**Tioga ISD Vision**

The mission of Tioga Independent School District is to graduate confident and competent individuals prepared to communicate, contribute, and interact responsibly in our global community.

**Mentor Induction Program**

Tioga Early College High School requires teachers new to the Tioga ECHS program to participate in new teacher orientation. This initial induction will include training and acculturation, beginning with practical skills and information and narrowing into the art and science of teaching in an early college high school environment. The topics covered are as follows:

* Early College High School Blueprint
* Tioga ECHS Goals, Vision, Student Culture
* ECHS Policies
* Grading Guidelines
* Instructional Resources for the ECHS Classroom
* Classroom Organization for the Teacher with Multiple Preps
* Best Practices for Teaching Dual-Credit Courses

**Guidelines and Framework**

**Role of the Administrator**

* Commit to the Mentoring and Induction Program in its entirety and facilitate the process at the local school
* Select and assign mentors to beginning teachers
* Provide opportunities for mutual release time for mentors and beginning teachers
* Meet with mentors and beginning teachers at beginning, middle, and end of year

**Mentor Teacher**

The mentor teacher must be committed to the vision and goals of the Mentoring and Induction program. Additional mentor teachers will be considered with the following qualifications:

* Certified teacher with a minimum of 3 years of experience
* Complete a mentor training program provided by the district
* Complete a research-based mentor and induction training program
* Teach in the same school
* Teach the same subject or grade level as the mentee
* Exhibit excellent classroom practice and strong content knowledge
* Demonstrate effective classroom management skills
* Maintain positive beliefs toward the potential of improving academic achievement for all students
* Experience working with linguistically and ethnically diverse students
* Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence
* Demonstrate desire and commitment for continuous learning and improvement
* Effective interpersonal and communication skills
* Demonstrate leadership capacity
* Exhibit the ability to consider and honor multiple perspectives
* Knowledge of beginning teacher development

**Role of the Mentor**

* Meet with beginning teacher each week
* Complete four observations per year (once per quarter) and complete a Collaborative Assessment Log for each observation
* Complete mentor logs to be submitted to the Office of Staff Development monthly
* Participate in professional development opportunities throughout the school year
* Coach and assist beginning teachers with curriculum development, classroom management, instructional strategies, assessment of student performance, and all aspects of their professional development

**Mentor Logs**

* Logs will be submitted electronically the last weekday of each month
* A separate log is required for each mentee

**Role of the Beginning Teacher**

* Meet with mentor each week
* Observe mentor teacher or other master teacher twice per year
* Participate in professional development opportunities throughout the school year.
* Reflect on curriculum development, classroom management, instructional strategies, assessment of student performance, and all aspects of their professional development

**Role of the Office of Staff Development**

* Create an organized structure to support the work of beginning teachers and mentors.
* Provide professional development opportunities for beginning teacher, mentor, and administrators
* Provide mentor teacher stipends
* scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities
* mentoring support through providers of mentor training.