

REVERE PUBLIC SCHOOLS



Induction Year Programs
&
Mentoring Programs

August 2012

Introduction

Revere Public Schools supports the continued improvement of teachers through Induction and Mentoring Programs. These teacher improvement opportunities are open to all teachers seeking professional status and also teachers required to or who wish to take a closer look at their performance in the classroom. Our goal is to provide these opportunities to interested teachers throughout the school year.

This document offers guidelines to the process of mentoring and identifies the standards that will be followed in this program. Our program is proactive in that we believe that the teachers can improve through effort and collaboration.

New Teacher Orientation

New teachers meet both informally and formally during the week before school begins to participate in a comprehensive three-day orientation program.

Activities

- greetings from the superintendent's office
- overview of district, state, and federal policies/guidelines by directors of special needs, English as a second language, comprehensive health
- staff benefits presentations: school department-business office, Revere Teachers Association, health and welfare programs, credit union
- greetings from mayor and city officials, school committee
- technology training
- professional development of classroom strategies and techniques. "Getting Started Successfully"
- Classroom strategies

Handouts

- School handbooks for students and faculty (at your school)
- School schedule and calendar (at your school)
- Professional development opportunities (Your director will provide)

Beginning Teacher Support Structures

The support team is a resource that supplements the mentoring relationship. Monthly meetings are scheduled for building based discussion and sharing of information. Members of the support team include

- Principal, will be available for the building support team (or another administrator designated by the principal) on an as needs basis.
- A mentor teacher who has completed a state approved mentor training workshop
- Your curriculum /department director

Before the start of the school year, the beginning teacher, mentor, and other support team staff will meet to review their roles and responsibilities. The criteria and procedures by which the beginning teacher will be formally evaluated and reviewed at the initial support team meeting and reinforced individually during the mentor/mentee meetings. A calendar of meetings and professional development workshops will be distributed to beginning teachers at this time. The Revere Public Schools has devised a standard agreement to be used (Appendix I).

School-year Mentor Program

Mentoring provides the beginning teacher a formal connection with an experienced teacher. The mentoring relationship can be very rewarding, both professionally and personally, for the beginning teacher and the mentor. While the beginning teacher acquires one on one support and a practical understanding of teaching through the mentoring relationship, the mentor teacher is able to reflect upon and improve his/her own practice by sharing experiences and expertise.

Required mentoring activities

- Assist the new teacher in solving classroom problems
- Model effective instructional techniques
- Help construct lesson plans
- Arrange for the beginning teacher to visit other classrooms
- Introduce the beginning teacher to other faculty members
- Identify and provide curriculum and technology resources
- 1 hour of weekly interaction between mentor and mentee
- Attendance at all 5 New Teacher PD Meetings 9/20, 11/1, 1/17, 3/21, 5/23

Mentor assignments

The Superintendent maintains a cadre of approved mentor teachers who meet all or some of the following criteria:

- National Board certification
- At least three years of teaching experience
- Demonstration of superior teaching techniques and building leadership
- Successful completion of mentor training program provided by the district, state or local universities
- Completion of *Research for Better Teaching's Understanding Teaching I*

Principals and their building's mentor coordinator match approved mentors with new teachers based on the following criteria:

- accessibility to the beginning teacher, i.e., location in the same building
- professional qualities such as acknowledged mastery of a broad range of teaching skills, content, and understanding of the district's mission, social context, and regulatory environment
- personal qualities such as enthusiasm, commitment to teaching, and demonstrated ability to work with peers
- although not always possible, we seek to match mentors and mentees by grade level/subject or certification area
- mastery of conference, observation, and communication skills

Resources for Beginning Teachers

The mentor and beginning teacher can use the following documents to structure their work

- *Massachusetts State Curriculum Frameworks* and locally aligned curricula materials
- support materials for student assessments, including *Massachusetts Comprehensive Assessment System (MCAS)*
- *School Improvement Plan*
- *District Improvement Plan*
- Mentor and Induction program
- Director and Principal meetings
- Technology team
- *Research for Better Teaching's Understanding Teaching I*
- TTT sessions
- Math and Literacy Coaches
- Colleagues

Confidentiality-Procedures and Guidelines

The following guidelines protect the confidentiality of the mentee's performance and progress. Exceptions are made only in cases where child endangerment is a concern:

- The mentor is held to strict confidentiality regarding the mentee's performance and progress.
- The mentor may only reveal to administration what assistance and support he/she has provided the mentee.
- The ***mentor*** may discuss the mentee in confidence with the mentor coordinator if there are concerns. The mentor coordinator is held to strict confidentiality regarding this communication.
- The ***mentee*** may discuss concerns in confidence with the mentor coordinator. The mentor coordinator is held to strict confidentiality regarding this communication.
- Information contained in the Mentoring Activity Log, the Mentee Feedback Log, and the Informal Mentoring Plan will be used to track program utilization and to evaluate the program. All names will be kept confidential. The logs will only be accessible to the mentor coordinator.

Revere Public Schools Professional Development Opportunities 2012 - 2013

Includes but is not limited to:

District Workshops		
Protocol for Teacher Appraisal and Evaluation	District Mentor Program Team	Parameters and processes of evaluation are explained.
Effective Parent-Teacher Communication	District Mentor Program Team	Development of professional strategies for working with parents
Special Education	Christopher Malone	Sharing of District, State, and Federal guidelines
ELL	Albert Mogavero	Sharing of District, State, and Federal guidelines
Professional Development Days	Principals and Directors	Various topics

Other Opportunities		
Program Training	BSRI Initiative	Reading program for all elementary schools and Rumney Marsh Academy
Graduate Courses	Lesley University Salem State University	Programs leading to Special education and Mathematics Licensure

Roles and Responsibilities

Beginning Teacher

Play an active role in mentoring relationship. A beginning teacher can do this by offering critical reflections on his (her) own practice and identifying areas in which assistance is needed. A beginning teacher will develop the practice of reflective teaching through the use of a journal and other devices.

Seek out help. The beginning teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.

Observe experienced teachers at work. The beginning teacher should adhere to a schedule of observations of various experienced teachers. The beginning teacher could keep a log to record and reflect on the diversity of their styles.

Participate fully in programs organized for beginning teachers. Completion of the Mentor and Induction program is mandatory for professional licensure. This includes participation in weekly mentor meetings, completion of the three day New Teacher Orientation, and attendance at five district-wide New Teacher Professional Development meetings.

Mentor Teacher

Ensure a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.

Provide instructional support. This includes, but is not limited to:

- regular observation of and conferencing with the beginning teacher
- support in teaching and learning standards of the state curriculum frameworks
- refining various teaching strategies
- sharing the knowledge gained in the Research for Better Teaching (RBT) training
- addressing issues such as classroom management and effective communication with parents
- recognizing and addressing multiple learning styles and individual student needs
- encouraging the practice of reflective teaching through the use of a journal and other devices

Provide professional support. Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice.

Provide personal support. Mentors can help relieve the stress on first time teachers by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.

Maintain a confidential relationship with the beginning teacher. It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner.

Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.

Role in evaluation process. The mentor teacher plays no formal role in the evaluation of new teachers. To support mentees through the evaluation process, the mentor should help the new teacher prepare the pre-conference form for evaluations, help revise the instructional plan to strengthen success, and complete practice observations in the mentees classroom. Ensure the lesson meets district established norms and expectations.

Principal

The following responsibilities will be undertaken by the principal in conjunction with his/her administrative team.

- establish a school culture that is built on collegiality and supports professional collaboration among new and veteran teachers
- ensure reasonable working conditions for the beginning teacher
- facilitate the relationship between the mentor and beginning teacher by making sure that the mentor and beginning teacher meet regularly and are satisfied with each other's participation in the program
- increase the efficacy of the mentor program by providing additional supports and resources to new teachers as needed
- Formally evaluate the new teacher according to the RPS Evaluation Protocol
- Meet regularly with mentors to ensure program is going well and to address needs of new teachers as they arise

Mentor Program Building Coordinator

A mentor coordinator may assume many of the aforementioned responsibilities of the principal, except the formal evaluation. The mentor coordinator could be an administrator or a teacher who is released from certain teaching responsibilities and/or is provided with a stipend. The distribution of these responsibilities should be a joint decision of the principal and mentor coordinator. Responsibilities could include

- Participate in the steering committee
- Remind mentors and mentees of meeting dates and participation expectations
- Lead professional development meetings for new teachers
- Meet with mentors to ensure they understand parameters of the mentor program
- Collect mentor logs and ensure support is provided to each mentee
- Work with the building principal in all mentor program concerns

Mentor and Induction Steering Committee

Comprised of National Board Certified administrators, the steering committee:

- Develops the induction program plan that outlines various program components and incorporates input from a variety of district sources.
- Determines the resources needed and available to develop and sustain the induction program.
- Conducts an annual evaluation of the program's effectiveness and suggest program improvements based on data collected.

Evaluating and Sustaining the Program

All new teachers will complete a Mentor Program evaluation at the end of their first year in Revere. This information, coupled with feedback from mentors, parents, principals, and other district personnel will be used to guide changes to the Revere Public Schools' Mentor and Induction Program.

Mentor and Induction Agreement

The following agreement outlines the roles and responsibilities of those involved in the support, supervision, and evaluation of

Beginning Teacher (Please Print)

The mentor agrees to:

1. Meet with the new teacher as soon as possible before the opening of school or upon hiring to provide orientation, schedule meetings and observations, and plan other support activities.
2. Attend five district-wide New Teacher Professional development Meetings.
3. Spend at least one hour each week assisting and collaborating with the new teacher.
4. Observe and provide feedback to the beginning teacher a minimum of three times, which includes cognitive coaching, pre and post observation conferences, and reflective practice.
5. Help the beginning teacher to incorporate the Principles of Effective Teaching and the Curriculum Frameworks into practice and prepare the beginning teacher for the formal evaluation to be conducted by the principal or director.
6. Maintain an interest in the beginning teacher's professional development throughout the year.
7. With the beginning teacher, maintain a log of activities and meetings. Submit a monthly log of all mentoring activities to the Mentor Program Building Coordinator.
8. Respect beginning teacher's confidentiality in a non-evaluative relationship.
9. Provide assistance in orienting the beginning teacher to the school and the district such as
 - assisting in solving classroom problems
 - modeling instructional techniques
 - helping to construct lesson plans
 - arranging for the beginning teacher to visit other classrooms
 - identifying and providing curriculum and technology resources
 - assisting the beginning teacher to develop the practice of reflective teaching through the use of a journal and other devices
 - coaching the beginning teacher for the summative evaluations by administrators

The principal agrees to:

1. Be available to support the mentor and mentee as needed.
2. Ensure that the beginning teacher's assignment is reasonable with respect to number and nature of students, number of preparations, assignment of preparation and extra-curricular responsibilities. The principal agrees to intervene with other supervisory personnel as necessary to carry out this commitment.
3. Conduct formal evaluations of the beginning teacher according to the RPS evaluation protocol.

4. Work with curriculum/program directors to ensure adequate administrative support for each new teacher.
5. Principals shall make every effort to provide coverage so that mentors and mentees can conduct peer observations.

The mentee agrees to:

1. Attend all New Teacher Professional development meetings (dates above)
2. Spend one hour each week in collaboration with the mentor.
3. Bring professional problems to the attention of the mentor or administrative team in a timely fashion.
4. Seek opportunities to observe both the mentor and other teachers.
5. Take advantage of other opportunities for professional development.

Sign: _____ Date: _____
(Mentee)

Sign: _____ Date: _____
(Mentor)

Sign: _____ Date: _____
(Director)

Sign: _____ Date: _____
(Principal)

NOTE: This sample log is intended to help mentors and mentees document activities. Only the electronic forms should be submitted to the Mentor Program Building Coordinator

Mentor Activity Log

Mentor:	Month:	Year:
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New Teacher:

	Mentoring Activity	Week			
		1	2	3	4
1	Observing your mentor while she/he taught				
2	Being observed by mentee while teaching				
3	Feedback planning lessons, field trips, selecting materials				
4	Team teaching with mentee				
5	Strategizing needs of specific students				
6	Strategizing around how to handle discipline problems				
7	Helping with completing paperwork and record keeping				
8	Attending seminars/meetings for beginning teachers and mentors				
9	Being a sounding board for ideas, frustrations, concerns				
10	Providing information on school district policies and procedures				
11	Learning about available resources (people, materials, professional development)				
12	Being introduced to other staff members				
13	Giving encouragement that furthers professional growth				
14	Assisting in planning lessons/assessments				
15	Assisting obtaining materials and supplies				
16	Assisting in organization of classroom				
17	Providing personal and emotional support				
18	Providing ideas for additional techniques for classroom management				
19	Explaining evaluation procedures				
20	Updating on school calendar and events				
21	Planning conference for peer observation				
22	Post conference				