



Beginning Educator Support Program

New-To-Career Teachers

Responsibilities of the New-to-Career Teacher

- Meet weekly with mentor for collaborative planning, examining student work, and troubleshooting student discipline issues.
- Share concerns and needs openly and honestly.
- Reflect on data gathered during lesson observations.
- Be proactive! Ask questions and seek support.
- Attend and actively participate in trainings and workshops.
- Celebrate successes!



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The South Kitsap School District believes that focused, on-the-job intentional support during the first few years is beneficial to both new-to-career educators and their students.

South Kitsap's four-year continuum of support for new-to-career teachers includes:

Year 1 and Year 2

August Orientation

During a two-day orientation, all new-to-career teachers learn about our district's instructional model, professional learning community focus, relevant program materials, as well as planning specifically for the first week of school.

Mentoring

Meet weekly or bi-weekly with a highly trained mentor to work on curriculum planning, instructional practices, classroom management, problem solving, and data analysis. Mentoring sessions occur before, during, or after school.

Instructional Rounds

Observe model classrooms of master teachers in order to analyze and learn from their practice. Discuss in mentoring sessions or roundtable type formats to identify best practices and apply learning.

Just In Time Training

Meet monthly with other new-to-career teachers for timely support geared towards beginning educator concerns.

Years 3, 4, and 5

Professional Support

Specifically designed support for teachers in years 3, 4, and 5 based on the needs of the teachers.

Certification Support

When the time comes, receive support towards next steps in certification.

Frequently Asked Questions

How do I find out who is assigned to me as a mentor?

Your mentor will contact you personally at the beginning of the year to set up a mentoring schedule and advise you of training opportunities, as well as orient you to your building and the district.

How is the role of my mentor different than that of my building principal?

Mentors are district teachers who observe classroom instruction and provide feedback to new teachers, but they do not evaluate. That is the exclusive role of the principal.

Additionally, the mentoring relationship is confidential between the mentor and mentee, providing a sheltered place for reflection and professional growth.

Can I earn clock hours for participating in this program?

Yes. Teachers earn clock hours for attending all trainings.

Who qualifies for the Beginning Educator Support Program?

All educators in their first through fourth years of teaching qualify for a continuum of mentoring and induction support. First-year educators qualify for weekly mentoring. Second to fourth year educators qualify for customized support as needed.

What happens when my mentor observes me?

Mentors may provide a variety of feedback during observations depending on the mentee's needs and requests.

Data may be collected on classroom management, pacing, teaching strategies, and lesson design. Pre- and post-conferencing provides an opportunity for mentee to reflect and set goals.

What Teachers Are Saying...

I truly appreciate all the effort you've put into helping me feel comfortable and welcome in the school district. It would have been an even more stressful year than it was. Thank you!

I don't know how new teachers could have survived without this program. Highly underrated and cannot be valued enough. I learned more in these sessions than anything I learned in my master's program.

All the support has been so helpful and has made such a difference. It was nice to know that what I was experiencing was totally normal.