

“The QPS Teacher Mentor Project has made the transition from student to teacher seamless.”

-High School Teacher



“The mentor project taught me, ‘One size doesn’t fit all.’ It’s ok to think outside the box when you’re teaching!”

-Elementary Spec. Ed. Teacher

“My mentor has helped me become comfortable in my new career. Not only have I gained a valuable resource, but a life-long friend.

- High School Counselor



Quincy Public Schools District 172



For more information:
<http://www.qps.org/teacher-mentoring/>

Contact / Employment Information:

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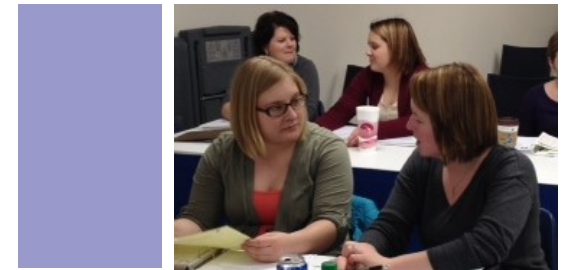
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“Great things come from small beginnings!”



Recognized as a 2-year State Approved Induction and Mentoring Program by the State of Illinois since 2006

Program Goals

- To develop new teachers' understanding and implementation of the Illinois Professional Teaching Standards and the relevant Content Area Standards
- To develop a repertoire of effective, research-based instructional practices for new teachers
- To develop trusting, supportive and collegial professional relationships and networks
- To develop reflective, analytical and self-assessment skills in new teachers
- To create an effective, efficient and smooth transition as new teachers progress from being "students" to being "professionals"
- To improve and maximize student learning and achievement

Support Components

MENTOR

A trained practicing teacher in the same building supports and assists the new teacher on a weekly basis throughout the year.

MENTOR TEACHER LEADER

A trained, full release teacher leader coordinates the program, facilitates mentor/new teacher relationships, provides professional development, and supports all new teachers and mentors.

PROFESSIONAL LEARNING COMMUNITY PLC TEAMS

Grade level/subject level and department teams meet regularly to collaborate for instructional support.

DISTRICT BUILDING ADMINISTRATORS

Administrators at the building level provide additional support and collaboration to new teachers and mentors.

TEACHER MENTOR TEAM

A district level team meets monthly to collaborate, facilitate and review all aspects of the program to ensure support and resources throughout the year.

2 YEAR INDUCTION AND MENTORING PROGRAM

Professional Development

- 3 day Summer Induction Training
 - Orientation to the district
 - Curriculum/Instructional Support
 - Collaborative opportunities
- Monthly New Teacher Trainings
 - Classroom Management
 - Parent / Teacher Communication
 - PLC's
 - Differentiating Instruction
 - Authentic Assessment
 - Poverty Awareness Training
- New Teacher Peer Support / Collaboration
- District Professional Development
- Building Level Professional Development
- Mentor / Peer Formative Observations

