Littleton Public Schools

36 King St. * Littleton, MA 01460-4486 * Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org

MICHAEL A. CAIRA, Jr., Ed.D., SUPERINTENDENT OF SCHOOLS

Elizabeth M. Steele, Director of Teaching and Learning
Lyn Snow, Director of Student Services
Steven F. Mark, Business Manager
Natalie A. Croteau, Technology Systems Coordinator
Julie Lord, Instructional Technology Coordinator

Mentoring Program Handbook

Mission: Our mission is to maximize the potential of each new teacher to become an effective member of our school community by providing multiple levels of support, guidance, and education.

The purpose of our comprehensive Induction and Mentoring Program for teachers new to our district or new to a position within our district is to create a team environment for their support. Ensuring the success of new teachers is everybody's responsibility. The program promotes teacher reflection and collegiality as well as effective instructional practices to enhance student learning. When all parties are willing participants working together to achieve common goals, the greatest success is possible. In addition to the Induction and Mentoring Program, beginning teachers are also invited to join the Beginning Teacher PLC, in which they will discuss strategies, successes, and struggles amongst each other and with the District Mentor Coordinators in a comfortable, safe, and non-evaluative manner. The comprehensive induction and mentoring program and Beginning Teacher PLC will provide the foundation for new teachers to become confident, highly effective teachers.

Goals: Our overarching goal is to attract and retain high quality teachers for the Littleton Public Schools in order to provide for increased student achievement.

To achieve our goals, we will:

- Provide confidential coaching and support in a non-evaluative manner through a mentor to new teachers.
- Enhance student success by creating a collaborative learning environment in which curriculum expectations, instructional strategies, and district information and resources are shared.
- Improve the effectiveness of new teachers by sharing the knowledge and expertise of veteran teachers.
- Encourage self-reflection and growth in protégés, mentors, and their students.

Criteria for Applying:
In order to become a mentor, applicants must:

- Have taught for at least 3 years in the building or district
- Agree to meet at least weekly with their protégé and be a supportive, professional role model
- Attend mentor training
- Attend scheduled mentoring meetings
- Work collaboratively with their protégé, District Mentor Program Coordinators, and the Director of Teaching and Learning

Selection of Mentors:
Building principals will be responsible for selecting and matching mentors with protégés with input from the Director of Teaching and Learning.

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New Teacher System of Support:

If you have a discipline concern, talk it over with:

1. Your mentor
2. Guidance Staff
3. Assistant Principal
4. Principal

If you have a curriculum concern, talk it over with:

1. Your mentor
2. Grade Level Team Leader/Curriculum Coordinator
3. Assistant Principal/Principal
4. Director of Teaching and Learning

If you have a health concern, talk it over with:

1. Nurse
2. Guidance Staff
3. Parents

If you have an academic concern, talk it over with:

1. Refer to the PRIM
2. Refer to the DCAP
3. Your mentor
4. Refer to the Student Support Team

If you have a technology concern, talk it over with:

1. Your mentor (Open a Tech Ticket)
2. Technology Teacher Leader
3. Technology Integration Specialist

The Beginning Teacher's Role:

- Be committed to learning and improving
- Listen to others, be open-minded, willing and accepting
- Seek honest feedback
- Identify needs and ask for help
- Observe experienced teachers
- Reflect on own practice

The Mentor's Role:

- Attend the New Hire Orientation to meet protégé
- Attend two meetings of the New Hire Professional Learning Community
- Promote the mentoring relationship
- Set the tone at the beginning of the year
- Identify beginning teacher's needs
- Observe, listen, and coach
- Provide constructive feedback
- Provide instructional support and encouragement
- Ensure a confidential relationship with beginning teacher
- Participate in weekly check-ins with protégé

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Confidentiality:
Confidentiality is essential in order to foster a trusting relationship between mentor and protégé. Mentors will not discuss his/her protégé's teaching performance with others, except under the following conditions:

1. If in the mentor's professional judgement, the academic growth and development, social well being or physical safety of the student is at risk.
2. If the protégé gives his/her permission for the mentor to discuss or seek further support among other staff members.

No-Fault Exit Policy:
At times, situations may arise that could interfere with a successful mentoring experience. If this happens there is in place for either the mentor, or the protégé, a no-fault exit policy.
The first step would be to discuss the issue with the District Mentor Coordinator. The District Mentor Coordinator will work with you and offer strategies for you to try.

If the strategies do not work, the District Mentor Coordinator will discuss reassignments of mentor/protégé with the building administrators and Director of Teaching and Learning.

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