

Lafayette School Corporation

Onboarding Plan & Teacher Mentoring Program



VISION

To create meaningful educational opportunities that result in high-quality learning and growth for all students.

MISSION

To nurture, inspire, and empower students and staff.

VALUES

We believe in...

- Focusing on student success.
- Safety and well-being for all.
- Respecting the culture and diversity of all students and families.
- Highly valuing district employees.
- Managing for innovation.
- Engaging with the community.

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Purpose and Rationale

The purpose of the LSC Teacher Mentoring & Coaching Program is to formally support early-career educators and teachers in high-need or shortage areas, improve instructional effectiveness, increase teacher retention, and positively impact student learning outcomes. This program is intentionally structured to align with Indiana Department of Education (IDOE) Teacher Appreciation Grant (TAG) requirements by establishing a district-supported, documented, and outcomes-focused mentoring framework.

This program ensures that mentoring and coaching activities are formal, measurable, and directly connected to professional growth and student success.

Program Goals

- Increase instructional effectiveness of early-career and developing teachers.
 - Improve student academic growth and engagement through high-quality instruction.
 - Enhance teacher retention, particularly in high-need subject areas.
 - Foster a culture of collaboration, leadership, and continuous improvement.
 - Provide a formal mentoring structure that supports teacher eligibility for TAG Exemplary and Exemplary Plus recognition.
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Program Scope

This program applies to all PreK–12 schools within the district and is available to eligible certified teaching staff as defined below.

Eligibility

Mentees

Mentees will include:

- Teachers in their first year with the district
- Teachers who are beyond their first year with the district and need additional support, as identified by their principal, designated administrator, or at their request.

Mentors

Mentor Teachers play a critical role in supporting the professional growth and success of new educators. Mentors should demonstrate strong instructional practice, professionalism, and the ability to support adult learning. To be eligible to apply to be a mentor in the Lafayette School Corporation, an educator must:

- Hold a valid non-temporary Indiana teaching license
- Demonstrated a highly effective rating on the two most recent evaluations
- Have a minimum of five (5) years of overall teaching experience
- Have a minimum of two (2) years of teaching experience within the LSC

- Administration reserves the right to approve a mentor with less experience than stated above if it is necessary to provide a mentor in a specific building and all other criteria are met.

Mentor participation qualifies as formal mentoring/coaching under the teacher mentoring program.

Mentor Selection and Assignment

- Mentors apply annually and are approved by building administration each spring.
- Mentor approval is based upon the following criteria:
 - Meet all mentor eligibility criteria
 - Capacity to take on additional responsibilities while adequately completing regular duties
 - Demonstrated professionalism, reliability, and ethical conduct
 - Strong communication and interpersonal skills
 - Willingness/Participation in school leadership activities
 - Demonstrated regular attendance
 - Commitment to continuous learning
 - Willingness to participate in mentor training and professional development related to the mentoring program
- Mentor assignment is based upon the following criteria:
 - Corporate/Building Mentor Needs
 - Grade Level compatibility
 - Subject-level compatibility
 - Personality compatibility
 - Mentee preference
 - Principal discretion
- Assignments are made at the start of the school year by the building principal.
- Mentors may not be assigned more than two (2) mentees per school year, unless approved by administration.

Program Structure and Activities

Orientation and Onboarding

- Program overview and expectations
 - Fall Mentor/Mentee Meeting

Mentoring Activities

Each mentor-mentee pair will engage in the following:

- Regular meetings
 - 2 each month (minimum)

- Classroom observations with feedback (mentor observes mentee)
 - 1 in quarter 1
 - 1 in quarter 2
 - 1 in quarter 3
 - 1 in quarter 4
- Modeling of instructional strategies (mentor, or other teacher identified by mentor, models for mentee)
 - 1 in quarter 1
 - 1 in quarter 2

Professional Development

- Targeted mentor training aligned with district priorities
- Mentor identifies appropriate professional development opportunities for their mentee

Documentation and Accountability

The following documentation will be maintained:

- Written mentoring agreement outlining goals, timelines, and expectations
- Mentoring activity logs maintained by mentors
- Records of observations, feedback, and instructional coaching
- Evidence of student performance data review
- Annual summaries of program evaluation
- Mentor/Mentee completion certificate

All documentation will be retained by the district and used for program review and TAG eligibility verification.

Student Outcome Alignment

Mentoring activities are expected to support measurable improvements in student learning. Evaluation indicators may include:

- Student growth or achievement data
- Classroom assessment data
- Evidence of improved instructional practice (i.e., observational feedback)

Compensation and Recognition

- Mentors may receive a stipend or other compensation as determined by the Master Contract. For 2026-2027, the mentor will receive \$370 per mentee they mentor. This stipend is commensurate with similar positions already in the contract and will remain until the expiration of said contract, and will be negotiated during the next round of formal negotiations. Subject to available funds.

- Successful completion of mentoring may be considered for leadership opportunities and professional recognition.
- Mentor participation supports potential eligibility for TAG Exemplary or Exemplary Plus consideration, subject to state and district criteria.

Program Oversight and Evaluation

- The district will conduct a semi-annual review of the mentoring program.
- Feedback will be collected from mentors and mentees.
- Program effectiveness measures include teacher retention, performance growth, and student outcomes.
- Program revisions will be made as needed based on data and feedback.

Equity and Sustainability

- The district will attempt to provide equitable access to mentoring support across schools and content areas.
- Mentor workload will be monitored to prevent over assignment.
- The program is designed to be sustainable through district support, strategic planning, and alignment with existing professional development systems.

Implementation Timeline

- Spring: Identify the need for mentors and recruit mentors
- Summer: Finalize mentor assignments and provide orientation
- Winter: Recruit additional mentors, provide orientation, and mid-year assignments as needed
- School Year: Ongoing mentoring, documentation, and monitoring
- End of School Year: Program evaluation and reporting

Roles and Responsibilities

Mentor Teacher

The primary role of the Mentor Teacher is to support the successful transition, development, and retention of new teachers by providing guidance, encouragement, and professional coaching during the first two years of employment. Mentors serve as experienced colleagues who help new teachers navigate instructional practice, school culture, and district expectations.

Mentor Teacher responsibilities include:

- Meet regularly with the new teacher throughout the school year to provide guidance, reflection, and professional support.
 - Mentors are expected to be available during new teacher orientation or in-service sessions to connect with their mentee.
- Observe instructional practice and provide constructive feedback.
 - Observations should be scheduled collaboratively with the new teacher and building administration and may occur during planning periods, through coverage arrangements, or as otherwise coordinated within the building.
- Provide instructional coaching and support, including assistance with lesson planning, classroom management, assessment practices, and effective instructional strategies.
- Connect the new teacher with staff members and district resources that can support instructional success and professional growth.
- Encourage the development of positive collegial relationships and support the new teacher in becoming integrated into the school community.
- Assist the new teacher in establishing and maintaining effective classroom management practices.
- Support the completion of mentoring program activities and documentation, including maintaining logs or checklists as required by the mentoring program.
- Provide feedback on the mentoring program and participate in program evaluation efforts to improve the mentoring process.
- Maintain strict confidentiality regarding mentoring conversations, classroom observations, and all aspects of the mentoring relationship.

New Teacher

The role of the New Teacher is to actively engage in the mentoring process and pursue continuous professional growth. The mentoring program is intended to support the development of effective instructional practices and a successful transition into the school community and profession.

New Teacher responsibilities include:

- Engage actively in the mentoring program and view the experience as an opportunity for professional learning and growth.

- Meet regularly with the assigned mentor to reflect on instructional practice, classroom management, and professional responsibilities.
- Participate in peer observation opportunities with the mentor and other experienced teachers.
 - Observations will be scheduled collaboratively with the mentor and administration and may occur during planning periods or other coordinated times within the school day.
- Seek guidance and feedback from the mentor and building administrators to strengthen instructional practices.
- Collaborate with mentors and administrators to identify areas for growth and develop strategies to support continued professional development.
- Report to administration on the successes and weaknesses of the program after program evaluations

Site Coordinator (Building Principal, Asst. Principal or Director)

Building principals and administrators play a critical role in ensuring the success of the Teacher Mentoring Program. Administrators provide oversight, support, and resources necessary for effective mentoring while maintaining a clear distinction between mentoring and formal teacher evaluation.

Principal and administrator responsibilities include:

- Support the implementation of the mentoring program within the building and promote a culture of collaboration and professional growth.
- Select and assign qualified mentor teachers based on demonstrated instructional effectiveness, professional leadership, and the ability to support new educators.
- Report mentor/mentee assignment to district coordinator.
- Provide time and opportunities for mentors and mentees to meet, including scheduling flexibility for classroom observations and collaboration.
- Assist in coordinating peer observations between mentors and mentees when needed.
- Monitor the mentoring program to ensure expectations, timelines, and program components are implemented effectively.
- Provide encouragement and support to both mentors and new teachers as they participate in the mentoring process.
- Ensure that mentoring remains a supportive and non-evaluative relationship, separate from the formal teacher evaluation process.
- Collaborate with the District Coordinator to address program needs, support mentors, and ensure new teachers receive appropriate guidance and resources.
- Assist in resolving concerns or challenges within mentor–mentee partnerships when necessary.

District Coordinator

The District Coordinator provides leadership and oversight for the mentoring program to ensure effective implementation and ongoing improvement.

District Coordinator responsibilities include:

- Provide leadership for the mentoring program, including coordination of mentor training and support for mentors and mentees.
- Assist with the orientation and induction of new teachers into the school and district.
- Support mentors in fulfilling their responsibilities and provide guidance when questions or challenges arise.
- Monitor mentoring program implementation in collaboration with the building principal.
- Collect and review feedback from mentors and mentees to evaluate program effectiveness.
- Assist in revising and improving the mentoring program based on evaluation data and best practices.
- Communicate program information to mentors, mentees, and administrators as needed.
- Assist the building principal in identifying and recommending mentor candidates, including staff members who have completed mentor training.
- Coordinate mentor reassignment when requested through the program’s “no-fault” mentor/mentee reassignment process.
- Provide periodic reports to building administration regarding the strengths and areas for improvement within the mentoring program.

Mentor–Mentee “No-Fault” Reassignment Agreement

The Lafayette School Corporation recognizes that successful mentoring relationships depend on compatibility, trust, and open communication. In some cases, a mentor–mentee pairing may not be the best fit despite the best intentions of both participants.

To support the success of all participants, the mentoring program includes a **“no-fault” reassignment option**.

Key guidelines include:

- A mentor or mentee may request reassignment if they believe the mentoring relationship is not meeting their professional needs.
- Requests should be directed to the District Coordinator or Building Principal, who will review the request and facilitate the reassignment process.
- The reassignment process will be handled confidentially and professionally, to maintain a supportive environment for all participants.
- A reassignment request will not be viewed negatively and will not affect the professional standing or evaluation of either the mentor or the mentee.
- When a reassignment occurs, the District Coordinator and Principal will collaborate to identify a new mentor who can best support the needs of the new teacher.

District Office

Activity	Trainer Initials	Date Completed
Explanation of Teacher Contract	Initial HR Meeting	
Explanation of benefits	Initial HR Meeting	
Explanation of financial forms & pay information	Initial HR Meeting	
Frontline Central	Initial HR Meeting	
District-level Staff Directory information		
Building Access	Initial HR Meeting	
Staff Handbook		
Facility Directory Booklet (Hiatt Extension List)		
New Teacher Orientation -Strategic Plan -Proactive MD -Code of Conduct -Evaluation -SPED/504/ML Info -Mentoring Program	New Teacher Orientation	

Technology Department

Activity	Trainer Initials	Date Completed
Account Access, Voicemail Access		
Technology policies and procedures		
Webpage: Employee portal		
PowerSchool -access -attendance -grading	New Teacher Orientation	
Canvas	New Teacher Orientation	
Office 365	New Teacher Orientation	

Designated Person (Special Education)

Activity	Trainer Initials	Date Completed
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Special education programming, services, staffing		
Special education/regular education co-teaching		
Process for making referrals		
Location of IEPs		

Building Principal or Designee

Activity	Admin Initials	Date Completed
Classroom schedule, bell schedule		
Teacher Handbook (Building-Level)		
Schedule information		
Student handbook		
Communication -Intraschool -Parent communication		
Calendar information -breaks -eLearning Day expectations		
Professional development calendars and opportunities		
Teacher evaluation process		
Health Center procedures & student medication expectations		
Emergency Preparedness Plan		
Field trips, volunteers, and guest speaker expectations		
Workorder system		
Cell phone use policy		
Building map and layout		
Staff common area expectations -mailboxes -lounge		
Staff attendance procedures		
School visitor policy		
Hours -Staff report hours -School day hours		

Student supervision expectation		
PowerSchool grading and attendance expectations		
Discipline procedures		
Support staff assistance		
Arrival and dismissal procedures		
Bulletin boards, hallway displays, location of teaching supplies		
Financial: -grant guidance -purchasing -pd/travel expenses -internal controls		
Curriculum: -instructional materials - textbooks/workbooks -supplemental supplies - assessments -devices		
Breakfast and lunch procedures		
Lesson plan expectations -daily -substitute		
eLearning Days: Dates and Responsibilities		
School guidance program		

Mentor and Mentee Responsibilities by Month

AUGUST / SEPTEMBER

Activity	Mentor & New Teacher Initials	Date Completed
Open House format and expectations		
Classroom management plan -best practices -clear expectations -engaging lessons -accountability		
Progress Reports, Report Cards		
IEP Data Collection and Progress Reports		
MTSS		
Field Trips procedures		
Student Transportation Information		
Classroom volunteer policies		
Discipline referral procedures		
Leave requests and substitute plan expectations		
Review IEPs, ILP, 504s, and BIPs for current students		
Title I Interventions (elementary only)		
Emergency Preparedness Plan		
Curriculum meetings: -Grade Level -PLCs		
Classroom party expectations		
Staff lounge and workroom etiquette		
PowerSchool -grade entry -log entries -seating charts -attendance procedures -PS skittles		
Curriculum materials: -textbooks/workbooks -curriculum maps		

-instructional software -devices -assessments		
School-based mental health supports -school counselor CIS (select buildings only) - Valley Oaks -LSC Mental Health Coordinator		
Teacher evaluation		
Parent communication: -approaches -documentation -best practices		
<u>Observe Mentor Teacher #1</u>		
<u>Classroom Observation by Mentor #1</u>		

OCTOBER

Activity	Initials	Date Completed
First quarter reflection		
Final grades		
Parent Teacher Conferences		
Classroom management update		
Indiana Academic Standards review		
SPED/ILP/504 student progress check		
Social Media best practices		
Work/Life balance		
Areas of needed assistance		
<u>Observe Mentor Teacher #2</u>		

NOVEMBER / DECEMBER

Activity	Initials	Date Completed
First semester reflection		
Weather-related cancellations		
Financial requests		
Winter holiday activities and expectations		

Technology integration		
Final Exam or End of Semester Assessments		
Set second-semester goals		
Review student achievement		
Areas of needed assessment		
<u>Classroom Observation by Mentor #2</u>		

JANUARY / FEBRUARY / MARCH

Activity	Initials	Date Completed
Class changes		
Semester/Quarter Grading		
PLC reflection		
Professional relationships reflection		
Spring break		
Evaluating intervention effectiveness		
Professional growth activities		
Planning for year-end success		
Areas of needed assistance		
<u>Classroom Observation by Mentor #3</u>		

APRIL / MAY / JUNE

Activity	Initials	Date Completed
Spring/Year-End Activities		
End of Year Assessments		
Student growth reflection		
Graduation and Promotion Activities		
End-of-Year Clean-Up		
Final evaluation process		
Summer School		
Next Year planning		
Summer professional development		
Celebrate successes		
Set goals for next year		
<u>Classroom Observation by Mentor #4</u>		

Retention Statement

All documentation contained within Appendix A and Appendix B will be maintained by Lafayette School Corporation and used for:

- Program monitoring and continuous improvement
- Compliance with district expectations
- Verification of Teacher Appreciation Grant (TAG) eligibility

All documentation contained within Appendix C and Appendix D will be maintained by the Mentor and Mentee and used for:

- Increase instructional effectiveness of early-career and developing teachers.
- Improve student academic growth and engagement through high-quality instruction.
- Enhance teacher retention, particularly in high-need subject areas.
- Foster a culture of collaboration, leadership, and continuous improvement.

Appendix A

Mentor–Mentee Agreement

Mentor Name: _____
Mentee Name: _____
School: _____
School Year: _____

Purpose of the Mentoring Program

The Lafayette School Corporation Teacher Mentoring Program is designed to provide structured support to new and developing teachers through a collaborative, confidential, and non-evaluative partnership. The mentoring relationship is intended to strengthen instructional practice, promote professional growth, and ultimately enhance student achievement.

This agreement establishes the expectations and commitments of both the mentor and mentee for the duration of the mentoring relationship.

Professional Growth Goals

The mentor and mentee will identify two to three areas of focus aligned with the mentee’s professional development needs, instructional effectiveness, and student learning outcomes.

- 1. _____
- 2. _____
- 3. _____

Meeting Expectations

The mentor and mentee agree to:

- Meet a minimum of **two (2) times per month** throughout the school year.
- Schedule additional meetings, check-ins, and support sessions as needed.
- Prepare for meetings with questions, reflections, and relevant materials.
- Participate in all required mentoring program activities and professional learning opportunities.

Observation and Coaching Expectations

The mentoring relationship will include the following activities:

- A minimum of two (2) Mentee observations (Mentee observes Mentor) during the school year (one in the first quarter and one in the second quarter)
- A minimum of **four (4) Mentor observations** (Mentor observing Mentee) during the school year (two in the first semester and two in the second semester).
- Pre- and post-observation discussions focused on reflection and instructional growth.
- Ongoing coaching conversations centered on planning, classroom management, assessment, and student engagement.

- Demonstration or modeling of instructional strategies, when appropriate.

Roles and Responsibilities

Mentor Responsibilities

The mentor agrees to:

- Provide guidance, encouragement, and constructive feedback.
- Share instructional resources, strategies, and best practices.
- Maintain confidentiality and foster a trusting professional relationship.
- Support the mentee in understanding district expectations, policies, and procedures.

Mentee Responsibilities

The mentee agrees to:

- Engage actively in the mentoring process.
- Reflect on instructional practices and implement agreed-upon strategies.
- Communicate openly and professionally with the mentor.
- Seek assistance when questions or concerns arise.

Confidentiality Statement

The mentor and mentee acknowledge that all mentoring conversations, classroom observations, and coaching discussions are confidential and non-evaluative in nature, except in situations involving student safety, legal compliance, or violations of district policy.

Agreement Term

This agreement is effective for the duration of the school year listed above and may be revised by mutual agreement as professional needs evolve.

Signatures

By signing below, the individuals listed affirm their commitment to the mentoring process and agree to fulfill the expectations outlined in this agreement.

Mentee	_____	_____
	Signature	Date
Mentor	_____	_____
	Signature	Date
Administrator	_____	_____
	Signature	Date

Appendix B

Mentoring Activity Log

Date	Type of Activity (Meeting, Observation, Coaching, etc.)	Focus Area	Summary of Discussion/Support	Next Steps

Date	Type of Activity (Meeting, Observation, Coaching, etc.)	Focus Area	Summary of Discussion/Support	Next Steps

Date	Type of Activity (Meeting, Observation, Coaching, etc.)	Focus Area	Summary of Discussion/Support	Next Steps

Appendix C:

Observation and Feedback Form

Mentee: _____
Mentor: _____
Date: _____
Subject/Grade: _____

Focus Area

- Classroom Management
- Instructional Strategies
- Student Engagement
- Assessment Practices
- Other: _____

Observation Notes

Strengths Identified

Areas for Growth

Coaching Feedback / Recommendations

Follow-Up Actions

Appendix D

Student Data Review Form

Teacher: _____

Mentor: _____

Date: _____

Data Sources Reviewed

- Classroom Assessments
- State Required Assessments (NWEA / ILEARN / IREAD...)
- Formative Assessments
- Other: _____

Summary of Data

Trends Identified

Instructional Adjustments Planned

Progress Monitoring Plan
