

THE IT/ACP SUPPORT SYSTEM

The Principal (and Assistant Principal)

The Principal's and Assistant Principal's role in the support system is that of evaluation and support, facilitated by the following:

- Assigns an appropriate mentor
- Schedules informal assessments such as walk-throughs, conferences, etc.
- Collaborates and communicates with the IT/ACP supervisor, manager and/or director
- Conducts formal state required appraisal by the end of the fourth six-weeks
- Makes recommendation for certification, extension, non-renewal of contract or termination

As a vital component of the support system, the principal is also expected to facilitate the relationship between the mentor and intern by:

- Encouraging interaction
- Providing release-time for observations and conferencing
- Modeling appropriate concern, patience, and positive attitude toward the intern

The IT/ACP Supervisor

As a linking component, the IT/ACP Supervisor is assigned to support the intern and serve as a liaison between the program director, manager, principal, mentor and intern.

The supervisor will assist the intern by doing the following:

- Observes and evaluates the intern at least once per month (one visit for the combined months of December/January and March/April). Observations may be announced or unannounced. There is no observation in May.
- Provides additional assistance as needed/requested
- Apprises the program manager and director of intern progress and programmatic considerations
- Collects documents on all activities and forms in the Intern's Documentation Book

The Mentor

The mentor plays a vital role in the IT/ACP support system. **It is mandatory that an experienced, certified teacher in the same subject area, level, and/or special education instructional program is assigned to the intern.** After orientation and completion of mentor training, the mentor will assist the intern by doing the following:

- Provides peer coaching and direct support on a daily/weekly basis to the intern
- Utilizes formative assessment strategies during monthly observations and conferences
- Promotes self-reliance and motivation

Criteria for Selection of Mentors

Mentor: An experienced, CERTIFIED teacher assigned to assist the candidate throughout the year. The mentor must teach in the same subject area, or grade level, for which the candidate seeks certification.

It will be the responsibility of the principal to select the mentor.

According to the following guidelines, a mentor:

- Has at least three (3) years of teaching experience.
- Is a contract, certified teacher in the same subject area/grade level to which the first-

- year teacher seeks certification
- Has rating of proficient or better on PDAS instrument for the last three (3) years
- Desires to be a mentor
- Is able to fulfill the requirements as indicated on the first-year teacher mentor job description

Mentor teachers should demonstrate knowledge and skills in the following areas:

- Establishing a trusting relationship
- Coaching, problem solving and conferencing skills
- Understanding and using teacher development research
- Using strategies to facilitate adult learning
- Using strategies to create positive school culture

IT/ACP Mentor Assignment

- **IT/ACP candidates** will be assigned to experienced, certified teachers in the subject areas and/or at the grade level or special education instructional program for which the IT/ACP candidate is to be certified.
- When the candidate is assigned a **mentor from another campus**, a "**buddy**" will be assigned from the same campus as the candidate.