MENTORING AND INDUCTION PROGRAM

Kathlyn Joy Gilliam Collegiate Academy partners novice and new teachers with veterans for enhanced acclimation to the ECHS program, increased retention, and amplified teacher effectiveness while cultivating leadership potential in veteran teachers serving as mentors. The mentoring program seeks to establish a protected, supportive space in which a novice teacher can interact to discuss the unique ECHS program, best practices and develop instructional skills.

Program Goals

- Partner new and novice teachers with capable mentors to provide differentiated supports
- Provide intensive orientation to the ECHS program
- Diversify instructional skills of new/novice teachers to ensure student success
- Cultivate leadership potential in veteran teachers serving as mentors

	Support	Program Requirements	Campus Leadership Requirements	Teacher Performance Rubric
Mentees	• Novice Teachers (Traditional and AC) • New teachers (with less than 3 CYS) • Veteran Teachers new to ECHS program	• Novice Teachers and Alternative Certification Candidates - ○ Will be observed by their mentor twice per semester. ○ Will observe their mentor once per semester. ○ Meet with their mentor at least once per month.	• Identify campus contact for Teacher Mentoring Program • Identify campus mentors. • Assign mentors to new and novice teachers. • Adjust mentor pairings as required. • Support and champion the Teacher Mentoring Program	• Domain 1: Planning and Preparation ○ Mentor/Mentee Check-ins • Domain 2: Instructional Practice ○ Classroom Observations • Domain 3: Classroom Culture ○ Classroom Observations • Domain 4: Professionalism & Collaboration ○ PLC Attendance ○ First six Weeks Checklist/survey
Mentors	• Attend mentor training provided by New Teacher Support team campus liaison (If needed)	• Mentor qualifications: ○ Mentors must have at least 2 creditable years of service at a Dallas ISD ECHS to serve as a mentor. ○ Must have received at least a progressing II effectiveness level via TEI. ○ Commit to program goals		
Campus Liaison, New Teacher Support	• Ongoing communication with HCM & School Leadership	• Instructional Coach or Teacher leader selected to coordinate HCM and on-campus supports for new/novice teachers • One formal/informal New Teacher support activity per semester		

FRAMEWORK FOR SUPPORT OF NEW TEACHERS

	Goals	Specific Actions
ONGOING PROFESSIONAL DEVELOPMENT	• Provide timely, targeted professional learning opportunities grounded in the TEI performance rubric. • Utilize *PLC and ECHS training* sessions to share content-specific resources and instructional strategies	• Communicate professional development opportunities. Utilize 1st/4th six weeks survey, observations and PLC'S to determine greatest areas of opportunity and support for new/novice teachers. •
TEACHER MENTOR PROGRAM FOR ECHS	• Ensure novice and new teachers are partnered with capable mentors to provide differentiated supports. • Diversify instructional skills of new/novice teachers to ensure student success. • Cultivate leadership potential in veteran teachers serving as mentors	• Facilitate mentor/mentee interactions: six weeks PLC's and observations • Identify best-practices in teacher mentoring. • Utilize campus liaisons and CIC's to provide/facilitate ECHS "Best-practice" training to mentors • Capture meeting agendas and minutes. Create shared data file (google drive)
SUPPORTIVE CAMPUS CULTURE	• Cultivate teacher collaboration through targeted school-wide learning opportunities, job-embedded coaching, and PLCs • Provide supportive structures for teaching and learning that include opportunity for mentor/mentee interaction • Utilize a comprehensive observation cycle and responsive feedback to facilitate teacher growth	• Coordinate with the campus liaisons (CIC or teacher leader) for new teacher support on campus • Provide introduction to "low-cost, high-impact strategies" for new teacher support through six weeks mentor training • Utilize social media (Google hangouts, etc.) and in-person events to promote community and build positive culture • Establish recognition programs for new/novice teachers