

Consider approval of Resources for Learning for mentoring support of teachers new to teaching and mentor teachers.

1. Background:

As we welcome new teachers to the profession, it is essential to prioritize strong support systems—such as mentorship, ongoing professional development, and access to resources—to set them up for long-term success. Research consistently shows that teachers who feel supported during their early years are more likely to remain in the profession and grow into highly effective educators. Equally important is providing targeted professional development and support for mentor teachers, ensuring they are equipped with the skills and knowledge needed to guide and nurture new educators effectively.

2. Process:

We currently have over 100 teachers in their first or second year of teaching within the district. In partnership with Resources for Learning, these early-career teachers will receive ongoing support through multiple touchpoints with consultants, along with professional development tailored to their individual needs. Mentor teachers will participate in a two-day training focused on how to effectively support new teachers throughout the school year. Strong mentorship will include modeling effective instructional practices, collaborating on lesson planning, sharing resources, and engaging in reflective conversations about teaching strategies to help new teachers build confidence and grow in their practice.

3. Fiscal Impact:

The total fiscal impact is \$53,680.

4. Recommendation:

That the Board approve Riley and Presley Educational Paraprofessional Certification training and mentoring support for teachers new to teaching.

5. Required:

Board action.