

## Teacher Assistance Program

In compliance with rules and regulations promulgated by the Superintendent of Public Instruction, the district assures that:

- A. The mentor teacher and beginning teacher will be compensated (amount will depend on state funding)
- B. The mentor teacher and beginning teacher will be provided release time as needed (as state funding allows) to observe classroom instruction.
- C. The mentor teacher will not be involved in the formal evaluation of the beginning teacher.
- D. The mentor teacher, beginning teacher, and program facilitator will complete and forward to the Office of the Superintendent of Public Instruction (OSPI) such evaluation reports of the Teacher Assistance Program as requested by OSPI.
- E. The program will focus on:
  - i. classroom management,
  - ii. student discipline,
  - iii. curriculum management,
  - iv. instructional skill/variety of instructional strategies,
  - v. assessment literacy,
  - vi. professional conduct,
  - vii. communication skills,
  - viii. incorporating the Washington State Essential Academic Learning Requirements into daily lesson plans,
  - ix. raising achievement of students of diverse learning styles and backgrounds,
  - x. positive home/school relations, and
  - xi. professional certification process orientation.
- F. Mentor teachers shall periodically inform their principals regarding the contents of training sessions and other program activities.

**Selection of mentor teacher:**

- A. Job posting will include the following qualifications: Continuing certificate. Superior teacher based on supervisor's evaluation. Commitment to the philosophy of continuous improvement. Student-centered. Collaborative approach to improved student learning. Provide continuing and sustained support to the beginning teacher. Communicate openly with the beginning teacher with sensitivity to beginning teacher needs. Listen effectively. Provide training, strategies, and guidance to the beginning teacher in the following areas: classroom management, student discipline, curriculum management, instructional skill/variety of instructional strategies, assessment literacy, professional conduct, communication skills, incorporating the Washington State Essential Academic Learning Requirements into daily lesson plans, raising achievement of students of diverse learning styles and backgrounds, positive home/school relations, professional certification process orientation.
- B. Mentor teacher will submit a letter of interest stating qualifications and experience working with colleagues and a letter of recommendation from their building principal.
- C. A member of the West Valley Education Association will review the applications and will be included on the interview team to select mentors if more than one employee submits an application for the number of positions needed.

Legal References: WAC 392-196 Teacher Assistance Program

Adoption Date: 04.01.98