Foxborough Public Schools Mentoring Program

"The concept of mentoring has a long history, one that comes to us from Greek mythology. In Homer's Odyssey, Mentor was the teacher of Telemachus, the son of Odysseus. But the Mentor was more than a teacher. Mentor was half-god and half-man, half-male and half-female, believable and yet unreachable. Mentor was the union of both goal and path, wisdom personified."

Daloz, Laurent A., "Mentors: teachers who make a difference," *Change*, September, 1983

2018 - 2019

Foxborough Public Schools
Mentoring Program Committee

Amy A. Berdos, Ed.D., Superintendent

Alison J. Mello, Ed.D., Assistant Superintendent

Mentor Co-Chairs:

Lisa Alden (Igo Elementary School)
Kristen D'Errico (Foxborough High School)

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PROGRAM GOALS

The Foxborough School System supports the continued improvement of teachers new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link the New Teacher with a veteran teacher upon whom he/she can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the New Teacher toward the highest levels of professional practice during his/her first years of teaching in Foxborough. The Foxborough mentoring program provides for a two-year mentoring partnership for teachers new to the field of education. For experienced teachers who are new to the district, the mentoring program offers a one-year partnership designed to provide support with local policy, procedures and curriculum. At the discretion of the building principal, a one-year mentor may also be provided for teachers making significant changes to their teaching assignments.

Mentoring programs have been shown to help solve or reduce problems faced by new teachers. In addition mentoring programs help retain promising teachers. According to TEACHERS 21, a mentoring program should focus on the following:
- Curriculum
- Teaching effectiveness
- Classroom climate
- Identification of school problems
- Student behavior and discipline
- Meeting the needs of all students
- Parent/teacher relationships
- Emotional and personal support
- Orientation to the school, policies, and procedures

SECOND YEAR MENTORING PROGRAM

The second year of the mentoring program will include at least 50 hours of advanced mentoring, which will assist new teachers in meeting the requirements for the attainment of a Professional Level License.

In year two, the New Teacher will maintain the log of mentoring activities. The year two mentor will serve as a resource for the New Teacher to meet the 50-hour requirement for advanced mentoring. Mentoring activities in year two will be based on the individual teacher's needs assessment which was completed at the end of year one.

Not all inductees will require a second year mentor. The need for a second year mentor will be mutually determined by the inductee and school administration, and based in part on the prior work experience, licensure status, and professional needs of the inductee.

CONFIDENTIALITY STATEMENT

It is important that the New Teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the New Teacher but, rather, a collaborator with the New Teacher. As a result of this confidentiality, the mentor is not expected to share written or verbal information with any evaluator/administrator.

MENTORING PROGRAM CALENDAR

MAY 2018	Building principals will notify all staff that mentoring positions may be available.
JUNE 2018	Teachers interested in mentoring will notify, in writing, his/her building principals.
JUNE-AUGUST	Mentors are selected and notified by school administrators. New staff are paired with their mentors.
AUGUST 22, 2018	Mandatory Mentor Training Workshop (9:00 a.m. - noon)
AUGUST 21-22, 2018	New Teacher Orientation
SEPTEMBER 2018	Individual pairs of mentors and new staff establish a schedule of *on-going* meetings for the upcoming school year. Building principals/administrators establish a schedule of meetings with the new staff for the upcoming school year. Building principals forward updated list of inductees and mentors for current school year to mentoring committee.
SEPTEMBER 20, 2018	Teacher Evaluation training Year I New Staff
OCTOBER 25, 2018	DW Mentoring Program meeting for all mentors & new staff –Yrs. I & II Topic: "Fostering Meaningful Conversations"
OCT. 22 – 26, 2018	New staff visits mentor's classroom.
DECEMBER 6, 2018	Required district-wide meeting for all Year I New Staff Logs are submitted. Topic: "Mindfulness and Goalsetting"
FEBRUARY 7, 2019	Required district-wide meeting for all year I New Staff Topic: "Communication and Mindfulness"
FEB. 11-15, 2019	Mentor visits new staff's classroom.
MARCH 7, 2019	Required district-wide Year 2 meeting – Mentors and New Staff Topic: "Effective Communication"
MARCH 14, 2019	Required district-wide meeting for all Year I New Staff Topic: "Reflective Practice and Mindfulness"
MAY 2, 2019	Required district-wide meeting for all mentors to discuss and assess the program. - Final logs are submitted. - Mentoring Program evaluations are completed on-line in advance. - Teacher Evaluation – finalize evidence and reflection.
JUNE 2019	The Foxborough Mentoring Program Co-Chairs and the Assistant Superintendent meet to review the program.

ROLES AND RESPONSIBILITIES

All involved will meet before the beginning of the school year with the new teachers to provide an initial orientation and to schedule activities for the new school year.

A. New Staff will:
- Play an active role in the mentoring relationship
- Critically reflect on his/her own practices
- Observe experienced teachers at work
- Participate regularly in programs organized for New Teachers
- Remain open to feedback in order to develop as a professional
- New Teacher will attend four *Skillful Teacher* Workshops (see calendar for dates).

B. Mentor will:
- Participate in a mentor training program
- Ensure a strong start to the year
- Observe New Teacher teachers at work
- Provide instructional support
- Provide professional support
- Provide personal support
- Maintain a confidential relationship with the New Teacher
- Maintain a comprehensive mentoring log
- Acquire a thorough knowledge of the mentoring program booklet
- Serve as a resource

C. Mentor Co-Chairs will:
- Explain the mentoring process to the faculty
- Train all new mentors during the New Teacher Orientation in August
- Make available mentoring resources
- Collect updated mentor/inductee list from principals
- Request mentor's preference for compensation
- Establish meeting schedules for New Teachers and their mentors
- Plan and oversee inductee/mentor meetings throughout the year
- Follow up on recommendations made by each group
- Collect/analyze inductee/mentor surveys
- Update and revise mentoring program handbook
- Make appropriate recommendations to the PD Committee
- Meet with the Assistant Superintendent in August and as needed throughout the school year

D. Principal will:
- Establish a collegial school culture
- Ensure reasonable working conditions for the inductee
- Conduct an orientation program
- Conduct the formal evaluation of the inductee
- Notify staff that mentoring positions may be available
- Oversee the selection of mentors
- Respect the confidential relationship between the New Teacher and the mentor
- Notify mentor coordinators of mentor/New Teacher changes throughout the year

F. Professional Development Committee will:
- Provide ongoing professional development
- Provide subject specific curriculum development

PROCESS FOR MENTOR SELECTION AND MATCHING

In May, the building principal will notify all staff that mentoring positions may be available.

By June, any teacher interested in mentoring will notify their building principal in writing. Principals and department chairs/program specialists will collaborate on the selection of mentors.

The following qualifications will be used in the selection of mentors:

- At least five (5) years of teaching experience, preferably in the Foxborough School System
- Participation in mentor training
- Accessibility to the New Teacher
- Knowledge and adherence to the Massachusetts Curriculum Frameworks
- Awareness of the merits of different teaching styles
- Ability to teach to the diverse learning styles of students
- Knowledge about the resources in the school and district
- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year
- Ability to maintain a confidential relationship

LIST OF PAIRING FACTORS

The following factors are helpful in determining a good match of mentors with New Staff:

- Teaching experience (when & where)
- Grade level
- Content area
- Availability of common planning time
- Physical proximity of classrooms
- Teaching style and philosophy
- Common interests

It should be stressed from the outset that no match is permanent and can be changed at the request of either person. It should be noted that a mentoring relationship that does not work need not be seen as a failure, but rather a difference in style.

MENTOR TRAINING

Foxborough has developed a formal training program based on the following guidelines. The training has been managed at the district level and carried out by staff members. These staff members have been trained through various local and state organizations. In August, training for new mentors will take place in conjunction with the two-day orientation for new teachers.

All mentors need to be trained because good teachers of children do not necessarily make good coaches for adults (603 CMR, 7.12 [b]). Mentors must receive training in the skills of effective mentoring and strategies for supporting new teachers to be successful in a standards-based classroom. This training should be managed at the district level because at this level districts can ensure the same quality of training for all of their mentors.

In choosing trainers, districts should look to their own teachers who are experienced mentors, to consultants, professional associations and other recognized professional development providers. Districts may also choose to have their prospective mentors participate in Mentor Training Institutes sponsored by the Department of Education.

Elements of the training may include:
- Role of a mentor
- Analysis of teaching strategies
- Observation skills
- Strategies for conferencing and feedback
- Diagnosing and analyzing classroom management issues
- Problem solving skills
- Reflective practice
- Using student work to evaluate and inform practice
- Classroom management

Districts are required to assign all New Teachers to a mentor within the first two weeks of teaching (603 CMR, 7.12 [2b]). Mentor assignments should not be decided until after the New Teacher is hired and his/her individual needs are considered in the match. *

*From the Proposed Massachusetts Guidelines for Induction Programs.

COMPENSATION

The Foxborough Mentoring Program, for which the mentor is compensated, is designed to encompass a two-year cycle. The mentor will receive a stipend or in-service credit.

Year-one mentors and New Staff will conference at least twice a month. It is understood that weekly/daily meetings are necessary for the support program to be successful. In order to receive the stipend the mentor must submit to the Assistant Superintendent six (6) log entries (minimum) at the December meeting; an additional six (6) log entries (minimum) must be submitted to the Assistant Superintendent at the May meeting. At a mutually agreed upon time, mentors and New Staff should meet for six (6) hours prior to the opening of school. New mentors must participate in a mentor-training workshop during new teacher orientation in August.

Year-two mentors and New Staff will conference at least once a month. In order to receive a stipend, the mentor must ensure that the new staff submits to the Assistant Superintendent three (3) log entries (minimum) at the December meeting; an additional three (3) log entries (minimum) must be submitted to the Assistant Superintendent at the May meeting. At a mutually agreed upon time, mentors and New Teachers must meet for three (3) hours prior to the opening of school. Please note: New teachers who hold an Initial License will need 50 hours of advanced mentoring beyond the induction year.

Experienced teachers who are new to the district or teachers who are making significant changes to their teaching assignments and require the support of a mentor will be considered year-two New Staff, but will be required to attend some of the year 1 induction meetings. In these cases, the mentoring program will be customized to the teacher depending on background and experience.

For first year inductee:

> Mentors receive:
> - Annual stipend (per contract) or 2 inservice credits*
>   FY 19 stipend = $1000 per inductee
> - 15 PDP's in content based pedagogy

For second year inductee:

> Mentors receive:
> - Annual stipend (per contract) or 1 inservice credit*
>   FY 18 stipend = $600 per inductee
> - 15 PDP's in content-based pedagogy

According to Massachusetts Department of Elementary and Secondary Education regulations, the total number of PDP's a mentor can receive is thirty (30) per five-year recertification cycle.

*There is a three (3) in-service credit cap for mentoring. Compensation for mentoring is based on the language in the current teacher contract.

MENTORING LOG FORMAT

The format for log entries is standard throughout the system. The *Mentoring Log* form can be found at the FPS website under *Faculty*.

All entries should include the following information:
- Names of mentor/new staff
- Date/time
- Length of meeting
- Topic discussed (Be specific)
- Activity/focus
- Observations (When applicable)

The mentor must submit a completed *Mentoring Log* form in order to receive compensation. If the mentor has any questions about log format or content s/he should discuss any questions with the building liaison. Mentor logs are used to help the mentor committee and the district identify common themes that arise that could be addressed through professional development or other resources. These logs are not used for evaluation purposes and are kept confidential.

SAMPLE MENTOR LOG

New teacher: Dates:
Mentoring teacher:

Date	Time	Topics Discussed
1/24/19	2:30 – 3:30	Reviewed schedules to determine best time for meeting Discussed areas of concern and assessed needs within classrooms Answered questions related to new IEP software
1/31/19	2:20 – 4:00	Discussed reading strategies to be applied within small group instruction Whole class versus small group instruction How can we work on objectives in reading within the classroom? Discussion of reading instruction
2/9/19	2:20 – 3:15	Looked at individual IEP's Discussed concerns and specific needs of individual students How can these needs be met in the classroom?
2/16/19	2:25 – 3:30	Reviewed behavior charts and programs for specific behavior needs Examined behavior programs used from last year Reviewed Storyface Map; showed the article and discussed strategy
3/2/19	2:20 – 3:30	Shared information regarding MCAS testing Discussed accommodations and amendments for IEP's
3/16/19	2:30 – 3:00	Continued discussion of specific students and needs during MCAS Looked at books on tape
3/23/19	2:30 – 3:30	Developed strategies for writing and solving math word problems

Foxborough Public Schools
Mentoring Log

Teacher (New Staff):_____ School Year:_____
Teacher (Mentor):_____ Building:_____

Date	Time	Topics Discussed

APPENDICES

Mentoring Checklist

Mentoring Task Calendar

Mentoring Program Evaluation

2018 - 2019 School Calendar

Mentor/Inductee Checklist

School Layout
_____ washrooms
_____ teachers' work area
_____ teacher's lunch area
_____ main office/secretaries
_____ supply room
_____ custodians' office
_____ school forms
_____ library
_____ bus entrance
_____ teachers' parking
_____ nurse's office
_____ guidance office
_____ music rooms
_____ art rooms
_____ language rooms
_____ gym/health rooms

Building Procedures
_____ staff meetings
_____ working hours for teachers per contract
_____ extra duties
_____ clubs and activities
_____ field trips (busses/chaperones, etc.)
_____ homeroom attendance
_____ Open House
_____ Parent/Teacher Conferences
_____ movement of students (exits/lunchtime, etc.)
_____ dress codes (students and teachers)
_____ District-Wide Emergency Response Book
_____ lunch supervision
_____ student accidents/emergencies
_____ issues specific to the building
_____ cafeteria procedures
_____ TAT
_____ BBST
_____ computer lab
_____ 504 plans

Access to Resources and Resource People
_____ supply requisitions
_____ AV equipment requests
_____ computer access for teachers
_____ computer access for students
_____ ordering textbook
_____ ordering consumables
_____ building technical support person
_____ instructional technologies
_____ librarian
_____ social worker
_____ guidance counselor
_____ custodian
_____ ELA and Math directors
_____ school nurse

Curriculum
_____ review of text and materials
_____ review of district curriculum (scope & sequence)
_____ central office curriculum staff
_____ management/pacing of curriculum
_____ lesson plan procedures/ expectations
_____ subject matter "experts" on staff
_____ teaching teams
_____ grading procedures
_____ homework/testing policies
_____ report cards/progress reports
_____ opening day schedule (plans and procedures)
_____ first week of planning
_____ substitute plans folder
_____ assessment dates (MCAS, SAT, etc)
_____ Response to Intervention (RtI) overview

Organization of Classroom
_____ options for room arrangement
_____ student traffic patterns
_____ storage and access of classroom materials
_____ student access to classroom materials
_____ displaying fire drill procedures
_____ reading centers

Special Education
_____ IEP process
_____ IEP services
_____ review of IEPs
_____ Special Education Procedures
_____ consult meetings/liaisons
_____ IEP meetings/protocol
_____ IEP pay slips
_____ pull-out/inclusion programs
_____ purpose of BBST

Discipline Protocol
_____ establishing expectations for classroom behavior
_____ what works for the mentor
_____ behavior expectations of students outside of class
_____ formal discipline procedures
_____ referral process for inappropriate behavior
_____ consequences for extreme behavior problems

Personal and Professional Procedures
_____ review of teachers' contract
_____ review of mentoring handbook
_____ snow days/call list
_____ procedure for calling in sick
_____ personal and professional days
_____ professional development opportunities
_____ confidentiality of student
_____ confidentiality of collegial issues
_____ evaluation process (see contract)
_____ union issues/FEA representative in building

Mentoring Task Calendar

Upon Assignment of New Staff

_____ Initial Consultation

_____ Exchange Phone Numbers

_____ *Procedures for Ordering Supplies*

_____ Copies of Curriculum

_____ Copies of Grade Level Texts

_____ Copies of *Mentoring Program*

_____ Review Mentor Handbook with New Staff

_____ Copies of *Program of Studies*

_____ Building Handbook

_____ Contract

August

_____ Mentor Training Workshop
- **Aug. 22, 2018**

_____ 1 to 2 weeks before school opens, set up classroom

_____ Preparation of materials for start of school

_____ Building Layout

_____ Tour of Machines (copiers, etc.)

_____ Fire/*Emergency* Drill Procedures

_____ Building Accessibility/ Reserving Rooms for Activities

_____ Confidentiality Issues

_____ Introduction to Technology (phones, VCR's, computers, and TV's)

_____ Lesson Plan Requirements/ Substitute Folder

_____ Attend three PD days
- **Aug. 28, 29, 30, 2018**
- meeting days (All Staff)

_____ Schedule Planning with Special Education Liaison

Prior to First Day of School

_____ Bus List/ Bus Duty Expectations

_____ Attendance List/ Procedures

_____ Cafeteria Procedures

_____ Recess Procedures

_____ Before School procedures

_____ Dismissal Procedures

_____ Mailbox and E-mail Procedures

_____ Bathroom Procedures

_____ Working with classroom assistants

_____ Late Bus Schedule

_____ Teacher Absence/Contact Person and number

_____ Specific Building Issues

_____ Duties

_____ Plan weekly meetings with inductee/record in mentoring log

_____ Dress code

Mentoring Task Calendar

September

_____ Review Substitute Procedures/Sub line (Contact person & subfolder)

_____ Special Education Folders

_____ Discuss Professional Days/ Courses/Workshops/ Reimbursement

_____ Tracking of forms (insurance, health, census cards, emergency cards, allergies)

_____ Establish routine for sending home notices

_____ Review Evaluation Forms/ Professional Development Goals

_____ Volunteers in the school/ classroom / CORI forms

_____ Review Open House

_____ Parent Communication

_____ Staff/Grade Level/ Departmental Meetings

_____ Holidays/School Culture

_____ Dress code

_____ Review IEP's/Special Education Forms

_____ Discipline Protocol

_____ New Staff Teacher Eval. Training
- **Sept. 20, 2018**

October

_____ Continue to meet weekly/ document in mentoring log

_____ Observe and give feedback

_____ Prepare for Progress Reports

_____ Staff Development Day

_____ Field Trip Procedures/CORI forms

_____ Extra-Curricular Activities

_____ Review Evaluation Document

_____ Assessment Tools

_____ Discuss Personal Days

_____ Inductee's Meeting

_____ *D-W Mentoring Program meeting* **All Year I&II Mentors and New Staff**
- **October 25, 2018**

_____ SAT/PSAT (as applies)

_____ New Staff visits Mentor's classroom during the week of:
- **Oct. 22 - 26, 2018**

November

_____ Continue to meet weekly/ document in mentoring log

_____ Observe and give feedback

_____ Prepare for Parent Conferences

_____ Preparation for close of Term 1 grades

_____ Early Release Day Policies (Parent Conference Days)

Mentoring Task Calendar

December

_____ Continue to meet weekly/ document in mentoring log

_____ "Mindfulness and Goalsetting" Workshop for New Staff, Year I Logs required
- **December 6, 2018**

_____ Observe and give feedback

_____ Prepare for Term 2 Progress Reports

_____ School Policies on Holiday Celebrations

_____ Prepare for Vacation

January

_____ Continue to meet at least twice a month/document in mentoring log

_____ Observe and give feedback

_____ Prepare for Report Cards

_____ Mid-year review
- **Jan. 24, 2019**

February

_____ Continue to meet at least twice a month/document in mentoring log

_____ Observe and give feedback

_____ Discuss Standardized Testing

_____ Workshop for New Staff, Year I "Communication and Mindfulness"
- **February 7, 2019**

_____ Prepare for Vacation

_____ Mentor visits New Staff classroom
- **Feb. 11-15, 2019**

Mentoring Task Calendar

March

_____Continue to meet at least twice a month/document in mentoring log

_____ Observe and give feedback

_____ Prepare for Progress Reports

_____ Workshop for New Staff, Year 2 "Effective Communication"
- **March 7, 2019**

_____ Workshop for New Staff, Year 1 "Reflective Practice and Mindfulness"
- **March 14, 2019**

April

_____Continue to meet at least twice a month/document in mentoring log

_____ Observe and give feedback

_____ Prepare for Report Cards

_____ MCAS Preparation/Testing

_____ Prepare for Vacation

_____ Order materials

_____ Complete Mentoring Survey New Teacher/Mentor complete survey on-line
- **April 25, 2019**

May

_____Continue to meet at least twice a month/document in mentoring log

_____Observe and give feedback

_____Prepare for Progress Reports

_____Placement Input

_____MCAS Preparation/Testing

_____Required district wide meeting for all inductees and mentors
- **May 2, 2019**
- Assess program
- logs due at this meeting

Mentoring Task Calendar

June

_____Continue to meet at least twice a
month

_____ Explain 'End of School'
Activities

_____ Prepare for Report Cards

_____ Complete Student Files

_____ Explain Room Closing / Store
Materials

_____ Review and reflect the year, talk,
prepare, for the next year

_____ Explain 'Last Day of School'
Procedures

_____ Notify principal about
intention to mentor

Mentoring Program Evaluation

In late April or early May all mentors and New Staff will be required to complete an online survey to help the district evaluate the quality of the mentoring program and identify strengths and areas for improvement. All surveys must be completed and submitted prior to the final mentor/New Teacher meeting in May so that results can be compiled and discussed at that time.

In addition, all year one New Staff will complete an individual needs assessment to help personalize the mentoring experience in year two.