

## Mentor Program Mission Statement

The purpose of the Mentor Program is to provide professional peer support for teachers new to the Needham Public Schools consistent with the vision: a community and school partnership that creates excited learners, demands excellence, fosters integrity.

## Mentor Program Goals

- To assist in the management of common challenges (e.g., discipline, classroom management, instruction, interaction with parents, and student needs)
- To enhance teachers' personal and professional development, enabling them to improve instructional practice
- To engender a climate of collegiality
- To offer opportunities for teachers to analyze and reflect upon their teaching
- To model effective teaching practices
- To retain highly qualified teachers
- To integrate teachers into the culture and climate of the school, the district, and the community

## Administrative Support for the Mentor Program

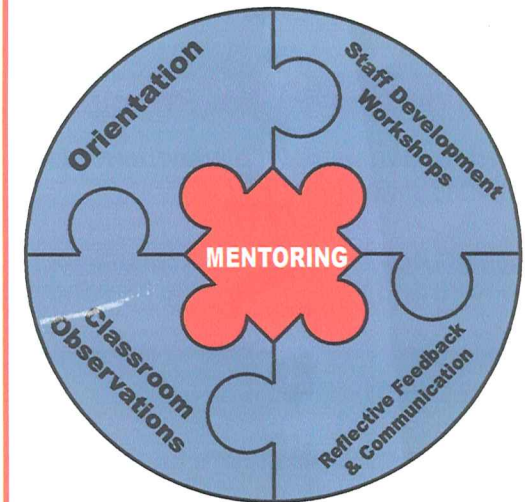
The Needham Public Schools are responsible to the Massachusetts Department of Education to implement a mentoring program as part of a comprehensive induction program for teachers new to the school system.

The Needham Public Schools provide:

- annual training and stipends for mentors
- Mentoring Guidelines for all active mentors, teachers new to the Needham Public Schools, and administrators
- four mentor meetings planned and facilitated by the Mentor Leadership Team
- classroom coverage for mentors and new teachers to observe each other
- ongoing evaluation of the mentor program
- implementation of Unit A contractual agreements for the mentor program
- a coordinator for the mentor program, Director of Personnel Resources  
781-455-0400, extension 208

*Needham Public Schools*

# *Mentoring Guidelines*



## Guidelines for the Teacher New to Needham

- Communicate regularly with the mentor to discuss progress, identify and address needs
- Meet with the mentor at least weekly through January and every other week through June
- Observe an experienced teacher at least three times during the year with follow-up discussions
- Schedule an observation by a mentor at least three times during the year with follow-up discussions
- Seek feedback, reflect on teaching, and demonstrate openness to new ideas

## Guidelines for the Principal

- Match a teacher new to Needham with a qualified mentor
- Support and facilitate observations for mentors and teachers new to Needham
- Respect the confidentiality of the mentor/teacher relationship
- Promote a collegial culture for the support and encouragement of teachers new to Needham
- Facilitate schoolwide opportunities for mentors and teachers new to Needham to share experiences
- Participate in the ongoing evaluation of the mentor program

## Guidelines for the Mentor

- Attend the four mentor meetings
- Meet with the teacher at least weekly through January and every other week through June
- Communicate regularly with the teacher to discuss progress, identify and address needs, and offer assistance
- Provide the teacher with support and information on curriculum resources, school routines and culture
- Observe and provide feedback to the teacher at least three times during the school year
- Facilitate at least three opportunities for the teacher new to Needham to observe professional status teachers with follow-up discussions
- Model professionalism, collegiality, professional development, and confidentiality



## Mentor Qualifications

To serve as a mentor, a teacher must have attained professional teacher status and have successfully completed a Mentor Training course. The mentor should demonstrate the following personal characteristics and professional qualifications:

- Enthusiasm and flexibility, commitment to teaching, and ability to work with peers
- Sense of humor
- Understanding of the stages of development in the induction of teachers new to teaching and new to the school system
- Ability to analyze and reflect on teaching practices using non-evaluative feedback
- Skill as an active listener and communicator
- Knowledge of the culture, climate, and resources of the school community
- Exemplary practice and understanding of current issues in education, including standards based instruction, differentiated instruction, anti-racist education, social and emotional learning
- Commitment to a collaborative approach to improving teaching
- Commitment to the profession and an openness to new ideas and approaches