**Holyoke Community Charter School**

Holyoke, MA

Mentoring in Action Plan 2014-2015

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1. **Vision & Purpose**
	1. Our vision for the Holyoke Community Charter School Induction Program is as follows:
		1. Provide various supports that are essential for new HCCS teacher success
		2. Increase the retention rate of effective teachers through mentoring and other comprehensive supports
		3. Provide resources that benefit our students, teachers, and community as a whole
	2. Our purpose with the Induction Program is to:
		1. Assist the teachers in their professional development in order to create a global learning environment that is inclusive, differentiated, and rigorous
		2. Provide nurturing and collaborative experiences amongst all HCCS teachers
		3. Create an experience for new HCCS teachers that provides a harmonious transition to our family and school culture
		4. Guide new teachers in discovering who they are and guide them to reach their full potential throughout their professional journey

Three Main Goals

* 1. Our first goal is to create an experience for new HCCS teachers that provide a harmonious transition to our family and school culture.
* Create and present monthly workshops to NT
* Present at NT Orientation
* Meet with their assigned mentor as scheduled
* Complete assigned mentoring activities
* Work with mentor to complete EEP binder
* Attend assigned mentoring Support Workshops
* Attend term mentee meetings
	1. Our second goal is to assist the teachers in their professional development in order to create a global learning environment that is inclusive, differentiated, and rigorous, as well as to reach their full potential throughout their professional journey.
* Approval of budget
* Approval of the Induction Program
* Participate in Project Success (or like) Training
* Mentor 1 assigned NT
* Participate in weekly mentee meetings
	+ Portfolio
	+ MIA Book
* Regular observations
	+ September: 3 mentor/1 mentee
	+ 1/month remainder of the school year
* Attend monthly mentor check-in meetings
* Design & adapt mentoring job descriptions
* Develop and administer electronic surveys
* Provide on-going training for new mentors
	1. Finally, we will provide nurturing and collaborative experiences amongst all HCCS teachers.
* Administration of NT Survey
* Matching of NT w/ MT
* Scheduling of key meetings/observations
* Facilitation and adaptation of mentoring program
* Creation and adaption of HCCS manual
* Attend monthly LM meeting
* Creation & distribution of NT Survival Kit
* Create programmatic schedules
* Recommend assignments and adjustments to mentoring team
1. **Team Members**

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| --- | --- |
| **Personnel** | **Role** |
| Dr. Pope, School Director | * Approval of budget
* Hiring of staff
* Approval of the Induction Program
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| Zandrina Atherley AQC K-4Benjamin Torres AQC 5-8 | * Administration of NT Survey
* Matching of NT w/ MT
* Scheduling of key meetings/observations
 |
| School Administrators:* AQC
* SEAC
* SLC
* SMC
* SW
* SAC
* SSS/ ELL Supervisor
 | * Create and present monthly workshops to NT
* Present at NT Orientation
 |
| Mentor Leader Team:* Staci Wong
* Saundra Norden
* Gia Granahan
* Yaraliz Soto
* Benjamin Torres
* Michelle Minton
* Zandrina Atherley
* Lisa Andrews
* Cynthia Rodriguez
* Michelle Walsh
* Anne Carmichael
* Amanda Treon
* Shay Olmstead
* Renee Glazer
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* Creation & Distribution of NT Survival Kit
* Create programmatic schedules
* Design & adapt mentoring job descriptions
* Develop and administer electronic surveys
* Recommend assignments and adjustments to mentoring team
* Provide on-going training of new mentors
 |
| Mentors | * Participate in Project Success (or like) Training
* Mentor 1 assigned NT
* Participate in weekly mentee meetings
	+ Portfolio
	+ MIA Book
* Regular observations
	+ September: 3 mentor/1-mentee
	+ 1/month remainder of the school
* Attend monthly mentor check-in meetings
 |
| Mentees | * Meet with their assigned mentor as scheduled
* Complete assigned mentoring activities
* Work with mentor to complete EPP portfolio binder
* Attend assigned mentoring Support Workshops
* Attend term mentee meetings
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1. **Beginning Teacher Support**

Each month teachers to will be able to participate in specific activities geared towards new teachers. Below is just a sample of the topics that can be covered. The goal of these activities is to increase teacher participation in the school which should lead to better teacher retention

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| 1. **June**:

*Welcome Survey* Activity: New teachers will have the opportunity to complete a survey and personal inventory in order to introduce themselves. | b.   **July**: *Meet and Greet* | c.  **August**:  *Professional Development** Overview of the induction program
* Setting goals for the year
* All staff cookout- to introduce new teachers
* Organizing classroom space
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| d.                  **September:***Dive into the common core, and how it relates to the SABIS pacing** Creating lesson plans
* ELL/Special education student support
 | e.                  **October**:*Surviving “The survival phase” for first year teachers** Topics: parent teacher conferences, revision, report cards
 | f.                    **November**:*Preparing your students for standardized testing*All teachers are literacy teachers!!! |
| g.                   **December**:*Surviving the disillusionment phase** “Mini” mentoring retreat (mentors & mentees)
* Organization workshop
 | h.                  **January***Motivating the unmotivated students** Student presentations
 | i.                     **February***International Day expectation & preparation** Give examples/ideas
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| j.                    **March***What’s working/what’s not working** Classroom management
* Student management feedback
 | k.                   **April***EOY expectations* | l.                     **May***Reflecting on the year* |
| m.                 **June***Celebration*You got through your first year, ***well done!!!*** |   |   |

1. **Mentor Preparation and Support**
	1. In our school there will be two sets of mentors, the Lead Mentors that have been trained through the Project Success course and then the mentors that are trained by these trainers. Below you will find information regarding each track.
	2. Lead Mentors
		1. The Lead Mentor (LEM) job description is attached. The main components include: providing mentoring to new staff, training new mentors as necessary, leading mentoring support groups, managing mentor/mentee meeting scheduling and acting as school ambassadors at various employee events. The expectation is that LEM will work with new teachers and teachers that are designated for intervention by the Mentor Program Coordinator (MPC) or School Director.
		2. Application Process
			1. There will no application for Lead Mentors since this pool is closed at this time. If necessary the MPC or Director will decide if additional LEM are needed and will arrange for the necessary training.
		3. Training
			1. Lead Mentors will receive on-going training in the form of monthly and semester events coordinated and led by the MPC. During these meetings mentors will discuss their progress and any concerns they may be having. In addition, they will have the opportunity to peer reflect on the interactions and make shared adjustments to practice.
		4. Resources
			1. Lead Mentors can use any of the following materials:
				1. MIA texts
				2. FYM Text
				3. TLAC Text
				4. Any article or other material approved by MPC
		5. Evaluation
			1. Three times annually the MPC will administer a self-assessment of each mentor and hold an individual meeting to discuss their progress, feedback and concerns.
			2. Twice annually the LEM will give an evaluation to their mentee to assess their experience; the results of these surveys will discussed in conference with the MPC and the mentor/mentee pair (group)
	3. Line Mentors
		1. The Line Mentor (LIM) job description is attached. The main components include; acting as a mentor for new staff and acting as school ambassadors at various employee events. The expectation is that LIM will work with new teachers.
		2. Application Process
			1. LIMs will apply through a written form and will be selected through an interview process on the basis of their teaching experience, skill sets, and performance.
		3. Training
			1. LIMs will receive on-going training by the LEMs. They will have an initial six hours of training during the August professional development days. Then they will meet regularly in the form of monthly and semester events coordinated and led by the LEMs. During these meetings, mentors will discuss their progress and any concerns they may be having. In addition, they will have the opportunity to peer reflect on the interactions and make shared adjustments to practice.
		4. Resources
			1. LIMs can use the following materials:
				1. TLAC Text
				2. Any article or other material approved by the LEMs
		5. Evaluation
			1. Three times annually the LEMs will administer a self-assessment of each line mentor and hold an individual meeting to discuss their progress, feedback and concerns.
2. **Programmatic Evaluations**
	1. How will HCCS collect data about program design?
		1. Mentor meetings twice a year to discuss the Induction Program and suggest changes or amendments.
		2. Survey to be completed by the school director, Mentoring Coordinator, and mentors
	2. How will HCCS collect data about the program implementation?
		1. Mentees’ survey
		2. Evaluation of mentoring activities conducted by Mentoring Coordinator
		3. Mentoring observation conducted by Mentoring Coordinator, AQCs, and Director
		4. Mentee and mentor interviews conducted by the Mentoring Coordinator
		5. Pre and post survey completed by mentees’ students.
	3. How will HCCS collect data regarding the outcome of the program?
		1. HR will analyze retention rate
		2. New Teachers and mentors will complete a reflective survey about the program
3. **Sustainability**
	1. In order to continue to be effective lead mentors, we need the following:
		1. Retreat
		2. Social outing and association
		3. Remuneration
		4. Conference/ Professional Development
		5. Support of the Administration
4. **Communication**
	1. In order to evaluate the programmatic effectiveness, lead mentors will analyze survey results and implement the necessary adjustments to practice each term. In addition, annually the School Director will analyze the EOY Induction Report and make suggestions/ changes as necessary.
	2. In order to promote the program, we have included the mentoring program as a part of the AQC/SEAC EPP goals, coordinated the components with the Common Core State Standards implementation, and incorporated the components into the Annual Teacher Orientation Program.