

Issaquah School District provides induction year support to our new teaching professionals. Principals select mentors for teachers. The mentors are teachers within the same building who support new to ISD teachers throughout the year, helping to answer questions and engage in conversations around the best ways to serve students. In addition, the school district offers a series of seminars designed to support the needs of our newly hired teachers.

**Components of the Yearlong Induction Program for New Elementary Teachers:**

- Building based mentor (up to 10 hours compensation)
- Monthly seminars (up to 8 hours compensation)
- Opportunity for observations of other classrooms

**Compensation:**

NEW HIRE COMPENSATION	MENTOR COMPENSATION
8 hours of district seminars + 10 hours with mentor = <b>Maximum of 18 hours at \$35.00 /hr (pre-tax)</b>	2 hours of prep + 1 hour district meeting + 10 hours with new hire = <b>Maximum 13 hours at \$35.00/hr (pre-tax)</b>
1 day of sub cost between mentor and new hire  Can be split ½ day mentor, ½ day new hire for collaborative observations	

**What to Do:**

- Ask your principal who will serve as your mentor teacher. Email [NTPMail@issaquah.wednet.edu](mailto:NTPMail@issaquah.wednet.edu) if you do not have a mentor teacher assigned to you by the second week of school.
- Schedule regular meetings between you and your mentor following the guidelines for mentoring time outlined below. Record dates and times of mentoring sessions.
- Complete and submit monthly reflective logs. Links for submission will be sent via email.
- Sign up for the monthly seminars on True North Logic. Search for the class titled “Elementary New Hire Seminars 2019 - 20.”
- Attend monthly seminar meetings.
- Schedule a date for classroom observations.
- Observe other classrooms and teachers. Submit the observation log to [NTPMail@issaquah.wednet.edu](mailto:NTPMail@issaquah.wednet.edu).

## Building Based Mentor

- Building principals select building based mentors for each teacher new to the Issaquah School District.
- **Up to 10 hours of compensation is available for engaging in intentional, regular mentoring.** Informal mentoring can and does happen, for example over lunch or in the hallway. However, irregular, spontaneous occurrences of mentoring (not less valuable, not less necessary) are not recordable for compensation.
- Please recognize the following **guidelines for mentoring time**:
  - Mentoring meetings must occur outside of the contracted work day.
  - There is no way to do a good mentoring meeting and work a 12 hour day, so please do not meet after 6:00 pm.
  - Mentoring does not happen in long chunks of time only once or twice a year. Mentoring is an ongoing, consistent partnership. Therefore, please do not meet for more than three hours at a time.
  - Mentoring is not the same as co-planning. While co-planning is absolutely valuable and absolutely necessary, it is not mentoring. Mentors should assist new hires with instructional strategies and problem solving. The monthly log prompts are meant to guide appropriate discussions between mentor and the newly hired teacher.
  - Dates and hours submitted for compensation by the mentor and the new hire should match. After all, mentor and the newly hired teacher must be present at the same time for mentoring to occur.
- In order to receive compensation, the mentor and the new hire must document monthly meeting time and complete monthly reflection prompts.
  - Prompts are provided that are meant to guide the discussion between mentor and new hires.
  - Either mentor or new hire should submit 3-5 sentences that summarize the discussion related to the prompts.
  - Links for submitting the reflective logs will be emailed monthly.
  - Please submit responses by the last day of each month. The responses are tracked and used as evidence for earning the mentoring compensation at the end of the school year.

## Monthly Mentoring Tracking Sheet

Use this sheet (or create your own) for tracking time spent mentoring. Be sure to follow the guidelines for mentoring time outlined above. Paperwork for the mentoring time compensation will be completed in April, 2020. In order to receive compensation, you must provide evidence of mentoring via monthly logs. Either mentor or the new hired teacher can submit the monthly log.

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### **October**

The beginning of the year is about creating safe, trusting relationships focused on growth and establishing feedback, reflection, and goal setting as norms. As a mentoring team, discuss what your work together might look like and what you expect from each other. Be sure to talk about logistics like: where and when to meet, how to best communicate, and how to address district mentor and new hire responsibilities and expectations. Share your “why” with each other. Why are you each a teacher? What impacts do you each hope to make this school year? How will you work together to ensure that your overarching purpose does not get drowned out during the school year?

*Record of Mentoring (list dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

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### **November**

This month you will have the opportunity to learn about an instructional strategy called GLAD. This approach is especially helpful for ELL learners. Student Growth Goal Criterion 3 and 6 require you to look at the tension between serving the whole class and serving small groups within your class. Discuss what you see as characteristics of your whole class. Then, identify subgroups within your class that might need additional instructional attention. This could be a group needing GLAD strategies or a group needing classroom management support.

*Record of Mentoring (list dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

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### **December**

Teachers use a variety of instructional methods to facilitate student learning. Identify one of your students who does not seem to value learning as much as you would like. What you can do to help this student develop a picture of himself/herself as a hardworking, competent learner? How can you efficiently and effectively communicate with families about the variety of strategies you are using to help children across aptitudes, interests and abilities be successful?

*Record of Mentoring (lists dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

**January**

Most problematic behavior is guided either by avoiding something or attempting to get something. Discuss examples of students' behavior with colleagues and try to determine if they were guided by either impulse. Discuss how you can ensure that lessons meet student needs to connect, be competent, make choices, and enjoy themselves in a safe environment. What strategies have you used to address problematic behaviors while satisfying student needs responsibly within the classroom?

*Record of Mentoring (lists dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

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**February**

At New Hire Academy in August, you crafted your “why,” the reason you do this work called teaching. Return to that thinking and generate one or two phrases from your why that you want to use to focus your work this month.

*Record of Mentoring (lists dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

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**March**

Discuss ways to get formal feedback from students concerning what they like about your class and what helps them learn most effectively. How can you reflect on your teaching this year and incorporate changes into next year?

*Record of Mentoring (lists dates and times):*

*Date mentoring log was submitted:* \_\_\_\_\_

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**April**

Please look for our end of program survey to fill out along with stipend paperwork information to bring to the 4/6 meeting.

*Record of Mentoring (lists dates and times):*

*Date end of program survey as submitted:* \_\_\_\_\_

## Monthly Seminars

- Monthly seminars are highly recommended for all new hire novice and experienced teachers, however attendance at the seminar meetings is not mandatory. Mentors may attend seminar meetings to enhance the conversation.
- **Up to 8 hours of compensation is available for seminar attendance.** For compensation, please sign in on an attendance sheet at each session and register on True North Logic (<https://issaquah.truenorthlogic.com>) for the class titled “Elementary New Hire Seminars 2019 - 20.”
- Seminar sessions run from 4:15-5:15. (\*except November, which is a 2 hour meeting).
- All meetings are held in the administration building conference rooms.

Date and Time	Location	Seminar Topic
<b>October 7</b> 4:15-5:15	Administration Building Mt St Helens (111) or Squak Mtn (105)	<b>For new hires:</b> Collecting and sharing non-observable evidence for the TPEP evaluation. <i>Presenter: Jessica Daley</i>  <b>For mentor teachers:</b> Program overview and strategies for maximizing mentoring success. <i>Presenter: Gretel von Barga</i>
<b>November 4</b> 4:15-6:15	Administration Building Tiger (106)	Using GLAD as an instructional model that incorporates many research-based and highly effective instructional strategies. <i>Presenter: Tricia Cecil</i>
<b>December 2</b> 4:15-5:15	Administration Building Tiger (106)	Issaquah School District Equity Initiative <i>Presenter: Aliana Sivadasan</i>
<b>January 13</b> 4:15-5:15	Administration Building Tiger (106)	Compliance vs. Engagement in the Elementary Classroom. <i>Presenter: Shelly Ward</i>
<b>February 3</b> 4:15-5:15	Administration Building Tiger (106)	Inclusive Practices <i>Presenter: Bre Gastaldi</i>
<b>March 2</b> 4:15-5:15	Administration Building Tiger (106)	Trauma Informed Practices <i>Presenter: Miriam Corlett</i>
<b>April 6</b> 4:15-5:15	Administration Building Tiger (106)	<b>Gratitude as a teacher mindset and final compensation paperwork.</b> <i>Presenter: Gretel von Barga</i>

## Opportunity for Observations of Other Classrooms

As part of the Issaquah School District's induction year support to our newest teaching professionals, mentor and new hire teacher teams are invited to spend time observing each other and/or other teachers in your building. The observations are non-evaluative in nature. Rather, the intent is that the mentor and new teachers will be able to reflect on and improve their own instruction by observing other teachers.

- One day is collectively available for mentors and new hire to observe one another or other teachers in the building. The intent is that the mentor and newly hired teacher will each take one half-day.
- Use of the substitute release time is optional and is not required for compensation.
- Substitute time must be utilized between October 1, 2019 and March 1, 2020 and must be PREARRANGED and AUTHORIZED by the Sub Office.
- Teachers in your building CANNOT sub for you. This must be a hired substitute teacher.
- In order to utilize substitute release time, ask your Assistant to the Principal to do a District Release Request with Becky Lawrence at [LawrenceB@issaquah.wednet.edu](mailto:LawrenceB@issaquah.wednet.edu) for the time you will be using. Please note that most days have only a few openings for additional district releases, so planning early in case your requested day does not work, is highly recommended.
- If you have questions after the absence is arranged and a sub has been assigned, please contact Maria Kosanke at [KosankeM@issaquah.wednet.edu](mailto:KosankeM@issaquah.wednet.edu)

While observing each other and/or other teachers, the mentor and new hire due should use the following observable components observation tool (next two pages). You may elect to observe only for Domain 2, only for Domain 3 or for both Domains 2 and 3. After the observations and reflections, scan or take a photo of the completed document. **Email the document scan or photo to [NTPMail@issaquah.wednet.edu](mailto:NTPMail@issaquah.wednet.edu) with the name of the mentor/new hire duo in the subject line.**

## Observation of Domain 2: Classroom Environment

Observer Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_

mentor/newly hired teacher partnership gather evidence of the following components during your observation. Use the notes from your observation to reflect on your own practice and determine your own instructional strengths or weaknesses.

**2a: Creating an Environment of Respect and Rapport****2b: Establishing a Culture for Learning****2c: Managing Classroom Procedures****2d: Managing Student Behavior****2e: Organizing Physical Space**

## Observation of Domain 3: Instruction

Observer Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_

As a mentor/newly hired teacher partnership gather evidence of the following components. Then, reflect on your own practice and determine your own instructional strengths or weaknesses. Then, set a goal for your own practice.

**3a:Communicating with Students****3b:Using Questioning and Discussion Techniques****3c:Engaging Students in Learning****3d:Using Assessment in Instruction****3e:Demonstrating Flexibility and Responsiveness**