



LEGACY PREPARATORY
CHARTER ACADEMY

Mentoring Program

2018-2019

Mentoring Program Legacy Preparatory Charter Academy 2018-2019

Statement of Purpose

The purpose of the Legacy Preparatory Charter Academy Mentoring Program is to provide a new facilitator in the district the assistance necessary to begin a successful teaching career through a mentoring relationship during their first year of employment in our district. This program will assist new facilitators and facilitators new to our district in a further understanding of teaching technique, procedures, requirements, and expectations of their specific grade level or subject area assignment.

The Mentoring Program Will:

- ❖ Provide a system of induction for new faculty members in order to effectively assimilate new facilitators to the culture of the community and school environment.
- ❖ Provide new facilitators with professional support and guidance that will enhance teaching performance and student achievement.
- ❖ Provide information for new facilitators on available resources and necessary district policies and procedures.
- ❖ Provide opportunities for the personal and professional growth of experienced facilitators through collaboration with new facilitators and other mentor facilitators.
- ❖ Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

Roles and Responsibilities

New Facilitator

In general, the role of the *New Facilitator* at Legacy is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new facilitators that will support and assist their success in the school building, district, and profession. The specific responsibilities of the *New Facilitator* are:

- ❖ To perceive the Mentoring Program as an opportunity for professional growth and participate in the activities with that goal in mind.
- ❖ To participate in peer observation experiences with mentor and other facilitators. Observations will be done during the school day and will be arranged between the new facilitator, mentor, facilitator, and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
- ❖ To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- ❖ To participate in an evaluation and make necessary adjustments to the Mentoring Program.

Mentor Facilitator

The overall role of the *Mentor Facilitator* is to provide daily support, advice, and counsel to the new facilitator helping him or her to have a successful experience in their first year in the school and community. The specific responsibilities of the *Mentor Facilitator* are:

- ❖ To participate in training to assist them in fulfilling their role as a mentor.
- ❖ To serve as a professional role model.

- ❖ To assist the new facilitator in understanding and meeting the responsibilities of the profession.
- ❖ To assist the new facilitator in becoming familiar with all district policies and procedures.
- ❖ To assist the new facilitator in learning the educational values of the communities we serve.
- ❖ To meet formally and informally with the new facilitator and administrator on a basis throughout the school year.
- ❖ To observe the new facilitator in an instructional atmosphere. Observations will be done during the school day and will be arranged between the new facilitator, mentor facilitator and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building with a plan time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
- ❖ To guide the new facilitator to other staff members and resources who can provide direction and support.
- ❖ To assist the new facilitator in developing and maintaining an effective classroom management plan.
- ❖ To offer suggestions regarding a variety of teaching methods and instructional strategies.
- ❖ To follow the checklist of activities and initial the log as activities are completed.
- ❖ To participate in an evaluation and make necessary annual adjustments to the Mentoring Program.
- ❖ To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new facilitator.

- ❖ **All documentation (classroom observations, reflections, and communications) will be kept in the Mentor/Mentee Binder and submitted to campus directors monthly for sign-off.**

September

Activity	Signatures	Date Completed
<p>Mandatory</p> <ul style="list-style-type: none"> ● Participate in semi-monthly new facilitator/mentor meetings to discuss issues ● Mentee completes one observation of the mentor facilitator followed by reflection and feedback (documentation in mentor/mentee binder) ● Mentor facilitator completes one observation of mentee followed by reflection and feedback ● Develop classroom management plan ● Discuss parent/facilitator communication techniques ● Create a substitute folder ● Review grading procedures and scales ● Review state standards ● Review school culture ● Review school procedures ● Review services for special populations (SPED, ELL, 504, GT, RtI) ● Discuss procedures for Progress Reports ● Review roles of campus committees (RtI, 504, GT, ELL, SPED) 		

Campus Director's Signature _____

Date _____

October

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November

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<ul style="list-style-type: none"> Review roles of campus committees (Rtl, 504, GT, ELL, SPED) 		
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Date _____

December

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<p>Mandatory</p> <ul style="list-style-type: none"> ● Participate in semi-monthly new facilitator/mentor meetings to discuss issues ● Mentee completes one observation of the mentor facilitator followed by reflection and feedback (documentation in mentor/mentee binder) ● Mentor facilitator completes one observation of mentee followed by reflection and feedback ● Discuss classroom management plan <p>As Needed</p> <ul style="list-style-type: none"> ● Discuss parent/facilitator communication techniques ● Create a substitute folder ● Review grading procedures and scales ● Review state standards ● Review school culture ● Review school procedures ● Review services for special populations (SPED, ELL, 504, GT, RtI) ● Discuss procedures for Progress Reports ● Review roles of campus committees (RtI, 504, GT, ELL, SPED) 		
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April

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May

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