

PROGRAM STRUCTURE

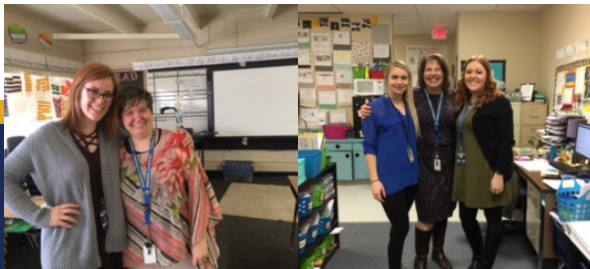
The following components comprise the West Ada School District Peer-to-Peer Leadership Mentoring Program Structure:

- The Peer-to-Peer Leadership Mentoring Program provides support and assistance for professional growth for teachers/counselors/nurses during their first and second year in the profession of education.
- The Peer-to-Peer Leadership Mentoring Program provides on-going professional development for teachers/counselors/nurses acting as mentors for teachers in their first and second years in the profession of education.



Not only did I have an experienced teacher readily available to answer my expansive list of questions and encourage me on rough days, but I gained an amazing friend in the process as well. I am so thankful for my mentor, and the program.

-Laura Shaffer, Ustick Elementary



GOALS

- To provide a process of high quality mentoring and induction practices for beginning educators.
- To assist educators in building their capacity for supporting new teachers in ways which help them become fully qualified and satisfied.

RATIONALE

- Allow for leadership opportunities through peer-to-peer mentoring.
- Provide assistance to a beginning certified employee.
- Improve instruction.
- Provide training to mentors.



Peer-to-Peer Leadership Mentoring Program

Professional Development
Jennifer Fletcher, Administrator
208-350-5950
fletcher.jennifer@westada.org

West Ada School District
1303 East Central Drive
Meridian, Idaho 83642
208-855-4500
www.westada.org

REQUIREMENTS TO BE A MENTOR

- Evidence of outstanding teaching/ educational practice of at least three years.
- Strong intrapersonal skills.
- Experience with adult learners.
- Respect of peers.
- Recommendation of supervisor.
- Current knowledge of professional development.
- Completion of district mentor training.
- Commitment of time needed for mentoring activities. (No fewer than 50 hours.)

“The best thing about mentoring is the opportunity to share our expertise and go an extra mile for another person. You are laying a good foundation for another special education teacher so they are not out on an island by themselves.

-Marjorie Frasch, Ustick Elementary



MENTOR GUIDELINES

- Mentors will be compensated through leadership premiums.
- Mentor training will be offered through District Staff Development Programs.
- Mentors may be given up to two half days of release time to observe the beginning certified employee.
- Beginning certified employees may be given up to two half days to observe in other classrooms.
- Mentors do not participate in evaluations, nor are they assigned administrative tasks.

EXPECTED SUPPORT

First year teachers/nurses/counselors receive 50 hours of support from their mentor. This includes observations, meetings, emails and phone calls. Second year teachers/nurses/counselors receive 30-35 hours of support from their mentor. This includes observations, meetings, emails and phone calls.

QUALIFICATIONS TO RECEIVE A MENTOR

Certified employees new to their position who have never completed a full contract year (this includes public or private school contracts issued outside of the district).
Certified employees in their second year.



“My favorite aspect of the mentor program is getting to learn and grow as a teacher along with my mentee. I get to share my knowledge and experience while also getting a fresh perspective on teaching.

-Bobbi Lewis, Ustick Elementary

FUNDAMENTAL REQUIREMENTS FOR SUCCESSFUL MENTORING

- A trusting, honest, respectful relationship between mentor and mentee.
- Preparation and reflection.
- Clearly defined roles, responsibilities and expectations.
- Effective listening skills (non-judgmental acceptance, paraphrasing, summarizing, clarifying).
- Strategic questions which promote thinking.
- Data collection (teacher/student behavior) and thoughtful feedback.