



**HADLEY PUBLIC SCHOOLS MENTOR PROGRAM**

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## Table of Contents

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<b>Hadley Public Schools Mentor Program .....</b>	<b>1</b>
The Goals of a Mentoring Program .....	2
Confidentiality .....	2
Matching.....	2
“No Fault” Bail-Out Process .....	2
<b>Roles and Responsibilities of Mentors .....</b>	<b>3</b>
<b>Roles and Responsibilities of New Teachers .....</b>	<b>3</b>
<b>Roles and Responsibilities of the Principal and/or Designee .....</b>	<b>3</b>
<b>Roles and Responsibilities of the Superintendent/Central Office .....</b>	<b>4</b>
<b>Roles and Responsibilities of the School Committee .....</b>	<b>4</b>
<b>Orientation .....</b>	<b>4</b>
<b>Year-At-A-Glance Checklist.....</b>	<b>5-8</b>
<b>Maintaining a Log of Hours and Activities.....</b>	<b>8</b>
<b>Observations .....</b>	<b>8-10</b>
<b>Resources.....</b>	<b>11-12</b>

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## **Hadley Public Schools Mentor Program**

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The HPS Mentor Program is a collaborative model of professional development in which veteran and teachers new to the district are paired to provide a framework of professional and emotional support for the new teacher. The mentor program provides regular, structured support as the new teacher works together with a veteran to enhance teaching and learning in the new teacher's classroom. It allows teachers to analyze and reflect upon teaching practices, and fosters a climate that enables teachers to obtain a high level of instructional competence. Integrity and trust are vital to building a solid mentoring relationship. Mentoring should never be confused with evaluation. Only in the rare instance of a new teacher creating an environment that is not safe, would a mentor discuss performance issues with administrators. In addition to improved instruction, the result of a good mentoring program includes greater collaboration, collegiality and risk-taking among educators, leading to optimum learning and student performance.

### **What Mentoring Is:**

- Mentoring is collegial not hierarchical.
- Mentoring is ongoing not a summative judgment of a single moment in time.
- Mentoring develops self-reliance.
- Mentoring keeps data confidential.
- Mentoring uses data to reflect rather than evaluate.

### **What Mentors Do:**

- Mentors build and maintain relationships with their mentees based on mutual trust, respect, and professionalism.
- Mentors gather and diagnose data about their mentees' ways of teaching and learning.
- Mentors help their mentees fine-tune their professional skills, enhance their grasp of subject matter, locate and acquire resources, and expand their repertoire of instructional strategies.
- Mentors guide their mentees through reflection and encourage mentees to their own informed approaches to teaching and learning.

### **What Mentees May Gain From Mentoring:**

- Time- management skills
- Classroom management strategies
- Effective communication strategies with parents, administrators, and colleagues
- Strategies for implementing standards-based curriculum, instruction, and assessment
- Strategies for technology integration
- Methods for differentiating instruction and personalizing learning

### **The Goals of a Mentoring Program are . . .**

- To integrate new teachers into the culture and climate of the school, the school district, and the community
- To provide an orientation program to the district's organizational pattern
- To provide a framework of the district's vision for student learning
- To provide opportunity for new and experienced teachers to analyze and reflect upon their teaching.

### **Confidentiality**

Confidentiality in the mentor-mentee relationship is critical. In general, mentors will not discuss their new teachers' teaching performance with anyone, including school and district administrators, except under the following conditions:

- Mentors, with the new teacher's knowledge, will be able to discuss in confidence, any aspect of their new teacher's needs with other mentors.
- Mentors, with the new teacher's knowledge and permission, may discuss the new teacher's teaching performance with a resource professional whose job it is to help teachers. (For example, if the new teacher needs help in designing reading lessons, the remedial reading teacher may be consulted for help and advice.)
- Mentors, with the new teacher's knowledge, may discuss the new teacher's teaching performance with appropriate administrators if, in the mentor's professional judgment, the social or emotional well-being or the physical safety of the student is at risk.

### **Matching**

The building principal will pair trained mentors with new teachers as soon as possible after the new teacher is hired. Matches will be based on the following criteria:

- Experience in mentoring.
- Teaching assignment within the same building.
- Teaching assignment at the same grade level or in the same department.
- Availability (schedule, teaching load).
- Similar interests, style.

### **"No Fault Bail-Out" Process**

If after November 1<sup>st</sup>, it is determined by either the mentor or the new teacher that the mentoring pair is not compatible; the relationship will be terminated without prejudice. Prior to the termination of a mentor/mentee relationship, they may agree to

- Mediation by an administrator in the district. If the decision is to terminate the relationship, all parties will play a role in selecting a new mentor.

### **Roles and Responsibilities of Mentors**

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- Facilitate a strong start to the year – make sure mentees know where to obtain needed materials, are familiar with routines and schedules, and curriculum expectations
- Provide instructional support – this includes regular observation and conferencing, modeling instructional strategies, providing advice on classroom management strategies, etc.
- Provide personal support – help new teachers put problems in perspective with support and encouragement
- Maintain a confidential relationship with the beginning teacher
- Serve as a resource – inform beginning teacher of opportunities and supports provided by the school, district, and professional associations.

### **Roles and Responsibilities of New Teachers**

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- Play an active role in the mentoring relationship – offer critical reflections on one’s own practice and identify areas in which assistance is needed
- Seek out help – be forthcoming in communicating classroom issues and remain open to feedback in order to develop as a professional
- Observe effective teachers at work – adhere to a schedule of observations of various effective teachers; consider keeping a log to reflect on the diversity of their styles

### **Roles and Responsibilities of the Principal and/or Designee**

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- Establish a collegial school culture
- Ensure reasonable working conditions for the beginning teacher –this might include schedule modifications
- Facilitate the relationship between the mentor and beginning teacher – ensure the mentor and beginning teacher meet regularly and that they are satisfied with each other’s participation in the program
- Conduct an orientation program for new teachers and mentors – this could mean setting aside time at faculty meetings, grade level team meetings, or department meetings for mentors and mentees to work together
- Formally evaluate the new teacher
- Oversee the selection of mentors
- Communicate regularly with school mentors

## **Roles and Responsibilities of Superintendent/Central Office**

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- Maintain meeting schedules for mentors and mentees and make sure they are followed
- In collaboration with HEA, facilitate mentor peer support group and beginning teacher support group – follow up on recommendations made by each group
- Coordinate professional development activities for both the mentors and mentees
- Develop an induction program
- Determine needed and available resources
- Conduct an annual review and evaluation of the program

## **Roles and Responsibilities of the School Committee**

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- Become knowledgeable about the district mentoring and induction program
- Allocate resources to support program goals and activities

Stipends to support mentors will be provided according to school contracts.

## **Orientation**

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The **purpose of orientation** is for the beginning teacher — and the veteran teacher new to the district — to learn about “how things are done here”. An orientation will be scheduled each year before the start of school. Mentees will spend the morning with district administration in the activities listed below.

### **Orientation Morning Activities:**

- Introduce new faculty
- Provide information on district and classroom technology
- Review the District Vision and Strategy
- Invite new teachers to share their ideas about effective teaching and deep learning, supportive working conditions, and provide input on the District Strategy
- Overview of useful tools and resources

Mentors may attend the orientation and review the items below at the conclusion of the orientation meeting. If the mentor is not able to attend orientation, mentors and mentees will meet during the first two days of school.

### **Orientation Activities Mentor and Mentees:**

- Detailed building tour including location of offices, classrooms, media center, teachers’ lounge/work area, cafeteria, specialty rooms, parking
- Review of building procedures including all contractual obligations, policies, responsibilities
- Information regarding and assistance in procuring resources such as classroom and teacher supply requisitions, AV equipment, computer access, textbooks and supplemental materials

## YEAR AT A GLANCE CHECKLIST

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### August

- Meet, welcome your beginning teacher
- Develop collegial relationship (continue to monitor progress in this area)
- Communicate with building administrator
- Review district and building activities
- Review New Teacher Survival Guide
- Review curriculum maps for subject, courses, grade, etc.
- Plan agendas and schedule meetings for September

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### September

- Induction into school culture
- Discuss Educator Evaluation (self-assessment, goal setting, and action planning)
- Discuss topics below and other issues that arise
  - Creating a community of learners in your classroom
  - Getting to know your students
  - Identifying and addressing various learning styles (including IEPs)
  - Establishing routines, rules, rewards, and consequences
  - Evaluating/looking at student work
  - Classroom behavior management
- Discuss district and building activities
- Assist with technology, software, reporting procedures
- Check supplies
- Discuss procedures for open house
- Discuss procedures for conferences
- Plan agendas and schedule meetings for October

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### October

- Discuss topics below and other issues that may arise
    - Lesson/Unit Planning using Understanding by Design (“Backwards Design)
    - Classroom and Behavior Management Issues
    - Looking at student work
    - Communicating with parents
  - Observe and offer feedback
  - Share resources
  - Review building procedures for reporting student progress
  - Review/modify educator evaluation goals and plans
  - Discuss district and building activities
  - Plan agendas and schedule meetings for November
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## November

- Discuss topics below and other issues that may arise
  - Linking lesson plans to assessment
  - Formative and summative assessments
  - Using rubrics and portfolios to assess performance
  - Documenting progress and record keeping strategies
  - Communicating with students about their progress
  - Lesson/Unit Planning using Understanding by Design (“Backwards Design)
  - Classroom and Behavior Management Issues
  - Looking at student work
  - Communicating with parents
- Continue observations and feedback
- Review professional development opportunities
- Review professional development plan/setting goals
- Plan agendas and schedule meetings for December

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## December

- Discuss topics below and other issues that may arise
  - Revisiting behavior management
  - Meeting the needs of students with special needs
  - Student engagement strategies/keeping students interested
  - Classroom and Behavior Management Issues
  - Looking at student work
  - Communicating with parents
- Continue observations and feedback
- Discuss district and building activities
- Review progress regarding educator goals
- Discuss assessment/reporting grades
- Plan agendas and schedule meetings for January

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## January

- Discuss topics below and other issues that may arise
  - Revisiting behavior management
  - Meeting the needs of students with special needs
  - Student engagement strategies/keeping students interested
  - Classroom and Behavior Management Issues
  - Looking at student work
  - Communicating with parents
- Continue observation and feedback
- Review semester, time for reflection
- Discuss district and building activities

- Prepare for formative evaluation
  - Plan agendas and schedule meetings for February
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### **February**

- Discuss topics below and other issues that may arise
    - Using varied teaching strategies
    - Integrating technology
    - Revisiting behavior management
    - Student engagement strategies/keeping students interested
    - Classroom and Behavior Management Issues
    - Looking at student work
    - Communicating with parents
  - Continue observation and feedback
  - Discuss district and building activities
  - Review progress regarding educator goals
  - Plan agendas and schedule meetings for March
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### **March**

- Preparing evidence/documentation for participation in an IEP meeting
  - Continue observation and feedback
  - Discuss district and building activities
  - Review progress regarding professional development plan/setting goals
  - Plan agendas and schedule meetings for April
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### **April**

- Revising lessons and units based on observation
  - Continue observation and feedback
  - Discuss district and building activities
  - Review progress regarding professional development plan/setting goals
  - Plan agendas and schedule meetings for May
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### **May**

- Evaluating impact on student learning
- Getting student and parent feedback
- Prepare for summative evaluation
- Evaluate mentor and beginning teacher activities
- Discuss district and building activities
- Reflect on success in achieving goals, on year in general
- Review procedures for ending semester/school year
- Plan agendas and schedule meetings for June

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## June

- Discuss district and building activities
- Assist in final building activities/procedures

### **Regular Meetings of Mentees**

The district will provide opportunities for new teachers to meet regularly as a group with an experienced teacher. The purpose of these meetings is to allow new teachers to ask questions, discuss issues, and collaboratively problem-solve. Meeting dates will be determined at the beginning of the school year. The dates will be posted on faculty bulletin boards and communicated via email.

### **Maintaining a Log of Hours and Activities:**

The district strongly encourages mentors and mentees to use Google Drive to document meetings. You may create a table in a document or use Google Sheets to document meetings and activities by month. Please note, not all meetings must be face to face. If the mentor and mentee find it useful to collaborate using online tools they may do so. Please record these hours and activities as you would a face to face meeting. Include the date of the activity/meeting, a description, and the number of minutes/hours you worked together. Paper copies of logs can be printed and sent to the Superintendent and Principal, or shared using Google Drive, or scanned and emailed to the Superintendent and Principal.

DESE induction and mentoring program requirements indicate beginning teachers (those who are new to the profession) must receive 50 hours of mentoring in their first year. Incoming teachers who are new to the district or a role but not new to the profession may benefit from mentoring but the district is not required to provide a mentoring program. Hadley Public Schools will provide a mentor for any incoming educator who requests a mentor.

Mentoring is required during a new teacher's first year. If a teacher requests mentoring beyond the first year, the district will make every effort to provide a mentor.

### **Observations (mentor of mentee or mentee of mentor)**

Although observations are not required, often new teachers can find them to be very helpful. Observations allow a new teacher to receive non-evaluative feedback about his or her teaching. Information from observations would not be shared with an evaluator or administrator except for reasons stated in the Confidentiality section of this guide. When a mentor and mentee would like to schedule an observation, they should send a request to the principal so that classroom coverage can be arranged as needed.

### **Before the lesson . . .**

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The teacher shares and clarifies with the observer:

- Purpose of observation
- Objectives of the lesson
- Context, what has led up to/will follow this lesson
- Student behaviors

- Concerns
- Form for collecting data

### **Suggested Pre-Conference Questions**

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1. How can I help you?
2. What specifically do you want to know?
3. What specifically do you want me to observe?
4. What are your objectives and expectations for the lesson?
5. How long would you like me to observe/record?
6. When can we meet to discuss the observations?

### **Reflecting Conference**

#### **After the lesson . . .**

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The teacher reflects with the observer and . . .

- Identifies feelings and impressions
- Recalls data that supports the impressions
- Requests, analyzes and interprets data that has been collected
- Compares the results with initial expectations
- Makes inferences about what contributed to the outcome
- Synthesizes, concludes, summarizes and applies to future lessons

### **Post-Conference Questions**

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1. How do you feel about the lesson?
2. Can you recall what the students were doing that made you feel this way?
3. What do you remember about what you did or the strategies you used?
4. How does this compare with what you expected would happen?
5. What could be some of the reasons why it happened this way?
6. Would you like me to share what I observed?

### **Feedback Is . . .**

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- Descriptive, not evaluative
- Specific, not general
- Focused on performance, not personality
- Focused on changeable behavior
- Well-timed
- Solicited, not imposed

## RESOURCES Publications

- Bosch, K.A. & K.C. Kersey (2000). *The First Year Teacher, Revised Edition*, NEA Professional Library. Washington, DC.
- Burke, K. (1997). *Designing Professional Portfolios for Change*. Skylight Training and Publishing, Arlington Heights, IL.
- Clements, M.C. (1997). *Bright Ideas*. NEA Professional Library. Washington, DC.
- Educational Leadership. "Supporting new teachers," May 1999; "Strengthening the teaching profession," February 1998; and "The Good Mentor", May, 1999.
- Forte Hayes, M. & I. K. Zimmerman (1999). *Teaching: a Career, a Profession*. Massachusetts Association for Supervision and Curriculum Development, Wellesley, MA.
- Gallina, B., (1998) *Suncoast Academy for Teacher Induction, Administrator Handbook and Suncoast Academy for Teacher Induction, Teacher Induction: Research and Examples of Contemporary Practice*. (727) 586-1818
- Glatthorn, A.A., (1996). *The Teacher's Portfolio: Fostering and Documenting Professional Development*. Pro-active Publications, Rockport, MA.
- Harmin, M. (1995). *Inspiring Discipline*. NEA Professional Library, Washington, DC.
- Huling-Austin, L., et. al. (1989). *Assisting the Beginning Teacher*. Association of Teacher Educators, Reston, VA.
- Jones, E. (1993). *Growing Teachers: Partnerships in Staff Development*. National Association for the Education of Young Children, Washington, DC.
- Kimeldorf, M. (1993). *Educator's Job Search*. NEA Professional Library, Washington, DC.
- Kochendorfer, L. (1994). *Becoming a Reflective Teacher*. NEA Professional Library, Washington, DC.
- Kraut, H. (1996). *Teaching and the Art of Successful Classroom Management: a How-to-Guidebook for Teachers in Secondary Schools*. NEA Professional Library, Washington, DC.
- Murray, B.A. & K.T. Murray (1997). *Pitfalls and Potholes*. NEA Professional Library, Washington, DC.
- Odell, S. J. (1990). *Mentor Teacher Programs*. NEA Professional Library, Washington, DC.
- Reiff, J.C. (1992). *Learning Styles*. NEA Professional Library, Washington, DC.
- Reinghartz, J. (1989). *Teacher Induction*. NEA Professional Library, Washington, DC.
- Reyes, R. (1991). *The Ten Commandment of Teaching: a Teacher's View*. NEA Professional Library, Washington, DC.
- Rich, D. (1998). *MegaSkills: Moments for Teachers- How-to's for Building Personal and Professional Effectiveness for the Classroom and Beyond*. NEA Professional Library, Washington, DC.
- Saphier, J. & R. Gower. (1997). *The Skillful Teacher: Building Your Teaching Skills*. Research for Better Teaching, Carlisle, MA.

- Schell, L.M. & P. Burden (2000). *Countdown to the First Days of School, Revised Edition*. NEA Professional Library, Washington, DC.
- Scherer, M. (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Association for Supervision and Curriculum Development, Alexandria, VA.
- Sullo, R. A. (1999). *The Inspiring Teacher*. NEA Professional Library, Washington, DC.
- Wong, H., (1998). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications, Mountain View, CA.

### Web Sites

- Beginning Teachers on the Web – NEA’s Web site for new teachers ([www.nea.org/bt](http://www.nea.org/bt)) includes hands –on tips, printable resources, and interactive features that range from a day-to-day diary of a beginning teacher to the ability to post messages about current issues in education.
- How to Help Beginning Teachers Succeed*, Association for Supervision and Curriculum Development, [www.ascd.org/readingroom/books/gordon00book.html](http://www.ascd.org/readingroom/books/gordon00book.html).
- Interstate New Teacher Assessment and Support Curriculum, [www.ccsso.org/inrascst.html](http://www.ccsso.org/inrascst.html).
- Pathwise: Induction Program*, Educational Testing Service, [www.teachingandlearning.org](http://www.teachingandlearning.org)
- The Mentoring Leadership and Resource Network*, [www.mentors.net](http://www.mentors.net)
- Suncoast Academy for Teacher Induction, Mentor Training, [www.ed.policy.org/research/NPEAT/induction1](http://www.ed.policy.org/research/NPEAT/induction1).
- A Survey of Mentoring and Induction Programs in Each of the United States*- This web site detail state mandated new teacher induction programs, includes brief description and histories. [www.teachermentors.com/Mcenter%205siteStateLinks.html](http://www.teachermentors.com/Mcenter%205siteStateLinks.html)
- Teachers Helping Teachers*. Presents new ideas in teaching methodologies for all teachers and a forum for experienced teachers to share their expertise and tips. [www.pacificnet.net/-mandel/](http://www.pacificnet.net/-mandel/).