

POLICY TITLE: MENTOR TEACHER PROGRAM

Background

1. The Idaho Mentor Program Standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers.

2. The purposes of the Idaho Mentor Program are:

- a. To ensure a successful transition from pre-service into the teaching profession.
- b. To develop teacher excellence and ensure that every student has an effective teacher.
- c. To raise new teacher retention rates and satisfaction in the profession.
- d. To ensure high levels of student achievement in all classrooms.
- e. To improve the rigor and consistency of using multiple assessments to guide instruction that is differentiated to meet the diverse learning needs of students.
- f. To build norms of collaboration, inquiry, data-driven dialogue and reflection using evidence.
- g. To establish an effective, coherent system of teacher performance assessments that is based on Professional Teaching Standards.
- h. To assure the parents and community that new teachers are being supported to attain high levels of professional competence.
- i. To ensure that teacher professional development is individualized and based on Professional Teaching Standards.
- j. To develop teacher leadership.
- k. To ensure continuous program improvement through ongoing research, development and evaluation.

Action

1. COSSA will use the Idaho Mentor Program Standards to develop a mentor teacher program for both COSSA Academy and the COSSA Regional Technology and Education Center (CRTEC) career and technical school. The COSSA Special Education Director will use the Idaho Mentor Program Standards to create a separate mentoring program for COSSA's Special Education staff.
2. Annually, the CRTEC Campus Director will assign, in writing, a mentor teacher for COSSA Academy and for the CRTEC career and technical school. The same teacher may fulfill both assignments, although the time required to fulfill this assignment may preclude one person from fulfilling both assignments. The mentor teacher will be a certified and experienced teacher. At a minimum, the CRTEC mentor teacher assignment will include those activities listed in Appendix A. Annually, the COSSA Special Education Director will assign, in writing, at least one mentor teacher for the COSSA Special Education staff.
3. The Superintendent will budget appropriately to compensate the above mentioned mentor(s) a stipend for their time above and beyond their normal contract.

LEGAL REFERENCES:

Idaho State Board of Education: Idaho Mentor Program Standards, 2009

POLICY HISTORY:

Adopted: 2/17/2017
10/15/2018

Originally issued as Policy 325. Revised and reissued as Policy 5715 on January 19, 2022.

Appendix A
CRTEC Mentor Teacher Activities

1. Assisting all new to CRTEC teachers with the “beginning of year” paperwork and tasks, including:
 - a. Creating emergency substitute packets.
 - b. Inputting name and phone number into the emergency phone call tree.
 - c. Obtaining appropriate keys and passwords to the building and rooms.
 - d. Obtaining access to Powerschool and other teacher software.
 - e. Determining any specific duties and/or additional assignment(s).
2. Explaining to all new CRTEC teachers the daily schedule, calendar, passing periods, lunch, after-school snack, and busing schedules.
3. Explaining to all new CRTEC teachers emergency procedures, including those for fire and lock-down.
4. Assisting all new CRTEC teachers with ideas for setting up the new teacher’s classroom, including bulletin boards, and classroom rules.
5. Explaining to all new CRTEC teachers, as the event nears, periodic events unique to COSSA Academy and/or the career and technical school, and the teacher’s role and responsibility in the event, including:
 - a. Teens and Risky Behavior Symposium
 - b. Reality Town
 - c. Career Expo
 - d. Quarterly Academic Celebration (including student awards)
6. Explaining to all new CRTEC teachers the student academic support system, including remediation, in place for the new teacher’s respective area of CRTEC. This may include:
 - a. Academic Success after-school remediation time
 - b. Renaissance STAR testing and remedial class placement for Academy students
 - c. Operation of the Academy remediation class
7. Explaining to all new CRTEC teachers the student discipline system, including In-School Suspension, disciplinary log entries, classroom rules, etc.
8. Explaining to all new CRTEC teachers safety procedures; especially to career and technical school teachers the need to conduct safety training on all equipment and the need to retain records of equipment safety training for all students.

9. Explaining to all new CRTEC teachers the teacher evaluation process, including inputs to their formal evaluation such as classroom observations, parent input, student achievement, and attainment of goals set on the Individual Professional Learning Plan (IPLP).

10. Explaining to all new CRTEC teachers the process for assessing student achievement and growth, including data collection and data analysis.