

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)

Compensation:

NEW HIRE COMPENSATION	MENTOR COMPENSATION
8 hours of district seminars + 10 hours with mentor = Maximum of 18 hours at approx. \$35.00 /hr	2 hours of prep + 1 hour district meeting + 10 hours with new hire = Maximum 13 hours at approx. \$35.00/hr

What to Do:

- Ask your principal who will serve as your mentor teacher. Email DaleyJ@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.
- Using your mentor/mentee tracking log record time spent mentoring per definition below. Reminders and conversation prompts are sent the beginning of the month and completion verified by the 20th.
- Sign up for the monthly seminars on True North Logic (<https://issaquah.truenorthlogic.com>). Search for the class titled “Elementary New Hire Seminars 2020 – 21.”
- Attend monthly virtual seminars via Zoom for compensation.

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.
 - Please be mindful of the time of day at which you schedule your mentoring meetings. The discussions and thinking required of quality mentoring demand attention, intention, and alertness.
 - 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.
- In order to receive compensation, the mentor and the new hire must document monthly meeting time and complete monthly reflection prompts.
 - Provided prompts are meant to guide the discussion between mentor and new hires.
 - Please submit responses by the 20th 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 the provided mentor/mentee tracking log to record time spent mentoring. Be sure to follow the guidelines for mentoring time outlined above. Paperwork for the mentoring time compensation is anticipated March, 2021. In order to receive compensation, you and/or your mentor must maintain an up-to-date log tracking your mentoring dates, times, and brief discussion notes. A template will be provided. Each month you may respond to the seminar aligned prompt below OR this generic prompt: What professional or pedagogical challenge are you experiencing right now? What resources, strategies or people can help you address the challenge? What does resolution of the challenge look, sound, and/or feel like?

September

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 such as: 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 is not drowned out during the school year?

October

Teachers use a variety of instructional methods to facilitate student learning. Identify one of your students who is not engaged in learning. 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?

November

Parent-teacher conferences are approaching. What are the most important pieces of information you want to share with parents? How might you maximize your limited time with each family? How might you gather information in advance from families about how remote learning is (or is not) working for them?

December

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. What GLAD strategy might be utilized to support these students?

January

At New Hire Academy in August, you constructed your “why,” the reason you do this work called teaching. Return to that thinking and share if your outlook on teaching has shifted since you wrote your “why” statement? Why or why not?

February

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 in the future?

March

Please look for our end of program survey to fill out along with stipend paperwork information at the 3/1 meeting.

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. However, compensation is not provided for mentor attendance.
- **Up to 8 hours of compensation is available to new hires 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 2020 - 21.”
- Seminar sessions run from 4:00-5:00. (*except December, which is a 2 hour meeting).

Date and Time	Location:	Seminar Topic
Sept 21 4:00-5:00	Zoom – see link sent by Jessica Daley	For mentor teachers: Program overview and strategies for maximizing mentoring success. <i>Presenter: Gretel von Bargaen</i>
Sept 28 4:00-5:00	Zoom – see link sent by Jessica Daley	Classroom Management for Remote Learning <i>Presenters: Gretel von Bargaen & Jessica Daley</i>
Oct 12 4:00-5:00	Zoom – see link sent by Jessica Daley	Parent Communication in Remote Learning <i>Presenters: Gretel von Bargaen & Jessica Daley</i>
November 2 4:00-5:00	Zoom – see link sent by Jessica Daley	Preparing for Elementary Conferences <i>Presenter: Gretel von Bargaen & Jessica Daley</i>
December 7 4:00-6:00	Zoom – see link sent by Jessica Daley	Using GLAD as an instructional model that incorporates many research-based and highly effective instructional strategies. <i>Presenter: Emily Lee</i>
January 19 4:00-5:00	Zoom – see link sent by Jessica Daley	Interacting with Colleagues for Student Success <i>Presenter: Gretel von Bargaen & Jessica Daley</i>
February 1 4:00-5:00	Zoom – see link sent by Jessica Daley	Teacher Leadership Roles <i>Presenter: Gretel von Bargaen & Jessica Daley</i>
March 1 4:00-5:00	Zoom – see link sent by Jessica Daley	Gratitude as a Teacher Mindset & Final Compensation Paperwork <i>Presenter: Gretel von Bargaen</i>