

SIoux CENTER COMMUNITY SCHOOL DISTRICT MENTORING AND INDUCTION

Vision:

The Sioux Center Community Schools is committed to assisting new teachers with their development and understanding of our schools and community as well as their transition from student to quality educator. It is important to the culture of our system that they be initiated into our professional development with the expectation of continual personal and professional growth. The support of a mentoring and induction program creates awareness of:

1. expectations and procedures
2. the professional culture of the district which places constant emphasis on the improvement of instruction and
3. options for further acquisition of skills and knowledge

Goals:

1. Introduction to mentoring
 - a. The school climate will enhance the well being of beginning and experienced teachers
2. Dealing with Fears & Anxiety
 - a. To create a supportive environment that assists new teachers with skills related to effective communication.
3. Classroom Management
 - a. Beginning teachers will identify with appropriate classroom management techniques and strategies.
4. Teacher Effectiveness
 - a. Probationary teachers will develop and acquire the skills, knowledge, and professional approach to operate as quality educators.
5. Teacher Renewal
 - a. Beginning teachers will be exposed to and practice the mandated obligations for licensure renewal.
6. Culture of Collaboration
 - a. Beginning teachers will be active members of established Professional Learning Communities (PLC).

Topics – Big Ideas:

1. Introduction to mentoring
 - a. The Sioux Center Community School District professional culture
 - i. Ethics and expectations
 - ii. Collegial Collaboration
 - b. Iowa Teaching Standards
 - i. SCCS evaluation model
2. Dealing With Fears & Anxiety
 - a. Communication – parental (PTC) and collegial

3. Classroom Management
 - a. Routines and procedures
 - b. Planning strategies
 - c. Student Engagement
 - d. Discipline
4. Teacher Effectiveness
 - a. Guaranteed and viable curriculum – Curriculum Mapping
 - b. Differentiation – using data for continuous improvement
 - i. Acceleration
 - ii. Remediation
 - c. Assessment – Formative & Summative
 - d. Authentic Intellectual Work
 - e. Inductive Thinking
 - f. Concept Attainment
5. Teacher Renewal
 - a. State requirements regarding licensing
 - b. Professional Growth
6. Culture of Collaboration
 - a. PLC 101

Mentor Training

Goals:

1. Help participants understand the scope and limits of their role as mentors
2. Help mentors develop the skills and attitudes they need to perform well in their role
3. Introduce mentors to the concept of positive teacher development
4. Provide information about the strengths and vulnerabilities of the new teachers who are in the program
5. Provide information about program requirements and supports for mentors
6. Answer questions
7. Build the confidence of participants

Support for Beginning Teachers

The Sioux Center Community School District is committed to sustaining a professionally enriching organizational structure centered upon mutual respect and supported by job embedded professional development practices. The teacher leaders of the district identified as the High Achievement Team (HAT) and the district administration will develop and deliver beginning teacher topical sessions to indoctrinate beginning teachers into the culture and procedures of their buildings and the district.

The HAT's function within the district is to, as teacher leaders and in conjunction with the administrative team, design, plan, deliver, and monitor the professional development initiatives throughout the district. The HAT will support the mentors/new teachers by designing and delivering the topical sessions throughout year one and year two of the process. The HAT meets regularly at the building level and monthly at the district level. The Hat will also provide structure for the mentor/new teacher interaction time throughout both years of the program.

During the two year of continuum of the mentor/induction program, all beginning educators will be supported through the following:

Mentors/new teachers Interactions (15-20 hours)

Structured time with mentors/new teachers will be designed to address the “Topics – Big Ideas”

1. Introduction to mentoring
 - a. The Sioux Center Community School District professional culture (Year 1, reviewed year 2)
 - i. Ethics and expectations
 - ii. Collegial Collaboration
 - iii. Mentor / New Teacher Partnership-Communication
 - iv. Peer Coaching Process
 - b. Iowa Teaching Standards
 - i. The Sioux Center Schools evaluation model
 1. Iowa Teaching Standards
2. Dealing With Fears & Anxiety
 - a. Communication – parental (Parent Teacher Conferences) and collegial Interactions (Year 1, reviewed year 2)
3. Classroom Management (Year 1, reviewed year 2)
 - a. Climate
 - b. Room Arrangements
 - c. Expectations
 - d. Discipline
 - e. Routines and procedures
 - f. Planning strategies
 - g. Student Engagement
4. Teacher Effectiveness (Introduced year 1, focused on year 2)
 - a. Guaranteed and viable curriculum – Curriculum Mapping
 - i. Iowa Core Curriculum/District Plan
 - b. Differentiation – using data for continuous improvement
 - c. Assessment – Formative & Summative
 - d. Authentic Intellectual Work
 - e. Inductive Thinking
 - f. Concept Attainment
 - g. Other best practices
5. Teacher Renewal (year 2)
 - a. State requirements regarding licensing
 - b. Professional Growth
6. Culture of Collaboration (Introduced year 1, focused on year 2)
 - a. PLC 101

Participant Expectations, Year One

1. Teacher Online Group Discussion Boards

Participants are asked to contribute to an online discussion board responding to a prompt each month. The mentors and mentees will both interact over several days.

2. Weekly Mentor/Mentee Communication

It is crucial that mentoring partners meet at least weekly. It is suggested that the mentor and mentee agree to meet each week. During these meetings the partners may discuss items from the mentor monthly checklist, thoughts from the reflection journals, plans for classroom observation, or other topics of their own choice.

3. Classroom Observations (minimum of four per year per partnership)

Mentors and mentees should visit each other's classroom to provide each other with meaningful feedback regarding teaching performance. Each visit should include a pre-conference, the observation itself, and a post-conference. Observations need not be for an entire class period. Each mentoring partnership should submit documentation of at least four visits using the forms provided. Two of the observations should take place in the mentor's classroom, and the other two in the beginning teacher's classroom. A substitute teacher will be provided for the observing teacher. Make arrangements with your building principal.

4. Attendance at Topical Sessions

The topical sessions are designed to provide opportunities for mentors and mentees to participate in activities that address specific topics found in the Iowa Teaching Standards. Year one session topics include ethics and expectations, classroom management, effective instructional strategies, instructional planning and professional reflection, collegial collaboration, mentor/new teacher partnership-communication, the Sioux Center Schools evaluation model, parent teacher conferences,

Participant Expectations, Year Two

1. Teacher Online Group Discussion Boards

Participants are asked to contribute to an online discussion board responding to a prompt each month. The mentors and mentees will both interact over several days.

2. Weekly Mentor/Mentee Communication

It is crucial that mentoring partners continue to meet at least weekly. During these meetings the partners may discuss thoughts from the reflection journals, plans for classroom observation, or other topics of their own choice.

3. Classroom Observations (minimum of two per year per partnership)

Mentors and mentees should visit each other's classroom to provide each other with meaningful feedback regarding teaching performance. Each visit should include a pre-conference, the observation itself, and a post-conference. Observations need not be for an entire class period. Each mentoring partnership should submit documentation of at least two visits using the forms provided. One of the observations should take place in the mentor's classroom, and the other

one in the beginning teacher's classroom. A substitute teacher will be provided for the observing teacher. Make arrangements with your building principal.

1. **Attendance at Topical Sessions**

The topical sessions are designed to provide opportunities for mentors and mentees to participate in activities that address specific topics found in the Iowa Teaching Standards. Year two session topics include classroom management, measuring student achievement, teacher effectiveness, teacher renewal, and the culture of collaboration

District Facilitators

The Sioux Center Community School District will have dual District Facilitators: Jody Kock and Stephanie Walhof. Jody will focus on the elementary staff and Stephanie will work with the middle school and high school staff.