Westport Community Schools

Induction & Mentoring Program Handbook

"A mentor is someone who allows you to see the hope inside yourself." — *Oprah Winfrey*

2020-2021
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The Westport Community Schools Leadership

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The Westport Community Schools is committed in spirit, as well as in action, to abide by all laws dealing with equal employment opportunity. It is our policy to guarantee equal employment opportunities for all qualified persons without regard to their age, race, religious creed, color, national origin, ancestry, marital status, gender, gender identity or gender expression, genetic information, military status, sexual orientation, or disability, which can be reasonably accommodated, unless there exists a bona fide occupational qualification.

Further, the Westport Community Schools will act in good faith, to affirmatively recruit and consider for promotion individuals in protected categories. Age, race, religious creed, color, national origin, ancestry, marital status, gender, gender identity, gender expression, military status, sexual orientation, or disability are not factors in employment, promotion, transfer, compensation, lay-off, disciplining and termination, unless there exists a bona fide occupational qualification. For further information or to redress a grievance, contact the district's Civil Rights Compliance Officer by phone at 508-636-1140, or in writing at 17 Main Road, Westport, MA 02790.

Induction & Mentoring Program Goals

The goal of the Westport Community Schools Induction & Mentoring Program is to provide new educators with a systematic structure of support that helps them become familiar with school and district procedures, refine their practice, and better meet their professional responsibilities. The Induction & Mentoring Program is an essential part of a teacher's first year of teaching and the beginning of a teacher's professional development activities.

The Induction & Mentoring Program can help new educators

- ➢ systematically build on successful classroom practice;
- ➢ learn professional responsibilities;
- ➢ positively affect student learning.

The Induction & Mentoring Program can help veteran teachers

- ➢ reflect upon practice;
- ➢ unite the learning community as individuals work toward the same goals;
- ➢ improve the quality of education.

Induction & Mentoring programs have the potential to elevate the teaching profession and foster a collaborative learning community for all educators. These benefits can lead to an increased rate of retention, as new educators find themselves in an educational environment that cultivates continual growth and success.

Laws and Regulations Relevant to Induction Programs

The Educator Licensure Law, G.L. c. 71, s. 38G requires public school districts to submit a plan to the Department of Elementary and Secondary Education (ESE) detailing how they will supervise and support educators who hold an Initial license.

All school districts are required to provide an induction program for all teachers in their first year of practice (603 CMR 7.12).

All school districts are required to provide an induction program for all administrators in their first year of practice (603 CMR 7.13).

For professional licensure, teachers and administrators must complete a one-year induction program with a mentor (603 CMR 7.04 (2)(C)(2)).

For professional licensure, teachers must complete 50 hours of mentoring beyond the induction year (603 CMR 7.04 (2)(C)(4)).

Definitions

Beginning educator refers to an individual entering into teaching or administration with a Preliminary or Initial license. Beginning educators may also be referred to as novice educators.

Educator refers to any person employed by a school or school district in a position requiring a license (603 CMR 7.02), including teachers and administrators (603 CMR 35.02). Note: The term "new educator" is used in this document to include both beginning and incoming teachers and/or administrators.

Incoming educator refers to someone who has experience in teaching or administration, but is new to the district or his or her role within a district. Note: Districts are encouraged to adapt components of their induction programs to differentiate between the needs of beginning and incoming educators.

Induction program is a planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings (603 CMR 7.02).

Mentoring is one component of a comprehensive induction program. It refers to the relationship between a beginning or incoming educator (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.

Mentee refers to a beginning educator or an incoming educator being assisted by a mentor. A mentee may also be an educator participating in a performance assessment or a district-based program for licensure being assisted by a mentor.

Mentor refers to an educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure (603 CMR 7.02).

Professional Teaching Status (PTS) refers to teachers who have served in a district for three previous consecutive school years and are entitled to PTS awarded by the superintendent (M.G.L. c.71, §41). Program Supervisor refers to the supervisor from the sponsoring organization (educator preparation program), under whose immediate supervision the candidate for licensure practices during a practicum (603 CMR 7.02).

Supervising Practitioner refers to an educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent (603 CMR 7.02).

Confidentiality Statement

New teachers must be able to discuss problems openly and honestly with their mentor. The role of the mentor is that of a collaborator not an evaluator. The mentor, as a result of this confidentiality agreement and handbook will not be expected to share written or verbal information with any evaluator or administrator.

Supervision

The school principal is the instructional leader of the school, and as such, is responsible for the supervision of instruction and instructional personnel. The School Committee is interested in promoting and supporting staff supervision programs that reflect best evidence research and instructional effectiveness.

The purpose of supervision (and teacher evaluation) is to improve the educational program and the effectiveness of instruction. Thus, the school principal is responsible for guiding teachers in implementing the approved objectives and reviewing teacher plans, observing actual instruction, offering suggestions for the improvement of teaching, and helping teachers to correct deficiencies. The principal may require a teacher to change methods and lesson plans when these conflict with the approved curriculum or School Committee policy. The principal will also supervise the school nurses as they treat students on a daily basis and consult with them on issues regarding student's health.

The primary task of education supervision is to establish an atmosphere of understanding which will lead to the solution of instructional problems. Supervisions is based on the assumption that teacher and principal, working together, can better solve those problems. A team effort should be more effective than a single effort in using the best methods of teaching, in working with students, in ways of providing rich and broad experiences for them, and in planning appropriate instructional materials for them.

The Committee is supportive of collegial and collaborative instructional improvement strategies such as peer coaching and mentorships and will advocate for implementation of such research-based alternatives to traditional forms of supervision.

Induction & Mentoring Program Components

Induction and Mentoring Program Required Components	Beginning Teacher (new to the profession)	Incoming Teacher (new to the district/role)	Beginning Administrator (new to the profession)	Incoming Administrator (new to the district/role)
Orientation	☐	☐	☐	☐
Assigned Mentor	☐	License Dependent	☐	License Dependent
50 Hours of mentoring beyond the induction year	☐	License Dependent	☐	License Dependent
Support team, including at a minimum a mentor and qualified evaluator	☐	☐	☐	Upon request
Release time for mentor and mentee	☐	☐	☐	☐
Time and resources to learn hiring, supervision, and evaluation methods including in the Professional Standards for Administrators	Not Applicable	Not Applicable	☐	Upon request
Additional induction supports in year two and three	☐	License Dependent	Upon request	Upon request

A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and would not be required to complete additional mentoring so long as proof from the prior district is provided. However, a teacher who holds an Initial licensed who is either new to the role or district must fulfill this requirement in order to obtain a Professional license and this documentation would be then signed off by the prior district and not Westport Community Schools.

Expectations of All Mentors and Mentees

Expectations of Mentors

All Mentors are expected to

- Maintain confidentiality, unless the well-being of the mentee, his/her colleagues, or his/her students are at risk, or a mentee has given explicit permission for his/her mentor to share information with someone outside of the mentoring relationship;
- Meet/consult with mentees on a regular weekly basis***;
- Participate in at least 3 regularly scheduled mentor/mentee workshops**;
- Conduct two (2) peer to peer observations: mentor-mentee; mentee-mentor***;
- Facilitate additional mentee-other staff observations where possible;
- Complete the Collaborative Assessment Log and submit to coordinators on a monthly basis;
- Attend End of the Year Meeting.

Expectations of Mentees

All Mentees are expected to

- Maintain confidentiality, unless the well-being of the mentor, his/her colleagues, or his/her students are at risk, or a mentor has given explicit permission for his/her mentee to share information with someone outside of the mentoring relationship;
- Meet/consult with mentor on a regular basis***;
- Participate in all scheduled mentor/mentee workshop***s;
- Participate in at least two (2) peer to peer observations: mentor-mentee; mentee-mentor***;
- Complete observations of other staff, where possible, with facilitation from mento***r;
- Log and complete 50 hours of mentoring activities annually and submit to coordinators at the end of the school year.

**Topics will include, but not be limited to reviewing the teacher evaluation process, reviewing district and school plans and documents, discussing effective teaching strategies, troubleshooting new teacher issues and concerns, reviewing any/all building based programs/initiatives, etc.

***Meetings may be scheduled remotely due to the COVID-19 Pandemic. Please refer to future meeting emails/notifications to stay updated. Observations may be held virtually pending the remote learning timeframe of school.

Mentor Requirements

- Completed at least three years of experience (603 CMR 7.02), Professional Teaching Status strongly preferred
- Licensed at the Initial level, Professional license strongly preferred
- Effective in the classroom as shown by receiving a rating of at least proficient on recent evaluations
- Outstanding practice reflecting excellent content knowledge of the MA Curriculum Frameworks
- Making student gains as a result of their practice
- Knowledgeable about the Standards of Effective Teaching Practice and Educator Evaluation system
- Effective communicators and problem solvers, especially when working with adults
- Aware of the merits of different teaching styles and can demonstrate a variety of pedagogical strategies/methods
- Able to teach to the diverse learning styles of students
- Knowledgeable about the professional and community resources in the school and district
- Able to maintain a confidential relationship.
- Willing and able to invest time with supports and scheduling adjustments by the school and district to develop mentoring skills and participate in the program for the duration of the year (or into subsequent years as determined by the duration of the program).

Mentor Compensation

Westport Community Schools is interested in exploring a menu of ideas for the reward and recognition of mentors beyond the agreed stipend in the Westport Teachers Collective Bargaining Agreement.

This menu could include, but not be limited to:

- Release time with substitute coverage to meet with mentor
- Release from non-classroom teaching duties to meet with mentor
- Professional Development Points upon completion of the school year and program
- Special recognitions
- Mentor days and professional development for being a mentor

* Stipends and Professional Development Points (PDPs) awarded to mentors may be adjusted and/or prorated for partial completion of Program requirements, as evidenced by document submission and workshop attendance. Prorated stipends and PDPs will also be awarded for mentors who fulfill the role for fewer than the 10-month school year period as a result of the date on which new teachers are hired into the district or for teachers whose mentees leave the district before completing the full school year.

Roles and Responsibilities

Beginning Teacher:

- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed, as well as sharing elements of his/her evaluation to discuss goals, receive targeted feedback, and assess progress.

- **Seek out help.** The beginning teacher should seek out support from team members, be forthcoming in communicating classroom issues, and remain open to feedback in order to develop as a professional. The mentor-mentee relationship is meant to be confidential and beginning teachers should obtain assistance as needed.

- **Observe effective teachers at work.** The beginning teacher should conduct observations of various effective teachers (could be done through videotaping). The beginning teacher may keep a log to record and reflect on the diversity of their styles.

- **Regularly participate in programs organized for beginning teachers.** These include peer support groups, professional learning opportunities, and beginning teacher workshops. Additionally, beginning teachers should look for opportunities to share their expertise with colleagues and contribute to a school culture of professional collaboration.

Mentor:

- **Facilitate a strong start to the year.** Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials, are familiar with routines and schedules, and curriculum expectations.

- **Provide instructional support.** Mentors should conduct regular observations of and conferencing with the beginning teacher. It is also important for mentors to model instructional strategies or facilitate opportunities for the beginning teacher to observe other effective teachers (could be done through videotaping). Mentors should provide advice on classroom management and how to handle various behavioral issues. Beginning teachers need support in teaching and learning standards of the MA Curriculum Frameworks, as well as support in achieving proficiency as identified in the MA Model Rubric for Teachers (or district rubric).

- **Provide professional support and serve as a liaison.** Beginning teachers need to be informed of district, school, and grade level/content team data and goals. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.

- **Provide personal support**. Mentors can help reduce the stress beginning teachers face by introducing them to other faculty members and helping them put problems in perspective with support and encouragement.

- **Maintain a confidential relationship with the beginning teacher.** It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the beginning teacher, not to evaluate him/her.

Roles and Responsibilities

Principal:

- The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would typically assume all of the responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal(s):

- Establish a collegial school culture that supports professional collaboration among beginning and experienced teachers.

- Ensure reasonable working conditions for the beginning teacher, which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.

- Facilitate the relationship between the mentor and beginning teacher. The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.

- Conduct an orientation program for new teachers and mentors. Guidelines for Induction and Mentoring Programs—April 2015

- Conduct the formal evaluation of the new teacher. The principal should ensure that the new teacher is informed early in the year about the district's educator evaluation system and procedures and is evaluated on schedule.

- Oversee the selection of mentors. The matching of trained mentors and beginning teachers should take place at the building level using selection criteria developed at the district level. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.

- Communicate regularly with school mentors. While maintaining confidentiality, mentors and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide teachers with consistent and streamlined feedback.

Roles and Responsibilities

Mentor Coordinator(s):

- A school or district may choose to establish a mentor coordinator or a cadre of lead mentors to provide induction program support within a school or across a district. In these roles, mentor coordinators or lead mentors may assume many of the aforementioned responsibilities of the principal, except the formal evaluation. The mentor coordinator could be an administrator or a teacher who is released from certain teaching responsibilities and/or is provided with a stipend. The distribution of these responsibilities should be a joint decision of the principal and mentor coordinator. These responsibilities could include:

  - Maintain meeting schedules for beginning teachers and their mentors and ensure that these are followed.

  - Lead the mentor peer support group and the beginning teacher peer support group and follow up on recommendations made by each of the groups.

  - Coordinate professional development opportunities for both the beginning teachers and mentors.

  - Communicate with the preparation programs that trained the beginning teachers to provide information on where beginning teachers excel or may need additional training so the preparation programs can make any necessary program adjustments.

Support Team:

- Provide team support for the beginning teacher during the first year that will supplement the support being provided through the mentoring relationship. Note that this support team may be the subject or grade level team with whom the teacher works.

- Meet regularly with the beginning teacher during the first year to answer any questions or address concerns that the beginning teacher may have as well as to ensure that the teacher is aware of the professional knowledge and skills required of all teachers.

Mentoring

The mentoring relationship can be very rewarding for the beginning teacher and the mentor. Mentoring provides the beginning teacher access to a teacher who has demonstrated effectiveness with students and colleagues. At the same time, mentors are given the opportunity to be recognized as strong educators and leaders within their school/district. Serving as a mentor provides effective educators with ongoing professional development and the chance to expand their impact through spreading their knowledge with other educators (who in turn are more effective with their students).

Core Mentoring Activities

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. 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 Standards of Effective Teaching Practice.

The activities may include:

- Assisting the beginning teacher in analyzing student data and reflecting on professional practice to propose Student Learning and Professional Practice Goals, as well as the Developing Educator Plan as part of Educator Evaluation.

- Meeting frequently (both formally and informally) during the school year to reflect on practice and plan curriculum and lessons.

- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher reflect and improve.

- Activities related to observing educator practice. It is recommended that mentoring observations be frequent, short (as brief as ten minutes), targeted (focused on a specific skill, such as transitions), and can be planned or unplanned. Possible observation activities include:
    - Observing one another's classroom.

    - Observing the classrooms of other effective educators, including those in other schools and/or districts.

    - Co-teaching the beginning teacher's class.

    - Teaching the beginning teacher's class so the beginning teacher can observe another teacher.

    - Videotaping lessons and the mentor-mentee analyzing the video and reflecting on best practices together.

Mentoring Recommendations

- **Observe the new teacher's lessons.** After observing a few lessons, the mentor should begin a regular schedule for providing feedback whereby mentors share observations, positive notes and areas that should be improved. Mentors should take note of what worked particularly well and which areas need improvement without criticizing or judging the teachers. Mentors should be available to help new teachers on a frequent and regular basis.

- **Sit with the teacher in a room with minimal distractions.** Sitting in the teacher's room is not a good idea! Together with the new teacher, try to sum up the lesson. What went well? What needed improvement? Give the new teacher the chance to come up with the answers by him/herself. Provide a few guiding questions if necessary. When were the students were most engaged? When were they not focused? It is important for mentors to encourage teachers to stop and think after giving a lesson whether it was a good one or not, and why. This is in order to have a basis for their own learning from reflection on experience: this lesson was unsatisfactory, what could I have done to improve it? Or: this lesson was good, what was it exactly that made it?

- **Mentors should encourage the new teacher to brainstorm a list of concerns that might be difficult or challenging**. By going over them together, the mentor can encourage the new teacher to explore answers to these questions. Encourage new teachers to explore using a dialogue journal where the mentor gives feedback based on his/her reflections. Teacher mentors can also give a checklist to serve as a guide for building his/her own self-awareness.

- **Modeling is an important part of teacher mentoring.** Give the new teacher time to implement the goals with regard to lesson planning and classroom management. As part of the process of learning effective instruction, mentors model different strategies of effective instruction and activities that engage students. Mentors should also take the opportunity to prepare some activities or an entire lesson together. They can also work together on planning the rules and procedures of a classroom management plan and discuss effective tactics for how to engage students more effectively. As part of the modeling process, new teachers should be invited to observe lessons by other seasoned teachers. The focus is not to emulate but to but to observe quietly as part of the learning process.

- **The long journey of adapting to the pressures of the first year isn't over yet.** Before new teachers decide to give up after their first year of teaching, mentors should encourage them to teach a second year. There are just so many new and unique experiences that happen in a new teacher's first year. Now that the mentor knows the teacher's capabilities, it is time to come up with a long term plan that will help new teachers develop other strategies for effective instruction. Mentors should help new teachers come up with plan additional ways of mentorship that still continue to support areas of lesson planning and classroom management so that new teachers can eventually find his/her own style of teaching that is comfortable.

APPENDIX

VISION & MISSION STATEMENTS

Vision

Westport Community Schools is an exemplary 21st Century learning community whose graduates are empowered through an engaging, inspiring and personalized curriculum to meet the challenges of a global, complex, and changing world.

Mission

Westport Community Schools' mission is to ensure that our children achieve academic and personal excellence, become lifelong learners and responsible, productive and engaged citizens of the world.

Organizational Values

The Westport Community Schools lives by the following values:

Pride - We will be passionate champions for the Westport Community Schools.

Integrity - We will be sincere in our adherence to ethical principles and do what is in the best interest of all we serve.

Respect - We will demonstrate an appreciation for the value of all. We will foster an environment that is safe and nurturing for students and staff.

Responsibility - We will take ownership for following through with our mission. We will expect staff, parents, students and community members to be accountable for their contribution to the educational process.

Achievement - We will continually improve.

Communication - We will seek the input of all our stakeholders; sharing information openly and honestly and expect the same from all stakeholders.

Community Profile

Regional Context:
The Town of Westport, in Bristol County, bordered on the north and west by Fall River, on the east by Dartmouth, on the south by the Atlantic Ocean, and on the west by Tiverton and Little Compton, Rhode Island and Fall River, MA. It is about 8 miles from downtown Fall River, 7.5 miles from New Bedford, 54 miles from Boston, and 26 miles from Providence, Rhode Island.

Westport's location has affected its growth in several ways. First, its relatively short distance to the Boston, Providence, Fall River and New Bedford job markets made it attractive for homebuilders. Second, the town's exceptional location along the coasts (moderate climate and good soils) and its history of agriculture have resulted in the survival of its rural character. Third, the town's geology has resulted in exceptional surface water resources which include two branches of the Westport River, the coastline, several ponds, many wetlands and a tidal shoreline of 47.4 miles. Finally, the town's socio-economic character is very mixed. There are many old families in Westport and many newcomers. The town has traditionally provided a range of home types for the people of the region seeking a rural setting.

History of the Community:
Before severe disruption by English colonists, individual families of three Wampanoag tribes, the Apponagansett, Acoaxets, and Sakonnets, would move to the coastal areas of Southeastern Massachusetts and Rhode Island during the summer months to forage for shellfish and hunt local game. Previous to the year 1616, between 25,000 and 30,000 Wampanoags were estimated to inhabit southeastern Massachusetts. It was not until 1652 that the area known as the Dartmouth Purchase or Old Dartmouth, which includes the present-day municipalities of New Bedford, Fairhaven, Acushnet, Dartmouth, and Westport, was acquired from the Indians by several individuals from Plymouth Colony.

In 1664, Plymouth Colony Court declared Dartmouth a township. Among the first settlers was Richard Sisson, who in 1671 built his house at the Head of Westport on the Indian trail which connected Plymouth and Newport. He had 600 acres of tillable soil, as did the other early proprietors, many of whom were Baptists and Quakers. The problem of Indian attacks was alleviated with the end of King Philip's War in 1676, and settlement continued at the Head of Westport. During the early 1700's, mills were built just north of the village using available water power.

Although agriculture was the main employment, a small fishing village developed at Westport Point. When Westport was incorporated as a separate town in 1787, it consisted of three villages: the Head of Westport, Central Village, and Westport Point. By 1790, the population of Westport was just under 2,500 people.

During the first part of the nineteenth century, the fishermen of Westport Point turned from cod fishing to whaling. Sail lofts, cooperages, blacksmith shops, and a shipyard at the Point supported the industry. A second shipyard operated at the Head.
In 1850, the Head of Westport was at its peak. In addition to the shipyard, there were three dry goods stores, two blacksmith shops, a carriage shop, a paint mill, a tannery, as well as a shoemaker, a tailor, and a harness maker.

Westport also developed as a dairy center. The industry is still healthy owing to the well-drained, moist grazing lands, 180-day growing season, and 40 inches of rain annually. Farms and dairy cattle are evident as one drives through the area. Today, Westport provides half of the milk for Bristol County. (U.S. Agriculture and Soil Conservation Service.) Dairy farming is at the center of agricultural activities in Westport and therefore at the center of land uses that preserve open space. The continuation of this industry is critical to the maintenance of Westport's rural character.

By the late nineteenth century, the textile industry was centered in the third village. The Westport Factory was located on the electric railroad line that ran between Fall River and New Bedford. Most of the inhabitants were employed by the Westport Manufacturing Company which produced carpet warp, twine, lamp wicking, and cotton batting. However, the advent of the railroads also meant that Westport lost the advantage of its seacoast location and much of its prosperity. By 1910, the town's population was still less than 3,000 residents.

Prior to the 1938 Hurricane, the Horseneck Beach area had an affluent summer resort population. In this period, Louis M. Howe of Horseneck Road hosted Franklin Delano Roosevelt in his initial convalescence from polio. Presently Westport is a Registered Historic District. An unusually large number of 18th and 19th century houses survive.

At the turn of the century, Westport Harbor, East Beach, and Westport Point were becoming popular summer resorts. A boarding house and several summer cottages stood at the Harbor; the Hotel Westport opened for business at the Point in 1889.Since the early part of the century, Westport has seen change primarily in the number of homes. The small amount of industry once located in town has moved on. A regional commercial area developed along Route 6 during the 1950's and 1960's but faded with the development of the Dartmouth Mall. Small businesses and home occupations have grown in number. A few farms continue to survive and are passed on to new generations. New farms have been started as well, including a vineyard and a hydroponics lettuce farm.

Scenic Resources and Unique Environments:
Rivers and Coastline ~ The most significant natural features in the town are the Westport River and Horseneck Beach. The two branches of the Westport River cover 3,100 acres, provide 35 miles of shoreline, and drain 85% of the town's land area. The river serves as a breeding area and habitat for numerous species of fish, animals, and plants. Horseneck Beach is a state recreation area and a barrier beach with over four miles of shoreline on the Atlantic Ocean. It is the Commonwealth's third most popular recreation area.

Forests ~ Over one half of Westport's land area is forested and many of these areas cover hundreds of acres of unbroken forestland. The variation of forest to open fields created one of the basic landscape patterns that defines Westport.

Agriculture ~ Along with providing jobs and food, farming creates a unique open landscape wherever it is active. Westport's farms provide views of pastures, corn, vineyards, cows, horses, other livestock, and a variety of fruits and vegetables. The act of farming prevents fields from growing back to trees thus blocking views of the coastline and rivers.

Historic Structures ~ A great number of historically significant buildings are located in Westport. Architecturally there are examples of the following styles: Federal, French Second Empire, Late Victorian, Gothic Revival, Italian Villa, Cape Cod, and Greek Revival. Although there are many buildings of historic and architectural interest, it is thought that the Hoyt Manufacturing Company, located on Forge Road, is the oldest continually operating industry in the United States, originating in 1704.

The Westport Historical Commission has completed a survey of more than 600 houses in Westport predating 1900, some 90 cemeteries (sites), many man-made objects, such as stone bridges, dams and docks, town boundary markers, water troughs, millponds, and a number of now-ruined industrial sites. Most of these surveys are available for viewing in the Westport Town Library, and they are continually being updated. Archeological information is also being collected, but it is not available to the public in order to protect the sites. These surveys attempt to date, describe and locate the historic objects and, wherever possible, to associate them with historic persons and processes.

Stone Walls ~ Westport is framed by stonewalls. They run along the roads, paths, and fields creating clear visual boundaries and providing reminders of the degree to which Westport was historically even more intensively farmed than it is today.

Rare Animal Species ~ Westport River estuary is one of the prime breeding sites in Massachusetts for the osprey. In this area, ospreys have nested both on specially constructed platforms and tall dead trees along the islands and river banks. Ospreys were disappearing from the region in the 1960's due to the effects of DDT on their reproductive cycle and disturbance of natural habitat. Interest of local residents (the Fernandes) resulted in the construction of several artificial nest platforms in inaccessible areas along the river. In 1967, there were only nine nests and five young produced. This increased to 30 nest sites and 40 young produced in 1982. Although more recent information is not available, all reports indicate that the number of young continues to increase each year.

The Westport estuary is also the location of one of fifteen active heron rookeries in the Commonwealth. Black-crowned night herons, green herons, and the rare great blue heron have all been sighted here. Because their numbers are so concentrated during the colonial nesting season from March to August, these bird species are ecologically sensitive and vulnerable at that time. There are only nine other current nesting sites for the great blue heron in Massachusetts. Westport is also a nesting ground for the piping plover.

Westport is also a habitat for the rare marbled salamander considered to be threatened in the state. At this time there are only seven current and ten historical records for this amphibian, which inhabits woodlands with depressions and temporary ponds.
Other sensitive species include the four-toed salamander, the spotted turtle, the eastern box turtle, the least tern, and the common tern.

Excerpted from: *The 1990 Town of Westport Open Space and Recreation Plan*

Mentoring Activities Checklist

Mentors: Many of these activities may not apply to you and your mentee's situation.   Please scratch through these.

Adapted from: Barry Sweeney www.teachermentors.com

MONTH	ACTIVITY/TOPICS	DATE
August/ September Discuss at beginning of the year or as needed	Orientation Program	
	New Educator Needs Assessment	
	Attendance and First Week Attendance	
	Building Tour (teacher's room, restrooms, library, nurse, etc.)	
	Introduce to secretaries, custodians, guidance counselors, nurse, resource room teachers, specialists, librarians, etc.)	
	Handbooks – Student & Faculty	
	Equipment (where & how to find/get supplies)	
	Text Books	
	Safe Schools Plan (Emergency Evac, Lock Down)	
	Calendars- school, classroom, mentor meetings)	
	Copy Machines (location & use)	
	Classroom Maintenance (Maintenance & IT Direct)	
	Curriculum, Standards/Benchmarks	
	Discipline Code- policies, procedures, consequences	
	Duty Schedules	
	Daily schedule/Bell schedule	
	Lunch procedures (faculty & student)	
	Enrichment Classes/Professional Development	
	Faculty Facilities	
	Faculty Meeting Dates & Times	

	Field Trip Procedure	
	First Day procedures & expectations	
	Classroom rules & expectations	
	Grade Book/Grading Procedures- school wide & individual teacher	
	Grading Software	
	Syllabus or Curriculum Map	
	Lesson Plans	
	Homework expectations	
	Homeroom procedures	
	Seating Arrangements	
	Personal/Sick days (Call-in) Procedures	
	Religious Holiday procedures & exceptions	
	Substitute Plans	
	Student Progress Reports	
	IEPs/Inclusion/Modifications/Accommodations (reading IEP/504 and meeting responsibilities)	
	Attending Team (Sp.Ed.) Meetings	
	Library/Media Center, etc. schedule	
	Mailboxes for Faculty	
	Email, Phone setup & use (acceptable use policy)	
	Plan book	
	Cumulative/Permanent Records Location	
	Policy for Student leaving Prior to Dismissal	
	Role of room parents	
	Room Preparation	

	Specialist Duties	
	Student Assemblies- Procedures	
	Parking Location	
	Required Pre-assessments	
	Evaluation Procedure	
	Back-to-School Night/Open House	
	Medical Alert Lists	
	Paperwork and Forms Sent to Parents Including: Student Insurance, Free Lunch, Health Survey, etc.	
	Schedule Meetings	
	Parent Communications/Conferences	
	Report Cards – grade collection, etc.	
	Paychecks	
	Sick Bank	
	Chain of Command	
	Union Representative	
	Community Resources	
	Setting professional/personal goals	
	Communication of Expectations with Students	
	Communication with parents	
	Peer Observations	
	New Educator Needs Assessment Update	
	Other Topics Discussed:	
October	Snow Days and Delays	
	Staff Development Days	

	IPDPs and Recertification procedures- Start a portfolio	
	Sponsored Events for Students and/or Families	
	Gradebook Management	
	Parent/Teacher Conference Procedures	
	Check in on supplies & curriculum materials	
	Intervention Referrals	
	Appropriate Décor/Activities for Holidays at School	
	Mid-terms	
	Review Grading Procedures & Progress Reports	
	Review Evaluation procedure	
	Peer Walk-throughs/Observations	
	New Educator Needs Assessment Update	
	Other Topics Discussed:	
November/ December	Report Card Procedures	
	Professional Development Reimbursement procedures	
	Parent/Teacher Conferences	
	Review Lesson Plans, Teaching Methods, Assessment Tools, Classroom Management, etc.	
	Semester Exams	
	Second Term- New Duties, Study Halls, etc.	
	Innovative Curriculum Institute	
	Peer Walk-throughs/Observations	
	New Educator Needs Assessment Update	
	Other Topics Discussed:	

January	Review of Report Card Procedures	
	Re-establish classroom expectations after vacation	
	Review Evaluation Procedures	
	Standardized Testing Procedures	
	Review Lesson Plans, Teaching Methods, Assessment Tools, Classroom Management, etc.	
	Peer Walk-throughs/Observations	
	New Educator Needs Assessment Update	
	Other Topics Discussed:	
February	MCAS Testing Procedures	
	Review Lesson Plans, Teaching Methods, Assessment Tools, Classroom Management, etc.	
	Time Management Tips	
	Other Topics Discussed:	
March	Spring Break	
	Assess Classroom Management	
	Summative Evaluation Meetings and Procedures	
	Summer Professional Development Opportunities	
	Other Topics Discussed:	

April/May	Safe Schools Procedures Review (Emergency Evac, Lock down)	
	Parent Conference Review	
	Course selection/placement for next year	
	RIF/Rehiring Procedures	

		Final Exams/Testing	
		Review Lesson Plans, Teaching Methods, Assessment Tools, Classroom Management, etc.	
		Notification of failures to parents & guidance	
		Other Topics Discussed:	
June		End of Year Procedures	
		Final Exams	
		Awards and Award Assemblies	
		Graduation/Moving Up Ceremonies	
		Techniques for keeping kids motivated	
		Equipment Storage	
		Inventory – Textbooks, Furniture	
		Assessing/Collecting Fines	
		Orders for next year	
		Field Day/Senior Activities	
		Final Grade Averages	
		Checkout Procedures	
		Closing of Classroom	

Westport Community Schools - Induction & Mentoring Program

Collaborative Assessment Log

Mentee:	Mentor:	Date:

Was an observation completed this month?   NO   YES - Who observed?

What's working?	What's challenging?

Mentee's next steps:	Mentor's next steps:

Next meeting date:	Focus for next meeting:

Highlight the Evaluation elements that were addressed during this meeting.

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

Obtained & Adapted from Seekonk Public Schools / Modified from Foundations in Mentoring - New Teacher Center @ UCSC

I received a copy of this document. _____

                    Mentee signature   Date

Westport Community Schools - Induction & Mentoring Program

50-Hour Mentoring Activities Log

<mark>Required for ALL MENTEES.</mark>

NAME: _____

Date	Duration	Contact / Team	Description of Activity

NAME: _____

Date	Duration	Contact / Team	Description of Activity

*Attach additional sheets if necessary.

- *Year 1 –Induction year activities totaling 50 hours.*
- *Year 2 and Year 3 educators are required to keep track of mentoring activities totaling 50 hours beyond the induction year in order to obtain a Professional license from DESE.*

By signing below, you attest that the information above is accurate and that you have completed fifty (50) hours of mentored activities.

Signature _____ Date_____

After completing the 50 hours, please submit a copy of this form to Mentor Coordinators AND save a copy for your own records.