

SUPPORT FOR NEW TEACHERS THROUGH HIGH-QUALITY MENTORING AND INDUCTION



A Resource Packet Provided for
New Mexico School Districts and Charters
by the New Mexico Transition to Teaching Program
of the Professional Development Bureau,
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Carol Carpenter, Program Director

**SUPPORT FOR NEW TEACHERS
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Note: The Public Education Department **does not** currently provide mentor allocations for the second or third year of mentoring if the first year is determined to be adequate. However, district partners in the New Mexico Transition to Teaching Program (NMT2T) are funded by NMT2T for mentoring in the second and third year of the new teacher's career. This is site-based mentor support for the NMT2T recruits as per Grant Award #U350B060011.

THE BENEFITS OF TEACHER MENTORING

GOAL: TO ENSURE THAT CHILDREN HAVE A QUALITY TEACHER IN EVERY CLASSROOM, EVERY DAY!

Quality mentor training provides the mentor with various ways to help the new teacher:

- **Directive:** “This is how the online grade book works.” “This is the form for requesting materials.” “Here are the lunch and recess schedules.”
- **Collaborative:** “Let’s go over Robert’s work together and see what we can learn about him.” “Help me understand what is going on in your class that creates this challenge for you.”
- **Facilitative:** “Where do you think you will go for that information?” “Would you now like to observe a veteran teacher in your subject area?”

When trained Mentors help guide New Teachers,
we see results reflected in Higher Student Achievement (AYP).

The Outcomes of a Quality Mentoring Program:

- Mentor teachers become stronger reflective practitioners and more active in improving their own instructional strategies while in the process of helping protégés.
- Trained mentors reflect on the many roles of a mentor and learn when to move in and out of these roles to best assist the protégé.
- Good mentors help to create a professional growth environment which will sustain and encourage the protégé as well as other staff members through a climate of collaboration.
- Mentors become skilled at recognizing attitudes, behaviors, and skill levels in themselves and in their protégés, moving each other toward improvement.
- Mentors learn to identify the needs of protégés, and know how to modify support to meet the needs.
- Mentors learn various tools that help the protégé: “If the only tool you have is a hammer, you tend to treat everything like a nail.” Training opens doors to new options to assist the newest members of our profession.

TEACHER RETENTION DEPENDS UPON STRONG SUPPORT FOR NEW TEACHERS
--New Teacher Center at Santa Cruz, University of California (2006)

Comments from teachers who received mentor training: “Practical, useful info to take back to school and to my protégé! Thanks!” “Good delivery of information, materials, and mentoring model.” “Your enthusiasm made it easy to be here [for training].” “[I learned] how to be a mentor who is proactive.” “Well done! I learned something to improve my teaching and my mentoring.”

Research tells us that if low-performing students have an effective teacher, the average gains will be 53% as opposed to students who have an ineffective teacher whose students will only have an average 14% gain. (Sanders and Rivers, 1996)

Research also tells us that with **embedded professional development, such as that provided by an onsite mentor, student gains will be measured at 93%** as compared with teacher’s obtaining masters degree (12%), professional development apart from other staff (20%), and school-wide professional development (38%). (NAAC Report, 2003)

For more information contact New Mexico Transition to Teaching, 444 Galisteo, Santa Fe, NM 87501 Phone 505.827.3578, or email Carol Carpenter, NMT2T Program Director at carol.carpenter@state.nm.us

ACTION RESEARCH: WHAT THE MENTORS AND PROTÉGÉS ARE SAYING

PROTÉGÉ FEEDBACK:

On-line Peer Group responses from March, 2006

- I started out in my position...and was humbled by the amount of time and knowledge that was needed for the special education students. From the beginning I was supported and guided through the process and paperwork of my job. The fellow teachers and my current mentor have been invaluable. Because I feel safe with my coworkers, I can go to them when I am in need.
- Mentoring was an excellent way for me, as a new teacher, to open up to collegial communication. I am a very independent person and sometimes do not extend myself to others in the workplace. I think in a school community it is important to be open to different ideas and the creativity of other teachers. The mentoring process was a great way to approach this idea.
- It was helpful to have someone to be able to ask any question when needed, and also to have another teacher to share struggles and successes with.
- As a first year teacher I have definitely recognized myself as a life-long learner; there will always be something I could be doing better or perhaps more efficiently. I also realized this year that I still have a lot to learn about being a truly effective teacher and reaching every single student in my class. I had a wonderful mentor who helped me realize my full potential and helped me through a challenging year.
- As a first year teacher I feel very grateful that I was assigned such a wonderful mentor. I have gone to her for *everything* this year. She is very professional and willing to share ideas.
- I feel that as teachers we never stop learning. Each year we get a new bunch of students with new things to teach us. I do feel that having a mentor has helped me learn all that I can this year from my class!
- My mentor encouraged me to try new things and has been very supportive of all that I have done this year. I look forward to next year to apply everything that I have learned from the very start!
- We must all be humble lifelong learners or stagnate and face irrelevance. Technology, culture, knowledge, best practices research and pedagogy methods, and opinions are changing at lightning speed. I have approached the many mentors available to me this year. Depending upon my question or issue, I have aggressively sought out the most appropriate person many times throughout the year, and certainly will [continue this] in the future.
- My mentor has proved helpful to me in so many ways—answering questions, sharing her experiences, fundraising ideas, being in my classroom—the list just goes on.
- My experience as a first year teacher has been wonderful! I can't say enough positive things in regard to my mentor, as well as the other teachers in my grade level.
- It is so beneficial to come into a new environment knowing that you are not alone in the classroom. We have already begun discussing next year and dossiers. I realize that to be in the teaching profession, it is imperative to be a lifelong learner.
- As I prepare to attend a four-day conference, my mentor has been invaluable to me with tips and information that will be so helpful during the conference and in the future.
- I have appreciated the regular "checking in" that my mentor has done with me.
- I have been fortunate to know that my formal mentor, as well as several others, were genuinely interested in making time to answer my questions and share (not hoard) their experience, success, and insight.

MENTOR FEEDBACK:

On-line Peer Group responses from April, 2006

Mentors responded to these statements:

1. When we walk away from a conversation with our protégé, the protégé should be left with a clear goal (action) and a feeling of optimism.

2. The mentor's clarity increases his/her influence with the protégé. Clarity about who you are, your purpose and your vision is at the heart of authenticity.

- I believe that we communicate well and that my protégé has a clear goal and a feeling of optimism. If optimism is a little difficult, as it sometimes is, we add humor to the situation. Regarding the second question, yes, I agree with this statement. I believe that is the reason we have seasoned, not "old," teachers as mentors.
- Having a plan, a strategy, or a "trick" can often be the line between feeling overwhelmed and being confident in the classroom. We are old dogs teaching new tricks! The great thing is many of our protégés have some new tricks ready for us to use, too.
- I agree that a mentor's self-confidence is critical in this process. But, we don't need to be of the mindset that we have all the answers. We need to establish a learning partnership, co-op, resource, etc. for the exchange of good and great ideas, and facilitate, not dictate, our protégé's introduction to the teaching field.
- My protégé is very self-sufficient and does a great job. Whenever we meet, we discuss our goals, possible outcomes, and any course of action that is needed. We make it a point to end our conversation on a positive note. My protégé is a very enthusiastic person, so this is not a problem.
- In defining who I am, I have shared my mission statement and my goals with my protégé. I bring my teaching experience to the relationship, and she brings her youthful energy. It works!
- My protégé is a well-educated, self-sufficient, and fairly confident first year teacher. It has been my pleasure to help her get started this year. I do believe that when we walk away from our meetings, she has been encouraged and has felt more optimistic about her classroom experiences. Although she has done exceptionally well this year, there have been times when I have been able to help her focus on the major [issues] and weed out the many distractions that can keep us from accomplishing our goals in the classroom. It has also been a pleasure to develop a new and lasting friendship.
- I have been teaching for 12 years. I feel strongly about many issues in education. I do know who I am as a person and as a teacher, and what my purpose is here. I strongly agree with the [second] statement and believe that part of the success of our relationship has been because of this. My protégé also is very clear on who she is and why she is here. That has greatly contributed to her outstanding success as a first year teacher.
- After conversations with my protégé, I walk away with a feeling of accomplishment. I am confident I have been helpful. Frequently, other thoughts still occur and I share those with my protégé as soon as I can.
- I do feel optimistic, too. I have a passion for my job, and I feel that I transmit that to my protégés. There have been several occasions when I have been able to help them find a positive point when they may have been having trouble.
- Maybe I am lucky in that my protégés are doing well, as much as I would like to take all the credit. I know it is because they were well educated themselves, so they have appropriate knowledge for their fields, making my job relatively easy!

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WHAT THE RESEARCH TELLS US

“On the whole, the school reform movement has ignored the obvious: What teachers *know* and *can do* makes the critical difference in what children learn. Policies can improve schools only if the people in them are armed with the knowledge, skills, and supports they need. Student learning in this country will improve only when we focus our efforts on **improving teaching.**”

From the Report of the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*



Is Mentoring Worth the Money?

A Benefit-Cost Analysis and Five-year Rate of Return of a Comprehensive Mentoring Program

REVISED VERSION. This study describes a benefit-cost analysis of a comprehensive mentoring program for beginning teachers conducted in a medium-sized California school district. Using actual program cost information and data on student achievement, teacher retention, and mentor evaluations, a benefit-cost analysis was performed to determine whether comprehensive mentoring for beginning teachers makes financial sense. The data showed that, contrary to expectations, increases in teacher effectiveness yielded greater savings than the reduction in costs associated with teacher attrition...Using evidence from one medium-sized California school district, the article describes how every \$1 invested in a comprehensive induction program produces a return of \$1.66 after five years, adjusted for inflation. Implications are drawn for both education and public policy.

by Dr Anthony Villar and Michael Strong, New Teacher Center, University of California, Santa Cruz

“Initial findings from...studies suggest that beginning teachers who receive comprehensive induction support for two years are more likely to have classes that achieve reading gains than those who do not receive this support. Further, their classes make gains at rates similar to those achieved by veteran teachers.”

New Teacher Center Research Brief
January 2006, Issue #06-01

Additionally, the research of Richard Ingersoll and Linda Darling-Hammond indicates that three out of five teachers leave the profession in the first five years if not properly inducted into the profession.

We know from this research, and from our own action research here in New Mexico, that it is not enough to place teachers in the classroom. We must support the newest members of our profession with researched-based strategies that help the teacher become successful.

It is essential that we provide excellent induction and mentoring for our new teachers. In so doing, we will be providing **high-quality teachers for every child in New Mexico.**

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MENTORING STANDARDS AND BENCHMARKS

As proposed by the Mentoring Leadership and Resource Network, used by permission

STANDARD 1.

Mentoring programs should be designed with a clear vision of program scope in mind.

- a. Program size is carefully defined.
- b. Program expectations are clearly stated.
- c. Available resources are secured.
- d. Program expectations and support are balanced.

STANDARD 2.

Mentoring incentives appropriate to the circumstances should be used.

- a. Intrinsic desire is the fundamental motivating factor for the mentor.
- b. Peer support is provided to the mentor.
- c. Release time is provided if appropriate to the circumstances.
- d. Training is provided if appropriate to the circumstances.
- e. Financial support is provided if appropriate to the circumstances.

STANDARD 3.

Mentors should be prepared for the mentoring experience.

- a. Mentors understand program expectations.
- b. Mentors receive adult learning theory training if appropriate to the circumstances.
- c. Mentors receive advanced training in pedagogical approaches if appropriate to the circumstances.
- d. Mentors receive advanced technical training (e.g. subject matter, technology, etc.) if appropriate to the circumstances.

STANDARD 4.

Strategies for mentor selection and matching should be designed and implemented.

- a. Mentors selection criteria are defined.
- b. An efficient and effective mentor selection process is operational.
- c. Formal and informal mentor/protégé matching strategies are employed as appropriate to the circumstances.

STANDARD 5.

Information regarding the effectiveness of the mentoring experience should be collected, analyzed and evaluated.

- a. Assessment approaches have been designed to focus on criteria related to successful mentoring experiences.
- b. Rubrics are used to evaluate information that has been collected.
- c. Protégés, mentors and program administrators provide feedback on program effectiveness.

Summary

This article has drawn upon information about successfully operating mentoring programs in order to formulate a set of mentoring program standards. Five critical dimensions of successful mentoring programs were identified through an analysis of the survey information that was collected. These critical dimensions formed the foundation for the standards. Each standard addresses one of the critical dimensions. Survey information also revealed that each dimension represented a spectrum of approaches that successfully operating mentoring programs employ. The benchmarks associated with each standard suggest the range of possibilities for addressing the standard and serve to further define the essence of the standard.

These Mentoring Program Standards represent a guide for mentoring program design and they offer a framework against which existing programs can be evaluated. As staff developers and program administrators continue to learn more about successful mentoring programs, refinements and adjustments to these standards and benchmarks can be expected.

About These Mentor Forms

These forms are provided to districts and charters as tools for site-level accountability.
DO NOT send any of these forms to the Public Education Department.

It is recommended that the following forms be turned in to your school/district or Mentor Facilitator or Site Administrator:

1. Mentor Application (when beginning the mentoring)
2. Self Survey
3. Partnership Information Sheet (when partner is assigned)
4. Compatibility Report (after working with partner about 30 days)
5. Mentor Log (due each semester or as required by district)

The additional forms and self-assessments are for use *if they are helpful* to the mentor/protégé team or if required by local program.

PLEASE NOTE:

- Mentors *must* receive training. Please contact your site administrator if training is needed. See NMAC 6.60.10 (page 40 in this handout)

Submit completed forms through school mail, email or by US mail to:

(name and address of district mentor facilitator or site administrator)

SELF-SURVEY: SHOULD I BECOME A MENTOR
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Name _____ School _____ Date _____

This checklist is based on the characteristics of effective mentors and is designed to help educators who are thinking about becoming mentors. Please place an (X) in the column that represents the degree to which the statement characterizes the way you see yourself. This survey should be completed before you complete a mentor application form and should be returned with that application.

QUESTIONS

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
I see myself as being people oriented; I enjoy working with other professionals.					
I am a good listener and respect my colleagues.					
I am sensitive to the needs and feelings of others.					
I recognize when others need support or independence.					
I want to contribute to the professional development of others and share what I have learned.					
I find rewards in service to someone who needs my assistance.					
I am able to support professional growth and help others without taking charge within a professional framework.					
I am able to adjust my schedule to more effectively meet the needs of others.					
I am confident and secure in my knowledge and try to remain up-to-date.					
I enjoy the subject(s) I teach or the position I hold.					
I set high standards for my students and myself.					
I use a variety of methods to enhance student learning.					
My students are engaged in active learning.					
Others look to me for information about subject matter and methods.					
Overall, I see myself as a competent professional.					
I use my strengths to support my colleagues.					
I am able to explain things at various levels of complexity and detail.					
Others are interested in my professional ideas.					
I am familiar with New Mexico content and standards and use them to inform my teaching.					
<i>Total number of checks in each column</i>					

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MENTOR APPLICATION

Please PRINT and return to Mentor Facilitator or Site Administrator.

Approval of application will follow procedures outlined in District Mentoring Plan (NMAC 6.60.10.D.)

Name _____ School _____

Email _____

Phone (home) _____ (Work) _____ (other) _____

SS# (for district use to pay stipend; will be kept confidential) _____

Position _____ Level of teaching license (circle) I II III

Grade levels taught _____ Subjects _____

Endorsements _____ Highest degree earned _____

Recognition/Awards _____

Years of teaching experience _____ Mentoring experience _____

Please check YES or NO:

YES NO

- ___ ___ Are you willing to serve as a mentor for one school year?
- ___ ___ Are you willing to receive mentor training if you haven't already had it?
- ___ ___ Do you participate in staff development opportunities?
- ___ ___ Do you incorporate current best practices into your teaching?
- ___ ___ Have you completed a self assessment for mentoring, "Self-evaluation for Mentors?"
- ___ ___ Are you willing to complete observations of your protégé, as well as formative evaluations of the observations? Formative evaluation is a formal document that identifies data that is requested by the classroom teacher, thoroughly explained in the mentor training.

On the reverse of this application, or on another sheet, please write a short paragraph explaining why you would like to mentor a beginning teacher.

Professional references (3 people who can attest to your work as an educator and your collaborative abilities)

- 1. Name _____ Phone(s) _____
Address _____
- 2. Name _____ Phone(s) _____
Address _____
- 3. Name _____ Phone(s) _____
Address _____

Mentor Candidate Signature _____ Date _____

Principal's Approval: ___YES ___NO

Principal's Signature * _____ Date _____

*Approval indicates that the principal approves application and appropriate release time to facilitate mentor/protégé partnership as per district Mentoring Plan.

MENTOR AND PROTÉGÉ PARTNERSHIP INFORMATION SHEET

To be completed by Mentor and Protégé individually

PLEASE PRINT

Name _____

I am a (circle one) Mentor Protégé

School _____

Grade Levels taught or assignment _____

Site Phone _____ Other phone _____

Home Address* _____

City, State, Zip _____

Most frequently used email address* _____

*If this information changes, please contact your personnel department and the Mentor Facilitator

Date of employment with current assignment: _____

Partner _____

(If you have not been partnered with anyone yet, leave this blank)

Please return this form to:

PROTÉGÉ NEEDS ASSESSMENT

(1 PAGE)

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The following will assist you as a protégé to inventory your experiences and areas of need. This information will not be shared with your building administrator, it will only be used by your district mentor facilitator to assist in matching you to a mentor and once matched, to give your mentor a concept of your specific strengths and areas where you want to grow.

Name _____

School _____

1. Previous educator experience, including student teaching or internship.

2. List your three strongest assets as an educator.

3. List your three areas of concern as a new educator with this agency/ district.

How would you rate your skills in the following areas: 1 – developing, 2 – confident, 3 – accomplished
Place a check in the corresponding box.

1	2	3		1	2	3	
			Lesson planning				Dealing with crisis in the classroom
			Planning for a substitute teacher				Addressing student learning standards
			Large group instruction				Establishing rapport with faculty and staff
			Small group instruction				Understanding of teaching/learning styles
			One-to-one instruction				Parent conferencing and communication
			Creating & administering informal assessments				Understanding of cultural or ethnic differences
			Planning instructional units				
			Planning for students with special needs, including "at risk" and "gifted"				Ability to set appropriate levels of expectations for student achievement
			Planning and producing instructional materials				Supporting school improvement goals
			Behavior management				Addressing teacher performance standards

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PROTÉGÉ NEEDS ASSESSMENT

(2 PAGES)

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Protégé completes this form and gives to assigned mentor. The information sheet and survey should be completed at the beginning of the year.

The following will assist you as a protégé to inventory your experiences and areas of need. The information provided will assist your mentor in supporting your professional growth. Thank you.

Name _____ School _____

Subject or grade level _____ Date _____

First Year _____ Second Year _____

1. Previous educator experience, including student teaching and internship.

2. List your three strongest assets as an educator.

3. List your three areas of concern for the year.

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The Beginning Teacher Induction Program is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics. Thanks very much.

	No concern		Somewhat concerned		Very concerned
Expectations					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
Teaching					
6. Determining student academic ability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	1	2	3	4	5
Classroom Management					
11. Student discipline	1	2	3	4	5
12. Preparation time	1	2	3	4	5
13. Assessing/grading student work	1	2	3	4	5
14. Organization of the classroom	1	2	3	4	5
15. Management of paperwork and reports	1	2	3	4	5
16. Accessing materials, supplies, equipment	1	2	3	4	5
17. The budget for instructional materials	1	2	3	4	5
Relationships					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5
23. Your number of years of teaching experience _____					
Other Concerns?					
<u>24</u>	1	2	3	4	5
<u>25</u>	1	2	3	4	5
<u>26</u>	1	2	3	4	5

NON-EVALUATIVE OBSERVATION


To be used by trained mentor for data collection as requested by new teacher

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Mentor _____ New Teacher _____

Date of Observation _____ Place _____

Type of Observation: NT observes mentor Mentor observes NT
 Mentor & NT together observe another teacher

<u>Pre-conference</u>	
Determine the objectives for the lesson to be observed	
Define the activities of the new teacher & students to achieve the objective	
Use nonjudgmental, open questions to guide lesson improvement	
Seek the NT's prediction of how well the instruction will work	
Clarify what the teacher wants to learn from the observation experience	
Determine the data that needs to be collected to support that learning	
Decide on or create the tool for collecting the data	
Decide exactly how the mentor/coach will collect the data	
<u>Observation</u> – Collecting the data while observing	
<u>Post Conference - (Reflecting Conference)</u>	
Prompt the teacher's recall of the lesson taught, student responses, & lesson success	
Prompt the teacher's reflection on differences between the planned & predicted lesson	
Present, without observer's analysis or comment, the data collected on the actual lesson	
Ask questions to prompt teacher comparison of the intended, predicted & actual data	
Ask questions to prompt reflection on what went well & what needs improvement	
Ask questions to prompt how information learned from this observation will be used in the future	
Ask questions to prompt feedback about the coaching process	

Mentor/New Teacher Collaborative Assessment Log with New Mexico Teacher Competencies

adapted from The New Teacher Center, University of California at Santa Cruz

This form is helpful for brief or more comprehensive conversations. Teacher competencies are printed as a reference and a reminder to address all competencies over the course of a semester. Indicate competency discussed by circling the number(s).

What is working well 	What is not working well
Teacher's next steps 	Mentor's next steps

Next Meeting
Date _____ Time _____ and Focus _____

New Mexico Teacher Competencies
--

1. Has Content Area Knowledge and Approved Curriculum Knowledge
2. Utilizes a Variety of Teaching methods and Resources
3. Communicates w/Students and Gets Feedback Resulting in Enhanced Student Learning
4. Understands Student Growth, Development and Learning and Applies this Knowledge Appropriately
5. Effectively Utilizes Techniques and Procedures for Student Assessment
6. Provides an Educational Setting to Promote Positive Student Behavior and a Safe and Healthy Environment
7. Recognizes Student Diversity and Creates a Positive Atmosphere to Involve Diverse Students and Promote Self-Esteem
8. Willing to Examine and Implement Change When Appropriate
9. Works Productively with Colleagues, Parents, and Community Members

Mentor Teacher/Protégé Checklist – Elementary

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these.

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August/September	ACTIVITY/TOPICS	DATE/TIME
	Orientation Program	
	Protégé Needs Assessment	
	Data Folders (Baldrige Schools)	
	Attendance and First Week Attendance	
	Faculty Handbook	
	Student Handbook	
	Equipment	
	Text Books	
	E.P.S.S.	
	Safe Schools Plan	
	Copy Machines	
	Curriculum, Standards/Benchmarks	
	Discipline Code	
	Duty Schedules	
	Emergency Procedures	
	Enrichment Classes	
	Faculty Facilities	
	Field Trip Procedure	
	Fire Drills	
	Grade Book/Grading Procedures	
	Guidance Counselor	
	Seating Arrangements	
	Substitute Plans	
	1 st Week Lesson Plans	
	Grading Software	
	Student Progress Reports	
	I.E.P.'s/Inclusion/Modifications/Accommodations	
	Library Schedule	
	Mailboxes for Faculty/Telephone Privileges	
	Plan book	
	Permanents Records/C.U.M.'s location and check-out procedures	
	Policy for Student leaving Prior to Dismissal	
	Reading Group Assignments	
	Reading Records	
	Resource Materials	
	Room Preparation	
	Specialist Duties	
	Staff Developments	
	Student Assemblies	
	Student Publications	
	Instructional Calendars	
	Cultural Diversity	
	Required Pre-assessments	
	Evaluation Procedure	
	Back-to-School Night	
	Medical Alert Lists	

Mentor Teacher/Protégé Checklist – Elementary

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these.

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	Paperwork and Forms Sent to Parents Including: Student Insurance, Free Lunch, Health Survey, Emergency Cards, Fluoride	
	Schedule Meetings	
	Parent Communications/Conferences	
	Report Cards – grade collection, etc.	
	Grading Procedures	
	Protégé Needs Assessment Update	
	Other Topics Discussed:	
October	Snow Days and Delays	
	Staff Development Days	
	Sponsored Events for Students and/or Families	
	Schedule Protégé Observations	
	Academic Contracts	
	Impact/Core Team Referrals	
	Appropriate and Inappropriate Decor for Holidays at School	
	Mid-terms/finals	
Other Topics Discussed:		
November	Review Permanent Records	

Mentor Teacher/Protégé Checklist – Elementary

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these.

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	Other Topics Discussed:	
December	Retention Policies	
	Other Topics discussed:	
January	Review of Report Card Procedures	
	Parent/Student Led Conferences	
	Standardized Testing Procedures	
	Other Topics Discussed:	
February	Testing	
	Other Topics Discussed:	
March	Spring Break	
	Assess Classroom Management	

Mentor Teacher/Protégé Checklist – Elementary

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these.

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	Other Topics Discussed:	
April	Review/Update Permanent Records/C.U.M.'s	
	Letter of Intent	
	Rehiring Procedures	
	Review Field Trip Procedures	
	Other Topics Discussed:	
May/June	Awards	
	Individual Meetings	
	Awards Assemblies	
	Equipment Storage	
	Inventory – Text Books, Furniture	
	Assessing/Collecting Fines	
	Field Day	
	Final Grade Averages	
	Permanent Record/C.U.M.'s Procedure	
	Closing of Classroom	
Other Topics Discussed:		

Mentor Teacher/Protégé Checklist – Mid-School

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these. ©2008 Barry Sweeny www.teachermentors.com

AS NEEDED	ACTIVITY/TOPICS	DATE/TIME
	Field Trip Procedures	
	Room Maintenance	
	Purchase Orders	
	Fund Raisers	
	P.D.P. (Professional Development Plan)	
MONTH	ACTIVITY/TOPICS	DATE/TIME
August/September	Orientation Program	
	Protégé Needs Assessment	
	Data Folders (Baldrige schools)	
	Regular Attendance and first week attendance	
	Faculty Handbook	
	Student Handbook	
	Equipment	
	Text Books	
	E.P.S.S.	
	Safe Schools Plan	
	Copy Machines	
	Curriculum, Standards/Benchmarks	
	Discipline Code	
	Duty Schedules	
	Emergency Procedures	
	Enrichment Classes	
	Faculty Facilities	
	Fire Drills	
	Grade Book/Grading Procedures	
	Student Progress Reports	
	Guidance Counselor	
	Seating Arrangements	
	Substitute Plans	
	I.E.P.'s/Inclusion/Modifications/Accommodations	
	Grading Software	
	Library Schedule	
	Mailboxes for Faculty/Telephone Privileges	
	Plan book	
	Permanents Records/C.U.M.'s location and check out procedures	
	Policy for Student leaving Prior to Dismissal	
	Teams	
	Resource Materials	
	Room Preparation	
Specialist Duties		
Staff Developments		
Student Assemblies		
Student Publications		
Instructional Calendars		
Cultural Diversity		

Mentor Teacher/Protégé Checklist – Mid-School

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these. ©2008 Barry Sweeny www.teachermentors.com

	Required Pre-assessments	
	Evaluation Procedure	
	Back-to-School Night	
	Medical Alert Lists	
	Paperwork and Forms Sent to Parents Including: Student Insurance, Free Lunch, Health Survey, Emergency Cards, Fluoride	
	Schedule Meetings	
	Parent Communications	
	Report Cards	
	Grading Procedures	
	Other Topics Discussed:	
October	Protégé Needs Assessment Update	
	Snow Days and Delays	
	Staff Development Days	
	Sponsored Events for Students and/or Families	
	Schedule Protégé Observations	
	Academic Contracts	
	Impact/Core Team Referrals	
	Appropriate and Inappropriate Decor for Holidays at School	
	Report Cards	
	Other Topics Discussed:	
November	Mid-terms/finals	

Mentor Teacher/Protégé Checklist – Mid-School

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these. ©2008 Barry Sweeny www.teachermentors.com

	Other Topics Discussed:	
December	Assess classroom management	
	Other Topics Discussed:	
January	Retention Policies	
	Review of Report Card Procedures	
	Parent/Student Led Conferences	
	Other Topics Discussed:	
February	Standardized Testing Procedures	
	Revisit PDP	
	Other Topics Discussed:	
March	Testing	
	Spring Break	

Mentor Teacher/Protégé Checklist – Mid-School

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these. © 2008 Barry Sweeny www.teachermentors.com

	Other Topics Discussed:	
April	Assess Classroom Management	
	Letter of Intent	
	Rehiring Procedures	
	Other Topics Discussed:	
May/June	Review Field Trip Procedures	
	Awards	
	Individual Meetings	
	Awards Assemblies	
	Equipment Storage	
	Inventory – Text Books, Furniture	
	Assessing/Collecting Fines	
	Field Day	
	Final Grade Averages	
	Closing of Classroom	

Mentor Teacher/Protégé Checklist – Mid-School

Mentors: Many of these activities may not apply to your and your protégé's situation. Please scratch through these. ©2008 Barry Sweeny www.teachermentors.com

	Other Topics Discussed:	
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Mentor Teacher/Protégé Checklist—High School

Mentors: Some of these activities may not apply to your and your new teacher's situation. Please add or delete activities. ©2008 Barry Sweeny www.teachermentors.com

AS NEEDED	ACTIVITY/TOPICS	DATE/TIME
	Field Trip Procedures	
	Room Maintenance	
	Purchase Orders	
	Fund Raisers	
	P.D.P. (Professional Development Plan)	
MONTH	ACTIVITY/TOPICS	DATE/TIME
August/September	Orientation Program	
	New Teacher Needs Assessment (at end of this document)	
	Data Folders (Baldrige schools)	
	Regular Attendance and first week attendance	
	Syllabus	
	Class Rosters	
	Student Action/Success Plans	
	Assessment Tools	
	Homecoming	
	Faculty Handbook	
	Student Handbook	
	Equipment	
	Text Books	
	E.P.S.S.	
	Safe Schools Plan	
	Copy Machines	
	Curriculum, Standards/Benchmarks	
	Discipline Code	
	Duty Schedules	
	Emergency Procedures	
	Enrichment Classes	
	Faculty Facilities	
	Fire Drills	
	Grade Book/Grading Procedures	
	Student Progress Reports	
	Guidance Counselor	
	Seating Arrangements	
	Substitute Plans	
	I.E.P.'s/Inclusion/Modifications/Accommodations	
	Grading Software	
	Library Schedule	
	Mailboxes for Faculty/Telephone Privileges	
	Plan book	
Permanents Records/C.U.M.'s location and check out procedures		
Policy for Student Leaving Prior to Dismissal		
Teams		
Resource Materials		
Room Preparation		
Specialist Duties		

Mentor Teacher/Protégé Checklist—High School

Mentors: Some of these activities may not apply to your and your new teacher's situation. Please add or delete activities. ©2008 Barry Sweeny www.teachermentors.com

	Staff Developments	
	Student Assemblies	
	Student Publications	
	Instructional Calendars	
	Cultural Diversity	
	Required Pre-assessments	
	Evaluation Procedure	
	Back-to-School Night	
	Medical Alert Lists	
	Paperwork and Forms Sent to Parents Including: Student Insurance, Free Lunch, Health Survey, Emergency Cards, Fluoride	
	Schedule Meetings	
	Parent Communications	
	Grading Procedures	
	Other Topics Discussed:	
October	New Teacher Needs Assessment Update (at the end of this document)	
	Snow Days and Delays	
	Staff Development Days	
	Sponsored Events for Students and/or Families	
	Schedule New Teacher Observations	
	1 st Quarter Tests	
	Impact/Core Team Referrals	
	Grade book Management	
	Grade Reporting	
Other Topics Discussed:		
November	Parent/Teacher Conferences	
	Review Lesson Plans, Teaching Methods, Assessment Tools	
	Semester Exam and Study Guide	

Mentor Teacher/Protégé Checklist—High School

Mentors: Some of these activities may not apply to your and your new teacher's situation. Please add or delete activities. ©2008 Barry Sweeny www.teachermentors.com

	Other Topics Discussed:	
December	Assess classroom management	
	Semester Grading Criteria	
	Semester Grade Book Procedures	
	Other Topics Discussed:	
January	Retention Policies	
	New Grade Book Procedures	
	Career Path Counseling	
	Testing Procedures	
	Pre-registration Procedures	
	Parent/Student Led Conferences	
	Other Topics Discussed:	
February	Standardized Testing Procedures	
	Revisit PDP	
	Review lesson Plans, Teaching Methods and Assessment Tools	

Mentor Teacher/Protégé Checklist—High School

Mentors: Some of these activities may not apply to your and your new teacher's situation. Please add or delete activities. ©2008 Barry Sweeny www.teachermentors.com

	Other Topics Discussed:	
March	3 rd Quarter Exams	
	3 rd Quarter Management Review	
	Prom	
	Summer Professional Development Opportunities	
	Spring Break	
	Other Topics Discussed:	
April	Assess Classroom Management	
	Letter of Intent	
	Rehiring Procedures	
	Other Topics Discussed:	
May/June	4 th Quarter Management Review	
	Semester Finals and Study Guides	
	May Activities	
	Graduation Ceremonies	
	Awards Assemblies	
	Equipment Storage	
	Inventory – Text Books, Classroom	

Mentor Teacher/Protégé Checklist—High School

Mentors: Some of these activities may not apply to your and your new teacher's situation. Please add or delete activities. ©2008 Barry Sweeny www.teachermentors.com

	Assessing/Collecting Fines	
	Checkout Procedures	
	Final Grades	
	Closing of Classroom	
	Other Topics Discussed:	

THE POWER OF PEER GROUPS

Many schools and districts find it helpful to conduct peer group meetings once or twice each semester, either in person or online. If these are live meetings, refreshments are usually appreciated, especially if they are “brain foods” rather than junk foods. (Fresh fruit, nuts, veggie plates, cheese, etc.).

Sometimes a mentor or protégé has a specific concern which needs to be kept confidential. Please ask all peer group members to honor confidentiality and respond to issues in a professional manner. You will find your own issues in your school or district that are relevant for discussion, but the following ones are provided as a starting point.

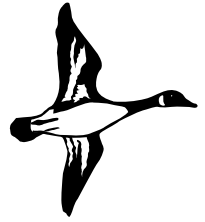
Possible Discussion Questions for MENTOR PEER GROUP

- What do we need to know and be able to do to help new teachers meet district performance standards?
- What are the conditions we need to create in order to promote retention of new teachers?
- How can we use resources to support our mentoring program?
- Are we seeking advice from the new teachers regarding teaching strategies they may have to share?

Possible Discussion Questions for PROTÉGÉ PEER GROUP

- Respond to this advice to a new teacher: “Remember to smile, be patient, and have a sense of humor.”
- Words are very powerful. How are you using words positively?
- If you could advise college students who are preparing to be teachers, what would you tell them?
- Do you feel that every child can learn?

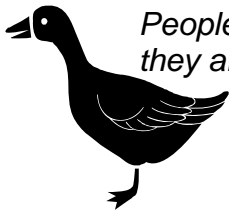
TEAMWORK



Next fall, when you see geese heading south for the winter...
flying along in "V" formation...you might consider what science
has discovered as to why they fly that way.

As each bird flaps its wings,
it creates uplift for the bird immediately following.

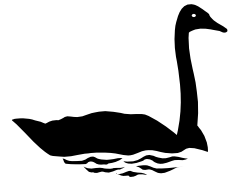
By flying "V" formation the whole flock adds at least 71% greater flying range than if
each bird flew on its own.



*People who share a common direction and sense of community can get where
they are going more quickly and easily because they are traveling
on the thrust of one another.*

When a goose falls out of formation it suddenly feels the drag and resistance of trying to
go alone... and quickly gets back into formation to take advantage of the lifting power of
the bird in front.

*If we have as much sense as a goose we will
Stay in formation with those who are headed
The same way we are.*



When the head goose gets tired, it rotates back in the wing... and another goose flies
point.

*It is sensible to take turns doing demanding jobs...with people,
or with geese flying south.*

Geese honk from behind to encourage those up front to keep up their speed.

What do we say when we honk from behind?



Finally, and this is important, when a goose gets sick or is wounded
by gunshots, and falls out of formation, two other geese fall out
with that goose and follow it down to lend help and protection.

They stay with the fallen goose until it is able to fly, or until it dies;
And only then do they launch out on their own, or with another formation,
to catch up with their group.

*If we have the sense of a goose
we will stand by each other like that.*

--Author Unknown

2/29/08cc

Planning Resources for Use by
District Partners
of the New Mexico Transition to Teaching Program

For most districts and charters, the Public Education Department does not provide second and third year mentor support for new teachers, unless there is a special need. See NMAC 60.6.10.

District and Charter Partners of NMT2T will receive support, i.e., mentor stipends and training, to support recruits who are enrolled in New Mexico Transition to Teaching Program during their second and third year of teaching. (Grant Award #U350B060011)

The following pages are suggestions for support that may be used in a three-year mentor plan.

2/29/08cc

Mentoring Program Milestones for Year 1 Protégés

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Initiated by mentor or protégé?

Target Completion	Strategy	M	P	Date Completed
1 st Month of School	Curriculum Implementation <ul style="list-style-type: none"> - Grade level curriculum/state standards - Pacing schedule for instructional planning - Lesson Plan Framework and development - Available resources to support instruction 			
August	Discuss professional growth goals			
September	Protégé observes mentor (1/2 day)			
September	Discuss professional growth goals			
1 st Semester	Protégé Peer Group			
1 st Quarter	Mentor observes protégé	Pre-conf		
		Observe		
		Post-conf		
October	Discuss professional growth goals – Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts using: Elements of Effective Instruction Teacher competencies			
2 nd Quarter	Mentor observes	Pre-conf		
		Observe		
		Post-conf		
November	Assessment Development <ul style="list-style-type: none"> - State and local assessments, district test schedule, and teachers' roles and responsibilities for assessments - Accessing Internet data warehouse to obtain a class profile of longitudinal assessment data for state and local tests. - Utilizing testing data to plan instruction - Developing student academic goals and plans based on assessment information, classroom performance, and ELL or IEP needs with parent/student. - Grading and Grade Pro review 			
November	Discuss professional growth goals			
December	Observation of a professional expert			

Target Completion	Strategy	M	P	Date Completed
December	Discuss professional growth goals			
January	Discuss professional growth goals -- Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts using: Observation of expert teachers and mentor by the protégé			
2 nd Semester	Protégé Peer Group			
3 rd Quarter	Mentor observes Protégé	Pre-conf		
		Observe		
		Post-conf		
February	Discuss professional growth goals			
March	Discuss professional growth goals -- Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts using: Data from mentor observation of the protégé on protégé's priorities Artifacts saved by the protégé on her/his professional growth goals			
4 th Quarter	Mentor observes Protégé	Pre-conf		
		Observe		
		Post-conf		
April	Discuss professional growth goals			
May	Discuss professional growth goals			
End of year	Develop professional growth goals for next year			
Throughout the year	Team mentoring – Please record dates			

Throughout the year	Team mentoring – Please record dates	M	P	Date

Current School Year _____ Level of mentoring for up-coming school year:

Step 1 _____
 Protégé signature date Mentor signature date Principal signature date

Step 2 _____
 Protégé signature date Mentor signature date Principal signature date

Step 3 _____
 Protégé signature date Mentor signature date Principal signature date

Mentoring Program Milestones for Year 2 Protégés

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* Initials of who initiated contact, mentor or protégé

Target Completion	Strategy	M*	P*	Date Completed
September	Discuss professional growth goals			
1 st Semester	Protégé Peer Group			
1 st Semester	Mentor observes Protégé	Pre-conf		
		Observe		
		Post-conf		
October	Discuss professional growth goals – Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts using: Elements of Effective Instruction Teacher competencies			
December	Observation of a professional expert			
January	Discuss professional growth goals -- Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts Begin organizing the protégé's PDD (Professional Development Dossier)			
2 nd Semester	Protégé Peer Group			
2 nd Semester	Mentor observes Protégé	Pre-conf		
		Observe		
		Post-conf		
March	Discuss professional growth goals -- Mentor facilitated reflection and self-assessment comparing models of excellence, data & artifacts using: Data from mentor observation of the protégé on protégé's priorities Artifacts saved by the protégé on her/his professional growth goals			
May	Discuss professional growth goals			
End of year	Develop professional growth goals for next year			

Throughout the year	Team mentoring – Please record dates	M	P	Date

Current School Year _____ Level of mentoring for up-coming school year:

Step 2 _____
 Protégé signature date Mentor signature date Principal signature date

Step 3 _____
 Protégé signature date Mentor signature date Principal signature date

BUILDING A TEACHER MENTORING AND INDUCTION PROGRAM

Note: As this packet is being printed, the Public Education Department and the SB211 Task Force is in the process of creating a **State Mentorship and Induction Framework**. Until this is available, these resources may be helpful in fulfilling the state requirement for local program mentoring and induction support for new teachers.

Suggested Resources for Building a Teacher Mentoring and Induction Program:

- New Mexico Administrative Code Title 6, Chapter 60, Part 10 “Mentorship Programs for Beginning Teachers,” 6.60.10.8 A - J describes specific requirements of Mentorship Programs
- Forms and resources in “Support of New Teachers through High-Quality Mentoring and Induction,” a publication of the Professional Development Bureau, New Mexico Public Education Department
- Mentoring Standards (p. 5 of “Support for New Teachers through High-Quality Mentoring and Induction” or online at Mentoring Leadership and Resource Network <http://www.mentors.net/03ocasspapers/mstandards.html>)
- New Mexico Teacher Competencies

Suggested Process for Development of Local Program:

1. Assemble a committee of educators within your district who have a commitment to assist new teachers through a program of mentoring and induction. These educators should include central office administrators, site administrators, veteran teachers, and school board members, NMAC 6.60.10.8.J. You may want to include REC directors and educational consultants with a background in mentor training. Some districts have hired a Mentor Facilitator to coordinate this process and to remain a key person in the ongoing mentoring and induction program. Some districts use the Assistant Superintendent for Professional Development for the role of Mentor Facilitator.
2. Using the above resources and other appropriate resources, design a mentorship program that aligns with the NMAC requirements.
3. Seek input from stakeholders regarding the plan and edit.
4. Complete final plan and submit to the Professional Development Bureau by December, 2008.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 10 MENTORSHIP PROGRAMS FOR BEGINNING TEACHERS

6.60.10.1 ISSUING AGENCY: Public Education Department
[6.60.10.1 NMAC - N, 07-01-02; A, 11-30-05]

6.60.10.2 SCOPE: All beginning teachers holding a waiver, internship license, or level 1 New Mexico teaching license and employed in a New Mexico public school district, charter school, or state agency shall successfully complete a one to three year beginning teacher mentorship program provided by the public school district, charter school or state agency.
[6.60.10.2 NMAC - N, 07-01-02; A, 11-30-05]

6.60.10.3 STATUTORY AUTHORITY: Section 22-2-8.10, NMSA 1978.
[6.60.10.3 NMAC - N, 07-01-02]

6.60.10.4 DURATION: Permanent
[6.60.10.4 NMAC - N, 07-01-02]

6.60.10.5 EFFECTIVE DATE: July 1, 2002, unless a later date is cited in the history note at the end of a section.
[6.60.10.5 NMAC - N, 07-01-02]

6.60.10.6 OBJECTIVE: To establish requirements for statewide mentorship programs to provide beginning teachers an effective transition into the teaching profession, retain capable teachers, improve the achievement of students, and improve the overall success of the school.
[6.60.10.6 NMAC - N, 07-01-02]

6.60.10.7 DEFINITIONS:

A. **“Beginning teacher”** means a teacher holding a New Mexico waiver, internship license, or level 1 teaching license who has less than three complete years, full-or part-time, of classroom teaching experience. For the purpose of this rule, teachers with more than three complete years, full-or part-time, of classroom teaching experience but who hold a waiver, internship license, or level 1 licensure are not beginning teachers.

B. **“Teaching license”** means a public education department (PED) license issued in early childhood, birth-grade 3; elementary education, grades K-8; middle level, grades 5-9; secondary education, grades 7-12; special education, grades K-12; licensure for K-12 in specialty areas; blind and visually impaired, birth-grade 12; and secondary vocational-technical education.
[6.60.10.7 NMAC - N, 07-01-02; A, 11-30-05]

The highlights in the following section were inserted for the purpose of linking the regulations to sample documents that support the implementation of the regulations. These are *suggested* documents, not required by PED. They are referenced for district or charter program use, if desired.

6.60.10.8 REQUIREMENTS FOR MENTORSHIP PROGRAMS: All mentorship programs must receive initial approval from the director of professional development for the PED (hereinafter the “director”). To receive approval, public school districts, charter schools, or state agencies must submit a proposed mentorship program that aligns with and supports the public school district’s, charter school’s, or state agency’s long range plan for student success and aligns with the PED’s nine essential teacher competencies and indicators contained in 6.69.4 NMAC, or any successor competencies adopted by the PED for level 1, waiver, or internship licensed teachers. The proposal must describe how the mentorship program addresses the following:

A. provides individual support [“Mentor Protégé Partnership Information Sheet”] for beginning teachers from designated mentors or support providers; the support activities must include collaborative curriculum alignment, design, and planning; they must also include classroom observations, student assessment, individual instructional conferences, and instructional resource development; [“Mentor

Time Log,” “Mentor/Protégé Collaborative Assessment Log,” “Non-evaluative Classroom Observation Checklist”]

- B. is mandatory for all beginning teachers;
- C. includes structured and research-based training activities for mentors ;[i.e., “Some Mentor Models”] the training must include the development and needs of beginning teachers [“Needs Assessments for Protégés”], the process of developing mentorship relationships, the process of documenting teacher growth, [“Mentor/Protégé Collaboration Log with Teacher Competencies”]and best practices in working with novice teachers; [“Some Mentor Models”]
- D. uses a structured process for selection of mentors [“Mentor Application” “Mentor Self-survey,”] that includes selection and evaluation criteria and details the person or persons responsible for implementing the selection and evaluation process;
- E. provides compensation for mentors; [“Mentor Application,” “Mentor Time Log”]
- F. uses an ongoing, formative evaluation of beginning teachers for the improvement of teaching practice; [“Mentor Time Log,” “Non-evaluative Observation Checklist,” “Mentor/Protégé Collaboration Log with Teacher Competencies”]
- G. uses an ongoing summative evaluation [Clarifying language: new teacher is not evaluated by the mentor; evaluation is done by site administrator.] of beginning teacher performance during the first 1 to 3 years of teaching, including an annual assessment of competence for continuing licensure and a final assessment of competence for teachers seeking level 2 licensure; evaluation of beginning teacher performance shall include annual review and progress reports during the mentorship program, collection of documented evidence of teacher growth and development, and summative assessment of level I teacher competencies; [Clarifying language: new teacher is not evaluated by the mentor; evaluation is done by site administrator.]
- H. has a process for addressing disputes or grievances between mentors and beginning teachers and for replacing mentors for good cause shown; [“Compatibility Report”]
- I. establishes a program that is at least one year in length but includes provisions whereby support for an additional 2 or 3 years can be provided to teachers who do not successfully complete the first year and continue to be employed in the public school district, charter school, or state agency; and
- J. has documentation that describes how support was sought and obtained from the local school board, administrators, and other district and school personnel.

[6.60.10.8 NMAC - N, 07-01-02; A, 11-30-05]

6.60.10.9 COMPLETION OF MENTORSHIP PROGRAM: All beginning teachers must successfully complete a minimum of a one-year mentorship program to be eligible for a level 2 license. Successful completion of the program shall be documented on a form available from the professional licensure unit and shall be maintained in each teacher’s licensure file in the professional licensure unit. Under no circumstance shall a beginning teacher who is otherwise eligible to receive a level 2 license unless he or she has been certified as having successfully completed a mentorship program.

[6.60.10.9 NMAC - N, 07-01-02]

6.60.10.10 PROGRAM EVALUATION AND FUNDING: All mentorship programs shall be evaluated locally every three years to determine the effectiveness of the program based on teacher retention. Annually the PED shall review and make public teacher retention rates statewide and by district. Annual state funding of local district mentorship programs shall be based primarily on the number of beginning teachers who received mentorship services in the previous school year, if funds are appropriated for that purpose by the legislature.

[6.60.10.10 NMAC - N, 07-01-02; A, 11-30-05]

6.60.10.11 SAVINGS CLAUSE: All mentorship programs submitted by a public school district, charter school, or state agency to comply with 6.60.3 NMAC, Alternative Licensure, and approved by the PED shall be deemed to be in compliance with Sections 1 through 9 of this rule. The director reserves the right to impose additional requirements to comply with Section 10 of 6.60.10 NMAC.

[6.60.10.11 NMAC - N, 07-01-02; A, 11-30-05]

T E A C H E R S

are not “finished products”
when they complete a teacher
preparation program.

Guided entry into teaching, via
residencies and mentored induction,
should become a standard feature of
every high-quality
teacher preparation approach.

No Dream Denied
National Commission on Teaching and America’s Future
Washington, D.C., January 2003

--Quote provided by the New Teacher Center
University of California, Santa Cruz Induction Institute

