



Mentoring Handbook for The New or First Year Teacher & Mentor

2015-2016

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District Mentor Coordinators

Elementary District Mentor Coordinator
Clemency Green – Prairie View Elementary

Secondary District Mentor Coordinator
Christy Edgar – Byron Nelson High School

Purpose of the Mentoring Handbook

Northwest ISD is committed to supporting our teachers at all levels so that they can support student learning and ensure that our students are college and career ready. The mentoring program is designed to support the District Mission, Vision, Profile of a Graduate and NISD Educator as well as Operational Goal I and II within our District Strategic Plan. NISD believes that a structured mentoring program will support both our new and veteran teachers to reach their highest potential.

Core Beliefs

We believe that:

- Kids come first
- Continuous improvement is essential for future success
- The success of each student is the shared responsibility of students, families, schools, and community
- Environment influences learning

Vision

Northwest ISD

The best and most sought-after school district where every student is future ready:

- Ready for college
- Ready for the global workplace
- Ready for personal success

Mission

Northwest ISD, in partnership with parents and community, will provide all students a premier education,
preparing them to be successful, productive citizens.

Forward • Bold • Connected
Northwest
INDEPENDENT SCHOOL DISTRICT
Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be **future ready**: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

To prepare to be future ready, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

To prepare to be future ready, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

To prepare to be future ready, a student who graduates from NISD will:

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.





Profile of an NISD Educator

A professional educator in Northwest ISD will engage all students in a premier education, preparing them to be successful, productive citizens. The Northwest ISD educator is:

Committed to Teaching and Learning:

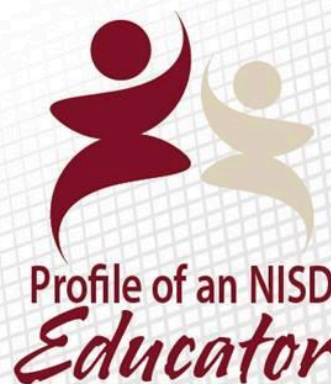
- Demonstrates a deep understanding of content knowledge and curriculum standards to provide focused and aligned instruction.
- Engages students in learning experiences focused on problem solving and critical thinking.
- Supports all learners by building on students' strengths and respecting individual differences.
- Dedicated to continual learning through collaboration and professional development.
- Empowers and encourages students to communicate and collaborate through dynamic, real- world learning experiences.

Committed to Creativity and Innovation:

- Engages students through creative instructional strategies.
- Fosters purposeful integration and implementation of technology resources.
- Creates an environment where students feel safe taking risks.
- Constructs and designs innovative lessons that challenge and empower students.

Committed to Student Success:

- Partners with parents and the community to enhance student success.
- Provides specific, timely feedback to students allowing them to self-reflect, set goals, and monitor their own performance.
- Builds positive relationships with students and the school community.
- Exhibits professional and ethical conduct toward students, colleagues, and the community.
- Designs challenging instruction and sets high expectations for student success.
- Models determination, flexibility, and resiliency.



Operational Goal I

Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Goal I – Targeted Objective A	Design and implement curriculum that incorporates the learning requirements of future- ready students as identified by the NISD Profile of a Graduate.
Goal I – Targeted Objective B	Transform the learning environment through choice, relevance, and engagement.
Goal I – Targeted Objective C	Advance collaboration, creativity, imagination, and innovation through differentiation and multi-dimensional learning.
Goal I – Targeted Objective D	Provide personalized anywhere/anytime learning through the integration of evolving digital resources.
Goal I – Targeted Objective E	Facilitate healthy life choices to advance student health, productivity, and well-being.

Operational Goal II

Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Goal II – Targeted Objective A	Promote a climate and culture within Northwest ISD to ensure that actions align to the core beliefs and vision of the District.
Goal II – Targeted Objective B	Recognize excellence by rewarding efforts that are successful reflections of the District's mission and goals.
Goal II– Targeted Objective C	Develop a wellness program designed to improve employee health, productivity, and well-being.
Goal II – Targeted Objective D	Reward continued service to the District and profession through a salary structure that is competitive and that serves as a recruiting tool.
Goal II – Targeted Objective E	Expand comprehensive professional learning systems that remain responsive to the needs of future-ready learners.

Benefits of the Mentoring Program

The New Teacher:

- ❖ Gains knowledge regarding the district policies, procedures, job responsibilities and school culture.
- ❖ Receives instructional and content support
- ❖ Receives emotional support
- ❖ Improves teaching performance and student success by participating in professional learning activities that will support content knowledge and pedagogy
- ❖ Chooses to remain in the teaching profession

The Mentor Teacher:

- ❖ Has the opportunity to be a teacher leader and support the success of their campus through the mentoring on new staff
- ❖ Reflects on best practices as well as their own teaching practice while supporting new teachers
- ❖ Has the opportunity to collaborate with other teachers on both the new teachers practices as well as their own for growth by both parties
- ❖ Retains the motivation and enthusiasm of the teaching profession

The Student:

- ❖ Experiences knowledge and skills from multiple perspectives
- ❖ Receives instruction from varied yet best practices from teachers that have received up-to-date

professional learning experiences

The Administrator:

- ❖ Retains exceptional and highly motivated staff
- ❖ Is able to systematically support the needs and challenges faced by new teachers
- ❖ Is able to model an environment of collaboration and professional learning for all staff
- ❖ Provides staff with professional learning opportunities

The School District:

- ❖ Retains exceptional and highly motivated staff
- ❖ Cuts the cost of hiring and training new teachers each year
- ❖ Builds a reputation for supporting and growing teachers
- ❖ Is able to systematically support the needs and challenges faced by new teachers
- ❖ Is able to model an environment of collaboration and professional learning for all staff
- ❖ Provides staff with professional learning opportunities

Roles and Responsibilities

Executive Director of Curriculum and Staff Development:

- ❖ Develops, reviews, and submits the mentoring plan
- ❖ Appoints and trains the District Mentor Coordinators
- ❖ Develops and revises the Mentor Handbook
- ❖ Works with District Mentor Coordinators to review data from exit interviews, surveys, and principal input to determine needs of new teachers

District Mentor Coordinators:

- ❖ Liaison between the district and each campus
- ❖ Train Campus Mentor Coordinators
- ❖ Establish Mentor and New Teacher Learning Platform (netSchool page)
- ❖ Work with the Executive Director of Curriculum and Staff Development to create calendar of topics for mentors to focus on throughout the school year

Principal:

- ❖ Selects a mentor for each teacher that is new to teaching as well as a mentor for teachers that are experienced, but new to NISD.
- ❖ Assigns new teacher with experienced teacher for classroom observations (this may be different than the new teacher's mentor teacher)
- ❖ Observes and evaluates the mentor/teacher relationship for effectiveness

- ❖ Communicates district expectations for the mentoring program/process with both the mentors and the new teachers and reviews the handbook with both parties
- ❖ Creates a culture of learning so that mentoring is a natural piece of the professional practice

Campus Mentor Coordinators:

- ❖ Attends district provided mentor training
- ❖ Helps to train and identify mentors
- ❖ Informs the campus principal of mentoring initiatives from the district as well as what activities are occurring on the campus
- ❖ Provides list of all mentor pairs to appropriate District Mentor Coordinator
- ❖ Facilitates and support mentoring activities
- ❖ Organize opportunities for new teachers and mentors to celebrate the successes periodically throughout the year
- ❖ Share strategies that are effective with all mentors
- ❖ Engages in problem solving with mentors
- ❖ Supports new teachers

Mentors:

- ❖ Lead by example
- ❖ Serves as an advocate and a resource
- ❖ Fosters a trusting and confidential relationship with new teacher
- ❖ Meets with the new teacher as outlined in the Learning Platform and Mentoring Calendar
- ❖ Models effective instructional strategies for the teacher
- ❖ Plans effective lessons with the teacher and demonstrates content knowledge necessary for the successful implementation of the Texas Essential Knowledge and Skills (TEKS)
- ❖ Supports campus and district initiatives
- ❖ Keeps Campus Mentor Coordinator informed of mentoring activities while keeping the confidence of the new teacher

New Teacher:

- ❖ Seeks out help
- ❖ Meets with mentor as outlined in the Learning Platform and Mentoring Calendar
- ❖ Asks questions
- ❖ Observes other teachers teaching, planning, reflecting, and conferencing
- ❖ Participates in required professional learning opportunities provided by the campus and district as well as other opportunities that will meet their needs for professional growth
- ❖ Engages in PLCs at the grade/content, campus, and district level
- ❖ Collaborates with the mentor and administration to develop personal goals
- ❖ Allows for the mentor or other teacher assigned to the teacher to observe the new teacher and accepts suggestions in a professional and collaborative manner
- ❖ Demonstrates an attitude of professional growth and desire to continuously grow in knowledge of content and pedagogy
- ❖ Complete new teacher survey when administered by the district

Mentoring Program Teacher Support

Experience	Mentor Support
Teachers that are new to teaching	Assigned a mentor teacher
Teachers in their 2 nd year of teaching	Assigned a mentor teacher
Teachers new to the district in their 3 rd year of teaching or beyond	Assigned a buddy teacher

Mentor/Mentee Support

Refer to the Mentor page within Moodle (netSchool) for support. The page includes:

- ❖ Resources for new teachers
- ❖ Classroom Observation Guides
- ❖ Calendar of suggested support for mentors