

WEBSTER
PUBLIC SCHOOLS

Induction and Mentoring Handbook



2018-2019

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Webster Public Schools

Mission

Our mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society.

Vision for Program

We at the Webster Public Schools believe that a strong mentorship experience is essential for building professional competencies and fostering a collegial atmosphere that benefits the entire school community through:

- A better understanding of teaching and learning
- A more comprehensive implementation of curriculum
- A guided introduction to new instructional programming
- Opportunities for professional reflection and self-assessment
- Stronger collegial ties

Goals for the Induction and Mentoring Program

- Improve student learning
- Promote effective teaching practices
- Enhance collegiality
- Provide opportunities for reflection
- Provide role models for new teachers
- Satisfy mandated requirements for induction
- Increase the retention rate of entering teachers
- Transmit the school culture of the system to beginning teachers
- Increase parental and community confidence in the educational system

Confidentiality Guidelines

Maintaining confidentiality between mentor and an individual mentee is essential. Mentees must feel comfortable sharing experiences, practices, techniques, and ideas with their mentors. Administrators and department heads recognize this confidential relationship as one of support and encouragement rather than evaluation. This being said, there are a few special situations that need to be considered:

- Sometimes a mentor needs assistance in order to find ways to help a mentee. In such cases, the mentor will contact the Mentor Coordinator and troubleshoot the problem with him/her while maintaining confidentiality
- The mentee must maintain the confidentiality of the program with the mentor by consulting only with the Mentor Coordinator if issues arise concerning the mentor/mentee relationship
- Mentor teachers will be able to discuss in confidence and with the mentee's knowledge. Any aspect of their mentees performance with other members of the mentor team
- The mentor, **with the mentee's knowledge**, may discuss the teacher's performance with the Mentor Coordinator and/or with the appropriate administrator if, in the mentor's professional judgment, the academic growth and development, emotional or physical safety of the student is at risk

Responsibilities of the School Committee

- To become knowledgeable about the program and its components
- To provide financial support
- To express public support for the program

Responsibilities of the Superintendent

- To become knowledgeable about the program and to provide input in the designing of it
- To act as liaison to the community and the school community
- To approve and promote the program
- To participate in the recognition of the mentors
- To provide financial support
- To communicate with the administrative team the need for:
 - Promoting and implementing the program
 - Acknowledging and recognizing the contributions of the mentors
 - Respecting the confidentiality between mentors and new teacher
 - Providing time for the mentoring to take place
- To be involved in the ongoing evaluation of the program
- Check with administration on progress of the program
- Review data on teacher effectiveness, comfort, and cost effectiveness
- Arrange for end of year report to the School Committee/DESE

Responsibilities of the Principals

- Create a calendar of monthly meetings for new teachers (induction year only)
- Work with the Mentor Coordinator and mentor to determine pairings between mentors and mentees
- Assist in providing teacher coverage for observations
- Observe the confidentiality statement as printed in the *Induction and Mentoring Handbook*
- Keep the lines of communication open with the Director of Curriculum/Mentor Coordinator
- Establish a school culture that supports collaboration

Qualifications of a Mentor Coordinator

- Worked as a mentor for 3 or more years
- Obtained professional teacher status
- Is willing to be trained as a Mentor Coordinator

Responsibilities of the Mentor Coordinator

- Help the Director of Curriculum plan and implement a teacher orientation program in August at which time parameters of the Mentor program will be explained and discussed
- Schedule and facilitate meetings during the school year for the mentors and mentees; to coordinate different agenda, and to ensure the success of the program
- Troubleshoot problems by meeting with the mentor/mentee pairing and/or by consulting with the Director of Curriculum.
- Keep a log sheet and evaluate the program, including making changes for a more successful program the following year with input from the participants

Qualifications of a Mentor

- Full time teacher
- Has attained professional teacher status and has worked three or more years in the system whenever possible (this requirement can be waived because of need at the discretion of the Principal and Director of Curriculum)
- Current evaluation status is at proficient or higher
- Successful completion of a Mentor Training program sponsored or approved by the Webster Public School District
- Has knowledge of the current Massachusetts curriculum frameworks and possesses the ability to support the new teacher in implementing the frameworks
- Has knowledge of and uses different teaching styles
- Demonstrates excellent knowledge of the content area or grade level
- Is comfortable integrating technology into the curriculum and using technology required for administrative tasks, such as grade entry and attendance
- Demonstrates active listening skills
- Demonstrates a commitment to the profession and openness to new ideas and approaches
- Is knowledgeable about the school's policies, culture, practices and resources .
- Has the ability to communicate clear, specific, and constructive feedback
- Is willing to attend support meetings with other mentors
- Is willing to engage in a collaborative and flexible relationship with colleagues
- Is willing to share teaching strategies, materials, and expertise with beginning teachers
- Is willing to attend mentor training in summer and throughout the year
- Is able to maintain a confidential relationship
- Possesses a sense of humor and demonstrates a positive, enthusiastic and friendly attitude

NOTE: When there is a shortage of qualified mentors, these requirements may be waived by the Superintendent and/or Director of Curriculum. This provision is necessary to ensure the success of the Mentoring Program.

Responsibilities of the Mentor

- Attend quarterly mentor meetings with the Mentor Coordinator
- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*
- Meets with their mentees at least 2 hours per month
- Varied observations/co-teaching amounting up to a minimum of 2 lessons/classes within the induction year to assure successful growth
- Maintenance of a log sheet recording meetings with the mentee
- Arranges with building administrators the opportunities for mentee to observe various teachers
- Participation in an evaluation of the overall mentor/mentee program at the conclusion of the induction period for the purpose of providing information for the DESE induction/mentoring report
- Maintenance of the Collaborative Assessment Log which will only be shared with the mentee
- Helps plan and deliver mini-workshops for mentees to fill in local gaps with the support of the Curriculum Office
- Attend the August New Teacher Orientation

Responsibilities of the Mentee

- Attends the New Teacher Orientation session before the start of the school year
- Participates in all "New Teacher Institute" sessions
- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*

- Meets with their mentor at least 2 hours per month
- Actively participates in the mentoring relationship by critically reflecting on his/her own teaching practices by maintaining a journal which he/she can share with his/her mentor on a regular basis
- The mentee will allow the mentor to observe his or her own classroom as a way of gaining feedback. This will not be an evaluative process and the mentor's observation will not be shared with other faculty members or the administration. **In addition, mentees are asked to observe their mentor and/or other colleagues in their school district a minimum of (2) times**
- Seeks help when needed

Mentor Selection

- Application for district teachers who do not work in an evaluative position would be returned to the building principal or designee
- Mentor matches would be made based on grade and/or subject matter, when possible
- Each new teacher should have his/her own mentor teacher. Teachers new to the district should be offered the opportunity to have a mentor to offer support and help in transition to the district

No Fault Policy

At times, situations may arise that could interfere with a successful mentoring experience. If this happens, there is a process in place for either the mentor or mentee.

The first step would be for the mentor/mentee to discuss the issue. The second step would be to discuss the issue with the Mentor Coordinator who would act as a mediator developing strategies to help resolve the issue. The third step would be to involve the building principal and if necessary make reassignments.

New Teacher Orientation

New Teacher Orientation will be conducted by the Director(s) of Curriculum. Orientation days will be held in the month of August of the new school year. Included in the orientation for new teachers will be:

- Introduction to key district personnel
- Introduction to the school community
- Overview of the District Induction and Mentoring Program
- Overview of technology and academic systems
- Overview of the district curriculum/assessments
- Overview of Webster Education Association (WEA) information
- Introduction or the WPS Evaluation System
- Overview of the Special Education/ELL Student Services

Application for Building Mentoring Position

If you wish to assist and support a teacher new to the profession or new to our system, please complete the following and return to your building principal.

Name: _____

Current teaching assignment: _____

Previous teaching assignments: _____

Years employed by Webster: _____

Years of teaching experience: (Check one) 4-7 yrs. 8-12 yrs. 13+yrs.

Professional development experiences which enhance ability to mentor a new teacher:

Please briefly describe why you would like to mentor a new teacher and how you perceive the roll of "mentor":

Signature: _____ Date: _____

Thank you for being generous with your time and knowledge!

Second Year Mentor Log

Teacher's: _____

School: _____

Date/ Time	Type of Meeting	With Whom?	Topic of Discussion	Brief Summary

Total Number of Professional Hours: _____ (must be greater than or equal to 50 hours)

Principal's Signature:

Teacher's Signature

Please submit to the Director of Curriculum or Mentor Coordinator

Collaborative Assessment Log

Mentor: _____ Date: _____

What's Working:		Current Focus - Challenges - Concerns:	
New Teacher's Next Steps:		Mentor's Next Steps:	
Next Meeting Date: _____		Focus for Next Meeting: _____ _____	
Curriculum, Planning, and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
<ul style="list-style-type: none"> a. Knows subject matter and designs effective instruction b. Uses assessment to measure student learning and inform instruction c. Analyzes assessment data effectively 	<ul style="list-style-type: none"> a. Uses instructional practices that reflect high expectations and engage all students b. Create a safe and collaborative learning environment c. Creates an environment that respects student's diversity d. Implements lessons that set high expectations and are accessible to all students 	<ul style="list-style-type: none"> a. Encourages every family to participate in child's education b. Collaborates with families to support student learning c. Engages in effective communication with families about student learning 	<ul style="list-style-type: none"> a. Reflects on own practice b. Pursues professional activities c. Collaborates with colleagues d. Is active in school-wide decision making e. Shares responsibility for students school-wide f. Is ethical and reliable

I received a copy of this document

New teacher's signature

Date: