

Disclaimer

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the New Mexico Public Education Department (NMPED). The NMPED does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.¹

¹*Language adopted from the U.S. Department of Education*

Agenda

- Welcome and Introductions
- Gadsden Presentation
 - NMAC 6.60.10 Mentorship Programs for Teachers
 - GISD Mission and Beliefs
 - Program Goals
 - Roles and Responsibilities
 - Principal
 - Mentor
 - New Teacher
 - Ground Rules
- Q & A & Closing

TII-A Communities of Practice

New Teacher
Induction & Mentorship

Gadsden Independent School District

January 23, 2024
1:30 pm – 2:30 pm

GISD New Teacher Induction & Mentorship Program



Presented by
Margarita Barraza Title II Coordinator

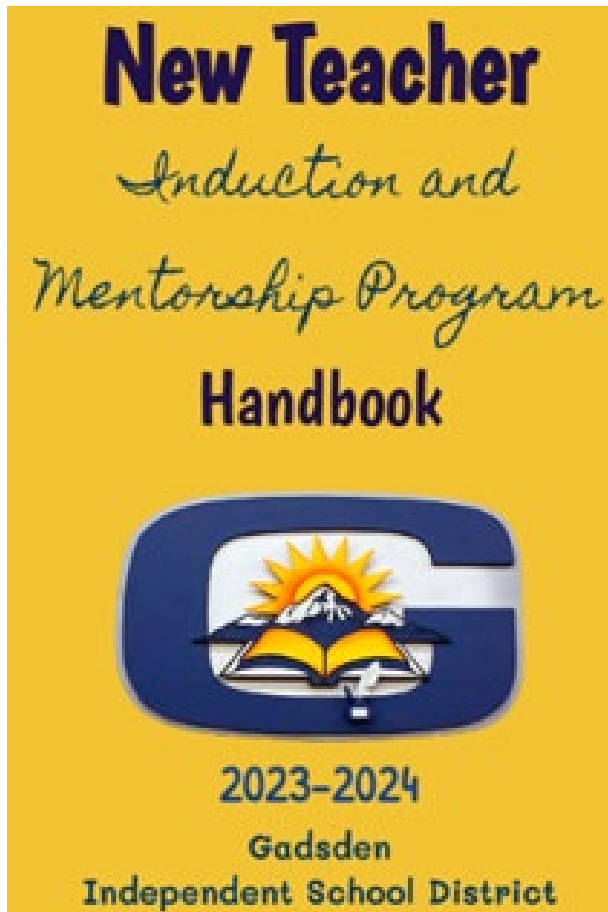
New Teacher Induction & Mentorship Program Mission Statement

The GISD Induction Mentorship Program continues to follow the New Mexico state requirements and guidelines from the administrative code. [NMAC Title 6 Chapter 60 Part 10](#)

Our goal is to provide support that is purposeful, structured, and continuous for all New Teachers in their first, second, and third year of teaching.

New Teacher Induction & Mentorship Program Mission Statement

The mission of the GISD New Teacher Induction and Mentorship Program is to provide support that is purposeful, structured, and continuous to develop and retain high quality teachers and meet the needs of our growing and diverse student population to improve student academic outcomes.



The GISD New Teacher Mentorship Program Handbook guides the implementation of mentorship for beginning teachers. Mentoring is a critical component of the induction of new teachers into the profession.

It associates theory and practice, assists the professional and personal growth of beginning teachers and provides professional development opportunities for both the mentor and mentee. Research shows that new teachers who receive this type of support grow more than the average teacher does in 10 years. Mentorship programs boost teacher leadership resulting in teacher retention, improving instructional practices and increasing student achievement and engagement.

Our Beliefs

- A mentorship program that is purposeful, structured, and continuous increases the growth and development of teachers.
- It is important that a new teacher mentorship program provides ongoing support in order to retain high quality teachers.
- The communication and implementation of high rigorous standards and expectations is required to create a culture of student excellence.
- Teachers are essential in the academic success and achievement of their students.

Program Goals

- Assign new teachers a mentor preferably in the same content or grade level (One-to-one is preferred; but if not possible one mentor may assist two new teachers).
- Introduce new teachers to the school policies, and procedures
- Equip new teachers with professional practices and expectations
- Help new teachers attain high and rigorous teaching standards
- Guide new teachers to access and utilize the District curriculum

Program Goals Continued

- Assist new teachers to strengthen effective classroom management practices
- Support new teachers in building positive relationships to ensure student success
- Help and support new teachers who are undergoing the alternative licensure to build background and pedagogical knowledge in education and complete and attain their license.
- Provide professional learning opportunities that support high quality instruction to improve student academic outcomes.

Role of the School Principal



The role of the principal is critical in developing a successful mentorship program. The principal will assign a mentor for new teachers considering the needs and strengths of the school staff.

Responsibilities of the School Principal:

School administrators should facilitate the process of mentorship within the school by:

- Recruit mentors who meet the identified criteria established by the District Mentorship and Induction Program
- Assign a mentor to every new teacher preferably in the same content or grade level
- Help and support new teachers who are undergoing the alternative licensure to build background and pedagogical knowledge in education and complete and attain their license by creating timelines to adhere to the deadline requirements of coursework and Praxis exams

Responsibilities of the School Principal:

- Ensure mentors know and adhere with the requirements to be eligible for the mentor stipend: completed required training, paperwork submitted promptly, weekly meetings with new teachers.
- Provide time and resources needed to facilitate mentor and mentee collaboration and planning
- Meet regularly with new teachers and campus mentors to check on progress and offer support (if needed)
- Complete the [Mentor Application Form](#), [Mentor Payment Agreement](#), [Principal & Mentor Assignment Form](#) and the [Mentor & Mentee Agreement form](#) These forms will be sent out via-interdepartmental mail and sent back to Margarita Barraza Title II Coordinator for Federal Programs.

The Administrator Traps

Principals need to be aware of the following traps:

- My door is always open. You are busy and new teachers feel intimidated, especially when there is a line waiting to see you; they could use another ear.
- You can ask me anything. New teachers often hide fears, sometimes not reporting serious student misbehavior.
- I'll check with the mentor before evaluation. Even if the administrator is looking for positive comments from the mentor, word will get out that the new teacher is being talked about, and the new teacher may lose confidence in the mentor because of this.

—Kathleen A. Robertsson,

Across the Hall: A School Based Program, Fort McMurray

Mentors

A truly great Mentor is hard to find,
difficult to part with
AND impossible to forget.

Mentors



Mentor Roles and Responsibilities:

Mentoring is a system of support and development to promote the growth of new teachers. Research shows that mentoring aligned with district and campus support, increases new teachers' proficiency and effectiveness.

- Mentors are required to support new teachers a minimum of one hour per week. Mentors must document meetings with mentee(s) [23/24 Mentor and Mentee Contact Log](#)
- Mentors will attend the two required orientation/training meetings and professional learnings in order to be eligible for the mentor stipend

Mentor Roles and Responsibilities:

- Mentors should check in with their mentees daily during the first two weeks of school and at least twice a week during the third and fourth weeks of school
- Mentors help and support new teachers who are undergoing the alternative licensure to build background and pedagogical knowledge in education and complete and attain their license by creating timelines to adhere to the deadline requirements of coursework and Praxis exams
- Refer to the Mentoring Guideline Reference for meetings and observation due dates

Mentor Characteristics:

Professionalism

- Uses a constructive, encouraging, and supportive tone of voice and speech
- Behaves and interacts in a professional manner with parents, students and school faculty at all times.
- Collaborates with district initiatives, school administration, and other teachers
- Supports the implementation of the school's improvement plan
- Invests time outside of the school day to support and guide the new teacher

Mentor Characteristics:

(Professionalism Cont'd)

- Communicates school policies and procedures to the new teacher
- Maintains confidentiality concerning the relationship between the new teacher and mentor
- Exhibits high quality communication skills and uses technology and social media in a responsible and professional manner
- Is positive and demonstrates qualities linked to a growth mindset
- Participates in professional learning opportunities and the required meetings

Mentor Characteristics:

Qualifications

- Must be a Level 2 or Level 3 Teacher
- Teaches at the same campus as new teacher, preferably in the same content or grade level
- Must hold a clear record of improving student achievement
- Must have thorough knowledge of school procedures
- Must demonstrate the ability to work with peers collaboratively
- Able to devote time with the new teacher inside and outside of the school day
- Agrees to complete all appropriate paperwork and forms on the due dates stated in the guideline to receive full payment of designated stipend

Mentor Characteristics:

Mentor meetings with mentee

- Respond to mentee's immediate needs and concerns
- Ensure mentee is aware of district policies for grading, discipline, and servicing special populations
- Assist mentee in planning lessons that are aligned to the standards and utilize appropriate instructional resources
- Assist mentee in analyzing student data to guide instruction
- Support mentee in developing efficient and effective classroom routines and procedures

Mentor Characteristics:

Compensation

- A stipend of \$1,750 will be paid to teachers selected by the principal to mentor one new teacher
- If a teacher mentors two new teachers, the mentor will be paid a stipend of \$3,500

Note: Mentor Orientation, Meetings and Professional Learning are required for stipend eligibility.

New Teachers

The beginning is the MOST IMPORTANT
part of the work.

-Plato

New teacher mentors and mentees will work together to develop a professional relationship based on the follow agreements:

1. Communication: Meet weekly via telephone, email, or face-to-face to discuss new teacher questions regarding deadlines and expectations and other concerns.
2. Professional Development: Seek opportunities for professional growth and attend together if possible i.e. new teacher trainings and other professional development offered by the District.
3. Maintain Confidentiality: Agree that conversations and communications between the mentor and the new teacher remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor must agree.

New Teacher Mentorship Program

Year I and Year II

- New Teachers Year 1 will attend an Orientation prior to the SY beginning.
- New Teachers who are doing the Alternative Licensure will not participate in afterschool activities.
- New Teachers who are doing the Alternative Licensure through
- [CES LEAP](#) TITLE II will pay their tuition.
- New Teachers will attend monthly meetings where they will be supported with a variety of instructional resources to enhance their classroom practices. Meetings will be designed around Elevate NM, to guide teachers' understanding of the evaluation system and their PDP.

New Teacher Mentorship Program

Year I and Year II

- All New Teachers will need to register through Power School for all the training offered. (They will receive credit hours per training).
- Trainings will be held during the school week so teachers will need a substitute to cover their class to attend training.
- New Teachers Year I are required to do four observations of experienced teachers during the school year. Observations can be from one hour or half-day.
- New Teachers Year II are required to do two observations of experienced teachers during the school year. Observations can be from one hour or half-day.
- Please facilitate the time for them. Observations will be /Videotaped/Face-to-Face and uploaded to the [TORSH PLATFORM](#) professional learning platform. [Mentor & Mentee Observation Log](#)

New Teacher Mentorship Program

Year III

- New teachers Year III will participate in Professional Learnings that will address Standards based Teaching and Learning. Support Systems (Walkthroughs, Coaching) will be in place to ensure effective instructional practices are evident.

New Teacher PL Dates 2023-2024

New Teachers Year 1				
GROUP A Elementary	Presenters	GROUP B Secondary	Presenters	PD Topic
Boardroom Sept. 8	Alma, Jennifer, Shauna, Tim	Computer Lab Sept. 5	Alma, Jennifer, Laurie, Lisa	SEL
Boardroom Oct. 16	Ana, Jose, Shauna, Tim	Boardroom Oct. 17	Helen, Nancy, Eddie, Laurie, Lisa	NASOT Elevate NM:
Boardroom Nov. 6	Judy, Robert, Shauna, Tim	Computer Lab Nov. 7	Helen, Nancy, Eddie, Laurie, Lisa	NASOT Elevate NM:
Boardroom Jan. 16	Judy, Robert, Shauna, Tim	Boardroom Jan. 17	Helen, Nancy, Eddie Laurie, Lisa	NASOT Elevate NM
Boardroom Feb. 29	Tina Boogren	Boardroom Feb. 29	Tina Boogren	Beginning Teachers
Computer Lab Mar. 7	Claudia, Nereida, Shauna, Tim	Boardroom Mar. 8	Helen, Nancy, Eddie, Laurie, Lisa	NASOT Elevate NM

New Teachers Year 2				
GROUP A Elementary	Presenters	GROUP B Secondary	Presenters	PD Topic
Boardroom Sept. 18	Judy, Robert, Leslie, Patty	Boardroom Sept. 19	Angie, Esme, Eddie, Lisa, Shauna	NASOT Elevate NM
Boardroom Oct. 23	Claudia, Nereida, Leslie, Patty	Boardroom Oct. 24	Angie, Esme, Eddie, Lisa, Shauna	NASOT Elevate NM
Computer Lab Nov. 8	Jose, Ana, Leslie, Patty	Computer Lab Nov. 9	Angie, Esme, Eddie, Lisa, Shauna	NASOT Elevate NM
Boardroom Jan. 25	Claudia, Nereida, Leslie, Patty	Boardroom Jan. 26	Angie, Esme, Eddie, Lisa, Shauna	NASOT Elevate NM
Computer Lab Feb. 22	Ana, Jose, Leslie, Patty	Boardroom Feb. 23	Angie, Esme, Eddie, Lisa, Shauna	NASOT Elevate NM

Mentoring Ground Rules

Common Mentoring Ground Rules

Issue	Ground Rules
Time	<p>Our meetings begin and end on time.</p> <p>We will manage our time well and use agendas to keep us on track.</p> <p>We will put interruptions aside.</p>
Feedback	<p>We make regular feedback and expectations.</p>
Role Expectations	<p>Each of us actively participates in the relationship.</p> <p>We can keep a mentoring journal to reflect on our experiences.</p> <p>We will honor each other's expertise and experience.</p>
Communication	<p>Our communication is open, candid, and direct.</p> <p>We will respect our differences and learn from them.</p>
Stumbling Blocks	<p>If we come up against a stumbling block, we will address it immediately and not wait until the next meeting.</p>
Closure	<p>In the event that our relationship doesn't work out, we will have a closure conversation and use it as a learning opportunity.</p>

Support Questions

WHAT TYPE OF SUPPORT?

When the type of support a beginning teacher needs isn't obvious, utilize the following questions:

- What is your most pressing concern at this time?
- What do you wish you knew right now?
- What do you wish you had to support you?
- What is making your job difficult right now?
- Complete this sentence: If I had _____, my life would be much easier right now.
- If you had three extra hours in the day, how would you use your time?





Title II, Part A – Updates

- ✓ TII-A Federal Funds Remaining (GY21 [[USDE waiver](#)], GY22, GY23)
- ✓ TII-A Canvas Course – [Registration Flyer](#) (**NEW**)
- ✓ TII-A Trainings and Communities of Practice CoP
 - ✓ February 15th – PLC PD Proposal (Aztec Municipal School District) [Zoom Registration](#)
- ✓ Spring Budget Training – March 20-22, 2024
- ✓ TII-A Application Training – TBD
- ✓ For Other Allowable Activities – Contact your [TIIA Liaison](#)
- ✓ Budget or Carryover Questions – Contact Fiscal Grants Management Valerie.padilla@ped.nm.gov

Title II Staff Contact Information

Educator Growth and Development Bureau

- Mark Curran, Education Liaison mark.curran@ped.nm.gov
- Anna DeLay, Education Liaison annaj.delay@ped.nm.gov
- Rebecca Elicio, Education Liaison rebecca.elicio@ped.nm.gov
- Birgit Maurer, Educator Growth & Development Director birgit.maurer@ped.nm.gov

[Title II, Part A Liaison List](#)