Foxborough Public Schools Mentoring Program Handbook

"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

Foxborough Public Schools
Mentoring Program Committee

Amy A. Berdos, Ed.D., Superintendent

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

Mentor Coordinators:

Lisa Alden (Igo Elementary 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 Faculty 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 Faculty 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 faculty. In addition mentoring programs help retain promising teachers. According to *Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers"* (Radford, 2017), a mentoring program should focus on the following principles:

- Acknowledging who you are and what you bring to the mentoring experience
- Building a relationship with your mentee
- Creating opportunities for mentoring conversations
- Participating in Ongoing reflection
- Maintaining a professional community of learners

ELIGIBILITY FOR FIRST YEAR MENTORING PROGRAM

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

In year one, the Mentor will maintain the log of mentoring activities. The Mentor will serve as a resource for the New Faculty in order to meet the 50-hour requirement for advanced mentoring. Mentoring activities in year one can be found in the Mentoring Program Resources provided to mentors and mentees.

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 New Faculty. They will be required to attend the year I induction meetings. New Faculty who hold an Initial License will need 50 hours of advanced mentoring beyond the induction year.

ELIGIBILITY FOR SECOND YEAR MENTORING PROGRAM

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

In year two, the New Faculty will maintain the log of mentoring activities. The year two mentor will serve as a resource for the New Faculty to meet the 50-hour requirement for advanced mentoring. Mentoring activities in year two will be based on the individual teacher's needs.
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 Faculty 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 Faculty but, rather, a collaborator with the New Faculty. 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 2021	Building Principals will notify all faculty members that mentoring positions may be available.
June-August 2021	Mentors are selected and notified by school administrators. New faculty are paired with their mentors.
August 18 & 19	New Teacher Orientation for Year 1 faculty
August 19, 2021	Mandatory Mentor Training Workshop for *ALL year 1 Mentors FHS room 110, 9:00-11:15 AM Mentors will then join new faculty in the 2nd floor LMC for Program Overview
September 2021	Individual pairs of mentors and new faculty establish a schedule of ongoing meetings for the upcoming school year.
October 18-22, 2021	New Faculty visits Mentor Classroom
February 24-28, 2022	Mentor visits New Faculty Classroom

The following chart details the meetings that are **mandatory** throughout the school year:

Year I New Faculty	**YEAR I Mentors**
❖ September 22, 2021 Teacher Evaluation Training ❖ October 13, 2021-Full Program Meeting ❖ December 15, 2021: New faculty only ❖ February 16, 2022: New faculty only ❖ April 13, 2022: New faculty only ❖ May 18, 2022: Final Mentor Program Meeting	❖ October 13, 2021 Full Program Meeting ❖ December 15, 2021: Logs submitted electronically to mentoring coordinator (attendance at meeting **NOT** required) ❖ May 18, 2022: Final Mentor Program Meeting (Final logs electronically submitted to mentoring coordinators)
Year II New Faculty	**YEAR II Mentors**
❖ October 13, 2021 Full Program meeting ❖ December 15, 2021: Logs electronically submitted to mentoring coordinators (attendance at meeting **NOT** required) ❖ March 16, 2022: Year 2 New faculty and Mentors ❖ May 18, 2022: Final Mentor Program Meeting- Final logs electronically submitted to mentoring coordinators	❖ October 13, 2021 Full Program Meeting ❖ March 16, 2022- Year 2 Mentors and New Faculty ❖ May 18, 2022: Final Mentor Program Meeting

ROLES AND RESPONSIBILITIES

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

A. New Faculty will:
- Play an active role in the mentoring relationship
- Critically reflect on his/her own practices
- Observe experienced colleagues at work
- Participate regularly in programs organized for New Faculty
- Remain open to feedback in order to develop as a professional
- Attend four *mandatory* New Faculty Mentor Workshops (see calendar for dates – please plan accordingly).

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

C. Mentor Coordinators will:
- Explain the mentoring process to the faculty
- Train all new mentors during the New Faculty Orientation in August
- Make available mentoring resources
- Collect updated Mentor/New Faculty list from principals
- Request mentor's preference for compensation
- Establish meeting schedules for New Faculty and their mentors
- Plan and oversee New Faculty/Mentor meetings throughout the year
- Follow up on recommendations made by each group
- Collect/analyze New Faculty/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 New Faculty
- Conduct an orientation program
- Conduct the formal evaluation of the New Faculty
- Notify staff that mentoring positions may be available
- Oversee the selection of mentors
- Respect the confidential relationship between the New Faculty and the Mentor
- Notify Mentor Coordinators of Mentor/New Faculty 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 Faculty
- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year
- Knowledge and adherence to the Massachusetts State Standards and Teacher Evaluation tool
- Ability to maintain a confidential relationship
- 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

LIST OF PAIRING FACTORS

Building administrators and the mentoring team do their best to ensure suitable matches for the mentoring program; however, there are instances where pairings may not exactly align.

It should be stressed that no pairing is permanent and can be changed at the request of either participant. If a change is necessary, the individual should contact the mentoring program coordinators to begin the process of reassignment.

The following factors are helpful, but not limited to, in determining a good match of mentors with New Faculty:

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

MENTOR TRAINING

The important work that mentors do to support the development of New Faculty and to welcome them to our district is a highly valued role in the Foxborough Public Schools. In order to have high quality mentoring, we believe that our mentors should have sufficient training and resources to assist them in their work. Therefore, new mentors will receive training in August, in conjunction with the two-day orientation for new faculty.

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 faculty to be successful in a standards-based classroom. This training is conducted by the Mentoring Program coordinators.

All mentors will receive the Mentoring Program Guidebook, which provides literature, monthly reflections, assistance with classroom observations, and ideas for mentoring conversations. This resource is connected to the state endorsed *Mentoring in Action* program, developed by Carol Pelletier Radford.

In choosing program coordinators, 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 Faculty 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 Faculty 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 I mentors and New Faculty will conduct on-going opportunities to meet throughout the year. It is understood that weekly/daily meetings are necessary for the support program to be successful. In order to receive the stipend the **mento**r must electronically submit their logs to the Mentoring Program Coordinators at the December meeting. Logs should be typed into a Word/Excel document. (Please see sample mentor log on page 15 of the handbook.) At this time, the logs should reflect progress toward attainment of the full-year completion of 50 hours. In May, the mentor will electronically submit their completed 50 hours of log entries to the Mentoring Program Coordinators. At a mutually agreed upon time, mentors and New Faculty should meet for six (6) hours prior to the opening of school. New mentors must participate in a mentor-training workshop during new faculty orientation in August.

Year II mentors and Year II New faculty will conduct on-going opportunities to meet throughout the year. In order to receive a stipend, the mentor must ensure that the **Year II New Faculty** electronically submits their logs to the Mentoring Program Coordinators at the December meeting. Logs should be typed into a Word/Excel document. (Please see sample mentor log on page 15 of the handbook.) At this time, the logs should reflect progress toward attainment of the full-year completion of 50 hours. In May, the **Year II New Faculty** will electronically submit their completed 50 hours of log entries to the Mentoring Program Coordinators. At a mutually agreed upon time, mentors and New Faculty must meet for three (3) hours prior to the opening of school.

For first year inductee:

       Mentors receive:
- Annual stipend (per contract) or 2 in-service credits*
  FY 22 stipend = $1000 per inductee
- 15 PDP's in content based pedagogy

For second year inductee:

       Mentors receive:
- Annual stipend (per contract) or 1 in-service credit*
  FY 22 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.

<u>Mentoring Program Evaluation</u>

In late April or early May **ALL** mentors and New Faculty 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 Faculty meeting in May so that results can be compiled and discussed at that time.

MENTORING LOG FORMAT

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

<u>*All*</u> entries should be typed into a Word/Excel document and include the following information:

- Names of Mentor/New Faculty
- Date/time
- Length of meeting
- Topic discussed (**<u>Please be specific</u>**)
- Activity/focus
- Observations (When applicable)

Please see information regarding submission of mentor logs under the COMPENSATION section of this handbook. Mentor logs are used to help the Mentor Program Coordinators 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.

<u>SAMPLE MENTOR LOG</u>

New Faculty: Dates:
Mentoring teacher:

<u>Date</u>	**<u>Time</u>**	**<u>Topics Discussed</u>**
1/24/21	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
1/31/21	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
2/9/21	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?
2/16/21	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
3/2/21	2:20 – 3:30	Shared information regarding MCAS testing Discussed accommodations and amendments for IEP's
3/16/21	2:30 – 3:00	Continued discussion of specific students and needs during MCAS Looked at books on tape
3/23/21	2:30 – 3:30	Developed strategies for writing and solving math word problems

Foxborough Public Schools
Mentoring Log

Teacher (New Faculty):_____School Year:_____
Teacher (Mentor):_____ Building:_____

Date	*Time*	*Topics Discussed*

APPENDICES

Mentoring Checklist

Mentoring Task Calendar

2021 - 2022 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
_____ SST
_____ 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)
_____ DCAP & MTSS Protocols

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 Faculty

_____ Initial Consultation

_____ Exchange Phone Numbers

_____ Procedures for Ordering
Supplies

_____ Copies of Curriculum

_____ Copies of Grade Level Texts

_____ Copies of *Mentoring Program Handbook*

_____ Review Mentor Handbook with
New Faculty

_____ Copies of *Program of Studies* (if
applicable)

_____ Building Handbook

_____ Contract

August

_____ Mentor Training Workshop

_____ 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
(including phones *&* ReadySub)

_____ Lesson Plan Requirements/
Substitute Folder

_____ Attend all PD days

_____ 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 Education
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 Faculty Evaluation Training

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

_____ SAT/PSAT (as applies)

November

_____ Continue to meet weekly - document in mentoring log

_____ Observe and give feedback

_____ Prepare for Parent Conferences

_____ Preparation for close of Term 1 grades (Middle and High School)

_____ Early Release Day Policies (Parent Teacher Conferences)

Mentoring Task Calendar

December

_____ Continue to meet weekly - document in mentoring log

_____ 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

February

_____ Continue to meet at least twice monthly and document in mentoring log

_____ Observe and give feedback

_____ Discuss Standardized Testing

_____ Prepare for Vacation

Mentoring Task Calendar

March	**April**	**May**

March

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

_____ Observe and give feedback

_____ Prepare for Progress Reports

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

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

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