

PROJECT SUCCESS: District Action Plan

ENGAGE a Team of Stakeholders

Who needs to be part of your team to move the vision forward?

Example 4

Newton's Stakeholders -- Roles

Superintendent, Asst. Superintendent for Teaching and Learning, hiring and program oversight.

Mentor Program Coordinators are guiding all aspects of program. 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.

New-to-Education Mentors - 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)

New-to-District Mentors - 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 (minimum of 15 contact hours)

Co-mentors - Two mentors (a mentor and a mentor colleague) for one teacher. 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 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.

Mentor: Is the main mentor for the new teacher. Meet at least three times a month w new teacher; participate in 3 blended learning experiences, complete two observations of new teacher, complete mentoring log (minimum of 15 contact hours)

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.

Shared mentor - One mentor for two new educators (when there aren't enough appropriate in-school mentors to go around)
Meet at least three times a month with new teachers; participate in 3 blended learnin 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 o one with each mentee).

Group mentors - Two or more mentors work with two or more new teachers. 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.