



**Beginning
Teacher Mentor
Program
Information**

2010-2011

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 and TxBESS Activity Profile.
- 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, such as Julia Thompson's **First-Year Teacher Survival Guide**.
- 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 14 – July 30	Online Mentor Training	Available for Third Year Mentors ONLY to meet required mentor professional development.
June 21 - 22	Mentor Training w/ Ginger Tucker	Available for Second Year and Third Year Mentors ONLY to meet required mentor professional development.
June 21 - 22 ~ OR ~ July 20 - 21	TxBESS Mentor Training	Required of all campus mentors who have not attended TxBESS Training.
August 13	Mentor Kick Off	Principals may request for mentors to help facilitate Campus Orientation.
August 13 – September 10	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 16 – 20	District-wide Professional Development, Convocation, and Workday	
August 23	First Day of School	
August 23 – September 3	Meet daily with FYTs	NOTE: You do not need to complete a Mentor Log.
August 30 – September 17	Activity #2 – Classroom Background Study	During this time, introduce and complete Activity #2.
September 10	Planning for Successful Year Activity #1 – Beginning Teacher Needs Assessment	Submit documents to Wendy Hudson.
September 13 – October 29	Observations completed •One by Mentor •One by 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. Activities #3, #4, & #5 should be completed during this window in conjunction with the observations.
September 14	#1 Mentor Meeting	All Mentors Location: Transportation West
September 17	Activity #2 – Classroom Background Study	Submit documents to Wendy Hudson.
September 25	Super Saturday ~Optional Professional Development Opportunities	
October 11	Parent Conferences	
October 19	#2 Mentor Meeting w/ Elementary	Virtual 4:00 – 5:30 Location: Feeder Middle School
October 21	#2 Mentor Meeting w/ Secondary	Virtual 4:30 – 6:00 Location: Feeder Middle School
October 23	Super Saturday ~ Optional Professional Development Opportunities	
October 28	#2 Mentor Meeting w/ Special Ed.	Virtual 4:30 – 6:00 Location: Feeder Middle School
November 5	Activity #3 – Planning for Learning Activity #4 – Learning Reflections Activity #5 – Data Summary	Submit all documents to Wendy Hudson.
December 6 – January 21	Activity #6 – Second Semester ACTION PLAN	During this time, introduce and complete Activity #6.
January 14	Professional Development District Day	
January 21	Activity #6 - Action Plan	Submit all documents to Wendy Hudson.
January 25	#3 Mentor Meeting	Elementary 4:00 – 5:30
January 27	#3 Mentor Meeting	Secondary 4:30 – 6:00
February 5	Super Saturday ~ Optional Professional Development Opportunities	
March 21 – April 1	Activity #7 – Professional Responsibilities Review	During this time, introduce and complete Activity #7.
March 29	#4 Mentor Meeting	All Mentors
April 1	Activity #7- Professional Responsibilities Review	Submit all documents to Wendy Hudson.
June 3	Last Day of School	