



Wenatchee School District Mentor Program

The mentoring program in Wenatchee School District provides comprehensive support to both new beginning teachers and to veteran teachers that are new to our district. Teachers new to our district are supported as members of a professional learning community. We are committed to working collaboratively in an on going process of collective inquiry and action research, in order to achieve better results for the students we serve.

Mentoring begins with **orientation** to our district and schools during New Employee Orientation. An overview of district policies, procedures and citizenship program is provided. In addition new teachers become familiar with curriculum, assessment, and instructional focus in our district.

Teachers new to WSD who are **veteran** teachers are provided a **Partner Teacher Mentor**. This Partner Mentor provides the support needed to understand specific job roles and responsibilities, and be a guide to getting established at the school building level. The role of this mentor is most visible during the opening and ending of the school year. A stipend is provided for this Partner Mentor.

Teachers beginning their first teaching experience and new to WSD receive a BEST **Mentor** and are automatically established in the BEST Program. This building mentor will be available for day - to-day support. Support will be available in helping new teachers become familiar with textbooks, student learning objectives and standards, instructional

materials and orientation to their buildings. In addition these BEST mentors will provide feedback and ideas about their specific subject or grade level through out the school year. This BEST Mentor also receives a stipend for their support.

BEST Professional Development training is provided during after school sessions. Beginning teachers attend these monthly. These trainings provide more in depth support on various instructional topics. Occasionally BEST Mentors join in the training. Classroom observation experience is provided with 2 substitute release days for those observations. One half day is slated for using the STAR Protocol to guide observation and reflection.

In addition each beginning teacher will have the individual support of the WSD Mentor/Coach. The role of the Mentor Coach will be to consult, collaborate and to coach. Consulting opportunities will provide resources, modeling of lessons, offering suggestions and information. As a coach the mentor/coach will work with the new teacher to improve instructional decision-making and reflection on their teaching practice. Discussion about classroom management and conditions for learning will be beneficial. This is a nonjudgmental support for planning, reflection and problem solving. These conversations will occur before, during (as needed) and after classroom visits. This coaching process is confidential and non evaluative. The Mentor Coach will make frequent visits both scheduled and unscheduled to the new teacher's classroom. Regular feedback on lessons, instructional skills, classroom management, and curriculum will be provided.

Professional goal setting will occur regularly using the Professional Certificate Standards and the BEST Professional Growth Plan. Support will be given to assist new teachers in understanding the standards and learning to collect evidence of student learning. It is our hope that beginning teachers will be part of an induction process that is supportive and on going.