



# Mendon-Upton Regional School District Mentor Program



*In Support of Instructional Excellence*

2022-2023

School Year

*“The concept of mentoring has a long history, one that comes to us from Greek mythology. In Homer’s Odyssey, Mentor was the teacher of Telemachus, the son of Odysseus. But the Mentor was more than a teacher. Mentor was half-god and half-man, half-male and half-female, believable and yet unreachable. Mentor was the union of both goal and path, wisdom personified.”*

*Daloz, Laurent A., “Mentors: teachers who make a difference,”  
Change, September, 1983*

## Table of Contents

Introduction	p. 3
Mission Statement and Goals	p. 4
Communication Plan	p. 5
Qualities of Effective Mentors	p. 6
Roles and Responsibilities	pp. 7-11
Confidentiality, Matching Process, No Fault Exit Strategy	p. 12
Mentoring Program Evaluation	p. 12
Mentor Programming Year 1-3 Year 1 Year 2 Year 3	p. 14 pp. 14-16 pp. 17-19 pp. 20-22
<b>-----Appendix-----</b>	
Mentoring Log	P. 24
New Teacher Needs Assessment	p. 25
Observation Form	p. 26
Mentor Application	pp. 27-28
Discussion Topic Checklist	pp. 29-30
Establishing Procedures	p. 31
Meeting Times and Topics	p. 32
Mentoring Criteria Checklist	p. 33
Mentoring Assignment Form	p. 34
References	p. 35

## Introduction

In Massachusetts, all school districts are required to provide an induction program for teachers and administrators in their first year of practice. Induction programs provide the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers become more competent sooner with support from veteran teachers, and schools are more likely to retain these well-trained educators. There is also a growing body of research that indicates that student achievement improves in districts that engage veteran teachers in providing professional support for their newest colleagues.

According to Massachusetts Induction Standards. All induction programs shall meet the following requirements:

- An orientation program for beginning teachers and all other incoming teachers.
- Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [603, CMR 7.12 (2)]

The Mendon-Upton Regional School District's induction program takes a comprehensive approach to supporting new educators including:

- A mentor-new educator pairing program
- Mentor program coordinators
- Clearly defined roles and responsibilities for all members of the school community regarding supporting and retaining new teachers
- Training for mentors on their role in supporting new teachers
- Workshops that support new and veteran teachers for quality instruction
- New teacher orientation that is responsive to their needs
- Ongoing assessment of the effectiveness of the program

In some cases a new teacher may require a mentor to support them in their second year. This need may develop for second-year teachers because they were hired after the beginning of the school year, they have come from another career and need more classroom support, or their principal feels that they would benefit from additional mentoring from a highly skilled and experienced mentor.

## Mission Statement

The purpose of our comprehensive induction program for new teachers is to create a team environment for their support.

Our mission is to maximize the potential of each new teacher to become an integral member of our school community by providing multi-levels of support, advice, and education. This program will increase reflection, collegiality, effective teaching practices, and greater student learning throughout the district.

Our program will be most successful when all parties are willing participants working together to achieve common goals. The results of our comprehensive induction program for new teachers will provide the foundation for each new teacher to be self-sufficient, confident, and ready for meaningful experiences in education.

## Goals

- Improve student performance through effective teaching
- Develop in new teachers, the knowledge, skills, attitudes and values vital to success throughout a teacher's career.
- Recruit, attract, and retain excellent teachers
- Support and assist new teachers with the transition into the profession and the district
- Assist new teachers in meeting the challenges that are common to all new teachers
- Model reflective teaching as an avenue to professional growth
- To provide a forum for discussion and reflection on curriculum and instruction
- To support the new teacher through the evaluation process
- To encourage collaboration with new and experienced teachers
- To develop leadership capability and potential in new teachers

## Communication Plan

The Mendon Upton Regional School District believes a comprehensive induction program for new teachers will benefit our schools and our communities. All stakeholders are encouraged to understand the program and benefits that will result for both students and the professionals in our schools.

The following stakeholders should familiarize themselves with our mentoring and new teacher induction program:

- All teachers
- Principals
- Superintendent
- Central Office Administrators
- School Committee
- School Councils
- Parents/Guardians
- Students
- Union Members
- Prospective Candidates
- Local Media

The Mendon Upton Regional School District will communicate the following elements of the new teacher induction program:

- Mission and goals of the program
- Support structures for new teachers
- Importance of professional growth
- Program expectations
- Benefits for students and staff
- Research on induction programs

Opportunities for communicating about the new teacher induction program include:

- MURSD website
- School Committee meetings
- Interview Packets
- School Newsletters
- School/District Brochures
- Staff and Parent meetings
- Handbooks
- Public presentations
- School Councils

## Qualities of Effective Mentors

### Maintain a Positive Attitude

- Enthusiastic
- Flexible – not dismissive
- Empathetic
- Open to new ideas
- Sense of humor

### Trustworthy

- Confidential
- Non-judgmental
- Non-evaluative

### Skilled in Mentoring

- Allow new teachers to grow and learn on their own
- Know when to step back
- Use peer coaching skills
- Make suggestions in a non-threatening way
- Take leadership in sharing information

### Strong Professional Role Model

- At the cutting edge of effective practice
- Highly competent in the content and grade areas
- Maintain current knowledge of the MA Curriculum Standards
- Broad repertoire of pedagogy expertise and teaching skills
- Instructional leader

### Effective Communication Skills

- Strong verbal and nonverbal skills
- Good networking skills
- Able to provide effective, honest feedback

### Commitment to Mentoring

- Wants to be a mentor
- Widely respected and liked in the school

## Roles and Responsibilities

### New Teacher Roles and Responsibilities

- Play an active role in the mentoring relationship. A new teacher can do this by offering critical reflections on his (her) own practice and identifying areas in which assistance is needed. A new teacher may also decide to share elements of his or her
- Seek out constructive and professional feedback. The new teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional. The mentor-mentee relationship is meant to be confidential; new teachers should take advantage of the relationship and obtain assistance as needed.
- Identify needs and ask for help.
- Offer reflections on his/her practice.
- Observe the guidelines of confidentiality set forth by the district.
- Observe experienced teachers at work. The new teacher should adhere to a schedule of observations of various experienced teachers. The new teacher could keep a log to record and reflect on the diversity of their styles.
- Participate regularly in programs organized for new teachers.
- Must participate in:
  - Orientation-Summer Induction in August
  - Weekly /Bi-weekly meetings with mentor
  - New Teacher Induction program (online modules and monthly new teacher meetings)
  - Two observations of experienced teachers
  - Book study for new teachers
- At the end of the year—by **May 15th**
  - New Teachers will submit the following to the Curriculum Department
    1. 2 Observation Forms
    2. End of Year Online New Teacher Survey

## Mentor Roles and Responsibilities

- Ensure a strong start to the year. Mentors can help new teachers launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.
- Provide instructional support. This includes, but is not limited to:
  - Regular observation of and conferencing with the beginning teacher weekly
  - Support in teaching and learning standards of the state curriculum frameworks;
  - Refining various teaching strategies;
  - Addressing issues such as classroom management and communicating effectively with parents;
  - Recognizing and addressing multiple learning styles and individual student needs.
- Provide professional support. New teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice.
- Provide personal support. Mentors can help relieve the stress on first time teachers by introducing them to other faculty members and helping the new teacher to put problems in perspective with support and encouragement.
- Maintain a confidential relationship with the new teacher. It is important that the new teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the new teacher, not to evaluate him/her.
- Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- Maintain a log of mentoring activities and complete an end of year assessment of the mentoring program.
- Attend mentoring meetings and functions scheduled by the district.
- It is required that mentors have up-to-date mentor training and undergo training within 5 years of being an active mentor. Refresher mentor trainings for 6 hours will be offered annually in October to serve as an updated training.
- At the end of the year—by **April 15**
  - Mentors will submit the following to the Curriculum Department (in order for payment to be processed for the stipend)
    1. Minimally 2 Observation Forms (1 per semester)
    2. Mentor log
    3. End of Year Online Mentor Survey



## **Principal Roles and Responsibilities**

The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would assume all of responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal:

- Establish a school culture that is built on collegiality and supports professional collaboration among new and veteran teachers.
- Ensure reasonable working conditions for the new teacher, which might include schedule modifications. For example, the new teacher could be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.
- Facilitate the relationship between the mentor and new teacher. The principal should make sure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program.
- Conduct a building orientation program for new teachers.
- Observe and provide frequent feedback to the new teacher. The principal should ensure that the new teacher is informed early in the year about the district's evaluation standards and procedures and is evaluated on schedule.
- Collaborate with the mentor coordinators in the selection of mentors. The matching of mentors and beginning teachers should take place at the building level using selection criteria developed at the district level.
- Respect the confidentiality of the mentor/new teacher relationship
- Encourage qualified teachers to mentor
- Arrange substitute coverage as necessary to ensure that mentor observations are taking place.

## **Superintendent and School Committee Roles and Responsibilities:**

- To endorse, encourage, and support the mentor program in each school
- To support and recommend sufficient funding for the program
- To publicize the program throughout the community
- To make an overall commitment to professional development

## **District Mentor Coordinator Roles and Responsibilities**

- Overseeing and ensuring the effective running of the Mentor Program
- To review recommendations and finalize selection of mentors and assignments to new teacher
- To ensure that all new teachers have a mentor, to the extent possible, who meet the criteria for the selection process
- Facilitate introduction and assist the new teachers as they become incorporated into the environment of the school district
- Plan and present new teacher induction and orientation workshops for all new staff
- Overseeing the comprehensive induction and program that introduces the teachers to their mentors, as well as, providing models and tools for their mentors, and ensuring the criteria is followed
- Overseeing the training of mentors
- Keeping the administrators informed of the Mentor Program, i.e. workshops to be held, interests and needs of new staff
- Meeting separately with mentors and new teachers throughout the year to assess the mentoring relationship and determine additional needs
- Providing advice and guidance to new staff as needed
- Handling any conflicts between mentors and new teachers through listening and problem solving skills
- Organizing and/or conducting workshops as needed in areas of interest from the new teachers such as: classroom management, classroom modification, cooperative learning, assessments and parent conferencing
- Creating and collating the evaluation document(s) completed by mentors and new teachers
- Planning and implementing meetings to be held to evaluate programs and teachers' needs

**Lead Mentor Roles and Responsibilities**

- To provide input, in collaboration with the building principals, to the recommended selection of mentors
- To ensure that all new teachers to the district have a mentor, to the extent possible, who meet the criteria for the selection process
- Collaborate with the district mentor coordinate to plan and facilitate the new teacher orientation workshops for all new staff
- Handling any conflicts between mentors and new teachers through listening and problem solving skills, and mediation through the possible reassignment
- Providing advice and guidance to new staff as needed
- Coordinate and lead new teacher workshops such as: classroom management, classroom accommodations, cooperative learning, assessments, and parent conferencing.
- Review meeting schedules for beginning teachers and their mentors and ensure that they are followed
- Lead the mentor peer support group meetings focused on mentoring best practices
- Collaborate with the mentoring team to develop new teacher induction program curriculum
- Participation in the evaluation of the mentor program through analysis of meeting and evaluation documents completed by mentors and new teachers.

## Confidentiality

Confidentiality is essential in order to foster a trusting relationship between Mentor and New Teacher. Confidentiality is at the foundation of a successful mentoring relationship. A mentor will not discuss their new teacher's teaching performance with anyone, including school and district administrators, except under the following conditions:

- 1) If, in the mentor's professional judgment, the academic growth and development, social well being, or physical safety of the student(s) is at risk.
- 2) If the new teacher gives his/her permission for the mentor to discuss or seek further support among other staff members.

## The Matching Process

Each new teacher is "matched" with a mentor prior to the beginning of the school year. The building principal, with the help of the mentor coordinator, matches the mentor and new teacher.

Whenever possible a mentor is assigned from the same building. At times mentors and new teachers not in the same building are matched. This is done to provide a new teacher with a mentor within the same subject area, especially in the case of specialists. Whenever possible, mentor assignments should be completed by **August 15**. Mentors are encouraged to contact new teachers before the beginning of the school year. Often a mentor and new teacher meet at the building before the beginning of the school year. Ideally, a new teacher is matched with only one primary mentor. In some unique situations, the mentoring may need to be split between a primary and secondary mentor.

### Mentor Requirements

- ☐ Complete application process
- ☐ Trained in mentoring within the last 5 years (or willing to be trained this year)
- ☐ Completed at least 3 years of educational experience
- ☐ Effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations
- ☐ Sign and return the mentor contract before the start of mentoring.

### Mentor Recommendations

- ☐ Same Building
- ☐ Same Subject/Grade Level/Course
- ☐ Located in the building near the mentee
- ☐ Common planning time available
- ☐ "Good Fit" with mentee

## No-Fault Exit Policy

At times, situations may arise that could interfere with a successful mentoring experience. In this event new teachers and mentors should contact the lead mentors, building principal, or the district mentor coordinator to discuss their concerns. Together possible strategies for improvement will be discussed and evaluated. If the strategies do not improve the relationship a reassignment may be considered. The needs of the new teacher will be the primary focus of this process.

## Mentoring Program Evaluation

All mentors and new teachers will be required to complete an online survey to help the district evaluate the quality of the mentoring program and identify strengths and areas for improvement. Annually, the district will report the following data to the Department of Elementary and Secondary Education: program activities, number of new teachers served, list of trained mentors, number of classroom observations by mentors, number of hours mentors spent with new teachers, hiring and retention rates, participant satisfaction, and partnerships.

### Mentor Contract Information (July 1, 2017-June 30, 2020)

Lead Mentor	\$2000
Level 1 Mentor (New Less than 3 years)	\$850
Level 2 Mentor (2nd year new teachers)	\$650
Level 3 Mentor (3rd year new teachers)	\$500
grade level change	
new to district with 4+ years experience	
Co-teaching Mentor	\$1000

# Mentor Programming (Yr 1-3)

## Mentoring and Induction Program--Year 1

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Welcome to year one of our district's mentoring and induction programming. As a newer member of our respective school district, our goal is to provide you with ongoing support and professional learning in your first three years with us.

Our first year programming includes the following supports:

- New Teacher Induction
- Assigned Mentor
- Professional Learning Workshops
- Classroom observations
- Book studies
- Mentor/Mentee meeting

## Professional Days

### New Teacher Orientation

A District New Teacher Orientation day is held a few weeks before the start of school and a Building New Teacher Orientation day is held as well.

The Orientation Day activities will include:

- Welcome and Introduction to the Mendon-Upton School District
  - Getting to Know Us
  - Getting to Know Mendon-Upton
  - Getting to Know You
- Ensuring a Strong Start: Classroom Culture, Instructional and Assessment Strategies
- Lunch Provided
- District Goals; Mentor Program Overview; Educator Evaluation Process
- Building-Based Time

A New Teacher Technology Bootcamp will be provided as well to ensure all new teachers have access to their laptops, e-mail, Google Apps for Education, and other technology prior to the school year.

## Fall Workshops



**September:** ESped, IEPs

**October:** Parent Engagement and Communication

**November:** Managing Minutia

**December:** Teachpoint Evidence, Upload Forms

**January:** Mentor/Mentee Mid-Year Meeting

**February:** Assessment and Grading

## Classroom Observations

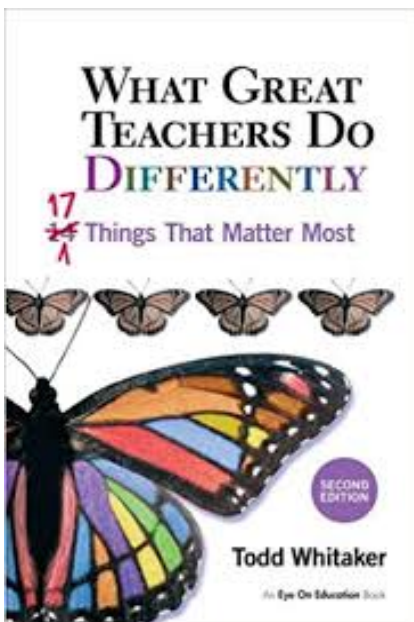
You are provided the opportunity to observe your colleagues minimally two times a year, once in the Fall and once in the Winter/Spring. Please use the Mentor Observation Form that is located in the Appendix of the Mentor Handbook and also on the Mentor Website.

Additionally, your mentor will schedule at least two instances where they can observe you, give you feedback, and work with you on your goals.



# Book Study

For the second half of the year, we will be supplementing our learning through a book study of the book by Todd Whittaker, *What Great Teachers Do Differently*. For the book study, you will be provided with very short readings and a choice of discussion questions to answer within Google Classroom. You will have an opportunity within the online discussion to respond to your colleagues, as well as receive feedback. We will provide you with the books in advance of the book study sessions.



Week 1: Intro and Chapters 1 and 2 (pp.1-12)

Week 2: Chapters 3 and 4 (pp.13 - 24)

Week 3: Chapters 5 and 6 (pp. 25- 35)

Week 4: Chapters 7 and 8 (pp. 37-48)

Week 5: Chapters 9 and 10 (pp. 49-63)

Week 6: Chapters 11 and 12 (pp. 65-77)

Week 7: Chapters 13, 14, and 15 (pp. 79-95)

Week 8: Chapters 16, 17, 18, and 19 (pp. 96-124)

As the year progresses you will receive additional information with specific dates, times, and assignments.



## Mentoring and Induction Program--Year 2

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Welcome to our 2nd Year Mentoring and Induction programming. As a newer member of our respective school districts, our goal is to provide you with ongoing support and professional learning in your first three years with us.

For many of you, if you are a second year teacher in our district who has yet to earn professional licensure with the D.E.S.E., you need to be working for at least three years under the required certification and participate in a mentored experience of at least 50 hours beyond your first year induction program in order to earn your professional license through the D.E.S.E.

Additionally, districts are required to provide mentoring and induction programming for its educators to meet the 50+ hour requirement. Beyond meeting the D.E.S.E. requirements, we also feel it is important to provide a full mentoring and induction experience for all our new educators.

Therefore, we established a mentoring program for second year teachers in order to help you meet these 50 hours in a productive and meaningful manner. This will be achieved through book studies, Google Classroom, and three full professional days. This second year mentoring program will be facilitated by Ashland, Milford and Mendon-Upton.

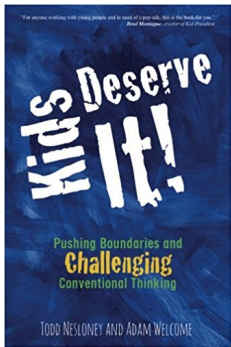
On the next page you will find an outline of this program. If there is something that you want to explore or need more support in an area that is not currently on the list, please reach out to your respective assistant superintendent (Craig Consigli-Milford, Maureen Cohen-Mendon-Upton, or Paul Vieira-Ashland).

We are looking forward to working with all of you on throughout this process. Please let us know if you have any questions.

# Book Study

You will participate in 2 book studies throughout the course of the year. Each book study will last approximately 6 weeks and will be done through Google Classroom. For the book studies, you will be provided with short readings and a choice of discussion questions to answer within Google Classroom. You will have an opportunity within the online discussion to respond to your colleagues, as well as receive feedback. We will provide you with the books in advance of the book study sessions.

## Fall Selection



- What if learning was **exciting**?
- What if students felt **important** and **empowered** every time they walked into the building?
- What if parents **looked forward** to calls from their children's teachers and principals, instead of cringing when the school's number popped up on their phones?

To Todd Nesloney and Adam Welcome, those aren't far-fetched what ifs; they can (and should) be a reality for every teacher, school, parent, and student.

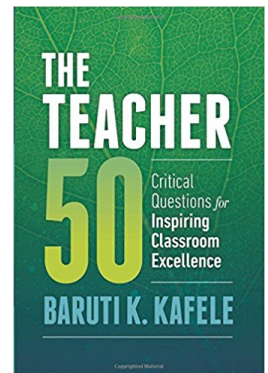
In *Kids Deserve It!*, Todd and Adam encourage you to think big and make learning fun and meaningful for students. While you're at it, you just might rediscover why you became an educator in the first place. Learn why you should be calling parents to praise your students (and employees). Discover

ways to promote family interaction and improve relationships for kids at school and at home. Be inspired to take risks, shake up the status quo, and be a champion for your students.

## Spring Selection

In this thoughtful guide for novice and veteran educators alike, Baruti K. Kafele takes readers on a reflective journey designed to reignite their passion for teaching. Kafele's 50 questions and penetrating insights reveal how you can:

- Inspire students of all racial, ethnic, and socioeconomic backgrounds to strive for academic excellence
- Develop strong relationships with students, their parents, and the greater community
- Address the challenges and promises presented by millennial learners
- Boost your motivation and excitement about teaching despite entrenched obstacles and daily frustrations.



## Professional Days

The three professional learning days will be in partnership with Ashland Public Schools, Milford Public Schools, and the Mendon-Upton Regional School District. The learning days will be a balance of in-district classroom observations in the mornings and professional learning workshops on various topics in the afternoon. These collaborative sessions are a great opportunity for us to learn from our colleagues in other districts and to continue to develop and improve our own skills.

The following are the dates for the 2nd year mentoring program:

- October
- January
- March

Topics that you can expect to participate in during these three sessions include what it means to be an:

- Educator as an...      Inclusive Practitioner
- Educator as a...      Family Engager
- Educator as an...      Informed Data Analyst
- Educator as...      Skillful Classroom Manager
- Educator as...      Inspired Lesson Designer
- Educator as a...      Student Advocate

As the year progresses you will receive additional information with specific dates, times, and assignments. This is our first venture with a second year mentoring program across three districts and we are excited about the opportunities this offers you and ultimately our students. If you have suggestions about topics feel free to forward them to your district representative.

## Mentoring and Induction Program--Year 3

Welcome to our 3rd Year Mentoring and Induction programming. As a newer member of our respective school districts, our goal is to provide you with ongoing support and professional learning in your first three years with us.

For many of you, if you are a third year teacher in our district who has yet to earn professional licensure with the D.E.S.E., you need to be working for at least three years under the required certification and participate in a mentored experience of at least 50 hours beyond your first year induction program in order to earn your professional license through DESE.

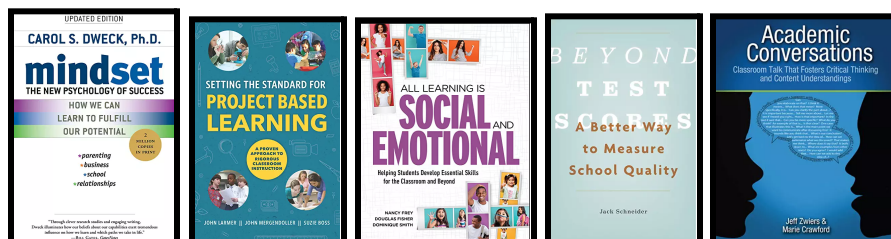
Additionally, districts are required to provide mentoring and induction programming for its educators to meet the 50+hour requirement. Beyond meeting the D.E.S.E. requirement, we also feel it is important to provide a full mentoring and induction experience for all of our new educators. Therefore, we established programming for third year teachers in order to help you meet these 50 hours in a productive and meaningful manner.

The 3rd year of the mentoring and induction program will look a little differently than the two previous years. This year's program will focus on one book study spread throughout the whole year. Additionally, we will have collaborative learning walkthroughs in Milford and Mendon-Upton.



## Book Study

You will participate in one book study throughout the course of the year. The book study will be completed through Google Classroom. Similar to the Year 2 Mentoring, you will be provided with short readings and questions to answer within Google Classroom. As part of our meetings, we will focus on five different books/topics where you will read one of the books and we will share out from the books. The books for this year's conversation are as follows:



## Professional Days

The two professional learning days will be in partnership with Milford Public Schools and the Mendon-Upton Regional School District. The focus of these days will be to travel to each one of the districts to participate in a highly focused and collaborative learning walkthrough.

The dates for this year's 3rd year mentoring program are:

- November (Milford)
- February (Mendon-Upton)

As the year progresses you will receive additional information on dates, times, assignments, etc. This is our first venture with a third year mentoring program and we are excited to be expanding our support for our educators through their first three years in our districts.

At the end of the three years of mentoring, we will sign off on the required DESE Mentoring and Induction form as evidence of your participating in the three-year program.



# Appendix

# **MURSD Mentoring and Induction**

## *In Support of Instructional Excellence*

### **Mentor Log**

**Directions:** Keep track of any formal meetings between the mentor/mentee using the mentor log. This mentor log will be collected twice a year (at the end of the first semester and at the end of the year). Make as many copies as needed to reflect the mentor meetings. The log can be completed in written or typed form.

Date	Type of Activity	Time Spent	Specific Topics

**Types of Activities:** PD-Professional Development; CI-Curriculum and Instruction; PP—Policies/Procedures; OB--Observation

**Received by C.O.** \_\_\_\_\_



# MURSD Mentoring and Induction

## In Support of Instructional Excellence

### New Teacher Needs Assessment

This is a tool new teachers can use to self-assess their personal strengths and needs. This is not used as an evaluative tool by anyone, rather the information collected here will be shared with the mentor.

*Novice: General idea of what needs to be done*

*Proficient: Comfortable with responsibilities but have room to grow*

*Expert: Mastery of the area and could train others/share expertise*

Area of Support to Consider	Fall			Winter			Spring		
	N	P	E	N	P	E	N	P	E
<b>Classroom Management</b>									
Setting up the classroom environment									
Creating classroom expectations									
Enforcing classroom rules									
Implementing behavior management techniques									
Knowledge of disabilities with which you are working and necessary accommodations/strategies									
<b>Expectations</b>									
Identifying those students in the classroom with IEPs and 504 plans, reading the plans, and implementing the accommodations									
Understanding the referral process									
Using technology as a tool									
Understanding and implementing emergency protocols									
<b>Teaching</b>									
Locating and using grade-level district standards, pacing guides, and state standards									
Differentiating instruction									
Motivating students									
Using a variety of teaching strategies									
Familiarity with content for grade level(s) taught									
Providing students with clear and complete modeling of lessons.									
<b>Relationships</b>									
Communicating with parents									
Working with related service providers									
Working with colleagues									
Working with administration									
Giving direction									
Taking direction									

# ***MURSD Mentoring and Induction***

*In Support of Instructional Excellence*

## **Mentoring Classroom Observation Form**

<b>Observer:</b>	<b>Teacher:</b>
<b>Date:</b>	<b>Grade/Subject/Course:</b>
<b>Lesson Observed (topic/learning objective)</b>	
<b>Purpose of the Observation:</b>	
<b>Comments:</b>	
<b>Questions for Reflection:</b>	

Teacher Signature: \_\_\_\_\_

Observer Signature: \_\_\_\_\_

***Received by C.O.:*** \_\_\_\_\_

# ***MURSD Mentoring and Induction***

## ***In Support of Instructional Excellence***

### **Overview:**

The district is seeking educators who are interested in being mentors for beginning teachers and new teachers to the district. The purpose of our comprehensive induction program is to create a team environment for their support. Our mission is to maximize the potential of each new teacher to become an integral member of our school community by providing multi-levels of support, advice, and education. This program will increase reflection, collegiality, effective teaching practices, and greater student learning throughout the district.

### **Goals of Mentoring and Induction Program Include:**

- Improve student performance through effective teaching
- Develop in new teachers, the knowledge, skills, attitudes and values vital to success throughout a teacher's career
- Recruit, attract, and retain excellent teachers
- Support and assist new teachers with the transition into the profession and the district
- Assist new teachers in meeting the challenges that are common to all new teachers
- Model reflective teaching as an avenue to professional growth
- Provide a forum for discussion and reflection on curriculum and instruction
- Support the new teacher through the evaluation process
- Encourage collaboration with new and experienced teachers
- Develop leadership capability and potential in new teachers

### **Mentor Expectations:**

- Ensure a strong start to the year: help new teachers have a productive year by helping them transition to routines, schedules, and have needed materials
- Provide instructional support: help refine teaching strategies, address issues that come up in the classroom, and support teaching of the standards
- Provide professional support: inform new teachers of school policies, procedures, and educator evaluation process
- Undergo mentor training (if you haven't been trained within the last 5 years)
- Contact the new teacher upon mentor assignment before the school year
- Participate in part of the new teacher orientation in August
- Attend the quarterly mentor meetings
- Observe the new teacher at least twice and complete mentor observation form
- Facilitate the new teacher to observe other teachers
- Maintain a mentor log of meetings with the new teacher

# ***MURSD Mentor Application***

***In Support of Instructional Excellence***

Name:

Current teaching assignment and school:

Area(s) of certification:

Years employed by MURSD:

Years of teaching experience: (circle one)      1- 4      5-8      9-12      13+

1. Have you had any formal Mentor Training? If yes, please state when and where it was and how many hours of training.
2. Please outline recent professional development experiences that enhance your ability to mentor a new teacher:
3. Please describe your interest in becoming a mentor and how you think you can assist a new teacher to the district?

Signature:

Date:

***Thank you for being generous with your time and knowledge!***

Please submit this Mentor Application to the District Mentor Coordinator.

**Received by C.O.:** \_\_\_\_\_

# ***MURSD Mentoring and Induction***

*In Support of Instructional Excellence*

## **Discussion Topic Checklist**

### **School Layout**

- \_\_\_\_\_ washrooms
- \_\_\_\_\_ teachers work area
- \_\_\_\_\_ teacher's lunch area
- \_\_\_\_\_ main office/secretaries
- \_\_\_\_\_ supply room
- \_\_\_\_\_ custodian's office
- \_\_\_\_\_ school forms
- \_\_\_\_\_ library
- \_\_\_\_\_ bus entrance
- \_\_\_\_\_ teacher's parking
- \_\_\_\_\_ nurse's office
- \_\_\_\_\_ guidance office
- \_\_\_\_\_ music rooms
- \_\_\_\_\_ art rooms
- \_\_\_\_\_ PE/health rooms

### **Building Procedures**

- \_\_\_\_\_ staff meetings
- \_\_\_\_\_ working hours for teachers per contract
- \_\_\_\_\_ extra duties
- \_\_\_\_\_ clubs and activities
- \_\_\_\_\_ field trips (busses/chaperones)
- \_\_\_\_\_ attendance
- \_\_\_\_\_ Open House
- \_\_\_\_\_ Parent/Teacher Conferences
- \_\_\_\_\_ movement of students (exits/lunchtime, etc.)
- \_\_\_\_\_ dress codes (students and teachers)
- \_\_\_\_\_ lunch supervision
- \_\_\_\_\_ student accidents/emergencies
- \_\_\_\_\_ issues specific to the building
- \_\_\_\_\_ cafeteria procedures
- \_\_\_\_\_ computer lab
- \_\_\_\_\_ 504 plans

### **Access to Resources and Resource People**

- \_\_\_\_\_ supply requisitions
- \_\_\_\_\_ Tech/Media equipment requests
- \_\_\_\_\_ computer access for teachers
- \_\_\_\_\_ computer access for students
- \_\_\_\_\_ ordering textbook and consumables
- \_\_\_\_\_ Union
- \_\_\_\_\_ building technical support person
- \_\_\_\_\_ instructional technologies
- \_\_\_\_\_ librarian
- \_\_\_\_\_ student support services
- \_\_\_\_\_ guidance counselor

- \_\_\_\_\_ custodian
- \_\_\_\_\_ school nurse

### **Curriculum**

- \_\_\_\_\_ review of text and materials
- \_\_\_\_\_ review of district curriculum
- \_\_\_\_\_ central office curriculum staff
- \_\_\_\_\_ management/pacing of curriculum
- \_\_\_\_\_ lesson plan procedures/ expectations
- \_\_\_\_\_ subject matter “experts” on staff
- \_\_\_\_\_ teaching teams
- \_\_\_\_\_ grading procedures
- \_\_\_\_\_ homework/testing policies
- \_\_\_\_\_ report cards/progress reports
- \_\_\_\_\_ opening day schedule (plans and procedures)
- \_\_\_\_\_ first week of planning
- \_\_\_\_\_ substitute plans folder
- \_\_\_\_\_ assessment dates ( MCAS, DRA, SAT)
- \_\_\_\_\_ Response to Intervention (RTI) overview

### **Organization of Classroom**

- \_\_\_\_\_ options for room arrangement
- \_\_\_\_\_ student traffic patterns
- \_\_\_\_\_ storage and access of classroom materials
- \_\_\_\_\_ student access to classroom materials
- \_\_\_\_\_ displaying fire drill procedures
- \_\_\_\_\_ reading centers

### **Special Education**

- \_\_\_\_\_ IEP process/services
- \_\_\_\_\_ review of IEPs
- \_\_\_\_\_ Special Education Procedures
- \_\_\_\_\_ consult meetings/liaisons
- \_\_\_\_\_ pull-out/inclusion programs

### **Discipline Protocol**

- \_\_\_\_\_ expectations for classroom behavior
- \_\_\_\_\_ what works for the mentor
- \_\_\_\_\_ expectations of students outside of class
- \_\_\_\_\_ formal discipline procedures
- \_\_\_\_\_ referral process for inappropriate behavior
- \_\_\_\_\_ consequences for extreme behavior problems

### **Personal and Professional Procedures**

- \_\_\_\_\_ review of teachers’ contract
- \_\_\_\_\_ snow days/call list
- \_\_\_\_\_ procedure for calling in sick
- \_\_\_\_\_ personal and professional days

# ***MURSD Mentoring and Induction***

## ***In Support of Instructional Excellence***

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### **Establishing Procedures for Meetings Mentor and New Teacher**

#### **Recommended:**

- Meet once a week to ensure that a close relationship is established
- Establish a meeting duration of somewhere between 30-60 minutes for most meetings, so as to not unduly burden each partner
- Decide who will set up meetings. If the new teacher volunteers to do this, it can be a useful way to give something back to the mentor.
- Consider whether you should establish a formal agenda for your meetings.
- It's a good idea for partners to exchange information on how to contact each other in case plans have to be rearranged.

#### **Key questions to ask:**

- How often will we meet?
- How much time will we spend?
- Where will we meet?
- When: over lunch, during work, or outside of work?
- Preferred day, hour, location, and so on?
- What do we do if a meeting has to be canceled or rescheduled?

# ***MURSD Mentoring and Induction***

*In Support of Instructional Excellence*

## **Mentoring Meeting Times and Topics**

### **Prior to the Start of School:**

- Communication with Parents
- Layout of School
- Textbooks
- Curriculum Frameworks
- Teacher Handbook and District School Policies
- Procedures (morning, recess, field trip)

### **Prior to September:**

- Student Learning Styles
- Lesson Timing/Planning
- Planning the First Week
- Parent Communications
- Timing/Planning/Pacing Lessons
- Homework/classwork expectations
- Educator Evaluation Cycle-
  - How to access Teachpoint
  - Add a New Form
  - Complete self evaluation

### **Prior to Open House:**

- Procedures of Open House
- Special Education Referrals
- Grading Policy and Curriculum
- Special Events
- Student and Professional Goals

### **Prior to November 1:**

- Grading Policies, Report Cards, Teacher Comments
- Parent Teacher Conference Strategies
- Dealing with a Difficult Parent
- Professional Development days- How to sign up or submit proposal

### **December/January**

- Prepare for mid year check-in to discuss progress towards goals with principal
- Discuss school traditions/staff gatherings or holiday parties
- Cover No School/cancellation/early dismissal procedures

### **Prior to February 1:**

- Reflection/Rejuvenation
- Curriculum Check
- MCAS Testing Process



**Prior to April 1:**

- Ordering Supplies and Budget
- Student Placement Procedures
- Staying Positive

**Prior to May 1**

- End of Year Policies and Procedures

# ***MURSD Mentoring and Induction***

*In Support of Instructional Excellence*

## **Mentoring Criteria Checklist**

### ☐ **Mentor Requirements:**

- o Trained in mentoring within the last 5 years (or willing to be trained this year)
- o Completed at least 3 years of educational experience
- o Effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations.

Comments: \_\_\_\_\_

### ☐ **Mentor Recommendations:**

- o Same Building
- o Same Subject/Grade Level/Course
- o Located in the building near the mentee
- o Common planning time available
- o "Good Fit" with mentee

Comments: \_\_\_\_\_

### ☐ **Mentor Characteristics:**

- o Effective communicators and problem solvers, especially when working with adults.
- o Able to teach to the diverse learning styles of students.
- o Able to maintain a confidential relationship.
- o Making student gains as a result of their proven practice.
- o Outstanding, proven teacher whose practice reflects excellent content knowledge of the MA Curriculum Frameworks.
- o Knowledgeable about Educator Evaluation system.
- o Aware of the merits of different teaching styles and can demonstrate a variety of pedagogical strategies/methods.
- o Knowledgeable about the professional and community resources in the school and district.
- o Willing and able to invest time with supports and scheduling adjustments by the school and district to develop mentoring skills and participate in the program for the duration of the year.
- o Prior successful experience as a mentor.

Comments: \_\_\_\_\_

# MURSD Mentoring and Induction

*In Support of Instructional Excellence*

## Mentoring Assignment

<b>New Teacher</b>	
<b>Name of New Teacher</b>	
<b>School</b>	
<b>Description of Position</b> <i>(Grade/Subject)</i>	
<b>Years of Experience in Education</b> <i>(Did they teach elsewhere or are they beginning educators?)</i>	
<b>Mentor</b>	
<b>Proposed Mentor</b>	
<b>Have you spoken to the proposed mentor?</b>	<b>Yes/No</b>
<b>Comments</b> <i>(Re: Mentor Choice)</i>	
<b>Submitted By:</b>	
<b>Date:</b>	

Received by C.O.: \_\_\_\_\_

## References

*Career Education Program Mentor Resource and Certification Manual.* Missouri Center for

Career Education, 2008

*Massachusetts Department of Elementary and Secondary Education Guidelines for*

*Mentoring and Induction Programs, 2015*

Pelletier, Carol. *Mentoring in Action.* Pearson Publishing: Boston, MA, 2006.

Portner, Hal. *Being Mentored: A guide for protégés.* Corwin Press, Thousand Oaks, CA,

2002.

Portner, Hal. *Mentoring New Teachers.* Corwin Press: Thousand Oaks, CA, 2003.

Ribas, William, Gregory, Carol Ann, and Marchand, Cynthia. *Inducting and Mentoring Teachers New to the*

*District.* 2014.

Rutherford, Paula. *The 21<sup>st</sup> Century Mentor's Handbook.* Ask Publications: Alexandria,

VA 2005.

New Teacher Induction Handbooks from the following school districts:

- Arlington Public Schools
- Chicago Public Schools
- Foxborough Public Schools
- Framingham Public Schools
- Grafton Public Schools
- Holliston Public Schools
- Malden Public Schools
- Melrose Public Schools