

# **Mentoring and Induction Guide**

## **Arlington Public Schools**

**Revised for 2021/2022**  
**Marie L. Janiak**  
**Coordinator of Mentoring and Induction**

### **Where did this idea come from?**

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 a Teacher-Mentor?**

A teacher who is a mentor is an experienced highly skilled professional who takes a direct and personal interest in the development of a colleague. A mentor exhibits faith in and communicates easily with the mentee on a regular basis. All professional communications are centered around the sharing of ideas that will enhance the professional growth of the new teacher in a friendly and non-judgmental relationship.

### **Why a Mentoring program in Arlington?**

Mentoring programs are designed to enhance the development and integration of those who are new to or have made changes in their profession. The Massachusetts Department of Elementary and Secondary Education requires all school districts to provide an Induction and Mentoring program for teachers in their first year of practice. The Induction & Mentoring program should include but not be limited to reinvigorating and promoting creativity in the relationships among professionals, informing new teachers in the district policies and procedures, introducing and providing practice and feedback in the curricula the new teacher will teach, and promoting a collegial and safe environment. The entire list of standards for the induction and mentoring programs and the professional standards for teachers are available on the DESE website: <http://www.doe.mass.edu/lawsregs/603cmr7>

### **Why be a Mentor?**

A teacher/mentor plays a critical role in the successful start in a new teacher’s career by guiding and sharing their experience and knowledge in a trusting environment. That success can ultimately lead to the new teacher having a long and rewarding teaching career.

### **Mentor Quotes:**

“My mentee told me that she was so excited because she just had a great English class. Previously she had been struggling when planning for English and always felt badly about how the lessons went. After she had reflected on her previous lessons she put in more time when planning. She felt proud of the result.”

“Common Planning time with my mentee has been a great mentoring experience/success. I have enjoyed the opportunity to collaborate with her on new lessons, existing lessons and management of her classes. We have both benefited from these collaborations.”

“So far this year, my greatest mentoring success/experience has been recognizing that one of my mentees needed more support and then developing a plan to work more closely with her. This experience has helped me recognize the importance of making time for others, especially in a role of mentor. My mentee is very appreciative of the plan and we have had some wonderful conversations that have been beneficial to both of us.”

## 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, department leaders, and administrative leaders, these characteristics comprise but are not limited to the guidelines for selecting mentors.

### **Attitude and Character**

Is a model of good practice  
Belief in the benefits of mentoring  
A reflective practitioner  
Models that learning is lifelong  
Is resilient and flexible  
Is enthusiastic, energetic  
Is respectful of different cultures

### **Professional Competence**

Teaching skills are regarded highly by colleagues  
Is knowledgeable  
Demonstrates confidence  
Comfortable about being observed  
Understands all aspects of the school and district policies and programs  
Is a good observer  
Is collaborative  
Is eager to learn new teaching strategies  
Respects students  
Is generous with time

### **Communication Skills**

Takes time to listen  
Asks questions that prompt reflection and understanding  
Uses time efficiently  
Maintains confidentiality

### **Interpersonal Skills**

Maintains trusting professional relationships  
Is nurturing and caring - supports emotional and professional needs  
Is never negative  
Is patient  
Is approachable  
Is sensitive to political issues

\*The National Foundation for the Improvement of Education-Establishing High-Quality Professional Development, Fall 1999 No. 1

## **Induction and Mentoring Program for Arlington Teachers**

Arlington Public Schools 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 as required by the Massachusetts Department of Elementary and Secondary Education (DESE)[603,CMR 7.12(2)]. First year teachers and those teachers who are experienced teachers and new to the district are matched with qualified teachers who serve as a mentor. The mentor and the mentee will engage in a variety of professional development activities throughout the year that foster growth in their own practices and promote student learning. Mentors meet frequently with their mentees and keep open communication throughout the year.

In keeping with the mentoring requirements of the DESE the mentor is an integral part of the support team who will also meet and frequently communicate with the new teacher. The support team members include the principal, department leaders, curriculum leaders, the mentor and colleagues. Through this collaborative mentoring program 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 Mentoring and Induction Program is a fundamental part of Arlington's Professional Development Plan.

### **Standards**

Arlington's Induction and Mentoring Program shall meet the following minimum requirements as required by the Massachusetts Department of Elementary and Secondary Education:

- An orientation for beginning teachers 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 Professional Learning Communities.

### **Mission**

The mission of the Arlington Induction and Mentoring Program is to provide new teachers with support, encouragement and guidance that will improve their practice, increase their level of confidence and their commitment to the importance of advanced student learning. The program promotes professional growth in an atmosphere that is collegial, culturally diverse and non-judgmental.

### **Goals**

- To provide new teachers support, encouragement and guidance from their mentors, principals, colleagues and district leaders (support team).
- To enhance mentees' and mentors' professional skills through peer coaching, self- reflection and professional development opportunities.
- To familiarize new teachers with Arlington Public School's values, curriculum, and professional development opportunities.

- To retain skilled, committed teachers who are dedicated to high quality teaching and continued growth in their practice.
- To review the Professional Teaching Standards to ensure that all beginning teachers understand the professional knowledge and skills required of all teachers.
- To provide Curriculum Planning and Training Days and an Orientation Day prior to the beginning of school.

## **Program Components:**

### **1. Mentor Selection and Criteria**

Mentor teachers are identified as those teachers who are considered excellent teachers by their department leaders, their principals, and their peers based on the Massachusetts Teaching Standards, the Qualities of Effective Mentors stated in this document, and the suggested qualifications of the DESE.

#### **Further Qualifications for Mentors:**

1. Have a Professional license (when possible)
2. Taught at least 3 years in Arlington (Professional Teaching status)
3. Demonstrated knowledge and mastery in the relevant APS curriculum for the position that they were hired
4. Demonstrated expertise in the skills of their position. (For example: classroom management, assessment design and analysis, lesson design and delivery, differentiation.)
5. Demonstrated excellent organizational skills
6. Demonstrated a joy and an excitement for teaching and learning
7. Will agree to abide by the mission and goals of the Induction and Mentoring Program
8. Will participate in a mentor training prior to the start of school during the August New Teacher Days. (New mentors will be contacted by the Mentor Coordinator for exact time and place of training.)
9. Have agreed to serve as a mentor

When all other criteria are equal, mentor preference will be given to those teachers holding a professional license and at least 3 years of teaching in Arlington Public Schools.

After being contacted by at least one of their department leaders, principal or other administrators, those teachers who agree to serve as mentors will be contacted by the Coordinator of the Mentoring and Induction Program in Arlington and then be paired with a new teacher or teachers depending on the mentoring level they serve. (The position of mentor is a voluntary position and is not an assigned position.)

## 2. August Training and Orientation for New Teachers

### New Teacher Curriculum Planning and Training Days

Prior to the start of school, typically during the week before the school year begins, new teachers are expected to attend Curriculum Planning and Training Days. At that time new staff will meet with their department leaders, their mentors, and their instructional and curriculum leaders.

The activities that new teachers attend on those days are geared to their grade level and/or their curriculum area. During that week there is one day dedicated for all new teachers to learn important information that pertains to health benefits and retirement planning, technology, and district programs. Mentors do not attend these informational meetings. An agenda is sent to all mentors in advance of the New Teacher Days.

### Mentor Participation during Curriculum Planning and Training Days

- General education mentors for classroom teacher of grades 6-12 and specialists should work closely with their department leaders to coordinate the planning time for that week. During the curriculum planning session mentors and curriculum leaders will meet with new teachers to present an overview of their curriculum for the year and to plan for the first few weeks of school. *\*(See Agenda for August New Teacher Training and Curriculum Planning and Orientation)*
- General education mentors for elementary math, literacy, and all specialist mentors are advised to check in with their department/instructional leaders for specific meeting times during that week. *\*(See Agenda.....)*
- Special education mentors at all levels meet as a whole group for a specific training session. Special education mentors will check in with their department leaders and review the agenda for specific meeting times for them during that week. Elementary special education teachers who will be supporting students in the elementary curriculum are also invited to attend the elementary curriculum overviews. *\*(See Agenda.....)*

Districts are required to assign all beginning teachers to a mentor within the first two weeks of teaching per (DESE 603CMR 7.12 (2) (b)). The typical mentor has attained Professional Status, has attained a proficient or better rating on recent evaluations and commits to being a mentor for one year.

### Orientation Day

The Orientation Day is held the Monday prior to the start of the school year.

***(Mentors do not attend this meeting.)***

All activities and presentations will be important for all new teachers. They must attend. Activities will include:

- Welcome from the Superintendent, Central Administrators, School Committee member, and the Coordinator of Mentoring and Induction.
- District overviews in special topics
- Arlington Education Association (AEA) Presentation

### 3. Participants' Roles in Mentoring New Teachers

As described by the Department of Education documents (DESE 603CMR 7.12 (2) (b)) the participants who comprise the support team for new teachers are the Mentor, the Mentor Coordinator, the Principal, the Assistant Principal and the Department Head or Leader. The following descriptions of roles for the key participants in the Induction and Mentoring Program define responsibilities and levels of involvement.

#### Mentor

- Meets with mentee(s) during August New Teacher Training and Curriculum Planning
- Provides personal, collegial and non-evaluative support in the context of a confidential and candid relationship.
- Supports mentee(s) in preparing for a strong start to the school year.
- Creates a calendar with the mentee of no fewer than 10 formal meetings in the year. These meetings will occur once/month and may include observations.
- Mentor and Mentee participate in no fewer than 4 observations/year that may be mentor observing mentee and/or mentee observing mentor.
- Participates in informal meetings at least twice/month during the year.
- Provides mentee(s) with frequent guidance in classroom or small group management: structure, routines and expectations (where necessary).
- Provides frequent guidance in understanding and implementing special education regulations and practices and all facets of students' IEPs.
- Provides support in teaching the APS curriculum.
- Assists with refining and differentiation for all learners.
- Participates in mentor trainings that include attending 3 scheduled mentor meetings during the year.
- Provides information about school procedures, resources and school culture.
- Makes informal unannounced visits (walk-throughs) to mentee's classroom and offers feedback.
- Encourages and facilitates mentee's observation of other excellent teachers teaching or of other staff carrying out their jobs ( i.e. parent meeting, Team meeting, etc.)
- Works collaboratively with Mentor Coordinator.
- Provides the mentee with questions that require thought and reflection on practice.
- Completes a log with at least 15 hours of contact time with mentee that lists topics, time spent and includes other notes when applicable.
- Reminds the mentee(s) to maintain the appropriate documentation of mentoring activities on their Induction/Mentoring Verification Forms.
- Completes the end of year survey of the Induction and Mentoring Program.

#### Mentee

- Plays an active role in the mentoring relationship by reflecting on his/her own practice and identifying areas in which he/she would like assistance.
- Meets regularly with the mentor.
- Observes experienced teachers teaching.
- Engages in coaching, peer observations and reflective conversations with mentor.
- Seeks out help and asks questions when needed.

- Completes 2 surveys, one at midyear and one at the end of the year.
- **Mentees seeking to apply for a Professional License in the future:**
- Maintains a log of mentoring activities in year 1 as evidence of participation.
- Maintains a log in year 2 and year 3 combined that equals 50 hours of professional development activities to be recorded on Induction and Verification Forms and to comply with DESE requirements when applying for a professional license.

#### Principal, Assistant Principal, Department Head or Leader

The roles and responsibilities listed below may be shared among all above support members and may overlap between school and department responsibilities. Some of the topics are pertinent only to department heads or leaders. What must be consistent throughout the year is that principals and/or assistant principals conduct monthly meetings with new staff. The list that follows comprises but is not limited to the topics that should be covered.

- Recommend qualified teachers to be mentors based on the criteria listed in this document.
- Communicate mentor/mentee pairings to the Mentor Coordinator.
- Conduct a welcoming and informative meeting with new teachers at the beginning of the year.
- Conduct school based monthly meetings that may include, but not be limited to these timely topics:
  - Evaluation process and procedures
  - Open House procedures
  - Progress Reports
  - Assessment deadlines
  - Conferencing with parents: dates and procedures
  - Professional development opportunities
  - Collegial practices
  - Program issues
  - District Policies
  - School culture and policies
  - Ensure reasonable working conditions for the beginning teacher that will promote a successful first year.
  - Sets up structure in which resource teachers (curriculum specialists and special educators, etc.) meet and support new teachers.
  - Facilitates time for mentor and mentee to meet and observe in each other's classrooms.
- Encourages and promotes new teachers to observe exemplary teachers in their own school and/or within their particular grade or discipline across the district.
- Facilitates the relationship between the mentor and the mentee by checking in frequently with both.
- Respects the confidentiality of the mentor/mentee relationship.
- Ensures that the new teachers understand the evaluation process and views formal evaluation as an opportunity for reflection and growth.
- Is available to troubleshoot, provide support and be an active listener.
- In collaboration with the Mentoring and Induction Coordinator, suggests a “no –fault bail out” of new teacher/mentor pairing, if needed, and helps to establish a new mentor/mentee partnership.
- Models professional behaviors and attitudes.

### Mentoring/Induction Coordinator

- Plans Summer New Teacher Training and Curriculum Planning and New Teacher Orientation with colleagues.
- Works with Principals, Department Heads and HR to match mentors to mentees prior to the start of school or by the end of the second week of school.
- Presents overview of Mentoring and Induction Program to new teachers.
- Provides mentor training to new mentors during the summer and throughout the following school year in 3 meetings.
- Provides support to new teachers and mentors throughout the year via e-mail, meetings and observations.
- Monitors and collects mentor logs.
- Conducts surveys from mentors and mentees for the purpose of making program improvements.
- Updates program data.
- Meets with Assistant Superintendent on a regular basis.
- Meets with HR frequently during the summer to keep current on new hires.
- Meets with the Superintendent, Principals and Department Heads as needed during the year to discuss program progress or issues.
- Completes the **District Annual Induction and Mentoring Report** issued by the DESE.

## **4. Mentoring Documentation for Mentor and for Mentee**

- Mentor Logs. This log is required documentation of mentoring activities during the year. It serves as evidence of the contact time between the mentor and the mentee(s) so that compensation can be awarded for the mentor's time and effort.

Hours on the log should be totaled to reach no fewer than the 15 hour minimum. If the number of hours is less than 15, the compensation will be prorated for both stipend and PDPs. A maximum of 15 PDPs will be awarded. Logs must be submitted by May 31st after which stipends will be awarded. (See **Appendix**)

- Mentee Induction and Verification Logs. This log is required by the DESE as part of the application process for advancement in licensure for those new teachers to APS who will be applying for a professional license and who do not have previous mentoring experience. It reflects the activities of the mentee and mentor in year 1. Additional documentation in year 2 and year 3 is also required for those new teachers seeking a professional license. (See **Appendix**.)
- \*Needs Assessments for:  
New General Education Teachers and New Special Education LS and SLC Teachers  
These separate versions of the same self-assessment for mentees serve as the first self reflective assessment documentation for new teachers by new teachers. New teachers complete the Needs Assessment document that coincides with their position on their own and voluntarily share their needs with their mentor. The ideal time to present this assessment is at one of the first mentor/mentee meetings. When used as suggested, many mentors find these assessments to be helpful in setting the goals for their mentoring sessions. They also serve as the first reflective self-assessment

documentation for new teachers that will over the year indicate growth in many areas of the mentees professional growth. (See **Appendix**.)

#### Monthly Needs Assessments for any Mentoring Group

Mentors may find it beneficial to print or keep a log of *Monthly Needs Assessments*. This assessment tool is a tool that will provide information to both the mentor and the mentee on what is going well and what needs further attention for support in the new teacher's practice. The mentor would follow the prompts in each box and then record the responses. The *Monthly Needs Assessment* would be used at the formal monthly meeting that is not an observation. Using this assessment helps mentors and mentees remain accountable to themselves and to each other as they document growth over time. (See **Appendix**.)

\*While the Optional Needs Assessments mentioned here are not a required part of the Mentor Program, they are highly recommended and have been used successfully by mentors and mentees in the past.

## **5. Peer Observation and Peer Coaching**

Research indicates that educators observing other educators are a critical and necessary component to mentoring which leads to positive and lasting change in practice. Peer observation is a core mentoring activity of the Massachusetts Department of Elementary and Secondary Education (DESE) Guidelines for Induction programs. It is a hands-on approach to "how it is all done" and is a vital part of the professional development of a new teacher. It is also important to be clear that observations happen in both directions, each yielding positive outcomes. (See Mentor Readings in Shared Google Docs.)

- **Peer Observations for Classroom Educators**

For classroom educators new to teaching peer observation is a way for mentors to provide feedback and modeling to their less experienced mentees around the topics of classroom environment, management, and teaching practices. Also, by reflecting on and sharing evaluative data (Teaching Standards) with the mentor, the mentee can specify the exact skill or topic that he or she needs to improve upon and target that need in the next observation.

Feedback and other data gathered after an observation remains confidential and is only shared between mentor and mentee. All conversations as a result of feedback should be supportive and be the result of thoughtful reflection by mentor (questioner) and mentee (respondent). (See **Appendix**)

For classroom educators who are new to APS, but have years of experience in other districts, observations with their mentors may be more reciprocal and can be tailored to address the mentees expressed needs. This observation can take place by the mentor observing the mentee followed by reflection and debriefing, or, of the mentee observing the mentor modeling a skill or teaching practice that would provide the mentee with helpful data that would enhance the mentee's practice.

- **Peer Coaching for Non-Classroom Educators**

The purpose and nature of the peer observation and peer coaching activities and interactions will vary depending on the needs and the experience of the mentee. For non-classroom educators, a problem solving or coaching protocol can be substituted for an observation if it is a better option for meeting the mentee's needs. The coaching protocol allows the peer being coached to identify a problem, generate solutions, try a solution and then to reflect on outcomes. Using the Monthly Needs Assessment is one way to document the conversation between the mentee and mentor. (See **Appendix**)

## 6. Design of Mentoring Models

- For the new elementary general education classroom teachers, mentoring groups are designed by grade level. All entering new elementary teachers will have a grade level math curriculum mentor and a literacy mentor. Those groups will meet for 6 whole days during the year. Each of the 6 days is divided into two sessions with half of the day spent with the math mentor and half of the day spent with the ELA mentor. The ratio of new teacher(s) to mentor can be one to one or up to six mentees to one mentor in each curriculum area at each grade level. This program is a 2 year program for new teachers new to teaching and 1 year for those experienced teachers new to Arlington. See a detailed example of this model in ( See **Appendix**)
- For all other new teachers new to teaching and those experienced teachers new to Arlington, the mentoring program is a 1 year program with the option of adding a year 2. That determination is a collaborative agreement among the mentor and department leader and/or the principal and the new teacher.  
The ratio of new teacher to mentor can be one to one or as many as three new teachers to one mentor. Mentors are chosen within the same subject area or discipline as the new teacher when possible. See detailed example of this model in (See **Appendix**)

## 7. Design of the Observational Mentoring Session for Elementary Curriculum Mentors

- The mentees meet at the scheduled time in the mentor's classroom with the other mentees in the group. Then they will move to a quiet spot for the beginning of their meeting.
- The mentor uses the first 10-15 minutes to review notes from the last meeting and to allow the mentees to talk about what needs they might have presently and how things are going for them in general. (Try to keep this brief.)
- Preparing for the Observation. The person who is presenting the observation will follow by the guide below

### The Observation

- MEETING PLACE
- **Briefing:** The mentor will then distribute the Observation Form of the lesson to be observed by the mentees and review the contents with the observers. It is very important to emphasize the focus of the lesson. It could be about content,

pedagogy, student behavior, etc. Questions are answered and the group returns to the classroom. (See **Appendix \_\_\_\_\_** for Observation Form.)

- **BACK in THE CLASSROOM**
- **The Observation:** The mentees watch the lesson and participate in any guided practice or activity that the students partake in during the lesson. Mentees take notes and respond to the Questions for Reflection on the Observation Form they received at the briefing.
- **BACK to THE MEETING PLACE**
- **The Debriefing:** The Mentor leads the discussion and receives feedback on the lesson itself and the focus of the observation. Mentees are asked to share their notes. The whole group will work together to check off all the indicators relating to the 4 Teaching Standards.

The session ends with a discussion of the topic/focus of the lesson that will be observed at the next session. The Mentor will prepare the next lesson based on the needs of the group. If there is a Year 2 mentee in the mentoring group, she or he may volunteer to teach the lesson at the next meeting. In that case the mentee will prepare the documentation for the observation.

## **8. Design of a Mentoring Sessions for Mentors who are not Elementary Curriculum Mentors**

### **Formal Meetings:**

- Formal mentor-mentee meetings should be scheduled ahead of time. It is a good idea to establish a day and time for the meetings to occur for each semester or other chunk of time that makes sense to both the mentor and the mentee(s). There should be 1 formal meeting/ month.
- Each formal meeting should be focused and run in a similar fashion for uniformity and expectations.
- The topic for the meeting should have been decided on the previous meeting. For those mentors who run a group mentoring session the topics each want to work on can be different, but that would take a lot of planning. Try to choose one topic to start and then move on. (See **Appendix** for form Needs Assessment)

### **Informal Meetings:**

- Can be walk-throughs lasting about 10 minutes and unannounced when the mentor observes perhaps a particular activity, event or practice that can be discussed later.
- Can be a short meeting or conversation called for by either the mentor or mentee on a particular timely issue or event.
- Can be an email or a phone call to review an issue of other topics.

# APPENDIX

# Appendix Contents

	PAGE
Induction and Verification Forms for New Teachers.....	15 – 17
Mentoring Log.....	18 – 19
Outline of Formal Observation.....	20
Elementary Math & Literacy Mentor/Mentee Roles and Responsibilities.....	21
Monthly Needs Assessment.....	22
General Ed. Mentee Needs Assessment.....	23 -24
Special Ed. Mentee Needs Assessment.....	25 – 26
Mentor/Mentee Observation Form.....	27 -29
High School Checklist.....	30 - 32
Middle School Checklist.....	33 - 36
Elementary School Checklist.....	37 - 38

## 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 all 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.**

**EXAMPLE**  
**Induction/Mentoring Verification Form (Log)**  
**Mentee Year 1**

Teacher's Name: \_\_\_\_\_ Year: \_\_\_\_

School: \_\_\_\_\_ Grade/Position \_\_\_\_\_

Mentor's Name \_\_\_\_\_

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

Date	Type of Activity	Specific Topics	# Hours of Participation	Initials of Facilitator or Mentor
8/23/18	CI	New Teacher Training- K-5 Health Curriculum Overview	.5	
8/21/18	CI	Literacy Curriculum Planning with Mentor	4.5	
8/27/18	PD	New Teacher Orientation	5.5	







## **Outline of a Formal Observation Mentoring Session**

### **Observation Session: Mentee Observes Mentor**

**or**

### **Mentor Observes Mentee**

#### **Planning for the Observation**

- The mentor and the mentee decide on the curriculum topic, teaching strategy, management technique, etc., that will be observed.
  - This decision should be based on mentee need.
  - A block of time for the observation is selected jointly mentor and mentee.
  - During the observation the observer's class is covered by a substitute, by another adult, or the observer utilizes the extra prep. period built into his/her schedule for this activity.

#### **The Briefing**

- Prior to the observation, a briefing occurs to review the activity that will be observed. A lesson or activity outline should be provided that clearly states the focus for the observation and the questions for reflection.

#### **The Observation**

- The observation activity will take place as soon after the briefing as possible.
- It is important for the observer to be attentive during the observation in order to be able to give feedback on the focus of the observation and to be reflective.

#### **The Debriefing**

- Following the observation activity the mentor and the mentee will meet to debrief. The focus topic of the lesson and the questions for reflection will be discussed at this time. It is important for communication to be open, honest, confidential, and encouraging.
  - Research states that debriefing is most effective when it happens within a 24 hour period after the observations

## **Mentor/Mentee Roles and Responsibilities Elementary Math and Literacy**

### **Mentors**

Meet with mentee(s) formally six 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 upcoming 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.

# Monthly Needs Assessment

Use this tool to interview your mentee during formal monthly mentoring sessions to support her/him in reflecting on what is going well, and what goals he/she has for growth. This form will help you both to track progress and plan your next meeting. Refer to the standards when responding to questions.

Mentor: \_\_\_\_\_

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

<p>What is going well in your work with students and or in your practice? How do you know it is going well?</p>	<p>What would you like to improve or strengthen in your practice during the upcoming month?</p>
<p>Mentee's/Professional colleague's next steps towards that goal.</p>	<p>Mentor's next steps to support new colleague's with the stated goal(s).</p>

Next Meeting Date: \_\_\_\_\_

Focus for that Meeting: \_\_\_\_\_

<b>Curriculum, Planning, and Assessment</b>	<b>Teaching All Students</b>	<b>Family and Community Engagement</b>	<b>Professional Culture</b>
<p><b>a.</b> Knows subject matter and designs effective instruction  <b>b.</b> Uses assessments measure student learning and inform instruction  <b>c.</b> Analyzes assessment data effectively</p>	<p><b>a.</b> Uses instructional practices that reflect high expectations and engage all students  <b>b.</b> Creates a safe and collaborative learning space. <b>c.</b> Creates an environment that respects students' diversity  <b>d.</b> Implements lessons that set high expectations and are accessible to all students</p>	<p><b>a.</b> Encourages every family to participate in the child's education  <b>b.</b> Collaborates with families to support student learning  <b>c.</b> Engages in effective communication with families about student learning</p>	<p><b>a.</b> Reflects on own practice  <b>b.</b> Pursues professional activities  <b>c.</b> Collaborates with colleagues  <b>d.</b> Is active in school-wide decision making  <b>e.</b> Shares responsibility for students school-wide  <b>f.</b> Is ethical and reliable</p>

**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.

1. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments?
  
2. What are your three strongest assets as an educator?
  
3. What are three areas of concern as an educator new to Arlington or new to a grade?
  
4. Are you familiar with the 4 Teaching Standards described by the DESE?

**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*

Areas of Support to Consider	Fall			Winter			Spring		
	E	P	N	E	P	N	E	P	N
<b>Classroom Management:</b>									
1. Setting up a collaborative classroom environment									
2. Creating classroom rules that ensure safety for all									
3. Enforcing classroom rules fairly									
4. Dealing with crisis in the classroom									
5. Including student in the design of and implementation of behavior management techniques									
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies (DCAP)									
7. Creating a respectful environment									
<b>Expectations:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>
1. Identifying those students in the classroom with IEPs and 504 Plans, reading the plans, and implementing the									

classroom accommodations indicated										
2. Understanding the referral process										
3. Using technology as a tool to access learning and to motivate students										
4. Understanding and Implementing emergency protocol – building, health, behavior										
<b>Teaching:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	
1. Locating and using grade-level district standards, pacing guides, and state standards										
2. Differentiating instruction										
3. Motivating students										
4. Using a variety of teaching strategies										
5. Familiarity with content for grade level(s) taught										
6. Understanding testing procedures, materials and analysis										
7. Familiarity with district materials and programs at grade level(s) taught										
8. Providing students with clear and complete modeling of lessons and lesson expectations										
<b>Relationships:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	
1. Communicating with parents										
2. Establishing positive relationships with students										
3. Collaborating with colleagues										
4. Working with special education staff										
5. Working with administration										
6. Working with grade level teams										
7. Asking for help										
<b>Evaluation Procedure:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	
1. Understanding the Teaching Standards										
2. Understanding the steps for (observations, reports, etc.)										
3. Using and understanding the protocols of the teacher evaluation system.										

## Special 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 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?
4. Are you familiar with the 4 Teaching Standards described by the DESE?

**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*

Areas of Support to Consider	Fall			Winter			Spring		
	E	P	N	E	P	N	E	P	N
<b>Classroom Management:</b>									
1. Setting up the classroom environment									
2. Creating classroom rules									
3. Enforcing classroom rules									
4. Dealing with crisis in the classroom									
5. Knowing and applying behavior management techniques									
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies (DCAP)									
7. Ability to set up and follow routines									
<b>Expectations:</b>									
1. Working knowledge of special education regulations and practices									

2. Using technology as a tool									
3. Understanding and implementing emergency protocols – building, health, behavior									
<b>Teaching:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>
1. Locating and using grade-level district and state standards									
2. Differentiating instruction									
3. Motivating students									
4. Using a variety of teaching strategies									
5. Familiarity with content for grade level(s) taught									
6. Understanding testing procedures and materials and analysis									
7. Familiarity with district materials and programs at grade level(s) taught									
<b>Relationships:</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>
1. Communicating with parents									
2. Working with related service providers									
3. Working with regular ed. staff									
4. Working with administration									
5. Giving direction									
6. Taking direction									
7. Asking for help									
<b>IEPs</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>
1. Administering standardized tests, interpreting results, writing academic evaluations.									
2. Writing goals and objectives									
3. Data collection and analysis									
4. Presenting information/facilitating meetings									
5. Knowing your caseload and attached timelines									
<b>Evaluation Procedure</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>P</b>	<b>N</b>
1. Understanding the teacher rubric									
2. Understanding the steps (observations, reports, etc.)									

## Mentor/Mentee Observation Form

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentee(s):** \_\_\_\_\_ **Level/Grade:** \_\_\_\_\_

**Mentee(s)** \_\_\_\_\_

### **Topic**

In two or three sentences, describe the topic that will be presented in this observation.

### **Focus of the Lesson**

Provide a brief description of what you, the presenter, want the observer(s) to focus on during the lesson. It can be pedagogy, curriculum content, student behaviors, meeting all students needs, etc. More than one focus can be applied and will be discussed in the debriefing.

### **Questions for Reflection**

List at least 2 questions for reflection that relate to the focus of the lesson. Other Q. for R. can be asked of some other aspect of the observed lesson.

### **Teacher Notes:**

2.

Using the following **4 Teaching Standards**, select the standard(s), the indicators and the elements that were applied in today's observation.

**Standard I Curriculum, Planning and Assessment**

**A. Curriculum and Planning Indicator**

- 1. Subject Matter Knowledge
- 2. Child and Adolescent Development
- 3. Well-structured Lessons

**B. Assessment Indicator**

- 1. Variety of Assessment Method
- 2. Adjustments to Practice

**C. Analysis Indicator**

- 1. Analysis and Conclusions
- 2. Sharing Conclusions with Colleagues
- 3. Sharing Conclusions with Student

**Standard II Teaching all Students**

**A. Instruction Indicator**

- 1. Quality of Effort and Work
- 2. Student Engagement
- 3. Meeting Diverse Needs

**B. Learning Environment Indicator**

- 1. Safe Learning Environment
- 2. Collaborative Learning Environment
- 3. Student Motivation

**C. Student Learning Indicator**

**D. Cultural Proficiency Indicator**

- 1. Creates and Maintains a Respectful Environment

**E. Expectations Indicator**

- 1. High Expectations
- 2. Access to Knowledge

**Standard III Family and Community Engagement**

**A. Engagement Indicator**

- 1. Family Engagement

**B. Collaboration Indicator**

- 1. Learning Expectations
- 2. Curriculum Support

**C. Communication Indicator**

- 1. Culturally Proficient Communication

3.

**Standard IV Professional Culture**

**A. Reflection Indicator**

- \_\_\_ 1. Reflective Practice
- \_\_\_ 2. Goal Setting

**B. Professional Growth Indicator**

- \_\_\_ 1. Professional Learning and Growth

**C. Collaboration Indicator**

- \_\_\_ 1. Professional Collaboration

**D. Decision-Making Indicator**

- \_\_\_ 1. Decision-Making

**E. Shared Responsibility Indicator**

- \_\_\_ 1. Shared Responsibility

**F. Professional Responsibilities Indicator**

- \_\_\_ 1. Judgment
- \_\_\_ 2. Reliability and Responsibility



## 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.

- Teaching assignment/class schedule
- Teaching materials, including textbooks

#### **Spaces to visit:**

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

#### **People to meet:**

- Principal, Assistant Principal(s)
- Department, house, and other colleagues
- Deans
- House secretaries
- Guidance counselors
- SPED and other support staff
- AEA building representatives
- Main Office staff
- Cafeteria Staff

#### **Policies and procedures to learn:**

- Attendance and tardiness policy
- School homework policy, relating to absences due to illnesses, field trips, family vacations
- Reporting teacher absences *Aesop*(sick days and personal days)
- Computer hardware /software/AV equipment
- Library: checking out books, bringing a class for research, putting readings on reserve
- Substitute folder for unexpected absences
- Fire drills and evacuations routes
- Lunch schedules and rotations if applicable
- Drug/alcohol policy
- Bullying policy
- 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
- Classroom management, routine, and discipline
- Curriculum planning with team/dept. head
- Assessment: philosophy, goals, methods, and timelines
- 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:**

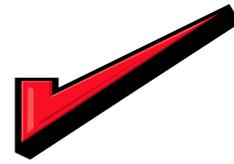
- Back-to School Night (early fall)
- Parent/counselor/student meetings
- Field Trips
- Professional development opportunities (including early release days and professional day)
- State and District testing preparation and analysis
- Enrichment programs
- Athletic contests
- Musical and theatrical performances
- 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

**\* You will also receive an AHS Handbook.**



## 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 hardware/software and AV 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 goals
- ✓ Classroom management, routines, and discipline
- ✓ Assessments: philosophy, methods, timelines, 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**

- ✓ State and District Assessments - 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 State/District Assessments including special schedule that the building may follow
- ✓ Progress reporting

## **May**

- ✓ Reflecting and goal setting for next year
- ✓ Administering of State/District Assessments
- ✓ 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

### *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 are
- ✓ Know who is on the school council

## **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