Medford Public Schools

District Curriculum Accommodation Plan
2023 - 2024

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Mission/Vision

Medford Public Schools is a caring educational partnership of school, family and community designed to ensure that all students are afforded a safe and healthy learning environment in which they develop the knowledge, skills, and attitudes to reach their full academic and personal potential. This partnership is dedicated to providing all students with a 21st-century education that will enable them to be life-long learners and contributors to a diverse and rapidly changing world.

District Core Values

ACES

A Achievement	C Collaboration	E Equity	S Support

Student Growth and Achievement: Medford Public Schools is committed to developing and implementing district-wide curricula, instructional strategies, and assessments that allow learners to reach their potential as knowledgeable, ethical, and critical-thinking citizens.

Collaborative Relationships: Medford Public Schools is committed to creating a culture of collaboration through consistent community engagement.

Equitable Learning Opportunities: Medford Public Schools is committed to understanding the needs of our diverse population, and supporting the academic, social-emotional and physical needs of our students.

Safe & Supportive Learning Environment: Medford Public Schools is committed to Assessing, reviewing and ensuring a safe and secure teaching and learning environment

District Curriculum Accommodation Plan (DCAP) Overview

A District Curriculum Accommodation Plan (DCAP) is required by Massachusetts General Laws Chapter 71, Section 38Q1/2. This plan is to assist school leaders to ensure that all efforts are being made to ensure that student needs are being met through the regular education curriculum. The plan is also designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with

learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. The DCAP provides a framework for building personnel to problem solve for individual students with diverse learning needs. Review of the DCAP is an ongoing collaborative effort by the District and School Leadership Teams.

District Curriculum Accommodation Plan (DCAP) Objectives for Medford Public Schools

The Medford Public Schools provides this DCAP not only as the law requires but also to provide a plan of support that includes the following components:

- Student Support Team
    - A problem-solving team dedicated to assist students struggling within the general education setting
- Communicate appropriate accommodations and interventions for students who have been clearly identified as struggling within the general education setting.
- Use the Multi Tier Systems of Support (MTSS) model of interventions as a primary focus to deliver support for struggling learners.
- A clear support system for Medford educators to grow through mentoring and ongoing career long support.

Student Support Team (SST)

The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education. Medford's Student Support Teams (SST) meet on a weekly basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The processes and forms contained within this packet have been designed to allow the staff the opportunity to provide promising educational methodologies for students in need through a team-based, data-driven model. Families are an important part of the process.

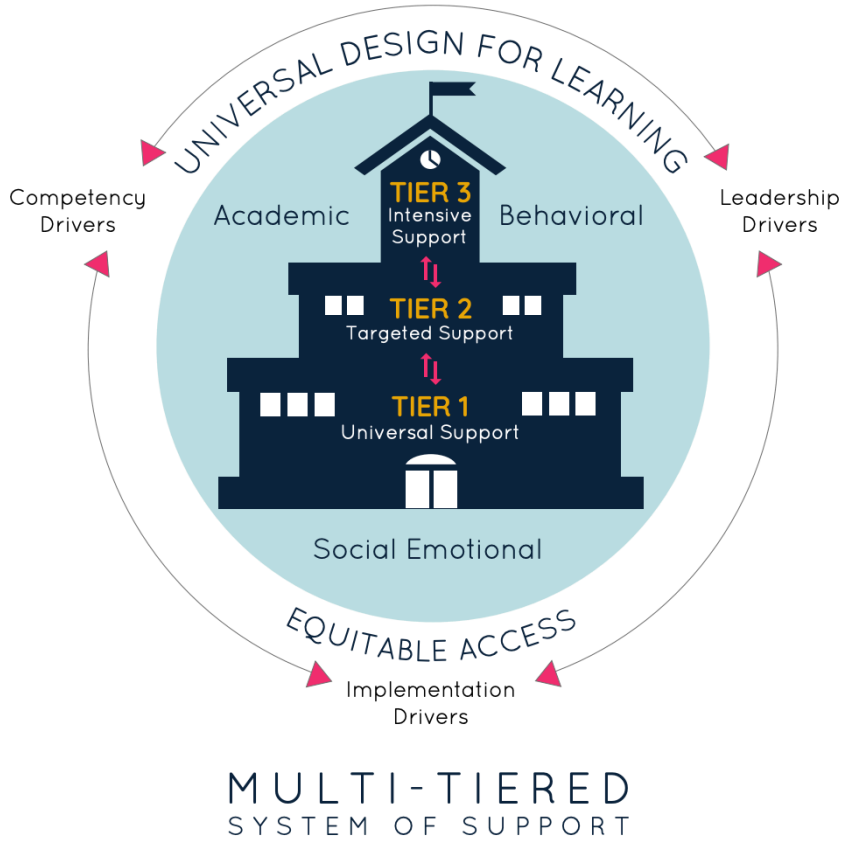
SST findings accommodate specific students on an as needed basis and specific to the content of SST discussions. These opportunities may be provided by Title I, English Language Learner, specialists, and general education staff. The SST is not to determine whether or not the student has a disability or needs to be evaluated. At times, when there is little or no improvement in the area of concern, other avenues might be explored. In this case, it is standard practice to review the fidelity of strategies used and investigate the use of new/alternate strategies, and revisit the case after a period of implementation and monitoring. Staff must follow the initial SST Referral Flow Chart when referring student(s) to the SST.

SST FLOW CHART

1. Complete the SST Referral Form
    a. *Include all information about previous interventions followed*
    b. *Include information regarding contact with parent/guardian*
    c. *Consider whether a specific staff member should be invited (nurse, OT, etc) and include this on the form*
2. *Send SST Referral Form to the SST team chairperson*
3. *The SST Team Chairperson will notify you of date and time of meeting where you will present the information. Most meetings will occur on Wednesday afternoon*
4. *Arrange for coverage (if needed) in order to attend the meeting*
5. *At the meeting you will develop a new support plan for the student and discuss plan for data collection*
6. *Implementation of plan should last at least 4-6 weeks*
7. *If the SST support plan does not increase progress, the team will invite you back for another discussion*
8. *If there is little to no progress at the 3rd meeting, your building administration should complete a HUB Directors SST referral for additional support and feedback*

DCAP Flow Chart

Multi-Tier System of Support / Response to Intervention Model



Elementary K-5

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
• HMH Into Reading, K-5 • Heggerty • Savvas Realize MyWorld • NewsELA • Lexia Core-5 • Learning A to Z, K-2 • Investigations 3 • English Learner Services • FOSS NextGen Program, K-5 • ST Math • Curriculum Review Cycle • 5 Core Actions: Instructional Practices	• Standards Based Grading • DIBELS (K-2) • NWEA MAP Growth K-5 • iReady • End of Unit Assessments • Kindergarten Screening • MAP Growth • Lexia • ACCESS/MCAS • Common Assessments	• Open Circle • Second Step • Social Thinking • Zones of Regulation • School psychologist/counselor consultation • Student Council • All-School Assembly • Responsive Classroom • CPS/Think:Kids and restorative justice interventions • Medford Family Network

Middle School Grades 6-8

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
• Differentiated Instruction • Common Units: ELA • Informational and literary texts • TCI History Alive! • Global Scholars, Grade 7 • Savvas Realize MyWorld • Savvas Realize MyHistory • Illustrative Math 6-8	• Common Assessments • MAP Growth • FORMATIVE Online Platform • ACCESS/MCAS • Panorama (SEL) • Civics Learning Project, Grade 8 • Global Scholars Unit Projects • Common Assessments	• Restorative Justice

• Homework Club • SORA • Graphic Organizers • Google Classroom • Google Read & Write • Scope and Sequence (Math, ELA, Science, World Language and Social studies) • English Learner Services • 1:1 Chromebooks • WIN (What I Need) Periods • Literacy Intervention classes • Math intervention classes • Curriculum Review Cycle • 5 Core Actions: Instructional Practices	•	

High School 9-12:

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
• Differentiated Instruction • Leveled Core Classes (Math, ELA, Science, History) • Leveled World Language Program (French, Spanish, Italian) • FIne Arts Program • Advanced Placement Courses • English Learner Program • TEC Internship • Collaborative Education (CTE Work Study) • MHS Media Center • Technology Tools • Google Classroom • 1:1 Chromebook	• Common Assessments • MAP Growth, Grades 9 & 10 • Panorama (SEL) • Common Midterm and Final Exams • MCAS/ACCESS testing • Seal of Biliteracy • AP Exams • Civics Learning Project • Common Assessments	• Advisory • Restorative Practices • School Counselors • Peer Mentors

• Voice amplification in classrooms • START • Classroom libraries • SORA (ebooks/audiobooks) • Curriculum Review Cycle • 5 Core Actions: Instructional Practices		

Overview of Accommodations & Instructional Strategies

Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories;

- ➢ **Setting** (location)
  - Examples include; small group, preferential seating, quiet location, etc.
- ➢ **Presentation** (how the teacher shares information)
  - Examples include; visuals provided for verbal information, preview/repeat, provide models, etc.
- ➢ **Timing** (any consideration of time within the learning)
  - Examples include; time of day, length of time, extended time for assignments, "chunking" into smaller parts, planning for time with student, etc.
- ➢ **Response** (How the student response back to show understanding)
  - Examples include: use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students on an Individualized Education Program (IEP)

Accommodation to Support Access

These lists below are not intended to be exhaustive but rather highlights possibilities.

Organizational Strategies

- ☐ Provide agenda
- ☐ Provide an established daily routine
- ☐ Clear homework recording system/teacher check-ins
- ☐ Allow students to access electronic homework lists (pictures, GoogleDoc, website, etc.)
- ☐ Clear and consistent instructions and expectations
- ☐ Instructions provided through multiple modalities (visually, verbally, pictorial, etc.)
- ☐ Break assignments into small, clear steps
- ☐ Number/order steps for task completion
- ☐ Provide templates and models (exemplars)
- ☐ Provide due dates for separate steps (chunking)
- ☐ Well managed transitions
- ☐ Accessibility to schedules (visual)
- ☐ Color-Coding
- ☐ Specific identified location for turning in assignments, getting materials, etc.
- ☐ Support/Guide notebook organization

Instructional Strategies

- ☐ Multi modal presentation of information
- ☐ Hands on learning activities
- ☐ Include transition cues
- ☐ Provide wait time for responding to questions or formulation discussion thoughts
- ☐ Use technology to assist instruction
- ☐ Record lectures/discussion for replay, access to copies of notes, PowerPoint presentations, etc.
- ☐ Provide models and templates
- ☐ Preview, repeat or re-teach key concepts
- ☐ When reviewing or re-teaching vary methods using repetition, simpler explanations, more examples, and modeling
- ☐ Frequent checks for understanding
- ☐ Build background knowledge within lessons
- ☐ Teach new vocabulary/review previously taught vocabulary
- ☐ Provide an overview of the lesson before beginning
- ☐ Use concrete examples of concepts before teaching the abstract
- ☐ Reduce the number of new concepts presented at one time.
- ☐ Limit teacher talk time
- ☐ Monitor the rate at which material is presented
- ☐ Vary instructional groupings throughout lesson (whole class, small group, partner, individual)
- ☐ Build into lesson opportunities for students to process new information (written, peer discussion, etc.)
- ☐ Monitor student's comprehension of language used during instruction
- ☐ Utilize peer helpers to support understanding of directions and offer collaborative work production

Assignments & Assessments

- ☐ Provide study guides
- ☐ Preview test vocabulary/concepts
- ☐ Allow for extended time if needed on tests or assignments
- ☐ Administer test in short periods
- ☐ Provide examples of proficient work
- ☐ Provide quiet testing environment
- ☐ Clarify test directions
- ☐ Differentiate assessments and/or provide alternative assessment options (ex: allow for oral assessment)
- ☐ Teach test taking and study strategies and provide practice
- ☐ Minimize use of timed tests
- ☐ Provide a variety of question types
- ☐ Utilize pretest data
- ☐ Use vocabulary/word banks
- ☐ Break tasks into smaller units or chunks
- ☐ Use of rubrics to provide clear expectations for student output
- ☐ Minimize assignments requiring copying
- ☐ Review expectations for homework and start homework assignments together in class
- ☐ Assign tasks and assignments at appropriate reading level
- ☐ Reduce the amount of homework assigned
- ☐ Fill-in-the-blank options instead of writing a whole assignment

Literacy

- ☐ Individualize spelling/vocabulary lists
- ☐ Teach students to look for memory cues (mnemonics) within the words.
- ☐ Allow students to take spelling tests orally
- ☐ Keep good models and samples of written work visible for reference
- ☐ Utilize the writing process including:
  - Prewriting (brainstorming, clustering, semantic mapping, diagramming, etc.) o Writing
  - Revisions/Editing (utilizing peer and teacher feedback to revise piece)

  Publishing (sharing out of final work with an audience beyond the teacher)

- ☐ Provide alternative vocabulary to often "overused" words (word lists, thesauruses)
- ☐ Instruct the use of and provide access to graphic organizers
- ☐ Writing topics should be relevant and motivating to the individual students
- ☐ Provide authentic correspondence activities to encourage and motivate reluctant writers
- ☐ Teach descriptive language
- ☐ Provide resources/visuals to enforce proper use of mechanics
- ☐ Use of pre-reading strategies (class discussions, brainstorm, predictions, clarify purpose for reading text, create story outline or overview)
- ☐ Teach comprehension and word attack strategies explicitly and utilize visual aids to reinforce their use
- ☐ Support students making text-to-text, text-to-self, and text-to-world connections
- ☐ Allow for multiple methods to show comprehension (writing, orally, visual, etc.)
- ☐ Teach use of text features to support reading comprehension (pictures, graphics, tables, etc.)
- ☐ Bilingual Word-to-Word Dictionary
- ☐ Teacher read-aloud/think aloud to model fluency and internal thought processes for comprehension and inferencing Partner and individual reading opportunities

Mathematics

- ☐ Allow students to use calculators, number lines, multiplication tables, or reference sheets when appropriate.
- ☐ Color highlight operational symbols
- ☐ Access to hands-on manipulatives during classwork and assessments
- ☐ Teach problem solving strategies and encourage their use (including: look for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess and check, work backwards, write an equation, solve a simpler/similar problem first, make a model, and eliminate possibilities).
- ☐ Relate instruction/concepts to real world application
- ☐ Utilize cooperative groups to enhance math conversation
- ☐ Provide sample problems
- ☐ Remove individual pages from consumable books
- ☐ Reduce the number of similar problems assigned
- ☐ Avoid anxiety of timed tests of math facts
- ☐ Access to graph paper or lined paper held vertically
- ☐ Fill in the blank notes
- ☐ Reduce the amount of language
- ☐ Provide vocabulary word and picture
- ☐ Reduce the number of problems

Writing Strategies

- ☐ Accessibility of tools, exemplars, and models
- ☐ Frequent revisiting of skills
- ☐ Use of familiar formats/structures and graphic organizers
- ☐ Exposure of strong models, anchor text, anchor charts
- ☐ Strategy resource list
- ☐ Direct instruction of writing process/formula
- ☐ Direct instruction of editing skills
- ☐ Frequent revisiting of one piece of work to improve and edit rather than many different writing pieces.
- ☐ Teacher think-alouds of metacognition (explain your thinking as you write or read).
- ☐ Graphic Organizers
- ☐ Use of technology, computer or iPad
- ☐ Fill in the blank paragraph
- ☐ Provide a checklist of writing mechanics

Fine Motor/Visual Motor Integration

- ☐ Reduce the amount of copying from text and board, provide copies of notes
- ☐ Allow student use either cursive or manuscript
- ☐ Set realistic and mutually agreed upon expectations for neatness
- ☐ Let student type, record, or give answers orally instead of writing
- ☐ Avoid pressures of speed and accuracy
- ☐ Accept key word responses instead of complete sentences
- ☐ Highlight appropriate writing lines to assist with proper letter formation
- ☐ Provide letter strips as models for appropriate letter formation
- ☐ Use of smaller writing utensils, broken crayons, pencil grips, etc.
- ☐ Provide guide letters, words, or sentences for students to trace/copy for practice
- ☐ Use larger-spaced, larger-lined paper
- ☐ Increase white space or provide graph paper for math work
- ☐ Place a green dot on the left side of the paper indicating where to begin
- ☐ Use of a slant board (can use a binder)
- ☐ Pencil Grip
- ☐ Scribe

Visual Processing

- ☐ Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- ☐ Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- ☐ Provide students one page to complete at a time rather than a comprehensive packet of papers
- ☐ Avoid having student copy from the board
- ☐ Avoid crowded, cluttered worksheets and testing materials by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining

Language Processing

- ☐ Give written/pictorial directions to supplement verbal directions
- ☐ Slow the rate of presentations
- ☐ Paraphrase information
- ☐ Keep statements short and to the point, one step directions
- ☐ Avoid use of abstract language such as metaphors, idioms, and puns
- ☐ Keep sentence structures simple
- ☐ Encourage feedback from student to check for understanding, ask student to repeat back directions
- ☐ Familiarize student with new vocabulary before beginning the lesson
- ☐ Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- ☐ Gain student's attention before expressing key points
- ☐ Ensure the readability levels of the textbooks are commensurate with the student's language level
- ☐ Utilize visual aids such as charts, graphics, and graphs
- ☐ Utilize manipulative, hands-on activities whenever possible
- ☐ Cue students by calling their names before asking questions
- ☐ Provide choices for student responses rather than open-ended questioning
- ☐ Make them aware they will be called on and provide opportunity to listen to other student responses first

Social/Emotional

- ☐ Allow student to see counselor/support staff when needed
- ☐ Monitor levels of tolerance and be mindful of signs of frustration
- ☐ Communicate changes in routine (schedule and staff) ahead of time, when possible
- ☐ Thoughtfully group students with appropriate peers
- ☐ Supported student groupings
- ☐ Structured conversation prompts
- ☐ Prep students prior to calling on them in class
- ☐ Approach students with "How can I help?" rather than making assumptions about what they need
- ☐ De-escalation check-out (let student cool down, then connect with them after they've had a problem)
- ☐ Use "I notice..." statements
- ☐ Use token systems for preferred activities or time away from academic tasks
- ☐ Use of peer models
- ☐ Pre-teaching social cues and expected social behaviors
- ☐ Empower strong social students to communicate to those that have a higher level of need in the area, teach stronger peers how to speak up respectfully
- ☐ Use of social stories

Behavioral

- ☐ Define clear expectations and consistently enforce them
- ☐ Explicitly teach expected behaviors, routines, and procedures of the classroom
- ☐ Use literature connections to teach and review expected behaviors
- ☐ Follow the MTSS protocol identified at the school
- ☐ Create a behavior plan/contract with students, collaborate with the student to determine contract requirements, and use positive incentives for completion
- ☐ Create behavioral expectations as a class/school and post visuals
- ☐ Preferential Seating (close to instruction, away from distraction, etc.)
- ☐ Provide incentives (individual or class-wide)
- ☐ Frequent communication with parents
- ☐ Avoid the use of confrontational techniques/Avoid power struggles
- ☐ Check-in/Check-out with identified staff member
- ☐ Teacher movement/circulate around the learning space
- ☐ Incorporate breaks (movement, sensory, task demand, etc.)
- ☐ Identifying a familiar adult/space where the child can go to cool down or designate a "cooling off" location within the classroom
- ☐ Use prevention strategies when responding to patterns of behavior
- ☐ Withhold attention or responses to minor attention-seeking behaviors
- ☐ Respect privacy of individual students (speak privately, without an audience of peers to student about inappropriate behavior)
- ☐ Use Declarative Language ("I notice everybody is lining up") rather than imperative language ("Go line up with your class.")

Motivation

- ☐ Determine student interests and learning styles and then design flexible activities accordingly
- ☐ Avoid marking responses that are wrong, instead highlight those that are right
- ☐ Provide the student with formative feedback within the classroom
- ☐ Provide a classroom job/responsibility/opportunity to be a role model or leader
- ☐ Identifying a familiar adult/space where the child can go to act as a "helper"
- ☐ Provide the student with choices
- ☐ Praise expected behavior
- ☐ Give an individualized cue to begin work for reluctant starters
- ☐ Check on progress in the first few minutes of work
- ☐ Provide time suggestions for task completion

Attention

- ☐ Ask students to repeat directions or explain directions in their own words
- ☐ Change activities frequently to accommodate short attention spans
- ☐ When lecturing, talk for no more than five to ten minutes and then have a student-directed activity and check for understanding
- ☐ Plan varied activities during class period including at least one that allows for movement
- ☐ Give directions and information verbally, written, and visually
- ☐ Establish relevance and purpose for learning by relating to previous experiences (activate prior knowledge)
- ☐ Seat student close to teacher or away from distractions
- ☐ Use preferential seating (consider individual child preference for optimal learning)
- ☐ Help keep student work area free of unnecessary materials
- ☐ Make frequent checks for understanding and assignment progress/completion
- ☐ Give advance warning of when a transition is going to take place, give students a role/job during transitions
- ☐ Prioritize assignments and/or steps to completing the assignment for student
- ☐ Break larger assignments into smaller steps with teacher check-ins or intermediate breaks
- ☐ Use physical proximity and nonverbal cues to help student refocus
- ☐ Preview and review key concepts of lesson
- ☐ Provide positive feedback
- ☐ Access to fidgets, sensory tools, seat cushions, etc.
- ☐ Checklists for task completion
- ☐ Support notebook, desk, student learning space organization
- ☐ Use visual timers
- ☐ Identify with student appropriate stopping places during independent work
- ☐ Access to alternative work areas (corral, individual desk away from distractions, etc.)
- ☐ Provide copies of completed notes

Mentoring, Professional Development

Induction and Mentoring Plan

- Overview of the Program
    - Mission
    - Goals
- Induction Week Schedule
- Yearlong Mentoring Support Program Schedule (districtwide events)
- Mentor Selection & Criteria
- Trained Mentors Roles: Mentor, Mentee, Coordinator
- Requirements for Professional Licensure
- DESE Resources
- 15 Hour SEI Professional Development

Overview of the Mentoring and Induction Program

Mission

The mission of the Medford Public Schools Induction & Mentoring Program is to improve teaching and thus student learning by providing support, encouragement and guidance to teachers who are new to the Medford Public Schools. The program provides opportunities for support and professional growth in a collegial, non-judgmental environment.

Goals

The goals of the Induction & Mentoring Program are:

- To introduce new educators to the Medford community.
- To provide confidential support to new educators.
- To familiarize new educators with curriculum, support staff, materials and professional development opportunities.
- To enhance mentees' and mentors' professional skills through peer coaching, self-reflection and ongoing professional development.
- To retain skilled, committed educators who will continue to set goals and grow in their practice.

Induction Week Schedule

A week-long day orientation for new educators will be held prior to the start each school year.

Day 1
Technology Pick-up/Overview/Support with SmartEDU, Clever
Various Benefits Specialists

Day 2
Welcoming Remarks & Introduction of District and School Leaders
District Mentoring & Induction Program
Middle and High School Staff Meet with Curriculum Directors
Elementary Staff Meet with Principals
Educator Evaluation Training

Day 3
Tour of Medford
Luncheon with the Medford Teachers Association

Day 4
Elementary Curriculum Training
Middle/High School Student Orientation
Responsive Classroom Training
Middle and High School New Staff :Meet with Principals

Day 5
Schoolbrains Training for All New Staff
Disability Awareness

Mentoring Support Program Schedule

Purpose: To provide all educators who are new to Medford with the opportunity to learn effective strategies, share concerns, and receive support from colleagues.

District Contacts

Bernadette Ricciardelli, Ed.D. Director of Professional Learning and Assessment
Bricciardelli@medford.k12.ma.us
Donna Laskey, Grade 4 Teacher & Mentor Coordinator for Grades PK-5
Dlaskey@medford.k12.ma.us
Patricia Kilbride, Middle School Special Education Teacher & Mentor Coordinator for Grades 6-12
Pkilbride@medford.k12.ma.us

All new educators should plan to attend the meetings listed and, upon completion, the mentee will receive a signed form stating that they have completed the 2022-2023 MPS Teacher Induction & Mentoring Program. This form is required by DESE for teachers to attain Professional Licensure in Massachusetts.
Mentor teachers are also invited to attend.

Student Engagement, Relationship Building, & Management

How can full student engagement alleviate management issues? How can strong classroom management help me increase student engagement and maximize learning? Why is relationship building essential to teaching and learning?
Topics

- Discuss strategies for building relationships with all students
- Design learning to engage all students
- Discuss methods for managing the classroom
- Reflection & feedback

Supporting Students in the MPS

How do I meet the needs of all students? What support services are available for students and for me to help students?
Topics

- Wide range of student services and teachers' responsibilities
- Strategies for meeting needs: support and guidance
- Reading an IEP and 504
- Reflection & feedback

Educator Evaluation/Showcasing your Evidence

How do I present evidence that provides accurate insight into an educator's performance?

- Deciding what evidence to select
- Contextualizing evidence

Time Management & Self Care

Why is self-care essential to educators? How can it make me a better educator?
How can I manage my time effectively to improve my teaching and maximize learning?
Topics

- Time management strategies
- Self-care techniques
- Reflection & feedback

Bias in Assessment, Curriculum, and Learning

What is my bias and how might it impact my teaching?
What role does bias play in the assessments and curriculum I use?
How can I create a classroom environment in which all students feel valued and represented?
How can I best introduce "difficult/uncomfortable topics" and lead a healthy discussion?
Topics

- Identify possible sources of bias
- Strategies for eliminating bias
- Reflection & feedback

Cybersafety and Technology Integration

What are my responsibilities and who can answer my questions? How does cybersafety impact my students? How can I effectively use technology to enhance learning without compromising the safety and security of my students and myself?
Topics

- The digital world: blogs, texting, social networking, connecting in a safe environment
- Questions and answers
- Reflection and feedback

Evaluation and Feedback

How did the induction/mentoring program work for me?
What are my responsibilities for finishing the mentoring program?
How do I get my 50 additional hours of mentoring?
How can I use the expertise of my colleagues to improve my teaching and continue to grow as an educator?
Topics

- Share a resource, technique, or strategy that has worked for you
- Evaluation of program
- Reflections and feedback

Mentor Selection and Criteria

Mentors are faculty peers who are appointed to support, assist and encourage new teachers in their transition into the Medford Public Schools. Mentors have a solid understanding of the principles, practices, and techniques of mentoring. They have a strong knowledge of the MPS organization, procedures, and curriculum, and are able to support the achievement of district-wide goals.

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

What makes a good mentor teacher?

- A good mentor is consistently positive, non-judgmental, and reflective

- A good mentor sees potential of the mentee, shares knowledge and skills with him/her, and helps the mentee prioritize the different demands of the job
- A good mentor is resourceful; he/she is able to connect the mentee with others who can provide help
- A good mentor has a good sense of humor, encourages creativity, and enthusiastically supports the mentee

Trained Mentors as of January 1, 2024

Program Coordinators
Donna Laskey, McGlynn Elementary
Patricia Kilbride, McGlynn Middle School

Brooks Elementary School
Jennifer Ellis
Melissa Jeffrey
Kristen Turner
Katelyn Cappuccio
Jennifer Conti
Maria Micieli
Sheila Pyrcz
Katie Pyrcz
Abby Herman

McGlynn Elementary School
Julie-Ann Anderson
Jen Belanger
Theresa Castagnetti, (retired)
Kathleen Ellis
Amanda Collins

Roberts Elementary School
Michaela Kelly
Joanne McKay
Katie Bradley
Kelly Malloy

Missituk Elementary School
Wendy Anderson
Victoria Carvalho
Kristin Ross
Kara (Rossi) Bates
Lisa DiPersio
Kristen Howell

Andrews Middle School
Sarah Grant
Kathleen O'Donoghue
Narineh Abrimian

Medford High School/Vocational Technical
Candy VanAken
Matthew Wilson
Melissa Holland Solomon
Rudina Ademaj
Dave Ambrose
Leanne Briand
Doug Bowen-Flynn
Pat Brandl
Monica Canetta
Ivy Carnabucci
Meghan Coyne
Kevin Cullen
Elisabetta Daneu
Saioa Diez
Matthew Galusi
Max Heinegg
Krista Murphy
Michael Skorker
Jon Brown
Karley Perrin
Scott Volmer
Nelida Lepore (retired)
Taryn Ross
Nicole Sanford

McGlynn Middle School
Audra Cashin
Ryan McCarthy
Sandra Rideout
Megan Tremble
Kristin Zeckman

Participants' Roles

Below are the roles and responsibilities of some of the key players in the mentoring program.

Mentor

- Supports *MPS goals* and actively demonstrates these values and commitments in the mentoring relationship and when working with students, colleagues and families.
- Creates a confidential, non-evaluative, and supportive relationship with their mentee.
- Helps the mentee to identify and connect with a support network.
- Attends an orientation/training before the school year begins.
- Supports mentee in preparing for a strong start to the school year.
- Participates in mentoring training, including a session on peer observation.
- Works cooperatively with Mentor Program Coordinators.
- Provides information about school procedures, resources, and school culture.
- Provides support in teaching the MPS curriculum, when appropriate.
- Assists in refining teaching strategies and understanding the social-emotional and academic needs of all students.
- Assists in reviewing and applying positive classroom management strategies.
- Collaborates with mentee to set a regular time and place to meet during the school year.
- Makes informal visits to the mentee's classroom and provides positive feedback.
- Encourages and facilitates mentee's observation of other excellent teachers' classrooms.
- Ensures their mentee knows about second year mentoring requirements.
- Completes a log (at least 15 hours of contact time) that lists meetings with mentee and notes topics discussed.
- Submits log and feedback forms by mid-April to Bernadette Ricciardelli, Director of Professional Learning & Student Assessment
- Completes end-of-year feedback survey about the Induction & Mentoring Program.

Mentee

- Supports *MPS Values* and actively demonstrates these values and commitments when working with students, colleagues and families.
- Plays an active role in the mentoring relationship by reflecting on his/her own practice and identifying areas in which he/she would like assistance.
- Seeks out help when needed and is not afraid to ask questions, or to make mistakes.
- Meets on a regular basis with a mentor.
- Observes experienced teachers at work.
- Participates in system-wide programs organized for mentors and mentees.

Mentor Coordinator

Donna Laskey (grades K-5) dlaskey@medford.k12.ma.us
Patricia Kilbride (grades 6-12) pkilbride@medford.k12.ma.us

- Supports New Educator Induction and Mentoring program
- Helps to plan and deliver the New Teacher Orientation and year-long programming with the Mentor Program Coordinator and colleagues.

- Provides peer observation training and follow-up support in peer observation during the school year.
- If needed, plans and facilitates mentor meetings/training with colleagues.
- Attends mentor facilitator meetings with program coordinators.
- Maintains contact with principals in their mentors' schools.
- Facilitates the submission of mentoring logs.
- Updates program data (e.g., changes in assignment, roles).
- Maintains regular contact with mentors and new teachers via meetings, emails, & visits
- Gives feedback on the mentoring program.

Requirements for Professional Licensure

The route to professional licensure as detailed on the DESE website states that in order to obtain a professional license, applicants must complete the following criteria:

- A one-year induction program with a mentor.
- A minimum of 50 hours of a mentored experience beyond the induction year.
- A minimum of three full years of employment in the role of the license.
- An approved master's degree program in the discipline relevant to the license sought (typical route).
- Link to DESE Information on Professional Licensure

In Medford, participation in the orientation program for new educators, and the first year pairing of a new teacher with a mentor addresses the requirement of completion of a one-year induction program. The fifty hours of mentored experiences, mentioned in the previous section, fulfill the second requirement. The process for applying for advancement in licensure is described below in greater detail.

DESE Resources

Components of Induction
Verification of Induction and Mentoring
FAQs

Family Engagement

Family and Community Support Structures

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- PTO Meetings and PTO sponsored events
- Superintendent's weekly newsletter
- Principals' newsletters
- Curriculum Nights/Open Houses
- Caregiver/Teacher Conferences
- Special Education Parent Advisory Council (SEPAC)
- District English Learner Advisory Council (DELAC)
- Wellness, Allergy, Safety, Health Council (WASH)
- Parent Information Nights for transitions (Kindergarten, middle, and high school)
- Kindergarten Screening
- Connect Ed messaging system
- Ed-Line Websites and communication
- District and individual school web pages and newsletters
- Teacher/classroom based communications (Websites, Weebly, Newsletters, Blogs/Glogs, etc.)
- Parent Surveys
- Standards-based Report Cards (elementary)
- College, Career, and Financial Aid Planning Seminars
- Student performances
- Room Parents (elementary)
- Volunteer opportunities
- Budget Parents
- District Committees (Early Childhood Working Group, etc.)
- Curriculum Maps (middle)
- Free Caregiver English Classes
- Free Technology Classes for English Learner Families
- Revamped and continually updated website.