**FRANKLIN COUNTY TECHNICAL SCHOOL**

**New Teacher Induction Program**

**ACTION PLAN**

**\*DRAFT\***

**April 2014**

*prepared by Alyssa Kelly & Mark Amstein,and amended by Joseph Gamache, Kenneth Lynes, Charles Choleva, and Elyse Cann participants in Project Success: Mentoring in Action*

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

* To create a mentoring program that…

\*recognizes the various needs of all teachers in the district (with attention to the differences Vocational and Academic contexts present)

\*supports teachers in meeting the mission of Franklin County Technical School

\*meets the rigorous standards of the new state teacher evaluations

* Project Success’s Mentoring in Action materials and resources (including *The First Year Matters*) will act as a guide for the mentoring process – both for mentors and mentees.
* Our improved mentoring program will emphasize analysis, reflection, and implementation of the State-Approved Model Rubric (the Dept. of Education approved 4 standards, 16 indicators, and 33 elements), as well as emphasizing how to support new teachers with the new Teacher Evaluation process

\*Mentoring in Action resources/texts address New Teacher Induction through this lens.

**Engage a District Team**

* Superintendent James Laverty

*overall program oversight; allocation of funds*

* Principal Rick Martin

*support new teachers; consult with program directors regarding mentor/mentee matches*

* Directors of Curriculum & Instruction: Academic & Vocational

*\*attend the Mentoring in Action training?\**

*remain aware of what new teachers may need as the school year progresses*

* Current & Former Mentors

*provide insight into what has and has not worked in the past with the mentoring program*

* Alyssa Kelly

*Oversee the mentorship program and aid in matching up Lead Mentors, Mentors, and Mentees*

* Mark Amstein, Joseph Gamache, Kenneth Lynes, Elyse Cann, and Charles Choleva

*act as future Lead Mentors.*

**Design Formal BeginningTeacher Support Activities**

* Mentor Stipends – $1,500 Flat Fee
* Lead Mentor Stipends – $1,500 Flat Fee
* Operating Expenses (texts for both mentor/mentee, monthly meeting expenses) – TBD
* Substitute Coverage for observations (as needed) - TBD

Differentiating New Hires:

* Add new teacher survey to new hiring packet, focusing on prior teaching experience/education to help determine program needs
* Compile new hire information to create pairings based on experience and need
* Differentiate support for new teachers, based on their newness to profession and specific concerns related to Academic instruction OR Vocational instruction

Orientation:

* One day designated for mentors & mentees to establish connections
* Agenda-based meetings that cover a basic orientation to school issues
* Clearly communicated overview of the mentor program, so new teachers will know what to expect … and will not ever feel as if they must advocate for what they need.

Year-long Mentoring:

* Monthly group meetings, structured to meet specific needs (classroom management, parent communication, etc.) and thoughtfully facilitated by Lead Mentors
* Regular meetings with new teachers, based upon specific needs and confidential concerns
* Regular classroom visits with focused objectives, documented by an Observation Data Collection form
* Regularly-scheduled debriefs of any observations using a Collaborative Log
* Use of *The First Year Matters* text to guide the mentoring process throughout the year
* **Guided analysis, reflection, and implementation of the State-Approved Model Rubric (Dept. of Education approved 4 standards, 16 indicators, and 33 elements)**

**\*Mentoring in Action resources/texts address New Teacher Induction through this lens**

* Support for matters specific to Vocational or Academic contexts (such as licensure, curriculum planning, transition to Common Core, collaborative teaching, etc.)
* Continued support, as requested, to new teachers in their 2nd or 3rd year of work at FCTS
* Guaranteed confidentiality

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

* Every 2 years, our current pool of 6 Lead Mentors will successfully train 2 new Lead Mentors. Our trained, Lead Mentors also serve as the Mentors for our school district.
* The training will utilize the materials, books, activities, and videos provided by the Mentoring in Action for Teacher Leaders-EDU 561 course.

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

* Regular group meetings (with noted evidence) for mentors and mentees
* Surveys of mentors, mentees, and administration
* Retention information from Human Resources

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

* Respectful dialogues together as we revise and improve our current Mentor Program
* Ongoing supports to previously and newly trained mentors
* Continued participation in the Project Success: Mentoring in Action training program, so Lead Mentors can train others how to be mentors
* Communication to administration about progress

**Share**

* Communication about our mentoring program within our school will take place via e-mails, during staff meetings, noted in the employee handbook, and during our professional development days.
* Communication about our mentoring program to the community and surrounding school districts will take place on our school website, in the Principal’s monthly newsletter, the Superintendent’s newsletter, and to the local media and publications through our PR person who is hired to create press releases and notify local media of all of the happenings at our school.