

Why Capital's New Teacher Mentoring Program?

"New teacher support is a critical component of a comprehensive solution to achieving excellence in teaching quality."

New Teacher Center at Santa Cruz, CA



More than thirty years of research consistently documents the power of new teacher induction programs to help educators attain high levels of effectiveness. High quality induction programs accelerate new teachers' professional growth by making them more effective practitioners during their early years in the classroom. Capital's New Teacher Mentoring Program incorporates the elements of high-quality induction programs.

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New Teacher Mentoring Program

Providing New Teachers Professional and Personal Support



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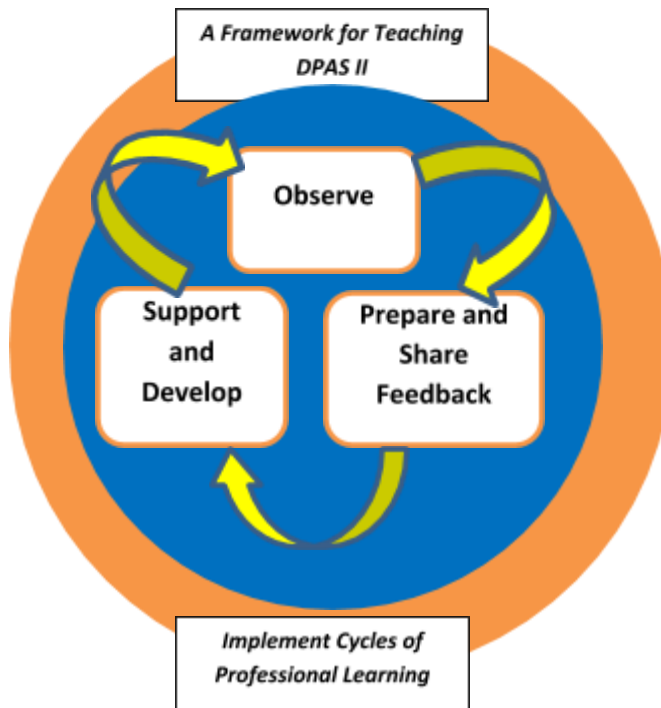
Visit our website
<http://www.capital.k12.de.us>

Vision

To ensure all new educators in Capital School District receive full professional and personal support as they develop the essential knowledge, skills and experience that will result in a high quality education for all students.

Mission

To provide the necessary framework, resources, and support ensuring that every beginning teacher has the opportunity to develop into a high-quality professional and to immerse new teachers into the Capital School District family.



Benefits

Year 1

- Face-to-face interactions with a Mentor
- Observe veteran educators in practice (via videos and in person) *The Teaching Channel* Teach Teams/Schoology
- Participate in (2) professional learning workshops and book study

(Parent Communication and Student Engagement)

- Complete online ethics course

Year 2

- Face-to-face interactions with a Mentor
 - Observe veteran educators in practice (via videos and in person) *The Teaching Channel* Teach Teams/Schoology
 - Participate in (2) professional learning workshops and book study
- (*Teach Like a Champion 2.0* Doug Lemov)

Year 3

- Classroom Assessment for Learning/ Using Data to Make Instructional Decisions
- Participate in a Community of Learners/Schoology
- Implementation of strategies from Community of Learners team meetings
- Action research and showcase of strategies

Year 4

Goals

- Develop a structured and systemic framework that is responsive to the needs of beginning teachers throughout their first four years
- Establish a system-wide focus aligned to state and local initiatives that create a “common culture” so that everyone is working towards the same goals
- Establish a rigorous process for selecting and training well-prepared mentors
- Develop “assessment literate” educators who are able to utilize data systems and assessments to drive instruction in the classroom
- Build reflective practitioners who are able to monitor levels of professional performance and use evidence to set personal goals for professional growth

Outcomes

- New educators will be confident in assessing students’ needs, planning and delivering instruction that is aligned to college and career readiness standards continually developing content knowledge, improving teaching strategies and adjusting instruction for diverse learners
- New educators will believe in the efficacy and worth of the teaching profession, recognizing the importance of teachers’ beliefs that what they do

- Personalized Professional Growth Plan
- Video analysis and reflection using iPads
- *The Teaching Channel* Teach Teams

matters, and that all students can learn at high levels

- New educators will understand the importance of collaborative settings where beginning teachers, experienced teachers, and school leaders create a professional culture and community of learners