

Beginning Teacher Assistance Program

All new teachers are required to participate in a beginning teacher assistance program (BTAP) planned with assistance from a Missouri teacher education program. The minimum requirements for the program shall include, but not be limited to, an overview of the following:

(A) Classroom Environment

1. Classroom management techniques
2. Time, space, transitions and activities management
3. Awareness of diverse classroom, school and community cultures

(B) Student Engagement and Motivation

1. Effective instruction
2. Clear learning goals and/or objectives
3. Student voice and choice
4. Teaching and learning activities with high student engagement

(C) Professional Communication

1. Effective communication with students, mentors, colleagues and parents
2. Verbal and nonverbal communication techniques
3. Effective use of technology and social media for communication

(D) Education-Related Law

1. Certification requirements
2. Professional rights and responsibilities
3. Self-assessment and professional learning

Fee: \$550 per new teacher (\$685 with optional on-site visits); mentor free. Lunch provided.

Registration: Go online to www.nwrpdc.org
Click on the Workshop Registration link.

Both the new teacher and mentor must register.

Mentor Academy is optional for those mentors who have attended since 2015.



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2019-2020

New Teacher Induction, Mentoring, and Coaching

 Northwest RPDC

WHO

PK-12 new teachers, mentors, and building administrators

WHY

Because growing and retaining great teachers is an important investment for all schools.

"The training gave me the courage to continue when I felt very overwhelmed and nearly ready to quit in November. If a person has some idea that others have gone through these things it really helps. I am still not perfect, but I am managing much, much better than I did last fall. Thanks!" -New Teacher

“The New Teacher/Mentoring program allows for new teachers and mentors to build a foundation in their working relationship that builds throughout the remainder of the school year. This helps open the doors for conversations and questions that the new teacher might have. The program is very helpful in bridging the communication gap that sometimes happens when teachers get into the routine of the school year.” -Mentor

Just as the quality of instruction that students receive has a tremendous impact on their performance, the quality of mentoring that new teachers receive can significantly influence their development. This system of support and optional in-district coaching provides a district with the infrastructure to develop a confident beginning teacher and capable mentor.

Mentors will experience a two-day academy specifically for them to develop skills to support the growth and development of the novice teacher.

This series meets the Initial Professional Certification (IPC) requirement of participating in a beginning teacher assistance program and aligns to the new Missouri Teacher Standards.

Day 1: New Teacher and Mentor

August 1 (Trenton) or August 5 (Maryville)

- **New Teacher** — Classroom Management and Diverse Classroom
- **Mentor** — Mentor Academy Day 1

Day 2: New Teacher and Mentor

August 2 (Trenton) or August 6 (Maryville)

- Understanding the roles and responsibilities of mentors and new teachers
- Establishing relationships with students, parents, and colleagues
- Lesson design

Late Hires: New Teacher and Mentor

September 11

Day 3: New Teacher and Principal

October 1 (Trenton) or October 3 (Maryville)

- Getting to know the New Teacher Standards
- Parent-Teacher Conferences
- Lesson design/planning
- Certification—Professional Development Plan
- Educational Law-MSTA Attorney

Mentor Academy Day 2

October 29 (St. Joseph)

- Expanding coaching and feedback skills

Day 4: New Teacher and Mentor/Principal

November 14 (Maryville) or November 15 (Trenton)

- Educational Speaker

Day 5: New Teacher

February 18 (Maryville) or February 19 (Trenton)

- Lesson design/engagement
- Reflection

Time: 8:30am to 2:30pm

In-district support, provided by NW RPDC staff, further supports a teacher’s first year at a deeper, more individualized level. Four optional on-site visits (see below) can be arranged on an individual teacher basis. Contact NW RPDC for more information.

Two Fall 2019 Semester On-Site Visits

- Consult with beginning teacher, mentor, and principal
- Review procedures and routines
- Conduct self-assessment inventory with beginning teacher
- Identify and provide resources for areas of growth
- Certification process
- Review processes for parent-teacher conferences, grade reporting, etc.
- Observe beginning teacher classroom

Two Spring 2020 Semester On-Site Visits

- Observe beginning teacher classroom
- Follow-up on progress towards improving areas of growth and develop a plan for continued improvement
- Process the observation and provide feedback through coaching process
- Professional development plan follow-up
- MAP/EOC testing
- Planning for the end of the year
- Discuss end of the year procedures
- Conduct exit conference with principal, beginning teacher, and mentor