Program Vision

Vision Statement:

The Gwinnett County Public Schools' Mentoring and Induction Program will provide beginning teachers with meaningful experiences through continuous collaboration with colleagues and professional development during their first year of teaching. The program will support beginning teachers' growth and expertise as educators in order to increase learning for their students.

This vision will be realized through the following goals:

1. Identify the roles and responsibilities for all stakeholders in the Quality Mentoring and Induction Program including mentors, beginning teachers, and administrators.

2. Support beginning teachers in fulfilling their professional responsibilities and developing a professional disposition that is supportive of the teaching profession.

3. Enhance teacher knowledge of the Academic Knowledge and Skills in order to facilitate student achievement.

4. Provide support for the development and implementation of beginning teacher professional development.

5. Assist beginning teachers:
   a. with incorporation and practice of the Quality Plus Teaching Strategies.
   b. instructional planning, strategies, and assessment.
   c. in the performance of their duties and adjustment to the challenges of teaching diverse learners.

6. Provide support for the development of mentor teachers and coaches through comprehensive mentor training.

Mentor Selection:

Mentors who will be considered for the Mentoring and Induction program must have successfully completed the Mentor Pilot Program during the 2010-2011 school year. The mentor teacher must be committed to the vision and goals of the Mentoring and Induction program.

Additional mentor teachers will be considered with the following qualifications:

- Certified teacher with a minimum of 3 years experience
- Exhibit excellent classroom practice and strong content knowledge
- Demonstrate effective classroom management skills
- Maintain positive beliefs toward the potential of improving academic achievement for all students
- Experience working with linguistically and ethnically diverse students
- Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence
- Demonstrate desire and commitment for continuous learning and improvement
- Experience in collaboration with colleagues
- Effective interpersonal and communication skills
- Demonstrate leadership capacity
- Exhibit the ability to consider and honor multiple perspectives
- Knowledge of beginning teacher development

Guidelines and Framework

Role of the Administrator

- Commit to the Mentoring and Induction Program in its entirety and facilitate the process at the local school
- Select and assign mentors to beginning teachers
- Provide opportunities for mutual release time for mentors and beginning teachers
- Meet with mentors and beginning teachers at beginning, middle, and end of year

Role of the Mentor

- Meet with beginning teacher each week
- Complete four observations per year (once per quarter) and complete a Collaborative Assessment Log for each observation
- Complete mentor logs to be submitted to the Office of Staff Development monthly
- Participate in professional development opportunities throughout the school year
- Coach and assist beginning teachers with curriculum development, classroom management, instructional strategies, assessment of student performance, and all aspects of their professional development

Mentor Logs

- Logs will be submitted electronically the last weekday of each month
- A separate log is required for each mentee

Role of the Beginning Teacher

- Meet with mentor each week
- Observe mentor teacher or other master teacher twice per year
- Participate in professional development opportunities throughout the school year.
- Reflect on curriculum development, classroom management, instructional strategies, assessment of student performance, and all aspects of their professional development

Role of the Office of Staff Development

- Create an organized structure to support the work of beginning teachers and mentors.
- Provide professional development opportunities for beginning teacher, mentor, and administrators
- Provide stipends to mentors who participated in the Mentor Pilot Program during the school year

Professional Learning Curriculum

Mentors:

- Instructional Strategies Training
- Teacher Assessment on Performance Standards
- Lesson Study
- Coach Endorsement (recommended second year)

Beginning Teachers:

- Content Area Training (ongoing)
  - Available through the Staff Development Catalog

- New Teacher Orientation (first year)
  - Professionalism (TAPs)
  - Communication (TAPs)

- Teacher Assessment on Performance Standards (first year)
  - Professional Knowledge (TAPs)
  - Instructional Planning (TAPs)
  - Instructional Strategies (TAPs)
    - Building Background Knowledge
    - Comparison and Contrast
    - Vocabulary Instruction
    - Content Area Literacy
  - Positive Learning Environment (TAPs)

- Community and Culture (first year)

- Series One (year two)
  - Instructional Strategies (TAPs)
    - Summarizing
    - Effective Questioning Techniques
  - Assessment Strategies (TAPs)
  - Assessment Uses (TAPs)
  - *Lesson Study

- Series Two (year three)
  - Academically Challenging Environment (TAPs)
  - Differentiated Instruction (TAPs)
  - Becoming a Digital Educator
  - *Lesson Study

*Lesson Study (mentee and mentor two or more years in the program)

Lesson Study is a cyclical study of instruction that focuses on planning, observing, and revising lessons. The model is based on research reported by Lois Brown Easton of the NSDC and conducted by researchers at Teachers College, Columbia University and Mills College, Oakland University. In lesson study, teachers work together to:

- Establish short-term, long-term, and developmental goals for student learning
- Collaborate to create a lesson designed to meet those goals
- Teach the lesson, with one team member teaching while the others collect data and make observations about student learning
- Meet to discuss the evidence gathered during the lesson and make revisions to improve the lesson and instruction
- Decide whether or not to teach the revised lesson in order to continue the study and make further revisions

At-a-Glance

Program Artifacts			
	Mentee	**Mentor**	**Lead Mentor**
Stipend (per Mentee)	N/A	500 - 1500	
Substitute	Twice a year	Twice a year	
Self-Assessment	Danielson's Framework	Danielson's Framework and Mentoring Responsibilities (with Lead Mentor)	
Goal Setting	Based on Self-Assessment	Based on Self-Assessment (with Lead Mentor)	
Collaborative Assessment Logs		Four (one per quarter)	
Observations	Observed once per quarter	Four (one per quarter)	One
Mid-Year Review	One	One (with Lead Mentor)	
End of Year Review	One	One (with Lead Mentor)	
Mentor Logs		Monthly Indicating Completion of Required Tasks and Mentoring Tasks	
Danielson Series (Classroom Environment, Planning and Preparation, Instruction I and II)	First Year	Professional Development Aligned with Mentee Training (How to Support Your Mentee)	
Community and Culture	First Year	N/A	
Orientation	First Year	N/A	Yes
Quality Plus Teaching	Second Year	Professional

Strategies Series 1		Development Aligned with Mentee Training (How to Support Your Mentee)	
Quality Plus Teaching Strategies Series 2	Third Year	Professional Development Aligned with Mentee Training (How to Support Your Mentee)	
***Quality Plus Teaching Strategies Series 3**	Fourth - Fifth Years	Professional Development Aligned with Mentee Training (How to Support Your Mentee)	
Content Area Training	All	As Applicable	
Lesson Study	Yes	Year two (or more)	
Coach Endorsement		Recommended Second Year	Yes
Mentor Academy	N/A	First Year	Prerequisite
Mentor Forums	N/A	Yes	Yes

*Optional, but recommended