



Office of Organizational Learning
Mentor Fellows Academy Overview
2021 - 2022

PRIMARY FACILITATOR

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SAISD MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and college, career, or military. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

SAISD CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

SAISD CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

INSTRUCTIONAL LEADERSHIP ACADEMY OVERVIEW

ACADEMY CANDIDATE PREREQUISITES

- Current SAISD classroom teacher
- Minimum of 4 years teaching experience
- Previous experience mentoring a first-or second-year teacher
- Proficient or higher in all 16 dimensions of T-TESS End-of-Year Ratings
- Principal recommendation/endorsement

ACADEMY CANDIDATE PROFILE

Mentor Fellows are campus role models who set and achieve high expectations for themselves and others. In addition to being masterful teachers, they are:

- excellent communicators
- reflective and curious
- confident, persistent, and mission-oriented
- empathetic
- collaborative

A Mentor Fellow is a scholar who seeks to build their capacity to mentor a beginning educator, improve or enhance the new teacher support system(s) at their campus, and promote and support programs and initiatives for new teachers across the district.

ACADEMY DESCRIPTION

The Mentor Fellows Academy is an intensive professional learning program designed to enhance the knowledge and skills of experienced mentors to support new (first- and second-year) teachers. The Academy includes synchronous and asynchronous learning, field-based mentoring support of a new teacher and performance tasks, and a capstone project.

ACADEMY OUTCOMES

1. Earn the designation of “SAISD Mentor Fellow” by successfully completing professional learning modules, performance assessments, and a capstone project aligned to the topics of:
 - Effective Mentoring Standards and Practices
 - Cultural Proficiency and Knowledge of Self
 - Mentoring to Improve Instructional Practices and the Learning Environment
 - Creating and Sustaining a Mentoring Culture
2. Improve knowledge and skills for supporting and coaching beginning teachers to impact student achievement.

INSTRUCTIONAL LEADERSHIP ACADEMY OVERVIEW

3. Increase awareness of personal and professional beliefs, assumptions, and biases that impact teaching, learning, and mentoring others.
4. Build and advocate for supportive, inclusive environments for beginning teachers.
5. Expand your professional network of like-minded colleagues.
6. Influence future curricula and evaluation of the Mentor Fellows Academy, other mentoring programs, and/or new teacher initiatives.
7. Gain knowledge and skills that may position you for future leadership roles in SAISD.

SELECTED REFERENCE TEXTS

Aguilar, E. (2018). *Onward: cultivating emotional resilience in educators*. San Francisco, CA: Jossey-Bass..

Collaborative for Academic, Social, and Emotional Learning. *SEL 3 Signature Practices Playbook: A Tool that Supports Systemic SEL*.
https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders (4th ed.)*. Thousand Oaks, CA: Corwin Press.

Pelletier Radford, C. (2017). *Mentoring in action: guiding, sharing, and reflecting with novice teachers*. Thousand Oaks, CA: Corwin Press.

Pelletier Radford, C. (2017). *The first years matter: becoming an effective teacher*. Thousand Oaks, CA: Corwin Press.

Sweeney, D. & Harris, L. (2017). *Student-centered coaching: the moves*. Thousand Oaks, CA: Corwin Press.

MATERIALS/RESOURCES

- Electronic device (laptop, ipad, etc.) and internet connection
- Selected texts provided by the Office of Organizational Learning

PARTICIPANT PREREQUISITE KNOWLEDGE AND/OR PROFICIENCIES

- Proficiency using the Canvas LMS, Performance Matters, and other common SAISD applications/systems/platforms
- Proficiency using Google Suite applications including Google Slides, Forms, and Docs
- Knowledge of the current SAISD mentoring program including material from "Mentoring 101" and/or the "Mentor Refresher" course(s) or the ability to gain this

INSTRUCTIONAL LEADERSHIP ACADEMY OVERVIEW

knowledge prior to the beginning of the academy through a prerequisite online module.

EXPECTATIONS

Asynchronous Coursework (18 hours)- All participants will join and interact through a Canvas course to access academy materials, submit tasks, and contribute to ongoing group discussions. Participants will be added to the course by the program coordinator. (If required, a short online module may be added for participants who have not recently completed mentor professional learning in SAISD. The program coordinator will communicate about this.)

Synchronous Sessions (18 hours) - These sessions will cover selected topics from each Mentor Fellows Academy module. Participants will engage in various activities including: small group discussions, protocols, coaching conversations, observations and feedback on instruction and learning environment, and preparation for the capstone project. These sessions may be conducted in-person or online depending on the current guidelines for social distancing in place at the time of the session.

1:1 Mentoring Support of a Beginning Educator (47 hours) - Mentor Fellows Academy participants will provide weekly support to a first- or second-year teacher at their campus. They will document these meetings and conduct various activities aligned to the Mentor Fellows Academy modules. Other needs of the new teacher will also be assessed and supported. As mentors of new teachers, academy participants are expected to meet the same criteria as other mentors in order to receive the mentor stipend, including conducting weekly meetings with a new teacher. If a participant does not complete these requirements, he/she will not receive a stipend and can be removed from the academy prior to the end of the year.

Performance Assessments - Each Mentor Fellows Academy module includes an activity that the participant will complete to demonstrate mastery of the competencies associated with the module. Some of these activities are completed with the beginning teacher and some are completed by the academy participant independently.

Capstone Project - You will select a capstone project to complete as the academy unfolds. Specific options will be presented early in the academy but will include a choice of a scholarly activity or field-based project. Other options may be considered at the discretion of the program coordinator. You will engage in a peer review process toward the end of the year to gain feedback on your project and make recommended adjustments in preparation for the poster session.

INSTRUCTIONAL LEADERSHIP ACADEMY OVERVIEW

Poster Session and Academy Final Celebration - Participants will create a poster to highlight the work they did of their capstone project, the academy experience, and their mentoring experience. The poster will be presented at an end-of-year event and will be used in making the final decision to officially designate the status of SAISD Mentor Fellow.

NORMS FOR PARTICIPATION

We will strive to promote an atmosphere and culture that mirrors what we know about learning organizations and that support our goals. It is important that we create a space that allows participants to try out new ideas, share opinions, and take reasonable risks. Participants are expected to

- a. Attend each learning session on time and be prepared. If an extenuating circumstance or emergency arises, contact the primary facilitator as soon as possible to discuss the situation.
 - b. Participate actively in each learning session by listening carefully and contributing thoughtfully. Share ideas and ask clarifying questions, as appropriate. Encourage a climate of individual growth, collaboration, and support. Demonstrate respect for the views and opinions of others.
 - c. Practice self-assessment and reflection in all discussions and activities.
 - d. Communicate learning needs promptly and appropriately, so that they can be met.
 - e. Serve as a role model and competent mentor educator to a new teacher.
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OVERVIEW OF YOUR COMMITMENT

- Attend all synchronous professional learning sessions.
 - Complete all activities by assigned due dates.
 - Meet with your mentee weekly for approximately one hour to provide support that he/she needs and to complete activities from the academy modules.
 - Complete and present the capstone project (including peer review process) which leads to the official designation as a SAISD Mentor Fellow.
 - Submit any requested data (quantitative or qualitative) for academy evaluation.
 - Communicate any issues that arise to the program facilitator in a timely manner.
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OVERVIEW OF SUPPORT PROVIDED TO YOU

- Thoughtfully designed modules and activities created with the classroom teacher and experienced new teacher mentor in mind
- Targeted support for your own learning from academy facilitators
- Feedback on your work products, including peer review of the capstone project
- On-demand technical support from the Teacher Induction and Retention Office
- Opportunities for you to provide feedback about the academy; your suggested adjustments to the curriculum/activities are considered for implementation

INSTRUCTIONAL LEADERSHIP ACADEMY OVERVIEW

ACADEMY SCHEDULE

Timeframe	Topics & Activities
Summer	Kick-off Event: July 29, 2021 (Time TBA) Module Activities: Effective Mentoring Standards and Practices Module Activities: Overview of Mentoring Responsibilities <i>(If required, a short online module may be added for participants who have not recently completed mentor professional learning in SAISD. The program coordinator will communicate about this.)</i>
1st 9 Weeks	EPIC Saturday Professional Learning Session Module Activities: Effective Mentoring Standards and Practices Module Activities: Cultural Proficiency and Knowledge of Self Performance Assessment: Effective Mentoring Standards and Practices
2nd 9 Weeks	EPIC Saturday Professional Learning Session Module Activities: Mentoring to Improve Instructional Practice & Mentoring to Improve the Learning Environment Performance Assessment: Cultural Proficiency and Knowledge of Self Capstone Project
3rd 9 Weeks	Mid-Year Checkpoint (after school) EPIC Saturday Professional Learning Session Module Activities: Mentoring to Improve Instructional Practice & Mentoring to Improve the Learning Environment, continued Performance Assessment: Mentoring to Improve Instructional Practice & Mentoring to Improve the Learning Environment Capstone Project
4th 9 Weeks	Module Activities: Creating and Sustaining a Mentoring Culture Performance Assessment: Creating and Sustaining a Mentoring Culture Capstone Project & Peer Review Poster Session & Celebration: May 21, 2022 (Time TBA)