

ARKANSAS DEPARTMENT OF EDUCATION

TEACHER INDUCTION/MENTORING

Novice Teacher Mentoring Guidelines

Novice Teacher Induction

Teacher Induction is the period of time beginning with a teacher's first employment as a **Teacher-of-Record** in an Arkansas public school, education service cooperative, or agency that requires an Arkansas Teaching license. The novice teacher is provided certified mentoring support and accelerated professional development during this time. Induction concludes at the end of the semester in which the novice teacher successfully completes the state mandated performance assessment.

Novice/Induction Teacher

A Novice/Induction Teacher is defined as a teacher having **less than one (1) year of public school or accredited private school classroom teaching experience**, not including student teaching internships or other pre-service classroom experiences.

Purpose

Induction (mentoring support) for new educators has proven to be an effective recruitment and retention strategy. Having the support, assistance, formative feedback and encouragement of a site-based mentor, the novice teacher builds a foundation of confidence and expertise from which the students also benefit.

Description

At the beginning of each school year school districts identify all novice teachers who have been hired and are under contract as 'teachers-of-record'. Within three (3) weeks of the hire date, each district pairs each novice teacher with a certified mentor. Whenever possible, the mentor teacher is to be located in the same school building and teach the same subject and grade level as the novice teacher. The district submits the pairing form along with the School District Assurances form no later than September 15th. The Arkansas Department of Education then issues a grant for \$2,000 per novice teacher/mentor pair for one school year. If the novice teacher fails to pass the Praxis III in the second semester of the first year of teaching, he/she is automatically mentored for another school year.

Guidelines

- A traditionally trained novice teacher (prepared at a college or university with an education degree) is mentored for one (1) school year and is advised to take the state mandated performance assessment in the second semester of the first year of teaching. Any novice teacher who does not pass the performance assessment will be mentored for an additional year, and may re-take the assessment during the following year.
- A non-traditionally trained novice teacher (NTL or Masters of Arts in Teaching) will be mentored for two years and is advised to take the performance assessment in the second semester of the second year of teaching.
- Non-traditionally trained novice teachers receive added support via Front-end Mentoring. This involves a set of activities for the mentor and the first-year NTLP Novice Teacher to be carried out during the first six weeks of school.

- Non-Traditional novice teachers may **not** use the Pathwise Mentoring Grant Funds to pay for the NTL enrollment fees or **any** courses required by the NTL Program for licensure.
- A novice teacher with a Standard License, and “less than one year of classroom teaching experience” is mentored for one (1) year receives Induction grant funding, but **does not** take the performance assessment.
- The NTL or MAT novice teacher receives grant funding (\$2,000) for both years of Induction.

Each Arkansas school district is required to have an approved mentoring plan on file with ADE prior to employing any novice teachers in their district.

- Observational Assessment Induction data is **NOT** to be used for employment evaluation or hiring purposes by the school district. The Arkansas Mentoring Model is appropriate for use as a formative observation tool to provide specific feedback to novice teachers as they strive to grow as professionals and strengthen their instructional skills
- It is not appropriate for mentors to share information with administrators about a novice teacher’s classroom performance. The intent is to protect mentors from legal responsibilities or repercussions associated with employment decisions and to protect the integrity of the mentor/novice teacher relationship.
- The school district must submit to ADE a final report indicating how funds expended for each novice teacher (see End-of-Year Budget Report Form). School districts must notify ADE within fifteen (15) days of personnel changes that affect induction budget allocations. Examples are: hiring a novice teacher at mid-year, or having a novice teacher resign during the school year.
- The mentor is compensated for mentoring duties associated with the program. Currently, \$1,200 per school year (\$600 per semester) of the \$2,000 grant used to compensate the mentor teacher. An additional \$200 is paid to Mentors who are assigned a first-year NTLP Novice Teacher. The remaining \$800 is held in trust by the district for the novice teacher to spend on professional development or professional materials (see Allowable Expenditures Guidelines). It is expected that the novice will expend these funds as early in the school year as possible. The school district may **NOT** withhold any of the funds for expenditure without the approval of the novice teacher.
 - **Note: No administrative or indirect costs may be paid from these funds.**
- The mentor receives 30 hours of professional development credit for actively mentoring a novice teacher for one school year. The novice teacher does **not** receive professional development hours for the mentoring experience.
- All mentor training sessions consist of no less than three (3) full (8hr) days. Anyone attending less than the designated time will not be considered a Certified Pathwise Mentor. (See Mentor Qualifications)
- The school district **must** notify the novice teacher of an “expenditures deadline” as deemed by the district accountant **at the beginning of the school year.**

- Appropriate expenditures should be directly related to the novice teacher's content area or instructional strategies that support student learning (see Allowable Expenditures Guidelines).

Novice Teacher Professional Development should:

- be tied to increasing student achievement, and should be of sufficient intensity and depth to have a substantial impact on teachers and ultimately on the students they serve.
- expose novice teachers to new instructional skills and materials tied to the subject area or grade level they teach.
- address the novice teacher's identified areas for professional growth
- allow for opportunities to try new ideas and reflect on the appropriateness and value in the novice teacher's own classroom practice.
- be a collaborative reflective endeavor where goals are nurtured.
- be documented in the Professional Growth Plan (PGP) that provides a framework for charting suitable activities for the novice teacher during the induction phase of initial licensure. The novice teacher's PGP may be closely tied to the mentor's own plan.
 - **Note:** It is of particular importance that administrators understand their crucial role in the effective management, coordination and support of the activities associated with helping the novice teacher develop professionally.

School District Responsibilities

Districts must:

- adhere to ADE guidelines for choosing appropriate mentor teachers (see Arkansas Mentor Qualifications).
- submit the School District Assurances Form and the Induction Pairing Form with required signatures no later than September 15th of the current school year.
- submit the End-of-the-Year Budget Report no later than June 30th of the current school year.
- assure that each mentor/novice teacher pair is provided an average of **two (2) hours every two (2) weeks during the school day**, to spend together for mentoring.
- use grant money to pay for up to three (3) days for a substitute teacher if planning periods, library time, etc. are unavailable for meeting.)is this telling them to do this or giving the option?
- identify a district Project Director who will be responsible for oversight of the District Mentoring Plan, approval of appropriate expenditures and all induction correspondence with ADE.

- see that the Project Director keeps a file of all mentor/novice teacher pairs in the district with the **following documentation** on each pair as appropriate in regard to the Project Director's Timeline:
 - Copies of the three (3) required observations:
 - Observation #1 is due at the end of September or beginning of October over Domains **B and C**.
 - Observation #2 is due at the end of November or beginning of December over Domains **A, B, C, and D**.
 - Observation #3 due prior to the Performance Assessment (Praxis III) and done on Praxis III forms. (If Praxis III is not applicable this is a regular Pathwise observation like #2)
 - Professional Growth Plan, which is developed at the meeting with the mentor following the first observation.
 - Copy of time sheets for the two-hours every two weeks for the year
 - Copy of time sheets for the additional 25 hours per semester
- have Mentor/Novice Teacher files containing the above documents available for review by the ADE Induction Monitor
- assure that standard accounting practices will be followed for grant funds.
- provide support for the novice teachers and their mentors.
- release mentors, novice teachers and the district project director to attend mandatory, statewide meetings scheduled by the ADE.

Suggestions for School District Support for Novice Teachers

- Provide opportunities for the novice teacher to observe experience colleagues.
- Offer workshops targeted to the new teacher's needs
- Offer small-group seminars
- Assure released time for planning
- Reduce teacher workloads
- Encourage sharing of instructional materials