

Our strongest advocates are Lawrence Public Schools Mentees

My Mentor has been an enormous help. She answered questions, helped me brainstorm story ideas, invited me to observe her teaching my students and encouraged my ideas in scheduling the time and focus of our meetings.
– Ryan

He helped me anticipate and prepare for events that were coming up, like report cards. He offered assistance in multiple forms and met for a useful period of time, not just ten minutes. – Jen

The mentoring program has been such a time saver for me. It is like having a 24/7 tutor. Contacting her for immediate solutions to my problems is very convenient. My students are benefiting from her expertise without having her physically in the classroom. I love the mentoring program. – Cathryn

Effective Mentees

- ✓ Ask questions
- ✓ Are willing to be mentored
- ✓ Accept constructive criticism
- ✓ Learn from mistakes
- ✓ Have courage to try new things
- ✓ Accept responsibilities
- ✓ Are open and honest
- ✓ Listen, watch, learn, and grow



Novice and new to USD 497 teachers are required to work with a Learning Coach (and Job-Alike mentor, if assigned) for two years in order to meet licensure requirements of KSDE.

Contact Curriculum and Instruction:
Director of Instruction & Professional Learning – Leah Wisdom
lwisdom@usd497.org or Marka Nelson, marka.nelson@usd497.org,
Administrative Assistant

USD 497 Mentor Program 2023-2024



Did You Know?

Districts that provide effective support for new teachers attract the most capable teachers who remain on the job and improve student performance.



Mentor Program Goals

- ❖ Participants will be successful in implementing the district curriculum;
- ❖ Participants will be aware of district expectations and goals;
- ❖ Teacher efficacy will increase;
- ❖ Veteran staff will have the opportunity to grow and provide guidance to others;
- ❖ Collegiality among teachers will increase;
- ❖ The district will recruit and retain quality professional employees.

Effective Mentors

Mentors are assigned using the following criteria:

- ✓ A patient and active listener
- ✓ Inspires trust
- ✓ Gives advice without dictating actions
- ✓ Encourages independence, yet offers support
- ✓ Offers constructive criticism as well as compliments
- ✓ Open and honest
- ✓ A good role model through actions and words
- ✓ Willing to spend time, reach out, and share
- ✓ An effective intermediary
- ✓ Adherence to and support of district curriculum expectations and goals
- ✓ Evidence of student success
- ✓ Professional competency
- ✓ A minimum of three years teaching experience at Lawrence Public Schools
- ✓ Similar endorsement area/grade level

Definitions

Learning Coach: a full-time release teacher working with novice and veteran educators. The Learning Coach helps ensure student-centered environments and guides staff toward reflective teaching to increase success in the classroom.

Job-Alike Mentor: a certified staff member with the same job responsibility. Due to the nature of their jobs, some new staff members may be matched with a mentor in a different building.

Novice: an educator who is new to the profession of teaching.



ALL STUDENTS | ONE TEAM

Lawrence Public School Mentors will:

- ❖ Promote effective teaching and learning
- ❖ Provide encouragement through ongoing communication/support to the novice teacher; be it meetings, e-mails, and other informal communication
- ❖ Model interactive collaboration between professional colleagues
- ❖ Work with mentees, helping them prepare for students or collaborate on other concern designated by the new educator.
- ❖ Explain building procedures and expectations using the MENTOR CHECKLIST at designated times and return the completed checklist by designated methods and dates
- ❖ Introduce the new professional employee to grade level/departmental colleagues and resource staff
- ❖ Locate and review district curricular outcomes for content areas
- ❖ Provide information about district and state assessments
- ❖ Serve as a resource in problem-solving situation as they emerge
- ❖ Attend and participate in required training and meetings
- ❖ Provide frequent feedback to participants on research-based effective instruction

Important Dates

- **August** – Mentor will meet the Mentee at Induction. Confidentiality agreement due.
- **October** – Part 1 Mentor Checklist due.
- **January** – Part 2 Mentor Checklist due.
- **May** – Part 3 Mentor Checklist due. At end of program, survey for Mentors and Mentees will be distributed.