

# **NEW TEACHER INDUCTION AND MENTORING PROGRAM**

2018-2019



**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT  
Professional Learning & Innovation

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## **New to This Edition**

**Revised Observation Schedule**

**Mentor Professional Learning**

**New Teacher and Mentor Learning Incentive  
Program**

**Mentor of the Year**

## Mission

Accelerate new teachers' self-efficacy in pedagogy, content knowledge and empowering students by supporting and coaching them to increase their longevity in Fort Worth ISD.

## Program Goals

- > Provide new teachers with a mentor (One-to-one is preferable; but if not possible one mentor may support a small group of new teachers.)
- > Provide new teachers with a New Teacher Induction Specialist (Select Campuses)
- > Orient new teachers to the school, policies, and procedures
- > Make new teachers aware of professional practices and expectations
- > Help new teachers attain high and rigorous teaching standards
- > Guide new teachers to access and utilize the District curriculum
- > Work with new teachers to foster effective classroom management practices
- > Assist new teachers in building positive relationships to ensure student success

*Note: New teachers are defined as having less than one year classroom experience.*

## Confidentiality Statement

The new teacher will be able to discuss needs and concerns with the mentor with trust and confidentiality.

## Components of a Comprehensive Induction and Mentoring Program

- > Jumpstart Teacher Academy (JTA)
- > Ongoing Professional Learning
- > Mentoring
- > New Teacher Induction Program

## New Teacher Orientation and Jumpstart Teacher Academy 2018-2019

District orientation on-line	45 minutes
Jumpstart Teacher Academy (3 or 4 Days)	18-24 hours
Technology training	6 hours

### 2018 Jumpstart Teacher Academies offered:

Experienced teachers new to FWISD (3+ years)	July 30-August 2 (4 days)
Teachers new to the profession (less than 3 years)	August 6-10 (5 days)
Saturday Encore Academy for teachers who could not attend the summer Jumpstart Teacher Academy	September 8,15, & 22 (3 days)

## Ongoing Professional Learning

- > Monthly Professional Learning Pit Stops (content-neutral)
- > District-wide Content Specific Sessions throughout the school year
- > Technology Sessions throughout the school year

Workshops will be developed and facilitated by New Teacher Induction Specialists, Curriculum and Instruction Departments, Bilingual/ESL Department, Professional Learning and Innovation Specialists, and Educational Technology Specialists.

## Texas Teacher Evaluation and Support System (T-TESS)

New Teachers will need T-TESS orientation and guidance through the self-assessment and goal-setting processes to establish a professional development plan during weeks 1-3 of the school year by the campus administration.

Three hour T-Tess Orientation provided by Professional Learning and Innovation.

July 12 & 19	8:30 am	1:00 pm
August 11	8:30 am	1:00 pm

September 8 & 15 8:30 am

September 6	5:00 pm
October 4	5:00 pm
November 1	5:00 pm
December 6	5:00 pm
January 17	5:00 pm
February 7	5:00 pm
March 7	5:00 pm
April 4	5:00 pm

## Teacher Workshops from New Teacher Induction Specialists

### Saturday Jumpstart Teacher Academy Encore

September 8, 2018	Session 1: Maximize IT (Instructional Time)
September 15, 2018	Session 2: Revving Up Your Instructional Planning
September 22, 2018	Session 3: Fueling Effective Relationships for Student Success

## Monthly Professional Learning for New Teachers

(Saturday Mornings for teachers and their mentors)

September 8, 2018	Special Education and Response to Intervention
September 15, 2018	English Language Learners and Dual Language Program
September 22, 2018	Restorative Practices
October 13, 2018	Tuning Up Your Instructional Planning & Steering Student Learning with Clear Objectives
November 10, 2018	Focusing on the Finish Line: Injecting Demonstration of Learning
December 8, 2018 Hispanic Conference	Focusing on the Finish Line: Formative Assessments or Balancing Learning Zones
January 12, 2019	JTA Encore for Mid-year Hires
February 9, 2019	Accelerating Student Engagement and Thinking in the Classroom
April 18, 2019	Leading All Learners to Mastery: Differentiation with and without Technology
TBA May, 2019	Celebrating a Successful First Year in FWISD

## Professional Learning for Mentors (Part 1 & 2 Required for Stipend)

October 13, 2018	Mentor Orientation and Professional Learning <b>Part 1</b>
November 10, 2018	Mentor Orientation and Professional Learning <b>Part 2</b>
January 12, 2019	Mentor Orientation and Professional Learning <b>Part 1</b>
February 9 2019	Mentor Orientation and Professional Learning <b>Part 2</b>
April 13, 2019 8:30-10:30AM	Mentor Orientation and Professional Learning <b>Part 1</b>
10:45AM-12:45PM	Mentor Orientation and Professional Learning <b>Part 2</b>
TBA May, 2019	Celebrating a Successful First Year in FWISD

## New Teacher Induction

- > Ensure school administrators and personnel are aware of the importance of new teacher induction program
- > Involve principals to keep key school personnel (such as campus leadership team and mentors) involved in the induction process

## Campus Mentoring

- > Face-to-face, one-to-one or group mentoring with on-campus mentor
- > Recommendation and selection by principal of campus-based mentors, with mentor's agreement
- > Coaching from New Teacher Induction Specialist (Select campuses)

## Principals

### Roles & Responsibilities

- > Identify a mentor for every teacher that is new to the profession.
- > Meet regularly with new teachers and campus mentors.
- > Ensure mentors know about the requirements to be eligible for the mentor stipend: completed required training, paperwork submitted promptly, and meet weekly with new teacher.

### Due Date: August 31, 2018

Principals will submit names of mentors and new teachers to [eva.garcia@fwisd.org](mailto:eva.garcia@fwisd.org). Principals may use page 17 of handbook for assignment form. If you have any questions, please call Berty Magaña at 817.814.3403 or Eva Garcia at 817.814.3302.

## Mentors

Principals will assign a mentor to all induction-year teachers in Grades Pre-K through 12. The mentor will provide assistance and guidance to the new teacher in accordance with the New Teacher Induction Mentoring Handbook. *On select campuses, new teachers will also be assigned a New Teacher Induction Specialist.*

### Characteristics of a Mentor

#### Professionalism

- > Consistently uses a positive, encouraging, and helpful tone of voice and speech
- > Shows professionalism in attire, attitude and interactions with students, parents, and school personnel 100% of the time
- > Supports the district, school administration, other teachers, and students in a positive and collegial manner
- > Focuses on implementing and supporting the campus improvement plan
- > Leads and supports the new teacher with additional time outside of the school day
- > Shares information and knowledge about school policies and procedures
- > Is confidential with regard to the relationship between the new teacher and mentor as well



- > Demonstrates excellent communication skills at all times and uses technology and all social media in a responsible and professional manner
- > Displays the characteristics associated with a growth mindset
- > Believes in attending professional learning and required meetings in order to grow professionally

## Teaching and Learning

- > Demonstrates exemplary teaching strategies and student engagement which maximizes student achievement.
- > Holds a successful teaching record of student success
- > Displays eagerness to learn and grow professionally

## Lesson Plans

Uses the district curriculum to plan and prepare effective lessons that are designed to engage students in rich learning experiences.

## Classroom Management

Utilizes effective procedures and routines for the management of behavior, supplies and time 100% of the instructional classroom period and can effectively share and/or model these strategies with the new teacher.

## Qualifications for Mentor

- > Minimum of 3 years successful teaching experience
- > Teaches at the same campus as new teacher, preferably in same content or grade level
- > When necessary, one exemplary teacher may mentor a small group of new teachers
- > Must hold a clear record of improving student achievement
- > Must have thorough knowledge of school procedures
- > Must demonstrate the ability to work with peers collaboratively and foster continuous good rapport
- > Able to devote time with the new teacher inside and outside of the school day
- > Holds a current, permanent teacher certification (not probationary or emergency)
- > Agrees to complete all appropriate paperwork and forms requested by New Teacher Induction Director
- > Must demonstrate solid, ethical and professional conduct

## Compensation

- > A stipend of \$250.00 will be paid to any teacher, academic coordinator, or other professional person on campus selected by the principal to mentor the new teacher. If an individual mentors more than one new teacher, the mentor will be paid \$250 for the first new teacher mentored and \$125.00 for each additional new teacher mentored. There is no longer a limit on the number of teachers supported by one mentor. If a new teacher is supported by a NTIS, less will be required of the mentor and the stipend will be limited to \$125.00. Note: Two Mentor Orientation & Training meetings are required for stipend eligibility.

- > Stipends for mentors will be paid at the end of the school year during the month of June.

If retiring from FWISD, it is the responsibility of the mentor to notify Berty Magaña, New Teacher Induction Director, or Eva Garcia so accommodations can be made for earlier payment of the stipend.

## Due Dates and Requirements

### Mentor Orientation and Professional Learning

New Teacher Mentors will be required to attend a two-part orientation at the PDC. Mentors will enroll in Eduphoria Workshop and will be offered on the following dates on Saturday mornings:

Time of New Teacher Hiring	Part 1	Part 2
New hire by September	October 13, 2018	November 10, 2018
Mid-year hire	January 26, 2019	February 9, 2019

### Mentor Meetings with Mentee

- > Respond to mentee's immediate needs and concerns
- > Ensure mentee is aware of district policies for grading, discipline, and servicing special populations
- > Assist mentee in planning lessons and locating appropriate instructional resources
- > Assist mentee in utilizing student data to guide instruction
- > Support mentee in developing efficient and effective classroom routines and procedures

### Observations

It is recommended that the mentee participate in two observations of the mentor or other exemplary teacher on campus, coordinated and scheduled based on campus staff availability. These observations are to be arranged at the principal's discretion.

### New Teacher Surveys

Surveys will be sent to New Teachers approximately twice a year by the New Teacher Induction Department and/or Grants Department. It is highly encouraged that all new teachers participate because their feedback is critical and valuable to improve the experience and support of new teachers.

## Mentor/Teacher Agreement Form

A Mentor/Teacher Agreement form, found on page 19, must be completed and signed by each new teacher and mentor and emailed to [eva.garcia@fwisd.org](mailto:eva.garcia@fwisd.org) or mailed/delivered to: 3150 McCart Avenue; Fort Worth, Texas, 76110 by August 31, 2018.

*Note: New teachers are defined as having one year or less classroom experience for the mentor to be eligible for the department stipend.*

## Mentor Roles and Responsibilities

Mentoring is a system of support and development to facilitate the growth of new teachers in the FWISD. Research shows that mentoring aligned with district and campus support dramatically increases their proficiency and effectiveness while reducing new and beginning teaching attrition. The new teacher mentor will work one hour per week per teacher (or 2 hours biweekly) to support beginning teachers. The following list includes topics to be covered at the beginning of the school year.

The mentor will attend the two required orientation/training meetings in order to be eligible for the mentor stipend.

The mentor will encourage the new teacher to attend the professional learning sessions especially designed by the New Teacher Induction Specialists for new teachers. The mentors are highly encouraged to attend these sessions with them!

It is highly encouraged for mentors to check in with their mentees daily during the first two weeks of school and at least twice a week during the third and fourth week of school. After the first month of school mentors should meet with mentees at least weekly for the rest of the year. Research shows that new teachers who receive this type of support grow more than the average teacher does in 10 years.

Mentor Checklist, pages 12-15, completed and shown to administrator in charge of mentors.



## Building Procedures

The mentor will orient the new teacher concerning the following procedures:

Procedures	Date completed
Checking out equipment	
Copy machine and workroom areas	
Emergency fire exits and routes	
Locating and checking out audio-visual equipment	
Promethean board procedures and use	
Securing school materials and doors	
Sending students to the nurse	
Student attendance and tardy policies	
Student recess and cafeteria	
Student restroom use/hall passes	
Reporting teacher absences	
Telephone use for teachers	
Tornado and other weather related emergencies	
After school student pick up, dismissal and bus schedules	
Auditorium (seating and order of entry)	
Beginning of day	
Dress code for teachers and students	
Infractions/office referrals	
Rules for hallway, cafeteria, playground and/or school grounds	
Student cell phone policy and use	
Student illness or injury	
Study hall guidelines	
After school student pick up, dismissal and bus schedules	

## Gather and Locate Resources

The mentor will help the new teacher with the following resources and will help with implementation if needed.

Resources	Date completed
Lesson plan templates & expectations	
Grade books both hardcopy and online	
Cumulative files	
Schedules	
Student Code of Conduct	
Ancillary materials for content area	
Employee handbook	
Testing scores for students	
Campus forms	
Locating textbooks, workbooks, and teacher's editions	
Locating supplies provided by campus	
Promethean board pen: use and procedures	
Other:	

## Information for Students

Information	Date completed
Supply list	
Discipline plan typed and ready for parent and student signatures	
Parent letter home	
Homework and grading policy	
Syllabus for semester/year	
Team/class rules and consequences	

## Class Procedures

Procedures	Date completed
Start of class routine, where to post objectives, homework folders/assignments, how to leave the class when the bell rings, heading on assignments, makeup assignments	
Seating charts	
Student rosters/names/addresses and attendance information	
Bus and transportation forms/information for each student	
Detention process and paperwork	
Discipline process and paperwork	
Tardy passes/hall rules	
In-house suspension process and paperwork	
Positive recognition awards/ideas, rules on candy, etc. (How do students earn rewards, how to process awards fairly, etc.)	
Using the restroom	
Getting a drink of water	
Computer use	
Library use	
Working in pairs and/or small groups	
Sharpening pencils	
Voice level for whole group and small group work	
Getting class materials out and ready for use	
Baskets or boxes for student files and folders	
Communicating with parents	
Graded work/homework	
Seating charts	
Student rosters/names/addresses and attendance information	
Other:	

## Parental Involvement

Category	Date completed
Open house: Acceptable communication, handouts, etc.	
Explain policies and classroom rules in a letter to be signed and returned	
<ul style="list-style-type: none"> <li>• Grading</li> </ul>	
<ul style="list-style-type: none"> <li>• Homework</li> </ul>	
<ul style="list-style-type: none"> <li>• Calculating a report card grade</li> </ul>	
<ul style="list-style-type: none"> <li>• Classroom rules</li> </ul>	
<ul style="list-style-type: none"> <li>• Supplies needed</li> </ul>	
<ul style="list-style-type: none"> <li>• Syllabus for the semester and year</li> </ul>	
<ul style="list-style-type: none"> <li>• Activities</li> </ul>	
<ul style="list-style-type: none"> <li>• Communication: email, letters home, phone numbers</li> </ul>	
<ul style="list-style-type: none"> <li>• Class visitation</li> </ul>	
<ul style="list-style-type: none"> <li>• Special events</li> </ul>	
<ul style="list-style-type: none"> <li>• Testing schedule for the class and state guidelines</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide a copy of 'improvement needed' notices</li> </ul>	
<ul style="list-style-type: none"> <li>• Types of awards and recognition</li> </ul>	
Other:	

## Efficient and Effective Classroom Procedures

Questions	Date completed
Are materials easy for students to reach and use?	
Arrange desks/tables so that all students can see you at all times. (Students' backs should not be to teachers.)	
Arranging desks and/or tables and computers/laptops	
Can you move around the classroom to assist students easily with the current room arrangement?	
Organizing areas for storage of materials	
Placement and creation of bulletin boards	
Visibility in the classroom: Will students be able to see you from your primary teaching area?	

## New Teachers

### Expectations of a New Teacher

#### Professionalism

- > Displays consistent punctuality for school arrival, meetings, activities, etc.
- > Consistently uses a positive tone of voice and speech
- > Dresses professionally 100% of the time
- > Supports the district, school administration, other teachers, and students in a positive and encouraging manner.
- > Focuses on implementing and supporting the campus improvement plan
- > Meets, communicates, and cooperates with the mentor, other teachers, and campus administration
- > Follows procedures and complies with campus and district policies, procedures, and guidelines
- > Attends faculty meetings, Waiver Day training, and other mandatory/optional professional learning
- > Communicates with students and parents in a timely manner that allows students to be academically and behaviorally successful
- > Seeks additional professional learning that will improve quality of teaching and classroom management
- > Exhibits professional conduct at all times inside and outside of school

#### Classroom Content

- > Develops and implements lesson plans that meet state and district guidelines
- > Lesson plans are turned in on time and in the correct format per campus administrator
- > Uses instructional materials from the curriculum frameworks or which are teacher-created that will effectively facilitate student learning and follow District's scope and sequence
- > Implements effective strategies which develop critical thinking skills
- > Seeks help on a timely basis when needed

#### Classroom Management

- > Attends behavior management training such as "Maximizing IT (Instructional Time) from the Jumpstart Teacher Academy during the first year of employment. Once the school year starts, look in Eduphoria Workshop and register for appropriate sessions.
- > Utilizes classroom management techniques that will engage students in learning and will also effectively control classroom behavior.
- > Communicates the classroom management system and student code of conduct to students and parents in accordance with campus and district policies.





## Compensation Agreement Form

Mentor: A stipend of \$250.00 will be paid to any teacher, academic coordinator, or other professional person on campus selected by the principal to mentor the new teacher. If an individual mentors more than one new teacher, the mentor will be paid \$250 for the first new teacher mentored and \$125.00 for each additional new teacher mentored. There is no longer a limit on the number of teachers supported by one mentor. If a new teacher is supported by a NTIS, less will be required of the mentor and the stipend will be limited to \$125.00 per teacher. Stipends paid to the mentor will be paid at the end of the school year in the July paycheck.

If retiring from FWISD, it is the responsibility of the mentor to notify Berty Magaña, New Teacher Induction Director, or Eva Garcia so accommodations can be made for earlier payment of the stipend.

### Agreement:

As a new teacher mentor, I agree to abide by the guidelines and procedures set forth in the New Teacher Induction Mentoring Handbook. To receive a stipend as a new teacher mentor, I understand that I must submit all documentation and forms to [eva.garcia@fwisd.org](mailto:eva.garcia@fwisd.org) by email or by delivering to the PDC no later than April 26, 2019. *For payroll purposes, this original Compensation Agreement Form must be mailed/delivered to Eva Garcia: 3150 McCart Avenue; Fort Worth, Texas 76110.*

New Teacher Mentor

Signature

Employee ID

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Title

School

School Number

Date

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Mentor cell phone (optional)

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## Mentor and Teacher Agreement

2018-2019

New teacher mentors and new teachers will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face to discuss new teacher questions regarding deadlines and expectations and other concerns.
2. Professional Development: Seek opportunities for professional growth and attend together i.e. new teacher trainings and other professional development offered by the district.
3. Maintain Confidentiality: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor agree.

Mentor: \_\_\_\_\_

Mentor employee ID#: \_\_\_\_\_

Mentor email: \_\_\_\_\_

Mentor cell phone  
(optional): \_\_\_\_\_

New Teacher: \_\_\_\_\_

New Teacher email: \_\_\_\_\_

Month Hired: \_\_\_\_\_

Campus: # \_\_\_\_\_

Principal's name \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Teacher Signature

Mentor: please email, mail or deliver to: [eva.garcia@fwisd.org](mailto:eva.garcia@fwisd.org)

## New Teacher Induction/Mentoring Program Checklist

Responsible Party	Date	Activity/Action Required
Principals	August 31, 2018	Principal Mentor Assignment forms completed and submitted by Principals to: <a href="mailto:eva.garcia@fwisd.org">eva.garcia@fwisd.org</a> .
Mentors	September 28, 2018	Mentor needs to mail, deliver or email Mentor/Teacher Agreement Form to <a href="mailto:eva.garcia@fwisd.org">eva.garcia@fwisd.org</a> , at PDC Suite 107.
Principals Teachers Mentors	September 2018	Mentors and new teachers establish a schedule of <i>on-going</i> meetings for the upcoming school year.  Building principals/administrators receive, confirm and approve a schedule of meetings with the new teachers for the upcoming year.
Mentors	Part 1 October 13, 2018 Part 2 November 10, 2018	Required Mentor Orientation and Professional at PDC on Saturday mornings. Register in Eduphoria Workshop.
Mentors	January 25, 2017	Mentor needs to mail, deliver or email Mentor/Teacher Agreement Form to <a href="mailto:eva.garcia@fwisd.org">eva.garcia@fwisd.org</a> , at PDC Suite 107 for mid-year hires.
Mentors	Part 1 January 26, 2019 Part 2 February 9, 2019	Required Mentor Orientation and Professional at PDC on Saturday mornings. Register in Eduphoria Workshop.
Mentors	April 26, 2019	In order to receive their stipends, mentors must ensure they have submitted their Mentor/Teacher Agreement Forms & Compensation Forms to <a href="mailto:eva.garcia@fwisd.org">eva.garcia@fwisd.org</a> at Suite 107.
Mentors	TBA May, 2019	Attend year-end celebration with mentee.
Mentors	July 2019	Mentors receive their stipend in the July paycheck pending all criteria were met.

## Classroom Observation Checklist

Mentee \_\_\_\_\_ Date & Time \_\_\_\_\_

Teacher \_\_\_\_\_ Mentor? Yes \_\_\_\_\_ No \_\_\_\_\_

### Student Engagement:

- ☞ Students demonstrate knowledge of efficient routines, transitions and procedures (3.1)
- ☞ Students are 100% engaged in the lesson (3.3)
- ☞ Teacher addresses off-task behaviors in a way that does not disrupt lesson momentum (3.2)
- ☞ Teacher provides specific, concrete, sequential, and observable directions for behavior and academics (3.2)
- ☞ Lesson has a quick pace with little to no idle time (3.1)

### Notes for reflection questions afterwards:

### Essential Content:

- ☞ Teacher delivers lesson content clearly, accurately, and with coherence (1.1; 2.2)
- ☞ Teacher posts and clearly communicates a measurable objective that is aligned to the state standards (1.1; 2.3)
- ☞ Teacher provides accommodations and modifications as needed to ensure all students are able to attain learning goal (1.3; 2.4)
- ☞ Lesson focuses on content that advances students towards grade level expectations (1.1)

*Annotations in red refer to T-TESS Correlation*

Demonstration Of Learning:

Notes:

- ↩ Teacher accurately checks for student understanding in order to assess students' progress towards mastery of the learning objective (e.g. during direct instruction, guided/independent practice & exit ticket) (2.5; 1.2)
- ↩ Students have opportunities to express learning through writing and speaking utilizing academic language (1.4; 2.1)
- ↩ Student responses, work and interactions demonstrate that most students are on track to mastering the objective (2.1)

Academic Ownership:

- ↩ Teacher poses questions or provides lesson activities that require students to provide meaningful oral or written evidence to support their thinking (1.4; 2.1)
- ↩ Students are provided opportunities to respond and give feedback to their peers' thinking, ideas or answers (1.4; 2.3)
- ↩ Students try hard to complete academic work and answer questions, even if the work is challenging (2.1; 2.3)
- ↩ Students complete an appropriately challenging amount of the cognitive work during the lesson (reading, writing, discussing, analyzing, problem-solving) (3.3; 1.4; 1.3)

Annotations in *red* refer to T-TESS Correlation

## Observation Reflection Questions

Mentee \_\_\_\_\_ Date & Time \_\_\_\_\_

Teacher \_\_\_\_\_ Mentor? Yes \_\_\_\_\_ No \_\_\_\_\_

WOW! The most impactful learning for me was:

I would like to know more about HOW to:

NOW, I know I am on the right track because:

Other observations were:

## New Teacher and Mentor Learning Incentive Program

Teachers and mentors will have the opportunity to earn door prizes and professional learning books once they attend two or more sessions during the school year. More details will be given at the Saturday Morning Professional Learning Pit Stops.

### Mentor of the Year

New Teachers will have the opportunity to nominate their campus mentor by the end of April. Winners will be announced at the end of the school year.





# Notes