

The Attleboro Public Schools New Educator Comprehensive Induction Program

Attleboro's focus on new educator development promotes student success.

The Attleboro Public Schools builds capacity in new educators so they not only stay in education in Attleboro but also help their students achieve success.

New educators receive a three-year Comprehensive Induction Program which includes the following resources and supports: orientations; support from mentors and a mentor program, coaches, principals, peers, and other colleagues; professional development opportunities; and numerous tools and strategies.

Table of Contents

1. Introduction	5
2. Induction Program Components	6
2- A. New Educator Orientation	6
Sample New Educator Orientation Day 1 Agenda	40
Ideas for Principals for Day 2 of New Educator Orientation	41
Tools for Principals Day 2 of NEO	41
Mid-year hires	7
2-B. New Educator Support	7
Year 1	7
Monthly New Educator Support Meetings	7
Principals' Guidelines for Monthly Meetings	65
Professional Development	8
Mentoring	9
Support Team	10
Year 2	11
MA Induction Requirements	11
Professional Development	11
Mentoring	12
Support Team	12
Year 3	12
Professional Development	13
Other Support	13
2-C. Mentor Program	13
Recruiting Mentors	13
Qualities of a Good Mentor	13
Component A Mentoring	14
Component B Mentoring	15
Mentor/New Educator Assignment	16
Assignment Process and Timeline	16
Matching Criteria	17
Other Considerations	17
Confidentiality	18
No-fault Bailout	19
2-D. Mentor Training and Support	19
Induction Program Update Training	19
Basic Mentor Training	20

Advanced Mentor Training	21
Mentor Peer Support	22
2-E. Induction Program Evaluation	22
APS IP Components	22
Implementation and Impact Evaluations	22
Logic Model for the APS IP Evaluation	24
Feedback Surveys	
Mentees	
Mentors	
Principals	
3. Coordination of the APS IP	27
4. Roles and Responsibilities in the APS IP	27
Steering Committee	27
Lead Mentors	29
Mentee/New Educator	31
Mentor	32
Principal	34
Support Team	36
Whole-School Community	37
5. Induction Program Toolbox	38
Proposed Agenda Day 1 NEO	40
Proposed Agenda Day 2 NEO	41
Principals' Guidelines Day 2 NEO	41
Principals' Tools Day 2 NEO	41
Notetaking Grid	42
Who's Who?	46
Stage 1 Professional Development Offerings for Attleboro's New/Beginning Educators	50
Stage 2 Professional Development Offerings for Experienced Educators New to Attleboro	51
Checklist of Potential Discussion Topics for Mentors/Mentees	
Classroom Educators	52
Special Needs Resource Educators	59
School Nurses	61
School Adjustment Counselor	61
Principals' Guidelines for Monthly New Educator Support Meetings	65
Induction Portfolio	66
Collaborative Mentor Log and Sample	67

New Educators' Activities in the Three-Year Induction Program

Separate Document

Observation Feedback Protocols and Tools

Analysis of Student Work Protocols and Tools

APS IP Program Evaluation Feedback Surveys

Mentees

Mentors

Principals

Materials noted on this page must be revised by Lead Mentors before inclusion in this document.

1. Introduction

All Massachusetts school districts are required to provide an induction program for educators in their first year of practice. The Attleboro Public Schools provides a three-year program of support that builds capacity in new educators and establishes a steady, high rate of new educator retention as new educators find themselves in an environment that cultivates continual growth and success for both educators and students.

Attleboro's Induction Program helps new educators improve practice, learn professional responsibilities, and ultimately positively affect student learning. Attleboro also provides necessary support to experienced educators new to the Attleboro Public Schools and

those Attleboro educators new to their grade, content, role, or school.

In the first year the focus is placed on policies and procedures, learning the curriculum and resources available, self-assessment, and identification of new educator strengths and areas for growth. The second year places emphasis on professional development and documentation of new educator professional growth. In the third year, new educators will attain knowledge and proficiency necessary to attain professional status, completing a portfolio of material documenting their professional growth in the Induction Program.

2. Induction Program Components

- A. New Educator Orientation
- B. New Educator Support
- C. Mentor Program
- D. Mentor Training and Support
- E. Program Evaluation

New educators are responsible for monitoring the Massachusetts Department of Elementary and Secondary Education web site for changes in induction requirements and for any additional induction requirements unique to their positions and/or programs.

New educators must also keep copies of all Induction Program materials in their Induction Portfolios (page 66) as documentation of their participation in Attleboro's three-year Comprehensive Induction Program.

2 - A. New Educator Orientation

Per the Attleboro Education Association contract, new educators are given three days (or equivalent hours) of orientation to the Attleboro Public School System:

. . . new employees in the Attleboro School System shall attend three (3) orientation days. Said days can be converted to an equivalent number of hours of workshops to be held before or during the school year. Said additional orientation days shall not be included in the said work year. (Article 11, Work Year, Work Day, and Work Load)

These hours will be divided into the following segments: two six-hour days in August before school starts followed by nine one-hour workshops over the course of the year to be held at the school level.

New educators must be notified about orientation by August 15th or by the hire date if later than August 15th.

For the purpose of the August orientation, the term *new educator* includes all incoming beginning educators and all those educators new to Attleboro, with or without certification or on waivers. Depending on need, it may also include those already working in the school system who are new to their content, grade, role, or school.

See pages 40-41 for a suggested two-day system- and school-based orientation agenda for August 2012.

See pages 41- 46 for suggestions for principals in designing Day 2 of New Educator Orientation and essential tools for use on this day.

Mid-Year Hires

All new educators hired after the initial two-day orientation workshops must still receive an orientation. They should have at least one full day of building-based orientation designed by their principals before starting their first day.

If new educators are replacing current educators, this orientation should, if possible, also include a day of overlap so the new educator shadows the current educator to get to know students, locate resources, understand room organization, and learn procedures.

Mid-year hire orientation should not exceed twelve hours.

2-B. New Educator Support

According to Massachusetts induction guidelines, all beginning new educators (Component A) must in their first year receive a full year of support from mentors, peers, a support team, and professional development. Attleboro offers this spectrum of support to all incoming educators.

A calendar of the year's new educator professional development offerings, monthly meeting dates with principals, initial mentor program orientation, and other important dates will be given to all new educators during the first week of school.

Year One

In year one of the Induction Program, the term *new educator* includes all beginning educators and all those educators new to the Attleboro Public Schools, with or without certification or on waivers. It could also include those already working in the system who are new to their content, grade, role, or school.

Monthly New Educator Support Meetings

The remaining nine hours of orientation time will be used by principals in their schools for one hour monthly meetings of all new educators. Principals will establish a regular meeting schedule with new educators, keeping in mind that regular professional development support is offered to new educators on the second Thursday of each month except December and June.

The purpose of these meetings is to provide professional development on topics of need to new educators and to provide new educators with peer support. Principals at each level should arrange two or three joint meetings in one location for all new educators.

A list of possible topics for monthly meetings is located on page 65. However, principals should design the sessions based on the needs of their schools and of new educators. A copy of the agenda will be submitted to the Assistant Superintendent one week before each meeting.

Professional Development

All new educators should collaborate with their mentors to self-assess by completing the Teacher Rubric associated with the Massachusetts Model System for Educator Evaluation in anticipation of meeting with their evaluators,

http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf

and, working with their evaluators, mentors, and other members of their support teams, create a plan to address their professional growth, perhaps using the IPDIP

(<http://www.doe.mass.edu/pd/ipdp.pdf#search=%22IPDIP%22>) or other organizational

tools to chart their plans. This self-assessment should be completed by mid- September.

Beginning Educators --- Stage 1 Professional Development Options

Stage 1 Professional Development Options for beginning educators (page 50) will focus on building professional skills in the art and science of teaching in Attleboro.

Beginning educators will receive a calendar of professional development offerings exclusively for them at either New Educator Orientation or on the first day of school. These professional development sessions will be held on the second Thursday of each month except December and June, 3:45 p.m. - 6:00 p.m. New educators are asked to attend at least five of these sessions based on their needs and those of their students, but this is not mandatory.

These offerings are based on what new Attleboro educators have said they need in their first year of teaching and are arranged to provide “just in time” information and support for participants.

Since these offerings are exclusively for new educators, they will also serve as peer support groups as well as networking opportunities among peers and presenters.

Experienced Educators --- Stage 2 Professional Development Options

Stage 2 Professional Development Options for experienced educators (page 51) focus more deeply on specific grades or contents and instructional strategies to allow experienced educators to develop pedagogy, strategies, and subject knowledge suited to their positions.

To plan their professional development for the year, experienced educators new to Attleboro and Attleboro educators new to their content, school, grade, or role should work with

- Stage 1 Professional Development Options
- Stage 2 Professional Development Options
- The school system's regularly scheduled professional development offerings

Evaluator, mentor, and support team input and student needs and self-assessment should be considered when choosing professional development offerings.

Mentoring

All new educators are automatically assigned a year-long mentor in Attleboro's differentiated mentor program of Component A or B.

Component B mentors work to acclimate their mentees, usually already experienced educators, to Attleboro's policies, procedures, and personnel and what excellent teaching and learning look like in Attleboro. Component B mentors can also work with those Attleboro educators new to their grade, content, role, or school.

In addition to completing Component B activities, Component A mentors focus on beginning educator development, working on teaching and learning: curriculum and instruction, management, and using such strategies as peer observations and feedback and the analysis of student work to inform instruction.

All new educators should plan to meet with their mentors per the following schedule:

August Mentors and new educators should meet before school begins or on day 2 of orientation, if possible.

Third week in September Mentors and their mentees will meet together for a mentor program orientation with Lead Mentors.

Daily Mentors and mentees should conduct daily informal check-ins such as lunch talk, discussion at copier, morning or afternoon chats, passing in hallway, phone conversation, and personal e-mail conversations.

September through December Mentors and mentees should meet formally with a pre-determined agenda weekly.

January through June Mentors and mentees should meet formally with a pre-determined agenda every other week.

See information on the mentor program (page 13) for more detailed explanations about mentor program procedures.

Support Team

The mentor and evaluator comprise the core of a new educator's support team. However, the principal, mentor, and new educator should begin to expand this team immediately to include other colleagues, concentrating on those who can support the new educator in curriculum, instructional strategies, and classroom and behavior management to include coaches, coordinators, district specialists, and other "expert" colleagues.

In September, the principal will host a school meeting of all mentees, mentors, and support staff to plan to address mentee needs and coordinate support services.

The principal and mentor will jointly coordinate the focus of support team members to follow the new educator's development plan to ensure that "all messages, tools, and strategies aimed at supporting teacher development are consistent and aligned," and to ensure the new educator is not overwhelmed by this support. (Dara Barlin, "Better Mentoring, Better Teachers," *Education Week*, March 23, 2010)

Year Two

Massachusetts Induction Requirements

In order for Massachusetts beginning educators to work towards a professional license, they must participate in an induction program in their first year and accumulate 50 additional hours of "a mentored experience" beyond the initial induction year.

http://www.doe.mass.edu/Educators/pro_routes.gif

Attleboro expects that new educators will continue their professional development by

participating in activities designed to improve teaching skills and pedagogy such as, but not limited to, graduate courses, job-embedded training, school-based student groups, curriculum work, committee work, and workshops. To that end, the Attleboro Public Schools offers a host of professional development workshops to educators in their second year.

To document these experiences, new teachers must save agendas and other supporting documents in their Induction Portfolios (page 66).

Professional Development

Second year educators should plan for professional development based on evaluation results from year one, self-assessment, specific program needs, State guidelines, student needs, and mentor and evaluator feedback from the first year.

Stage 2 Professional Development Offerings (page 51) are designed specifically for second year educators. However, second year educators may choose from the following as they plan for their own growth:

- Stage 1 Professional Development Options
- Stage 2 Professional Development Options
- The school system's regularly scheduled professional development offerings

Mentoring

A one-to-one relationship between every new educator and a mentor will exist only in year one. However, principals may request a mentor be assigned to a new educator in the second year as an additional level of support. In this case, the principal will work closely with the mentor, Lead Mentor, and new educator to articulate clear expectations for the mentor and new educator, the involvement of additional support, and the benchmarks to measure progress.

Second year mentors can be requested for either one or two semesters. The mentor selected can either be Component A or B and can be the new educator's first year mentor, but this is not mandatory.

Support Team

Principals will continue work with second year educators and their support teams. New members of support teams can be recommended by principals, current support team members, and new educators themselves. Potential team members include

- last year's mentor
- K-8 coordinators
- department coordinators
- teacher leaders
- coaches
- district behavior coaches
- team members
- specialists
- building "experts"
- other colleagues

The principal and new educator will work closely with all support team members to articulate areas of focus for the new educator and the support team.

Year Three

The focus in year three is the new educator's completion of an Induction Portfolio containing artifacts such as induction documents, evidence of achieving professional goals, and student work data demonstrating improvement in student achievement.

Professional Development

New educators should be guided by their self-assessment, requirements of their positions, their students' needs, evaluators' recommendations, and their own professional objectives in selecting a professional development path in their third year. They may select offerings from

- Stage 1 PD Offerings
- Stage 2 PD Offerings
- The school system's regularly scheduled professional development offerings

Other Support

New educators in their third year will not have a one-on-one mentor but should work with principals to continue to expand their support systems. It is expected that the third year new educators will take the lead in identifying these support systems.

2-C. Mentor Program

Recruiting Mentors

Excellent veteran educators should be recruited from all subject areas to serve as mentors. This recruitment will occur in the spring and be initiated by principals working with Lead Mentors. A surplus of mentors must be recruited and trained to meet the varying subject needs of incoming educators from year to year.

Potential mentors may volunteer or be chosen by their principals. Those interested should submit their names to principals and/or department coordinators at AHS.

Qualities of a Good Mentor

Attleboro mentors should demonstrate

- Success as an educator with at least three years of experience in Attleboro. There is flexibility with the three years of Attleboro experience if, in the principal's judgment, someone with fewer years would make an excellent mentor;
- Teaching which reflects the following:
 - Excellent content knowledge including the State Curriculum Frameworks;
 - Deep knowledge of pedagogy, a variety of instructional practices that makes learning accessible to all students, and a willingness to model and share these practices;
 - Skill in unit design and lesson planning that incorporates standards, learning outcomes, and assessment;
 - Perseverance and confidence-building with resistant students; high expectations for all students;
- Demonstrated enthusiasm, and commitment in one's own professional growth and the Attleboro Public Schools as demonstrated by life-long learning habits and participation in extracurricular activities such as student activities, School Council,

PTO, and PIM;

- A strong belief that effective effort is the key determinant of student success;
- A love of learning and an ability to convince students that learning is good, natural, and enjoyable;
- Ability to listen reflectively and empathetically to understand the needs of new educators and to discuss issues to determine what support is needed;
- Ability to analyze instruction and to provide growth-producing feedback to new educators on instructional strategies;
- Knowledge about the professional and community resources of the school and system;
- Willingness to make a long-term commitment to the mentoring role, the mentee, and the mentor program;
- Willingness to participate in training to build skills in observing, analyzing, diagnosing, and being articulate about skillful teaching.

When selecting mentors, it should be remembered that not all excellent teachers of students make excellent mentors of adults.

Component A Mentoring (See also Roles of Mentee and Mentor, pages 31-32)

The following educators should receive a Component A mentor:

1. All new educators who have Massachusetts initial, preliminary, or temporary certification **AND** are beginning their first year of teaching in a Massachusetts public school system.
2. All Massachusetts certified (initial or preliminary) Component A educators hired after the beginning of the school year receive a Component A mentor the following year for the period of time the new educator missed the previous year. (For example, an educator hired in December, 2011 must have a mentor through June, 2012 and then again September through December, 2012.)
3. All those Attleboro educators who earned their Massachusetts (initial or preliminary) certification since the previous school year.
4. All those educators in their second year whose principals have recommended additional mentoring for either a semester or a year. (Principals may assign a Component B mentor instead.)

Component A Mentors should

Meet regularly with their mentees, 40 - 50 hours a year;
 Use their mentees' evaluators' recommendations, mentor tools, and demonstrated mentee needs as a basis for their mentoring;
 Report monthly on mentoring activities via collaborative electronic logs;
 Observe their mentees and have their mentees observe them and/or others at least twice in the year;
 Examine their mentees' students' work with their mentees at least three times in the year to help mentees plan for their students' achievement;
 Attend all mentor meetings including required training and support;
 Fulfill all other roles and responsibilities per mentor program standards.

Component A mentors receive a \$500 stipend and 15 PDPs.

Mentor/New Educator Assignment

Assignment of mentors to new educators will take place at the school level and should be decided upon hiring, with the new educator's individual needs considered in the match.

New educators hired after the start of the school year should be paired with a mentor as soon as possible with the name of the mentor sent to the Assistant Superintendent and appropriate Lead Mentor as soon as possible.

Assignment Process and Timeline

1. **May** --- Lead Mentors provide principals and other system administrators with a current list of trained mentors in their schools/programs from whom to choose.
2. **May and June** --- Principals anticipate the number and type of mentors needed for the following school year and recruit qualified experienced educators to become mentors if there are not enough mentors for the school's needs. Recruiting a surplus of mentors is a good idea. (See [Qualities of a Good Mentor](#), page 13.)
3. **June** --- Principals speak with potential mentors for September *to inform them of*

mentor training requirements and opportunities and mentoring roles and responsibilities so they can plan accordingly.

4. **Summer** --- After considering new educators' needs, principals match mentor to new educator as close to the hiring date as possible to allow the new educator to prepare efficiently and effectively for the first days of school.

5. **Summer** ---- Principals notify the mentor with the mentee's name and phone number, email address, and other contact information.

6. **Friday of the second week of school** --- Principals send all mentor/mentee matches to the Assistant Superintendent by this date.

Matching Criteria

The mentor should

1. teach the same content and the same grade level (or have the same role) as the mentee;
2. have a classroom or office in very close proximity to that of the mentee;
3. have some compatible planning time or a shared lunch (at least first semester at AHS);
4. share compatible natures.

Other Considerations

1. The State mandates that all mentors be trained. As of 2012 - 2013, all Attleboro mentors, regardless of program, must be trained.

2. Because of the intensity and time commitments of the mentor program, it is suggested that only one Component A mentee be assigned to a mentor.

3. It's difficult to assign an in-building mentor to a new educator who is the only one in that position in the building such as an art teacher or adjustment counselor. In this case, an out-of-building educator who shares the same position should be assigned as the official mentor. However, an in-building "go-to" person should also be assigned to help the new educator with building-related issues. This person becomes a member of the new educator's support team.

In this case, the Lead Mentors and the principal may recommend that the actual mentor and the school-based “go-to” person split the mentor stipend.

4. All Component A mentors receive 15 PDPs upon completion of a full year’s mentoring.
5. If a mentor loses his/her mentee because of resignation, termination, sickness, or leave during the school year, the mentor’s stipend will be pro-rated and the mentor’s name will be returned to the mentor pool.

Confidentiality

The issue of confidentiality in the mentor/mentee relationship is as sensitive as it is important. The Attleboro Public Schools seeks to create helpful mentor relationships and has come to an agreement about how participants will respect the new educator’s need to grow and learn in a professional environment:

The mentor-mentee relationship is confidential. The mentor does not play a role in the formal or informal evaluation of the new educator.

All documents in the mentor program are confidential and should be shared with no one except the mentor and Lead Mentors. Confidential mentor program documents include, but are not limited to, mentor/mentee monthly meeting logs and the new educator self-assessment.

The mentee has the option to invite the mentor into any meeting involving a professional discussion about the mentee's practice. However, mentors may not make or be asked to make evaluative comments regarding the mentee’s practice.

The mentor may initiate a collaborative exchange between the mentee and other professionals. This will include the resource team and support team such as K-8 coordinators, department coordinators, math and literacy coaches, behavior specialists, and other supportive colleagues to assist the mentee in teaching and learning practices.

The mentor, with the mentee's knowledge, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgment, the academic growth and development, social well-being, or physical safety of the school community is at risk.

No-Fault Bail Out

Despite the good intentions of everyone, sometimes mentor/mentee matches simply do

not work. It is important to note in unsatisfactory mentor/mentee relationships, mentors and mentees should not just stop meeting. All new educators must have an assigned mentor who is accountable to Attleboro's program.

To help in such relationships, Attleboro's "no fault bail-out" process enables the pair to talk with someone else to help mediate or to start the process of dissolving the relationship. Mediators include the building principal, the Lead Mentor, or other respected colleagues.

If mentor/mentee pairs find the relationship is still not working, the relationship will be dissolved with no prejudice towards either party, and a new pairing will be made. The principal will send this information to the Assistant Superintendent and the appropriate Lead Mentor immediately.

2-D. Mentor Training and Support

Mentor training for Attleboro's Induction Program is divided into three components:

- Induction Program Update
- Basic Training
- Advanced Training

In Attleboro through 2014 - 2015, all mentors must receive all three trainings *once*.

The Attleboro Public Schools recognizes that there are other ways mentors are trained: in graduate courses, through professional organizations such as ASHA, and in other Massachusetts public school systems. If potential mentors have already received mentor training, they should provide documentation to the appropriate Lead Mentor.

Induction Program Update -- 2 hours

The Induction Program Update is designed to bring all mentors up-to-date with Attleboro's new Comprehensive Induction Program, their roles and those of their mentees and others within this program, and any new State, system, or school policies and procedures that impact induction.

From school year 2012-2013 through 2014-2015, all mentors, regardless of prior training, must take the Induction Program Update *once* before they can mentor. After 2014-2015, this training will be incorporated into Basic Mentor Training.

This two-hour training will be offered three times during the year:

- during New Educator Orientation in August
- in September after school
- another time during the school year

It may be taken in conjunction with Basic Mentor Training in August or September.

Basic Mentor Training --- 6 hours

This training will be offered during New Educator Orientation and in September so mentors are ready to begin the school year with their mentees.

Mentors who have already received this specific training in Attleboro from school years 2007-2008 through 2011-2012 are exempt from this training requirement.

All strategies and tools in this training are designed to create and build the mentor/mentee relationship, providing personal and emotional support to the mentee:

Checklists for Potential Discussion Topics (page 52)

Mentee Self-Assessment:

http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf

Notetaking grids for new educators used at orientation (pages 42 and 46)

Adult development/learning theory

Processing/communication styles

Generational differences

Finding the time to interact

Mentee affective needs

Maintaining a confidential relationship

Hosting data-driven conversations (and avoiding the “difficult” conversations)

Advanced Mentor Training --- 10 hours

This training will be offered over the course of the school year, October through April, once every other month for four 2 ½ hour sessions. Mentors should plan to take this training as

they mentor. “Just in time” strategies and skills to be shared with mentees. will be discussed.

Except the first session, each 2 ½ hour session will have three parts:

- “Problem posed, problem solved” This segment will last 30 - 45 minutes and allow mentors to share and problem-solve current issues in their mentoring
- Learning/practicing a strategy or tool designed to help the mentee’s teaching and the mentee’s students’ learning. See list below.
- Feedback/strategizing session on the previous strategy or tool to help mentors make the most of their mentoring.

There will be shared leadership in this training, with mentors volunteering to facilitate portions of each session. Once mentors have facilitated a few times, it’s possible these mentors can then go on to help principals facilitate new educator peer support sessions.

All mentors starting in school year 2012-2013 must take this training *once*, regardless of previous training.

All strategies and tools in this training are designed to build capacity in mentors and mentees, helping mentees help their students achieve excellence:

- Peer observation/feedback
 - protocols and timeline
 - tools
 - pre- and post-observation conference strategies
 - growth-producing feedback
- Analysis of teaching strategies for their effectiveness
- Differentiated instruction
- Analysis of student work
 - protocols
 - tools
- Diagnosing and analyzing classroom management
 - tools for organization of time, space, material, momentum, etc.
 - resources for mentee

Mentor Peer Support

Once they receive Advanced Training, all mentors who are actually mentoring are invited to attend the “Problem Posed, Problem Solved” segment of each session for peer support, but this is not mandatory.

2-E. Induction Program Evaluation

Measuring impact of the Induction Program is essential to

- improve program quality and effectiveness to serve students, educators, and schools better. A successful induction program constantly self-assesses to discover what is effective and what needs improvement;
- illustrate the program’s value to all stakeholders and decision-makers;
- make data-driven decisions.

Attleboro Public Schools Comprehensive Induction Program Components

New Educator Orientation

System-based

School-based

Mentor Program

Mentor training

Mentor peer support

New Educator Support

Support team

Professional development

Peer support

Implementation and Impact Evaluation

Attleboro conducts both an implementation evaluation (Is our program doing what it is supposed to be doing?) and an impact evaluation (What is the effect of our program?).

Surveys to gather data from new educators, mentors, principals, and others will be available on-line in Survey Monkey for ease in recording, sending, collecting, disaggregating, and representing data.

While various Induction Program components will be evaluated at the point of delivery such as New Educator Orientation, professional development sessions, and mentor training,

and will contribute valuable data to program evaluation, a formal and comprehensive evaluation should be conducted twice yearly in January and late May, with the January data used to make mid-course corrections for the program in the current year, and the May data to inform the program for the following year.

Logic Model for the APS Induction Program Evaluation

Core Component	Evaluation Questions	Sources of Data	Data Collection Method
<p>Program Definition</p> <ul style="list-style-type: none"> * Rationale * Linked resources, activities, and outcomes * Common understandings 	<p>1. To what extent does the IP model represent Massachusetts DESE standards and best practices?</p> <ul style="list-style-type: none"> * Selection, development, and support of mentors * Intensive and structured support (orientations, professional development, regular mentoring, mentor and mentee support) * Focus on instruction, analysis of student work, and opportunity to 	<p>MA DESE Induction Guidelines</p> <p>External studies and evaluation of teacher induction programs</p> <p>Program documents</p> <p>Logic model</p>	<p>Literature review</p> <p>Literature review</p> <p>Document review</p> <p>Alignment review</p>

	<p>observe and co-teach</p> <ul style="list-style-type: none"> * Feedback on new educator's practice * Engaged school system- and school-based stakeholders <p>2. To what extent is there a common understanding of the relationship among the program's rationale, resources, activities, implementation guidelines, outcomes, and their linkages among stakeholders?</p>	<p>Steering Committee Principals Lead mentors Mentors New educators P.D. staff</p> <p>Program documents</p>	<p>Surveys Interviews</p> <p>Document review</p>
<p>Fidelity of Implementation</p> <ul style="list-style-type: none"> * Site implementation reflects program model * Activities reach the expected audience 	<p>To what extent are program elements implemented with fidelity to the model at individual schools, including orientations, professional development, mentoring, mentor training and peer support, and new educator peer support?</p> <ul style="list-style-type: none"> * To what extent are new educator orientation, professional development offerings, mentor and mentee peer support, support team, school-based mentoring, and mentor training offered as defined? * What are the major barriers to fidelity of implementation? * What are the major processes or systems that facilitate fidelity of implementation? 	<p>Program documents Logs</p> <p>All induction sessions</p> <p>Principals Lead mentors Mentors New educators Program staff Steering Committee</p>	<p>Document review</p> <p>Evaluations and observations of each component by participants</p> <p>Interim and final surveys Interviews</p>
Outcomes	What conditions explain the outcomes		

<p>* Program makes progress on or achieves intended results that can be reasonably attributed to the program</p>	<p>for new educators?</p> <ul style="list-style-type: none">* Retention over 5 years* New educator capacity* Improved student achievement	<p>Human Resources Principals Lead mentors Mentors New educators</p>	<p>Long-range retention data New educator observations and evaluations Surveys Pre-/post-test scores Analysis of Student Work data</p>
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3. Coordination of the Attleboro Public Schools Induction Program

Induction Program oversight will be provided by the Steering Committee. Induction Program implementation will be coordinated by the three Lead Mentors, one from each level: elementary, middle school, and high school.

4. Roles and Responsibilities in Induction Program Implementation

Steering Committee

Attleboro's Induction Program will be overseen by a Steering Committee comprised at a minimum of the following: central office administrator, a principal, a union leader, a mentor and mentee from elementary, middle, and high school, and the three Lead Mentors.

Members of the Steering Committee must be chosen by mid-June for the following school year. With the exception of the Lead Mentors, these are non-stipend positions.

The Steering Committee will

- meet in the early summer to understand its roles and responsibilities and to establish Induction Program initial activities for the following year, specifically
 - New Educator Orientation in August
 - the new educator professional development calendars
 - mentor training
 - the principals' whole-school September induction orientation
 - assigning mentors to new educators
 - the roles of the Lead Mentors and support team;
- meet three times a year to ensure the Induction Program is thoroughly implemented and is meeting with success;
- ensure alignment of the Induction Program to the school system's professional development plan and all school- and system-based initiatives;
- regularly review data from all program component evaluations at the time of delivery such as professional development offerings, mentor training, and New Educator Orientation to make recommendations for the current and following years;
- conduct interim and final induction program evaluations and, based on data from the evaluation, determine next steps to improve the Induction Program;
- revise the Induction Program to strengthen new educator retention and improved student achievement;
- review yearly new educator retention data over a five year period to determine

connections between the Induction Program and teacher retention and student achievement;

- create the end-of-the-year annual report per Massachusetts Induction Guidelines criteria;
- share data from program evaluations and recommendations and commendations based on this data with school system community.

Lead Mentors

Three Lead Mentors, one from the elementary, middle, and high school levels, will function as “mentors of mentors,” coordinate the Induction Program, and support the Steering Committee and the schools. Lead Mentors will be full time teachers.

These positions should be posted and filled by the beginning of June for the following school year. A stipend of **”B” stipend** will be paid to each Lead Mentor. To facilitate Lead Mentors’ work in different schools or departments, substitutes will be provided as needed.

Job Description

Qualifications

Lead Mentors must

- be experienced educators and mentors within the Attleboro Public Schools;
- demonstrate a thorough knowledge of Attleboro's policies and procedures;
- demonstrate a thorough understanding of the teachers' contract, the curriculum, and the 2011 Massachusetts Curriculum Frameworks;
- be highly organized;
- be knowledgeable of current research and thinking in the areas of induction, specifically mentoring, and education, specifically instructional and behavior management strategies;
- have the ability to communicate clearly and effectively with all levels of staff and administration;
- demonstrate the ability to offer growth-producing feedback;
- be able to maintain a high degree of confidentiality.

The Lead Mentors will

- collaborate together and with the Steering Committee in creating, revising, and implementing the Attleboro Public Schools' Induction Program to include New Educator Orientation, professional development, mentoring, and providing support to new educators and mentors;
- provide information, material, and tools to principals for mentor recruitment and assignment and school orientations in August and September to ensure consistency among schools and fidelity of program implementation;
- provide initial orientation to the mentor program in the third week of September to mentors and mentees and continue to provide all constituents with necessary information and feedback regarding roles in the mentor program throughout the year;
- work with principals and mentors to coordinate support services for mentees;

- provide professional development to mentees;
- provide current research and information to principals, mentors, and mentees on mentoring and instructional and management strategies leading to improved student achievement;
- develop and/or lead mentor training;
- provide tools to mentors and help with them such as those for feedback and observation and analysis of student work;
- facilitate mentor support meetings;
- collect data regularly from mentors and mentees and provide growth-producing feedback to mentors and mentees;
- provide data to the Steering Committee for interim and final program evaluations and for writing the annual end-of-year report;
- work together and with other Induction Program constituents to revise mentor program documents.

The New Educator/Mentee will

- work with the mentor, Lead Mentor, principal, and others to understand system and school policies and procedures;
- meet with mentor at a mutually agreed upon, regular schedule that meets program guidelines;

- review and understand all Induction Program requirements and procedures;
- participate in system, school, and mentor program orientations;
- complete the mentee self-assessment at least 3 times from September through June to work with mentor to develop and implement a plan to address professional development needs and chart growth;
- pursue professional development opportunities based on demonstrated need, evaluator recommendations, and goals;
- attend mentee support sessions;
- observe mentor and/or other accomplished educators per program specifications and debrief about these observations;
- abide by induction confidentiality;
- collaborate with mentor to complete and send logs per program specifications;
- actively seek and network with colleagues on the support team and members of the whole-school community to address professional growth needs;
- implement best practices to improve student achievement;
- collaborate with mentor to analyze student work to make instructional decisions;
- participate in Induction Program evaluation.

The Mentor will

- participate in mentor program orientation at the beginning of the school year to launch the Induction Program;
- assist mentee in understanding and clarifying professional responsibilities and policies and procedures of the system and school;
- build and maintain a relationship based on mutual trust, respect, and professionalism, abiding by the Induction Program confidentiality;

- ensure that mentee has all relevant handbooks, materials, and curriculum items;
- assist mentee with classroom set-up and provisioning;
- meet with mentee at a mutually agreed upon, regular schedule that meets program guidelines;
- be knowledgeable about own role and roles of others in the Induction Program, the Induction Program itself, and its outcomes;
- review and clarify the mentee's role in induction;
- collaborate with mentee to identify needs based on the new educator self-assessment at least 3 times from September through June to help mentee develop and implement a plan to address those needs and those articulated by the evaluator;
- work with evaluators to coordinate support for mentee via a support team;
- determine and attend to mentee's affective needs;
- collaborate with mentee in planning instruction based on student learning needs;
- assist mentee in becoming familiar with content curriculum standards and expectations;
- collaborate with mentee on the lesson protocol, unit planning, instructional strategies, and curriculum work to improve student achievement;
- collaborate with mentee on behavioral strategies that promote student success;
- model strategies for instruction, assessment, grouping, management, and differentiation;
- encourage mentee to complete reflections on activities, lessons, and assessment based on unit plan goals and objectives and student understanding;
- discuss and provide growth-producing feedback on mentee's reflections;
- collaborate with mentee in completing and sending mentor logs per program specifications;
- conduct and document observations and reflect on these observations per program specifications;

- collaborate with mentee to analyze mentee's students' work to inform instruction and improve student achievement;
- meet with mentee's evaluator to assist mentee in achieving professional goals and evaluator recommendations;
- facilitate mentee's networking with the support team and other whole-school community colleagues and coordinate support to address professional growth needs;
- maintain an awareness of school and system professional growth opportunities to share with mentee;
- meet as needed for mentor peer support;
- participate in mentor training as required;
- participate in the evaluation and revision of the Induction Program.

Principal

Principals play an essential role in new educator induction, new educator retention, and building a positive school culture supporting all educators and induction.

The principal will

- recruit potential mentors from school staff and communicate mentor expectations;
- articulate, at the point of hire, new educator supports available through the Induction Program in new educators' schools;
- follow written protocols for selecting and assigning only the highest quality mentors to new educators;

- participate in New Educator Orientation in August at the school level (and district level as needed);
- provide a brief whole-school orientation to the Induction Program at the beginning of the school year including confidentiality procedures to build support for the new educator, the mentor, and the Induction Program;
- determine which new educators in their schools have mentors outside their schools and seek out and assign school-based “go-to” people who can help new educators with school policies and procedures;
- provide a day of school-based orientation for all new educators hired after the August orientation, providing another day of overlap if possible with the educator the new educator is replacing (not to exceed twelve total hours of orientation);
- support collaboration between mentor and mentee by providing time and resources for co-teaching, mentor/mentee observations, and other mentoring activities;
- ensure that mentees have access to the appropriate professional development and support;
- ensure that the mentor/mentee relationship is positive and productive and is aligned with the Attleboro Public School Induction Program;
- ensure that mentees understand procedures for supervision and evaluation;
- establish and strengthen the linkage between induction and other site-based initiatives;
- host an initial meeting in September with all mentors, mentees, and school generalized support staff to determine mentee needs for the year;
- facilitate mentees’ networking with other school-wide colleagues;
- support the mentor in coordinating support services the mentee receives from support teams such as coaches and coordinators to establish a differentiated community of practice for the mentee;

- host 9 monthly mentee meetings when mentees come together with their principal or designate for information sharing, for mentee peer support, and for celebration of status as new educators;
- maintain communication with Induction Program leaders and mentors;
- establish opportunities for two-way conversations with mentors;
- participate in triad discussions with mentor and mentee;
- abide by confidentiality regarding the mentee's performance while working with mentors and mentees;
- meet twice yearly with Induction Program leaders to strengthen knowledge and support of the Induction Program;
- develop faculty and community support for the Induction Program and mentees by explicitly making faculty-wide support and ownership of mentee success a high priority;
- participate in the Induction Program evaluation.

The Support Team

The support team is comprised of the mentor, the evaluator, and a group of colleagues who can provide differentiated support for each new educator. These colleagues help new educators develop necessary skills as they help them network with other supportive colleagues.

Support teams can be comprised of anyone who can support mentee growth and/or that of the mentee's students. Because each mentee has different needs, each support team has a different membership, unique to the mentee with whom it works.

Support Team members will

- understand their roles in the Induction Program, program outcomes, and how the program works;
- review the criteria and procedures for supervision and evaluation with mentees;

- establish how they can support new educators either voluntarily or once they have been notified by principals and mentors;
- provide regular mentor/mentee support and demonstration lessons in their areas of specialty such as curriculum and instruction and behavior and classroom management;
- work with mentors, Lead Mentors, and principals to coordinate services to mentees so they are not overwhelmed by these services;
- help mentees establish important support networks among other colleagues who can help mentees develop capacity;
- provide feedback and recommendations to mentors and Lead Mentors as needed.
- participate in the Induction Program evaluation.

The Whole-School Community will

- integrate the Induction Program into the culture and climate of the school's community;
- become knowledgeable about the Induction Program;
- welcome and support new educators;
- anticipate what new educators might need for instructional support and provide it;
- encourage and support new educators by
 - being friendly
 - sharing supplies
 - respecting confidentiality
 - being a resource
 - being sensitive
 - providing a positive climate

- supporting the mentor program
 - being a positive role model;
- consider becoming a mentee's support team member;
- consider becoming a mentor;
- participate in the evaluation of the Induction Program as appropriate;
- make suggestions for the Induction Program based on the perspective of an educator who is not currently a mentor.

Induction Toolbox

Attleboro Public Schools

Tools and recommendations listed/described here are located below this page and should be distributed/used as indicated to ensure fidelity of Induction Program implementation throughout the school system.

Document/Tool/ Page Number	When distributed/used	Distributed by whom?
Proposed Agenda Day 1 New Educator Orientation, page 40	Finalized summer 2012 Distributed BY August 15, 2012 to all new educators	Assistant Superintendent/ Steering Committee
Proposed Agenda Day 2 New Educator Orientation, page 41	Same as above	Assistant Superintendent/ Steering Committee
Principals' Guidelines for Day 2 New Educator Orientation, page 41	Same as above	Assistant Superintendent/ Steering

		Committee
Notetaking Grid, page 42	On Day 1 of New Educator Orientation to be used by principals on Day 2 of orientation at the school level	NEO leaders
Who's Who? page 46	Same as above	NEO leaders
Stage 1 Professional Development Calendar of Offerings for Beginning Educators, page 50	Distributed at NEO or on the first day of school	NEO leaders or principals
Stage 2 Professional Development Calendar of Offerings for Experienced Educators New to Attleboro, page 51	Same as above	NEO leaders or principals
New Educator Self-Assessment http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf	To be downloaded and completed by new educator by mid-September, again at least once during the school year, and then a final time in June.	New Educators Mentors Lead Mentors
Checklist of Potential Discussion Topics, Mentor/Mentee Classroom Educator, 52 Special Needs Resource, 59 School Nurse, 61	To be distributed to all new educators on Day 2 of NEO at the building level AND to all mentors as soon as they are named. This document provides the basis for mentoring before mentor program orientation the third week in September. It is critical that mentors receive this as soon as possible.	Principals
Principals' Guidelines for Monthly New Educator Support Meetings, page 65	Principals should submit final agendas for each meeting a week before each meeting.	Steering Committee Principals
APS New Educators' Activities in the Three-Year Induction Program, separate document	Mentor Program Orientation	Lead Mentors Mentors
Induction Portfolio Information, page 66	Mentor Program Orientation Mentor/Mentee interactions	Lead Mentors Mentors
Collaborative Mentor Log/Sample, page 67	Mentor Program Orientation	Lead Mentors

Observation/ Feedback Protocols and Tools	Mentor training Mentor communications	Lead Mentors
Analysis of Student Work Protocols and Tools	Mentor training Mentor communications	Lead Mentors
APS Program Evaluation Feedback Surveys from Mentees, Mentors, and Principals	January 7 - 11, 2013 April 22 - 26, 2013 on-line surveys	Steering Committee Lead mentors

August Orientation Day One
8:30 a.m. - 3:00 p.m.

8:30-8:45	Welcome to Attleboro: Superintendent
8:45-9:00	Introduction: Overview of Orientation
9:00-11:30	20 minute Introductory Workshops (see list below)
11:30-12:30	Bus Tour of Attleboro
12:30-1:00	Lunch
1:00-2:00	20 minute Introductory Workshops, continued
2:00-2:15	Summarizing Activity
2:15-2:30	Welcome from the Attleboro Educators Association*
2:30-3:00	City Hall: Insurance/Benefit Information*

*AEA and City Hall personnel will be available after 3:00 for additional questions and help with paperwork.

20 Minute Introductory Workshops Offered During This Day

- o Lesson Protocol
- o Special Education
- o English Language Learners
- o Intro to Technology
- o Community/Parent Involvement
- o Behavior Management
- o Grading Practices
- o Evaluation
- o Professional Development

August Orientation Day Two
8:30 a.m. - 3:00 p.m.

This meeting will be held in new educators' schools with principals and/or their designates.

Day two of orientation will include a tour of the school, a review of school procedures, (including more on the lesson protocol), a visit to new educators' classrooms, securing supplies and materials, and meeting mentors, and/or team members if available.

Principals' Guidelines for Day 2 of New Educator Orientation
School Orientation

Principals and/or their designates across the system should provide new educators with the same essential-to-know information at orientation on school policies, procedures, and personnel.

Suggestions for providing a school orientation:

- provide teams of new educators with school handbooks and ask them to complete a treasure hunt where they locate, read, and note page numbers where pieces of relevant information are located
- conduct a building tour
- provide a blank map of the school and ask teams of new educators to locate key personnel and areas of the building as part of a scavenger hunt
- ask office staff to provide a ten minute office orientation to explain various procedures and the location of important documents

Principals' Tools for Day 2 of Orientation

The Notetaking Grid on the next page contains essential-to-know information. It is designed so new educators can take notes on the information and have it on hand as the school year begins and progresses.

The second grid—"Who's Who? A Quick Reference"—provides essential-to-know personnel and contact information. There is also space for new educators to create their own list of essential personnel and contact information specific to their own positions and needs.

Note-taking Grid for Beginning of the Year Information New Educators

Directions: As you receive and discuss the various items on this list with your principal, K-8 or department coordinator, mentor, and others, take notes to indicate you have received materials, note relevant page numbers, define terms, and articulate procedures. Whatever you do, be sure that you are clear on the following by the end of the first week of school. Not every item will pertain to every school or every position.

Item	Notes
School/student handbook(s)	
Parent handbook(s)	
Program of Studies	
School Improvement Plan	
School calendar/map of school	
Bell schedule/school hours	
School Council	
Parent groups	
Various forms	
Office procedures:	
Office staff	
Checking in/out	
Mailbox system	
Telephone use	
Email account	
Location materials/forms	

School visitor policy	
Picking up paychecks	
Policies and procedures:	
Student pass system	
Attendance	
Keeping grades/tracking student achievement	
Calling in sick	
Security/keys	
Student dress code	
Media use policy	
School cancellation/delayed opening	
Student Internet access	
Acceptable use/computers	
Supplies/funds	
School pictures	
Evaluation procedures/Timeline	
Use of instructional assistants and volunteers	
Learning Walks	
ELAR account	
Tour of building:	
Restrooms	
Teachers' workrooms	
Cafeteria/faculty lunchroom	
Supply closets	
Bookrooms	
Copy/AV facilities/procedures	
Appropriate parking lot/stickers	
Location student records	
Library	
Introductions to key	

staff:	
Librarian	
Sped resources	
Nurse	
Administrators	
Media/Technology	
Counselor(s)	
Curriculum coaches	
Specialists	
Custodial/maintenance	
ILT members	
Student safety issues:	
Fire drills/lock down	
Vandalism reports	
Student injuries	
Student medication	
Student supervision	
Other:	
Explanation of any supervisory assignments	
Appropriate curriculum/ Frameworks/scope and sequence	
Texts/titles of texts	
Unit/lesson protocols	
Reading lists	
Grading guidelines	
School, district, and State rubrics	
Internet links	
Other resources	
Your own checklist:	
Leave (sick, personal, professional) procedures	
Benefits/insurance	
Certification/recertification requirements	
Professional development	

Tuition reimbursement	
Deadline for course approval submission	
Deadline for lateral movement	
Copy of teacher contract	

Who's Who? A Quick Reference

This form is for you to use in tracking important people and information. Please fill this out at orientation and at meetings with your mentor. With this information, you should be able to start building capacity immediately. Not all of the information will pertain to you or to your school.

Position	Name	Contact: Extension and Email Address
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Superintendent	Pia Durkin, PhD	pdurkin@attleboroschools.com (508) 222-0012, X103
Superintendent's Secretary	Ann McGinnis	
Assistant Superintendent	Dave Sawyer	dsawyer@attleboroschools.com (508) 222-0012 x166
Admin Assis. to Assis. Superintendent	Cheryl Kachadourian	ckachadourian@attleboroschools.com (508) 222-0012, X166
Human Resource Specialist	Kathy Black	kblack@attleboroschools.com (508) 222-0012, X147
Building Principal		
Secretary		
Assistant Principal		
Secretary		
Director, Career and Technical Education, AHS	Susan Edmonds	sedmonds@attleboroschools.com (508) 222-5150 x301
Nurse		
Custodial Staff		
Library Media Specialist/Para		
AHS Department Coordinator		
K-8 ELA Coordinator	Laurie Regan	lregan@attleboroschools.com (508) 222-0012, X449
K-8 Math Coordinator	Linda Ferreira	lferreira@attleboroschools.com (508) 222-0012, X281
ELL and McKinney-Vento Coordinator	Sonia Walmsley	swalmsley@attleboroschools.com (508) 222-0012, X367
Data & Accountability Coordinator	Michelle Roy	mroy@attleboroschools.com (508) 222-0012, X396
Title 1 & Academic Support Coordinator	Susan LeVine	slevine@attleboroschools.com (508) 222-0012, X355
Building Literacy Coach		
ELL Teacher		
Guidance		

Counselor(s)		
Psychologist(s)		
Adjustment Counselor(s)		
Building Technology Support		
Physical Therapist(s)		
Occupational Therapist(s)		
School Resource Office (SRO)		
Special Education Director	Lisa Martiesian	lmartiesian@attleboroschools.com (508) 222-0012, X403
Secretary, Special Education Director	Denise Stevenson	dstevenson@attleboroschools.com (508) 222-0012, X401
Student Support Coordinator		
Dean		
Secretary		
Dean		
Secretary		
Dean		
Secretary		
Union Building Rep		
Person in Charge of/Location of IEPs in Building		
ILA Support: SPED		
ILA Support: CTE at AHS	Susan Edmonds	sedmonds@attleboroschools.com (508) 222-5150, X301
Person in Charge of/Location of AV Equipment in Building		
Voice Mail When Calling in Sick –		(508) 222-4209

For High School Teachers <u>ONLY</u>		
Voice Mail When Calling in Sick – For K-8 Teachers <u>ONLY</u>		(774) 571-5922
School Phone Number		
School Fax Number		
Other		

**Professional Development Offerings for Attleboro's
Beginning New Educators
2012 - 2013**

All offerings will be held 3:45 p.m. - 5:45 p.m., in the Distance Learning Center (DLC) at Attleboro High School. Participants should try to attend at least 5 of the offerings for 10 PDPs, but this is not mandatory.

Se	Date	Topic(s)	Possible
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s-s ion			Presenters
1	9-13-12	Back to School Night/Conferences (M.S./AHS) Parent Communication Sped Regulations for Your Classroom	Principal(s) G. Maher T. Traut-Savino
2	9-17-12 ES 9-18-12 MS 9-24-12 AHS	Mentor Program Orientation Relationship Building This meeting is mandatory for all mentees and mentors and does not count as one of the five sessions.	Lead Mentors
3	10-11-12	Classroom/Behavior Management	Joanne DiPalma
4	11-8-12	Assessment/Grading/Checking for Understanding	RBT specialist
5	12-6-12	Elementary -- Parent Conferences Secondary -- Grouping	elem. principal Tobey Reed
6	1-10-13	Instructional Goal Setting/Instructional Strategies	Dave Sawyer
7	2-7-13	Differentiating Instruction	Tobey Reed
8	3-14-13	ELL	Sonia Walmsley
9	4-11-13	Multiple Intelligences	Trish Crosby
10	5-9-13	Share Fair: Share the best strategies you used/developed this year	Lead Mentors

Stage 2

Professional Development Options for Attleboro's New Educators in Their Second Year and Attleboro Educators Who Have Changed Their Role, Content, Grade, or School

WIDA

Empowering Writers

CPI Training

Easy IEP or Aspen for IEPs

Aspen to log grades, etc.
Technology
Reading Street
Everyday Math
Reading Strategies in Content Areas
Best Strategies in Content Areas
ETC.

Attleboro Public Schools
Mentor and New Educator Calendar
A Checklist of Possible Discussion Topics

This comprehensive list is designed to be used by new educators and their mentors as they plan and hold regularly scheduled meetings throughout the year.

The checklist is arranged by topics that seem most pertinent to the month assigned. However, the checklist is only a guide for when topics should be discussed, since new educator concerns should also be considered when holding mentor/mentee discussions. No one mentor is expected to discuss every topic listed since expectations of their mentees will vary by position, grade level, content area, department, and school.

Mentors should read through the monthly listings; decide which are appropriate for their mentees based on job expectations and school, and convene the discussions, again being cognizant of mentee concerns.

New educators must take an active role in their own development as well and therefore should also read through the monthly listings, being sure to pursue any topics they need more information on with their mentors, department coordinators, curriculum coordinators and coaches, school principals, members of their support teams, and other colleagues.

Experienced educators new to Attleboro may find they do not need to focus on each topic; however, they should work with their mentors to be sure they are aware of Attleboro's system and school procedural requirements and policies, what good teaching looks like in Attleboro, and MCAS prep.

And although this list is appropriate mostly for classroom teachers, non-classroom teachers will find information of value here as well.

Additional lists for special needs resource teachers and school nurses are also available.

Mentor/Mentee Discussion Checklist: August/September

The Classroom

- Lesson plan protocol

- Cooperative discipline/behavior management

- Clear expectations/consequences

- Classbuilding/teambuilding

- The classroom: effective room arrangement/bulletin boards, etc.

- Departmental curriculum guides, standards, benchmarks, Frameworks, etc.

- Unit planning

- Essential concepts and essential questions

- Pretesting/using the results

- Assessment--formative and summative; progress monitoring

- Learner/content outcomes; mastery objectives

- Learning activities

Homework policies
 Mentee Self-assessment Survey
 A typical school day/class
 Making transitions

Open House/Curriculum Night

Day-to-Day Routines

Supervisory duties
 Attendance policies and procedures
 Fire drills (within the first week of school) and other emergency procedures
 Furniture/maintenance needs in the classroom
 Pass system for students leaving the room; office referrals
 Resources
 Departmental/classroom (books, AV, equipment---how to sign up)
 Supplies (What is typically needed? How to obtain?)
 Library/computer labs; how to sign up
 Copy facilities
 System, building, and department meeting schedules
 Medical emergencies; health records

Focus Areas

August (if possible)

All system and building administrators' responsibilities
 Classroom set-up and provisions

September

Mentee's concerns
 Behavior management

Mentee Discussion Checklist: October

Parent Communication (essential to be done at the beginning of the month)
 Open House/Curriculum Night
 Parent-Teacher Conferences (December for elementary)
 Scheduling/length of conferences
 Grades to date
 Student behavior and work

Teacher etiquette

Verbal and written communications home

Documentation and filing of communication

Mentee's concerns

Grading

Grading periods

Keeping and calculating grades (Aspen X2, etc.)

Grading philosophies/examples

Progress reports

Report cards

Creating an observation schedule for mentors/mentees for first semester (October for mentee to observe mentor and November/December for mentor to observe mentee)

Pre- and post-observation conferences

Classroom behavior/management

Teacher evaluation process

Devising target goals and objectives

Observations by evaluators

Pre- and post-observation conferences

Individual Development Plan

4/8 Standards

Learning walks, formal and informal

Student folders/portfolios

Staffings (AHS) and SIT or TAT (pre-referral process)

Schedule changes for students/specialists' visits to classrooms

Substitute teachers and emergency lesson plans

Effective use of ILAs and other support staff in the classroom

Using available and appropriate technology/AV to enhance instruction

School Council/parent groups

In-service days

Mentee Self-assessment Survey

Curriculum issues

Use of textbooks and workbooks

Focus Areas:

Evaluation

Parent communication/conferences

Grading/philosophies/examples

Classroom behavior management

Mentor/Mentee observations

Mentor/Mentee Discussion Checklist: November

Mentee's concerns

Deadlines for application for lateral movement for next year

Procedures for tuition reimbursement

Instructional issues/new strategies

Standards and curriculum review

Developing various forms of assessment: informal (checking for understanding), formal (performance-based assessment), using results to inform instruction

Mentee Self-assessment Survey

Modifications/accommodations for students: IEPs and 504s

Impact of MCAS on curriculum and instruction

Intervention for failing students

Motivation

LINKS

Mentor/Mentee observations

Collins writing

Help filling out mentee's checklist for self-assessment before his/her first formal evaluation in December

Preparing for the holidays/vacations; policies on holiday parties

Pre- and post-observation conferences (mentor/mentee)

Focus areas: All of the above

Mentor/Mentee Discussion Checklist: December

Mentee's concerns

Behavior/classroom management, revisited

Curriculum and instruction

Unit planning, revisited

Various instructional techniques

Mentee Self-assessment Survey

Reflection on mentee's first formal evaluation: Where do I go from here?

Mentor/mentee observations

Professional development---how the program works, options, etc.

Recertification, PDPs, college credit, etc.

Budget requests (AHS)
Pre- and post-observation conferences (mentor/mentee)

Focus areas:

Evaluation
Observations (mentor/mentee)
Unit planning
Instructional techniques

Mentor/Mentee Discussion Checklist: January/February

Mentee's concerns
End of semester activities (AHS):
 Final exams
 Computing/reporting final grades
 Options for failing students
 Retention policies
 Incompletes
 Changing grades
 Plan for second semester
Creating a mentor/mentee observation schedule for second semester and debriefing opportunities: one more observation each for mentor and mentee
Management/cooperative discipline, revisited
Curriculum and instruction
Standardized test issues
MCAS schedule
MCAS prep
Examining student work to inform practice
Rubrics
Beginning with the end in mind (Understanding by Design)
Pretesting and formative assessment to inform instruction, revisited
Teaching strategies
Grouping
Differentiation
Mid-class and end of class summaries
Mentee Self-assessment Survey

Focus areas: All of the above

Mentor/Mentee Discussion Checklist: March/April

Mentee's concerns
 Parent/teacher conferences
 Scheduling (AHS)
 Curriculum and instructional issues
 Mentee Self-assessment Survey
 Round two of mentee's formal evaluation

Focus areas: All of the above

Mentor/Mentee Discussion Checklist: May/June

Mentee's concerns
 Induction Program Evaluation
 Spring/end of year activities (school and grade dependent)
 AHS:
 Proms
 Schedule for seniors
 Graduation policies
 Final exams
 Failing grades
 Final grades
 Schedules of those teachers with senior classes
 4th grade transition to middle school
 8th grade transition to high school
 Books/materials return policies; lost book money
 Celebration/party policies
 Grading policies
 Summer reading
 Year-end folder information
 Kindergarten registration
 Curriculum and instructional issues
 Assessment
 Mentee Self-assessment Survey

Summer professional development opportunities
 Policies for building use over the summer
 Dates/times when building is open to prep for next year
 7 hours of classroom set-up time during summer
 Summer programs/credit recovery
 Teaching opportunities
 Fall opportunities for students and teachers
 Schedule for next year
 Reflections on this year/next year: What will I do differently? The same?

Focus areas:

Curriculum and instruction
 Assessment
 Reflections on this year/next year

Special Needs Resource Specialist
Mentor/Mentee
Discussion Checklist

September

- Building a positive relationship between team teachers and inclusion specialist
- Scheduling:
 - Service delivery times
 - Avoiding conflicts with other specialists or specialist times
 - Assuring additional services are scheduled/met
- Grouping students (**on-going**)
- Available resources
- Supervising ILAs
- Paperwork and time frames for completion
- Planning
- Ordering supplies
- Gathering student data
- File Review

Search for IEP students by grade

Ensure caseload is accurate (check with secretaries, etc. for new students, transfers, etc.)

Ensure plans are all signed

- Complete data sheets for Sped Office
- Learn process on Easy IEP

September/October

- Service delivery: inclusion, pull-out, co-teaching whole class, small group in class, etc.
- Paperwork and time frames for completion
- Report writing
- Easy IEP
- IEP writing
- Informal assessments for writing goals and objectives
- Accommodations; MCAS accommodations (**on-going**)
- Provide copies of IEP for team teachers to implement
- Create information sheets/IEP student needs by team, for special staff (**again in**

January):

Structuring the classroom to meet IEP requirements

Review three meeting types: initial, re-evaluation, review

Team meeting process before first team meeting

Presenting reports at team meetings

Group management: behavior, motivation, etc.

November

- Conferring with parents and classroom teachers
- Coordinating with classroom teachers when writing progress reports and report cards (for consistency) (**on-going**)
- Pre-referral process

January

- MCAS preparation and accommodations
- Extended school year requirements

- Transition from elementary to m.s./m.s. to h.s.: procedures and contact people

April

- Ordering supplies

June

- End of year note to parents

Any time/building dependent

- Testing

School Nurse Mentor/Mentee Monthly Discussion Topics/Responsibilities/Timeline

August/September

- Send August immunization reminders
- Obtain standing orders from school physician
- Get rosters/class lists for all classes; check to see if you have all health records
- Prepare and distribute **Medical Concern Lists**
- Distribute Universal Precautions, gloves, and “Emergency---What to Look for” sheets to all staff
- Confer with staff regarding students with Medical Concerns/medication that they have
- Obtain current Medication Orders/medications
- Medication Administration Plans/write new IHCPs
- Review all incoming new students. Kindergarten and preschool student records
- Send or call about immunization reminders to all who are missing vaccinations
- Distribute the following paperwork to all students: Update Medical Info, Pediculiosis, Tylenol Permission, and School Allergy Safety
- Emergency plans for all severe medical conditions, allergies, seizures, etc.

- Inventory new supplies, replace batteries, out of date materials
- Provide EpiPen training for staff
- Update building emergency plan: Who is CPR, First Aid, and AED certified?
- Review AED with safety team
- Update old IHCP, etc.
- Follow up on EpiPens and Medication Orders not received
- Yearly letter for religious exemption for immunization
- Begin update of medical info from med Info sheets
- Begin to enter new student immunization alert in computer

October

- Send final immunization letters with exclusion dates, signed by nurse and administrator
 - Send State immunization report
 - Continue to update computer information
 - Begin screening program
 - Continue to review records for missing information
 - Attend Parent Open House (contractual obligation)
 - Schedule CPR/AED and/or First Aid training for staff
 - Schedule short programs with administrator regarding wellness/staff health
- Use parent newsletter or website for education, info to parents, etc.

November

- Hold mandated screenings; rescreen and refer
- Review enrollment in insurance plan; refer if necessary
- Continue to update computer health record info
- Plan staff flu vaccination in conjunction with Attleboro Department of Health
- Work on dental referrals
- Send reminder regarding missing physical exams
- Enter Tylenol forms into computer (optional)

December

- Continue with staff flu vaccines
- Continue screenings
- Provide postural screening info in parent newsletter

January

- Continue screenings
- Provide dental referrals
- Plan February dental education program
- Begin scoliosis screenings (middle school)

February

- Begin dental program
- Begin kindergarten registration program
- Attend kindergarten parent information meeting
- Continue screenings
- Review Epipens

March

- Continue screenings, dental if necessary
- Work on kindergarten registration and record preparation
- Offer CPR, AED, and First Aid classes if staff has interest

April

- Work on kindergarten registration
- Prepare for preschool registration
- Review all referrals for screenings
- Empty the budget and prepare a necessary equipment and “wish list” order

May

- Take inventory and prepare order for next year
- Order forms needed for next year
- Send information home regarding physical exams due next year (Grades 5 and 9)
- Plan for grade 4 puberty education class

June

- Send last screening failure notices and follow up
- Send medication order forms for next year and reminder to pick up medication or it

will be thrown out

- Begin grade 1 concern list form incoming kindergarteners
- Begin list of kindergarten and preschool concerns
- Pull all health records for those who are transferring to another school; prepare concern list; print copy of computer health record; pull AHS seniors, sending a letter home to pick it up
- Copy and prepare records for all students leaving the district
- Keep a list of what records were sent, where, and the date sent for future reference

- Complete yearly report
- Prepare info for summer school nurse on any students you re aware of going to the Sped summer school program (Send to Thacher)
- Send all June kindergarten immunization reminders
- Send all preschool immunization reminders
- Take batteries out of equipment for the summer
- Check expiration dates and order what will expire
- Check to be sure all screenings are entered in the computer
- Arrange on the last day of school for students to pick up Epipens and packs
- Transfer out all students going to another school on the last day
- Back up your system
- Put "active link" to 0
- Prepare Health Office for summer cleaning, putting away as much as possible

Enjoy your summer break!!

Monthly Tasks

- Send monthly activity report to Nurse Coordinator
- Write AED report
- Contact Nurse Coordinator for supplies during the year or use a budget item for your school
- Back-up SNAP program monthly on a flash drive
- Attend IEP meetings as required to provide health histories

Prepared by Deb Ebert, 2007 - 2008

**School Adjustment Counselor
Mentor/Mentee
Discussion Checklist**

August /September

- Compile student caseload
- Identify students and their classroom assignments
- Meeting/ Discussion with previous counselors (ie: transition years; move from another school),
- if needed
- Setting up Office
- Identifying service delivery for students on IEP's; 504's; Behavior Plans; Safety Plans
- New student tours
- Insuring all Anti-Bullying materials are distributed to classrooms
- Meeting with building administration
- Essential resources for the School Adjustment Counselor (ie: 51As, counseling referrals)

September

- Meet and talk with teachers about at risk students on SAC caseload
- Prepare for open house

- Developing schedule for counseling sessions; groups
- Creating and distributing permission slips to give to parents
- File review
- Review school drills and emergency procedures and our role in them
- Review of student handbook, specifically attendance policy and procedures, behavioral expectations, bullying policy, etc.
- IEP Goal/Benchmark development and determining service delivery
- Record keeping procedures
- Discussing mentor/mentee observation and develop schedule for observations
- Problem solving difficult situations (ie: students, families, staff)
- Collaboration with teachers, parents, and administration
- Evaluation: procedures, goal development, cycle, evidence collection

October through December

- Conferring with parents and teachers for ongoing support
- Preparing for Parent Conferences
- IEP Progress Notes at end of marking period
- Preparing for holidays/vacations (ie: what to anticipate with students; identifying potential problems)
- Identifying families in need (ie: food support, gifts, community resources)
- Problem solving difficult situations (ie: students, families, staff)
- Collaboration with teachers, parents, and administration

January-February

- Reviewing caseload (individual and groups) and identified students with continued need or dismissed from counseling
- Problem solving difficult situations (ie: students, families, staff)
- IEP Progress Notes at end of marking period
- Collaboration with teachers, parents, and administration

March-May

- Collaborating with teachers and other support staff around MCAS testing
- Problem solving difficult situations (ie: students, families, staff)
- IEP Progress Notes at end of marking period
- Transition meetings with other school adjustment counselors (ie: Pre-K to K; 4 th to 5th; 8th to 9th)
- Collaboration with teachers, parents, and administration
- Preparing for parent conferences

June

- IEP Progress Notes at end of marking period
- Problem solving difficult situations (ie: students, families, staff)
- Review of caseload (ie: individual and groups) to determine services for next school year
- Mentee Self Assessment Survey
- Reflections on current year and preparation for next school year
- Closing of school checklists (ie: anti-bullying materials, building keys/cards)

Principal's Guidelines for Monthly New Educator Support Meetings

This is a general guideline of topics that may be of interest to new educators. New educators may need the topics and/or the schedule below altered to fit their or the school's needs. Mentees should be polled for potential topics as well.

New educators should be combined by elementary, middle, and high school occasionally to address these topics and to provide peer support.

September Classroom Organization and lesson protocol

October Evaluation System and WSIP/IPDIP

November Report Card procedures and grading criteria

December Parent Teacher Conference Protocols

January, February, March – These topics may be covered as seen fit. New educators should be polled to identify additional topics. A variety of sessions could be offered to differentiate selections to meet identified needs.

- ELL
- Class management
- Behavior modification
- Effective teaching
- Inclusion
- Assessment

April	Community and Parent Involvement and the PTO
May	Technology used for grading and class instruction
June	Reflections on this year to prepare for next year

Other topics to consider when planning:

Topics introduced in the 20 minute introductory sessions at orientation

Checklist of Potential Discussion Topics, page 52

Building needs

Mentee needs

Induction Portfolio

The purpose of this organizational portfolio is to help new educators document their three-year Attleboro induction experience efficiently. New educators may also use portions of their portfolios with their evaluators to document achievement of personal goals and objectives.

New educators should plan to share portions of their portfolios with their mentor(s), members of their support team, and evaluators throughout the three years of induction to help those professionals provide coordinated levels of support dovetailed to new educator needs. These portfolios are covered by induction confidentiality, to be shared only with new educator permission.

Items in this portfolio should include but are not limited to

- New Educator Orientation agendas and other orientation documents;
- Self-assessment using Appendix C Teacher Rubric for the Massachusetts Model System for Educator Evaluation:
http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf
taken at least three times from September through June to share with mentor to identify needs and chart growth;
- Mentor program orientation agendas and other mentor program documents and tools such as observation/feedback tools and reflections, analysis of student work tools and next steps, and co-teaching plans;
- Agendas and supporting documents from meetings run by principals to provide support in initial year;
- Letter from the Component A mentor indicating a full year of mentoring per State

- standards in the initial year;
- Professional development plan for each year;
 - Materials documenting support provided by coaches, support team, specialists, and others in the school or system;
 - Professional development descriptions, agendas, and other supporting material to document the State-mandated 50 additional hours of “mentored experiences” beyond the initial year of induction;
 - Peer observation/feedback tools and reflections and analysis of student work tools and next steps from years two and three;
 - Additional induction items required by Massachusetts DESE and all those unique to new educators’ specific programs.

Collaborative Mentor Log

Sample

Mentor:

Mentee:

School:

Dates of formal meetings:

Total meeting hours (formal AND informal):

Hours mentor observed mentee:

Hours mentee observed mentor and/or others:

Date(s) met to examine student work:

Work accomplished:

Date(s) met with mentee’s evaluator to discuss possible areas needed in mentoring:

New members of Support Team:

What’s Working	Current Focus, Challenges, Concerns
Mentor’s Next Steps	Mentee’s Next Steps

Next Meeting:	Focus:
Other:	

Induction Program Attleboro Public Schools 2012 - 2013

Collaborative Mentor Log

SAMPLE

Mentor: Ethel

Mentee: Lucy

School: Fred Mertz School

Dates of formal meetings: 9/1, 9/7, 9/14, 9/21, 9/28

Total meeting hours (formal AND informal): 6 including time at Dunkin' Donuts, hall, and parking lot

Hours mentor observed mentee: .5

Hours mentee observed mentor and/or others: 0

Date(s) met to examine student work: 9/28

Work accomplished: Developed some self- and

peer-assessment strategies for next assignment

Date(s) met with mentee's evaluator to discuss possible areas needed in mentoring: 9/17 (with follow up in mid-October)

New members of Support Team: Ricky, Reading Coach; Suzy, Adjustment Counselor

<p>What's Working</p> <ul style="list-style-type: none"> * We've set up a regular meeting time and we're doing OK so far sticking to it *relationship building with 2 classes * application of pre-testing and planning using results *classroom is organized so there is an unobstructed flow of traffic, objectives/standards/agendas are posted, student work is displayed, students have charge of a bulletin board that they are working on now; posters support curriculum 	<p>Current Focus, Challenges, Concerns</p> <ul style="list-style-type: none"> *more classbuilding/relationship building with one class * behavior challenges in this class * not enough books for one class * need to gather more data on several students (IEPs, resource people, etc.) *Finding time for all the paperwork
<p>Mentor's Next Steps</p> <ul style="list-style-type: none"> *check with colleagues to find additional 5 books needed *show Lucy the location of student records and help access them; help with the computer *invite Lucy to Friday's after-school get together 	<p>Mentee's Next Steps</p> <ul style="list-style-type: none"> *research more classbuilding/relationship building strategies *get to know students better in this class to see why they aren't getting along with each other *Call parents; research data

*share self- and peer-assessment strategies	*Have students implement self-assessment and peer-assessment strategies before finalizing their work; evaluate results
Next Meeting: 10/5	Focus: relationship building results & self- and peer-assessment results
Other: Lucy is working hard and wants to learn how to work smart.	

Induction Program Attleboro Public Schools 2012 - 2013

Additional materials such as observation protocols, observation/feedback tools, analysis of student work tools, and program evaluation surveys will be added once they are updated by Lead Mentors.