**Belchertown Project Success District Action Plan Template**

1. **Envision**

* To create and maintain an induction program that recognizes the diverse needs of all teachers and strives to support teachers in their roles as educational leaders in the community.
* The induction program and its components will strive to meet the mission of the Belchertown Public Schools and meet the rigor of the new state standards.
* Support new teachers in meeting evaluation requirements through a blended program of one on one and group mentoring sessions where educator evaluator standards are addressed.
* Support new teacher success which in turn will lead to student success.

1. **Engaging a District Team: Personnel and Role**
   * Instructional leadership: department heads, team coordinators, grade level coordinators. Review and approve proposed program.
   * Assistant Superintendent of Teaching and Learning: Approval of proposed program and determination of budget guidelines.
   * Lead Mentors: develop program guidelines including application process and training. Consult with mentors, facilitate group mentor sessions, and analyze assessments to determine program effectiveness. Create avenue for informal mentors to collaborate with new teachers on a volunteer basis. Lead mentors will serve as a building based liaison to ensure that the new teachers have an identified resource to answer many of the questions that arise during the first few weeks of school.
   * Mentors: complete training with lead mentors which could include group sessions and refresher courses where new material such as collaborative logs and educator evaluator standards can be introduced. Directly support new teachers, consult with lead mentors. Conduct self-reflection and self-evaluation regarding effectiveness as a mentor.
   * School Committee: Final approval of proposed program and budget
   * Data Administrator: facilitate gathering of data from surveys and assessments in order to determine the effectiveness of the program.
2. **Design Formal Beginning Teacher Support Activities**
   * Hybrid one on one and group mentoring program
   * Gathering data about new teacher – licensure, education, experience, interests, surveys. Pair new teachers up with appropriate mentor.
   * Resources: text books, collaborative log, articles, videos, module questions, educator evaluator standards
   * Provide new teachers with student surveys to obtain information about their students, demographics and individual learning needs
   * Observation times: district will provide substitute coverage to allow for the mentor to observe new teacher, and new teacher to observe mentor.
   * Training
   * Problem solving sessions, best practice sharing sessions
   * Orientation
   * Stipend is set up and agreed upon for lead mentors: 1200/annual
   * Mentors and new teachers is 30/hr per contract
3. **Design a formal preparation and support program to create a pool of qualified mentors**
   * Develop job description for mentor teachers: outlining expectations to use textbooks and materials in book. Complete collaborative logs for each meeting that are aligned to address educator evaluator standards. Set expectations for number of meetings, and number of observations to be conducted by mentor and mentee.
   * Create description for group mentor session facilitator – someone who is willing to facilitate problem solving sessions etc.
   * Create job description for volunteer informal mentors
   * Any individual interested in becoming a mentor must complete the application and go through the application process.
   * Design application process that will be conducted in the spring. This application should gage the motivation, interest level, strengths, passions, and valuable contributions that could be made to the program and to mentees. Highlight in application that mentoring can be tied to professional practice goal on educator evaluator system.
   * Establish a database of mentors based on application information
   * Conduct an orientation session for interested and accepted mentors prior to the end of the school year.
   * Present database to administrators to reference with new hires over the summer
   * Communicate with administrators prior to the start of the new school year to appropriately pair new teachers with mentors.
   * Design a monthly group mentoring session that is run by lead mentors. Mentors can receive training, support, and have access to resources and time with lead mentors. Provide mentors with copies of The First Year Matters and Mentoring in Action texts.
   * Mentors in training will acquire common language through interactions with lead mentors and materials/resources.
   * Use module questions/prompts to facilitate mentor training designed to differentiate mentoring for new teachers, new to the district teachers and career changers.
   * Provide mentors with video clips from project success to offer insight and examples of exemplar mentoring, that can be discussed in small group training sessions
4. **Measure Effectiveness: Induction Program Evaluation and Annual Report**
   * Use exit ticket surveys to assess effectiveness of group mentoring sessions/meetings
   * Use collaborative log records to ensure that all of the educator evaluator standards are being addressed in mentoring sessions
   * Review mentor reflection journals to assess/gather data about challenges, concerns and areas that need improvement. Conduct follow up meetings with mentees
   * Have mentors and mentees individually & confidentially complete the Teacher/Mentor Self-Assessment Rubric. Review/discuss results with mentor/mentee and use information to adjust and make improvements to program
   * Group meetings with mentees, group meetings with mentors to check in
   * Collaborate with HR to assess teacher retention information
   * Discuss educator evaluator results of new teachers – are they receiving a rating of proficient or better?
5. **Sustain your district action plan vision and maintain a qualified mentor pool**
   * Review data collected from previous school year to analyze performance and effectiveness of mentors. Decide if mentors need additional training or are not an appropriate fit for the program.
   * Maintain dialog with administration to foster support.
   * Program participants and administration can request and encourage teacher participation in program to sustain mentor pool.
6. **Share**
   * At school site faculty meetings and district meetings, invite lead mentors, mentors and new teachers to share their experiences as part of the induction program.
   * Invite district and faculty members to attend group mentoring sessions – publicize the agenda and encourage outside participation in mentoring process.
   * Using project success clips as examples: record mentees and mentor sessions/discussions to offer insight into program to interested school and district audiences