Trigg 101 – Educator Induction and Mentoring Program

Overview:

The goal of Trigg 101 is to provide information, support, and encouragement for the success of educators new to Trigg County Public Schools. The program provides a variety of support for new educators depending upon their level of experience. There are three categories of new educators: first year educators; alternatively certified educator; and experienced educators who are new to the district.

Currently, Trigg County Public Schools offers a new educator induction program that consists of group activities designed to address the needs of new educators and provide acclimation to the district. With the elimination of the Kentucky Teacher Internship Program (KTIP), the district recognizes the need to provide new educators with one-on-one mentoring. As a result, the role of Teacher Mentor will be included in the overall design of the Trigg 101 Educator Induction and Mentoring Program.

Role of the Mentor

Good mentors will possess a variety of skills and knowledge that comes with experience. These skills include attitude and character; professional knowledge and experience; communication skills; and interpersonal skills. The mentoring relationship is about offering critique in a positive and productive manner. Part of the mentoring process is to provide context of the school community by sharing information about the general student population, community at large, and various culture and traditions of the community. A mentor is assigned -­ not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices.

Mentors will receive a minimum of one day of training and participate in regular planning and informational meetings throughout the year. Topics will include creating collaborative relationships; developing classroom observation skills, district expectations, and understanding the academic, professional, and emotional needs of new teachers.

Stages of Mentoring – there are a variety of entry points for a teacher in the mentoring cycle. Individual teachers progress through the stages in differing amounts of time according to their knowledge, experience, and skills. Each mentor should evaluate what level of support to provide and when to provide it based upon their protégé’s needs.

* Stage 1 focuses on practical skills and information
  + District’s Vision, Mission, and Core Values
  + Graduate Profile
  + Classroom Organization and Set up
  + Basic Procedures within school and/or district
* Stage 2 focuses on the instructional process
  + Elements of teaching
  + Classroom observations
* Stage 3 focuses on Deepening Teacher Skills and Professional Growth

Key Duties and Responsibilities:

1. Participate in district mentor training
2. Build a trusting mentor/mentee relationship through weekly meetings
3. Provide orientation to school procedures to support mentee comfort in procedural understanding.
4. Guide instructional assistance in curriculum implementation and assessment/data analysis.
5. Participate in classroom observations and feedback to improve instruction.
6. Guide portfolio development of mentee
7. Be accessible for guidance and to answer questions throughout the year.
8. Attend all mentoring meetings and assist mentee in mentoring activities.