

Mentoring Program Goals

- ▶ *To provide quality and effective mentoring to new teachers.*
- ▶ *To provide adequate opportunities for new teachers to receive oral and written feedback regarding their performance.*
- ▶ *To help new teachers become familiar with the Teacher Performance Evaluation Plan.*
- ▶ *To ensure a successful first year for new teachers by providing a solid network of support.*

Induction Program Goals

- ▶ *To fully integrate the Induction Program with the District's core business of providing quality and engaging work to our students.*
- ▶ *To provide meaningful professional development opportunities to all new employees.*
- ▶ *To help new employees to better understand their roles in the District.*
- ▶ *To develop a shared understanding of and commitment to the District's visions, beliefs, and mission.*

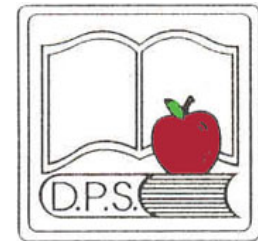


The Danville Public School District will provide equal employment opportunities to otherwise qualified individuals without regard to race, color, religion, gender, age, disability, or national origin.

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DANVILLE PUBLIC SCHOOLS

*Mentoring is...
Everyone's Responsibility*



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Mentoring Success

New teachers embarking on their education careers deserve unbiased, collegial support provided through a professional relationship with a seasoned teacher, a mentor. Danville Public Schools (DPS) recognizes the importance of the relationship between a mentor and a new teacher and ensures that each new teacher in the district is paired with a mentor who can provide data-driven feedback regarding the new teacher's performance.

Danville Public School District mentors show their dedication to the teaching profession by sharing their knowledge, expertise, and support to an educator just beginning his or her career with DPS.

The DPS mentoring program – Mentors Inspiring New Teachers (MINT) -- is based on our commitment to the principles delineated above, for we know that mentors are **pivotal** in the development of the capacity of beginning teachers. Our mentors are trained in providing coaching and feedback regarding new teacher practices. Mentors perform peer observations, assist with lesson planning and implementation, and provide guidance and encouragement regarding parent-teacher communications as well as classroom management techniques.



Mentor Selection

Mentors are selected by the building administrator. Mentor selection is based on a variety of criteria. Key considerations include:

- ▶ A five-year renewable Virginia teaching license
- ▶ Continuing contract status with DPS or (a) more than 10 years of successful teaching experience elsewhere and (b) the current principal's request that the teacher serve as a mentor
- ▶ Evidence of excellent teaching.
- ▶ Evidence of continuing professional development
- ▶ Successful completion of the Danville Public Schools Mentor Training Program and adherence to the Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers approved by the Virginia Board of Education, June 22, 2000, in accordance with (HB 2710 and SB 1145)
- ▶ Willingness to be observed in the classroom
- ▶ Ability to guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence
- ▶ Understanding of beginning teacher development

Danville Public Schools' mentors help develop the capacity of new teachers by providing support, informational assistance, instructional feedback, and professional guidance.

Mentoring Requirements

The DPS mentoring program is in line with the Virginia Department of Education's Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers. Some of the guidelines are as follows:

- ▶ Opportunities for communication and feedback among program participants, such as central office staff, school site principals, mentor teachers, beginning teachers, etc.
- ▶ Provision of adequate release time for mentor teachers during the contract day.
- ▶ Support services appropriate to the working conditions experienced by beginning teachers, such as teaching assignments for beginning teachers that optimize their chances for success.
- ▶ Professional development activities for beginning teachers that are designed to implement the Virginia Standards of Learning (SOL) and Technology Standards for Instructional Personnel (TSIP).

