

Belchertown Public Schools

Success for Every Student Every Day



A PLAN FOR THE INDUCTION AND MENTORING OF NEW TEACHERS

*A district-wide plan
For strengthening teaching and learning
In the Belchertown Public Schools*

Approved by the Belchertown School Committee: August 16, 2011

	TABLE OF CONTENTS	
--	--------------------------	--

Introduction	3
Mission Statement	4
Communication Plan	5
Needs of Beginning Teachers	6
Qualities of Effective Mentors	7
Roles and Responsibilities	8
New and Beginning Teachers	9
Mentors	10
Superintendent /Central Office	11
Principals	12
School Committee	13
Belchertown Teachers Association	14
Other Staff in the Buildings	15
Steering Committee	16
Recommendations for the Mentor Selection and Matching Process	17
Who is a “New Teacher?”	
Ratio for Matches	
Criteria for the Selection as a Mentor	
Expectations for Mentors	
Requirements for Mentors	
Preferred Criteria for Matching Mentors and New Teachers	
Suggested Process for Matching	
Confidentiality	
Orientation for New Teachers	19-20
Induction Program Training	21
Finding TIME for Mentors and New Teachers	22
Options for Compensations and Recognition for Mentors	23

Con	INTRODUCTION TO THE COMPREHENSIVE INDUCTION PLAN OF THE	ols
-----	--	-----

The Belchertown Public Schools have, for many years, provided support for new teachers through mostly informal teacher-to-teacher networks. As we anticipate continuing change in our educator workforce, due to retirement and growth, it becomes important to develop a more formal approach to helping new teachers successfully integrate into the district and community.

In the majority of states in the country, school districts are expected to provide an induction program for teachers and administrators in their first year of practice. These programs provide the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers become more competent sooner with support from veteran teachers, and schools are more likely to retain these well-trained educators. Even more importantly, there is a growing body of research that indicates that student achievement improves in schools in which veteran teachers are engaged in providing professional support for their new colleagues.

As part of the licensure regulations, districts are required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities [603 CMR 7.12 (2) (d)]. These activities should help the beginning teacher improve upon practice and develop an understanding of the *Professional Standards for Teachers*.

The comprehensive induction program takes a multi-faceted approach that includes several interrelated components:

- ❑ A mentor/new teacher pairing program
- ❑ Clearly defined roles and responsibilities for all members of the school community regarding supporting and retaining new teachers
- ❑ Training for mentors on their role in supporting new teachers
- ❑ Initial orientation for new teachers so that they understand the new teacher mentor program
- ❑ Training for administrators on their unique role of building collegial school cultures that support professional growth.
- ❑ Ongoing assessment of the effectiveness of the program
- ❑ A district-wide planning and monitoring process

**A PLAN FOR THE
INDUCTION AND MENTORING
OF NEW TEACHERS**

Mission Statement

The purpose of our comprehensive induction program for beginning teachers is to provide them with a network of highly qualified mentors who offer emotional, knowledgeable, and technical supports that improve student learning and achievement.

Our induction program will be most successful when teachers demonstrate confidence and competence in the art of teaching and the district retains highly qualified teachers to improve instruction and achievement for students.

The results of our comprehensive induction program will be the development of a collegial learning community that is committed to the ongoing growth of new and veteran teachers and the development of a successful learning environment for all students.



COMMUNICATION PLAN

The Belchertown Public Schools believe that this comprehensive induction program for new teachers is an asset for our schools and our school community. We encourage all staff to ensure that educators, parents, students, and the larger community understand the program and appreciate the benefits that will result for the children of Belchertown and the professionals in our schools.

Who should know about our program?

Beginning and Veteran Teachers	Realtors
Principals	BPAC
Superintendent	Local Colleges and Universities
Central Office Administrators	Belchertown Teachers Association
School Committee	State Teachers Association
School Councils	Prospective Candidates
Parents	Students
Local Officials	PTOs
Department of Elementary and Secondary Education	
Local Media	

What should they know about the program?

Purposes of the program	Program expectations
Support structures for new teachers	Mission statement
Research on induction programs	Components of the program
Importance of professional growth	Persons involved
New approaches to professional development	Expected outcomes
Ways to support the program	Benefits to students and staff
Cost-effectiveness	

What vehicles do we have for communicating about the program?

Web site	Local television
Newsletters	Grade level brochures
Open Houses	Internal newsletter
PTO	SPED BPAC
Public presentations	Handbooks
Press releases	Orientation sessions
Improvement Plans	Town Report
School Council	Local/Community newspapers
School Committee presentations	Staff Meetings

NEEDS OF BEGINNING TEACHERS

The Belchertown Public Schools recognize that new and beginning teachers need assistance in learning about goals, expectations, beliefs, and standards of the community. A sampling of these needs include:

Welcome into the School and the District

- To feel welcome and have a sense of belonging and identity
- To understand the history and demographics of the community
- To become familiar with the resources of Belchertown and surrounding towns

Expectations for Classroom Practice

- To understand what to teach (i.e., the curriculum)
- To understand how to assess (i.e., ongoing formative and summative assessments)
- To learn how to teach (i.e., effective instructional approaches)
- To learn how to effectively plan lessons and re-plan lessons for maximum learning and achievement
- To learn how to pace curriculum and instruction
- To develop effective classroom management skills
- To learn how to handle difficult students
- To understand the district's standards of practice
- To understand district policies on discipline, homework, testing, and others
- To receive specific professional development regarding school district curriculum and instructional priorities

The Basic Provisions

- To have materials and equipment for effective instruction
- To have help with "nuts and bolts" of forms, paperwork, and equipment
- To have contact information for key personnel
- To know emergency procedures

Parent Communication and Involvement

- To learn how to communicate proactively and effectively with parents
- To know district policies, procedures, and approaches to conferences, report cards, open houses, and other parent interactions.

Professional Growth and Professional Relationships

- To have professional development opportunities
- To know the district's professional development expectations
- To understand the role of the Belchertown Teachers Association
- To have opportunities to observe role model teachers (i.e., successful teachers in classrooms)
- To develop effective time management skills in and out of the classroom

Staff Evaluation

- To understand the principal's expectations
- To know the district's supervision and evaluation process for new teachers

QUALITIES OF EFFECTIVE MENTORS

- Technically knowledgeable about formal and informal aspects of the school and the district
- Knowledgeable about curriculum content, assessment, instruction, and classroom management
- Possess a strong repertoire of pedagogy expertise and teaching skills
- Emotionally intelligent
- Collegial, supportive, understanding, and sensitive
- Committed to induction and mentoring
- Nurturing, encouraging, empathetic, open, and flexible
- Enthusiastic about teaching, learning, children, and about teaching as a profession
- An effective, clear, and concise communicator
- Skilled in giving positive, constructive feedback
- Confidential, trustworthy, non-judgmental, and honest
- A respected educator in the school and the district
- Endowed with a sense of humor
- Excellent role model

ROLES AND RESPONSIBILITIES

S

Co

**ROLES AND RESPONSIBILITIES OF NEW
AND BEGINNING TEACHERS**

Awareness and Communication

- To be knowledgeable about the goals of the program and all of its requirements including use of forms
- To participate in August orientation and September training (first month of school) and to participate in a minimum of two formal one-hour conferences per month during the remainder of the school year (next nine months)
- To know that they are ultimately accountable for their own growth and success

Leadership and Support

- To play an active role in the mentoring induction program by:
 - ◆ Participating in the induction program during the first year of teaching in the Belchertown Public Schools
 - ◆ Conferring/meeting regularly with mentors (orientation and training during the first month of school and a minimum of two formal conferences per month during the remainder of the year – October through June)
 - ◆ Keeping a log and reflective journal
 - ◆ Observing experienced teachers
 - ◆ Attending conferences, workshops, and training programs
 - ◆ Seeking assistance as needed
 - ◆ Being an active listener
 - ◆ Maintaining a confidential relationship with mentors

Monitoring and Evaluation

- To participate in the school district's on-going assessment of new teacher induction and mentoring program



Awareness and Communication

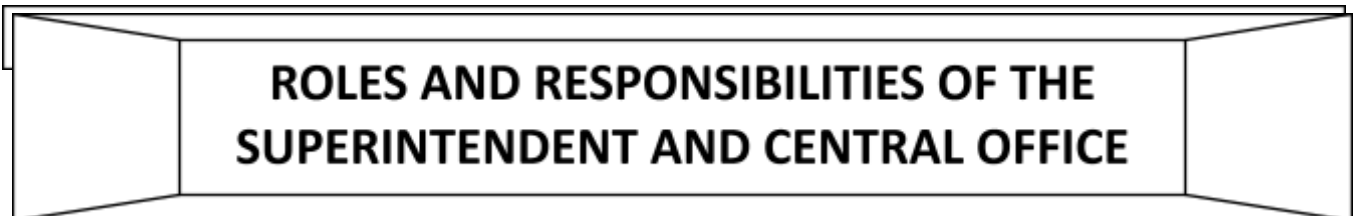
- To be knowledgeable about the goals of the program and all of its requirements including the use of forms
- To be committed to the success of the program

Leadership and Support

- To participate in training during the first month of school (September) and to participate in a minimum of two formal one-hour conferences per month during the remainder of the school year (October through June) with assigned new teacher
- To maintain a log and any required narratives
- To provide personal and professional instructional support
- To maintain a confidential relationship with the new teacher
- To make time for informal contact with new teachers in order to understand and help fulfill their needs
- To provide information and direction about school policies, practices, curriculum, and instructional resources
- To be an active listener
- To attend conferences, workshops, and training programs

Monitoring and Evaluation

- To participate in the school district's ongoing assessment of the new teacher induction mentoring program



**ROLES AND RESPONSIBILITIES OF THE
SUPERINTENDENT AND CENTRAL OFFICE**

Awareness and Communication

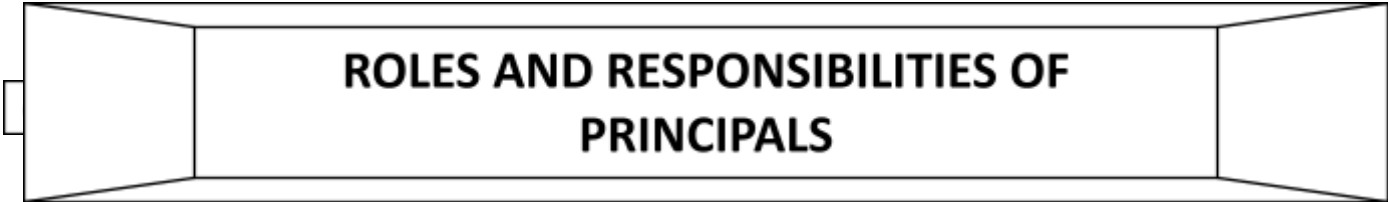
- To develop, have approved, and communicate the formal program plan and handbook
- To provide strong public support for the program
- To create and sustain a vision for the district which incorporates the plan into the district's goals and enhances a collaborative spirit for improving instruction
- To review the mentor program when interviewing applicants

Leadership and Support

- To coordinate the program into district-wide mentor and new teacher training
- To convene the steering committee during the year
- To convene district-wide networking meetings with mentors
- To support the recruitment of mentor teachers
- To provide financial support to sustain all aspects of the program
- To be a visible supporter of the program to the entire learning community
- To provide visible recognition to the program's participants and to celebrate the achievements of the program
- To monitor contractual compliance

Monitoring and Evaluation

- To develop and implement an annual district-wide assessment of the program
- To be involved in the assessment of the quantitative benefits of the program
- To prepare and disseminate an annual end-of-year report on the evaluation of the program



ROLES AND RESPONSIBILITIES OF PRINCIPALS

Awareness and Communication

- To attend and participate in mentor training programs for administrators when planned or requested
- To facilitate public relations/communications programs related to mentoring program
- To encourage experienced teachers to participate in the mentoring program
- To help coordinate orientation activities for mentoring within schools

Leadership and Support

- To promote and explain mentor program when needed
- To establish a collegial environment and effective communication within and between schools related to mentoring
- To implement the mentor selection process at school-site
- To clarify difference between the mentor program and the teacher evaluation process when needed
- To schedule check-ins regarding mentoring

Monitoring and Evaluation

- To schedule informal meetings, as needed, to brainstorm and spot check program's effectiveness



ROLES AND RESPONSIBILITIES OF THE SCHOOL COMMITTEE

Awareness and Communication

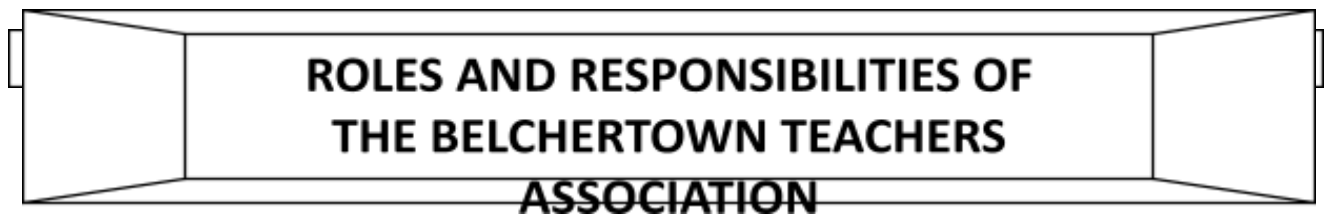
- To be knowledgeable about the mentoring program
- To receive mentoring reports from the district leadership and steering committee as appropriate

Leadership and Support

- To approve annual updates when needed, regarding the formal plan for new teacher induction and mentoring
- To promote the program as an important component of attracting and retaining highly qualified teachers
- To approve adequate funding for the program
- To maintain an open supportive dialogue with the Belchertown community and school district regarding the program

Monitoring and Evaluation

- To be informed annually, at a minimum, about the program



Awareness and Communication

- To be knowledgeable about the program and to encourage veteran teachers to also become knowledgeable about the program
- Welcome and be supportive of new teachers
- To recognize that added commitments (e.g., time, workload) by mentor teachers need to be recognized (i.e., consider added benefits such as compensation time, substitute coverage, professional development time, PDPs, etc.)

Leadership and Support

- To provide a leadership role in promoting the program
- To facilitate collective bargaining regarding added benefits for mentor teachers and to assist with contractual compliance
- To recognize and acknowledge that strong beginning teachers represent the future of the Belchertown Teachers Association
- Participate on the Steering Committee for the program
- Enhance community support for the mentoring programs:
 - ◆ Encourage veteran teachers to participate as mentors
 - ◆ Promote collegiality in the district

Monitoring and Evaluation

- To consistently have a Belchertown Teachers Association representative on the district steering committee
- To participate in the assessment of the program
- Share with administrators issues and problems of which the association becomes aware



**ROLES AND RESPONSIBILITIES OF
OTHER STAFF IN THE BUILDINGS**

Awareness and Communication

- To welcome and support beginning teachers
- To provide information about school policies, procedures, and resources
- To introduce themselves and explain their roles

Leadership and Support

- Encourage and support new teachers by:
 - ◆ Being friendly
 - ◆ Sharing supplies
 - ◆ Being a curriculum resource
 - ◆ Respecting confidentiality
 - ◆ Providing a positive climate
 - ◆ Supporting the mentor program
 - ◆ Being a role model for professionalism
- Considering being a mentor in subsequent years

Monitoring and Evaluation

- To participate in school district's on-going assessment of the new teacher induction and mentoring program

Comprehensive Induction Plan	15	Belchertown Public Schools
ROLES AND RESPONSIBILITIES OF THE STEERING COMMITTEE		

Awareness and Communication

- To advise the Superintendent or designee regarding all aspects of the mentor program
- To continuously promote the mission of the program
- To assist with the on-going public relations aspect of the program

Leadership and Support

- To schedule regular meetings
- To review the program's on-going progress and make recommendations for improvement
- To develop and disseminate appropriate communications to the learning community

Monitoring and Evaluation

- To establish program evaluation criteria and an annual program assessment instrument
- To review and analyze the evaluation data as collected
- To assess the cost-effectiveness of the program



**RECOMMENDATIONS FOR THE MENTOR
SELECTION AND MATCHING PROCESS**

Who is a new teacher?

The Belchertown Public Schools will make every effort to match with a mentor, all teachers who are in their first year of teaching, or who are new to the district.

Ratio for Matches

Every effort will be made to ensure that mentors are paired with no more than one new teacher, except in special instances in which teams of teachers collaborate to mentor one or more new teachers.

Criteria for selection as a mentor include:

1. Possess a Massachusetts license
2. Have achieved professional status as a teacher (unless waived)
3. Have experience in subject area for at least one year and excellent knowledge of pedagogy
4. Committed to participating in mentor training program
5. Demonstrated good role model for teachers and strong commitment to teaching
6. Practice collegial and collaborative approaches
7. Possess effective communication and interpersonal skills
8. Maintain a positive and enthusiastic attitude about teaching
9. Hold high standards for student achievement
10. Receive excellent teacher evaluations

Expectation for Mentors

Advisor: Provide information; hold ongoing discussion and feedback meetings; provide access to resources; guide professional growth of the new teachers

Coach: Provide opportunities to observe model lessons; provide opportunities to analyze performance and reflect on performance; offer ideas and resources for data collection and self-assessment

Consultant: Collaborate with other mentors to share strategies around mentoring work; work with new teachers on various aspects of teaching; work with new teachers on professional goals and implementation plans; suggest areas for new teachers' professional growth

Sponsor/Advocate/Colleague: Encourage new teachers to actively participate in networking; highlight their successes

Requirements for Mentors

teacher as assigned and engage in at least two formal conferences each month (October through June) for the remainder of the school year

- Maintain a log of meetings and classroom visitations with the new teacher

- Attend mentor training for new mentors
- Participate in the district and building orientations programs when possible
- Participate in the district-wide and building meetings for mentors
- Maintain a confidential relationship

Preferred Criteria for Matching Mentors and New Teachers

- Certified to teach in the content area of the new teacher
- Teach currently or recently at the same or similar grade level as the new teacher
- Proximity of classrooms
- Interpersonal compatibility
- Compatible school schedules
- Mentor matches will be for one to three years, as approved by the principal(s) with input from mentor-new teacher pair.

Suggested Process for Matching

- Central Office will post the opportunity for teachers to become mentors. The posting will include an application form for interested teachers.
- Criteria for matching will be determined by the building principals, who will incorporate the criteria suggested in this plan
- Matches between mentors and new teachers will be made by building principals for their buildings.

Confidentiality

The mentor-new teacher relationship is confidential. The mentor does not play a role in the evaluation of the new teacher.

ORIENTATION FOR NEW TEACHERS

The orientation for new teachers will have district and school site components.

- Prior to the school year, the district will hold a formal, comprehensive orientation for new teachers.
- Additional training time during the first month of school will also be scheduled.

Orientation Topics

- School and Community Awareness
 - Community tour and map of community
 - School district tour if time permits
- New teacher mentoring program review
 - Core activities, roles, responsibilities, mentor selection and assignment, confidentiality, informal and formal training program, mentor support, release time for observation and conferring, reflective log of activities
- District information
 - Policies and procedures
 - Job description
 - School district calendar
 - Personnel contract and professional association information
 - District handbooks
 - District improvement plans
 - Substitute calling procedures
 - School district directory
 - Professional development and expectations
 - Important school and child-related laws
 - Regulations and procedures related to compensatory services
 - Payroll and insurance
 - Technology support
 - Teacher-parent interpersonal relationships
 - List of important teacher resources
 - Socialization events
 - Welcoming folder with local newspaper, name tags, etc.

- Personnel handbooks
- Student-parent handbooks
- School site calendar
- School site procedures
- School improvement plan and safer schools plan
- School schedules and assignments

- o Recommended network for assistance
- o State curriculum frameworks and school curriculum
- o School council information
- o Teacher evaluation process
- o Welcoming activities including socialization events, name tags, etc.

Comprehensive Induction Plan		20	Belchertown Public Schools
NEW MENTORS	NEW TEACHERS	ADMINISTRATORS	
Required trainings: one-hour paid training session in September (see training guide),	Required orientation for new teachers on mentoring program previous to the school year	Required training for new administrators on mentoring program either previous to or	

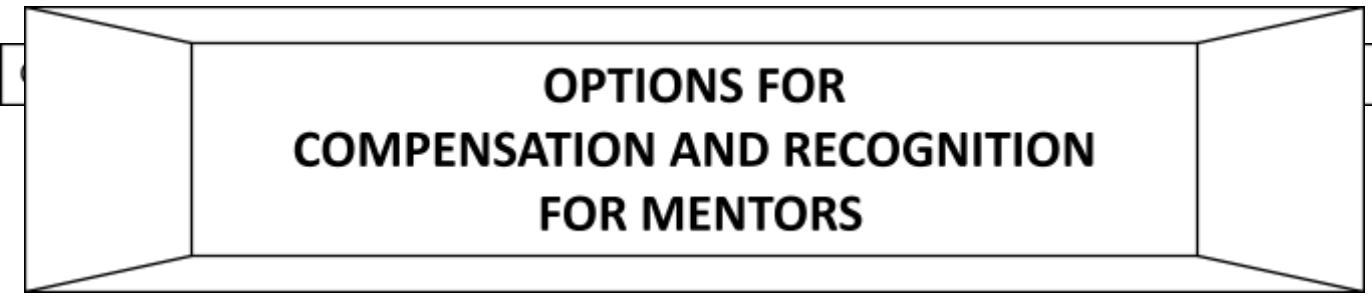
to include, but not be limited to the topics of: ▪ Mission of program ▪ The specifics of the Belchertown induction program ▪ Needs and stages of new teachers ▪ Roles and responsibilities of the mentor ▪ Qualities of effective mentors ▪ Communication skills for mentors ▪ Reflective practice ▪ Conferring skills ▪ Differential styles of mentoring ▪ The conference protocol Survey/Reflection for all mentors in September and June	during workshop day for all new teachers, and one-hour paid training session in September (see training guide), to include but not be limited to the topics of: ▪ Mission of program ▪ Needs of new teachers ▪ Roles and responsibilities of new teachers ▪ Roles and responsibilities of the mentor ▪ Roles and responsibilities of principals ▪ Finding time to network ▪ Communication skills for mentors ▪ Reflective practice ▪ Conferring skills ▪ Differential styles of mentoring ▪ The conference protocol Survey/Reflection for all new teachers in September and June	during the school year, to include but not be limited to the topics of: ▪ The administrator's role in supporting new teachers ▪ Induction in the context of building a professional school community and a culture of continuous learning for the children and adults in the school ----- Advanced administrator training will be provided as needed on an individual basis.
FOR ALL MENTORS	FOR ALL NEW TEACHERS	
Requires twenty (20) paid after school one-hour sessions per school year (one formal training session in September, one session with new teacher in September, and two one-hour sessions per month between October 1 st and June 30 th) to meet with assigned teacher.	Requires minimum of twenty (20) paid after school one-hour sessions per school year (one formal training session in September, one session with mentor in September, and two one-hour sessions per month between October 1 st and June 30 th) to meet with assigned mentor.	

INDUCTION PROGRAM TRAINING

FINDING TIME for MENTORS and NEW TEACHERS

The following recommendations are presented for creating opportunities for mentors and new teachers to engage in conferences and classroom visitations:

- Identify substitute coverage through “dedicated substitutes” for the classrooms of mentors and new teachers for short periods on a weekly or monthly basis.
- Provide administrative coverage for mentors and new teachers to facilitate conferences and classroom visitations.
- Recruit volunteers, such as recently retired teachers, who could come into the schools to support the mentoring program.
- Schedule new teachers and mentors with common planning times and with opposing times for observations.
- Release mentors from some duties to enable them to spend more time with their new teachers.
- Use school days, after school, weekends, and summertime as opportunities for mentors and new teachers to meet and train.



**OPTIONS FOR
COMPENSATION AND RECOGNITION
FOR MENTORS**

The Belchertown Public Schools are interested in exploring a menu of ideas for the reward and recognition of mentors from which mentors could select.

This menu could include, but not be limited to (collectively bargained):

- Stipends
- Compensatory time
- Release time with substitute coverage
- Release from non-classroom teaching duties
- PDPs
- Earmarked funding for classroom supplies
- Financial assistance with the process of becoming National Board Certified
- Earmarked tuition reimbursement
- Special recognitions (i.e, in the form of privileges)
- Mentor days – that enable mentors to spend whole days with beginning teachers

**A PLAN FOR THE
INDUCTION AND MENTORING OF
NEW TEACHERS**

APPENDIX

REQUIRED FORMS

***Training Manuals and Other Resources
are not included within this Handbook.***

LIST OF REQUIRED FORMS

New Teacher Orientation

New Teacher Mentor Application Form

Mentor Approval Confirmation

Record of Mentor/New Teacher Matching List

New Teacher Assignment to Mentor

New Teacher Mentor Program Requested Follow Up

New Teacher/Mentor Meeting Schedule

New Teacher/Mentor Pre and Post
Survey/Reflection

Guidelines for Induction Programs



New Teacher Orientation

Table of Contents

I. Welcome to Belchertown

II. Welcome to the Belchertown Public Schools –

Sit back, relax, and enjoy a Tour of the New and Improved
Belchertown Public Schools website.

III. Paperwork

- A. Mentee Activities and Reflection **Form #2***
- B. Professional Standards for Teachers
- C. Observation Protocol **Form #6**
- D. Recently adopted Teacher Evaluation Regulations
(603 CMR 35.00)
- E. Teacher Reflection Journal

IV. Helpful Information

- A. School Calendar
- B. Salary Payroll Period 2011-2012
- C. BPS Request for Leave and Vacation Time
- D. Student/Parent Handbook

V. Induction and Mentoring Survey/Reflection

*Your mentor will submit to Central Office monthly.

BELCHERTOWN PUBLIC SCHOOLS
New Teacher Mentor Application Form

2011-2012

Applicant's Name: _____ **School(s):** _____

I am interested in being considered for the position of Mentor Teacher with the Belchertown Public Schools during the 2011-2012 school year. I am making this application with the full understanding that the role of Mentor Teacher would be a critical component in the professional development of the new teacher that I would be mentoring.

Check one: ☐ **New applicant as a mentor (Meet Part I Qualifications, Complete Parts II & III, accept Part IV)**

☐ **Was previously approved as a mentor and would like to continue as a mentor (Skip to Part IV and accept)**

Part I. As a first step in the application process, I feel that I meet the following qualifications:

- ☒ **Have earned a professional level license in Massachusetts as an educator (any subject area)**
- ☒ **Have earned a professional teaching status within the Belchertown Public Schools**
- ☒ **Have an excellent teacher evaluation history with the Belchertown Public Schools**
- ☒ **Have a strong commitment to an effective mentor-protégé (new teacher) mentor program**

[Only in unusual cases may some qualifications be waived at the discretion of Administration]

Part II. As a mentor, I feel that I would bring the following professional qualities to my mentoring of any new teacher:

Part III. I feel that I would grow professionally by being a mentor as follows:

Part IV. As a mentor, I agree to the following requirements:

- Will participate in the required training (i.e., read training manual, complete survey/reflection, etc.) for all mentors in the mentoring program for new teachers. Topics of training will include, but not be limited to:
 - ◆ Needs and stages of new teachers
 - ◆ Qualities of effective mentors
 - ◆ Roles of the mentor
 - ◆ Responsibilities of the mentor
 - ◆ The specifics of the Belchertown induction program
 - ◆ Communication skills for mentors
 - ◆ Cognitive development of teachers
 - ◆ Reflective practice
 - ◆ Conferring skills
 - ◆ Differential styles of mentoring
 - ◆ Conference protocol
- Will participate in the required minimum of twenty (20) paid hours (at contractual rate) to meet individually with assigned new teacher.
- Accept that one of the required twenty-hour sessions will be used for training (e.g., read training manual, etc.)
- Will complete the following and return to the Central Office at the end of each month:
 - ◆ A timesheet for payment (contracted rate per hour x 2 hours)
 - ◆ A mentor/new teacher meeting log
 - ◆ A mentor's activities/reflection form
 - ◆ The new teacher activities and reflection form

____ I accept the conditions specified in Part IV.

Applicant's Signature

Date

This completed form must be submitted to the applicant's Principal for approval. Once approved by the Principal, the Principal will match the mentor with a new teacher and then forward the completed form to the Superintendent for filing.

Approved by Principal: _____
Date

Principal's Signature

Mentor/New Teacher Match:

Mentor's Name

New Teacher's Name

Belchertown Public Schools
Success for Every Student Every Day



TO:

From: Dr. Judith C. Houle, Superintendent of Schools

Date:

RE: Mentor Approval Confirmation (For Mentors)

You have been ___approved ___reapproved as a mentor for the next school year. Congratulations and thank you for your willingness to participate in this very important program.

Please find enclosed:

1. Approved New Teacher Mentor Application Form with New Teacher Assignment (New Teacher to Mentor)
2. Required Monthly Mentor Packet to complete and submit at end of each month (following two one-hour mentor session each month with New Teacher from October through June, in addition to one session in September)
3. Most recent New Teacher Induction and Mentoring Handbook
4. Most recent Training Manual to be brought to required one-hour training session just for mentors (September Training Session)

We hope that you find your participation in this program very rewarding.

Belchertown Public Schools
Success for Every Student Every Day



#5 Record of Mentor/New Teacher Matching List - 2011-2012

Mentor/Grade or Content Area	Mentee/Grade or Content Area

Principal _____
School _____ **Date** _____

Belchertown Public Schools
Success for Every Student Every Day



TO:

FROM: Dr. Judith C. Houle, Superintendent of Schools

DATE:

RE: New Teacher Assignment to Mentor

You have been assigned as a new teacher to the following approved mentor during the upcoming school year:

As a reminder, new teachers are required to:

1. Attend a one-hour training session for new teachers only during the month of September
2. Meet twice a month for one-hour session with assigned mentor from October through June, in addition to one session with mentor in September
3. Complete and submit required Mentor Packet at end of each month following two one-hour sessions each month with new teacher from October through June, in addition to one session with mentor in September (Packet enclosed)
4. Study New Teacher Induction and Mentoring Handbook and Training Manual, which must be brought to the one-hour training session in September (most recent handbook distributed during new teacher orientation, but most current training manual enclosed)

Thank you for your participation in this program.

Belchertown Public Schools
Success for Every Student Every Day



Memorandum

TO: _____

FROM: Dr. Judith C. Houle, Superintendent of Schools

DATE: _____

RE: New Teacher Mentor Program Requested Follow Up

As noted in my previous correspondence to you regarding your assigned mentor or new teacher, you need to submit a complete monthly packet to my office.

Therefore, I am returning your _____ to you. Please resubmit your complete information packet to me with the following missing item(s):

_____ *Mentor/New Teacher Activities/reflection forms*

_____ *Mentor/New Teacher Meeting Schedule*

_____ *Timecard*

If you need additional forms, please contact Joanne Gosselin in the Central Office or if you have any questions, please contact me directly.

Belchertown Public Schools
Success for Every Student Every Day



#3 Teacher Mentor/Mentee Meeting Schedule 2011-2012

Month	Meeting Dates/Hours
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	

Mentor _____

Mentee _____

School _____

Belchertown Public Schools
Success for Every Student Every Day



Teacher Induction/Mentor Survey Reflection/September __, ____

Name: _____ School: _____

Check: ☐ Mentor

☐ New/Beginning Teacher

1. Explain your feelings regarding your participation in the Teacher Induction/Mentoring Program?

2. What do you think is the greatest advantage to participating in this program?

3. What type of training would you like to receive during the Teacher Induction/Mentoring Program?

4. Write TWO goals that you would like to reach as a result of your participation in the Teacher Induction/Mentoring Program?

a) _____

b) _____



Teacher Induction/Mentor Survey Reflection/June __, ____

Name: _____ School: _____

Check: ☐ Mentor

☐ New/Beginning Teacher

1. Now that you have completed the Teacher Induction/Mentoring Program, explain what was most satisfying for you?

3. If you could change anything about the Teacher Induction/Mentoring Program, what would you change?

4. How has your participation in the Teacher Induction/Mentoring Program helped your professional growth?
