

# Mentor Orientation

Teacher & SSP Induction Programs

# Welcome & Introductions

Name

School

Role

Years in education





# Induction Programs provide...



Targeted training for the educator's stage of professional development



Support of a mentor or coach



Vehicle to convert a Colorado Initial License to a Professional License



Strategy for educator retention



# Program Components



SCHOOL BASED  
PROFESSIONAL  
DEVELOPMENT



ONLINE PORTFOLIO  
AND REFLECTION



MENTOR SUPPORT





# Suggested Topics



## August

- School Orientation
- Teacher Evaluation Process
- Teaming Structures
- Curriculum



## Nov.–Dec.

- Diverse Populations
- Rtl Process
- Instructional Strategies



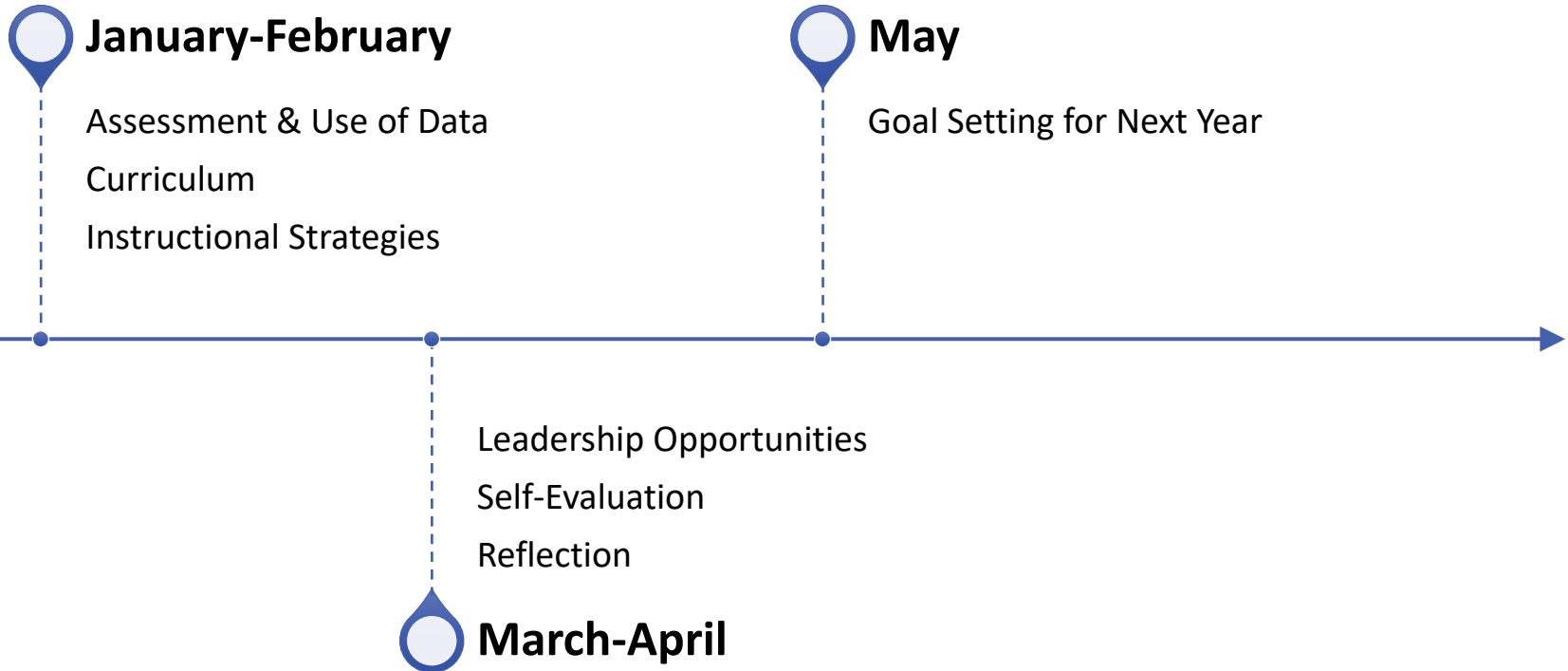
## Sep.–Oct.

- Classroom Routines
- PBIS and School Discipline
- Parent Communication





# Suggested Topics





# Online Portfolio & Reflection

- Google classroom
- Video content
  - Colorado Educator Quality Standards
  - Colorado Model Evaluation System
  - CSI and Charter Schools
- Assignments allow inductees to demonstrate competency in implementing the Standards in their professional practice
  - Artifacts
  - Reflections



# Educator Quality Standards

Shared understanding  
of the essentials of great  
teaching

Knowledge and skills

Tool for self-reflection,  
goal setting and  
ongoing professional  
growth

Foundation for the  
Colorado Model  
Evaluation Process







# Definitions

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**Quality Standard:** the professional practice or focus on student academic growth needed to achieve effectiveness as a teacher/ssp.

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**Element:** the detailed descriptions of knowledge and skills that contribute to effective teaching/service provision which correspond to a particular Quality Standard.



# Teacher Quality Standards

- I. Teachers demonstrate **mastery of and pedagogical expertise** in the content they teach.
  - *Elementary*: expert in literacy and mathematics and knowledgeable in all other content areas of assignment
  - *Secondary*: knowledge of literacy and mathematics and an expert in the content areas
- II. Teachers establish a **safe, inclusive and respectful learning environment** for a diverse population of students.
- III. Teachers plan and deliver **effective instruction** and create an environment that facilitates learning for their students.
- IV. Teachers demonstrate **professionalism** through ethical conduct, reflection, and leadership.



# Specialized Services Provider Quality Standards

- I. SSPs demonstrate mastery of and **expertise in the domain for which they are responsible.**
- II. SSPs support and/or establish **safe, inclusive, and respectful learning environments** for a diverse population of students.
- III. SSPs plan and deliver **effective services** in an environment that facilitates learning for their students.
- IV. SSPs demonstrate **professionalism** through ethical conduct, reflection, and leadership.



# CSI Online Modules

## QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**ELEMENT A:** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

**ELEMENT E:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

**ELEMENT F:** Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

### IDEAS FOR ARTIFACTS

<u>Classroom Management</u>	<u>Parent Communication</u>
Classroom rules/expectations posted	Classroom webpage
Classroom behavior agreement/compact	Classroom newsletter
Behavior chart	Daily planner
Classroom layout design (photo)	Weekly folder
Lesson plan related to classroom culture	Letters/e-mails home
Check out slip	Parent contact log
Job charts	Copy of progress report
Seating chart	Student portfolio for parent conference
Bulletin boards	Report Card

Reflection 1-3 paragraphs

Connection to elements

Snapshot of professional practice



# Phases of First-Year Teachers' Attitude Toward Teaching



<sup>1</sup>Moir, Ellen. "Phases of First Year Teaching," *California New Teacher Project, California Department of Education, 1990.*



# Competency Spectrum





# Characteristics of a Mentor







# Expectations

## A Mentor is...

- ▷ teacher
- ▷ friend
- ▷ guide
- ▷ coach
- ▷ role model

## A Mentor is not...

- ≠ administrator
- ≠ supervisor
- ≠ evaluator
- ≠ spy



## HIGH-PERFORMANCE MENTOR TEACHER

Commits to the Roles and Responsibilities of Mentoring	Accepts the Beginning Teacher as a Developing Person and Professional	Reflects on Interpersonal Communication and Decisions
Serves as an Instruction Coach	Models a Commitment to Personal and Professional Growth	Communicates Hope and Optimism for the Future

Rowley, J. (2009) *The High Performance Mentor*



# Tips for Success



## Build the Relationship

- Responsibilities
- Ground rules
- Confidentiality
- Boundaries



## Have conversations that make mentees think

- Ask open-ended questions
- Avoid giving advice (until the appropriate time)
- Make sure there is movement and accountability for movement



## Set goals

- Ask
- Reflect
- Move



*We know that people learn best when they learn from and support each other in a learning community.*

*Annette Breaux and Harry K Wong*  
[New Teacher Induction](#)



# Thanks!

# Any questions?

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