

Braintree
INDUCTION PROGRAM

Overview

The Braintree Public Schools provide a comprehensive induction program for teachers in their first year of practice and/or in their first year of employment in Braintree. The induction program is intended to provide teachers with a systematic structure of support that helps them become familiar with their school and district, refine their practice and better understand their professional responsibilities. The program is an integral part of a teacher's first year of practice and is the beginning of a teacher's professional development activities.

The induction program in Braintree consists of the following components:

Orientation
Support Teams
Mentoring

Orientation

The orientation program launches the comprehensive induction program for both beginning and all other incoming teachers. It provides the opportunity for the teacher to learn about the district and his or her specific assignment. The orientation program is held each year in August close to the start of the school year. During the orientation, new teachers meet with their principals and curriculum directors, representatives of the Braintree Education Association and the Superintendent, the Assistant Superintendent and the Business Manager.

Specific topics covered during the orientation include

- district curriculum overview
- school district profile
- district strategic plan
- district mission statement
- annual system-wide objectives
- various district policies, including those covering homework, acceptable use of internet, and harassment, confidentiality and student records
- teacher evaluation procedures
- tour of the school to which the teacher is assigned
- expectations of new teachers

Support Teams

Each beginning teacher is assigned a support team that consists of a mentor and one or two administrators, in most cases the teacher's principal and the appropriate subject area curriculum director. This team provides a support structure for the beginning teacher that includes multiple perspectives. Members of the support team will interact with the beginning teacher in various ways appropriate to their different roles. The team will meet with the beginning teacher throughout the school year to answer questions and address concerns.

Mentoring Program

Each new Braintree teacher, whether new to the profession or new to the district, is assigned a trained mentor who will support that teacher throughout the first year.

The purpose of the mentoring program is to facilitate the growth of the beginning teacher toward the highest levels of professional and personal development possible during the first year of teaching in Braintree. A long line of research tells us that beginning teachers experience problems during the induction period, which, if unaddressed, can lead to negative attitudes, poor instructional performance, and departure from the teaching profession. Mentoring programs have been shown to help solve or reduce problems faced by new teachers, improve the quality of their instruction and their students' learning, and help retain promising teachers.

Mentoring Committee

A Mentoring Committee, with representation from teachers and administration, developed guidelines for and planned the mentoring program.

The Role of the Mentor

The mentor will be readily accessible to the beginning teacher and will meet with her/him on a weekly basis. Observation and feedback sessions will occur. It is understood that the relationship between the mentor and mentee is a confidential one. Mentors will provide some or all of the following services:

Model instructional techniques.

Help to construct lesson plans.

Arrange for the beginning teacher to visit other classrooms.

Introduce the beginning teacher to other faculty members.

Identify and provide curriculum and technology resources.

Help the beginning teacher to develop the practice of reflective teaching through the use of a journal and other devices.

Guide the mentee in practicing the tenets of the Massachusetts Curriculum Frameworks.

Assist the mentee in establishing behavioral and academic standards and expectations.

Mentors will serve for a one-year appointment. The following qualifications will be considered in selecting the mentors:

at least five years of teaching experience, preferably in the Braintree school system

participation in mentor training

accessibility to the beginning teacher, such as being located in the same building (may not always be possible in the case with specialists)

professional qualities such as acknowledged mastery of a broad range of teaching skills, content and understanding of the district's mission, social context, and regulatory environment

personal qualities such as enthusiasm, commitment to teaching, and demonstrated ability to work with peers

ideally, but not mandatory, a match in grade level and licensure area with the beginning teacher

mastery of conference, observation and communication skills

successful current evaluations.

The Superintendent of Schools may waive a qualification based upon the needs of the system.

Full year mentors will receive a stipend of \$1,000. to support a new staff member.

Mentors and mentees will sign an agreement outlining their responsibilities. These include the following:

maintain a confidential non-evaluative relationship

spend a minimum of one working day before the opening of school consulting on lesson plans. During this day a tentative schedule of visits, meetings, and observations will be planned.

meet on a weekly basis to determine progress, identify needs, and volunteer assistance

observe and provide feedback on a monthly basis at a mutually agreed upon time.

incorporate the Curriculum Frameworks into practice

arrange monthly observations between the mentor and the mentee, and/or between the mentee and other colleagues.

mentors will submit a monthly log of all mentoring activities to their principals, and a copy will be sent to the mentee.

original logs will be submitted to the Assistant Superintendent of Schools.

attend systemwide meetings throughout the year. Mentor meetings will be held in January and May. A minimum of two meetings will be held for beginning teachers.

The mentor/mentee relationship may be terminated by mutual agreement at any time. In the event one party wishes to terminate the agreement, approval will be required by the Principal and/or Director, if applicable.

MENTOR/MENTEE AGREEMENT

Both parties agree to:

Maintain a confidential non-evaluative relationship.

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Meet on a weekly basis to determine progress, identify needs, and volunteer assistance.

Observe and provide feedback on a monthly basis at a mutually agreed upon time.

Incorporate the Curriculum Frameworks into practice.

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Signed _____ Print Name _____
Mentor *Mentor*

Signed _____ Print Name _____
Mentee *Mentee*

Signed _____ Signed _____
Principal *Director*

