

**Draft**

# The Mentor Induction Program Newport School Department

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## The Newport School Department Induction Program

### Table of Contents

Purpose and Goals .....	3
Governance Structure .....	5
Newport School Department Program Design .....	6
Hiring.....	6
Mentoring .....	7
Qualifications of A Mentor .....	7
Selection Process .....	8
Expectations and Responsibilities of a Mentor .....	9
Incentives and Compensation .....	10
Mentor Coordinators .....	10
Lead Mentors .....	10
Professional Learning .....	11
General Planning Calendar to Meet Anticipated Program Needs .....	12
Formative Assessments .....	13
Types of Assessments and Evaluations.....	13
Program Evaluation .....	13

## Purpose and Goals

The purpose and goals of the Newport School Department Induction program is to encourage reflective practice throughout teachers' careers with a focus on the initial five years within the profession and to focus on producing experienced teachers with teacher professional expertise. The Induction program will result in teacher retention, teacher professional growth and higher academic achievement for all students.

The continuous support of the Induction Program is designed to insure that both teachers and students have a lasting and supported commitment to the Newport School Department and the community of Newport.

The Induction Program will provide support and professional development for both new teachers and veteran teachers in a variety of areas to address the following Standards for High Quality Induction Programs: hiring, orientation, mentoring, professional learning, and formative assessment ([Appendix A](#)).

- **Hiring-** Students, schools and districts are well served by hiring policies and practices that honor the unique needs and powerful potential of beginning teachers (Center for Strengthening the Teaching Profession-CSTP, 2005). Whenever possible, teachers will be stakeholders in the process of defining district needs and hiring practices pertaining to the selection of candidates.
- **Orientation-([Appendix B](#))** New teachers benefit from participation in an orientation to school and district beliefs and practices that occurs before their teaching responsibilities begin (CSTP, 2005). An initial orientation will be provided to new teachers prior to the start of each new school year that will include: introduction of new teachers to the district of Newport; demographics, geography, and SALT report information. Teachers will also be introduced to colleagues to include: central office and administration, other new teachers, veteran teachers, mentors, and union leadership. Teachers will be introduced and acclimated to relevant documents of reference such as: the contract, benefits, curriculum, District Strategic Plan, School Improvement Plans, district initiatives, Beginning Teacher Standards, and expectations of the induction program. In addition, new teachers will be introduced to the following policies: student behavior, parent communication, and teacher evaluation. An organized document binder will be provided. Many of these topics will be revisited at future professional development and mentoring meetings ([Appendix C-F](#)).
- **Mentoring-** A strong relationship with a highly qualified mentor is essential to facilitating a maximum growth in new teachers (CSTP,

2006). Newport mentors have been identified as teachers who are experienced and exemplary in their practice and who possess knowledgeable about current best practice and district initiatives. Newport mentors will work towards providing a consistent message as it relates to school and district initiatives and provide support to address individual teacher needs.

- **Professional Learning-** New teachers benefit from engagement in purposeful, ongoing, formal and informal learning opportunities that promote reflection, collaboration and professional growth (CSTP, 2006). The professional learning component will offer district and school specific professional development to include: workshops, book clubs and peer observations. Working with the Director of Teaching and Learning and/or his/her designee, professional development will be aligned with school improvement plans, The District Strategic Plan, The K-12 Literacy Plan ([Appendix G](#)), and teacher needs and wants ([Appendix H](#)).
- **Formative Assessment-** New teachers benefit when districts have a carefully developed formative assessment system focused on improving teaching practice and enhancing student achievement (CSTP, 2006). Formative assessment shall be ongoing using variety of tools and input from both the mentors and mentees. The program will be developed and modified as indicated by the results of the assessments to insure the program meets the professional development needs of new as well as veteran teachers as they work toward improving teaching practices that will enhance student achievement.

## Governance Structure

The Governance Structure of the Induction/Mentor Program has a hierarchy of stakeholders that include the Superintendent, the Director of Teaching, Learning and Professional Development and/or designee, the Mentor Coordinators and the Lead Mentors.

Each stakeholder has clearly defined roles in order to secure the success of the Mentor/Induction Program.

- Superintendent- the instructional and financial leader of the Newport School Department who oversees all programs including the Mentor/Induction Program.
- Director of Teaching, Learning and Professional Development and/or designee who is the liaison between the Superintendent and the Mentor Coordinators.
- Mentor Coordinators-oversees implementation of the Mentor/Induction Program (Appendix I).
  - Mentor Coordinator; Elementary School
  - Mentor Coordinator; Middle School
  - Mentor Coordinator; High School
- Lead Mentors- responsible for supporting teachers in the first five years to implement best practices for teaching and learning.

## Newport School Department Program Design

### Hiring

Strategic Planning in the pre-hiring phase of employment includes early recruitment efforts and analysis of trend data. Thoughtful assessment is given to beginning teachers, building and district needs and capacities. Information rich hiring experiences offers both the candidate and the school district substantial input for the best possible match (CSTP, 2005).

- Human Resources personnel develop teacher recruitment based upon student population.
- University partnerships with the Newport School Department are supported by practicum teaching programs and Teacher Excellent Grants.
- Postings are developed with input from school administration and union leadership based upon district and student needs.
- Interview process guarantees participation for those who have been employed by the Newport School Department as a substitute teacher and those who have had a practicum teaching experience in Newport an opportunity for employment.

## Mentoring

Meaningful mentoring is an ongoing process that requires structure. There must be opportunities for shared expertise about teaching and learning (Udelhofen & Larson, 2003). The abilities of the teachers are matched with the expertise of veteran teachers enabling both to contribute to the process of improved learning for teachers and students (Middleton, 2000).

Teacher compatibility in the following areas is considered when matching mentors to mentees: proximity, content, school level, load, grade and personal attributes. In addition, mentee level is considered when matching mentors to mentees as a method to ensure the mentor work load will allow efficient mentoring. Mentees are leveled using the following criteria: Level 1: New to the profession of teaching or 1-5 years experience, Level: 2 New assignment-content, and/or grade Level 3: New to building, but not new assignment (see Appendix J).

### Qualifications of A Mentor

Mentors shall be selected based upon classroom teachers who possess criteria that includes: professional qualities, effective practice and interpersonal skills (CSTP, 2005).

#### Personal Qualities and Characteristics

- Demonstrates a passion for and commitment to the future of education.
- Sets high expectation for self and others.
- Takes initiatives and follows through with responsibilities.
- Is reflective and coachable.

#### Effective Practices

- Uses multiple approaches to teaching and learning.
- Uses appropriate and current classroom approaches to teaching and learning including the use of technology that deepens learning.
- Uses data from ongoing assessment to inform and improve instruction in a way that addresses diverse student needs to personalize and differentiate instruction and promote achievement.
- Regularly pursues professional development opportunities.

#### Effective Interpersonal Communication

- Works collaboratively.
- Respects confidentiality.
- Manages conflict effectively in order to built rapport and trusting relationships with both students and adults.

## Selection Process

The selection process will include identifying exemplary teachers who are knowledgeable about current best practice and initiatives and who are supportive of District and school initiatives.

- There shall be at least one lead mentor per elementary school.
- There shall be 3-6 secondary lead mentors in each of the middle and high schools.
- Mentors shall be selected based upon the needs of beginning teachers as well as established criteria.
- Potential mentors are invited to apply for positions by the coordinators based upon established criteria for mentors and input from school-based administrators, including the Superintendent, Director of Teaching and Learning and school principals.
- Those who accept the request for application, will complete the application process which includes an agreement to fulfill the criteria established as the Expectations and Responsibilities of a Mentor and Newport School Department Induction Program Code of Conduct. (Appendix K-L).

**Expectations and Responsibilities of a Mentor**

Meetings	Purpose
<p><b>Prior to the Start of School Program Planning and Professional Development</b></p> <p>1. Summer Institute</p> <p>2. Orientation</p>	<p>1. Summer Institute:</p> <ul style="list-style-type: none"> <li>• Duration of 2 to 5 days in August for all mentors with training provided by trained mentor coordinators.</li> <li>• To support mentors in personal and professional growth in their roles as lead mentors in the district utilizing the Standards for High Quality Induction Programs as dictated by RIDE.</li> <li>• Participate in needs assessment to work collaboratively with coordinators in order to develop the yearly Mentor Professional Development Calendar and Agenda for Orientation.</li> </ul> <p>2. Orientation</p> <ul style="list-style-type: none"> <li>• Meet colleagues to share information about the Newport School Department and the Community of Newport with new teachers to the district and those who have new assignments.</li> <li>• To support new teachers prior to the start of school.</li> </ul>
<p><b>Formal and Informal Contact Between Mentor and Mentees</b></p>	<ul style="list-style-type: none"> <li>• Meet one-one to respond to the varied needs of the new teacher included to but not limited to rituals and routines, classroom management, discipline policies, lesson planning teaching strategies, parent contacts and volunteers and policies including: teacher evaluation procedures, technology and media and special education.</li> <li>• Participate in agreed upon cross visits classroom observations between the mentor and new teacher. The purpose of the observations is to provide each other with meaningful feedback to enhance teaching performance. The new teacher will visit the mentor to observe focus specific lessons while the mentor will visit the new teacher to coach the new teacher into becoming an exemplary teacher.</li> </ul>
<p><b>Meetings with Coordinator</b></p> <p>1. School Based</p> <p>2. District</p>	<p>1. School Based</p> <ul style="list-style-type: none"> <li>• Monthly meeting at each school with Mentor Coordinators with option of inviting mentees as appropriate.</li> <li>• To discuss school based issues and/or to assess school based needs in order to provided school based Professional Development.</li> <li>• School Based Professional Development provided by coordinator designee to sustain the Induction Program.</li> </ul>

	<p>2. District Level</p> <ul style="list-style-type: none"><li>• 3 times per year with Mentor will all mentors from district and mentor coordinators</li><li>• District Level Professional Development provided by coordinators or designee to sustain the Induction Program.</li></ul>
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## Incentives and Compensation

### Mentor Coordinators

- Monetary compensation of 2,500.00/year.
- Optional Compensation for Planning and Providing Professional Development at the School or District Level.

### Lead Mentors

- Mentors and mentees enjoy personal opportunities for professional growth through participation in one-one relationship, group seminars and professional development opportunities.
- All participants who attend professional development will earn appropriate RIDE credits that may be applied to their I-Plan.
- Monetary Compensation up to 1000.00 (20.00/per hour).

## Professional Learning

Growth is supported through mediated experiences by skilled leaders in workshops, readings, collaboration and modeling in the school environment (Johnson, 2002).

An annual professional learning plan is developed by mentors coordinators with input from mentors and mentees. Professional learning is differentiated to meet the needs of mentors, teachers who are new to the profession with one-five years of experience and veteran teachers. The professional learning will utilize a variety of formats including: seminars, workshops and bookclubs to allow for research based knowledge to be integrated with craft knowledge about teaching.

The professional learning will support individual teachers whose certification is dependent on the Rhode Island Department of Education I-Plan system. Teachers will be supported with all phases of the I-Plan: the development of an I-Plan, meeting the goals on their I-Plan, and the documentation of professional development activities as defined by the RIDE I-Plan Teacher Portfolio System (Appendix L).

General Planning Calendar to Meet Anticipated Program Needs

Month	Topic
August	Summer Institute, Planning Orientation
September	Discipline Grading, Management Policies Preparation for Open House Optional Book Club Focus: Classroom Management
October	Understanding Teacher and Student Assessment and Evaluation Introduction to Observational Visits Optional Book Club Focus: Establishing Observational Protocols
November	Parent Teacher Conferences Optional Book Club Focus: Differentiated Instruction
December	Reflection on Personal and Professional Practice Classroom Environment Using Support Services Effectively (Appendix M)
January	Planning for the Future & Goal Setting Optional Book Club Focus: Planning By Design, Universal Planning
February	Units of Study Planning, Implement, Share Continue with established book clubs
March	Looking at Student Work generated from Units of Study Optional Book Club/Text Focus: Using Protocols for LASW
April	Teacher and Student Portfolios
May	End of Year Reflection, Needs Assessment, Goal Setting, Program Evaluation

## Formative Assessments

The purpose of the Newport Teacher induction Program has several desired outcomes, of which retention is only one. Other outcomes of interest are student achievement and the development of teaching practice (Strong, 2005).

Assessments should be ongoing and focus on improving instructional practice. It should evaluate all components of mentor induction program and the impact of teacher practice on student achievement. (CSTP, 2005)

### Types of Assessments and Evaluations

#### Needs assessments (Appendix N)

Self reflection and goal setting at beginning, middle and end of the each year in order to:

- address mentee needs throughout the year at the building and district levels.
- address mentor needs throughout the year at the building and district levels.
- develop Professional development calendar for the district.

#### Reports by coordinators (Appendix O-Q)

- Monthly reports on progress at building levels.
- Summaries and evaluation of District meetings (Appendix R).
- Professional Development Evaluations (Appendix S).

#### Program Evaluation

- Mid Year and End of Year Survey for both mentors and mentee to include: program evaluation, reflection , additional needs and goal setting to address the impact of the Induction program on teaching and learning (Appendix T).
- Annual RIDE site visit (Appendix U).