



Somerville Public Schools

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New Teacher Induction and Mentoring Program

Proposed Action Plan 2014-2015

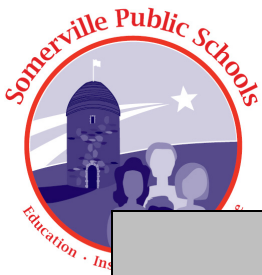
Prepared by Mary McGivern, M. Ed. and Glenda Soto, M. Ed.

I. ENVISION: Program's Mission and Purpose

The mission of the Somerville Public Schools Induction and Mentoring Program is to provide different levels of support for teachers new to the profession, career changers, new to the district or teachers changing grade levels and/or subject areas. We recognize that the needs of these individuals are different and therefore we must provide support accordingly. The purpose is to impact student achievement and learning by providing support, encouragement, and guidance to the new teachers through a collegial non-judgmental environment in order to retain the most effective and qualified educators. We hope to reach this goal by aligning the induction program with the standards for effective teaching practices.

II. ENGAGING THE DISTRICT TEAM

Personnel	Role
Anthony Pierantozzi, Superintendent	Hiring and Program Oversight
Dr. Vince McKay, Assistant Superintendent	Liason with Mentor Leaders. Monitor aspects of program implementation.
Mariana MacDonald, Human Resources Administrator	Communicate mentors selection, placement, training dates and requirements to new hires. Keep a database of available mentors and areas of expertise per school along with a list of trained qualified Mentor Leaders.
Principals / Administrators	Recruit mentors. Help identify and place new hires with mentors according to experience and needs.
Mentor Leaders	Provided training and support to the districts's mentors; promote best practices of Mentoring in Action. Work collaborately with principals regarding the establishment of mentor/ mentee partnerships and help oversee those relationships.



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Personnel	Role
Mentor Teachers	Assist and support mentees. Meet routinely with mentee, keep a log of meeting times and complete collaborative logs. Participate in monthly meeting within buildings between mentors and mentees.
New to the profession mentees including career changers	Meet monthly with mentor; work closely with Mentor Teacher to understand expectations, curriculum guidelines, school culture, and expectations of educator evaluation
New to the district, experienced educator	Meet at least twice a month with mentor to discuss the districts' expectations and concerns, school culture, and programs used in the district
New to a grade level or subject area	Meet monthly with areas coaches or department heads to express concerns, follow with pacing guides, and curriculum for that subject area or grade level

Financial Resources

Resource	Funds needed
Mentor Stipend	\$1300
Lead Mentors	Proposed a \$1300 if coordinating and implementating the district's program
Operating Expenses:	To be determined by districts' administrative staff
Texts	Cost \$43.99 at least one per school
<i>Mentoring in Action: A Month-by-Month Curriculum for Mentors and Teachers</i> by Carol Pelletier Radford	
<i>The First Year Matters: Being Mentored... In Action!</i> By Carol Pelletier Radford	Cost \$33.99 at least one per new mentee



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III. FORMAL BEGINNING TEACHER SUPPORT ACTIVITIES

Initial Hire Survey: Differentiating New Hires

- Add a new teacher survey (**see Appendix A**) that will be use to identify mentees' needs, prior experience and education to inform mentor pairing, differentiating and training needed.
- Principals use survey to pair up mentor/mentee

August Orientation

- Welcome from Somerville Public Schools Superintendent, School Committee members, Assistant Superintendent, Somerville Teachers Association President, building Principals and Curriculum Director.
- New Teacher Induction Program Overview
- Employee benefits presentation
- Lunch with mentors
- Technology presentation (Email set-up, Aspen, Staff Intranet, Baseline Edge & MylearningPlan)

Monthly Group Mentor-Mentee Meetings

- Organized and facilitated by building coordinators and mentor leaders.
- Use group mentoring protocol. Could be one hour monthly session or two- 30 minutes monthly sessions: Best Practices (30 min) & Problem Solving (30 min).
- If new teaching staff per building is low, monthly meetings can be based on close school locations: ESCS & AFAS, Kennedy & WHCIS, Brown & WSNS, and SHS & NWFC.

Mentor-Mentee Individual Meetings

- A minimum of 20 hours required by the district.
- Schedule should be determined by agreement between mentor and mentee considering mentee's needs and experience.
- Weekly meetings recommended for new to the profession mentees
- Use content of the curriculum of the First Year Matters text as resource for meeting conversations. (**see Appendix B**)



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V. FORMAL MENTOR PREPARATION AND SUPPORT PROGRAM

Selection

- Identify, recruit and maintain a list of highly qualified mentors by school and for the district which should include area of certification.
- Principals match mentor and mentees based on grade level, subject area, location and experience.
- Limit one new to the profession mentee per mentor.
- Maximum of 3 experienced teachers' mentees per mentor (same stipend will be provided).
- Our district's training program will be expanded to include Cooperating Teachers from area Universities.

August Orientation

- Three day training required for new mentors: Spring or Fall by Mentor Leaders.
- Article: *The Good Mentor*
- Key for Evaluation Standard Color Coding, Color code "Acts"
- for first part of the school year.
- Listening Survey: Do you really listen?, Articles: *Barriers to Effective Listening, Listening a Way of Life.*
- Article: *Collaborative Logs Bring Coherence to our Work*, Role Play: use of collaborative logs
- Group mentoring activities, Action Plan for group mentoring, Group mentoring roles, Video of best practices, Model group mentoring sessions for sharing best practices and problem solving.
- Video Visual Learning and Text / Relationship Profile /learning modalities
- Half-day training required for experienced mentors every two-three years.
- Topics of training should include expectations, confidentiality, strategies for conducting observations, use of time logs, and collaborative logs.
- Refresher course would include: Warm-up/ Videos: Master Teacher/Instructional Coach, *The Frustrated Teacher*, Collaborative Log and Readings, role play, mentor conversations, and lunch with mentees.



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Meetings

- Attend and participate in building's monthly group meetings.
- Keep time log and collaborative logs(**see Appendix F**). Minimum of 20 contact hours(**see Appendix E**).
- Utilize the Mentoring in Action book (**for a month by month guide use Appendix B**), there should be at least one copy per building, to guide conversations.
- Set-up weekly meeting times with mentee according to need and availability of both teachers.
- If new teaching staff per building is low, monthly meetings can be based on close school locations: ESCS & AFAS, Kennedy & WHCIS, Brown & WSNS, and SHS & NWFC.
- Provide support and education on the new teacher evaluation system. In addition to all the traditional work involved in the first year of teaching, the new teacher evaluation system adds new procedures and forms that must be followed. Mentors should assist new teachers in planning ahead for what they must do to succeed in demonstrating their accomplishments and abilities to evaluators. This would include familiarizing new teachers with the teacher goals and planning forms, observations, and building a collection of evidence of teaching practice and student learning. It would be especially helpful to be able to clarify evaluator expectations and to help new teachers learn how to both meet expectations and to demonstrate their achievements.

VI. MEASUREMENT OF EFFECTIVENESS

Introduce a system for evaluating the success of the program which should include:

- Beginning and end of the year planning and evaluation meetings by districts administration and/or lead mentors.
- Creating and implementing an online survey to be completed by mentees at the end of the year (**see sample Appendix C**)
- Creating and implementing an online survey to be completed by mentors at the end of the year. (**see sample Appendix D**)
- Lead Mentors review and analyze data at the end of the year.
- Collecting retention data by human resources.



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VII. SUSTAINABILITY

At the district level Human Resources Administrator will keep a list of qualified mentor pool.

- At the school level, principals will keep a list of qualified mentors and their areas of specialty and/or Teacher Certification. Principals monitor the need for school based mentors and make sure to encourage teachers to take the Mentor Training offered in Spring.
- Experienced mentors will re-train every three years. New mentors participate in the Training program offered in the Spring or Fall. Training by Mentor Leaders
- Lead Mentors will participate with district administration to reflect on the programs end of the year evaluation.
- One lead mentor will be assigned to the High School and two lead mentors will facilitate the program at the elementary level.

VIII. SHARING

Initial presentation of proposed plan to Assistant Superintendent and Lead Mentors.

Reflect and apply feedback to the plan and share with Principals. Additionally, share the finalized plan with School Committee Members.

The Lead Mentors will inform district's team of positive impact of the program via district's website.

The Lead Mentors will announce mentoring opportunities through the district's Professional Development Catalog: My Learning Plan.



APPENDIX A

New Teacher Initial Survey

Survey of Interest for New Teachers

Name:		School:	
Assignment /Title		Certification status and Area:	
Years teaching in Somerville		Total years teaching experience	
Home phone #		Email address:	

a) Are you: (check which one applies)

Career changer _____

First year teacher _____

Experienced Teacher new to the district _____

b) What type of support would be most valuable to you (check all that apply):

Please number in priority 1 most valuable 4 least valuable

Curriculum /Planning/Assessment: _____

Teaching all Learners: _____

Professional Culture: _____

Family and Community Engagement: _____

c) What type of mentoring support would best serve your needs?

Group Mentoring: _____ Individual: _____ Combination: _____

Our goal is to provide the level of support to meet your needs!



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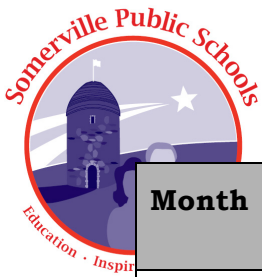
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APPENDIX B

(Page referenced are from the *Mentoring In Action* and *First Year Matters* books by Carol Pelletier)

(Prepared by Anne Casavant, Patricia Murphy-Sheehy, Gregory Wright; Updated by Mary McGivern & Glenda Soto)

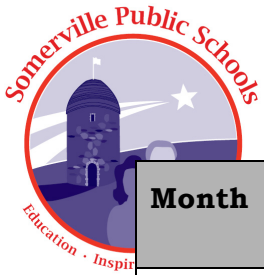
Month	Theme	Suggested Mentoring Activities	Evaluation System Steps
September	Orientation to school community Beginning the school year successfully	p. 38 Setting Goals and Expectations Mentor/New Teacher reflection Establishing Routines Sheet p. 50 What is needed and wanted in September Board of Directors Activity	Read Teacher Rubric
October	Teaching for Understanding	p. 79 Blooms Taxonomy p. 81 Pacing a Lesson p. 84 Share Unit Organizers Mentee Feedback: What do you need to be successful?	Complete Self-Assessment due in November
November	Assessing Diverse Learners	p. 102 – A Variety of Ways to Observe Student Learning p. 104-105 – Formative and Summative Assessments and using Rubrics p. 109 – Classroom and Behavior Management	First unannounced observations Complete Draft of Goal Setting Form Goal Meeting with Supervisor



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Month	Theme	Suggested Mentoring Activities	Evaluation System Steps
December	Maintaining Balance	<p>p. 125 Avoiding Common Problems and Keeping Students interested (Chart)</p> <p>p. 129 – Looking at student work</p> <p>Mentee Feedback: What do you need to be successful?</p>	Establish Educator Plan
January	Beginning a New Year	<p>p. 144 Worry Wall Activity</p> <p>What do I believe?</p> <p>p. 149 – Classroom Behavior Management Issues (Class Clown, The Bully, The lie, etc)</p>	<p>2nd unannounced Observation</p> <p>Collect Evidence due in February</p>
February	Engaging Students in the Curriculum	<p>p. 166 - Student Choice</p> <p>p. 168 - How Much Time?</p> <p>p. 171 – Communicating with parents</p> <p>p. 173 – Preparing a Professional Portfolio</p> <p>Mentee Feedback: What do you need to be successful?</p>	3 rd unannounced Observation
March	Collaborating with New Teachers	<p>p. 194 Observing New Teachers</p> <p>p. 195 Preparing a Professional Portfolio</p>	<p>4th unannounced Observation</p> <p>Collect Evidence due in April</p>



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Month	Theme	Suggested Mentoring Activities	Evaluation System Steps
April	Standards	pp. 210 - 214 Observation forms for Individual Student, Small Group, Classroom/Behavior Management Issues, Student Work, Communicating with Parents Mentee Feedback: What do you need to be successful?	5 th unannounced Observation
May	Assessing Students' Progress	P. 231 – 233 – Looking at Student Work, Communicating with Parents, Observing New Teachers	
June	Completing the Year	p. 249 Letter to Myself p. 253 Classroom and Behavior Management Issues p. 257 Preparing a Professional Portfolio Mentee Feedback: What do you need to be successful?	Submit Educator Response to the Summative Evaluation



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APPENDIX C

Teacher Mentor Program Evaluation Survey Mentee Response Form

This sample survey was retrieved online from Mexico Academy & Central School in Mexico, New York, United States)

This Teacher Mentor Program evaluation survey is a tool intended to define important issues regarding the Mentoring Program and suggest areas to improve. It is NOT meant to be an evaluation of individuals but an evaluation of the program. It is very important that you take the time to complete all sections of the survey. All responses will remain confidential. The overall results will be reviewed by the Professional Development Committee and used to make modifications to the program as necessary.

I. Compatibility: Please check the corresponding box.

How compatible was your mentor in these areas?	Unsatisfactory	Inconsistent	Good Meet needs	Outstanding Exceeds needs
Certification				
Grade level				
Building Assignment				
General Teaching Style				
Schedule/Availability				
Personality/Style				

What characteristics of the mentor/mentee pairing do you believe to be most important? Why?

Have there been any components of the pairing that were difficult? If so, do you have any suggestions for improvement in this area?

II. Meeting Time

How often were you able to meet? Check all that apply

_____ weekly _____ bi-weekly _____ monthly _____ barely met



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Was this frequently enough to be valuable to both you and your mentor? If no, what was the barrier?

When were you able to confer? Check all that apply:

Before lunch

Planning periods

Weekends

After school

Lunch

E-mails

Other – please describe:

III. Peer observations

Did you have the opportunity to visit your mentor's class to observe? Other teacher's classes? If yes, how many times?

IV. Impact

What impact has the Teacher Mentor Program had on you?

Please describe some specific ways in which the mentor assisted you.

List ways that you think the Teacher Mentor Program has met its goal in providing quality support to a new teacher. Please include any suggestions for improvement.

Thank you for your feedback!



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APPENDIX D

Teacher Mentor Program Evaluation Survey

Mentor Response Form

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What characteristics of the mentor/mentee pairing do you believe to be most important? Why?

Have there been any components of the pairing that were difficult? If so, do you have any suggestions for improvement in this area?

II. Meeting Time

How often were you able to meet? Check all that apply

_____ weekly _____ bi-weekly _____ monthly _____ barely met



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Was this frequently enough to be valuable to both you and your mentor? If no, what was the barrier?

When were you able to confer? Check all that apply:

Before lunch

Planning periods

Weekends

After school

Lunch

E-mails

Other – please describe:

III. Peer observations

Did you have the opportunity to visit your mentee's class to observe? Other teacher's classes? If yes, how many times?

IV. Impact

What impact has the Teacher Mentor Program had on you?

What impact do you believe the Teacher Mentor Program has had on your mentee? List ways that you think the Teacher Mentor Program has met its goal in providing quality support to a new teacher. Please include any suggestions for improvement.

Thank you for your feedback!



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APPENDIX E

Contact Log for Mentoring and Induction Program

Name of Mentor: _____ School/ Dept: _____

Name of Teacher: _____ School/ Dept: _____

** Use following codes to identify the type of contact: **C**= Conference; **O**= Observation; **PC**= Phone Conference; **M/D**= Message/ Materials Drop Off*

Date of Contact	Start Time	End Time	Total Time	Type of Contact *	Comments

Mentors are expected to maintain a contact log recording a minimum of 20 contact hours during the school year. When completed, please forward your contact log sheet to Melissa DeResendes in the Human Resources Office at 42 Cross Street, Somerville.

Signature of Mentor

Date

Signature of Teacher’s Principal

Date