Brockton Public Schools

Induction and Mentoring Handbook



2022-2023

*Human Resources- Brockton Public Schools*

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**The Brockton Public Schools Vision, Mission, and Theory of Action**



## Vision

## Instructional excellence for every student, every day

## Mission

## The Brockton Public Schools ensures student success by fulfilling the educational, social and emotional needs of all students in the pursuit of instructional excellence.

## Theory of Action

## If the Brockton Public Schools implements a system of instructional excellence that:

* delivers Common Core-aligned curriculum in a safe and supportive environment;
* values a strong system of growth by consistently supporting the Brockton Educator Growth and Evaluation Network (BEGEN);
* designs and adopts a system of quality professional development that supports all stakeholders in meeting their professional and district determined goals;
* and provides all students and teachers with access to quality instructional technology that improves digital literacy;

then we will ensure our students are socially, emotionally and academically prepared to live in a global society.

**Focus Areas for the 2022-2023 School Year**

* Effective instruction
* Active Reading and Writing
* Positive Relationships

**The Mission, Purpose, and Goals of the**

**BPS Induction and Mentoring Program**

It is well documented that effective mentoring and induction programs lead to improved outcomes for students and reduced teacher attrition. The Brockton Public Schools understands the importance of the first few years of teaching in the professional life of a teacher as well as the need to support a smooth transition for those who join the district with several years of experience in teaching. The developmental growth of a teacher as measured in increased gains in student achievement are greatest in the first few years, making support during those years critically important in terms of future positive impact on students. Further, the Brockton Public Schools is firmly committed to supporting the professional growth of all its educators and thus sees the BPS Mentoring and Induction Program as an opportunity to support growth in its more experienced educators who serve as mentors.

The goals of the Brockton Public Schools Induction and Mentoring Program are to:

* Immerse educators new to the district in the vision and mission of the Brockton Public Schools
* Positively impact student learning and growth by fully supporting educators who are new to the district
* Support educator growth through non-judgmental collegial peer coaching
* Foster positive, supportive, confidential relationships between mentors and proteges
* Enhance the professional growth of both the mentor and the protégé through reflective practice
* Familiarize educators who are new to the district with curriculum, support staff, resources, and professional development opportunities
* Retain highly qualified and effective educators

**The Program and Related MA DESE Regulations**

**The Brockton Public Schools Induction and Mentoring Program- The Regulations**

An induction program is a thoughtfully planned approach for professional support for teachers and administrators who are new to the profession and/or new to the district. Mentoring is one component of a comprehensive and differentiated approach to induction. The Brockton Public Schools takes a differentiated approach to induction to both meet the MA DESE regulations for induction and mentoring and to support the growth of its educators- growth that ultimately results in positive learning outcomes for all students. The MA DESE Standards for Induction Programs that guide districts to build robust induction and mentoring programs as captured in the MA DESE regulations are below (for more detail go [here.)](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=12)

### 7.12: Standards for Induction Programs for Teachers

(1) **Application**. All school districts are required to provide an induction program for teachers in their first year of practice. Guidelines based on the following Standards will be provided by the Department.

(2) **Standards**. All induction programs shall meet the following requirements:

* (a) An orientation program for beginning teachers and all other incoming teachers.
* (b) Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
* (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
* (d) Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

### 7.13: Standards for Induction Programs for Administrators

(1) **Application**. All school districts are required to provide an induction program for all administrators in their first year of practice. Guidelines based on the following Standards will be provided by the Department.

(2) **Standards**. All induction programs shall meet the following requirements:

* (a) An orientation program for first-year administrators and all other administrators new to the district.
* (b) Assignment of first-year administrators to a trained mentor within the first two weeks of working.
* (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
* (d) Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.
* (e) Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators (603 CMR 7.10 (2)).

As required by the regulations, the Brockton Public Schools engages both beginning and other incoming teachers and administrators in an orientation program prior to the start of the school. All beginning teachers and administrators are assigned to a mentor teacher within the first two weeks of the school year or date of hire. Release time is provided both for the mentor and the beginning educator so that they can engage in regular classroom observations and other mentoring activities.

**Orientation**

In the Brockton Public Schools all educators who are either new to the profession or new to the Brockton Public Schools participate in new teacher orientation. Orientation sessions introduce new teachers and administrators to the vision and mission of the district, build initial relationships, and provide access to the many resources the district has to offer.

**Mentoring in the First Year**

Although the Brockton Public Schools recognizes that all educators new to the district would benefit from a mentoring relationship, protégés’ in their first year of practice as a teacher or administrator are prioritized in the mentor assignment process. Full participation in this first-year of induction and mentoring fulfills part of the MA DESE mentoring requirement needed to shift one’s license from Initial to Professional. For more information about MA DESE regulations that describe the requirements for obtaining a MA DESE Professional License please go [here.](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04)

Throughout the school year, the mentor and protégé build a supportive professional relationship that focuses both on developing the protégé as an exemplary educator and on retaining them in the district. Mentors and proteges meet weekly for approximately 2 hours a week to discuss topics, which may include:

* Beginning the School Year Successfully
* Educator Evaluation- An Opportunity for Growth
* Engaging with Families
* Planning and Delivering Effective Instruction
* Assessing Diverse Learners
* Teaching and Keeping Students Interested/Motivated
* Looking Back and Moving Forward
* Engaging All Learners
* Collegial Observations of Practice

To qualify to serve as a mentor, potential mentors must be certified and have a minimum of 6 years of successful teaching at least 3 of which were in the Brockton Public Schools. To become a mentor, candidates must have a recommendation from a principal or immediate supervisor. All mentors participate in required training that is facilitated by district-wide Mentor Managers. Training includes understanding the role of the mentor in supporting the professional growth of the protégé as well as principles of effective mentoring, which include:

* Acknowledging Who You Are and What You Bring to the Mentoring Experience
* Building a Relationship with Your Mentee
* Creating Opportunities for Mentoring Conversations
* Participating in Ongoing Reflection
* Maintaining a Professional Community of Learners

(taken from: Radford, C. P. (2017). *Mentoring in action: Guiding, sharing, and reflecting with novice teachers.* Thousand Oaks, CA: Corwin).

A positive mentor/protege relationship is critical to the growth of both the protégé and the mentor. Given that, the following summarizes MA DESE recommendations for the roles and responsibilities of each.

**Beginning Educator**

* Play an active role in the mentoring relationship.
* Seek out help.
* Observe effective teachers at work.
* Participate regularly in programs organized for beginning teachers.

**Mentor**

* Facilitate a strong start to the year.
* Provide instructional support both by observing practice and facilitating the observation of others.
* Provide professional support, informing the protege of district and state initiatives and opportunities.
* Provide personal support by introducing the protégé to other staff members and encouraging relationship building.
* Maintain a **confidential relationship** with the beginning teacher.
* Serve as a liaison.
* Serve as a resource.
* Serve as a teacher leader, promoting a culture of adult learning, a positive stance toward the work, and a commitment to students’ success.
* Maintain and submit the Mentor/Protege Log three times a year.

**A Note on Mentor Logs**

Mentor logs are a valuable tool both for documentation and for overall program improvement. Mentors are expected to maintain a log of the formal mentoring activities in which they engage with their proteges. All logs are digital and completed in the cloud environment. Logs should be filled out collaboratively with the protégé but maintained by the mentor in the shared digital folder. Logs should include the date, the number of hours spent on the activity, and a description of the activity. Please see below for examples that capture the level of detail expected in log entries. Logs will be reviewed both for completeness and for quality of descriptions.

Logs are due three times during the year for review

12/06/22

3/14/23

5/16/2023

*Log Sample Entries:*

|  |  |  |
| --- | --- | --- |
| **Activity or Meeting Name and Description – What was accomplished?** | **Date(s)** | **Hour(s)** |
| Reviewed schedules to determine best time for meeting Discussed areas of concern and assessed needs within classrooms Answered questions related to new IEP software | 11/5/22 | 1.5 |

|  |  |  |
| --- | --- | --- |
| **Activity or Meeting Name and Description – What was accomplished?** | **Date(s)** | **Hour(s)** |
| Discussed reading strategies to be applied within small group instruction Whole class versus small group instruction How can we work on objectives in reading within the classroom? Discussion of reading instruction | 1/31/23 | 1.5 |

|  |  |  |
| --- | --- | --- |
| **Activity or Meeting Name and Description – What was accomplished?** | **Date(s)** | **Hour(s)** |
| Looked at individual IEP’s Discussed concerns and specific needs of individual students How can these needs be met in the classroom? | 12/7/22 | 1 |

|  |  |  |
| --- | --- | --- |
| **Activity or Meeting Name and Description – What was accomplished?** | **Date(s)** | **Hour(s)** |
| Co-planned a reading lesson, observed protégé, conducted post observation reflection. | 02/5/23-02/07/23 | 3 |

|  |  |  |
| --- | --- | --- |
| **Activity or Meeting Name and Description – What was accomplished?** | **Date(s)** | **Hour(s)** |
| Shared information regarding MCAS testing Discussed accommodations and amendments for IEP’s | 03/5/23 | 2 |

A copy of the log does not need to be printed and sent because all logs are digital

**50 Hours of Mentoring Beyond the First Year**

Beginning teachers make their most significant gains in effectiveness in the first 3-5 years of teaching. Further, teacher turnover, both moving to another district and leaving teaching completely, is mostly likely to happen within the first five years of teaching and that is especially true for those who teach in urban districts. Such data point to a need to continue to support novice teachers beyond their first year of teaching. MA DESE requires beginning teachers to participate in 50 hours of tailored mentoring experiences beyond their first year. According to DESE mentored experiences are “opportunities for teachers to learn from and with effective experienced peers” [(MA DESE Induction and Mentoring).](https://www.doe.mass.edu/edeffectiveness/mentor/)

There is flexibility in how these hours can be achieved with the most important characteristic being that the experiences meet the needs of the beginning teacher. The following list describes some of the many ways in which 50 Hours of Mentoring Beyond the First Year can be fulfilled. Please note, this is not an exhaustive list.

* Participating in regular department and/or curriculum meetings to collaborate with colleagues on planning, curriculum development, and assessment
* Participating in professional development opportunities aligned with professional goals and led by a principal, department head, coordinator, teacher leader, and/or a district consultant.
* Scheduled meetings with principal, department head, or coordinator.
* Conducting peer observations and reflections on learning.
* Being observed by colleagues or coach and discussing implications for practice.

Educators are responsible for maintaining a log of these activities. This log should accompany any request for the completion of a MA DESE Employment Verification (required for acquiring a Professional license; go [here](https://gateway.edu.state.ma.us/elar/licensurehelp/LicenseRequirementsCriteriaPageControl.ser) for more information on requirements for licensure). A template for documenting 50 hours mentoring beyond the induction year can be found in the Appendix.