

## **TEACHER INDUCTION**

### **VISION STATEMENT**

The vision for the Adrian Public School Teacher's Mentoring Program is to provide a continuum of mentoring services available to new teachers in a safe, effective manner.

### **MISSION STATEMENT**

Our mentors will be committed individuals, working one-on-one with new teachers for at least one year on a consistent basis, whose goal is to maximize a teacher's potential.

### **INTRODUCTION**

Adrian Public School District has created a new teacher induction model. We expect this program to include all teachers entering their first year of employment in the Adrian Public School District, regardless of certification and prior teaching experience. Listed below are the key components of our Teacher Induction Program.

The Purpose of the AHS Mentor Program is to provide new teachers with support, guidance, encouragement, challenges, and direction as they develop a professional vision and assimilate into the culture of our district.

Each new teacher will have an experienced mentor teacher assigned to them. Experienced mentors have a great deal of knowledge, talents, and skills to share with their new teacher. In addition to the state goals of increased teacher retention and improvement of the new teacher's ability to assist students to achieve consistent with the State learning standards, the AHS Mentor Program recognizes that a valued product of the mentoring relationship is increased and on-going conversation about quality teaching practices throughout the district.

The Mentor program is a component of the Flexible Learning Year (FLY) and is intended to extend the district's orientation program for new teachers throughout the first year of employment. The Goals of the Program are:

- To assist new teacher in adjusting to their new workplace
- To provide emotional assistance, support and guidance regarding the District's and the building's professional culture
- To provide support and guidance regarding the district's and the building's policies and procedures
- To assist new teachers in resolving instructional and professional issues they may encounter

## **II. Responsibilities of the Mentor**

- Provides the new teacher with support related to curriculum instruction, classroom and time management, building and district policies and procedures, state mandates, parental contacts, adjustment to new work environment, assessments, data analysis, written communication and any other optics that may be of importance in the performance of the new teacher's duties as a teacher and school, and community member
- Maintains confidentiality with regard to all professional issues
- Meets formally at least once a week with his/her throughout the year and informally as needed
- Attends one training day in August plus six hour of training to be scheduled during the course of the year
- Attends a minimum of 30 mentoring sessions with new teacher
- Attends four large group mentor/new teacher sessions to be scheduled during the course of the year (Administratively arranged)
- Joins the new teacher in post-observation conferences with the building administrator if invited by the new teacher and welcomed by the administrator
- Documents time spent on mentoring activities using the the AHS New Teacher Mentoring Log
- Assists the new teacher in creating professional goals
- Participates in mentor/new teacher classroom observations a minimum of twice in the mentor's classroom and twice in the new teacher's classroom as arranged by the program coordinator
- Participate in the evaluation of the mentoring program