

## Promising Practices and Implementation Tools

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3. **Lever Addressed:** Induction
4. **Title of Promising Practice:** New Teacher Induction Program
5. **District Where Implemented:** Chelsea Public Schools
6. **Applicable Grade Levels:** K-12
7. **How This Practice Reflects District's Mission & Core Values:**

The goals and components of Chelsea's Induction program directly reflect the district's mission to insure that "Teachers, administrators, and support staff, from pre-kindergarten through grade twelve are dedicated to providing Chelsea students with a Bridge to Success, a commitment that ALL students will achieve at high levels, think critically, and graduate from our school system college and career ready."

### 8. Goals of This Practice:

- 1.) Welcome new teachers so they are acclimated to Chelsea's school culture
- 2.) Increase Teacher Leadership opportunity throughout the district
- 3.) Provide a range of professional development to support and retain high quality teachers

### 9. Description of This Practice:

Recognizing that the current mentor program was inconsistent and lacked structure, a group of dedicated teachers volunteered to participate in the Project SUCCESS graduate course (School University Collaboration Committed to the Educational Success of All Students). With full support of both the Superintendent and Assistant Superintendent, these teachers were eager to expand their expertise, leadership capacity and improve upon the district's ability to support and retain new teachers.

This first cohort group of nine teachers set the stage for moving the district's program forward. They worked closely with the Assistant Superintendent to develop an action plan, gain support in terms of budget and resources, and ultimately created a new model to mentor and integrate new teachers into the district. There have been two other cohort groups trained since this time, and to date, approximately 27 newly trained mentors have led the district in training and professional development for new teachers and teachers new to the district.

In terms of program structure, there are currently 3 Lead Mentors in the district, one for each level, PreK–12, who work directly with the Assistant Superintendent. These experienced teachers are responsible for professional development in the buildings they oversee and work closely with the principals to match mentors to new teachers.

Along with their coordination responsibilities, Lead Mentors are expected to mentor one new hire, and mentors are paired with two new teachers or teachers new to the district within their respective buildings. Lead Mentors also plan and facilitate monthly building based meetings for mentors and their mentees utilizing the resource book from Project SUCCESS, *Mentoring in Action*, to guide and structure these group sessions. Periodic meetings with the Assistant Superintendent are also designed to coordinate, evaluate and make adjustments as needed.

Mentors and their mentees are also required to meet at least once a week and keep a log that is reflective of all meetings and observations. In addition, new hires are responsible for meeting with Content Coaches on a monthly basis to focus on the curriculum, instructional strategies and assessments specific to the content areas they teach.

New teachers receive this comprehensive support in their first year of employment, but are also informally mentored in years two and three by a wide sources of support including principals, department chairs and grade level and department colleagues. Years two and three also involve focused professional development prior to achieving professional status.

Orientation of new teachers and teachers new to the district is a three day, multi-focused event. All new teachers attend three days of district presentations, breakout groups and building based sessions. A few highlights include:

- Welcome and over view of the district Administration resources and Teacher's Union
- City tour so teachers understand the diverse neighborhoods and cultural backgrounds of their students
- Full day in the new classroom working with and getting to know a teacher's assigned mentor

- Building based day planned by Principals and Content Coaches

Evaluation of the program is conducted using a variety of formative and summative tools. These include:

- A “Plus Delta” formative evaluation that provides ideas for improvement after each monthly meeting
- Reflection/Collaborative Logs
- Mentor and Mentee Mid and End of the year surveys (see implementation tools)
- In the fall, the plan is to focus monthly meetings on the elements of the evaluation rubric; unpacking the standards so everyone understands what they are being evaluated on.

#### **How This Practice Addresses Criteria for the Induction Lever:**

As detailed below, this promising practice exemplifies many of the criteria necessary for successful implementation of Induction as it relates to continual school improvement:

The district provides comprehensive, systematic supports to make the transition from novice to accomplished educator more effective and professionally rewarding.

The school district has a comprehensive Induction Plan that includes program elements, roles and responsibilities, implementation processes and time lines, and that identifies necessary tools and resources.

All members of the district and school community share collective responsibility for contributing to novice teacher and administrator growth.

Provision for professional growth of novice teachers and administrators is an integral part of the school district’s professional development plan for all educators.

The induction process is informed by the Common Core of Professional Knowledge and Skills and is focused on instruction.

Induction programs provide comprehensive support for all teachers and administrators in their first three years of practice.

Professional development for novice teachers and administrators is specialized and developmentally appropriate.

Programs are differentiated to address educators’ specific areas of responsibility and levels of experience.

Induction programs are multi-faceted and include training, orientation and networking for beginning teachers, leaders, veteran teachers and administrators.

Induction and mentoring programs are provided with the administrative supports and resources necessary.

The selection, training, responsibilities and rewards for mentors are informed by research and are part of the district Induction Plan.

Time for mentoring of novice teachers and administrators is an integral part of the instructional day and provides opportunities for observation, consultation and reflection.

The district Induction Plan includes a process for collecting program data and conducting ongoing formative evaluation and regular summative evaluation of program effectiveness.

#### **10. How This Practice Was Implemented So It Was More Successful Than Others:**

Participation in Project SUCCESS has empowered teachers and provided the structure and motivation to move the district forward.

Teachers opted into this program because they wanted to see Chelsea's induction program improve. Since each cohort volunteered to participate, there has been more buy in and ownership of the overall program.

There is more structure to the program, including higher expectations and accountability for both mentees and mentors in the form of logs, portfolios and monthly meetings.

Utilizing Lead mentors and trained teacher cohorts to provide professional development for new mentors helps to ensure program sustainability.

#### **11. How This Practice Changed The District or School:**

The Induction program has increased teacher leadership opportunities throughout the district.

There has also been more collaboration and a greater sense of shared responsibility to support and retain teachers new to the district.

Along with the New Educator Evaluation system, there has been a culture shift to more of a growth mindset and the attitude that everyone can get better at their practice.

#### **12. Resources (time, money, materials etc.) Required For Successful Implementation:**

Grant monies utilized to send three cohorts of teachers to Project SUCCESS  
Funding for Lead Mentors and Mentor positions, program supplies and materials, coverage for observations, meetings and attendance at outside conferences

Time for meetings, observations and PD events

In-house faculty expertise to facilitate PD

**13. Tools You Used To Implement or Advance This Practice:**

- 1.) Mid year survey- New Teacher and Mentor
- 2.) End of Year Survey- New Teacher
- 3.) End of year survey- Mentor
- 4.) Mentor- Job Description