Newton Public Schools
Induction & Mentoring Plan

Overview

Teachers come with a variety of experience and areas of need. Many teachers have extensive classroom experience, others have limited experience elsewhere, some are new to teaching, but all are new to the Newton Public Schools.

A good induction program has to address all of these levels of experience in order to be successful and promote high expectations for children. The goal of this Induction and Mentoring Plan is to offer teachers the tools and knowledge necessary to ensure that success.

Each component listed below is an integral part of teacher induction and requires the strength of all the other pieces to establish best practices for teachers.

- New staff orientation
- Monthly after school meetings with mentors
- Online professional development through Educational Impact and Safe Schools
- Mentor training and compensation
- Support from the School Improvement Panel (ScIP)

Overview of the Induction and Mentoring Plan

- New staff orientation
    - Two day orientation program during last week of August
    - ½ day overview of district operations (superintendent's office, business office, information services, special services, curriculum & assessment, professional development, character education, athletics)
    - ½ day overview of Danielson Framework for Teaching (teacher-coaches)
    - ½ day overview of school operations (principal and school staff)
    - ½ day meetings on mentoring process (mentors)
- Monthly after school meetings for new teachers and teachers with corrective action plans. There are tools in this plan that outline topics and activities for mentors and novice teachers.
- Mentor facilitated online training through Educational Impact
    - Required of all new teachers and available to others
    - The Danielson Framework: 22 Components of Great Teaching - designed to

strengthen new teachers' repertoire, beliefs, expectations, strategies:
- Classroom Strategies, Management, and Planning
- A look at "distinguished" levels of proficiency
- Differentiated Instruction
- Parent Communication
  - Danielson's Teaching Framework: Looking at Real Classrooms - real classroom observations of specific best practices of master teachers with concurrent feedback and analysis by Charlotte Danielson
    - Proactive and reactive discipline, classroom management strategies, and reflection
    - Managing progress monitoring and accountability
    - Instructional strategies refinement and reflection
    - Ability to accommodate unique and diverse learners effectively
  - Teacher Evaluation Using the Danielson Framework - designed to examine critical aspects of the tool
    - Effective conferences
    - Performance and evidence of student learning
- Mandatory online training through Safe Schools on topics including but not limited to: anaphylaxis; bloodborne pathogens; diabetes management; HIB; nebulizers and inhalers; novice teacher program; reporting missing, abused, or neglected children; right to understand; and school safety and security.
- Mentor Training and Compensation
  - 12 hour training course, facilitated by the United Way, designed to provide mentors with collegial relationships that promote problem solving in order to support professional growth and student learning and achievement
    - Review of the research on new educator needs
    - Examination of the knowledge and skills needed for mentoring, coaching, and collaboration
    - Study of various data collection methods
    - Review of skills involved in pre and post conferences
    - Examination of strategies to close the achievement gap as one coaches and mentors
  - District stipend for mentors
- Support from ScIP is available on an as needed basis

Role Of The Mentor

Defining Your Role
The success of a mentoring program depends on the well-defined role of the mentor.

Role of the Mentor
- To focus on classroom activities, including instructional techniques, curriculum and classroom management.

- To provide emotional support.

- To socialize teachers into the school community.

- To avoid being evaluative.

- To provide confidential support.

- To educate the new teacher about special programs in the school or district.

Conflicts
From time to time there may arise a conflict, personal or professional, between a mentor and a novice teacher. Either party may contact the building principal for consultation and possible reassignment.

Should I Be A Mentor?

Circle the response that represents the degree to which the statement characterizes the way you see yourself.

1. I see myself as being people-oriented. I enjoy working with other professionals.
   Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

2. I am a good listener and respect my colleagues.
   Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

3. I am sensitive to the needs and feelings of others.
   Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

4. I recognize when others need support or independence.
   Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

5. I want to contribute to the professional development of others and share what I have learned.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

6. I am willing to find reward in service to someone who needs my assistance.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

7. I am able to support and help without smothering, parenting, or taking charge.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

8. I see myself as willing to adjust my schedule to meet the needs of others.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

9. I usually am patient and tolerant when teaching someone.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

10. I am confident and secure in my knowledge and try to remain up-to-date.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

11. I enjoy the subject(s) I teach.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

12. I set high standards for my students and for myself.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

13. I use a variety of teaching methods, and my students achieve well.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

14. Others look to me for information about subject matter and methods of teaching.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

15. Overall I see myself as a competent professional.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

16. I am able to offer assistance in areas that give others problems.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

17. I am able to explain things at various levels of complexity and detail.

Strongly Agree   Agree   Neutral   Disagree   Disagree Strongly

Source: MI-Map3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission in Toms River School District, Montclair School District, and Washington Township, NJ.

Mentor Teacher Application Form

Part A – Mentor Teacher Application

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

Directions: Answer the following questions and forward the completed form the building principal. Use the reverse side of this form to answer the questions, if necessary. Please attach three completed reference forms to this application.

Name: _____

School: _____ Subject/Grade Level: _____

1. Why do you want to be a mentor teacher?

2. What abilities and experiences do you bring to the process of mentoring novice teachers?

3. How are you keeping current in curriculum areas?

4. What do you hope to gain from becoming a mentor?

_____Teacher's Signature   _____ Date

Part B – Principal's Mentor-Novice Teacher Assignment

I have assigned _____ to mentor _____,

a first year novice teacher for the _____ - _____ school year.

_____   _____

Principal's Signature   Date

Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this relationship:

We have discussed the protocols by which we will collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding experience, we agree to

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means...

4. Honor the ground rules we have developed for the relationship. Our ground rules will be...

5. Provide feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for this school year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

_____   _____
Mentor's Signature and Date   Novice's Signature and Date

Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 110), L. Zachary, 2000.

Novice Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information about Policy and Procedures
__ The teacher-evaluation system
__ Paperwork and deadlines
__ Expectations of the principal
__ Expectations of my colleagues
__ Communicating with parents
__ Standardized tests

Accessing Resources
__ Organizing/setting up my classroom
__ Accessing instructional resources
__ Arranging field trips
__ Ordering materials
__ Using the library and media resources
__ Working with special services

Working with Students
__ Establishing classroom routines __
__ Motivating reluctant learners
__ Maintaining student discipline
__ Assessing student needs
__ Differentiating instruction
__ Implementing the curriculum
__ Evaluating student progress

Managing Time
Organizing my day/week
__ Lesson planning
__ Following the daily/weekly schedule
__ Attending meetings
__ Supervising extracurricular activities
__ Opportunity for staff development
__ Maintaining life balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

Source: Adapted from Mentoring Matters: A Practical Guide to Learning-Focused Relationships (p.119), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC.

Activities Checklist/Action Plan

AUGUST / SEPTEMBER

__ Welcome the novice teacher with a phone call prior to school.
__ Give the novice teacher a tour of the building and introduce staff members.
__ Review the building procedure book together.
__ Discuss the policies and social traditions of the school/district.
__ Show the novice teacher how to get necessary materials and books.
__ Review emergency procedures for the building.
__ Share building schedules.
__ Be accessible the first day and week.
__ Help the novice teacher set goals for the first week.
__ Discuss basic discipline policies for the school.
__ Review lesson plan procedures.
__ Help the novice teacher understand the phone and technology procedures.
__ Explain school/district forms.
__ Review grading/assessment procedures.
__ Discuss portfolio and journal expectations for the mentoring program.
__ Review evaluation and observation procedures.
__ Establish a regular routine for meetings with your novice teacher.
__ Write a brief note of support – share your own "starting out" stories.
__ Get the novice teacher ready for Back-to-School events.
__ Let the novice teacher know of upcoming professional learning opportunities.
__ Review holiday/birthday procedures.
__ Visit informally as the novice teaches a lesson.
__ Share professional development procedures.
__ Discuss how to call out sick and set up for a substitute.
__ Encourage parental communication.
__ Discuss special needs students.
__ Review faculty meeting procedures.

Date of completion	Topic	Group	Hours	Initials
By the end of September	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Aug/Sept	Mentor _____ Novice _____

OCTOBER / NOVEMBER

__ Review field trip procedures.
__ Review and discuss classroom and time management.
__ Explain how to make referrals.
__ Set up a time for the novice teacher to visit your classroom.
__ Accentuate the positive and encourage reflection.
__ Save student work for conferences.
__ Discuss conferencing procedures.
__ Review progress reports.
__ Look at report card procedures.
__ Continue to look at effective classroom practices.
__ Share bulletin board and project ideas.
__ Encourage attendance at the NJEA convention.

Date of completion	Topic	Group	Hours	Initials
By the end of November	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Oct/Nov	Mentor _____ Novice _____

DECEMBER / JANUARY

__ Discuss sensitivity to holidays.
__ Make sure the novice teacher is aware of any staff social get-togethers.
__ Review the fall's highlights – successes and challenges.
__ Share bad weather and school closing procedures.
__ Go to a professional learning activity together.
__ Share ideas for lesson plans immediately preceding a holiday.
__ Look at mapping out the semester and discuss pacing.
__ Be encouraging.
__ Prepare for the next report card.

Date of completion	Topic	Group	Hours	Initials
By the end of January	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Dec/Jan	Mentor _____ Novice _____

FEBRUARY / MARCH

__ Review any standardized testing procedures.
__ Examine standardized available test specs.
__ Review grade or department expectations for students.
__ Review additional observation and evaluation procedures.
__ Encourage your novice teacher to make special plans to celebrate spring break.
__ Discuss special classroom techniques (cooperative and flex groups).
__ Discuss reinforcing behavioral rules right before spring break.

Date of completion	Topic	Group	Hours	Initials
By the end of March	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Feb/March	Mentor _____ Novice _____

APRIL / MAY / JUNE

__ Explain rehiring practices and contracts.
__ Discuss how to design a Professional Improvement Plan.
__ Review end of the year procedures.
__ Take time to celebrate the year.
__ Offer tips for packing up the classroom.
__ Consider ideas for last weeks of school to engage students in meaningful activities.
__ Review cumulative folder procedures.
__ Share end of the year celebrations with students.

Date of completion	Topic	Group	Hours	Initials
By the end of June	Above listed topics as checked off	Mentor and Novice Teachers	List total hours _____ hours for Apr-June	Mentor _____ Novice _____

Source: Toms Rivers School District, NJ

Sample Discussion Topics

The following are areas that should be considered for discussion between the mentor and novice teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	Common Core Standards
Educational philosophy	Content area
Time management	Teaching styles (observing others)
Alternate assessment	Record keeping
Grading procedures/grade book	Development/assignment of projects
Special events (ex: plays, concerts)	Confidential data (written/spoken)
Classroom safety	Telephone/intercom
Field trips	Testing procedures
Report cards/interim reports	Year-end responsibilities
Meeting deadlines	Referral of students to CST/guidance
Professional development	

Adapted from Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ.

Classroom Visitation Protocol

Teacher: _____   Date: _____

Lesson: _____

Starting Time: _____   Ending Time: _____

Standards:_____

_____

Subject/Grade level: _____

Elements of Lesson Design

Anticipatory Set: _____

Objective(s) and Purpose:_____

_____

Input: _____

Modeling: _____

Checking for Understanding: _____

Guided Practice: _____

Independent Practice: _____

Closure: _____

Type of Instruction:

Lecture/presentation (L)   Cooperative learning groups (CLG)
Class discussion (CD)   Hands-on activity/materials (HOA)
Paired discussion (PD)   Lecture with discussion (LWD)
Demonstration (D)   Assessment (A)

Technology Used: _____

Adapted from: New Jersey Department of Education, Mentoring Task Force, 2005.

Sample Data Collection Points For Classroom Visits

■ Teacher-Student Interactions

■ Student Time on Task

■ Verbal Flow

■ Teacher Proximity to Students

■ Wait Time

■ Questioning Skills

■ Reinforcement

■ Use of Motivation

■ Instructional Strategies

■ Curriculum Approaches

■ Teacher Expectations/Student Achievement

■ Active Participation Techniques

■ Gender Expectations/Student Achievement

■ Particular Child or Small-Group Focus

■ Overall Classroom Culture

■ Other

Modified from MI-Map3.5 Mentoring New Teachers (pp. 12), by Michigan Department of Education Office of School Improvement.

Collaborative Assessment Log

Name: _____

Mentor: _____

Grade Level/Subject Area: _____

School: _____ Date: _____

Check all that apply:

☐ Connecting with content standards   Analyzing student work
☐ Planning a lesson   Reflecting
☐ Connecting with professional goals   Communicating with parents
☐ Problem solving   Using technology
☐ Developing/reviewing professional goals   Modeling a lesson
☐ Classroom observation   Providing resources

_____

What's Working:

_____

Current Focus – Challenges – Concerns:

_____

Teacher's Next Steps:

_____

Mentor's Next Steps:

_____

Next meeting date: _____ Focus:_____

Source: Adapted from New Teacher Center @ UCSC.

Conference Planning Question Guide

Clarification of Lesson Goals and Objectives
■ What is the intent of the lesson?
■ What is meant by specific words in your statement of the lesson's purpose?
■ What assumptions are you making about the learners?
■ What problems are you anticipating?
■ How will you know when lesson plans are going well?
■ How will you know when lesson plans are not going well?
■ What events or actions will lead you to these conclusions?
■ How will you adjust your lesson plan if students are not responding as you expected?
■ What will students learn from the activities of the lesson?
■ What do you anticipate that students will be doing during this particular activity?
■ What will their overall expressions be as they do it?
■ How do your behaviors influence the students' behaviors?
■ How will your behaviors be influenced by students?
■ How will you determine if you are successful in achieving your lesson objectives?
■ What behaviors will you see in students if they achieve the goals and objectives?
■ What makes you think that the student behaviors envisioned are appropriate for the goals and objectives?

Decisions about Instructional Strategies
■ What strategies will you be using?
■ What makes them appropriate for this lesson?
■ What are you expecting students to do in each activity guided by your strategies?
■ How will you assure that students are behaving in ways appropriate for achieving the learning outcomes?
■ In what order will you conduct the strategies?
■ Why this order?

Focus of the Observation
■ What is it that needs to be observed?
■ How can we best represent it?
■ How will this representation tell us what we are looking for?
■ How do I communicate feedback to you?

Needs of the Teacher and Affirmations for Accomplishment
■ What anxieties are you experiencing?
■ How can I help you feel more comfortable?
■ Once again, what is it that you want me to look for?
■ How can I best communicate it to you following the lesson?
■ What would you like for me to do while the lesson is in progress?
■ What, if anything, can I do prior to the lesson?

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Conference Reflection Question Guide

Lesson Purpose
■ What was the intent of the lesson?
■ Why is it important to students?
■ What will students gain from this lesson?
■ How will it impact their thinking, their attitudes, or their abilities?
■ What reasons exist for these beliefs?

Teacher Development
■ How effectively did the teacher use the instructional practices?
■ What was performed well?
■ What needs further development?

Effects on Students
■ In what ways do the practices employed enhance student learning?
■ What basis is there for believing this?
■ In what ways do the practices employed distract from the intended learning outcomes?
■ What could be changed to better meet the needs of students or achieve the lesson outcomes?
■ What reasons do I have for believing these changes will better meet the needs of students or achieve the learning outcomes?

Collaborative Communications
■ Which of the issues are most important?
■ Why are they important?
■ What will be my coaching partner's reaction to these issues?
■ How can I describe these reflections to my coaching partner during the debriefing conference?

Source: Collegial Coaching: Inquiry Into the Coaching Self.

Conference Debriefing Question Guide

Statement of Discrepancies
- What did you expect to happen in this lesson?
- What did you plan to do in the lesson?
- What actually happened when you conducted the lesson?
- What issues would you like to focus on?
- Why do you want to focus on these issues?
- What do you hope to gain from our discussion?
- How will this assist you in your instructional development?
- In what way was conducting the lesson different from what you anticipated?
- What was different about your actions?
- What were you thinking about?
- Why did you change from your original plan?
- What was different in the student actions from what you anticipated?
- Why do you think the students responded in this manner?

Analysis of Teaching Actions
- What did you feel you did well during the lesson?
- Why do you think it was necessary for you to do that?
- What were you having difficulty with?
- Why do you think that was difficult or not handled as effectively as you would have liked?

Generation of Solutions and Effects
- In what way was the situation or experience problematic for you as it evolved?
- Why did this bother you?
- What do you think you should do to change?
- If you change, what do you think will result in terms of students, you, and future instructional events?
- Why is this change important to you?
- How do you plan to implement this change?
- What problems do you think you will have? Why?
- What benefits will be derived from this change?
- What makes you think these benefits will result from implementing this change?
- What techniques or practices would you like to maintain?
- Why would you like to maintain them?
- How do you think these practices impact your classroom performance?
- How do you think these practices will impact your thinking about instruction, student learning, and future goals for developing your teaching repertoire?
- What do you want to focus on next time we meet?
- When would you like to meet?

Source: Collegial Coaching: Inquiry Into the Coaching Self

Mentoring Documentation Log

_____   _____
Name of MENTOR TEACHER: Signature:

_____   _____
Name of NOVICE TEACHER: Signature:

At least one meeting per month for a minimum of 30 minutes is required. Examples of mentor-novice meetings are, but are not limited to: (1) a conference to discuss an instruction-related topic; (2) a classroom visit for peer observation; (3) a demonstration lesson by the mentor; (4) a shared professional development activity.

Date	Time	Purpose	Summary Comments

Building Administrator's Signature _____

Mentoring Program Evaluation

Name _____   School _____

Mentor's Name _____

Please evaluate your mentor for this academic year using the provided scale.

(4) Strongly Agree   (3) Agree   (2) Disagree   (1) Strongly Disagree

____1. Contacted me prior to the orientation

____2. Was present at the orientation

____3. Was available daily during the first week of school

____4. Established a regular meeting schedule with me

____5. Explained basic discipline policies

____6. Made at least one informal visit to my classroom

____7. Encouraged me to visit his/her classroom

____8. Was an excellent role model

____9. Is passionate about teaching

____10. Was available when needed

____11. Was eager to answer my questions

____12. Enriched my first year of teaching

What is your general assessment of the mentor program? (Please circle)
(4) Very Satisfied (3) Satisfied (2) Dissatisfied (1) Strongly dissatisfied

Please explain:

On the back of this paper, please make any recommendations that you feel would make entry into the Newton Public Schools easier for new teachers.

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