

Washakie County School District #1

Mentoring Plan

- **District Level**

- **School Level**

- **East Side Elementary School**
- **South Side Elementary School**
- **West Side Elementary School**
- **Worland Middle School**
- **Worland High School**

DISTRICT MENTORING PROGRAM

Preface...

Professional growth and development provide staff and Board members with the skills and strategies necessary to function at the most effective level. Professional growth and development programs are developed on the proposition that every employee desires to perform at his/her level of maximum effectiveness. Professional opportunities are provided to encourage staff members and Board members achieve their level of peak performance.

...at the District Level...

MENTORING...

To achieve program purpose, the district encourages the use of district staff as in-house mentors for other staff members' classes, for which the district will provide release time.

The scope and purpose of a mentoring program in the district is dependent on...

1. Program expectations are clearly stated
2. Available resources are secured and available
3. Program expectations and support are balanced

Mentoring incentives, appropriate to circumstances, are considered, as...

1. Peer support is provided to the mentor
2. Release time is provided as appropriate to the circumstances
3. Financial support is provided as appropriate to the circumstances;

Mentors are prepared for the mentoring experience with at least the following:

1. Mentors understand program expectations
2. Mentors receive training as appropriate to their work; training (i.e. content, coaching skills, technology,)

Strategies for mentor selection and matching are designed and implemented including...

1. Mentors selection criteria are designed
2. An efficient and effective mentor selection process is operational
3. Formal and informal mentor/protégé matching strategies are utilized as appropriate to the circumstances

Effectiveness of the mentoring experience should be collected, analyzed and evaluated:

1. Evaluation is designed to focus on criteria related to successful mentoring experiences
2. Protégés, mentors, and program administrators provide feedback on program effectiveness

A DISTRICT WELCOME...

A special breakfast and orientation at the central office is conducted before the beginning of the school year for all staff new to the district.

Basic information for all new staff...

- District Procedures
- Federal and State Regulations
- Sexual Harassment and Blood Borne Pathogen Training

- Specific to Teachers: Harry Wong Procedures Training (Book: The First Days of School)
- Infinite Campus and Substitute Online Training

INSTRUCTIONAL FACILITATORS...

All teachers who are new to the district/school will receive training in each core subject area to understand the program and effective instructional practices as well as integrating technology into the classroom. Instructional Facilitators will be available to explain, model, and team-teach effective instructional practices and technology integration.

...at the Elementary School Level

East Side Elementary...

Mentoring New Teachers at East Side Elementary: Protocol

Once a teacher is hired by the school board the principal contacts the new teacher to set up a meeting at East Side. The following items are included as a part of that meeting;

- Get to know the principal and culture of East Side
- Tour the building and assigned classroom
- Receive a copy of the teacher handbook
- Receive a copy of the parent/student handbook
- Where to find policies, standards and objectives, building and classroom budget
- Assign grade level mentor
- Other topics of teacher interest

New teachers are included in a breakfast and orientation at the central office before school begins. At that time federal regulations as well as district procedures are covered. Time is made available after the meeting for the new teachers to contact their principal or mentor for any other orientation.

Mentors and new teachers continue to meet.

South Side Elementary...

Mentoring Plan for New Teachers at South Side Elementary

After receiving formal notification that a teacher is hired by the school board, the principal will make contact with the new teacher and invite him/her to visit the school to provide orientation.

Items to be discussed (but not limited to) include:

- Expectations of new teachers
- Curriculum
- Staff responsibilities
- Budget
- Setting a mentor teacher and making it possible for immediate contact with that teacher to take place
- Description of school community
- Setting up time for follow-up meetings

The new teacher will receive an invitation from the district to meet for a more formalized training process on the last Friday before the staff resumes for the new school year. All necessary/appropriate subjects will be discussed (as determined by the superintendent).

After the district orientation, the new teacher will make contact with the principal for follow-up questions.

The principal will assure that the mentor teacher meets formally to help the new teacher with class preparation, curriculum use, and a timeline for what must be taught as well as sharing ideas on the best way to deal with instruction. The mentor teacher will meet on a regular basis. These meetings will continue for as long as the teachers work in the system.

West Side Elementary...

Mentoring Plan for New Teachers at West Side Elementary

After receiving formal notification that a teacher is hired by the school board, the principal will make contact with the new teacher and invite him/her to visit the school to provide orientation.

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- Expectations of new teachers
- Curriculum
- Staff responsibilities
- Budget
- Setting a mentor teacher and making it possible for immediate contact with that teacher to take place
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The principal will assure that the mentor teacher meets formally to help the new teacher with class preparation, curriculum use, and a timeline for what must be taught as well as sharing ideas on the best way to deal with instruction. The mentor teacher will meet on a regular basis. These meetings will continue for as long as the teachers work in the system.

...at the Middle School Level

Worland Middle School...

Mentoring Plan for New Teachers at Worland Middle School

A teacher who is new to the middle school...

- Is assigned to a mentor teacher.
- Will meet with teams each day. During this time the new teacher is able to ask questions and get help.
- Will always have the principal available at anytime to meet.
- Will meet informally with the principal several times.
- Will participate in our weekly staff development.
- Will receive a book from the principal on strengths.
- Will participate in regular district training.

...at the High School Level

Worland High School...

Mentoring Plan for New Teachers at Worland High School

The high school will...

- Provide every new teacher a mentor teacher from their department, through at least their tenure year. The mentor helps the non-tenured teacher become familiar with the school, district, and state resources, procedures, and policies. The mentor-teacher is available to answer questions, model, and provide feedback.
- Provide every non-tenured teacher a school orientation session by administrator(s) to assure access to general rules and procedures of WHS and WCSD#1. Also provide question and answer period for the non-tenured teachers.
- Develop "assessment literate" new teachers who are able to review and design assessments to accurately measure student growth over time and following guidelines for BOE.
- Build reflective practitioners who are able to review their present level of professional performance and use that data to set goals for future professional development.
- Provide regular evaluations that support teachers with frequent feedback that helps them grow as professionals.

...Plans for Continuous Improvement

Projected for the Future...

As the district transitions into Chapter 29 (required by Wyoming statute) professional development training will be used for administrators and teachers through the ETS (Educational Testing Service) *GreenLight for Learning*, the Pathwise Model for Teacher Evaluation (Charlotte Danielson). Within that program a mentoring protocol will be considered for implementation. Additional mentoring (professional development) opportunities will be available through video and 1:1 review from programs such as the School Improvement Network, Professional Development 360.