacher (by March 2017, recorded via Google link[∞])</i></p>
				<p><i>Observation #3 of AC teacher (by June 2017, recorded via Google link[∞])</i></p>
	<p><i>Observation of mentor teacher (by December 1, 2016, recorded via Google link[∞])</i></p>	<p><i>Observation of mentor teacher (by March 2017, recorded via Google link[∞])</i></p>	<p><i>Mid-Year Mentor Feedback Survey[§]</i></p>	<p><i>End-Of-Year Mentor Feedback Survey[§]</i></p>
	<p><i>Monthly informal mentor/mentee meetings (recorded via Google link[∞])</i></p>			
<p><i>Teachers New to the District[◇]</i></p>	<p><i>First 6 Weeks Needs Assessment</i></p>	<p><i>Fourth 6 Weeks Needs Assessment</i></p>	<p><i>Assignment of mentor and/or instructional coach support as determined by individual campus need.</i></p>	

* Note: various Alternative Certification programs may have additional requirements for interns

§ Surveys will be administered electronically via the Onboarding and Retention Team

◇ Campus and teacher needs will vary; therefore, some Teachers New to the District may be asked to participate in the Novice teacher mentoring program activities.

∞ a Google link will be provided during the week of October 24th

Like Be the first of your friends to like this.

Tweet

Email

Terms of Use | Schoolwires Privacy Policy (Updated) | Copyright 2017 Dallas Independent School District, All Rights Reserved

