

TEACHER MENTORSHIP PROGRAM

A. Program Purpose

The purpose of the Teacher Mentorship Program is to provide an enhanced orientation process for teachers. It outlines a systematic and formalized structure in which peer mentors provide support and assistance to newly hired staff or to staff members who have transferred to a new professional assignment within the district. Teacher preparation programs at the university level offer a base from which teachers will further develop and refine skills to benefit the students with whom they work. No teacher preparation program can comprehensively cover every district's unique needs and preferences in the instructional realm; in comparison, local districts have the greatest capacity to guide their teachers in the development of skills to best equip them to serve the needs of their students. The Teacher Mentorship Program expands the skills of the mentee and reinforces the skills of the mentor. It helps ensure continuity in the quality of educational opportunities offered to students enrolled in the Lancaster Community School District's schools.

B. Role of the Mentor

1. Qualifications of the Mentor: Mentors shall be individuals who have demonstrated successful teaching experience for a minimum of three years in the District.
2. Selection of the Mentor: Staff members may enter a "mentor pool" through self-nomination or nomination by their peers with endorsement by their supervisor, or by nomination of their supervisor with their approval.

Mentors shall be selected as needed from the "mentor pool" by the Director of Instruction and the Building Principal involved. Efforts shall be made to have the mentor be from the same grade level/department and school as the inductee. It shall be the responsibility of the building principal to monitor the working relationship between the mentor and the new teacher to determine if a change is needed during the course of the year.

3. Responsibilities of the Mentor:
 - a. Mentors shall participate in an approved Mentor Training Workshop.
 - b. The mentor shall take part in the Orientation Training Program (1 day) for the new staff member. The mentor shall help provide an orientation to the building as well as to the subject/grade level for the new teacher. The training shall deal with issues such as classroom management, effective

teaching skills, discipline techniques, parent conferencing, progress reporting, support services, lesson planning, curriculum expectations, etc. This training shall be a combination of general/philosophical background and specific applications to Lancaster. Teacher handbooks, district administrative procedures and curriculum material shall serve as the outline for much of this training.

- c. The mentor shall hold at least one meeting per week with the new teacher during the first semester. Meetings in the second semester shall be scheduled at a minimum of once per month. Such meetings shall take place outside the teaching day, or during common preparation times.
- d. Mentors may be released from their teaching duties up to two days per year to observe and assist the new teacher in strengthening his or her skills. The mentor, following consultation and notification of the building principal, shall select these days. Notification shall occur five school days in advance.
- e. The mentor is not to be involved in the formal evaluation process.
- f. To facilitate communication, administrator/supervisors, mentors and new teachers shall participate in a quarterly conference. These regularly scheduled conferences shall also provide opportunity for formative evaluation of the program.

- 4. Compensation: Compensation for the mentor shall be \$300.00 paid at the completion of the school year.

C. Role of the New Teacher

- 1. New teachers shall report to work prior to the regular preschool in-service week for the Orientation Training Program as scheduled (1 day). That time shall be spent on an introduction to teaching in Lancaster.
- 2. The new teacher shall meet weekly with the mentor for the first semester. Such meetings shall take place outside the teaching day or during common preparation times. Meetings for the second semester shall be scheduled a minimum of once a month.
- 3. The new teacher shall participate with the mentors and administrators in quarterly conferences which shall provide communication to review the mentor/mentee program.
- 4. New teachers may be released from their regularly scheduled duties up to two days per year to visit and observe other classrooms. Days and subjects/classes to observe shall be selected five days in advance after discussion with the mentor and the principal.

D. Role of the Administrator

- 1. Administrative personnel shall facilitate the New Teacher in-service.

2. Administrative personnel shall participate with the mentors and new teachers in quarterly conferences which shall provide feedback for the mentor/mentee program.

E. Program Evaluation

The Teacher Mentorship Program shall be evaluated on a yearly basis by the new teachers, mentors and administrators involved. Adjustments based on that input shall be used to improve assistance provided to the newly hired District teachers.

Approved: September 14, 2005