

GATEWAY REGIONAL SCHOOL DISTRICT
INDUCTION AND MENTORING PROGRAM
September 2002, revised June 2003, February 2009

MISSION

The mission of the Gateway Regional School District Induction and Mentoring Program is to improve the quality of teaching and learning through the on-going support of teachers new to the Gateway Regional School District, and the establishment of professional, collaborative relationships between veteran teachers and teachers new to the district.

GOALS/PURPOSE:

An effective mentoring program will result in:

1. A network of experienced teachers who develop the skills necessary to provide ongoing personal and professional assistance to new teachers, and to those seeking professional licensure.
2. A positive introduction to teaching and the school community including
 - Policies, procedures, physical plant, routines, and technology
 - The School Improvement Plan
 - Professional colleagues
 - Curriculum and frameworks
3. Multiple opportunities for professional growth, including
 - Planning standards-based lessons and curriculum units
 - Meeting instructional expectations through observation, co-teaching, and looking at student work
 - Documenting and reflecting on teaching practices
 - Managing the classroom
 - Communicating with parents
 - Developing a comprehensive professional development plan
4. A school culture based on collegiality that eliminates isolation among new teachers and provides the personal and professional satisfaction necessary to retain good teachers.
5. Opportunities to look at student work together to evaluate and improve instruction.
6. Increased student learning and achievement.

ROLES/RESPONSIBILITIES

MENTOR

Orientation

- Participate/lead in the Gateway Regional School District induction/orientation program
- Attend formal mentor training and support sessions authorized by school district
- Communicate formal and informal school policies and procedures, guidelines, and information on teacher evaluation
- Establish a confidential and trusting relationship with the mentee

Implementation

- Provide professional, personal and instructional support on regular basis and as needed
- Meet regularly to determine needs, progress, and to maintain a log of activities and hours
- Attend meetings with the Mentor/New Teacher Induction Coordinator
- Participate in consultations and classroom observations
- Solicit and accept feedback
- Facilitate acquisition of resources and open communication
- Help to uncover new possibilities and deal with breakdowns
- Help process and learn from experience and set backs
- Clarify curriculum goals and expectations
- Help the mentee to set and achieve instructional goals
- Help the mentee to obtain instructional materials
- Be aware of and share current research and practices
- Provide instructional support
- Observe mentee and conduct pre-and post-conferences
- Support quality instruction (formative) without being evaluative (summative)
- Support and encourage time and stress management
- Provide information and referral to other teachers and educational resources including professional organizations
- Suggest and demonstrate a variety of classroom management strategies
- Introduce teachers to the school community
- Participate as a peer coach when asked
- Be an active listener

Assessment

- Experience professional growth through reflecting on your own practice

- Establish and maintain professional respect, trust and confidentiality regarding the mentoring relationship
- Participate in the development and use of assessment tools for the mentor program
- Participate in an annual assessment of the mentor/new teacher induction program

MENTEE (NEW TEACHER)

Orientation

- Participate in the Gateway Regional School District induction/mentoring orientation program
- Recognize that mentoring is a positive experience

Implementation

- Develop and accomplish specific professional goals
- Be an active listener
- Ask questions
- Be honest about dilemmas and be receptive to mentor feedback
- Attend all scheduled meetings, support groups and professional development activities
- Be open to both observing experienced teachers and being observed
- Be reflective about your own teaching practices
- Provide feedback to your mentor about your experience
- Commit the time and energy required to build a trusting relationship

Assessment

- Participate in an annual assessment of the mentor/new teacher induction program. (Does the mentoring partnership work for me?)
- Complete assessment document to reflect on the mentoring process as final part of assessment

MENTOR PROGRAM COORDINATOR

Orientation

- Plan and participate in the organization of the mentor program.
- Organize public relations about the mentor program for the entire school community.

Implementation

- Arrange professional development for mentors
- Provide ongoing, regularly scheduled support to mentors
- Provide ongoing, regularly scheduled support to mentees
- Coordinate the development of the handbook and other publicity
- Participate with the building administration with the recruitment, selection, assignment of mentors
- Oversee the program to ensure its success
- Inform the grant writer of needs to support the program

Assessment

- Coordinate the program evaluation, including the evaluation of mentors.
- Participate in the annual assessment of the mentor/new teacher induction program.

SCHOOL PRINCIPAL

Orientation

- Acclimate the mentee to the building, staff, schedules, and routines to ensure consistency
- Participate in training and orientation for administrators, mentors, mentees
- Support and encourage eligible staff members continued participation in the mentor program as mentor or mentee
- Facilitate public relations for the mentor program and to include the entire school community

Implementation

- Demonstrate support for the mentoring program through scheduling, supplying coverage, thoughtful pair matching, and encouraging teachers to be mentors
- Establish a collegial and collaborative school culture
- Advocate for and encourage the mentoring program
- Provide the handbook for teachers regarding policies, procedures, forms
- Ensure reasonable working conditions for new teachers and provide a schedule that is compatible with the mentor's
- Evaluate new teachers
- Respect the confidentiality of the mentor/mentee relationship as separate from supervision/evaluation process

Assessment

- Participate in the annual assessment of the mentor/new teacher induction program

SUPERINTENDENT

Orientation

- Participate in the Gateway Regional orientation program. Meet mentees
- Propose budgets that provide funding to support the program and effectively manage the budget
- Provide information about the community and the school district

Implementation

- Encourage and support the accomplishment of the goals of the mentor program
- Serve as an advocate for the mentoring program to the community
- Insure compliance with the contract (when applicable) and the law

- Provide letters to DESE for mentees seeking professional licensure as needed

Assessment

- Receive and review the report of the annual assessment of the mentor/new and beginning teacher induction program

SCHOOL COMMITTEE

Orientation

- Provide opportunities for acclimation for new teachers to the community

Implementation

- Negotiate contractual language that will support the accomplishment of the goals of the mentoring program
- Provide financial support through the budget process

Assessment

- Review the annual assessment of the mentor/new and beginning teacher induction program

GATEWAY TEACHERS' ASSOCIATION

Orientation

- Participate in the Gateway Regional orientation program
- Inform new teachers about the role of the Gateway Teachers' Association including rights, responsibilities and benefits

Implementation

- Negotiate contractual language that will support the accomplishment of the goals of the mentor program
- Disseminate information from the Massachusetts Teachers' Association regarding mentoring and induction opportunities

Assessment

- Review the annual assessment of the mentor/new and beginning teacher induction program

COMPONENTS OF MENTORING PROGRAM

ORIENTATION/INDUCTION

Community

Map of communities and district
Brief history, geography of area

School District

Policies (sexual harassment, restraint, 504, ADA)
Handbooks
Emergency phones and procedures
Meet with Superintendent
Meet with Association

School

Tour of building
Principal, staff introductions
Emergency information, procedures
Substitutes
Duties
Procedures: supplies, substitutes, duties
Schedule
Crisis plan specific to school and also to district

Curriculum (as appropriate for teaching position)

English Language Arts
Mathematics
Social Studies
Science/Technology/Engineering
Health/Physical Education
Fine Arts
Foreign Language

Assignments

Class list
Schedule
Meetings: school
Duties
Mentor/mentee meetings, calendar

Technology

Laptop
Email address
Phone numbers

Technology support and problem solving personnel

Handouts

District

District and school map

Teacher handbook

District calendar

Policies: sexual harassment, restraint, information on 504, ADA, Drug Intervention Policy

Teacher Evaluation document

State Frameworks access information

GTA information (from GTA)

Contract (from Superintendent's office)

School

Phone numbers relevant to position

Curricula required for position

Schedule of school

Duties at school

Emergency numbers, procedures for school

Class list

If high school: curriculum specific to subject(s)

Crisis plan for school

Field trip procedures

Building use forms

Ordering procedures, requisitions

Where to access contracts

Day off form

Student handbook

MENTORING

Recruitment

Mentor positions will be posted

Applications are sent to the Mentor Coordinator with interview and selection completed by Coordinator with Principal. Application will include a letter of interest addressing the selection criteria.

Selection Criteria

- Professional teacher status in the district and a minimum of five years of teaching experience
- When possible mentors to be in the same building as mentees
- Committed to the goals of the local mentor plan, including respect for the confidential nature of the mentor teacher/protégé relationship
- Demonstrated exemplary command of content area knowledge, pedagogy, good teaching practices, methodology, and classroom management
- Knowledgeable about the social/workplace norms of the district and the community the district serves
- Knowledgeable about the resources and opportunities in the district and able to act as a referral source
- Has completed or agrees to complete a comprehensive mentor-training program or have equivalent experience
- High expectations for themselves and the profession
- Excellent communication skills
- Sense of humor
- Ability to offer unconditional support to colleagues

Matching

The mentor program coordinators will assign a mentor to each new teacher based on the following considerations:

- Availability (proximity, schedule, teaching load)
- Similarity of assignment
- Individual mentor comfort
- Mentors will participate in matching
- Use of decision matching points: 3 for proximity, 3 for comfort, 1 for similarity of assignment

Training:

Training components will include:

- Role of a mentor
- Needs of the new teacher
- Teaching in a standards-based environment
- Using student work to evaluate and inform practice
- Classroom management
- Adult learning and development
- Reflective practice

- Observation, conferencing, feedback skills
- Interpersonal skills
- Problem-solving skills
- Planning and time management

Compensation

Compensation will be addressed through contract negotiations. Compensation is in consideration of the accumulated non-teaching time for documented activities including: training, pre and post conferencing with mentee; district-wide mentor meetings; meeting and/or coaching sessions with the mentee outside of regular school hours; orientation and induction.

New teachers participate as mentees with a mentor in place for two to three years. Teachers with three or more years of experience who are new to the district and who are in a position with content or grade very different from previous positions will be provided a mentor for one year. Teachers with three or more years of experience who are new to the district and who are in a position similar to a previous position will participate in the induction/orientation program and the mentor will be available for support throughout the year to acclimate the teacher to the school and district.

Principals will provide release time for observation of mentees.

Mentors will receive PDP's for time of participation as allowed by DESE. Mentors will track time through a log to document mentoring time and to provide documentation for mentee licensure, when needed.

No-Fault Bailout Option

If it is determined that the mentor and mentee cannot resolve their differences, the mentor program coordinators will meet with both parties, separately, to discuss concerns. If after this meeting(s) one or both parties still choose to terminate the relationship, then the coordinators will make every effort to identify a new mentor. Feedback from both the mentor and mentee will be considered when assigning a new mentor. Feedback will be provided to the mentor regarding why the match did not work, in a confidential manner.

EVALUATION

The district will follow state regulations for evaluation of the mentoring program. A survey will be provided for participants (mentors, mentees, and administration). An interview of mentees may address additional questions. The results of survey and interviews at the end of the year will result in determining: strengths and weaknesses of the program and determination of changes that should be made to the program. The results of the survey will be shared with principals, superintendent, school committee and the mentoring committee.

The state report will include:

- A list of program activities
- Number and list of beginning teachers served
- Number and list of trained mentors
- Number of classroom observations made by mentors
- Hiring and retention rates for beginning teachers
- Information regarding participant satisfaction

The evaluation survey will include questions to determine the following:

- Impact on job satisfaction for mentors and mentees
- Satisfaction with mentoring experience for mentors and mentees
- Effectiveness of mentor training
- Value of specific activities (orientation, induction, observations, pre/post conferences, informal contacts)
- District support
- Building administrator support
- Degree to which mentoring results in beginning teacher/veteran teacher collegial culture

Specific questions will be posed to mentees regarding:

- Mentee expectation of mentoring program and of mentor
- Degree to which expectations were met
- Degree to which needs were met
- Most and least helpful components of mentoring program
- Recommendations

Specific questions will be asked of mentors regarding:

- Mentor expectations of the mentoring experience
- Degree to which expectations were met
- Most and least beneficial components of program
- Sufficiency of mentor training
- Response to program components: matching, observations, time with mentee
- Recommendations

CALENDAR: Attached

