On Mentoring…

“The most influential thing I have learned from this experience is the power that collaboration has on teaching and learning.” - Mentor teacher, Brockton

“I have enjoyed learning different teaching strategies presented by my mentee. Learning has been a pleasure while working with this talented beginning teacher.” - Mentor teacher, Arlington

“Being a mentor keeps me current. When I have to answer my mentee’s questions, it makes me ask, Why am I doing what I’m doing? In discussing philosophy, problems, or techniques with this new teacher, I find out what I really believe. That makes me a stronger person and a better teacher.” – A mentor (quoted in Gordon & Maxey, 2000)

Where did this idea begin?
Mentoring is not a new concept. It has been around since the ancient times. The term “mentor” comes from Greek mythology. Odysseus left his son, Telemachus, in the care of a man named “Mentor”. In Odysseus’ absence, Mentor gave advice and counsel to Telemachus.

What is the definition of Teacher-Mentors?
Teacher-Mentors are experienced teachers who are highly skilled practitioners, who are life-long learners, who are dedicated to promoting excellence in the teaching profession and who are trusted professionals willing to take a personal and direct interest in the development of a colleague.

Why Mentor?
As a veteran teacher, you have faced your share of challenges and successes that are common in this profession. You can probably remember every difficult moment that you encountered as a novice teacher, and have since developed your own strategies and skills to use in tackling such issues. Through the sharing of challenges and successes with your mentee, the beginning teacher learns that problems are normal, and this helps to build confidence. This support will potentially encourage the beginning teacher to further their professional commitment to the teaching profession at a high level of performance and bring them great personal pride.
Mentoring a beginning teacher gives you the opportunity to establish a relationship with the beginning teacher based on mutual trust, respect, and collegiality. It also provides the veteran teacher with the added bonus of a shared learning experience.

All Massachusetts school districts are expected to develop an induction program that must include a mentoring component for teachers in their first year of practice.
Qualities of Effective Mentors*

The qualities of effective mentors---as identified by participants in mentoring programs nationwide----may be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

<table>
<thead>
<tr>
<th>Attitude and Character</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to be a role model for other teachers</td>
<td>Is able to articulate effective instructional strategies</td>
</tr>
<tr>
<td>Exhibits strong commitment to the teaching profession</td>
<td>Listens attentively</td>
</tr>
<tr>
<td>Believes mentoring improves instructional practice</td>
<td>Asks questions that prompt reflection and understanding</td>
</tr>
<tr>
<td>Willing to advocate on behalf of colleagues</td>
<td>Offers critiques in positive and productive ways</td>
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<tr>
<td>Demonstrates a commitment to lifelong learning</td>
<td>Is efficient with the use of time</td>
</tr>
<tr>
<td>Is reflective and able to learn from mistakes</td>
<td>Conveys enthusiasm and passion for teaching</td>
</tr>
<tr>
<td>Is eager to share information and ideas with colleagues</td>
<td>Is discreet and maintains confidentiality</td>
</tr>
<tr>
<td>Is resilient, flexible, persistent, and open-minded</td>
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<tr>
<td>Exhibits good humor and resourcefulness</td>
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<tr>
<td>Enjoys new challenges and solving problems</td>
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</table>

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Interpersonal Skills</th>
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<tbody>
<tr>
<td>Is regarded by colleagues as an outstanding teacher</td>
<td>Is able to maintain a trusting professional relationship</td>
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<tr>
<td>Has excellent knowledge of pedagogy and subject matter</td>
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</tr>
<tr>
<td>Has confidence in his/her own instructional skills</td>
<td>Knows how to express care for protégé’s emotional and professional needs</td>
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<tr>
<td>Demonstrates excellent classroom-management skills</td>
<td>Is attentive to sensitive political issues</td>
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<tr>
<td>Feels comfortable being observed by other teachers</td>
<td>Works well with individuals from different cultures</td>
</tr>
<tr>
<td>Maintains a network of professional contacts</td>
<td>Is approachable; easily establishes rapport with others</td>
</tr>
<tr>
<td>Understands the policies and procedures of the school, district, and teacher association</td>
<td>Is patient</td>
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<tr>
<td>Is a meticulous observer of classroom practice</td>
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<tr>
<td>Collaborates well with other teachers and administrators</td>
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<tr>
<td>Is willing to learn new teaching strategies from protégés</td>
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</table>

*The National Foundation for the Improvement of Education-Establishing High-Quality Professional Development, Fall 1999 No. 1
Mission
The mission of the Arlington Induction and Mentoring Program is to help new teachers improve their practice, learn professional responsibilities and ultimately improve student learning. The program promotes professional growth in an atmosphere that is collegial and non-judgmental.

Goals
• To provide new teachers with support, encouragement, and guidance from their mentors, other colleagues, principals, and district leaders.
• To enhance mentees’ and mentors’ professional skills through peer coaching, self-reflection and professional development.
• To review the Professional Standards for Teachers to ensure that the beginning teacher fully understands the professional knowledge and skills required of all teachers.
• To provide curriculum planning/training and an Orientation Day prior to the beginning of school.
• To familiarize new teachers with curricula, materials and professional development opportunities.
• To ensure confidentiality between mentor and mentee.
• To provide opportunities for new teachers to observe other excellent teachers in the district.
• To retain skilled, committed teachers who are dedicated to providing high quality instruction.

Curriculum Planning and New Teacher Training
Prior to the start of school and before the New Teacher Orientation Day, a planning and training session will be provided for all new in-coming teachers. At that time new staff will meet with their mentors and/or department leaders to review the curriculum for the coming year and to visit for their own classrooms.

Training sessions will be provided for elementary teachers in curriculum content areas. Specific training opportunities for special education teachers will also be provided.

Orientation Day
An Orientation Day is typically held the week prior to the start of the school year. Orientation Day activities will include: (mentors do not attend this meeting)
• Welcome statements by the Superintendent of Schools, a School Committee Member, and Members of the Administrative Staff including:
  o Introductions of key administrators who provide information about district policies and procedures and the structure and the resources of the system
  o Introductions of principals, assistant principals, curriculum coordinators
• Presentations:
  o Technical Training
  o District Program Overviews – Special Education/ELL/Health and Wellness
  o AEA
  o Payroll
Induction Programs for Arlington Teachers

The Arlington School Department provides a mandatory Induction and Mentoring Program for teachers in their first year of teaching and for those experienced teachers who are new to the district. Through the Induction Program new teachers in their first year of teaching (mentees) are matched with an experienced teacher who will serve as a mentor. The mentor and the mentee will engage in a variety of professional development activities throughout the year that fosters growth in their own practices and in student learning. New teachers learn from veteran teachers; schools increase the possibility of retaining strong, well-trained educators, and most important, student achievement is ultimately improved.

The Induction and Mentoring Program is an integral part of a teacher’s first year experience in Arlington. Through this program a collegial and collaborative environment is created that provides new teachers with a systematic structure of support from a team consisting of the mentor, administrators, teachers, and other colleagues. New teachers become familiar with their school and district, their professional growth is guided, and they gain a better understanding of their professional responsibilities. The induction program is a fundamental part of the Arlington’s Professional Development Plan as well as Arlington’s and the individual school’s Improvement Plans.

Standards

Arlington’s induction program shall meet the following minimum requirements as required by the Massachusetts Department of Elementary and Secondary Education (DESE)[603,CMR 7.12(2)]

- An orientation for beginning teacher and all other incoming teachers.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.
- Opportunities for new teachers to observe other excellent teachers in the district and to participate in study groups (i.e.: Professional Learning Communities)

Mentor Selection and Criteria

Teachers who voluntarily apply to serve as mentors must be excellent teachers and administrators who are certified teachers with at least three years of experience, who are actively teaching in the district, or who are retired teachers or administrators. Those mentors that are actively serving as a mentor will receive a stipend that is stipulated in the Arlington Teacher’s Association Contract under agreement of the Arlington Teacher’s Association and the Arlington School Committee. Those mentors who are not actively serving as a mentor will remain in a mentor pool to meet the varying needs of incoming teachers from year to year.

Teachers who apply to be a mentor are advised to pay close attention to the Qualities of Effective Mentors stated in this document as well as to the criteria listed below.

- A commitment to the goals of the district mentoring plan.
- Teaching expertise that reflects excellent content knowledge of the state curriculum frameworks.
- An awareness of the merits of different teaching styles and pedagogical strategies/methods.
- An ability to teach to the diverse learning styles of students.
- Is knowledgeable about the resources and opportunities in the district and is able to act as a referral source to the novice teacher.
• Is willing and able to invest time to develop mentoring skills and participate in the program for the duration of the year.

Core Mentoring Activities
The mentoring relationship is shaped by the activities that a mentor and beginning teacher participate in together. As part of the licensure regulations, Arlington is required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities. These activities should help the beginning teacher improve upon practice and develop an understanding of the Professional Standards for Teachers. The activities may include but not be limited to:
• Meeting frequently during the school year to plan curriculum and lessons.
• Observing one another’s classroom.
• Co-teaching the beginning teacher’s class.
• Providing an array of assistance to new teachers, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice.
• Analyzing and assessing the beginning teacher’s practice in relation to evaluation criteria in order to help the beginning teacher to improve his/her teaching effectiveness.

Participant’s Roles and Responsibilities

Beginning Teacher:
- **Attend all scheduled mentoring sessions.** These sessions are scheduled with consideration to: state and district policies for beginning teachers, teachers schedules, and the needs of the program.
- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on her/his own practice and by identifying areas in which assistance is needed.
- **Seek out help.** The beginning teacher must understand that he or she must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- **Observe experienced teachers at work.** The beginning teacher with the help of his/her mentor should participate in a schedule of observations of experienced teachers. The beginning teacher is encouraged to keep a log to record and reflect on the diversity of their styles.
- **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee can request a meeting with the mentor coordinator to help to reach a resolution.
- **Participate regularly in programs organized for beginning teachers.** These include, but are not limited to, support groups, professional development seminars and beginning teacher workshops.
- **Maintain Induction/Mentoring Verification Forms.** The beginning teacher who does not hold a professional license will record all professional development activities in years 1-3 in preparation to apply for a professional license. (See Appendix)
Mentor:

• **Ensure a strong start to the year.** Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and by explaining the routines and schedules that are pertinent to them.

• **Provide instructional support.** This includes, but is not limited to:
  - Providing regular opportunities for mentee(s) to observe mentor teaching.
  - Participating in discussions following lessons that draw upon reflective thinking techniques.
  - Conferencing with the beginning teacher following observed lessons.
  - Maintaining open communication with mentee either face to face or electronically.
  - Supporting teaching and learning standards of the state curriculum frameworks;
  - Refining various teaching strategies.
  - Addressing issues such as classroom management and communicating effectively with parents.
  - Recognizing and addressing multiple learning styles and individual student needs.

• **Provide professional support.** Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Principals and Directors as well as Mentors should be a resource for information on evaluation and professional practice.

• **Provide personal support.** Mentors can help relieve the stress on first time teachers by introducing them to other faculty members and with support and encouragement help the beginning teacher to put problems in perspective.

• **Maintain a confidential relationship with the beginning teacher.** It is important that the beginning teacher is confident that the dialogue they have with their mentor is safe and secure and that they will get nurturing and supportive feedback from their mentor.

• **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee will request to meet with the mentoring coordinator and the mentor to reach a resolution to the issue. If no resolution is reached, the mentee will request to meet with the mentor, the mentoring coordinator, and the principal for further discussion to reach a resolution.

• **Serve as a liaison.** The mentor should have the knowledge and skills to refer the beginning teacher to others teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.

• **Serve as a resource.** Inform the beginning teacher of opportunities and supports provided by various professional associations.

• **Attend summer mentor training.**

• **Attend 3 town wide scheduled mentor meetings throughout the year.**

*(See Appendix for specific outline of mentoring activities for elementary level and secondary level.)*
Principal, Assistant Principal, Curriculum Coordinator, and/or others

The roles and responsibilities of the principal may vary by level. In an elementary school, the principal will assume all the responsibilities below. In a secondary school, the principal may choose to share the following responsibilities with the assistant principal, department leaders, or other school leaders. The responsibilities of the administrator will include, but are not limited to the following.

- **Meet with new teacher no less than once/month** separate from building meetings to review timely topics and to answer related questions. Topics may include but not limited to:
  - Open House procedures
  - Progress reports
  - Assessment deadlines
  - Evaluation of teachers
  - Conferences with parents
  - Professional development opportunities
  - Collegial practices
  - Licensing and certification
  - Program issues

- **Establish a school culture** that is built on collegiality and supports collaboration among new and veteran teachers.

- **Ensure reasonable working conditions** for the beginning teacher that will promote a successful first year. That might include assigning the beginning teacher a moderate teaching load, few extra-curricular duties, and a schedule that is compatible with the mentor’s schedule.

- **Promote and encourage** opportunities for the new teacher to observe exemplary teachers in their building and across the district.

- **Provide support and encouragement** to all new staff by listening and remaining open to new teacher ideas and suggestions regarding school policy, scheduling, personnel, student concerns, and curriculum issues.

- **Engage in periodic check-ins** with the new staff and/or mentors in their buildings regarding the mentoring progress with full understanding and respect for the confidentiality between mentor and mentee.

- **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee will request to meet with the mentor coordinator and the mentor to reach a resolution to the issue. If no resolution is reached, the mentee will request to meet with the mentor, the mentor coordinator, and the principal for further discussion to reach a resolution.

**Mentoring/Induction Coordinator**

- Plans Summer New Teacher Training and Curriculum Planning and New Teacher Orientation with colleagues.
- Presents overview of Mentoring and Induction Program to new teachers.
- Provides mentor training. *(See suggested training topics in Guidelines for Induction Programs, October 2001, Mass. Dept. of Elementary and Secondary Education, pg. 5)*
- Provides follow-up training meetings during the school year (3 times/year)
- Provides support to new teachers and mentors throughout the year via e-mail, visits and observations.
- Monitors and collects mentoring logs.
- Conducts surveys from mentees and mentors that lead to program improvements.
- Updates program data (e.g., changes in assignment, roles, program description).
- Meets with Assistant Superintendent on a regular basis to review program progress
• Meets with Superintendent, Principals and Curriculum Coordinators as needed to discuss
  program progress and/or issue
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Induction/Mentoring Verification Forms

To All Pre-Professional Status Teachers:

In compliance with the state-mandated district induction and mentoring program, please use the following forms to record and document your professional mentoring activities in years 1-3 in the Arlington Public School District. There is a form for Year 1 and one form for Years 2-3. You are responsible for completing and keeping each form.

It is essential that you keep track of your mentoring activities on each form by:

> Listing the date of the activity
> Checking off the type of activity
> Listing the specific topic
> Recording the number of hours that you have participated in the activity
> Having your mentor or provider initial each entry

At the end of Year 3 you must give a copy of both forms to your building principal or department head as evidence of your completion of the Year 1-3 Induction/Mentoring Program. A letter will be written validating your completion of the Program, which will be necessary as you apply for a Professional License.

Copies also must be sent the Assistant Superintendent's Office.
**Arlington Public Schools**
**Induction/Mentoring Verification Form (Log)**
**Mentee Year 1-3**

Teacher’s Name:_____________________________________________
Year:___

School:_____________________________________________________
Grade/Position_____________________________________________

Mentor’s Name_________________________________________________________________________________________________________

**Types of Activities:** PD-Professional Development, PP-Building/District Policy & Procedures, CI-Curriculum and Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Activity</th>
<th>Specific Topics</th>
<th># Hours of Participation</th>
<th>Initials of Facilitator or Mentor</th>
</tr>
</thead>
<tbody>
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Revised 2013
# Mentoring Activity Log

Mentor: ________________________________

Mentee(s): ___________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Description of the Activity</th>
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Arlington Public Schools Mentor/Mentee Observation Form

<table>
<thead>
<tr>
<th>Meeting Date:</th>
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<tbody>
<tr>
<td>Meeting Duration:</td>
<td></td>
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<tr>
<td>Mentor:</td>
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<tr>
<td>Grade:</td>
<td></td>
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<tr>
<td>Topic:</td>
<td></td>
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<tr>
<td>Focus of lesson:</td>
<td></td>
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<tr>
<td>Question for Reflection:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher(s) Name(s)</th>
<th>School</th>
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Notes:
**General Education**
Mentee Teacher Needs Assessment Date: __________________

This is a tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Please describe yourself on the following questions. You may record your comments or just discuss each point with your mentor and/or your mentoring group.

4. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments?

5. What are your three strongest assets as an educator?

6. What are three areas of concern as an educator new to Arlington or new to a grade?

_____________________________________________________________________

Please rate yourself in the following areas according to the descriptors:

- **Novice**: General idea of what needs to be done
- **Proficient**: Comfortable with responsibilities but have room to grow
- **Expert**: Mastery of the area and could train others/share expertise

<table>
<thead>
<tr>
<th>Areas of Support to Consider</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management:</strong></td>
<td>E P N</td>
<td>E P N</td>
<td>E P N</td>
</tr>
<tr>
<td>1. Setting up the classroom environment</td>
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<tr>
<td>2. Creating classroom rules</td>
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<tr>
<td>3. Enforcing classroom rules</td>
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<tr>
<td>4. Dealing with crisis in the classroom</td>
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<tr>
<td>5. Implementing behavior management techniques</td>
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<tr>
<td>6. Knowledge of disabilities with which you are working and necessary accommodations/strategies</td>
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<tr>
<td>7. Ability to set up and follow routines</td>
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<tr>
<th><strong>Expectations:</strong></th>
<th>E P N</th>
<th>E P N</th>
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<tbody>
<tr>
<td>1. Identifying those students in the classroom with IEPs and 504 Plans, reading the plans, and implementing the</td>
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</tbody>
</table>
classroom accommodations indicated

2. Understanding the referral process

3. Using technology as a tool

4. Understanding and Implementing emergency protocol – building, health, behavior

<table>
<thead>
<tr>
<th>Teaching:</th>
<th>E</th>
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<th>E</th>
<th>P</th>
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<tbody>
<tr>
<td>1. Locating and using grade-level district standards, pacing guides, and state standards</td>
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<td>2. Differentiating instruction</td>
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<td>3. Motivating students</td>
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<td>4. Using a variety of teaching strategies</td>
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<tr>
<td>5. Familiarity with content for grade level(s) taught</td>
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<td>6. Understanding testing procedures and materials</td>
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<td>7. Familiarity with district materials and programs at grade level(s) taught</td>
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<td>8. Providing students with clear and complete modeling of lessons and lesson expectations</td>
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<tbody>
<tr>
<td>1. Communicating with parents</td>
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<td>2. Working with grade level teams</td>
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<td>3. Collaborating with colleagues</td>
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<td>4. Working with special education staff</td>
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<td>5. Working with administration</td>
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• Self-assessment occurs 3 times/year: beginning, middle, and end of year.
• Self-assessment should be referenced regularly as a guideline for support.
This is a tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Please describe yourself on the following three questions. You may record your comments or just discuss each point with your mentor and/or your mentoring group.

1. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments? Be specific

2. What are your three strongest assets as an educator?

3. What are three areas of concern as a new educator in Arlington?

Please rate yourself in the following areas according to the descriptors:

**Novice**: General idea of what needs to be done  
**Proficient**: Comfortable with responsibilities but have room to grow  
**Expert**: Mastery of the area and could train others/share expertise

<table>
<thead>
<tr>
<th>Areas of Support to Consider</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Classroom Management:</td>
<td>E</td>
<td>P</td>
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<tr>
<td>1. Setting up the classroom environment</td>
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<td>2. Creating classroom rules</td>
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<td>3. Enforcing classroom rules</td>
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<td>4. Dealing with crisis in the classroom</td>
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<td>5. Behavior management</td>
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<td>6. Knowledge of disabilities with which you are working and necessary accommodations/strategies</td>
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<td>7. Ability to set up and follow routines</td>
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<td><strong>Expectations:</strong></td>
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<tr>
<td>1. Working knowledge of special education regulations and practices</td>
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<td>Teaching:</td>
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<td>1. Locating and using grade-level district and state standards</td>
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<td>2. Differentiating instruction</td>
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<td>3. Motivating students</td>
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<td>4. Using a variety of teaching strategies</td>
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<td>5. Familiarity with content for grade level(s) taught</td>
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<td>6. Understanding testing procedures and materials</td>
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<td>7. Familiarity with district materials and programs at grade level(s) taught</td>
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<td>Relationships:</td>
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<td>1. Communicating with parents</td>
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<td>2. Working with related service providers</td>
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<td>3. Working with regular ed. staff</td>
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<td>4. Working with administration</td>
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<td>5. Giving direction</td>
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<td>6. Taking direction</td>
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<td>7. Asking for help</td>
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<td>IEPs</td>
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<td>1. Administering standardized tests, interpreting results, writing academic evaluations.</td>
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<td>2. Writing goals and objectives</td>
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<td>3. Data collection and analysis</td>
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<td>4. Presenting information/facilitating meetings</td>
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<td>5. Knowing your caseload and attached timelines</td>
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- Self-assessment occurs 3 times/year: fall, winter, spring
- Self-assessment should be referenced regularly as a guideline for support.
Mentor/Mentee Roles and Responsibilities

Mentor

1. Meets with mentee(s) during August New Teacher Training and Curriculum Planning dates.
2. Meets with mentee(s) formally or informally no less than twice per month to provide support with:
   - Personal support and collegiality in the context of a confidential and candid mentoring relationship
   - Preparation for a strong start to the school year
   - Frequent guidance in classroom or small group management: structure, routines, and expectations
   - Special Ed.: Frequent guidance in understanding and implementing special education regulations and practices and all facets of students' IEPs
   - Short and long range planning in teaching the Learning Standards of Massachusetts Curriculum Frameworks and the APS Curriculum
   - Assisting with refining and differentiating instructional strategies
   - Assessing, recording, analyzing, reporting on student progress
   - Availability of resources and materials in and out of district
   - Reinforcement of school policies and procedures in conjunction with building principals or department chair
3. Observes mentee(s) classroom instruction and/or is observed by mentee to provide positive and constructive feedback on a regular basis (approx. 1 X per month).
   - Each observed lesson is preceded by a lesson overview and a focus topic.
   - Each observed lesson is followed by discussion and opportunities for reflection
4. Encourages and facilitates mentee’s observations of other excellent teachers teaching.
5. Maintains a log of mentoring activities which will include date of activity, description of the activity, duration of the activity and those attending.
6. Provides the mentee with thoughts and questions that require reflection and that results in professional growth.
7. E-mails or communicates in some form to the mentee to arrange for coverage in advance of an up-coming observation of mentor and other colleagues’ classrooms.
8. Reminds mentee(s) to maintain the appropriate documentation of mentoring activities on their Induction/Mentoring Verification Forms.*
9. Participates in 3 mentor meetings a year including annual Assessment of the Induction/Mentoring program.
10. Receives a stipend stipulated in the AEA contract.

Mentee

1. Meets with mentor regularly to reflect on practice and to identify areas in which he/she would like assistance.
2. Participates fully in the mentoring program.
3. Maintains a Journal of classroom observations including discussion questions or reflections of observed lessons as well as other mentoring activities.
4. Reviews reflection responses with mentor if desired.
5. Maintains Induction/Mentoring Forms of all mentoring activities (Year 1-2)*
6. Calls in for substitute or requests coverage from principal for the times/days observing mentor or colleague’s classroom.

*Located in the Appendix
Mentor/Mentee Roles and Responsibilities
Elementary Math and Literacy

Mentors
Meet with mentee(s) formally five whole days, one half day for math and one half day literacy.

Mentors will provide examples of good teaching and support for mentees formally by:

**Year 1 Program**
- Modeling lessons as new teachers observe
- Providing mentees with a lesson overview and a focus topic on some aspect of the lesson or on teaching
- Providing mentees with examples of reflective thinking related to the observed lesson
- Writing a question for reflection about the lesson for mentee response
- Guiding discussion of the lesson focus, content, up-coming math or literacy topics, and questions that arise
- Polling new teachers for suggestions for topics for the next mentee observation
- Establishing a time after the lesson for mentees to record reflections on their observations and discussion

**Year 2 Program**
- Observing lessons taught by one of the teachers in the mentoring group
- Becoming a participant in the discussion that follows
- Teaching at least one lesson for mentor and mentoring group
- Recording reflections or information related to discussion and/or lesson

Mentors will provide support for mentees formally or informally by:
- Discussing self-assessment tool as a guideline for support
- Providing guidance in classroom or small group management: structure, routines, and expectations
- Guiding short and long term planning that coincides with APS curriculum and pacing guides and state standards
- Assisting with refining and differentiating instructional strategies
- Administering assessments, interpreting and using the results to guide instruction
- Sharing the knowledge of available resources and materials in and out of district
- Encouraging and facilitating mentee’s observations of other excellent teachers teaching

**Other Responsibilities of the Mentor:**
- Maintains an Arlington Public Schools Attendance & Information Form* of any observations and meetings to document topics addressed, dates, and amount of time spent
- Reviews reflection responses and provides feedback as requested
- E-mails or communicates in some form to the mentee to arrange for coverage in advance of an up-coming observation of mentor and other colleagues’ classrooms
- Reminds mentee(s) to maintain the appropriate documentation of mentoring activities on their Induction/Mentoring Verification Forms*
- Participates in the New Teacher Orientation and 3 mentor meetings a year including annual Assessment of the Induction/Mentoring Program

Mentee
- Meets with mentoring group on the scheduled mentoring session times and dates
- Maintains a courteous and quiet presence while observing a lesson
- Presents an overview and a focus topic for lessons being observed in the mentoring session
- Maintains a reflection Journal of classroom observation and discussion/reflections of observed lessons.
- Reviews reflection responses with mentor if desired.
- Maintains Induction/mentoring Forms of all mentoring activities (Year 1-2)*
- Calls in for substitute or requests coverage from principal to attend mentoring sessions or other observations.

*Located in the Appendix
High School Checklist
Before the Opening of School
Mentor Teacher contacts new teacher, as soon as possible and welcomes him/her to the school district.
  o Teaching assignment/class schedule
  o Teaching materials, including textbooks

Spaces to visit:
  o Tour of the building
  o Classroom setup
  o Parking space assignment, if applicable
  o Work space, including school-wide faculty, department, and individual office space
  o Lounge space, including refrigerator, microwave, and dining facilities
  o House office and mailbox
  o Copying facilities

People to meet:
  o Principal, Assistant Principal(s)
  o Department, house, and other colleagues
  o Housemasters
  o House secretaries
  o Guidance counselors
  o SPED and other support staff
  o AEA building representatives
  o Main Office staff
  o Cafeteria Staff

Policies and procedures to learn:
  o Attendance and tardiness policy
  o School homework policy, relating to absences due to illnesses, field trips, family vacations
  o Reporting teacher absences Aesop(sick days and personal days)
  o AV equipment
  o Library: checking out books, bringing a class for research, putting readings on reserve
  o Substitute folder for unexpected absences
  o Fire drills and evacuations routes
  o Lunch schedules and rotations if applicable
  o Drug/alcohol policy
  o Bullying policy
  o Cellphone policy
Items to obtain:
- Class list, Individual Education Plans (IEP’s) for SPED students and 504 plans
- Keys
- Grade record book and lesson plan books
- Calendars: system-wide calendar and school calendar
- Opening schedule for teachers and students
- Teaching supplies (dry erase markers, pens, paper clips, etc.)
- Department resources (books, videos, maps, overheads)
- AEA/MTA/NEA informational materials

Short and long-term planning:
- Personal and professional goal planning (IPDP)
- Classroom management, routine, and discipline
- Curriculum planning with team/dept. head
- Assessment: philosophy, goals, and methods
- Professionalism and collegiality, including school culture, expectations, appropriate dress, etc.
- Recertification plan, including professional development points (PDPs), workshops, in-service credits, etc.
- Balance in personal and professional life
- Peer observations of each other and other teachers
- Student learning issues: SPED students, interpreting IEPs, and 504 plans, working with SPED staff
- Calendar of school meetings and topics
- End-of-term testing schedule if applicable

Items to develop and/or obtain for students:
- First day and first week lesson plan
- Assignment sheet
- Course expectations/introductory letter
- Home contact information
- Textbooks and book receipt forms

Procedures to learn:
- Back-to School Night (early fall)
- Parent/counselor/student meetings
- Field Trips
- Professional development opportunities (including early release days and professional day)
- MCAS preparation (spring) and analysis
- Enrichment programs
- Athletic contests
- Musical and theatrical performances
- All-school dances
- Student registration/placement for next year (early spring)

**Closing of school:**
- End of the year activities for seniors
- Collecting and storing textbooks
- Procedure for lost/damaged textbooks
- Clean up classroom
- Return AV equipment and library materials
- Exams: schedule, proctor instructions, room assignments
- Final grade
- Turn in grading books and keys
- Graduation Ceremony
- Daily schedule for last days of school
Middle School Checklist
Before the Opening of School

Mentor Teacher contacts new teacher, as soon as possible and welcomes him/her to the school district.

First Days of School

Building:
- Bathrooms
- Staff parking
- AV room/Media Center
- Library
- Computer Rooms
- Teacher’s Lounges
- Offices
- Mailbox
- Supply Room
- Nurse’s Room

People to meet:
- Mentor(s)
- Principal
- Assistant Principal(s)
- Team Leader
- Secretaries
- Other teachers in your grade/cluster
- Other teachers in your school
- AEA building representatives
- SPED staff-especially those working on your team
- Guidance counselors
- Custodial staff
- Cafeteria staff

September

Policies and Procedures:
✓ Progress reporting process
✓ Student attendance and tardiness
✓ Homework (school/team/district)
✓ Reporting Teacher Absences-Aesop (sick and personal)
✓ Understanding Power Teacher
✓ Acceptable Use Policy
✓ Grade Book
✓ Substitute plans – what to have available and where they should be located
✓ Obtaining A/V equipment
✓ How to report technical problems (tech support)
✓ Library-Checking out books, other library opportunities
✓ Fire Drills and evacuations
✓ Drug and alcohol policy
✓ Bullying policy and action
✓ Discipline policy
✓ Arranging field trips
✓ Read Arlington Public Schools Webpage (parents read it)
✓ Read OMS webpage (parents read it)

Items to obtain:
✓ Class list, Individual Educational Plans (IEP’s), 504 Plans, ELL information
✓ Keys
✓ Lesson plan books, if provided
✓ Calendars: system-wide, school, and Professional Development calendars
✓ Opening schedule
✓ Teaching supplies (markers, pen/pencils, paper clips, etc.)
✓ Curriculum resources (books, videos, maps, overheads, etc.)
✓ AEA/NEA/MTA informational materials

Short and long-term planning
✓ Personal and professional planning(IPDP)
✓ Classroom management, routines, and discipline
✓ Assessments: philosophy, methods, goals (district/school)
✓ Budget management and ordering policy
✓ PTO allocations and ordering if applicable
✓ Program evaluation
✓ Professionalism and collegiality, including school culture, expectations, appropriate dress, etc.
✓ Certification/Recertification plan, including professional development points (PDPs), workshops, in-service credits
✓ Peer observations
✓ Training on software applications available on classroom computer(IT Specialist)

Upcoming school events:
✓ Back-to-School Night
✓ Parent visitation days
✓ Conferences
✓ Closing of grades
✓ Progress Reports go home
✓ See district and school calendar for other important items

Discussion items or topics:
✓ Classroom management issues
✓ Assessment procedures
✓ Early parental contact
✓ Individual Education Plans (IEP’s) and 504 Plans

October
✓ Procedures and options for mid-term progress reports
✓ Professional development opportunities and the guidelines for obtaining PDP’s
✓ Balancing personal and professional life
✓ Curriculum planning options (within the team, among subject area colleagues, cross-curricular activities within the grade level)
✓ Professionalism, collegiality, school culture issues
✓ Formal observations by administrators
✓ Continue conversations about Respect, Anti-Bullying and Standards Based Education
✓ Procedures for term grading, including recording grades, comments, deadlines, etc.

November
✓ Procedures for term grading, including recording grades, comments, deadlines, etc.
✓ Students and/or other issues
✓ Tips on conducting a parent conference
✓ Ongoing contact with parents including follow up with parental questions/concerns
✓ Plans for improving/changing instructional practices for the second marking period (team, grade)
✓

December/January
✓ Time of year issues
✓ Student (and possibly teacher) apathy
✓ Discipline issues
✓ Tips for transitioning into and out of a long holiday vacation
February
✓ MCAS preparation and related issues
✓ Goal setting for the second half of the year
✓ Thinking about summer plans (professional development, work, etc.)
✓ Peer observations for the second half of the year
✓ Reflection on observations done by building administrators

March/April
✓ Budgeting/ordering for the coming year
✓ Thinking about practice and ways to end the year in June
✓ Evaluations
✓ Special activities
✓ Ongoing preparation for MCAS including special schedule that the building may follow
✓ Progress reporting

MAY
✓ Reflecting and goal setting for next year
✓ Administering MCAS
✓ Disruptions at the end of the year from school activities
✓ Assessment and end of the year progress of students
✓ Continue conversations about Respect, Anti-Bullying and Standards Based Education

June
✓ Final progress report and student comments
✓ Special closing activities with classes/teams
✓ Procedures for closing school
✓ Collecting and storing materials
✓ Returning AV equipment and materials
✓ Communicating student information to receiving teachers
✓ Preparing the classroom for possible summer use
✓ Turning in keys, etc.
✓ Possible schedule changes for the last week of school
Elementary Checklist

Before the opening of school
- Check on professionalism, collegiality, school culture, appropriate dress
- Find out how to access needed furniture
- Identify a “go to person” to answer questions with issues that are specific to your school if your mentor is not easily accessible or ask your principal for that info
- Learn who the administrators and other support staff are in the district
- Have your class list and know who your students are
- Read all the IEPs of students in your class
- Know of any specific health issues of students
- Check that you have all of the curriculum materials that you will need and that should be in your classroom
- Have the opening schedule of school and related meetings
- Contact Arlington Public Schools Human Resources Dept. for information on district schedules
- Set up your classroom
- Tour your building
- Develop a classroom management plan
- Set up your classroom

September or earlier find out:

Building
- Teacher and student bathrooms
- Staff parking place and details
- Teacher’s workroom
- Teacher’s lunchroom if different than workroom
- Location of nurse’s room, music room, art room, library, cafeteria, auditorium(s), after school program
- Teacher’s mailboxes
- Where to get supplies
- Where to get keys
- Where the custodian’s office is located
- The time the building is open and closed for the day
- AEA/MTA/NEA Informational Materials

People to meet or to know about
- Principal
- Lead teacher
- Arlington Education Association liaison in your building and officers of AEA
- Librarian, music teacher, art teacher, nurse, school secretary, social worker, reading teacher, social worker, all general ed. and special ed. teachers in the building
- Know who the TAs are in the building
- Lunch supervisors and cafeteria staff
- Know who the administrators are in the district – on the Home Page with phone numbers
- Know who your custodians are
- Know who the PTO officers and School council member
September - June

Procedures:
- Student attendance and tardiness
- Arrival and dismissal times
- After school dismissal times
- School bus schedule
- The nurse’s schedule
- Library circulation process
- Contacting home/family
- Obtaining supplies
- Ordering curriculum materials
- Movement in the building
- Fire drill and evacuations
- Reporting teacher absences (sick and personal days)
- Opening and closing times of your school
- Special Education process & procedures
- ELL Process

Policy:
- Homework policy
- Recess policy
- Communication with parents
- Cellphone use for teachers and students
- District Progress Report
- Substitute coverage
- Acceptable Use Policy

Calendar:
- Progress report schedule
- Grade/period cutoffs
- School holidays
- District professional days
- Early Release Days
- Building based meetings
- Individual School Events
- End of year procedures