

**Newton Public Schools**  
**Newton, MA**  
New Teacher Induction and Mentoring Program:  
“Best Beginnings 2014”

**Action Plan 2014-2015 Version**

Revised by Maureen McCann, Deborah Kramer, Lori Franzella, Rebecca Robles Taylor, Mary Radonich, Amanda Kanode, Cheri Pinhiero, Kate Phillipson and Sheila Dugan - *Mentor Facilitators and Mentor Leaders*, and Alison Mulligan - *Mentor Program Coordinator*

**Action Plan 2013-2014 Version**

Prepared by Ashley Anderton, Katy Dearborn, Michelle Gillis, Michelle Powers, and Jenna Spackman - *Mentor Facilitators and Mentor Leaders*

**1. Envision an Effective Induction Program *Aligned* to Teacher Evaluation**

The mission of the Induction & Mentor Program is to improve student learning by developing, supporting and retaining quality educators. Educators new to the profession, as well as those new to their position or new to Newton are provided opportunities for collaboration and professional growth in a collegial, non-judgemental environment. We tailor our program to meet the diverse needs of our new educators in accordance with Massachusetts and Newton Educator Evaluation Standards.

## 2. Engage a District Team

Stakeholder	Role in Vision
Superintendent, David Fleishman Asst. Superintendent for Teaching and Learning, Mary Eich	Hiring and program oversight
Alison Mulligan and Mary Eich	Mentor Program Coordinators: guiding all aspects of program.
Ann Banks (Asst to the Asst. Superintendent for Curriculum and Instruction)	Communicate initial training dates and requirements to new hires, Keep track of mentor/mentee pairs when notified by Principals. Collect mentor/mentee logs; Purchasing and supplies for the program and Orientation
Principals/Building Administrators/Department Heads	Help identify new hires' needs based on hiring survey; support Mentor Facilitator's and new teacher's work in respective buildings or departments.
Curriculum Coordinators	Help identify new hires' needs. Provide a pre-orientations to elementary new teachers (Math, English, SS, Science) on subject specific
Mentor Facilitators	Create and monitor curriculum for new teachers and mentors; support new teachers and mentor pairs in assigned buildings/departments; keep coordinators and Asst. Superintendent apprised of issues that arise; facilitate face-to-face meetings with mentors and/or new teachers.
<b>New-to-Education Mentors</b> - Mentoring teachers in their first years in Education.	Meet at least three times a month with new teacher; participate in 3 blended learning experiences, complete two observations of new teacher, complete mentoring log (minimum of 15 contact hours)
<b>New-to-District Mentors</b> - Mentoring teachers who are not new to teaching	Meet at least three times a month with new teacher; participate in 3 blended learning experiences, complete two observations of new teacher, complete mentoring log

<p>but are new to Newton.</p>	<p>(minimum of 15 contact hours)</p>
<p><b>Co-mentors</b> - Two mentors (a mentor and a mentor colleague) for one teacher.</p>	<p>This dual mentor model is typically for a teacher who is a singleton in his/her building. One mentor serves as a building mentor and the other a subject mentor. The needs of the teacher and the availability of mentors will help determine if the subject area mentor or the building mentor will take on the main or the supporting role.</p> <p>Mentor: Is the main mentor for the new teacher. Meet at least three times a month with new teacher; participate in 3 blended learning experiences, complete two observations of new teacher, complete mentoring log (minimum of 15 contact hours)</p> <p>Mentor Colleague: Is a half-time, supporting mentor for the teacher. Complete a minimum of 7.5 hours with the new teacher on topics relating to the common subject matter or the common building. Meet bi-weekly for the first few months with teacher; work closely with new hire regarding culture and climate of city and building/department; assist with building or department needs and questions as they come up during the year.</p>
<p><b>Shared mentor</b> - One mentor for two new educators (when there aren't enough appropriate in-school mentors to go around)</p>	<p>Meet at least three times a month with new teachers; participate in 3 blended learning experiences, complete two observations of new teacher, complete mentoring log (minimum of 15 contact hours with each mentee with 7.5 of those hours being one on one with each mentee).</p>
<p><b>Group mentors</b> - Two or more mentors work with two or more new teachers.</p>	<p>Configuration to be decided based on teacher need and mentor availability. Mentors meet at least three times a month with mentees one-on-one and in groups. Each mentor participates in 3 blended learning experiences, Mentors assure that each mentee participates in at least two peer observation experiences. Completes mentoring log documenting 15 hours; half of those hours should be one-on-one with a single mentee.</p>

<b>New-to-position Mentor colleague</b> - Supports a colleague who has changed positions within the district.	Meet bi-weekly for the first few months with teacher; work closely with new hire regarding culture and climate of city and building/department; assist with building or department needs and questions as they come up during the year.
<b>New-to-Education Teacher</b>	Meet at least three times a month with mentor; attend face-to-face meetings, complete two observations with mentor and any additional observations of other teachers.
<b>New-to-District Teacher</b>	Meet at least three times a month with mentor; attend face-to-face meetings, complete two observations with mentor and any additional observations of other teachers.
<b>New-to-Position Teacher</b>	Meet as needed with Mentor-colleague (7.5 hour minimum).
<b>Specialized Teachers/ Educators</b> <ul style="list-style-type: none"> <li>● ESL Teachers</li> <li>● Related Service Providers (SLP, OT, PT, Vision Specialist,APE)</li> <li>● Mental Health Providers (Psych, Social Workers, Guidance Counselors)</li> <li>● Special Educators (LCT, Co-Taught teachers, Team Specialists)</li> <li>● Specialists (Art, Music, P.E., Library, Tech)</li> <li>● Content Coaches (Math, ELA)</li> </ul>	Differentiated Mentoring Plans must be devised to support the Specialized Educators. Examples may include alternate face-to face meeting structures with job alike or job similar colleagues, meetings with curriculum coordinators and coaches, and a menu of readings/activities to further enhance the professional development of non-traditional classroom educators.

### 3. Design Formal Beginning Teacher Support Activities

#### ***Year 1: New Educator/Mentee Program Components***

<b>Objectives:</b>	<b>Training</b>	<b>By: For:</b>	<b>Timeline 2014/2015 and hours required</b>
Collect Data to help Administrators Choose Mentor Mentee pairs and help mentors begin to understand needs of the new educator.	<b>Initial Hire Survey</b> Survey given through HR? Is it for all levels???	By HR?  For All New Educators/ Mentees	<b>When officially Hired.</b>
Get computers and develop some comfort with Newton systems (SMS, LMS, First Class etc.)	<b>Technology Training</b>	By IT  For All New Educators/ Mentees	<b>August 15</b>
Have a more comprehensive understanding of Newton's Elementary Program	<b>Curriculum Training</b> Elementary teachers get overview and training on <ul style="list-style-type: none"> <li>● Literacy</li> <li>● Open Circle (K-3)</li> <li>● Math</li> <li>● History</li> <li>● Science</li> </ul>	By Coordinators  For Elementary New Educators/ Mentees	<b>August 18 -22</b>

<p>Have a more comprehensive understanding of who we are and what we value.</p>	<p><b>District Orientation day 1 - Face to Face</b></p> <p><i>Morning:</i> Welcome by the Program Coordinators, Mayor, Superintendent, School Board and NTA</p> <p>Workshops</p> <ul style="list-style-type: none"> <li>● District Snapshot</li> <li>● METCO</li> <li>● ELL</li> <li>● Special Ed</li> </ul> <p><i>Lunch and meet your mentor facilitators</i></p> <p><i>Afternoon:</i> Respect for Human Differences</p>	<p>By District Leaders including Katani and Bob</p> <p>For All Mentees</p>	<p><b>August 25</b></p>
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<p>Understand the purpose and structure of the program.</p> <p>Understand the roles and responsibilities of mentors</p> <p>Have an overview of the year-long curriculum and put important dates in the calendar.</p> <p>Begin to build the mentor/mentee relationship.</p>	<p><b>School Orientation day 2 - Face to Face</b></p> <p><b>PK-5</b> Day 2 Orientation activities for mentees (in smaller groups - Configuration TBA</p> <p>8-10 Mentees and Mentor Facilitators</p> <ul style="list-style-type: none"> <li>● Welcome and introductions</li> <li>● Hand Book Scavenger Hunt</li> <li>● Overview of mentoring program and components (including the collaborative assessment log and Monthly Mentor Memo and Checklist).</li> </ul> <p>10:30 -3:00 mentors and mentees in buildings</p> <ul style="list-style-type: none"> <li>● Mentor mentee interview</li> <li>● Work with mentor in buildings</li> </ul> <p><b>6-12 Mentor Facilitators, mentors and mentees</b> Day 2 Orientation activities</p> <ul style="list-style-type: none"> <li>● Icebreaker</li> <li>● Welcome and introductions</li> <li>● Getting to know you interview</li> <li>● Hand Book Scavenger Hunt</li> <li>● Overview of mentoring program and components (including the collaborative assessment log and Monthly Mentor Memo and Checklist.</li> <li>● Time with mentors in buildings</li> </ul>	<p>By: MFs</p> <p>For: All Mentors and Mentees</p>	<p><b>August 26</b></p> <p>Elementary - Small groups (in elementary schools?)</p> <p>Middle and High - Building Based</p>
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<p>Know the procedure and standards by which they will be evaluated.</p>	<p><b>The Evaluation Process???</b> Face to Face or Blended Learning Module???????</p>	<p>By: Principals and Coordinators??  For Mentees</p>	<p><b>September 30 - 5th Tuesday?</b></p>
<p>Have an opportunity and strategies for having professional conversations with your mentors, colleagues and parents.  Be able to communicate effectively with parents during parent teacher meetings..</p>	<p><b><i>Blended Module #1 K-12 mentors and new teachers</i></b> <b><i>Professional Conversations Module</i></b> <i>(add more differentiated articles, take out some of the fluff)</i></p>	<p>For Mentors and Mentees</p>	<p><b>October 1 - November 1</b></p>
<p>Know the purpose and protocol for peer observations.  Be able to distinguish between peer observation and teacher evaluation.</p>	<p><b><i>Mentor and Mentee Module #2 K-12</i></b> <b><i>Peer observations.</i></b>  <b><i>This would be a blended experience of online trainings for mentors and mentees and role play activities lead by mentor facilitators in small groups (elementary) or school based meetings (middle and high).</i></b></p>	<p>By Mentor Facilitators  For Mentors and Mentees</p>	<p><b>November 15- December 15</b></p>
<p>Be able to reflect on the mentor mentee relationship, and express appreciation to their mentor.</p>	<p><b><i>Mentee/Mentor Module # 3 Reflecting on your year together (is any face to face meeting with MFs/district leaders necessary)?</i></b> <b><i>A. What we have learned...</i></b></p>	<p>For Mentors and Mentees</p>	<p><b>April 1-May 1</b></p>



<p>Be able to give feedback for program improvement.</p> <p>Be able to reflect on the past year and set goals for the future.</p>	<p><i>B. Notes of appreciation...</i> <i>C. Survey on program experience</i></p>		
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**Middle School:** In addition to these district blended learning modules, new teachers attend at least one New-to-Middle School meeting per term, run by Mentor Facilitator within their building in order to touch base with their facilitator to ask questions and get pertinent timely information.

**High School:** (In addition to these district blended learning modules), new teachers attend one or more New-to-South/New-to-North meetings per term; meetings led by mentor facilitators and held at the school

***Beyond Year 1: New Educator/Mentee Program Components:***

- New Teachers Participate in a Rotation of Required PD Coursework by Cohort/Grade Level (idea under construction)
- 50+ hours of Mentoring (by Mentor support team) What does and should this look like?
- Required Peer Observations

**4. Design a Formal Mentor Preparation and Support Program to Create a Pool of Qualified Mentors**

Recruiting Mentors

Mentors may apply to be a mentor by filling out an application and/or are actively recruited by mentor facilitators, department heads, and principals. Principals, department heads, mentor facilitators and mentoring coordinators determine who will be

mentors for the building through conversations, and observations.

Initial Hire Surveys

Mentors review information from the mentees initial survey to better prepare their work with new hire as well as from regular check-ins throughout the year.

Mentor Pairings Selected

Use the data from the mentor applications and initial hire surveys to best match up the mentors and mentees.

Collaborative Assessment Log with 15 meeting logs and a summary log to be handed in to MF. MF forwards summary log to Anne Banks by mid-April. Log is initialed by MF at end of the year and returned to New Teacher.

***Yearly Curriculum for Mentor Training***

<b>Objectives:</b>	<b>Training</b>	<b>For: By:</b>	<b>Timeline and hours required</b>
<p>Mentors meet their mentor facilitators</p> <p>Know the purpose and structure of the program.</p> <p>Know the roles and responsibilities of mentors and mentees.</p> <p>Get an overview of the</p>	<p><b>School Orientation day 2 - Face to Face Meeting</b></p> <p><b>PK-5</b> Day 2 Orientation activities for mentees (in smaller groups - Configuration TBA</p> <p>10:30 -2:00 mentors and mentees in buildings</p> <ul style="list-style-type: none"> <li>● Mentor mentee interview</li> <li>● Work with mentor in buildings</li> </ul>	<p>For Mentors and Mentees</p>	<p><b>August 26</b></p> <p>Elementary - Small groups (in elementary schools?)</p> <p>Middle and High - Building Based</p>

<p>mentoring curriculum for the year including important dates.</p> <p>Mentors and mentees get to know each other better.</p>	<p><b>6-12</b>  Day 2 Orientation activities</p> <ul style="list-style-type: none"> <li>● Icebreaker</li> <li>● Welcome and introductions</li> <li>● Getting to know you interview</li> <li>● Hand Book Scavenger Hunt</li> <li>● Overview of mentoring program and components (including the collaborative assessment log and Monthly Mentor Memo and Checklist).</li> <li>● Time with mentors in buildings</li> </ul>		
<p>Know how to use the collaborative assessment log to support their mentees and document evidence of meeting.</p> <p>Be able to look ahead and predict the times of the year when mentees will need most support.</p>	<p><b><u>Monthly Mentor Memo 1</u></b>  1. Collaborative assessment log  2. <a href="#">Phases of First Year Teaching</a></p>	<p>For Mentors</p>	<p><b>September 1</b></p>
<p>Know what it means to be a mentor.</p> <p>Know what new educators need.</p>	<p><b>Face to face new to mentoring training for new mentors (this year could be for everyone around program changes???)</b></p> <p>Reading:  <a href="#">What New Teachers Want From Colleagues</a></p>	<p>For 1st time (or 1st time in a long time mentors).</p>	<p><b>September 30 (5th tuesday)</b></p>

	Handbook:		
Be able to reflect upon the qualities of good mentors (and further incorporate those qualities into mentoring).	<b>Monthly Mentor Memo 2</b> Tells about Training module for Professional Conversations.  Resource for mentors: <a href="#">The Good Mentor</a>	For Mentors	<b>October 1</b>
Be able to have a professional conversation with your mentee  Be able to support your mentee in communicating with parents.	<i><b>Blended Module #1 K-12 mentors and new teachers</b></i> <i><b>Professional Conversations Module</b></i> <b>(add more differentiated articles, take out some less useful readings)</b>  Appendices in MIA 5,10,15 min conversations	For Mentors and Mentees	<b>October 1 - November 1</b>
Be able to support your mentee as they enter their disillusionment phase	<b>Monthly Mentor Memo 3</b> <a href="#">Phases of First Year Teaching</a>	For Mentors	<b>November 1</b>
Know how peer observation training will unfold.	<b>Monthly Mentor Memo 4</b> Reading: Feedback that can be heard	For Mentors	<b>December 1</b>
Be able to support mentee through peer observation.  Be able to participate in collaborative learning through peer	<i><b>Mentor and Mentee Module #2 K-12 mentors and new teachers</b></i> <i><b>Peer observations. (Draft created)</b></i>  <i><b>This would be a blended experience of online trainings for mentors and mentees</b></i>	For Mentors and Mentees	<b>December 1- 20</b>

coaching/observations.	<i>and role play activities lead by mentor facilitators in small groups (elementary) or school based meetings (middle and high).</i>		
TBA (suggestions welcome) Varied Teaching Strategies (MIA p. 165-168)	<b>Monthly Mentor Memo 5</b>	For Mentors	<b>January 1</b>
TBA (suggestions welcome) Looking at Student Work	<b>Monthly Mentor Memo 6</b>	For Mentors	<b>February 1</b>
TBA (Suggestions welcome)Interacting with Parents	<b>Monthly Mentor Memo 7</b>	For Mentors	<b>March 1</b>
Know that it is time to hand in mentor logs....	<b>Monthly Mentor Memo 8</b> 1. Handing in Mentor Logs 2. MFs Sign off on collaborative assessment log.	For Mentors	<b>April 1</b>
Be able to reflect on the experience and express appreciation to their mentee/acknowledge their mentees growth.	<i><b>Mentor/Mentee Module # 3 PK - 12 Looking back and looking forward</b></i> <i><b>A. What we have learned and how we will use what we have learned in the future.</b></i> <i><b>B. Notes of appreciation...</b></i> <i><b>C. Survey on program experience</b></i>	For Mentors and Mentees	<b>April 1-May 1</b>

Be able to reflect on the program and how it can be improved.			
<i>Know how much they are appreciated and valued.</i>	<b>Monthly Mentor Memo 9</b>	For Mentors	<b>May 1</b>

\*\*\*\*\*We need to determine which pieces of the program will be uniform across district and which pieces will be differentiated.

**Middle School Building Based:**

Face-to-Face meetings as needed by mentors (at least 3) with mentor facilitator

Content will focus on: observations, what the needs are of your new teacher, curriculum, articles etc.

Plus Blended learning Modules

**High School Building Based:**

Monthly Newsletters

Face-to-Face meetings as needed by mentors (at least 3) with mentor facilitator

Plus Blended learning Modules

**5. Measure Effectiveness: Induction Program Evaluation and Annual Report for MA DESE**

Mentoring Reflections

At the end of each face-to-face meeting or blended learning experience, all attendees will complete a brief reflection. They will be asked to respond about what they learned, what they still wonder, and what suggestions they have for future meetings.

## Retention Data from HR

### End of the Year Reflections and Surveys

- **Mentor and Mentee Surveys:** The last blended unit of the year will have mentors and new teachers reflect on their overall experience and fill out a survey (one each).
- **Mentor Facilitator Surveys:** Mentor facilitators will reflect on the year and provide suggestions for future programming.
- **Administrative Surveys:** Administrators will reflect on the year and provide suggestions for future programming.

## **6. Sustain** your District Action Plan vision and maintain a qualified mentor pool using the Train the Trainer model learned in Project Success

**How the Train the Trainer Model will work in Newton:** Our mentor facilitators are truly the roots of our program. With their comprehensive training on mentoring and on aligning programming to MA Teacher Evaluation Standards, they are poised to create, maintain, and sustain a quality mentoring curriculum that will support new educators and new to the district educators. Mentor facilitators will also make excellent lead teachers in their buildings due to the content of the training they have received.

Mentor Facilitators are responsible for training the mentors in their buildings or groups and will collaborate to use both quantitative and qualitative data to improve the effectiveness of the mentoring program. The collaborative MF community and some periodic supplemental training, should maintain the leadership capacity of our MF teams and sustain our mentoring program with support and oversight from the Program Coordinators.

## ***Yearly Curriculum for Mentor Facilitators - The trainers of the trainers***

<b>Objectives:</b>	<b>Activities (Planning, Supporting, Training)</b>	<b>For: By:</b>	<b>Timeline and hours required</b>
<p>Elementary Mentor Facilitators will get to know mentors and provide them with a differentiated overview of the program according to their experience or understanding of the program.</p> <p>Non classroom mentors and mentor facilitators will discuss what the program can look like for non classroom educators.</p>	<p><b>District Orientation Day 1 (Idea only)</b></p> <p><b>PK-5 mentors</b></p> <p>A. Welcome and Introductions            B. Formative Assessment: Take an online assessment - based on results will go to training session 1 - Mentoring or training session 2 - Advanced Mentoring</p> <p><b>C1. Teacher Mentoring</b></p> <ol style="list-style-type: none"> <li>1. Program overview and requirements (handbook and new components of program)</li> <li>2. Touching base with your mentee</li> <li>3. The role of the Mentor Facilitator</li> <li>4. Intro to: Peer Observation</li> <li>5. Resources available</li> <li>6. Important Dates for Mentors and Mentees</li> </ol> <p>D. Exit Assessment:</p> <p><b>C2. Teacher Advanced Mentoring</b></p> <ol style="list-style-type: none"> <li>1. What is new about our program. (Teas, Blended Modules, No large group meetings, differentiation)</li> </ol>	<p>Elementary Mentors</p> <p>Elementary Mentor Facilitators</p>	<p><b>10am - 12am</b></p> <p><b>2 hours</b></p>



	<p>2. Where to find resources and what's available</p> <p>3. Important Dates for Mentors and Mentees</p> <p>4. Reflection: Do you have any expertise that you can offer new teachers? Would you be willing to run a small group mentoring session or training for interested new teachers?</p> <p><b>C3 Specialized Mentoring</b> Non-classroom teachers receive overview of the program and brainstorm ways to mentor non classroom teachers.</p>		
<p>PK-12 Mentor Facilitators will provide a school based orientation to new teachers or new teachers and mentors</p>	<p><b>District Orientation day 2 - Face to Face Meetings in Schools 6-12 or in Small Groups</b></p> <p><b>PK-5 MFs lead orientation</b> Day 2 Orientation activities for mentees (in smaller groups - Configuration TBA</p> <p>8-10 with mentees</p> <ul style="list-style-type: none"> <li>● Welcome and introductions</li> <li>● Hand Book Scavenger Hunt</li> <li>● Overview of mentoring program and components (including the collaborative assessment log and Monthly Mentor Memo and Checklist).</li> </ul> <p>10:30 -3:00 mentors and mentees in buildings</p> <ul style="list-style-type: none"> <li>● Mentor mentee interview</li> </ul>	<p>For K-12 Mentors and Mentees</p>	<p><b>August 26</b></p> <p><b>6 hours</b></p> <p>Elementary - Small groups (in elementary schools?)</p> <p>Middle and High - Building Based</p>

	<ul style="list-style-type: none"> <li>• Work with mentor in buildings</li> </ul> <p><b>6-12 MFs lead orientation</b> Day 2 Orientation activities 6-12 mentors and mentees:</p> <ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Welcome and introductions</li> <li>• Getting to know you interview</li> <li>• Hand Book Scavenger Hunt</li> <li>• Overview of mentoring program and components (including the collaborative assessment log and Monthly Mentor Memo and Checklist).</li> <li>• Time with mentors in buildings</li> </ul>		
PK-12 Mentor Facilitators will provide guidance and resources via a monthly memo.	<b>Monthly Mentor Memos</b>	For Mentors	<b>The first of each month.</b>  <b>2 hours</b>
PK - 12 Mentor Facilitator teams will provide support to mentors and opportunities for new teachers to meet and build a community.	<p><b>Getting to know you coffee/tea/social outing for Mentors and New Teachers: October</b> (invitation to meet after school at a local restaurant - rsvp)</p> <p><b>Elementary:</b> <b>Touch base Teas for New Educators</b> January?</p> <p><b>Elementary:</b></p>		<b>10 hours</b>

	<p><b>Touch base Coffee at schools for Mentors (optional)</b> February?</p>		
<p>PK-12 Will provide training and feedback through three blended learning Modules</p>	<p><b>Blended Learning Modules:</b> 1 Professional Conversations - November 2 Peer Observation (face to face small group component) - December 3 Reflection - Looking Back and Looking Ahead- April/May</p>		<p><b>10 hours</b></p>
<p>PK-12 Mentor Facilitators will collaborate on a common curriculum for their level (elementary, MS, HS)</p>	<p><b>Planning meetings - Elementary</b> 1. September w program coordinators 2. November (to plan face to face training) 3. May - w program coordinators and MS/HS Facilitators</p> <p>Touch base meetings - MS and HS meet in Summer/ Early Fall to discuss programming and send program outline and dates to program coordinators.</p> <p>Meet in May with program coordinators to reflect on program as a whole large group.</p> <p><b>Summer Professional Development as Needed</b></p>		<p><b>10 hours</b></p>

### Financial Resources Required to sustain the program

Resource	Funds Needed (assuming \$25 per hour)
Mentor Facilitator Stipend	40+ hours \$1000 / 3 in-service credits/45 PDPs
“New to Education” and “New to District” Mentor Stipend	20+ hours \$500 / 3 in-service credit/15 PDPs
“New to Position” Mentor Colleague Stipend	7.5+ hours \$250
Co-Mentor Stipend <i>One Main Mentor + One Mentor-Colleague for one teacher</i>	Mentor: 20+ hours \$500 / 3 in-service credit/15 PDPs  Mentor-Colleague 7.5+ hours \$250
Shared Mentor Stipend	30+ hours for mentors who take on responsibility for two mentees. Each mentee gets 7.5 one on one hours (15 hour total) and 7.5 group hours (22.5 hour total) 7.5 hours of training for the mentor  For working with mentee #1: \$500 or 3 in-service credits /15 PDPs For working with mentee #2: \$250

<p>Group Mentor Stipend (<i>can be combination of the above mentoring models but in a group setting - Each new educator must get at least 7.5 hours of one-on-one mentoring</i>)</p>	<p>20+ hours for each mentor in an even group (same number of mentors and mentees)  Hours required: 20+ hours  7.5 one on one, 7.5 group, 5 training  500 <b>or</b> 3 in-service credits <b>or</b> 15 PDPs</p> <p>30+ hours for mentors who take on responsibility for two mentees in the group  Each mentee gets 7.5 one on one hours (15 hour total) and 7.5 group hours (22.5 hour total)  7.5 hours of mentor training  For mentee #1: \$500 <b>or</b> 3 in-service credits <b>or</b> 15 PDPs  For mentee #2: \$250</p>
<p>Materials:</p> <p>Books (year-long training materials per building):  <i>Mentoring in Action: A Month-by-Month Curriculum for Mentors and Their New Teachers</i></p> <p><i>The First Year Matters: Being Mentored..in Action</i></p>	<p>TBD @ \$43.99 (1 per “New to Classroom” and “New to District” teacher/mentor pair)  To be kept by the mentor and reused.  TBD @ \$33.99 (1 per mentor facilitator)  * four facilitators already have text</p>
<p>Release Time: for quarterly meetings</p>	

**7. Share** - How will your colleagues, and the community learn about the positive impact of effective induction and mentor development? How will the public

## awareness bring positive press to your district?

- Presentation to Admin: Mentor Facilitators will give a presentation (In June/September???) to administrators so they have a better understanding of the program, the roles of mentor facilitators, and be able to take a more active role in supporting the mentors and new teachers in their buildings.
- Orientation: Is an opportunity for District administrators and community leaders to hear opening words about the program from program coordinators.
- OurNewton: We will continue to use our Learning Management System to share news and curricular resources with mentors and mentees and we will make these resources available to principals and administrators so they can keep abreast of program events and follow up on the training that new teachers and mentors receive. Resources could include:
  - Monthly Mentor Memos
  - Training Modules
  - Logs, bubble sheets and other resources
  - Articles about mentoring, teaching and learning
  - Events and important dates
- Surveys: Mentors, new teachers, and other stakeholders will have a hand in the ongoing improvement of our program by giving survey feedback at the end of each year. Feedback will be used by coordinators and mentor facilitators to adjust our programming.
- Program Directors: Mentor program directors will collaborate with principals and curriculum directors to provide New Teacher PD aligned to school and district needs.
- PTO Newsletter: Mentor Facilitators send out a common (but maybe personalized) blurb introducing the new teachers

and telling about our program to go in the PTO newsletters at their respective schools.

- Interview with the Promising Practices Clearinghouse Project The program coordinators were recently interviewed by the Promising Practices Clearinghouse Project which will hopefully bring positive press to the district and give us a venue for sharing resources with other districts.
- Newton is a Regional Host: This coming year Maureen McCann will represent Newton as a Regional Planner by working with Carol Radford and members of seven other districts to plan and host Regional Mentoring Meetings in October and May. The purpose of these meetings will be to work with area mentor leaders to continue sharing successes and building our programs as well as to model our program for other districts that are interested in setting up similar programs.