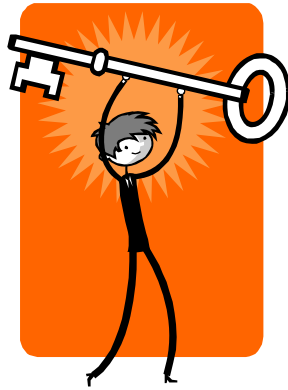


FALMOUTH PUBLIC SCHOOLS



# **Mentoring and Induction Program Guide**

Updated September 2010  
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## **Acknowledgements**

This document was originally developed by the 2007-2008 Mentor Steering Committee:

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- Kristine Fox, *Mentor Liaison 7-12, Special Education Teacher, Falmouth High School*
- Moira Rodgers, *Mentor Liaison, K-6 Curriculum Specialist: ELA and Social Studies*
- Marian Desrosiers, *Department Head: ELA and Social Studies, Lawrence School*

With teacher input, we continue to improve and strengthen our program to reflect best practice based on research and personal input from mentors and the new staff members who have joined our Falmouth Public Schools educational community.

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## **Mission Statement for the Mentoring and Induction Program**

The Falmouth Public Schools will provide a mentor and induction program that is dedicated to improving student learning by supporting the effectiveness, professional growth, and retention of new staff. The successful induction of new staff will include orientation, both formal and informal mentoring, and continued opportunities for collegial interaction. Falmouth Public Schools is committed to a collaborative mentor and induction program that includes teachers, administrators, and the School Committee.

## **Mentoring and Induction Program Overview**

The Mentoring Steering Committee has designed a program to provide new teachers and administrators with an opportunity to work closely with an experienced, highly qualified member of the Falmouth staff. The district mentor and induction program orientation is designed to:

- Improve teaching performance
- Increase the retention of promising beginning teachers
- Promote the personal and professional growth of new staff members
- Fulfill the Massachusetts Department of Education mandated requirements for induction and teacher licensure
- Communicate the district and school culture and policies to new staff members

The program includes the assignment of a one-to-one mentor for each staff member and professional development for teachers newly hired by the Falmouth Public Schools (FPS), or those within the district who assume positions in which they do not have previous experience, and their mentors. Teachers newly hired by the FPS will attend an orientation program that includes an introduction to the Falmouth School Committee members, important district personnel, Falmouth Educators Association (FEA) leadership. In addition, there will be an orientation to district policies, curriculum initiatives, technology used in the district, including how to use email, SubsOnline, and PowerSchool.

Mentors offer embedded professional support by providing new staff with:

- Orientation to the school, district and community
- Help with locating resources and curriculum materials
- Familiarizing new teachers with the school and district assessments
- Assisting with classroom instruction, assessment and management issues
- Providing professional advice through peer observation experiences
- Emotional support as an empathetic listener

As a result of the Mentoring Program, new staff are more likely to:

- Quickly assimilate into the school and district culture
- Receive guidance in planning and organizing classroom instruction
- Develop and implement strategies to use successful instructional techniques for classroom planning, management, teaching and assessment
- Have ongoing opportunities to observe experienced teachers/staff
- Become a successful member of the Falmouth Public Schools staff

## **Levels of Mentorship**

There are three levels of mentorship as described below:

**Mentor Level I** – provides approximately 40 hours of support and is designed for staff members who are new to the district or job. This level of mentoring includes weekly 1:1 meetings, ongoing building and professional support and attendance at any designated Mentor and Induction Program meetings.

**Mentor Level II** – provides approximately 20 hours of support and is designed for staff members who are new to the job or school. This level of mentoring includes bi-weekly 1:1 meetings, ongoing building and professional support and attendance at any designated Mentor and Induction Program meetings.

**Mentor Level III** – provides approximately 10 hours of support and is designed for staff members who are transitioning to a new school or job.

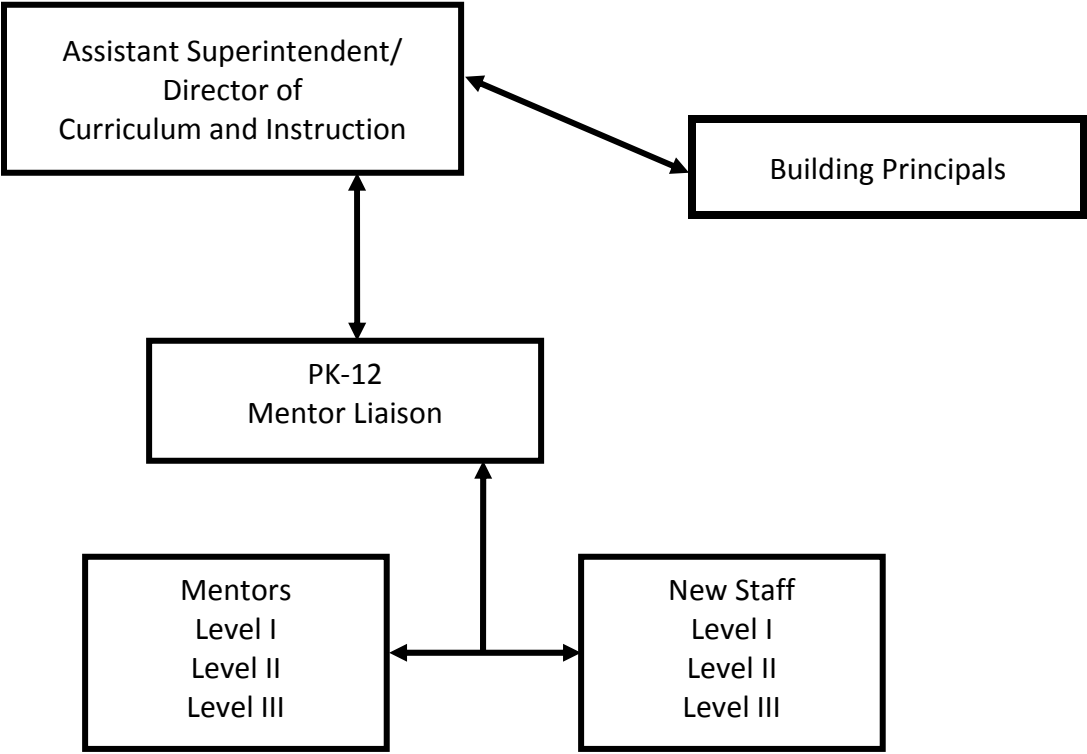
## **How Mentor Levels Are Determined**

Each building principal, in coordination with either the Assistant Superintendent/Director of Curriculum and Instruction or the Director of Pupil Personnel, for those staff members who are hired as special educators, determines the level of mentor support that a newly hired staff member needs.

## **How Mentors Are Assigned**

Each building principal matches a newly hired staff member with a mentor that is a best fit based on grade level, content area, and proximity to their building.

**Mentoring and Induction Program  
Communication Flow Chart**



## **Confidentiality Statement**

The Falmouth Public Schools Mentor and Induction Program requires that mentors not discuss their new colleague's teaching performance or conferences with anyone, including school and district administrators, except under the following conditions:

- Mentor teachers will be able to discuss, in confidence and with permission, any aspect of their new colleague's performance with other members of the mentoring team.
- Mentors, with their colleague's knowledge and permission, may discuss the colleague's teaching performance with resource professionals whose job it is to help teachers. (For example, if their colleague needs help in designing hands-on science lessons, a science specialist may be consulted for help and advice.)
- Mentors, with their new colleague's knowledge, may discuss the colleague's teaching performance with appropriate administrators if, in the mentor's professional judgment, the academic growth and development, social well-being, or physical safety of the students is at risk.

## **General Responsibilities of Mentors**

- To serve as a liaison to other staff members and educational resources:  
*Facilitate introductions and assist the new staff member as they become integrated into the school environment*
- To provide instructional support:  
*Participate in peer observations*  
*Assist in lesson preparation*  
*Assist in classroom organization*  
*Address issues such as discipline, scheduling, planning and organizing the school day*
- To provide professional support:  
*Review school policies and procedures*  
*Advise on how to handle relationships with the school, district, parents and community*
- To provide personal support:  
*Be an empathetic listener*  
*Act as a sounding board/problem solver*
- To maintain a confidential relationship to discuss issues in an open, timely and informed manner

## General Mentor Responsibilities

Responsibilities	Level 1 Mentor <i>New to district, new to job</i>	Level 2 Mentor <i>New to job, new to school</i>	Level 3 Mentor (optional) <i>Transition to new school or job</i>
<b><i>To provide instructional support</i></b>	<ul style="list-style-type: none"> <li>Participate in peer observation 3x/year</li> <li>Weekly 1:1 meetings</li> <li>Familiarize new staff with curriculum</li> <li>Assist in lesson preparation</li> <li>Assist with strategies to motivate and challenge all students</li> <li>Familiarize new staff with district assessment systems including common assessments and report cards</li> <li>Assist in classroom organization</li> <li>Assist in locating necessary curriculum items and classroom supplies</li> <li>Address issues such as discipline, scheduling, planning and organizing the school day and, other classroom management issues</li> <li>Maintain a contact log</li> </ul>	<ul style="list-style-type: none"> <li>Participate in peer observation at least 1x/year</li> <li>Bi-weekly 1:1 meetings</li> <li>Familiarize new staff with grade-level or job specific curriculum</li> <li>Familiarize new staff with grade-level or job specific common assessments and report cards</li> <li>Assist in locating necessary curriculum items and classroom supplies</li> <li>Assist in other areas as needed</li> <li>Maintain a contact log</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize new staff with location of necessary curriculum items</li> <li>Assist in locating necessary classroom supplies</li> <li>Assist in other areas as needed.</li> </ul>
<b><i>To provide professional support</i></b>	<ul style="list-style-type: none"> <li>Review school and district policies and procedures</li> <li>Advise on how to handle relationships with the school, district, parents and community</li> <li>Assist in understanding school and district culture</li> </ul>	<ul style="list-style-type: none"> <li>Review school and if necessary district policies and procedures</li> <li>Advise on how to handle relationships with the school, parents</li> <li>Assist in understanding school and district culture</li> </ul>	<ul style="list-style-type: none"> <li>Review school policies and procedures</li> <li>Advise on how to handle relationships with the school and parents</li> <li>Assist in understanding the school culture</li> </ul>
<b><i>To provide personal support</i></b>	<ul style="list-style-type: none"> <li>Be an empathetic listener</li> <li>Act as a sounding board/problem solver</li> </ul>	<ul style="list-style-type: none"> <li>Be an empathetic listener</li> <li>Act as a sounding board/problem solver</li> </ul>	<ul style="list-style-type: none"> <li>Be an empathetic listener</li> <li>Act as a sounding board/problem solver</li> </ul>
<b><i>To maintain a confidential relationship</i></b>	<ul style="list-style-type: none"> <li>Discuss issues in an open, timely and informed manner</li> </ul>	<ul style="list-style-type: none"> <li>Discuss issues in an open, timely and informed manner</li> </ul>	<ul style="list-style-type: none"> <li>Discuss issues in an open, timely and informed manner</li> </ul>
<b><i>To serve as a liaison to other staff members and educational and school resources.</i></b>	<ul style="list-style-type: none"> <li>Facilitate introductions</li> <li>Assist new staff member as they become integrated into the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate introductions</li> <li>Assist new staff member as they become integrated into the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate introductions</li> <li>Assist new staff member as they become integrated into the school environment</li> </ul>

## Department Head Mentor Responsibilities

Responsibilities	Level 1 Mentor
<p><b>To provide support in the supervision of instructional personnel:</b></p>	<ul style="list-style-type: none"> <li>• Familiarize new staff with curriculum including strategies for inclusion and differentiated instructional teaching practices</li> <li>• Promote lesson plan preparation to ensure that lesson plans are aligned to state and local curriculum standards specific to the discipline and reflect high quality teaching practices including the identification of targeted skills, concepts, process, vocabulary, resources, intended learning outcomes and assessments</li> <li>• Familiarize new staff with district assessment systems including common assessments and report cards</li> <li>• Examine the organization of the learning environment including discipline specific safety requirements</li> <li>• Assist in locating necessary curriculum resources and classroom supplies</li> <li>• Address issues such as discipline, and other classroom management issues</li> <li>• Monitor teacher’s emergency substitute planning</li> <li>• Recommendations for appropriate substitute teachers</li> </ul>
<p><b>To provide professional support:</b></p>	<ul style="list-style-type: none"> <li>• Assist in the planning of department meeting to address:               <ul style="list-style-type: none"> <li>○ school and district policies and procedures</li> <li>○ managing relationships with the school, district, parents and community</li> <li>○ understanding school and district culture</li> <li>○ plan and facilitate in-service training opportunities specific to content area</li> </ul> </li> <li>• Plan and facilitate community outreach such as displays of student work or contests</li> <li>• Guide in the use of the FPS evaluation tool*</li> <li>• Develop an understanding of the FEA Contract</li> </ul>
<p><b>To provide personal support:</b></p>	<ul style="list-style-type: none"> <li>• Be an empathetic listening</li> <li>• Act as a sounding board/problem solver</li> <li>• Discuss issues in an open, timely and confidential manner</li> </ul>
<p><b>To provide managerial support:</b></p>	<ul style="list-style-type: none"> <li>• Develop, manage and monitor school and department budgets and expenditures</li> <li>• Monitor and maintain department tools and equipment</li> <li>• Manage the inventory of supplies and materials to ensure the availability of classroom resources</li> </ul>

\* The district will provide no cost training in evaluation techniques.

# **Mentoring and Induction Program**

## **Criteria for Mentor Teachers**

- Professional status and at least 3 years of experience in the Falmouth Public Schools
- Skillful communicators who can adapt to different communication styles
- Currently implementing the best educational practice
- Committed to continuous learning about the craft of teaching
- Committed to collegial practices and experimentation
- A proven track record for successful classroom practices
- Evidence of persevering and building confidence with resistant students

## **Requirements**

- Willingness to provide mentoring and support to a new teacher as summarized on the ***General Mentor Responsibilities Chart***
- Willingness to be available to a beginning teacher for a minimum of approximately 1 hour per week
- Willingness to observe a beginning teacher 3 times and to be observed by a beginning teacher 3 times with accompanying pre and post conferences
- Willingness to maintain a contact log

## **Stipend**

Please refer to the teacher Contract Agreement for stipend details for each of the levels of mentorship.



# FALMOUTH PUBLIC SCHOOLS MENTOR APPLICATION

Part A – Applicant Information	
Name	Home Phone
School(s)	Cell Phone
Position	Email Address
Subject	Summer Contact Telephone #
Grade	Summer Contact Email Address

Please check all that apply to you:

Check	Degree	Additional Information	Enter #
<input type="checkbox"/>	Bachelor's degree	Hours earned above Bachelor	
<input type="checkbox"/>	Master's degree	Hours earned above Master's	
<input type="checkbox"/>	Professional Teaching Status	Years of experience in education	

Professional Experience:

School	Title/Role	# of Years

Area(s) of Certification:

Area	Grade Level	Status of Certificate

List any related professional development or coursework you have participated in within the last 5 years which might relate:

Course/Experience	Date

If selected as a mentor, would you be willing and able to do the following activities? Please check if you are **willing** and feel **able** to perform the following mentor responsibilities. This will provide us with information for the mentor **training** program.

Check next to each item that you are <b>willing</b> to accept	<b>Mentor Responsibilities</b>	Do you feel that you are <b>able</b> to do this?				
		1	2	3	4	5
		Not Able	Some-what Able	Mostly Able	Fairly Able	Completely Able
<input type="checkbox"/>	Allow a beginning teacher to observe you teach?					
<input type="checkbox"/>	Observe a beginning teacher teach? (not for evaluative purposes)					
<input type="checkbox"/>	Spend additional hours with a beginning teacher in conferences or related activities?					
<input type="checkbox"/>	Assist a beginning teacher in acclimating to the school climate?					
<input type="checkbox"/>	Assist a beginning teacher in solving discipline problems?					
<input type="checkbox"/>	Assist a beginning teacher in learning strategies to motivate students?					
<input type="checkbox"/>	Assist a beginning teacher in various methods of instruction?					
<input type="checkbox"/>	Assist a beginning teacher in assessing students' work and reporting progress?					
<input type="checkbox"/>	Assist a beginning teacher in a subject area other than your field?					
<input type="checkbox"/>	Assist a beginning teacher with classroom management and organization?					
<input type="checkbox"/>	Assist a beginning teacher on working with parents?					

Please write a paragraph about your interest in becoming a mentor. Include how you think you can assist a beginning teacher or a teacher new to our district with your personal and professional qualities. You are encouraged to include professional experiences which might qualify you to assist a beginning teacher. You may attach a separate document if needed.


I believe that the role of a mentor is critical to the success of a beginning teacher and the success of the children in the Falmouth Public Schools. I understand that if selected as a mentor, I will be required to participate in a mentor training course, and to maintain a mentor contact log throughout the school year. I understand that once I have been accepted as a district mentor, and completed the Mentor Training Program, I will remain eligible to be a Falmouth Public Schools mentor for 5 school years.

I have read the general Mentor Responsibilities and if selected I agree to fulfill the responsibilities of a Mentor.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

