**Greater New Bedford Regional Vocational Technical High School**

**New Bedford, MA**

**Teacher Induction and Mentoring Action Plan**

**Action Plan 2013-14**

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**Vision and Purpose**

The mission of the Induction & Mentor Program is to improve teaching and thus student learning by providing support, encouragement and guidance to teachers who are new to the profession as well as those new to the Greater New Bedford Voc-Tech district. The program provides opportunities for professional growth in a collegial, non-judgmental environment. Research shows that effective mentoring programs assist districts and schools in retaining qualified educators and therefore, in providing a quality education.

**Stakeholders**

Superintendent: Linda Enos

Academic Principal: Rosanne Franco

Career and Technical Principal: Robert Watt

Mentor Program Co-Coordinators: Guy Shepherd and Cheryl Hebert (to be determined)

Mentoring Steering Committee

**Personnel**

The Mentoring Steering Committee will consist of five (5) faculty members: two academic teachers, two career and technical areas teachers, and one faculty member from special services/guidance departments. These committee members will be required to have successfully completed a mentoring program in order to facilitate a successful program. The Assistant Principal will be a member of the committee in an overseer capacity for professional guidance/approval. Personnel who have participated in the Mentoring for Success program will provide instruction/training for those committee members who have not been trained in the program.

**Financial Resources**

Steering Committee Stipends: $500 per committee mentor (tbd)

Lead Mentor: $800 (tbd)

Mentors: $400 per new faculty members (tbd)

Curriculum Materials: tbd (*Mentoring in Action* & *First Year Matters*)

**Requirements for Mentor**

Role of the Lead Mentor: A lead mentor will be a selected from faculty members who have completed the Project Success program. Faculty members who have not taken the course and are interested in being lead mentors will be required to take a Lead Mentor Course run by the Steering Committee. The lead mentors will be responsible for communications between mentors and the Steering Committee, and for assisting mentors with day-to-day issues. Lead mentors will assist new faculty members in their quarterly group meetings. Additionally, they will connect new faculty members and resources throughout the building.

Role of the Mentor: Experienced educators who have mastered their craft and are dedicated to promoting excellence in the teaching profession will be sought as mentors for beginning teachers who are starting their careers or are new to the Greater New Bedford Voc-Tech community. Mentors must play several roles, including facilitator, guide, role model, sponsor, counselor, coach, resource, and colleague.

After new faculty members are hired they will be given a survey that will be evaluated by the Steering Committee and will be used to assign mentors to new faculty members. The goal will be to rotate mentors and develop a large pool of mentors to be used in future years.

Qualifications:

* Excellent teacher/specialist willing to support new teachers and district members
* Sees the big picture and can make connections between mentoring and standards
* Ability to design effective mentoring curriculum
* A collaborative colleague who can empower new teachers
* Self starter with a vision for mentoring and making connections to state teacher evaluation
* Organized and detail-oriented – can use data to make decisions
* A problem solver who provides creative solutions to new teachers and/or mentors
* Understands the importance of reflective practice
* Excellent communication skills (written and verbal)

Requirements:

* Cover letter of interest
* Resume
* Completion/commitment to complete mentor preparation program
* Recommendation by coordinator or department head

**Program Components for Mentors and New Teachers**

Mentor Preparation:

Mentors selected by the Mentoring Steering Committee will be required to attend a 2-day seminar during the end-of-the-year professional days. Mentors will be introduced to materials that will be utilized throughout the year by both mentors and new faculty members. Mentors will be required to participate in a refresher course during the induction session for all new teachers in August, before the beginning of the school year. This refresher course will also be mandatory for any mentors who have been mentors in previous years and have not participated in the 2-day workshop in the last year.

Curriculum:

The steering committee will design mentoring curriculum for district mentors using the principles promoted by Project Success. The curriculum will be based on selected topics from the *Mentoring in Action* text which will guide one-to-one and collaborative mentoring sessions. The curriculum will also include a component of mentors observing new faculty members and new faculty members observing other teachers in a non evaluative manner. Mentors will also be allowed discretion in including materials they find to be valuable to their new faculty members. The curriculum is designed to address the new teacher evaluation standards.

**Program Evaluation**

There will be a mid-year and end of the year evaluation of the effectiveness of both the mentoring program and mentoring relationships. This survey will assist the Steering Committee in making revisions to the program and matching of mentors and new faculty members. The Steering Committee will also review the collaborative logs to asses contact time between the mentor and new faculty member, quality of the interactions, and modeling and observation of best practices.

**Monitoring Program Effectiveness**

Lead mentors will be responsible for the ongoing success of the program every quarter of the school year. Lead mentors will be required to review curriculum topics for monthly meetings, track the hours in the clinical logs and review collaborative logs, and provide a brief summary of the quarter’s progress to the Steering Committee.

**Community Connections**

The Steering Committee is dedicated to ensuring that all teachers feel supported by the Greater New Bedford Voc-Tech community and work collaboratively to best serve the needs of our students. Of great importance is fostering a collaborative culture where teachers support one another and share best practices. In our program, we account for this by understanding the differences of the new hires and working to support them based on their varied needs.