**1.**

**Berkley’s Mission Statement**

**for the**

**Induction and Mentoring Program**

The mission of the Induction and Mentor program is to improve teaching and thus student learning by providing support, encouragement, and guidance to teachers new to the profession, teachers new to the Berkley Public Schools, teachers who have changed assignment and any teacher in need of coaching assistance. The program promotes collegiality and supports the attainment of educator goals through a comprehensive orientation, scheduled observations, confidential conversations between the mentor and mentees, and the development of effective teaching practices that support the Standards for Effective Teaching Practices.

**2. Who will be part of your team to move the vision forward?**

In order for the district vision of a sustainable mentor program to become a reality, the following personnel and community members will become part of the team:

|  |  |
| --- | --- |
| **Personnel** | **Role** |
| **Superintendent** | * Hiring and program oversight
* Budget review and approval
* Review district policies regarding mentor program standards
 |
| **LEAD Mentors** | * Coordinate program: develop, guide, and review all aspects of mentor program
* Provide training for mentors that includes review of teacher evaluation tools and requirements
* Select and prepare topics for three annual district meetings with mentors and mentees
* Check-in with mentors monthly
* Review and maintain documentation of mentor hours and analyze program compliance and needs annually
* Conduct end of year survey with mentors/mentees
* Consult/assign mentors/mentees via survey
* Share program analysis with building principals, school improvement council, and school committee
 |
| **Building Principals****Building Assistant Principals** | * Identify needs of new educators, new to the district educators, or new to the position educators
* Share a list of potential mentors with an educator in need of coaching and recommend participation
* Coordinate and implement district orientation for new educators and new to district educators
* Support mentor /mentee work for three annual meetings
* Facilitate ongoing professional development for LEAD mentors, mentors, and mentees
* Review analysis of mentor program with LEAD mentors and make recommendations
* Make budgetary recommendations for mentor program with regards to projected hires or position changes
 |
| **Educator Evaluation Team (administrators assigned** **to evaluate teachers)** | * Review mentor program objectives and curriculum
* Review mentor surveys to be aware of available personnel should a mentor be needed
* Recommend mentor/mentee pairing to support skill development per teacher evaluation process
 |
| **Mentor** | * Participate in summer training/orientation
* Complete mentor survey regarding expertise and availability
* Schedule and document individual meetings with assigned mentee three times monthly (minimum 15 contact hours per school year)
* Complete two observations of new teacher and document
* Attend three annual meetings with district mentors and mentees
* Complete end of year survey for mentor/mentee
* A mentor will be assigned no more than one mentee per year.
 |
| **New to Profession Educator (new to classroom)** | * Complete mentor survey
* Attend district orientation
* Meet at least three times monthly with mentor (minimum 15 contact hours per school year)
* Complete two observations (during the school year) of mentor and any other observation of other teachers
* Attend three annual meetings with district mentees
* Complete training on teacher evaluation process
 |
| **New to District Educator** | * Complete mentor survey
* Attend district orientation
* Meet at least three times monthly with mentor(minimum 15 contact hours per school year)
* Complete two observations(during the school year) of mentor and any other observation of other teachers
* Attend three annual meetings with district mentees
* Complete training on teacher evaluation process
 |
| **New to Position District Educator****(ie: new content area, new grade level)** | * Meet monthly with mentor
* Attend mentee training as it relates to teaching position
* Complete two observations (during the school year) that will enhance effective teaching practices
 |
| **Educator on a Developing Educator Plan** | * Meet monthly with mentor
* Attend training agreed upon in the District Improvement Plan
* Complete two observations that will enhance effective teaching practices
* Work with mentor to revise and/or develop a plan to meet SMART goals
 |
| **School Improvement Council** | * Receive and Review analysis of mentor program from LEAD mentors
 |
| **Berkley School Committee** | * Receive and Review analysis of mentor program from LEAD mentors
* Review district policies regarding mentor program standards
 |
| **Berkley Teacher’s Association** | * Review district policies regarding mentor program standards and adopt/maintain contract language
 |

**3. Program Design for Mentee:**

August Orientation Day - Morning: Presentation by Building Principals

* Welcome from Superintendent of Schools and Members of School Committee
* Review Staff Handbook
* Educator Evaluation System
* Tour of Town
* What district staff will participate in the group orientation for beginning teacher?

The group orientation for beginning teachers includes the superintendent, principals, assistant principals, new to profession educators, and new to district educators.

* What topics will be included in the group orientation?

Topics will include the role of each staff person, logistics, survival skills, qualities of strong teaching performance, communication skills and supervision procedures. Additionally, district policies and procedures are reviewed. New staff members tour the buildings and meet the staff. New staff also tours the town to gain a historical perspective of the evolution of education in Berkley.

* Specify the handouts that will be provided at or prior to this orientation meeting.

All beginning teachers will receive a copy of the staff handbook, pre-referral procedures, and all Crisis Intervention Protocols. They will also receive information on parent communication, supply lists, school procedures and a welcome packet.

* When will the group orientation be held?

One week before the start of the school year.

August Orientation Day – Afternoon: Presented by LEAD Mentors for Mentees (along with Mentors)

* Lunch
* Meet assigned mentor at this time.
* Lead Mentors Overview - Review the Mentoring Program for August through June:
* Group Mentoring Sessions – Mentees will be required to participate in three (3) annual, one hour meetings (2 whole district; 1to be grouped by school). Topics and dates will be distributed to new educators during orientation.
* Collaborative Reflection Time – Mentees will regularly participate in informal meetings with mentors throughout the year. Educators will come prepared for the meetings with assigned communication tools.
* Communication Tools – Mentees will receive materials assigned by mentors that will facilitate communication between the mentor and the educator. These materials may include observation sheets, pages from the assigned text, and/or teacher evaluation standards.
* Observations – Mentees will conduct 2 observations and debrief sessions.
* Differentiation – Mentees will be assigned a mentor to the program based on experience and job position.
* Time for new educators and mentors to talk, review materials distributed, and help set up classrooms:
	+ Handbook with school procedures (grades, etc.)
	+ Contact information of lead mentor and assigned mentor
	+ School calendar for teachers (includes mandatory staff meetings) and three (3) annual Induction/Mentor meetings
	+ Survival Kit of his/her school
	+ The First Year Matters text

**4. Program Design for Mentors and Lead Mentors:**

August Orientation Day – Morning: Presented by LEAD Mentors for Mentors

* New Job Description:
* The lead mentor will explain roles and expectations for mentors working directly with new to the profession educators, new to the district educators, and new to the position educators.
* Distribute and explain the description of the mentoring training program, the responsibilities of mentors, the compensation for mentors, and the requirements for on-going training and supports for mentors.
* Effective Mentor Training:
* Educators who are selected to become mentors will be required to attend a full day mentor training facilitated by the LEAD mentors.
* Mentors will understand the role of a mentor, the confidentiality of mentors, and the expectations of monthly meeting guidelines.
* Each mentor will receive a Mentoring in Action textbook which highlights monthly topics to discuss with the new educators along with useful collaborative pages.
* Mentors will receive a Collaborative Assessment Log, a tool to communicate with new teachers effectively.
* Activities: Active listening and feedback sessions
* Professional Discussion for District Mentors:
* Time will be scheduled for district mentors to meet with LEAD mentors every other month .
* This time will be used for mentors to reflect, discuss strategies, and offer share suggestions on how to assist new teachers.

August Orientation Day – Afternoon: Presented by LEAD Mentors for Mentors (along with Mentees)

* Lunch
* Meet assigned mentee at this time.
* LEAD Mentors Overview - Review the Mentoring Program for August through June:
* Group Mentoring Sessions – Mentors will be required to participate in three (3) annual, one hour meetings (2 whole district; 1to be grouped by school). Topics and dates will be distributed to new educators during orientation.
* Collaborative Reflection Time – Mentors will regularly participate in informal meetings with mentors throughout the year. Educators will come prepared for the meetings with assigned communication tools.
* Communication Tools – Mentors will share materials with mentees that will facilitate communication between the mentor and mentee. These materials may include observation sheets, pages from the assigned text, and/or teacher evaluation standards.
* Observations – Mentors will conduct 2 observations and debrief sessions with the mentee.
* Differentiation – Mentors will be assigned to the program based on experience and job position.
* Time for mentees and mentors to talk, review materials distributed, and help set up classrooms:
	+ Handbook with school procedures
	+ Contact information of lead mentor and assigned mentor
	+ School calendar for teachers (includes mandatory staff meetings)
	+ Mentoring in Action text

**5. Measure Effectiveness: Mentor Program Evaluation and Annual Report**

Several tools are used to evaluate the effectiveness of the mentor program:

* Three annual district meetings with mentors and mentees will provide LEAD Mentors informal evaluation and feedback from program participants. This feedback may guide decision making regarding remaining training sessions for the year and identify future program needs.
* Mid-Year and End-of-the-Year surveys to provide anonymous feedback from mentors/mentees regarding program satisfaction.
* Annual LEAD Mentor review of documentation of mentor/mentee training activities to ensure sessions are connected to educator needs, student needs, school improvement plan, and district improvement plan.
* Annual program review of Standards Compliance for Induction Programs completed by Mentor Program Steering Committee

Mentor Program Annual Report Includes:

* All mentor program activities including training for mentors/mentees
* Number and complete list of new educators served
* Number and complete list of mentors trained (qualified mentors available to be assigned)
* Number of classroom observations made by mentors
* Number of hours that mentors and beginning teachers spend with each other
* Hiring and retention rates for new educators
* Participant satisfaction (mentors/mentees)
* Partnerships with other districts, professional associations, and institutes of higher education to support the mentoring program

6. **Sustaining the District Action Plan**

Steering- committee Calendar

|  |  |  |
| --- | --- | --- |
| Time | Purpose | Location/Members |
| June 1-hour | Assess mentoring needs and make assignments | Superintendent’s Conference Room – Admin and facilitators |
| August | Orientation  | Admin and facilitators with new staff and coaches |
| September | Update to the school committeeCheck-in (15-min after/before school) | BMS – Library - facilitator |
| October | Mentee Training part I – early release | Facilitator / mentor |
| November | Check-in (as needed) | BMS or BCS / facilitators |
| December  | Check-in (15 – min after/before school) | Admin/facilitator |
| January | Mentor and MenteeTraining II (mid-year survey) | Facilitator/mentees/mentors |
| February | Check-in (15 – min after/ before school |  |
| March | Mentor training part III | BMS or BCS / facilitators |
| April | End-of-year survey for mentors, menteesCheck-in | BMS and BCS – facilitatorsFacilitator/mentor |
| May | Review data from surveyCheck-inThank you breakfast/lunch for mentors | Facilitator/ admin/ mentors |
| May/June | Set calendar of activities for the following yearAnnual Meeting and Review, Reevaluate Program | Admin/facilitators/mentors |

**7. Getting the Word Out**

Create a presentation that includes the following:

* Revised mission statement to include language from the Standards and Indicators of Effective Teaching Practice
* Program Overview – Informative session for teaching staff with proposed topics for trainings
* Annual Calendar
* Meeting times/dates, explain time commitment
* Names and contact information (e-mail) for LEAD mentors – mentors – mentees

Presentations to School and Community

* Presentation of Proposed ACTION PLAN to the Superintendent and Administration April 2014
* Inform staff in June 2014 at general BTA meeting
* Present current thinking to BTA in September 2014 to introduce the whole staff at general meeting.
* October 2014 professional day, 1 hour, to inform staff of new model and conduct a survey for potential mentors.
* January 2015 – establish talking points for negotiation.
* Present program highlights to School Improvement Council – January 2015.
* March 2015 professional day, train staff interested in mentoring.
* Initial presentation of ACTION PLAN to teachers at Berkley Public Schools – April 2015 staff lunch by LEAD mentors and administration.
* School Committee May 2015 – present annual report

**8. Budget** (subject to review and approval by the Administrative team, school committee, and Superintendent)

1. Textbooks: First Year Matters (one per new educator) $17.23

 Mentoring in Action (one per mentor) $42.47

2. Orientation Lunch/End of the year breakfast

3. Office Supplies

4. Stipends: LEAD Mentor (3) $1000 per LEAD mentor

 Mentor ( 7) $ 700 per mentor

5. Professional Development for LEAD Mentors $1500

**9. Beyond YEAR ONE**

* September School Committee meeting: announce new staff and staff involved with the induction/mentoring program
* Annual training for new mentors
* Annual survey
* Annual review of the Induction document for presentation at the April School Committee Meeting
* May gathering of admin and facilitators to set a calendar for the following year (include at least 2 meetings with facilitators to organize presentations and surveys
* Include Notes in the May General Meeting of BTA

Submitted by:

Diana Freitas, Michelle Graca, and Leslie Rafferty