***Chelsea Public Schools***

***Mentoring Program Action Plan***

**1.Envision**

Due to Chelsea’s teacher turnover rate, the mentoring program’s goal is to move away from the mindset of solely “troubleshooting” new teachers’ concerns and toward the fostering of best teacher practices. Emphasis will be placed on making the incoming teachers feel valued and wanted, thus prompting them to become invested in the district. *To accomplish this, the new teachers would be required to complete a one year program with an optional or recommended second year which needs to be communicated at the end of the first year: the first year focusing on one-on-one mentoring and professional development (topics including routines, management, and collegial communication) and the second year continued professional development and support. This mentoring professional development will focus on teachers’ evaluations and the books “First Year Matters” and “Mentoring in Action.” The two-year mentoring program will help develop highly effective and motivated new teachers so they remain in the district.*

**2.Engage a District Team**

In order to have our vision become a realization, many stakeholders will need to become a part of the team. Those stakeholders include, but are not limited to an assistant superintendent, the administrators from the schools within the district (not limited to principals, coaches, lead teachers, department heads), a human resources director, the Project Success team (including lead mentors), other named district mentors, new teachers and Union Representatives.

**What are the financial resources required to implement your vision?**

In order to implement our vision, the plan requires the following resources:

* Compensation for mentors, lead mentors.
* Coverage – Mentors and new teachers will need to be provided coverage in order to perform observations. The administration will be given specific times and dates these observations are scheduled for.
* Training and Supplies – The district will allot a set amount of money to pay for qualified teachers to be trained as mentors as well as provide the necessary mentoring materials:
  + Compensation for presenters
  + Skillful Teacher (A video series is available that details general pedagogical knowledge that parallels the book)
  + Mentor/New Teacher Books (Mentoring In Action/ The First Year Matters)
  + Copies of Forms/Articles
  + Refreshments for monthly meetings (coffee, cookies, etc.)
  + Survival Kits (example lessons, school lanyard, stickers, name plates, markers, collaborative log, expectations, etc.)

**Design- Formal Beginning Teacher Support Activities**

* Conduct New Teacher Orientations – New teachers will meet with their assigned mentor during this time. Student teachers and cooperating teachers are invited as well. It is essential that this time be carved out within the three new teacher days. There will be at least one day for mentors to meet with their mentees. Mentors will provide the new teacher with a “survival kit” of his/her school, detailing procedures, location layout, times, lesson plan template, etc. as well as a list of community resources with contact information (in order to familiarize themselves with the district’s population). To assist in this acclimation to the city, a tour of Chelsea will be given or Chelsea community leaders will be invited to join a brief part of the new teacher orientation to share information about the community and history of Chelsea. In addition, during the new teacher orientation, a block of time will be allotted for new teachers and mentors to talk and help set up classrooms.
* Planning and Reflection PLC: Mentors will participate in monthly (building specific) meetings to ensure meaningful planning and response to current concerns.
* Implement Mentoring in Action Curriculum
  + Group Mentoring Sessions – New teachers will be required to participate in monthly, one hour group mentoring meetings, to be grouped by level (i.e.: ELC, Elementary, Middle, High). This time is non-negotiable. Topics and dates (for entire year) will be agreed upon by mentors and will be distributed to new teachers and stakeholders before the start of school. This time will not be used for curriculum or content training.
  + Collaborative Reflection time - New teachers will be required to participate in on-going, informal meetings with the mentors regularly.
  + Observation: Mentors and new teachers will conduct at least two observations and debrief sessions. (More observations will be at the discretion of the mentor.)
  + Facilitate Communication – Mentor teachers will give pertinent materials from the mentor that will facilitate communication and collaboration between the new teachers and their mentor and other colleagues. These materials will include, but are not limited to the collaborative log, the verbatim observation sheet, the Mentor/New Teacher textbooks, and new teacher evaluation standards being used by the district.
  + Differentiation: We will strive to create a program that differentiates based on experience and job position. Mentees will be able to attend alternately provided meetings/ professional development based on their needs as teachers.
  + A Lead Mentor position at each level: The lead mentor will be responsible for differentiating instruction, facilitating communication and assisting in the planning of all meetings.
  + Second Year Mentees: After the first year of teaching and as a part of the mentor program, teachers will be given an exit survey specifically identifying training and assistance they would need for the upcoming year. These second year teachers will be given a check-in at the beginning of the school year. There will be surveys throughout the year to address their needs as necessary.

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**4. Design a Formal Mentor Preparation and Support Program to Create a Pool of Qualified Mentors**

* New Job Description: - The district will create a new job description for mentors including a lead mentor position at each level. The description will describe the mentoring training program, the commitment of mentors, the compensation for mentors, and the requirements for on-going training and support for mentors. Preference will be given to mentors who have completed Project Success Training. Once hired as a mentor, Linda Breau will distribute the living document District Action Plan.
* Effective Mentor Training – Teachers who are selected to become mentors will be required to attend a full day mentor training. There will be quarterly mentor training sessions planned and implemented by former Project Success participants. (Based on Project Success program). The elementary group will use time after the quarterly mentors only meetings for this. Each mentor will receive a mentor textbook, which highlights pertinent monthly topics to discuss with a new teacher, and includes numerous interactive pages. Also, he/she will receive collaborative log training. This will provide the mentor with a tool to effectively communicate with new teachers. Mentors who are not trained in the Project Success curriculum will have opportunities in the summer as well as throughout the year (4-8 extra hours) to be trained in it.
* District Mentor PLCs – Time will be scheduled to allow all district mentors to meet Quarterly. Similar to the new teacher/mentor monthly meetings, the district mentors will be required to attend these PLCs as a means of reflection. In addition, the mentors will discuss strategies and offer suggestions on how to assist the new teachers.

**5. Measure Effectiveness: Induction Program Evaluation and Annual Report for MA DESE**

* The Lead Mentors will analyze the data collected, including information gained during exit interviews, of any teacher leaving the district, along with their reasons for doing so. Trends and patterns will be identified, and then strategies will be developed in an effort to eliminate turnover in subsequent years.
* As an effort to retain qualified teachers, the mentor program will send out, via email and hard copy, surveys in the form of “check-ins”. These will serve a dual purpose: as

a vehicle for new teachers communicate any problems they are facing and as an indication of what mentors need to focus on more specifically with the new teachers.

* The results from these periodic surveys will require the results to be given to mentors.
* A communication/reflection log will be kept as evidence of growth through conversations, observations, etc. The new teacher and mentor will review the logs as a way to analyze the teacher’s progress.
* The mentor will give new teachers a set of exit questions from the mentor. These questions are not meant as a means of evaluation, but rather to measure the effectiveness of the mentor.
* If possible, communication needs to occur between the administration and the mentor (and not the other way around as to uphold confidentiality). The administrator(s) will make suggestions, if necessary, to where the mentor should provide focused support.

**6. Sustain your District Action Plan vision and maintain a qualified mentor pool using the Train the Trainer model learned in Project SUCCESS**

Mentors will be required to attend a summer training session that will be included in the job posting.

Mentors who are not trained in the Project Success curriculum will have opportunities in the summer as well as throughout the year (4-8 extra hours) to receive training.

Quarterly meetings for mentors only presented by Project Success members will include but are not limited to these materials:

* New Teacher Phases
* Mentoring Relationships: A Self-Assessment Rubric
* Group Mentoring vs. Individual Mentoring
* Breaking Through Isolation article
* Activity to highlight Mentoring in Action/The First Year Matters content to correspond with the teacher evaluation system
* DOE Guidelines-Induction of New Teachers standards
* Student Perspectives about Learning article
* Templates to guide type of feedback provided to new teacher
* The Good Mentor article
* Jigsaw of articles
* Problems to Possibilities
* Listening article

**7. Share**

* District & School Rollout
  + The Lead Mentors are looking to create a mentor program brochure that will be distributed to the schools (including the mentors and new teachers). The contents of the brochure will detail important information, consisting of the program’s overview, vision, agenda for the year, the names of the mentors/new teachers, and dates/times of the meetings.
  + The Lead Mentors will present the action plan, in hopes of recruiting new mentors, during school level PLCs. By promoting the program to teachers in smaller groups, more questions can be addressed as well as reach a larger audience than with just a posting.
* Community Rollout
  + A yearly presentation to the school committee to inform them on our district mentoring successes.
  + Newsletters sent home to parents and staff members announcing the new members of the Chelsea Public Schools. The announcement can be a brief profile of each new teacher.
* New teacher lunch and tour of the city.

Clear Communication

* Dates and job expectations with be in the job posting for mentors.

Updated 5/7/14 S. Haffa., C. Eaton

Updated 5/14/13 I. Ascher

Updated after Project Success Meeting 5/15/14