

# Clark County School District

## Teacher Induction and Mentoring Department

EXHIBIT G Education

Document consists of 34 slides.

Entire document provided.

- X Due to size limitations, pages 1, 5, and 6 provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail [library@lcb.state.nv.us](mailto:library@lcb.state.nv.us).

Meeting Date 041708

## Karyn Wright, Director

# **New Teacher Induction Program**

# **New Teacher Curriculum Orientation**

Designed for teachers to become acquainted with district resources, services, curriculum, and information pertinent to having a successful first year in the Clark County School District

- held week before the beginning of school
- required for all teachers new to CCSD
- sessions are differentiated:
  - beginning and experienced

# Professional Development

- provides valuable information and activities that promote effectiveness and success in the classroom to increase student achievement
- allows new teachers to begin their professional development and growth
- gives beginning teachers the opportunity to advance to Step 4 on the salary scale for the next school year and experienced teachers the opportunity to earn professional development credit

# Professional Development

## For Beginning Teachers

- comprised of three Modules and three Conferences
- designed for teachers with 0-1 years of prior contracted teaching experience who are placed on Step 3 of the Teacher's Salary Schedule
- completion of all components of the Induction Program is required for salary advancement

# Professional Development

## **For Experienced Teachers (new to the district)**

- comprised of three Conferences
- Professional Development Education (PDE) Credit may be earned for conference attendance

# **Mentoring**

**Teachers Encouraging  
And Mentoring Program  
T.E.A.M.**

# Teachers **E**ncouraging **A**nd **M**entoring Program

To assist new teachers in being successful their first year, the CCSD site-based mentor program, **T**eachers **E**ncouraging **A**nd **M**entoring (T.E.A.M.), provides them with assistance, encouragement, support, and resources.



# T.E.A.M. Program Goals

- to provide on-going communication and support for new teachers in their assigned schools
- to connect new teachers with their staff and orient them to the school procedures and culture
- to facilitate a site mentoring program which focuses on building knowledge and skills of new teachers

# **Roles of the Mentors**

To provide:

- guidance
- support
- assistance
- coaching
- consultation
- collaboration

# Qualifications

- Master's Degree
- 3 years of successful teaching experience
- expertise and knowledge of best practices in educating students
- highly qualified status in licensure area
- working knowledge of instructional programs in CCSD
- high level of self-confidence, initiative, and self-direction
- exceptional skills in planning, organizing, and delivering instruction
- strong written and oral communication skills
- experience in conducting in-service/training activities
- successful performance in current position

# **Selection of Mentors**

**Mentor Facilitators and Mentors for the district-wide, site-based program are identified each May by their site administrators.**

# Teachers Encouraging And Mentoring Program

Training for Mentors is designed to:

- assist them in becoming familiar with the characteristics of mentoring new teachers
- provide resources along with professional development regarding ways to assist new teachers
- promote discussion regarding a variety of ways to provide support and assistance to new teachers, based on their individual needs

# Professional Development

**Site-based Mentor Facilitators are expected to attend five (5) professional development opportunities and four (4) Roundtable Collaboration sessions throughout the school year.\***

- mentoring leadership styles
- various roles of mentors
- effective mentoring skills
- new teacher phases
- how to develop an effective mentoring environment in their schools
- opportunities for each Mentor Facilitator to share specifics about the success of their program

**\*It is expected that each Mentor Facilitator shares newly acquired information with other Mentors at his/her school.**

# Incentives for Mentors

- **1996-2005, professional development for Mentor Facilitators was provided each year**
- **2006-2007 school year - AB 580 funding provided stipends for Mentor Facilitators and Mentors at ninety-four (94) schools**
- **2007-2008 school year - no funding was available for this program, however professional development has continued**
  - SB 185 funds were requested to provide resources to 30 of the schools previously included in AB 580 (funding was not made available).

# Mentoring Program Activities

- orienting new teachers to the Las Vegas community
- orienting the new teacher to their school and the district
- joint lesson planning
- modeling instruction
- coaching/consulting/collaborating



# Time for Mentoring Activities

- preparation time
- before school
- after school

# Mentees

- 1<sup>st</sup> and 2<sup>nd</sup> year teachers
- long-term substitutes
- experienced teachers who are new to CCSD
- experienced teachers who are new to the school

# Program Effectiveness

- monitored and reported annually
- UNLV in collaboration with CCSD
- feedback from new teachers in informal and formal district surveys
- 2006-2007, 89% average retention rate from ninety-four (94) schools that participated in AB 580

# **Mentor Facilitator Testimony**

## **UNLV Professor Testimony**

# **Mentoring**

## **Northeast Region Urban Teacher Mentor Program**

# Northeast Region Urban Teacher Mentor Program

- In 2004, CCSD and the Clark County Education Association jointly developed and implemented a pilot program in identified at-risk schools
- full-time, on-site Mentor Teachers
  - provide support, resources, and assistance for new teachers
  - offer on-going professional development to address instructional strategies and skills necessary for success in the classroom, in order to increase student achievement

# Northeast Region Urban Teacher Mentor Program

- Urban Teacher Learning Community (UTLC) training is provided in 26 identified schools
- Topics include:
  - lesson planning and preparation
  - lesson design and delivery
  - student behavior and classroom management
  - Components of an Effective Lesson
  - additional topics based on new teachers' needs

# **Northeast Region Urban Teacher Mentor Program**

The goal of the Northeast Region Urban Teacher Mentor Program is to attract and retain high quality teachers in at-risk schools through a comprehensive teacher mentoring program.



# **Roles of the Mentors**

To provide:

- guidance
- support
- assistance
- coaching
- consultation
- collaboration

# Qualifications

- Master's Degree
- 3 years of successful teaching experience in an urban setting
- expertise and knowledge of best practices in educating students in an urban setting
- highly qualified status in licensure area
- working knowledge of instructional programs in CCSD
- high level of self-confidence, initiative, and self-direction
- exceptional skills in planning, organizing, and delivering instruction
- strong written and oral communication skills
- experience in conducting in-service/training activities
- successful performance in current position

# Selection of Mentors

- complete a formal application and interview process
- interviews are conducted by the Director of the Teacher Induction and Mentoring Department and the Northeast Region Mentor Program Manager

# Professional Development

- **Northeast Region Urban Teacher Mentors attend weekly Mentor Forums.**

Topics include:

- mentoring leadership styles
- various roles of mentors
- mentoring/coaching skills
- ways to develop an effective mentoring environment in their schools
- additional topics identified by Mentors

# Incentives for Mentors

- **Full-time licensed employees**
- **Additional Stipend**
  - teaching after-school classes (UTLC)  
for the new teachers at their sites

# Mentoring Program Activities

- orienting new teachers to the Las Vegas community
- orienting the new teacher to their school and the district
- joint lesson planning
- modeling instruction
- coaching/consulting/collaborating

# Time for Mentoring Activities

- Throughout the day
  - preparation time
  - before school
  - after school

# Mentees

- 1<sup>st</sup> , 2<sup>nd</sup> , and 3<sup>rd</sup> year teachers
- long-term substitutes
- experienced teachers who are new to CCSD
- experienced teachers who are new to the school
- opportunity to be included for three years



# Program Effectiveness

- monitored and reported annually
- UNLV in collaboration with CCSD
- feedback from new teachers in informal and formal district surveys
- 2006-2007 school year, 93% retention rate for first, second, and third year teachers

# **Northeast Region Urban Teacher Mentor Testimony**

## **UNLV Professor Testimony**