



Overview of CUSD Mentoring Programs

<p>Pre-Induction PIPs, STSPs, Interns</p>	<p>Induction (Preliminary Credential Holders)</p> <ul style="list-style-type: none"> • General Education • Special Education 	<p>PEP <i>Perfecting Educational Practice</i></p>	<p>PAR <i>Peer Assistance and Review</i></p>
<ul style="list-style-type: none"> • Required for Participating Teachers with less than two years of teaching experience, who are teaching under an Intern credential or a PIP or STSP permit, and who have not yet earned a Preliminary Credential • Pairing – Mentor meets with Participating Teacher a minimum of twice each month for a one-year period (which may be extended) to share expertise and resources and to improve instructional practice. • Participating Teacher identifies areas of focus for support • A Pre-Induction Mentoring Log is kept by the Mentor noting the date, what was discussed, new ideas tried in the classroom, and results on student achievement. • No record of participation is put into the Participating Teacher’s Human Resources personnel file • Confidentiality is respected 	<ul style="list-style-type: none"> • Required for Participating Teachers with less than two years of teaching experience who hold Preliminary Single Subject and/or Multiple Subject Credentials or Preliminary Education Specialist Credentials • Clears Preliminary Single and Multiple Subject as well as Preliminary Education Specialist credentials that require completion of an induction program • Pairing – Participating Teacher and trained Mentor work together during weekly meetings to improve the Participating Teacher’s educational practice over a two-year period. “Just in time” focused mentoring based on frequent Mentor observations of the Participating Teacher is offered on a weekly, if not daily, basis throughout the induction period. • Clovis Mentoring System (CMS) based on the Plan, Teach, Reflect, and Apply Cycle: <ul style="list-style-type: none"> • Examination of Teaching & Learning • Context for Teaching and Learning • Inquiry into Teaching & Learning • Summary of Teaching & Learning • Confidentiality is respected 	<ul style="list-style-type: none"> • Self-Referral by veteran Participating Teachers who would like extra support for reasons such as: <ul style="list-style-type: none"> • substantial change in grade level or subject matter • return to classroom after lengthy absence • teaching a combination class • a desire to improve instructional practice OR • Required for Participating Teachers with less than two years of teaching experience who already hold a clear multiple or single subject credential or an education specialist credential • Pairing – Mentor meets with Participating Teacher a minimum of twice each month for a one-year period (which may be extended) to share expertise and resources and to improve instructional practice. • Participating Teacher identifies areas of focus for support and determines the agendas for meetings • A log of meetings is kept by the Mentor noting the date, what was discussed, new ideas tried in the classroom, and results on student achievement and Participating Teacher development. • No record of participation in Participating Teacher’s Human Resources personnel file • Confidentiality is respected 	<ul style="list-style-type: none"> • Administrative Referral for tenured Participating Teachers who have taught at least two years in the district and have received one or more <i>No’s</i> in the Overall Rating section of the Certificated Participating Teacher Performance Appraisal. • Pairing – Participating Teacher and trained Mentor work together during weekly meetings to improve the Participating Teacher’s educational practice over a period of time determined by the site administrator, usually not less than one year. • Triad – Participating Teacher, Mentor, and Administrator meet together at least 4 times during the year to discuss the Participating Teacher’s progress and set new goals, if necessary. • PAR Participating Teacher, with guidance from the Mentor, will complete a structured series of critical thinking tasks (inquiries) conducted through action research and based on the Plan, Teach, Reflect, and Apply Cycle • Participation is documented in Participating Teacher’s Human Resources confidential personnel file • Confidentiality is respected