



**Beginning
Teacher Mentor
Program
Information**

2009-2010

Program Overview

1. What are the basics of the mentoring program in FISD?

- Who:** All beginning teachers, new to the profession, will receive support from an experienced mentor teacher (**up to 2 beginning teachers to 1 mentor**) to assist them as they begin their teaching careers. If the beginning teacher is being mentored by an FISD teacher through their Alternative Certification Program, they will *not* be assigned a second mentor through this district program.
- What:** Frisco ISD mentoring program combines campus-based and district-level support to reduce attrition and enhance student achievement by providing dedicated, experienced teachers.
- When:** Beginning prior to the start of school and ending in May
- Why:** To provide the minimum expectations for supporting beginning teachers. Without mentor support, it is estimated that over 32% of Texas new teachers hired will leave the profession within five (5) years.*
- How:** The district is the steward of the program; the Beginning Teacher Liaison is the focal point for the support of mentors and beginning teachers as well as the ongoing monitoring of these relationships; and Mentors provide sustained, campus support to beginning teachers.

**The Cost of Underpaying Texas Teachers. March 2006. Special Report, Texas Comptroller of Public Accounts.*

2. What Beginning Teacher model will be used?

We have adopted both the Texas State Board for Educator Certification (SBEC) TxBESS (Texas Beginning Educator Support System) Framework. This framework, which consists of performance standards and a developmental continuum, illustrates how beginning teachers develop the knowledge and skills that comprise the complex act of teaching.

3. What is TxBESS?

The TxBESS Framework reflects effective teaching practices and contains the TxBESS Performance Standards and the developmental continuum. The 22 standards are divided into four clusters:

1. Planning for Learner-centered Instruction
2. A Classroom Environment That Promotes Equity, Excellence, and Learning
3. Instruction and Communication
4. Professionalism

4. What about campus-specific activities?

The mentor requirements set the minimum expectations for all mentors working with beginning teachers in FISD. Campus principals may initiate and plan supplement activities and/or events as deemed necessary.

Things to Consider

Before selecting and committing to become a mentor, both administrators and potential mentors should consider the roles and responsibilities of a mentor, including the following considerations:

Mentoring can involve acting in a variety of capacities depending on the needs of the beginning teacher and purpose of the mentoring arrangement. During the course of a mentoring relationship a mentor may act as:

- A catalyst by being a sounding board, confidante and/or role model.
- A broker by opening doors, helping beginning teachers' network.
- A solutions guide by listening, facilitating or advising.
- A problem solver by tutoring, training, coaching or teaching.
- A professional friend by offering emotional support, showing respect and admiration

FISD Mentor Qualifications:

- Hold current Texas teaching credentials.
- Serve in a classroom teaching assignment.
- Possess a minimum of three years of teaching (**the last two in Frisco ISD**)
- Receive a recommendation from the building principal.
- Possess good communication and interpersonal skills.
- Demonstrate proficiency in:
 - curriculum/instruction planning
 - student assessment/evaluation
 - instructional presentation
 - interpersonal skills
 - classroom management

Additional Commitments:

- Team Leaders and Instructional Coaches with extensive duties
- Campus and District Committee obligations
- Extra-curricular sponsors requiring inflexible schedules
- Graduate students with major course loads

Alternative Certification Program:

- Teachers selected and compensated to mentor **only** alternatively certified teacher(s) through an outside organization or program will be expected to efficiently and effectively complete the program requirements for **that specified** Alternative Certification Program.
- Teachers selected and compensated to mentor an alternatively certified teacher through an outside organization or program + a beginning FISD teacher will be expected to efficiently and effectively complete program requirements for **both** the FISD Mentor Program **and** the specified Alternative Certification Program.

FISD Mentor Requirements:

- Attend the 2-day Mentoring Training during the summer
- Model an entire lesson for beginning teachers to observe.
- Observing beginning teachers and providing feedback.
- Meet with beginning teachers on a regular basis to identify needs, celebrate strengths, complete TxBESS activities, and establish an Action Plan.
 1. *Daily, if possible, the first two weeks,*
 2. *Twice a month the first semester, and*
 3. *Monthly in the second semester through April*

Roles and Responsibilities

How is the district involved?

- Designate a professional development facilitator to provide support to mentors.
- Provide the resources necessary to design and implement the program, including TxBESS Framework, TxBESS Activity Profile, and Julia Thompson's First-Year Teacher's Survival Kit.
- Distribute topics for discussion topics, calendar of events, and mentor materials.
- Provide ongoing professional development opportunities through the development of online courses, Super Saturday and support groups.
- Work with the principals/designee to provide support to the mentors.
- Distribute instructional materials and information relevant to beginning teachers.
- Meet with mentors quarterly and visit mentors to provide feedback as requested.
- Ensure that internal strategies regarding recognition, workload planning and training work for the program.
- Oversee progress in both design and implementation, as well as evaluate program components on an annual basis.

How is the principal involved?

- Support the selection process: nominate and/or sign the nomination forms for qualified teachers that nominate themselves.
- [Assign mentors to no more than two \(2\) beginning teachers making consideration where possible to similar schedules, grade level and/or room locations.](#)
- Orient the entire campus staff to address how the school community can support the mentor program's goals.
- Support Beginning Teacher Mentors to ensure that every beginning teacher has been identified to receive support.
- Assist with the execution of minimum requirements and allow for meeting times between mentors and beginning teachers to occur. No matter who is responsible officially, the principal has to support the mentoring program.
- Arrange time for mentors to observe and be observed by beginning teachers.
- Submit Mentor Supplemental Pay Forms at the appropriate times of year for supplemental pay to be granted to the campus mentor.
- Complete the mentor program evaluation at the end of the year.

How is the beginning teacher mentor involved?

- Meet with beginning teachers on a regular basis (daily, if possible, the first two weeks, twice a month the first semester, and monthly in the second semester through April).
- Share experiences, knowledge and expertise.
- Model an entire lesson for beginning teachers to observe.
- Attend four mentor meetings; to set, to review and to assess the annual progress.

Support for Beginning Teachers

Locating and Accessing Materials/Resources:

- Show the beginning teacher around the building
- Provide information about special services available in the building
- Explain the textbook process
- Explain the chain of command
- Explain recordkeeping procedures
- Help develop efficient procedures

Information on School and District Procedures:

- Review school and district rules
- Explain processes for accessing materials and resources
- Review schedule for meetings
- Describe special activities
- Explain unwritten rules

Techniques for Management:

- Discuss student attendance policies
- Help with class seating and room arrangement
- Provide guidance on organizing the first day and first week
- Assist in organizing materials and establishing procedures
- Provide examples of letters to families/caregivers
- Explain when to contact families/caregivers
- Identify methods for documenting family/caregiver contact
- Explain written progress report forms and procedures
- Share a few guidelines for expected behavior in the classroom
- Provide ideas for positive reinforcement
- Assist in setting goals and determining consequences
- Help the beginning teacher identify when to write a referral or contact families/caregivers

Time Issues Reported by Beginning Teachers:

- Catching up on paperwork
- Classroom cleanup
- Displaying student work
- Faculty and other meetings
- Finding instructional resources
- Grading papers
- Lesson planning
- Modifying lessons
- Preparing for parent conferences
- Record keeping
- Student routines and procedures
- Tutoring

“...the old buddy system has ‘no impact on teacher retention, job satisfaction, or sense of efficacy, let alone the quality of instruction and student learning.’” Wiebke, K. and Bardin, J. “New Teacher Support,” *Teachers Teaching Teachers*. NSDC. 2009.

Year at a Glance

| Date | Action | Additional Information |
|--|--|---|
| June 15 & 16 ~ or ~ June 23 & 24 | Ginger Tucker Mentor Training | Required of all continuing campus mentors |
| July 22 & 23 ~ or ~ July 29 & 30 ~ or ~ August 4 & 5 | TxBESS Mentor Training | Required of all campus mentors who did not attend TxBESS Training in 2008-2009 |
| August 14 | Mentor Kick Off | Principals may request for mentors to help facilitate Campus Orientation |
| August 14 – September 8 | Planning for a Successful Year Activity #1 – Beginning Teacher Needs Assessment | During this time, work on completing the Plan for a Successful Year together and have your FYT complete Activity #1. |
| August 17 – 21 | Districtwide Professional Development, Convocation and Workday | |
| August 24 | First Day of School | |
| August 24 – September 4 | Meet daily with FYTs | You do not need to complete a Mentor Log for these quick check-in meetings. |
| August 31 – September 18 | Activity 2 – Classroom Background Study | During this time, introduce and complete Activity 2. |
| September 8 | Planning for a Successful Year Activity 1 – Beginning Teacher Needs Assessment | Submit documents to Wendy Hudson |
| September 14 – October 30 | Observations completed <ul style="list-style-type: none"> • one of Mentor • one of FYT | With principals, mentors will schedule a time to observe and be observed by the FYT(s). Observations need to be at least 45 minutes. <i>Activities 3, 4, & 5 should be completed during this window in conjunction with the observations.</i> |
| September 15 | Secondary # 1 Mentor Meeting | 4:30 – 6:00 Location: Transportation West |
| September 18 | Activity 2 – Class Background Study | Submit documents to Wendy |
| September 19 | Super Saturday Optional Professional Development | |
| September 22 | Elementary #1 Mentor Meeting | 4:00 – 5:30 Location: Transportation West |
| October 12 | Parent Teacher Conferences | |
| October 24 | Super Saturday Optional Professional Development | |
| October 27 | Elementary #2 Mentor Meeting | 4:00 – 5:30 Location: Transportation West |
| October 30 | Both observations should be complete | |
| November 3 | Secondary #2 Mentor Meeting | 4:30 – 6:00 Location: Transportation West |
| November 9 | Activity 3 – Planning for Learning Activity 4 – Learning Reflection Activity 5 – Data Summary | Submit all document to Wendy Hudson |
| December 14 – January 22 | Activity 6 Second Semester Action Plan | During this time, introduce and complete Activity 6. |
| January 12 | Elementary #3 Mentor Meeting | 4:00 – 5:30 Location: Transportation West |
| January 21 | Secondary #3 Mentor Meeting | 4:30 – 6:00 Location: Transportation West |
| January 22 | Activity 6 Second Semester ACTION PLAN | Submit document to Wendy Hudson |
| January 15 | Districtwide Professional Development | |
| February 6 | Super Saturday Optional Professional Development | |
| March 22 – April 5 | Activity 7 – Professional Responsibilities Review | During this time, introduce and complete Activity 7. |
| March 30 | Elementary & Secondary #4 Mentor Meeting | 4:30 – 6:00 Location: Transportation West |
| April 5 | Activity 7 – Professional Responsibilities Review | Submit document to Wendy Hudson |
| June 4 | Last Day of School | |