

# NEWTON PUBLIC SCHOOLS

## INDUCTION & MENTORING PROGRAM HANDBOOK 2013-2014

Office of Teaching & Learning  
Education Center – Room 215  
100 Walnut Street  
Newton, MA 02460

HYPERLINK "http://www3.newton.k12.ma.us/curriculum" [http://  
www3.newton.k12.ma.us/curriculum](http://www3.newton.k12.ma.us/curriculum)

July 1, 2013

Dear Mentor:

Your principal, department head, or coordinator has submitted your name as a faculty member who is willing to mentor a new teacher during the 2013-2014 school year. The Newton Mentor Program has a long history of volunteer participation that reflects the time, professionalism and collegiality contributed by veteran Newton teachers to their new colleagues. This work has a significant impact on our entire school community. The Mentor Program reflects the Massachusetts Department of Education guidelines for Induction and Mentoring Programs. Your participation in the Newton Mentor Program for this school year indicates your willingness to meet these obligations:

**PK/Elementary School Mentors -**

Attend New Teacher Orientation (at Newton South High School) on Monday, August 26<sup>th</sup> to participate in mentor training and begin working with your mentee, lunch provided. (10am-3pm)

Work with your mentees in your own schools on Tuesday, August 27<sup>th</sup>. (8am-3pm)

Reserve time to work with your mentee. Develop a regular, mutually agreed upon meeting schedule with your mentee and note these regular meeting times (minimum of 15 hours) on your electronic log.

Conduct a minimum of two peer observations and note these dates in your log.

Meet with your mentor facilitators at least three times during the year (dates TBD).

**Middle School Mentors -**

Participate in mentor training with your mentor facilitator at your school on Tuesday morning, August 27<sup>th</sup>, and then spend individual time with your mentee. (8am-3pm)

Reserve time to work with your mentee. Develop a regular, mutually agreed upon meeting schedule with your mentee and note these regular meeting times (minimum of 15 hours) on your electronic log.

Conduct a minimum of two peer observations and note these dates in your log.

Meet with your mentor facilitators at least three times during the year (dates TBD).

**High School Mentors -**

Participate in mentor training with your mentor facilitator at your school on Tuesday morning, August 27<sup>th</sup>, and spend individual time with your mentee. (8am-3pm)

Reserve time to work with your mentee. Develop a regular, mutually agreed upon meeting schedule with your mentee and note these regular meeting times (minimum of 15 hours) on your electronic log.

Conduct a minimum of two peer observations and note these dates in your log.

Meet with your mentor facilitators at least three times during the year (dates TBD).

A copy of the Contact Log for the Induction & Mentoring Program must be submitted to your Mentor Facilitator by April 13, 2014 for review. The log is required to qualify for the stipend (\$500) **or** In-Service (3 credits), and Professional Development Points (PDP).

Thank you for your willingness to serve as a mentor this year.

Mary Eich, Assistant Superintendent for Teaching & Learning  
Alison Mulligan, New Teacher Induction Program Coordinator (and MS World Language Coordinator)

**2013-2014 Mentor Facilitators**

## **PK & ELEMENTARY**

Pierce, Cabot

Cherie Fertitta

Ward, Franklin

Kate Phillipson

Horace Mann, Underwood

Julie Canning

Burr, Preschool

Natalia Espinal

Countryside, Zervas

Michelle Powers

Memorial Spaulding, Angier

Katy Dearborn

Williams, Lincoln Eliot

Amanda Kanode

Bowen, Mason Rice

Sharon Lipman

## **MIDDLE**

Bigelow Middle School

Rebecca Robles

Brown Middle School

Mary Radonich

Day Middle School

Jenna Spackman  
Sheila Dugan

Oak Hill Middle School

Maureen McCann

## **HIGH**

Newton North High School

Susan Wilkins  
Scott Rosenhahn  
Belma Johnson

Newton South High School

Ashley Anderton  
Bob Parlin



## On Mentoring...

Mentoring is not a new concept. It has been around since ancient times. The term “mentor” comes from Greek mythology. Odysseus left his son, Telemachus, in care of a man named “Mentor.” In Odysseus’ absence, Mentor gave advice and guidance to Telemachus.

When applied to the professions, a mentor is a trusted and experienced professional who takes a personal and direct interest in the development of a colleague. A mentor shows faith in and communicates easily with the mentee. This communication involves a sharing of professional ideas in a friendly and non-judgmental relationship. A mentor demonstrates high ideals and expertise in the profession.

Mentoring programs are designed to enhance the development and integration of those who are new to or have made changes in their profession. The Massachusetts Department of Elementary and Secondary Education requires all school districts to provide an induction program for teachers in their first year of practice. The Induction & Mentoring program should reinvigorate and promote creativity in the relationships among professionals. The standards for induction mentor programs and the professional standards for teachers are available on the following pages as well as on the DESE website ([www.doe.mass.edu](http://www.doe.mass.edu)).

## Qualities of a Good Mentor

Positive

Enthusiastic, energetic

Takes mentee seriously

Has time to listen

Helps mentee believe in him/herself

Reflective

Sees potential of mentee

A model of good teaching

Knowledgeable

Helps mentee prioritize

Shares knowledge and skills

Encourages creativity

Able to connect mentee with others who can help

Understands effectiveness of different teaching styles

Generous with time

Knows when to let go

Builds protégé's confidence

Has respect for students

Non-judgmental

Nurturing, caring

Insightful

A risk taker

Has a sense of humor

Encouraging

Never negative

Models that learning is lifelong

***NEWTON PUBLIC SCHOOLS***

***Induction & Mentoring Program***  
***Handbook***

**Contents**

Mission

Goals

Orientation

Mentor Selection Process and Criteria

Participants' Roles:

    Mentor

    Mentee

    Mentor Facilitator

    Principal, Department Head, Coordinator

    Building Staff

Program Evaluation Process

Year 1 Mentoring Contact Logs

Coaching and Peer Observation Protocols

Requirements for Professional Licensure

Year 2 and Beyond

Year 2 Contact Log

Course Requirements for Teachers New to Newton in the first 5 years

Professional Resources - Available in the OurNewton, Induction & Mentoring Course site



## **Mission**

The mission of the Induction & Mentoring Program is to improve teaching and thus student learning by providing support, encouragement and guidance to teachers who are new to the Newton Public Schools. The program provides opportunities for professional growth in a collegial, non-judgmental environment.

## **Goals**

The goals of the Induction & Mentoring Program are:

To provide confidential support to new teachers.

To acclimate new teachers to Newton's core values of *Excellence, Innovation, Respect, and Responsibility*.

To familiarize new teachers with curricula, support staff, materials and professional development opportunities.

To enhance mentees' and mentors' professional skills through peer coaching, self-reflection and on-going professional development.

To retain skilled, committed teachers who will provide continuity of high quality instruction.

## **3. Orientation**

A two-day orientation for new faculty is held prior to the beginning of school each year.

Opening day Orientation activities include:

Welcome statements by the Mayor, Superintendent, Central Staff and the President of the Newton Teachers' Association (NTA).

Introduction to key administrators who provide information about policies and procedures, the structure and resources of the system and community resources.

Seminars by teachers on Mentoring and Peer Observations

Second day orientation activities include:

Mentors officially meeting with their mentees, and

Mentors and mentees attending an informational session on peer coaching.

## **4. Mentor Selection and Criteria**

Mentors are peer-based faculty who are appointed to support, assist and encourage new teachers in their transition into the Newton Public Schools. Mentors have a solid understanding of the principles, practices, and techniques of mentoring. They have a

strong knowledge of the NPS organization, procedures, and curriculum, and are able to support the achievement of district-wide goals. Mentors have attained professional status.

Districts are required to assign all beginning teachers to a mentor within the first two weeks of teaching per DESE 603CMR 7.12 (2) (b). The typical mentor has attained Professional Status and commits to being a mentor for one year.



## **5. Participants' Roles**

The following descriptions of roles for the key participants in the Induction & Mentoring Program delineate responsibilities as well as levels of involvement.

### **Mentor**

Creates a confidential, non-evaluative, and supportive relationship with their mentee.

Attends orientation before school begins in September.

Supports mentee in preparing for a strong start to the school year.

Attends four Mentoring seminars, including a session on peer observation early in the fall.

Works cooperatively with Mentor Program Coordinators and Mentor Facilitator.

Provides information about school procedures, resources, and school culture.

Provides support in teaching the NPS curriculum.

Assists in refining teaching strategies and understanding the learning needs of all students.

Assists in reviewing and applying classroom management strategies.

Sets a regular time and place with mentee to meet during the school year.

Makes informal visits to mentee's classroom and provides positive feedback.

Participates in a reciprocal round of peer observation (non-evaluative) with their mentee.

Encourages and facilitates mentee's observation of other excellent teachers' classrooms.

Works collaboratively with their Mentor Facilitator.

Makes sure their mentee knows about second year mentoring requirements.

Completes a log (at least 15 hours of contact time) that lists meetings with mentee and notes topics discussed.

Submits log and feedback forms (by April 13, 2014) to Anne Banks, Executive Assistant for Teaching & Learning, in order to receive stipend or in-service credit.

Completes end-of-year feedback survey about the Induction & Mentoring Program.

### **Mentee**

Plays an active role in the mentoring relationship by reflecting on his/her own practice and identifying areas in which he/she would like assistance.

Seeks out help when needed and is not afraid to ask questions, or to make mistakes.

Meets on a regular basis with mentor.

Observes experienced teachers at work.

Engages in coaching, peer observations and reflective conversations with mentor.

Participates in system-wide programs organized for mentors and mentees.

### **Mentor Facilitator**

Plans and delivers New Teacher Orientation and year-long programming with Deputy Superintendent, Mentor Program Coordinators and colleagues.

Designs and facilitates the Peer Observation Seminar at orientation with colleagues.

Provides follow-up support/training in peer observation during school year.

Supports new teachers and mentors in performing at least two non-evaluative peer observations.

Plans and facilitates Mentor meetings with colleagues. (3 times a year)

Attends Induction & Mentoring Program Facilitator meetings. (4 times a year)

Maintains contact with Principals in their mentors' schools.

Monitors and collects logs.

Updates program data (e.g., changes in assignment, roles).

Maintains regular contact with mentors and new teachers via regular meetings, emails, visits, etc.

### **Principal, Department Head and Coordinator**

Asks qualified teachers to serve as mentors, based on criteria established by the Induction & Mentoring Program Advisory Committee.

Conducts a welcoming and informative meeting with new teachers at the beginning of the year.

Asks the PTO and School Council to welcome new teachers.

Ensures that new teachers have appropriate district-wide curriculum materials.

Facilitates the relationship between the mentor and new teacher by checking in regularly.

Suggests a “no-fault bail out” of new teacher/mentor pairing, if needed, and helps to establish a new mentor partnership.

Facilitates time for mentor and mentee to meet and observe in each other's classrooms.

Respects the confidentiality of the mentor/mentee relationship.

Asks key resource teachers (e.g., English specialist, resource room teacher, psychologist, etc.) to support new teachers.

Ensures that new teachers understand the evaluation process and views formal evaluation as an opportunity for reflection and growth.

Ensures reasonable working conditions for new teachers. This might include a moderate teaching load, reduced extra-curricular duties, a schedule that is compatible with the mentor's (if possible), carefully considered student placement.

Is available to troubleshoot, provide support and be an active listener.

Establishes a school culture that supports professional collaboration among all staff.

Participates in annual assessment of Induction /Mentor Program.

### **Building Staff**

Become familiar with the mission and goals of the Induction & Mentoring Program.

Welcome new teachers.

Act as a resource for new teachers—share expertise, materials, etc.

Model professional behaviors and attitudes.

Help new teachers understand the school's culture.

## 6. Program Evaluation Process

Quantitative and qualitative data are kept for accountability and program improvement. The Deputy Superintendent for Teaching & Learning is responsible for awarding stipends, in-service credits and PDPs. The Assistant Superintendent, Mentor Program Coordinator, and Mentor Facilitators are responsible for designing evaluation instruments and implementing an evaluation process. They are also responsible for reviewing and analyzing the data annually and making adjustments in the program, as appropriate.

### **Quantitative data includes, but may not be limited to:**

Records (logs with peer observations noted) of participants.

Professional development offerings and resources.

Retention rates of beginning teachers.

Data collected from interviews with teachers who leave Newton within their first three years.

Costs associated with the program.

### **Qualitative data includes, but may not be limited to**

Surveys of participants (mentors, mentees, principals, department heads, and coordinators) to determine levels of satisfaction, strengths and weaknesses of the program.

Informal feedback from other school staff, the Newton Teachers' Association, coordinators, and administrators regarding the effectiveness of the program.

## 7. Year One Mentoring Contact Logs

A (\$500) stipend **or** three (3) in-service credits are awarded to the mentor for completing 15 hours of mentoring time with a new teacher. Only 6 in-service credits from mentoring can be applied to a step increase. Each mentor receives 15 PDPs for completing the log detailing 15 hours of mentoring time spent with the new teacher.

Hours on the log should be totaled to reach the 15 minimum hours required. If the total number of hours is less than 15, the compensation will be prorated for both the stipend and in-service credit. There is no additional compensation if the mentor exceeds the 15 hour minimum. *Both mentors and new teachers should sign mentoring logs before they are turned in to the Office of Teaching & Learning.*

**The logs are given to the mentor's school-based Mentor Facilitator, who turns them in to the Office of Teaching & Learning to process stipends and in-service credits and to issue PDPs.**

**A sample log may be found on the next page.**




**Total Hours for Page 1**

**Type of Contact:** **PC** = Planning Conference **PO** = Peer Observation **RC** = Reflecting Conference **M/D** = Message/Materials Drop Off **O** = Other

## 8. Coaching and Peer Observation Protocols

A core mentoring activity of the Massachusetts Department of Elementary and Secondary Education (DESE) Guidelines for Induction Programs is mentor/mentee peer observation.

Beginning in

2002-2003, observation and feedback became a required part of the mentoring program in Newton. Two (2) peer observations need to be noted in every mentor's log. The purpose of this activity is for mentors to provide confidential, constructive feedback to their less experienced colleagues about classroom environment, management and teaching skills. This activity is not related to evaluation. Teachers who are new to Newton but have several years of experience should plan observations with their mentors that provide each other with feedback in specific areas that they each define. The materials and information in the following pages will support mentors and mentees in structuring coaching and peer observation sessions.

Peer observations work most effectively when they have a clear structure and a well-defined purpose. Before an observation occurs, the mentor and mentee should have a short planning conference to define the purpose of the observation – specifically, what the mentee would like the mentor to observe or what the mentee would like to observe when visiting the mentor's classroom. After the focus of the observation has been established, the mentor and mentee should determine the method of data collection that provides the most helpful information for the defined purpose.

A reflective conference is the final component of the observation, in which the mentor and mentee reflect on the lesson observed. The mentor's role, after observing in the mentee's classroom, is to guide the mentee's reflection and make proactive suggestions as appropriate. The focus of the reflective conference after the mentee observes the mentor is for the mentor to describe the underlying concepts and rationale for the lesson and to respond to the mentee's questions.

### **Planning Conference Protocol\***

*Clarify goals and context for the lesson:*

*Tell me about this lesson and its context.*

*How does it address the content and performance standards?*

*What has led up to this lesson?*

*How does it meet students' needs?*

*Where does it fit in the curriculum?*

*How will you determine evidence of success/student achievement?*

*What do you want your students to learn?*

*How will your students know your expectations?*

*How will you assess the learning?*

*Explore teaching strategies and decisions made:*

*How do the instructional strategies and resources support the goals of the lesson?*

*How will you scaffold or differentiate instruction or expectations for ELL or special needs students?*

*Identify focus for data collection:*

*How can I focus my observation to support your learning?*

*Let's agree on what data will be collected.*

*\*Conferencing protocol adapted from the work of A. Costa and R. Garmston*



### **Conducting the Classroom Observation**

Relate observation to the teacher's identified need(s).

Link the observation to the teacher's individualized learning plan or identified professional goals.

Keep the focus on students.

Collect only data agreed upon beforehand.

Be focused.

Reserve time for post observation reflection and feedback.

### **Post Conference Reflections**

Summarize impressions of the lesson:

*How do you think the lesson went?*

*How do you feel about the lesson?*

Recall data to support those impressions and assessments:

*How successful were your students?*

*In what ways did they meet or not meet your expectations and learning goals?*

*How do you know?*

Analyze the observation data:

*Would you like to see the observation data?*

*What do you notice?*

*What conclusions can you draw?*

Synthesize the learning, draw conclusions, and set next steps:

*What are some next steps?*

*How might you support your students in moving forward in their learning?*

*How might you follow this lesson?*

Reflect on the coaching process and propose refinements:

*What feedback do you have about this process and our work together?*

### **Feedback should be:**

Audible

Credible

Actionable

## **9. Requirements for Professional Licensure**

The route to professional licensure as detailed on the DESE website ([http://www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12)) states that in order to obtain a professional license, applicants must complete the following criteria:

- A one-year induction program with a mentor.
- A minimum of 50 hours of a mentored experience beyond the induction year.
- A minimum of three full years of employment in the role of the license.
- An approved master's degree program in the discipline relevant to the license sought (typical route).

In Newton, participation in the orientation program for new teachers and the first year pairing of a new teacher with a mentor addresses the requirement of completion of a one-year induction program. Upon request from the new teacher seeking professional licensure, the Mentor Facilitator at his or her school or level checks the records (i.e., mentoring log and attendance at Orientation) and sends the log to the Assistant Superintendent for Teaching & Learning. Once participation is verified, the Assistant Superintendent for Teaching & Learning and the Superintendent sign and send a letter to the applicant. The applicant sends this letter to the DESE and keeps a copy for his/her portfolio.

## **10. Year 2 and Beyond**

In order to advance to professional licensure, a minimum of 50 hours of a mentored experience is required beyond the induction year. Although no formal mentor is assigned, the second year teacher should consider his/her experienced colleagues, department chair, curriculum coordinator, supervisor, and/or principal to be his/her community of mentors. New teachers who wish to obtain a professional license must keep a log, including professional development, experiences during year two.

A list of acceptable Year 2 mentoring experiences follows:

Peer observations in other classes.

Assist coordinator in selection of supplemental materials and resources.

Developing and submitting an Individual Professional Development Plan (IPDP) in conjunction with the principal, department head or coordinator.

Participating in professional development opportunities aligned with the IPDP and led by the coordinator/teacher leaders and/or a district consultant.

Scheduled meetings between a coordinator, a principal or department head.

New teacher peer meetings that review topics of school system culture, e.g., classroom management, parent conferences.

District sponsored content or pedagogical workshops.

All the professional experiences above represent examples of documentable time that can be logged.

Once 50 hours of these experiences is reached, the log is signed both by the department chair (secondary), principal (elementary) and mentee and submitted to the Office of Assistant Superintendent for Teaching & Learning. It is the teacher's responsibility to maintain all documents required for licensure in a professional portfolio that may be audited by the DESE.

**A sample log may be found on the next page.**





## **12. Course Requirements for Teachers New to Newton in the first 5 years**

These courses will be offered each year or every other year. More information about dates and credits for these courses can be found online in the OurNewton, Induction & Mentoring site, or the Professional Development First Class conference. If you have questions, contact the Office of Teaching & Learning. We suggest that you review the requirements and course offerings with your supervisor, and build them into your five-year plan.

### **1. Special Education Overview 11 hours (3 days)**

(NOTE: If you have already taken a course similar to #1 above, you may seek approval from your principal to substitute one of the courses from #2, below.)

### **2. One of the following courses:**

**EMI Section A 24 hours (6 days)**

**EMI Section B 24 hours (4 days)**

**EMI 12 hours (2 days)**

**Meeting the Needs of Diverse Learners 24 hours (4 days)**

**Studying Skillful Teaching 36 hours (6 days)**

## **13. Professional Resources**

Available in OurNewton's Induction & Mentoring Course site.

PAGE

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