



WALTHALL
COUNTY SCHOOL DISTRICT
Teachers teaching. Students learning. Schools improving.

2022-2023

Beginning Teacher Mentoring Plan

TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE

District Vision

Create a productive school culture for change that increases teacher effectiveness, improves student proficiency, and builds public confidence.

District Mission

Teachers teaching. Students learning. Schools improving.

Plan Description

The Walthall County School District, in an effort to provide support and reflective guidance to its new teachers, will provide and manage a Beginning Teacher Mentoring Plan. The mentoring program focuses on new teachers to the profession of teaching as provides supports to teachers new to the district.

Definitions

A "Beginning teacher" means a teacher who:

- Possesses a teaching license issued by the Commission on Teacher and Administrator Education, Certification and Licensure and Development;
- Is employed at least half-time, primarily as a classroom teacher, by a school district; and
- Has taught fewer than ninety (90) consecutive days, or one hundred eighty (180) days total, as a licensed teacher in any public school.

A "Mentor teacher" means a teacher who:

- Possesses a standard teaching personnel service or administrative license issued by the Commission on Teacher and Administrator Education, Certification and Licensure and Development;
- At the time of selection, is employed under contract primarily as a classroom teacher by a public school district or is retired from a public school district;
- Has successfully taught for three (3) or more years as a licensed teacher in any public school;
- Has demonstrated mastery of teaching skills and subject matter knowledge.

Program Implementation and Guidelines

The Beginning Teacher Mentoring Program is coordinated jointly at the district level within the departments of Curriculum and Instruction, Federal Programs, Special Services and at the school level by building principals. Individuals in these departments comprise the mentoring committee and develop the practices/procedures of the program.

Building-level principals will assign a mentor teacher to all beginning teachers at the beginning of the school year and/or as needed. District leadership representatives will provide input into the selection process. The mentor teacher should be an experienced educator, with at least three years of experience. Principals will assign one (1) mentor for every one (1) beginning teacher. Under special consequences, deemed as such by the principal and/or district leadership, a mentor may support no more than two beginning teachers.

Mentor teachers will serve as the mentor to a beginning teacher for one academic year. Mentors selected by the building principal should teach the same subject/grade level as the beginning teacher whenever possible. If this is not feasible then selection of a mentor is at the discretion of the principal and/or district leadership team.

No teacher shall be designated as a mentor teacher unless she/he is willing to fulfill that role.

Mentors shall not participate in the evaluation of beginning teachers.

Program Goals

- To acclimate new teachers to the school and profession
- To guide professional growth
- To ensure the understanding of both state and local standards/goals
- To assist with district/building assessment procedures
- To help with instructional planning
- To assist with district observational procedures
- To foster a positive role for teachers in our district
- To improve classroom management
- To introduce/socialize new teachers to the staff and community
- To provide growth and professional learning
- To provide positive support and self reflection
- To provide a good model of teaching

Mentor Criteria

- Demonstrate ability to plan and organize
- Demonstrate exemplary teaching ability
- Believe in the value of teaching as a profession
- Have respect for their colleagues in all subject areas
- Hold high expectations
- Convey enthusiasm for learning to teachers and students
- Believe that all children can learn and succeed
- Believe that all teachers are life-long learners
- Demonstrate initiative
- Model educator effectiveness
- Have courage to share ideas and initiate change

Beginning Teacher Mentor Responsibilities

- Meet with the mentee a) throughout the year (both formally and informally before opening day of school year, and c) almost daily during the first month of school or as needed
- Continue to schedule informal meetings with mentee once or twice per week throughout the school year. Release time from duties and some teaching time can be arranged by the mentor and building administration
- Facilitate/Encourage Peer Observations, for example:
 1. The Mentee might wish to visit the Mentor teacher in order to observe classroom management, room management, curriculum ideas, or just to see another person work.
 2. The Mentor might find it helpful to visit the Mentee, permitting feedback. The discussion could focus on the areas that would be most helpful to the mentee.
 3. The Mentor and Mentee might wish to visit the class of another teacher. This third teacher would give the Mentee an opportunity to observe someone other than the Mentor, would expose the Mentee to more resources, and would allow for an extra support system.
- Provide curriculum support as well as support on areas that need improvement
- Model professional expectations and practices
- Establish supportive and trusting/confidential relationship with mentee
- Acquaint each mentee with district and building culture
- Celebrate successes and help with strategies to meet challenges
- Model good teaching practices and encourage classroom visitations
- Encourage mentee to become active in professional organizations

Activity Checklist

The following calendar indicates activities that are either 1.) conducted by the district (* indicates district-facilitated activities), or 2.) recommended activities/topics for mentors and mentees.

July	August/September	October
Orientation Program* District/School Resources (physical and/or online) Expectations Instructional Management Professional Learning Other:	Student and Faculty Handbooks Instructional Management Professional Learning Crisis Management Copy Machines usage Discipline Schedules Emergency Procedures Enrichment Faculty Facilities Field Trip Procedure Fire Drills Grade Book/Grading Procedures Guidance Counselor(s) Seating Arrangements Substitute Plans 1st Week Lesson Plans Grading Software (SAM) Student Progress Reports I.E.P.s Library Schedule Mailboxes for Faculty Telephone Privileges Lesson Plan documentation Permanents Records location Checkout procedures Resource Materials Room Professional Learning Student Assemblies Student Publications Instructional/Assessment Calendars Required pre-assessments Evaluation Procedures Paperwork and Forms Sent to Parents Other:	Bad Weather Days Staff Development Sponsored Events for Students and/or Families Referrals Appropriate and Inappropriate Decor for Holidays at School Mid-terms/finals Other:

November	December	January
Review Permanent Records Other:	Retention Policies Other:	Review of Report Card Procedures Parent/Student Conferences Standardized Testing Procedures Review lesson Plans, Teaching Methods and Assessment Tools Other:
February	March	April/May
Testing Other:	Spring Break Classroom Management Letter of Intent Rehiring Procedures Other:	Review/Update Permanent Records/C.U.M.'s Review Field Trip Procedures Awards Assemblies Equipment Storage Inventory – Text Books, Furniture Assessing/Collecting Fines Field Day Final Grade Averages Procedures for closing of classroom Other:
Ongoing/As Needed: Field Trip Procedures Room Maintenance Purchase Orders Fund Raisers Progress Monitoring Three-Tier instruction		

Program Evaluation

The Walthall County School District is responsible for carrying out evaluations of the Beginning Teacher Mentor Program. Evaluations will include, but are not limited to:

- Surveys of beginning teachers, mentors and district leaders to assess satisfaction;
- The amount and quality of contact time between mentors and teachers;
- The effectiveness of workshops and other training;
- The effectiveness of the mentor program in enhancing the professional learning and retention of new teachers in the district



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Mentor/Beginning Teacher Agreement

As a mentor, I affirm that my primary role is to provide assistance and support to a beginning teacher. I will provide coaching and support to enhance the beginning teacher's development. I will review all mentoring materials provided by the school system and will assist the beginning teacher in areas described in the WCSD Beginning Teacher Mentoring Plan. I understand that all discussions and all data collected will be kept confidential.

Mentor's Name (Please Print) _____

Mentor's Signature/Date _____

As a beginning teacher, I agree to work collaboratively with my mentor. I will accept assistance, support, and suggestions in order to enhance my effectiveness as a classroom teacher. I understand that all discussions and all data collected will be kept confidential.

New Teacher's Name (Please Print) _____

New Teacher's Signature/Date _____

(Signatures indicate that we have discussed and agreed upon the content described in the above plan.)