



Shepherd's Mentorship and Induction

Shepherd Public Schools

Our District Mission, Vision, and Commitments

We Are Shepherd: A safe, respectful, and positive community where our high expectations and emphasis on personal growth support all students in being successful, lifelong learners.

High School:

We Are Shepherd: Empowering students to achieve greatness. Built Upon: ResPect, LeadeRship, IntegrItY, KinDness and AchiEvement.

Middle School:

Students work towards being Persistent, Responsible, Independent, Dedicated, and Empowered.

Elementary School:

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success through Positivity, Respect, Independence, Discovery, and Empowerment.

Shepherd School's Mentorship and Induction Plan has been a process in our school system for more than 15 years. The original Mentorship program for Shepherd Schools was developed through participation in the Mentors Matter program.

Our mentorship process at Shepherd provides a structured system for new teachers to our District. We require each of our new teachers to be a part of our induction and mentorship program for one year. Teachers who are new to the profession or have 10 years or more experience are all required to be a part of our mentorship and induction program. We feel even if teachers have years of experience, there are things they need to know about being a teacher at Shepherd which will help them integrate into the new school community and understand our policies, procedures and culture.

Our mentorship program is broken down into various parts to help mentor our new teachers for an entire year. From our beginning induction day to our end of year celebration, we have a step by step process to make a new teacher's year more successful.

We believe placing teachers who are new to our district into our mentoring program will help them learn the culture of Shepherd and give them the best foot forward for having a successful tenure in our school system. We take the time to teach our culture and traditions to them so we can have consistency throughout our district.

Through our mentorship program, new teachers are given the support and professional development they need in order to become the best teachers they can be. They will gain practical insights into instructional strategies and student engagement. Shepherd School District feels if we put time into our new teaching staff they are not only more likely to stay in Shepherd, but they will foster a better learning environment for our students. This will allow them to help students achieve more and grow personally to become successful, lifelong learners.

Vision, Mission, and Commitments

Elementary Vision

Positivity
Respect
Independence
Discovery
Empowerment

Elementary Commitments

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success. Faculty and staff are committed to providing a safe and **positive** environment for children to learn and develop. We will teach **respect** for each other, authority, and oneself. Our curriculum will focus on building responsibility and **independence** to make a smooth transition to middle school, high school, and beyond. Shepherd Elementary will encourage **discovery** and growth of social, academic, and personal skills for every student. We believe in the **empowerment** of our students and hold everyone within our walls to the highest standard.

Middle School Vision

P.R.I.D.E.

Persistent

I commit to creating goals for myself and overcoming obstacles by taking the time to do things the right way in order to succeed.

I commit to setting and achieving my goals.

Responsible

I commit to completing my work with my best effort and turning it in on time.

I commit to putting forth my best effort.

Independent

I commit to trying to take on challenges myself before asking for help.

I commit to advocating for myself.

Dedicated

I commit to giving my time and effort towards the things I need most.

I commit to prioritizing my needs.

Empowered

I commit to realizing that I have the power to make my own decisions and choices.

I commit to being confident in my own decisions.

High School Vision

We Are Shepherd: Empowering students to achieve greatness.

Built Upon:

Res**P**ect
Leade**R**ship
Integr**I**ty
Kin**D**ness
Achi**E**vement

Shepherd High School Commitment Statements:

Respect: We commit to thinking before we act and showing everyone respect.

Leadership: We commit to inspiring others to be their best.

Integrity: We commit to being honest and making good choices.

Kindness: We commit to being compassionate and understanding.

Achievement: We commit to giving our best effort in everything we do.

Building Mentor Support

Each new teacher to the Shepherd District is paired with a building mentor. We pair new teachers with experienced professionals who can offer advice, share resources, and demonstrate effective teaching practices. With having a building mentor to meet with weekly, new teachers can enhance their performance and positively impact student growth.

Our mentor program is set up to create a relationship where experienced teachers share their expertise and give advice in teaching practices. New teachers gain exposure to experienced professionals who model best practices in teaching and professional conduct. New teachers are faced with many challenges with classroom management and behaviors that were not taught to them in college. They also have the need to understand yearlong and standards-based lesson planning. A mentor helps alleviate these pressures by offering support and solutions.

The mentor meets with the new teacher once a week for the first school year. These meetings are to touch base and do some reflecting on how things are going and to determine if there is any more need at the district level to help the new staff. Each week the mentor focuses on four questions:

- What is working well?
- What is your current focus?
- What are your challenges or concerns?
- What do you need from Administration (if anything)?

Our mentors also teach and guide our new teaching staff how to effectively run and participate in professional learning communities. We discuss what PLCs look like at Shepherd along with the expectations during those weekly PLC meetings by focusing on the four guiding questions:

- What do we want all students to know and be able to learn?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Monthly Support Structure for New Teachers - Implementation of Mentoring Schedule

***Monthly Meeting Discussion Topics
Monthly Meetings held every 1st Monday of each month***

August

- *New Teacher Orientation*
- *½ day observations*

September

- ACE Curriculum Review with Jenny Combs
- Reflection on first week
- Classroom Management/Procedures/Classroom Climate
- Schedule Mentor meeting times
- ½ day observations review
- Question/Concerns

October

- Student-Led Conference practices
- Classroom holiday celebrations
- Questions/Concerns

November

- Overview of Evaluation system for new teachers
- ½ day observations review
- Testing dates and schedules
- Questions/Concerns
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December

- No meeting – Congrats the year is almost half over!

January

- Semester changes for MS/HS
- Instructional Strategies
- PLC Process Review
- Mid-Year Feedback
- Questions/Concerns

February

- Spring Student-Led Conference time
- ½ day observations
- Questions/Concerns

March

- Testing dates and schedules
- Questions/Concerns

April

- End of the year procedures, paperwork, preparing classrooms, keys, computers, gradebooks, Cum. records, ordering for next year)
- Evaluation of Mentor Program
- Questions/Concerns

May

- End of the year celebration

August New Teacher Orientation

Each year in August, we hold an orientation for teachers who are new to Shepherd. Teachers are paired with a building mentor. They then attend the new teacher orientation together to start the mentoring process for the year. Below is our agenda for the orientation with the items we concentrate on for the first day.

Each new teacher is given a binder. In that binder we include the following items and they are attached at the end of the document:

- Shepherd District Mission Statement
- Each buildings mission, vision and commitment statements
- School Year Calendar
- New Teacher Self-Assessment
- Application of Half-day Release (3 copies) - Each new teacher is given 3 half days of a substitute paid by the district to go to other teachers in our district or surrounding districts to learn from them in areas they need to improve upon whether it be classroom management, subject areas ideas, classroom set-up or help with hand-on learning or project-based learning ideas.
- Danielson Framework information for evaluations
- Breakdown of first three years of evaluations- Our teachers are evaluated on using a three step process through the use of Danielson Famerock and the EPAS system.
- New Teacher Checklists
- School Reference Guides for each building - This goes through who works in each building as in what capacity. It also covers individual building policies and procedures to help new staff understand and have a reference to refer back to in the future.
- Bus Request Directions
- Technology Induction Information

Mentors get a packet with information which includes:

- Weekly meeting requirements
- Expectations
- Observations forms - various ones
- Reflection information and guiding questions
- Checklist to help teachers prepare for their first days

New Teacher Induction Program

August 19, 2024

8:00 – 3:00

Where: Administration Board Room - next to district offices

Dress: Casual dress

New Teacher Induction's guiding questions

- What is there about the culture of Shepherd School District that I need to know in order to be successful this year?
- What support systems are in place to help me be successful in the Shepherd School District?

8:00 a.m. - Welcome!

- Introductions (Principals, Building Support Teachers, New Teachers)
- Welcome bags (Provided by SEA)

8:45 a.m. - District Mission Statement and Goals

9:00 a.m. - District Level Orientation

- Shepherd Education Association - SEA (Alesia Styren)
- PowerSchool – (Craig McKinney)
- Technology Overview (Jeff Armstrong)
- School Nurse – What is her role? (Hope Goodburn)
- Payroll and Benefits – what to expect, payroll lane, and step with relation to incoming credits (Kinsey Szillat/Charly Bermes)
- Athletic/Advising Opportunities (Tina Downing/KJ Poepping)
- Yellowstone Boys and Girls Ranch (Tina Bell/Krischel Moran-Gonzalez YBGR)
- New Teacher Notebook
- New Teacher monthly meetings
 - o Sept. 9, Oct. 7, Nov. 4, Jan. 6, Mar. 3, Apr. 7, May 5
- Code of Professional Conduct/Professionalism-PowerPoint *Included as evidence*

10:30 a.m. -

PLC Process/Collaboration (individual building and district-wide)
Classroom Management – The first days/weeks of school - restrictions
Think about the first days of school. How will you welcome your students?
Organize your classroom? Learn your students' names? Teach your procedures and routines?

11:00 a.m. - Walking Tour of the District Campus as a group (Elem – MS/HS)

12:00 p.m. - Lunch (sponsored by SEA) – teachers, mentors, admin.

2:00 p.m. – Emergency App (E3)

2:15 p.m. Meet with the building Principal to go over Staff Handbook and

- Philosophy of the Building
- Professional Learning Communities (PLC)
- Response to Intervention (RtI)
- Professional Growth Opportunities/Committees
- Observation/Evaluation process in building and goal setting
- Specific Building Procedures/Rules and Culture of the building
- Classroom Schedule for the year
- Discipline-Montana Behavior Institute (MBI)
- Parent Contact Rules
- Class lists/mentor grouping

Evaluation and Feedback of the Mentor Program

At the end each year, both our mentors and our new teaching staff are asked to evaluate the mentor program. We are looking for information on ways to improve the program and what needs to be included as well as what needs to be changed. We want the most effective program for our new teaching staff. We want to use the feedback to make adjustments to ensure the program meets the evolving needs of all participants.

Conclusion

Shepherd Schools' mentorship and induction program adds to our mission of personal growth; not only do we want our students to make personal growth but we would like our staff to grow as well. Each day we have the chance to improve and get better.

Early-career teachers are more likely to stay when they feel supported and valued, lowering the number of teachers who leave the profession from not feeling supported. We want our new teachers to learn and grow from our mentorship program and from the professionals they are paired with in our program. Mentorship fosters a sense of belonging and professional growth, contributing to the new teacher doing an overall better job and being more satisfied with where they work.

A comprehensive mentorship and induction plan ensures new teachers are supported professionally, socially, and emotionally. We use the program to set the foundation for their success and retention. Supported teachers are better equipped to deliver high-quality lessons, resulting in improved student performance and overall personal growth. Mentorship encourages collaboration among staff members, which in turn fosters a stronger sense of community and shared purpose. [We Are Shepherd!](#)