

The Bourne Public Schools mission is to connect individuals to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum, and assure universal accountability that supports the success of all students.

Bourne Public Schools
Teacher Induction and Mentoring Action Plan
Action Plan 2015-2016

Prepared by Induction and Mentoring District Steering Committee

1. Envision an Effective Induction and Mentoring Program Aligned to Teacher Evaluation

The mission of the Bourne Public Schools Induction and Mentoring Program is to maximize the potential of each teacher new to the profession to become an effective member of the educational community by providing multiple levels of support, advice, and education. By focusing on the objectives of the school committee and the district's strategic plan, the Induction and Mentoring Program will increase teacher reflection on efficacy and outcomes, promote collegiality and collaboration, foster effective engaging teacher practices, and optimize student learning in the district. The program will also assist beginning teachers to work toward proficiency as defined by the Educator Evaluation System.

The goals of the two-year Induction and Mentoring Program are to:

- Build and maintain relationships based on mutual trust, respect, and professionalism
- Provide access to mentors for all beginning teachers
- Retain beginning teachers
- Promote professional development
- Encourage and foster sharing and reflection
- Share pertinent characteristics of the school and its culture
- Build competence in standards aligned with the Educator Evaluation System
- Enable beginning teachers to meet diverse needs of all students

Program focus for the first year is direct with frequent mentoring; one-to-one support decreases over the course of the second year. The Induction and Mentoring Program aligns to all of the current *DESE Guidelines*.

2. Engage a District Steering Committee

The District Steering Committee is charged with developing, evaluating, and refining the Induction and Mentoring program. The committee includes a central office administrator, a building administrator,

and the lead mentors. Mentors will be assigned one mentee per school year unless there are unusual circumstances; in no case will a mentor have more than two mentees. Mentees and mentors are matched through the mentor application process and the Mentee Compatibility survey that new teachers receive in their hiring packets.

3. Formal Beginning Teacher Support Activities

Resource Required	Funds Needed:
Mentor and mentee curriculum for years one and two published in ATLAS	Stipends for curriculum work per CBA
Texts: <i>Instructional Practices that Maximize Student Achievement</i> ; <i>First Days of School</i>	\$25 each
Two day mentor/mentee orientation prior to school opening	Provisions
Peer observations	Substitutes

A. Sample Day One Orientation for Beginning Teachers

The first day will focus on introducing the mentees to the school and the culture of the school community.

- Mentor/mentee breakfast
- Introductions to Central Administration
- Overview of Human Resources including payroll
- Overview of Induction and Mentoring Program including schedule
- Distribution of *Instructional Practices that Maximize Student Achievement*
- District vision, mission, goals, DIP
- Overview of Educator Evaluation System
- Overview of ATLAS curriculum maps
- Overview of Power School
- Introduction to BEA
- District Tour

B. Sample Day Two Orientation

- Q and A Breakfast
- Meet building administrators
- School routines/Nuts and Bolts

- Mentor and mentee meetings in buildings

C. Mentoring Sessions – Year One

Mentors and mentees will meet on a weekly basis at varying lengths of time ranging from 10 to 30 minutes, depending on the mentees' needs. Mentors will keep an initialed log of meeting dates, times, topics discussed; mentees will keep a weekly self-reflective log. The focus of these sessions may be the text, *Instructional Practices that Maximize Student Achievement*, an orientation to students and their families in the community, supports relative to educator evaluation, and/or the promotion of a classroom environment conducive to the learning process. Meetings may also address goal setting, assessment of data to guide instructional practices, and/or high engagement of students as active learners – all of these topics are included in the text. Additional topics will reflect areas of need and interest as determined by the mentor and mentee.

D. Group Mentoring Sessions – Year One

All lead mentors, mentors and mentees will meet after school on a monthly basis in various configurations to meet the requirements of the Scope and Sequence. Meetings will run approximately 1 hour in length. The primary goal of group mentoring meetings is to establish relationships with fellow mentees and mentors in addition to the assigned mentor-mentee pair, to provide a discussion forum to discuss strategies or concerns mentees may have, and to meet the objectives of the Induction and Mentoring Program curriculum.

E. Peer Observations

No later than October 1, the mentor will have observed the mentee at least once, and mentors and mentees will observe one another no less than twice. As a result of feedback from mentors, mentees will also shadow a teacher for a day. The following are acceptable protocols for observations.

- SRI “First Classroom Visits”, “Observer as Learner”, “Learning from Observations of Our Classrooms”
- Annenberg Institute “Peer Observation”
- Protocols also available at NSRF.org

Two additional peer observations are required in the first year, either mentor/mentee or another educator as mutually decided.

F. Mid-Year and End of the Year Evaluation:

No later than November 1, the mentoring partners, using the Standards and Indicators of Effective Teaching Practice as identified in the Educator Evaluation System, will formatively assess the teacher's performance. The mentee will also assess the effectiveness of the Induction and Mentoring Program to date. The end of the year program evaluation will assess the mentoring experience from mentee and

mentor perspectives with a focus on the strengths of the program and suggestions for improvement of the program.

G. Closing Procedure

Mentors and mentees will meet at the end of the school year to complete the End of Year Evaluation and other tasks including awarding of Year One completion certificates to mentees and collection of mentor logs. Action planning to meet the additional 50 hours in year two will also take place.

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

Program Components for Mentors

Resource:	Funds Needed:
Curriculum for mentors posted in ATLAS	Stipends for curriculum work per CBA
Mentor Application	
Texts: <i>Instructional Practices that Maximize Student Achievement</i> and assorted readings for mentors	\$25 each
One day mentor training during Orientation	Provisions and one day’s pay
One day with the mentee during Orientation	
Lead mentors	Stipend per CBA
Mentors	Stipend per CBA

A. One day mentor training

The District Steering Committee will review the BPS Induction and Mentoring Program with mentors – why we need a program, specific requirements including the log, confidentiality, the curriculum and its connection to the Educator Evaluation System, and specific issues related to adult learners. The day will include sessions on fostering self-reflection, meeting the needs of beginning teachers, and building a mutually productive relationship with a mentee. Peer observation and feedback protocols, practices, and techniques will also be shared and practiced. Mentors will attend both days of orientation, the first day consisting of this training.

Year two: Lead mentors will alternate facilitation of a monthly meeting with Year Two beginning teachers after school.

B. Assessment and Evaluation

Lead mentors will design assessments/surveys guided by the curriculum to evaluate the success of support for beginning teachers in their transition to assigned schools. The main components for

assessment of the program include contact time with mentees, quality of interactions, quality of the relationship with the mentor, student outcomes, integration within the school and culture, and modeling of best practice.

C. Facilitation of Meetings

Lead mentors coordinate and facilitate monthly mentoring meetings and provide a checklist of appropriate topics for mentor-mentee meetings.

D. Curriculum

The District Steering Committee designs and annually revises curriculum for district mentors using the principles promoted through effective research-based programs, *Instructional Practices that Maximize Student Achievement*, and that satisfy the **Standards and Indicators of Effective Teaching Practice** as established in the Educator Evaluation System. Mentors will receive training on selected topics from select chapters of the book, how to complete assessment logs, goal setting and tracking, and teacher observations. Additionally, lead mentors will provide mentors with appropriate meeting topics and assist in coordinating activities for weekly meetings using a variety of resources.

E. Management and Monitoring

All activities and the curriculum will be monitored by the district team. If it is determined by November 1 that the mentee-mentor match is unproductive and untenable by either parties, a new mentor will be assigned.

F. Additional Training

After the initial summer training sessions, lead mentors will provide on-going support for all mentors in the program. Two one-hour sessions from scheduled in-service days will be reserved for additional training and reflection with the mentoring team.

G. Reflection and Revision

The District Steering Committee will collaborate on a quarterly basis to discuss program progress and to reflect on feedback received from mentors and mentees. Administration will share the successes and plan of the Induction and Mentoring Program with the School Committee and local newspapers.

Criteria for Becoming a Mentor:

A teacher must hold a professional license and professional status within the district.

- Outstanding, experienced teachers whose teaching reflects robust knowledge of the curriculum – knowledge, skills, transfer goals
- Proficient in all teaching standards

- Able to meet diverse needs of all students
- Knowledgeable about the professional and community resources available in the district
- Able to maintain a confidential relationship
- Organized to make regular observations and meetings with beginning teachers
- Serve as a liaison to other teachers who have strengths in specific areas

An application process will be implemented to ensure a quality Induction and Mentoring Program.

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

Assessment and Evaluation - Lead mentors will design assessments/surveys to evaluate the success of supporting beginning teachers in the transition as educators in the assigned school. The main components for assessment of the program include contact time with mentees, quality of interactions, quality of the relationship with the mentor, student outcomes, integration within the school and culture, and modeling of best practice. The District Steering Committee is responsible for submitting the Annual Report to DESE.

6. Sustain your District Action Plan Vision and Maintain a Qualified Mentor Pool using a 'Train the Trainer' model

Management and Monitoring

The District Steering Committee is responsible for: monitoring activities, topics of discussion, and providing additional support materials as requested by mentor-mentee pairs; tracking meeting and observation hours; maintaining a current and productive mentor pool; and monitoring the efficacy of the curriculum. Each year a needs assessment will be conducted to determine the number of mentors needed and number to be trained due to new hires in the district. Additionally, all formerly trained mentors may attend the one or both one-hour refresher sessions held during the school year.

7. Share

Reflection and Revision - The lead-mentors will collaborate on a monthly basis to discuss program progress and to reflect on feedback received from mentors and mentees. Lead mentors will meet quarterly with the district team to report on the success and direction of the Induction and Mentoring Program. The district team will share the successes and future plans of the Induction and Mentoring Program with the School Committee and local newspapers.

Mentoring Forms and Documents

Link to Mentoring Application

<https://www.surveymonkey.com/r/JMPCBDS>

Link to Teacher Mentor Coordinator Application

<https://www.surveymonkey.com/r/SCT63ZW>

Link to Mentoring Compatibility Survey included in beginning teacher packets

<https://docs.google.com/forms/d/1t1LmB0UgNhD0wQ2ma1fejz1bg6dynOx047wJ4AEYvw/printform>