



**South Hadley Public School District
South Hadley, Massachusetts**

**South Hadley Public Schools:
Mentorship Handbook**

2017-2018



Mission Statement:

The mission of the South Hadley Public Schools is to enhance lives through teaching and learning. Therefore, we pledge to educate students in a challenging, supportive learning community in which each student strives to be a life-long learner, to develop her/his full potential, and to become a responsible citizen in a diverse and global society.

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South Hadley Mentorship Handbook

The concept of mentoring has a long history, one that comes to us from Greek mythology. In Homer's Odyssey, Mentor was the teacher of Telemachus, the son of Odysseus. But the Mentor was more than a teacher. Mentor was half-god and half-man, half-male, half-female, believable yet unreachable. Mentor was the union of both goal and path, wisdom personified (Daloz, 1983).

Mission

The mission of the South Hadley Public School District's Mentorship Program is to provide educators, new to the district, with support to positively impact student learning and to establish an understanding of the district's culture of educational excellence.

Vision

The vision of the South Hadley Public School's Mentorship Program is to support educators in their career path and their professional growth in such a way that educator retention is high and that educators are successful in and passionate about the work they do for students of South Hadley.

Core Values

The core values of our mentorship program: permeate the institution, drive all decisions, elicit a strong reaction when violated, and are the very last thing we will give up (Saphier and D'Auria, 1993).

The core values of our mentorship program define what we believe to be most important. We believe...

- That the success of all students must drive all decisions made by educators
- Every educator new to South Hadley should be welcomed into our district through collegial support and assistance in understanding the overall operation and function of the system in order to become a contributing member to the district's success
- In order to serve all students well, educators must become proficient in the basic functions of their role and progressively grow in capacity so that they too can become a leader within our community
- Success occurs when new educators feel confident in their abilities and have been able to establish a positive rapport with students, parents, and the community

Statement of Confidentiality

It is important that a protégé be able to discuss thoughts, questions, and concerns openly with a mentor, so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the protégé but, rather a collaborator with the protégé. As a result of this confidentiality, the mentor is not expected to share written or verbal information about the protégé's work, with any evaluator or administrator.

Goals of Induction Academy & Mentor Training

- Maintain a quality program that supports new to district employees in an effort to reduce concerns and attempt to overcome the challenges common to new teachers
- Establish a culture rich in achievement and a climate of professional support
- Establish relationships with veteran educators with whom the new to district employee can seek out, ask questions of, and confide in as they become familiar with the district and their role
- Establish clear and regular communication to facilitate a quality transition for new to district staff
- Orient new to district staff on the district's policies and procedures
- Assist new to district teachers with understanding and implementing school and district improvement plans and their goals
- Ensure new to district educators are versed in state and federal curriculum standards relative to their assignment
- Ensure new to district educators are aware of and have access to district and department curriculum documents and assessments
- Identify, discuss, and reflect on effective instructional strategies to support the individual and collective needs of our students
- Inform teachers of and support teachers in the teacher evaluation process, procedures, and timelines
- Provide information on compliance with special education and 504 responsibilities as related to the educator's role. Introduce key leaders within the district who can act as a resource to educators when questions arise
- Provide information on educator responsibility relative to school business administration including purchase requisitions, purchase orders, field trips, and other essential financial information. Introduce key leaders within the district who can act as a resource to educators when questions arise
- Retain highly qualified and highly skilled new and experienced teachers

Regulations for Educator Licensure

603 CMR 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

(3) Additional Requirements. All programs shall submit an annual report to the Department that includes information on:

- (a) Program activities
- (b) Number and complete list of beginning teachers served
- (c) Number and complete list of trained mentors
- (d) Number of classroom observations made by mentors
- (e) Number of hours that mentors and beginning teachers spend with each other
- (f) Hiring and retention rates for beginning teachers
- (g) Participant satisfaction
- (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the beginning teacher induction program

(Commonwealth of Massachusetts Regulation, 2012)

Table 1: Glossary of Mentorship Terms

TERM	DEFINITION
Beginning Teacher	Usually a brand new teacher or protégé with no previous paid experience, who has had little opportunity for full responsibility for his/her own classroom. A beginning teacher is often straight out of a higher education teacher preparation program. Sometimes the beginner has raised a family or worked in another job prior to becoming a teacher and has attended an alternative training program.
Coach	One of several mentoring roles. A person who collects and descriptively presents the data that a protégé requests and asks nonjudgmental questions to promote the protégé’s analysis of the data, reflection on practice, goal setting, and planning for improvement. The classic coach serves as “another pair of eyes” for the protégé who is being mentored.
Induction	The process of entering a new profession. In teaching, this often includes orientation, mentoring, coaching, support activities, staff development, and observation of models of effective teaching.
Intern	A pre-service educator who is paid through a stipend as part of an internship process through a graduate school teacher preparation program. Interns work under the supervision of both a university and a school district personnel.
Protégé, Mentee, Novice	The beginning educator or a new teacher who is assigned to and works with the mentor. This handbook generally uses the term “protégé.”
Mentor (1)	Mentor was the friend of Odysseus. Odysseus entrusted his son, Telemachus, to Mentor when he went on long journeys. Mentor’s role was to provide advice, guidance and support to Telemachus in his father’s absence.
Mentor (2)	An experienced, caring person whose wisdom and skills with people and the job assignment are made available to a less experienced person so that s/he can quickly learn and succeed in her/his new responsibility.

Mentoring	The mentor's activities that build a trusting relationship, accomplish valued tasks, and facilitate the process of the protégé's professional growth so that the protégé may quickly become a successful educator.
Mentor Program	A series of stages through which most mentoring pairs work that include a flexible sequence of strategies that mentors match to the developing needs of the protégé. Mentoring evolves into an informal process as the protégé becomes self-sufficient and the pair continues its friendship and mutual support after the formal mentoring is finished. The process may take from 1-4 years, depending on the needs of the protégé, the skill of the mentor, and the structure and expected outcomes of the program.
Mentor Program Goals (suggested)	<ol style="list-style-type: none"> 1. To integrate new teachers into the culture and climate of the school, the school district, and the community. 2. To recognize new teachers' previous preparation and experience and support them as novice practitioners, thereby increasing instructional expertise leading to high quality instruction for all students. 3. To develop professional relationships that encourage open and honest dialogue, help-seeking, and collegiality. 4. To reduce the concern and attempt to overcome the challenges common to new teachers. 5. To enhance new teachers' personal and professional development, enabling them to attain higher instructional competence. 6. To provide opportunity for new and experienced teachers to analyze and reflect upon their teaching. 7. To retain highly qualified new and experienced teachers.
New Teacher	An experienced educator who is new to the district or school.
Orientation/New Teacher Academy	The process of learning about a work setting, the key people and places, the traditions and the organizational culture, the district's expectations of its professional staff, and the curriculum and other programs of the district.
Student Teacher	A pre-service educator who works directly under the supervision of at least one district teacher through an undergraduate school teacher preparation program. Student teachers are also observed by higher education supervisors.
Time	Release time from regular teaching duties so that the mentor and protégé may observe each other's teaching practice. This is a regulatory requirement of all mentor programs.

(Massachusetts Teachers Association, 2001)

Components of the South Hadley Mentorship Program

The South Hadley Public Schools are committed to the Massachusetts Department of Elementary and Secondary Education (DESE) to implement a comprehensive induction and mentor program for teachers new to our school system.

The South Hadley Public School District provides:

- Annual training and stipends for mentors
- Mentoring guidelines for all active mentors, teachers new to the South Hadley Public Schools, and administrators
- Annual Induction Academy prior to the start of each school year
- Mentorship meetings planned and facilitated by the Mentor Coordinator and/or Director
- Classroom coverage for mentors and protégés to observe one another
- Up-to-date district website containing critical documents and detailed information
- Ongoing evaluation of the mentor program
- Implementation of Unit A contractual agreements for the mentor program

Induction Academy

The Induction Academy is an orientation program that launches the comprehensive mentorship program for both beginning teachers and teachers new to the district. It provides an opportunity to learn about the district and its schools as well as introduces the overall structure and components of the mentorship program. For districts, orientation is the perfect opportunity to provide the vision and set the tone for the upcoming school year.

As part of the licensure regulations, districts are required to provide an orientation program to both beginning and new teachers [603 CMR 7.12 (2) (a)]. This orientation program should occur prior to the start of the school year and may be administered in a group setting. Suggested elements that may be included in the annual Induction Academy are:

- An introduction to the community (with maps and demographics)
- A tour of the school(s)
- An introduction to key district personnel and members of the parents' association and the school council
- A presentation of district and school information, policies and procedures
- Presentation of school and district improvement plans
- Curriculum documents and alignment
- Introduction to and training in district assessments
- Introduction to the components of the mentorship including the mentor program, its structure and policies
- An overview of the expectations and differentiation between beginning teachers and new teachers
- An overview of the Unit A Teacher's Contract
- An overview of evaluation procedures and standards
- Maintenance of teacher certification and Individualized Professional Development Plan
- District website, student management software and email

- Information on how and where to access school resources and supplies

Handouts that could be provided to incoming teachers include the following:

- The district and school improvement plans
- School handbooks or other publications
- Staff and student directories
- School schedule and calendar
- Information about how to serve on a school council
- Schedules of school council and school committee meetings
- Professional development opportunities and/or calendar

Mentorship: Year 1

In Year 1, it is important to differentiate between a “new teacher” and a “beginning teacher”.

Both are protégés; however, a “beginning teacher” is new to the profession whereas a “new teacher” is new to the South Hadley Public Schools. A new teacher who already has a professional license does not require mentorship in order to recertify. However, a teacher new to South Hadley is still expected to have an assigned mentor, attend the *August Induction Academy*, and participate in 1 year of the mentorship program in order to become familiar with the district, its curriculum, its endorsed instructional strategies, and its implementation of the Educator Evaluation System.

A beginning teacher in South Hadley is expected to have an assigned mentor, attend the *August Induction Academy*, and participate in 2 years of the mentorship program. At the end of Year 1, beginning teachers should have amassed a minimum of 50 hours of mentorship.

Mentorship: Year 2

At the end of the second and final year of mentorship, Year 2, teachers will have amassed at least an additional 50 hours of advanced mentoring for a minimum total of 100 hours of mentorship.

An educator who is working under an initial or provisional license is required to, at minimum, attain 100 hours of mentorship over the course of two years in order to re-certify.

In Year 2, teachers will have an assigned mentor and will be expected to attend mentor meetings similar to Year 1. Teachers will submit a Contact Hour Log detailing their mentor hours, including the dates of peer observations and topics of subsequent, post-observation conversations. Upon submission of these documents and at the request of the teacher, an official letter of mentorship completion will be issued. The teacher will utilize these documents for recertification and proof of completion of the required 100 hours. **Proof of completion of 100 hours of mentoring is required for recertification and attainment of a professional teaching license.**

Professional Guidelines for Principals

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

- Conduct an orientation program for new and beginning teachers and mentors (Massachusetts Teachers Association, 2001)
- Conduct the formal evaluation of the new or beginning teacher. The principal should ensure that the new or beginning teacher is informed early in the year about the district's evaluation standards and procedures and is evaluated on schedule (Massachusetts Teachers Association, 2001)
- Oversee the selection of mentors. The matching of mentors and protégés should take place at the building level using selection criteria developed at the district level (Massachusetts Teachers Association, 2001)
- Promote a collegial culture for the support and encouragement of teachers new to South Hadley
- Facilitate the relationship between the mentor and protégé teacher. The principal should make sure that the mentor and protégé meet regularly and that they are satisfied with each other's participation in the program.
- Facilitate school-wide opportunities for mentors and protégé teachers new to South Hadley to share experiences
- Support and facilitate observations for mentors and protégé teachers new to South Hadley
- Ensure reasonable working conditions for the beginning teacher, which might include schedule modifications. For example, the beginning teacher could be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and/or a schedule that is compatible with the mentor's.
- Respect the confidentiality of the mentor and protégé relationship
- Participate in the ongoing evaluation of the mentor program

Professional Guidelines for Mentors

Qualifications

- In accordance with the Massachusetts Model System for Teacher Evaluation, a teacher must have received an overall proficient or exemplary rating on their evaluation in order to participate as a mentor
- Teacher leaders should have a professional teacher's license
- Teacher leaders must have professional status (3 or more years working within the district)
- 2 or more years in present assignment is preferred
- Have successfully completed mentor training to be eligible to be appointed as a trained mentor
- Have intricate knowledge of school procedures
- Demonstrate an ability to work with peers collaboratively and foster continuous good rapport
- Be willing to devote time to work with protégé in and outside of school
- Must demonstrate solid moral and professional conduct

Selection Process

- In order to be selected as a mentor, an application for consideration for appointment must be on file with Human Resources. If an appropriate mentor is not found within the candidate pool, the building principal or direct supervisor may recommend an appropriate and qualified mentor
- The building principal or direct supervisor will select a mentor for each new protégé
- A stipend, as negotiated through the teachers' contract, will be paid to selected mentors
- Stipends will be paid to mentors at the end of the school year upon the completion of all mentor duties

Expectations of Mentors

- Participate in the August Induction Academy
- Ensure 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 and are familiar with routines and schedules (Massachusetts Teachers Association, 2001)
- Model professionalism, collegiality, professional development, and confidentiality
- Communicate regularly with the protégé to discuss progress, identify and address needs, offer assistance and direct protégé to appropriate support personnel as necessary
- Critique, in a constructive manner, the teaching of the protégé
- Provide instructional support. This includes, but is not limited to: regular observation of and conferencing with the beginning teacher; support in teaching and learning standards of the state curriculum frameworks; refining various teaching strategies; addressing issues such as classroom management and communicating effectively with parents; and recognizing and addressing multiple learning styles and individual student needs (Appendix A-K) (Massachusetts Teachers Association, 2001)
- Provide professional support. Beginning and new teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice (Massachusetts Teachers Association, 2001)
- Provide personal support. Mentors can help relieve the stress of first time teachers by introducing them to other faculty members and helping the beginning teacher to put problems into perspective with support and encouragement (Massachusetts Teachers Association, 2001)
- Observe the classroom of the protégé at least 3 times during the year with follow-up discussions (Appendix E-I)
- Plan for protégé to observe the mentor's classroom at least 2 times during the year with follow-up discussions (Appendix E-I)
- Attend scheduled after school meetings with mentor coordinator and protégé
- 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 (Massachusetts Teachers Association, 2001)

- Serve as a liaison. 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 (Massachusetts Teachers Association, 2001)
- Serve as a resource. Inform the beginning teacher of opportunities and supports provided by various professional associations (Massachusetts Teachers Association, 2001)
- Provide support to protégé in planning and implementing standards-based lessons, formative and summative assessments, curriculum resources and documents, school and district routines, and culture
- Check the each assigned protégé's Contact Hour Log (Appendix B) at end-of-year, ensuring a collective total of 50+ contact hours (year 1) or 100+ contact hours (year 2)
- Submit a completed Mentor Check List at end-of-year (Appendix C)

Professional Guidelines for Protégés

- Participate in the August Induction Academy (only teachers new to South Hadley Schools)
- Attend scheduled monthly after school mentor meetings
- Play an active role in the mentoring relationship. A protégé can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed. Resources can be found in Appendix A-K (Massachusetts Teachers Association, 2001)
- Seek feedback, reflect on teaching and demonstrate openness to new ideas
- Communicate regularly (weekly through January and every other week through June) and work cooperatively with mentor to discuss progress and identify and address needs
- Orient self to the school, the district, and the South Hadley community and its culture
- Seek out help. The protégé must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional (Massachusetts Teachers Association, 2001)
- Protégé teacher should adhere to a schedule of planned observation of the mentor's classroom at least 2 times during the year with follow-up discussions (Appendix E-I) (Massachusetts Teachers Association, 2001)
- Protégé teacher should adhere to scheduled classroom observations by the mentor at least 3 times during the year with follow-up discussions (Appendix E-I) (Massachusetts Teachers Association, 2001)
- Plan and implement standards-based lessons, formative and summative assessments, curriculum resources and documents, and school and district routines
- Participate regularly in programs organized for protégés. These include peer support groups, professional development seminars and beginning teacher workshops (Massachusetts Teachers Association, 2001)
- Submit a Contact Hour Log (Appendix B) at end-of-year, indicating a collective total of 50+ contact hours (year 1) or 100+ contact hours (year 2)

Mentor Coordinator

A Mentor Coordinator 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 (Massachusetts Teachers Association, 2001).

These responsibilities could include:

- Chair the committee that organizes and facilitates mentor and protégé meetings (Massachusetts Teachers Association, 2001)
- Maintain meeting schedules for protégés and their mentors and ensure that meetings are attended (Massachusetts Teachers Association, 2001)
- Lead the mentor peer support group and the protégé peer support group and follow up on recommendations made by each of the groups (Massachusetts Teachers Association, 2001)
- Coordinate professional development opportunities for both the protégés and the mentors (Massachusetts Teachers Association, 2001)
- Develop a 3-5 year mentorship program plan. The plan should articulate programmatic goals, intended outcomes, timelines for attaining goals, and identify those responsible for meeting the goals. This plan should also outline key program initiatives and incorporate input from a variety of district sources (Massachusetts Teachers Association, 2001)
- Determine the resources needed and available to develop and sustain the induction and mentorship program (Massachusetts Teachers Association, 2001)
- Conduct an annual evaluation of the program's effectiveness and suggest program improvements based on the data collected (Appendix J) (Massachusetts Teachers Association, 2001)
- Submit final report to the Director of Curriculum for submission to the Department of Elementary and Secondary Education. At minimum, this report must include:
 - (a) Program activities
 - (b) Number and complete list of beginning teachers served
 - (c) Number and complete list of trained mentors
 - (d) Number of classroom observations made by mentors
 - (e) Number of hours that mentors and beginning teachers spend with each other
 - (f) Hiring and retention rates for beginning teachers
 - (g) Participant satisfaction
 - (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the beginning teacher induction program (Commonwealth of Massachusetts Regulation, 2012)

Appendix A

Mentor and Protégé Agreement

Mentors and protégés will work together to develop a professional relationship based on the following agreements:

1. **Communication**- the mentor and protégé will meet at least once a week and complete 10 classroom observations by the end of Year 1. Together 50+ hours of mentoring will be logged.
2. **Professional Development**- Together the mentor and protégé will seek opportunities for professional growth, attend together the mentorship training academy, and other professional development offered by the district or outside of the district to promote the success of the protégé.
3. **Maintain Confidentiality**- It is universally understood that the relationship, conversation, and experiences shared between the mentor and protégé are confidential and not intended to be shared with an evaluator. If a mentor or protégé becomes concerned about the relationship they should seek guidance from the mentor coordinator. It is understood that if the protégé or mentor's well-being is at stake, action will be taken to ensure the safety of the individual with the greatest effort of maximizing confidentiality.
4. **Feedback**- The role of mentorship is to provide opportunity for reflection and feedback during weekly meetings, to discuss goals, and seek alternative methods to attain professional goals.

By signing below, I acknowledge that I understand and will uphold the agreement between the mentor and protégé as outlined above and as described in the Mentor Handbook.

Mentor: _____

Protégé: _____

Mentor Coordinator: _____

Date: _____

Appendix B

South Hadley Public Schools

Protégé Contact Hour Log

Date	Total Time	Mentorship Activity or Topic of Discussion	Protégé Initials	Mentor's Initials

Protégé's Signature: _____ School Year: _____
Mentor's Signature: _____ Building: _____ Total Hours: _____

Appendix C

Mentor Check List: Roles and Responsibilities

Mentoring is a system of support and development to facilitate the growth of new teachers in the South Hadley Public School District. Research indicates that successful mentoring aligned with district and building-based support reduces new and beginning teacher attrition and dramatically increases their proficiency and effectiveness. The mentor of a protégé (new teacher or beginning teacher) will support their protégé(s) in locating, gathering and understanding the following:

1. Orient the protégé to the building and district personnel:

Personnel	Protégé Initials	Mentor's Initials
Administrative Assistants		
Assistant Principal/Dean of Students		
Curriculum Facilitators		
Custodian(s)		
Department Chairs/Directors		
Guidance Counselor(s)		
Librarian		
Nurse		
Other		
School Adjustment Counselor(s)		
Specialized Staff (Arts educators, special educators, etc.)		
Other:		

2. Orient the protégé to building based procedures:

Procedures	Protégé Initials	Mentor's Initials
After school student pick-up, dismissal and bus schedules		
Beginning of the day procedures		
Checking out of equipment and materials		
Computer Lab procedures and white board access		
Copy Machine and other workroom areas		
Dress code for students and teachers		
Emergency Procedures Guide and Building Emergency Binder		
Office referrals		
Reporting teacher absence		
Securing school materials and doors		
Sending students to the nurse		
Staff illness or injury		
Student attendance and tardy policies		
Student cafeteria and recess including rules		
Student cell phone policy and use		
Student illness or injury		
Student restroom use and hall passes		
Teacher in-service and professional development		
Telephone/Cell Phone use for teachers		
Other:		

3. Locate & Gather Resources: The mentor will help protégé gather the following resources and will help with implementation if needed.

Resources	Protégé Initials	Mentor's Initials
Ancillary materials for content area		
Cumulative folders		
District Webpage and Staff Site with Resources		
Employee Handbook		
Grade Book		
Lesson Plans		
Locating textbooks, workbooks and teacher's editions		
Office supplies (requisitions and locations)		
Professional Development Request Form		
Schedules		
Student Handbook and Code of Conduct		
Student Management System		
Teacher Website		
Testing Scores for Students		
Testing Software/Materials to be used by teacher		
Walk Through Observation Form (Appendix E)		
Other:		

4. Information for Students:

Information	Protégé Initials	Mentor's Initials
Supply list		
Behavioral expectation and impact typed and ready for parent and student signatures		
Parent letter home		
Emergency forms and information		
Syllabus for semester/year		
Team/class rules and expectations		
Other:		

5. Class Procedures

Procedures	Protégé Initials	Mentor's Initials
Start of class routine, where to post objectives, homework folders/assignments, how to leave the class when bell rings, heading on assignments, make-up assignments and policy		
Seating chart		
Student rosters/names/addresses/contact information/attendance (see Student Management software)		
Bus and transportation forms/ information for each student		
Detention process and procedures		

Discipline process and paperwork		
Tardy passes/ hall rules		
Internal Suspension process and paperwork		
Positive recognition awards, rules on candy, etc (how students earn rewards and how to process rewards fairly)		
Use of restroom		
Use of bubbler		
Computer access and expected use		
Library access and use		
Small group work and expectations		
Sharpening pencil and access to needed supplies		
Voice level for whole group and small group work		
Getting class materials out and being ready for use		
Baskets/boxes/files for maintaining student work within the classroom		
Communication with parents		
Graded class work, tests, quizzes, projects and homework		
Beginning of class routine, where to post objectives, homework folders/assignments, leaving class once bell rings, heading on assignments, make-up assignments and policy		
Seating chart		
Student rosters/ names/addresses/emails and attendance information		
Other:		

6. Parent Involvement

Category	Protégé Initials	Mentor's Initials
Open House- when, what to say, not say, handouts, etc.		
Explain the policies and classroom rules in a letter to be signed and returned:		
• Grading		
• Homework		
• Calculating a report card grade		
• Classroom expectations		
• Supplies needed		
• Activities		
• Special events		
• Testing schedule for the class and state guidelines		
Other:		

Mentor: _____

School Year: _____

Appendix D

Protégé Teacher Needs & Self-Assessment

General Education

This is tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Please describe yourself on the following questions. You may record your comments or just discuss each point with your mentor and/or your mentoring group.

1. What are your previous experiences as an educator, including student teaching, Internship, or other teaching assignments? Be specific.

 2. What are your three strongest assets as an educator?

 3. What are three areas of concern as an educator new to South Hadley or new to a grade?
-

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done

Proficient: Comfortable with responsibilities but have room to grow

Expert: Mastery of the area and could train others/share expertise

Areas of Support to Consider	Fall			Winter			Spring		
Classroom Management	E	P	N	E	P	N	E	P	N
1. Setting up the classroom environment									
2. Creating classroom rules									
3. Enforcing classroom rules									
4. Dealing with crisis in the classroom									
5. Implementing behavior management techniques									
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies									
7. Ability to set up and follow routines									

	Fall			Winter			Spring		
Expectations	E	P	N	E	P	N	E	P	N
1. Identifying those students in the classroom with IEPs and 504 Plans, reading the plans, and implementing the classroom accommodations indicated									
2. Understanding the referral process									
3. Using technology as a tool									
4. Understanding and implementing emergency protocol – building, health, behavior									
	Fall			Winter			Spring		
Teaching	E	P	N	E	P	N	E	P	N
1. Locating and using grade-level district standards, pacing guides, and state standards									
2. Differentiating instruction									
3. Motivating students									
4. Using a variety of teaching strategies									
5. Familiarity with content for grade level(s) taught									
6. Understanding testing procedures and materials									
7. Familiarity with district materials and programs at grade level(s) taught									
8. Providing students with clear and complete modeling of lessons and lesson expectations									

	Fall			Winter			Spring		
Relationships	E	P	N	E	P	N	E	P	N
1. Communicating with parents									
2. Working with grade level teams									
3. Collaborating with colleagues									
4. Working with special education staff									
5. Working with administration									
6. Asking for help									

(Arlington Public Schools, 2013)

Protégé Teacher Needs & Self-Assessment

Special Education

This is tool to use as a self-assessment of your personal strengths and needs. This will not be used as an evaluative tool by anyone. The information that you collect here through your own reflection will help to shape your mentor/mentee experience.

Please describe yourself on the following questions. You may record your comments or just discuss each point with your mentor and/or your mentoring group.

1. What are your previous experiences as an educator, including student teaching, internship, or other teaching assignments? Be specific.

2. What are your three strongest assets as an educator?

3. What are three areas of concern as an educator new to South Hadley or new to a grade?

Please rate yourself in the following areas according to the descriptors:

Novice: General idea of what needs to be done

Proficient: Comfortable with responsibilities but have room to grow

Expert: Mastery of the area and could train others/share expertise

Areas of Support to Consider	Fall			Winter			Spring		
Classroom Management	E	P	N	E	P	N	E	P	N
1. Setting up the classroom environment									
2. Creating classroom rules									
3. Enforcing classroom rules									
4. Dealing with crisis in the classroom									
5. Implementing behavior management techniques									
6. Knowledge of disabilities with which you are working and necessary accommodations/strategies									
7. Ability to set up and follow routines									

Expectations	Fall			Winter			Spring		
	E	P	N	E	P	N	E	P	N
1. Working knowledge of special education regulations and practices									
2. Using technology as a tool									
3. Understanding and implementing emergency protocol – building, health, behavior									

Teaching	Fall			Winter			Spring		
	E	P	N	E	P	N	E	P	N
1. Locating and using grade-level district standards, pacing guides, and state standards									
2. Differentiating instruction									
3. Motivating students									
4. Using a variety of teaching strategies									
5. Familiarity with content for grade level(s) taught									
6. Understanding testing procedures and materials									
7. Familiarity with district materials and programs at grade level(s) taught									

Relationships	Fall			Winter			Spring		
	E	P	N	E	P	N	E	P	N
1. Communicating with parents									
2. Working with related service providers									
3. Collaborating with colleagues									
4. Working with administration									

5. Asking for help									
6. Giving direction									
7. Taking direction									

	Fall			Winter			Spring		
IEPS	E	P	N	E	P	N	E	P	N
1. Administering standardized tests, interpreting results, writing academic evaluations & progress reports									
2. Writing goals and objectives									
3. Data collection and analysis									
4. Presenting information/facilitating meetings									
5. Knowing your caseload and attached timelines									
6. Meeting timelines for IEP compliance									

(Arlington Public Schools, 2013)

Appendix E

Walk-Through Observation Form

Name: _____ Date: _____

Time: _____ Subject: _____

Lesson: _____

Best Practices Observed:

- | | |
|---|--|
| _____ Organizes, allocates, & manages the resources of time, space and attention | _____ Delivers engaging and challenging lessons |
| _____ Manages individual and class behaviors | _____ Deepens and enriches students' learning through various literacies and applications |
| _____ Conveys high expectations and objectives to all students | _____ Identifies gaps in students' subject matter knowledge through formative assessment and makes adjustments |
| _____ Respects students' cultural and diverse backgrounds | _____ Modifies instruction to respond to preconceptions and misconceptions |
| _____ Models clear, appropriate oral and written communication skills | _____ Relates and integrates the subject matter with other disciplines and life experiences |
| _____ Maintains a climate of openness, inquiry, equity, and support | _____ Employs higher-order question techniques |
| _____ Integrates current information and communication technologies | _____ Applies varies instructional strategies and resources |
| _____ Applies differentiated instruction to accommodate diverse student needs and learning styles | _____ Students are engaged and participating in class |
| | _____ Actively teaching/facilitating students |

Administrative Comments:

Question to Ponder:

Teacher Comments:

Administrative Signature/Date: _____

Teacher Signature/Date: _____

Walk-Through Form: *The Walk-Through Form is an official document agreed upon by the South Hadley Education Association (SHEA) and the South Hadley Public Schools. This form will be used by **administrators** during walk-throughs for teacher evaluation. This form is beneficial when used to prepare for feedback an educator may receive from their administrator/evaluator.*

Appendix F

End of Year Survey
Mentor Teacher

This survey should be completed by individuals who have served as mentors to protégés in the past year.

Directions: Rate specific aspects of the program on a scale of 1 to 5. One (1) indicates complete agreement and (5) indicates complete disagreement.

- 1 = completely agree
- 2 = partially agree
- 3 = no opinion/not applicable
- 4 = partially disagree
- 5 = completely disagree

- _____ Mentor training was sufficient (covered all aspects of mentoring).
- _____ Mentor training was of high quality.
- _____ Matching of mentor and protégé teacher was based on grade level or subject area.
- _____ There was sufficient time made available to observe the protégé.
- _____ There was sufficient time made available for the protégé to observe me and/or other veteran teachers.
- _____ There was sufficient time to meet with the protégé.
- _____ Mentor/protégé interactions were substantive and of high quality

Please list three expectations you had of the mentoring experience/program and then rate each to the degree your expectation was met. One (1) indicates fully met and five(5) indicates completely unmet.

- _____ Expectation 1 – _____
- _____ Expectation 2 – _____
- _____ Expectation 3 – _____

Which component of the program was the most beneficial to you?

(Massachusetts Teachers Association, 2001)

End of Year Survey
Protégé Teacher

This survey should be completed by individuals who have served in the role of protégé over the past year.

Directions: Rate specific aspects of the program on a scale of 1 to 5. One (1) indicates complete agreement and (5) indicates complete disagreement.

- 1 = completely agree
- 2 = partially agree
- 3 = no opinion/not applicable
- 4 = partially disagree
- 5 = completely disagree

- _____ Mentor training was sufficient (covered all aspects of mentoring).
- _____ Mentor training was of high quality.
- _____ Matching of mentor and protégé teacher was based on grade level, subject area or other reasonable criteria.
- _____ There was sufficient time made available to observe my mentor and/or other veteran teachers.
- _____ There was sufficient time made available for my mentor to observe me.
- _____ There was sufficient time to meet with the mentor.
- _____ Mentor/protégé interactions were substantive and of high quality.

Please list three expectations you had of the mentoring experience/program and then rate each to the degree your expectation was met. One (1) indicates fully met and five(5) indicates completely unmet.

- _____ Expectation 1 – _____
- _____ Expectation 2 – _____
- _____ Expectation 3 – _____

Which component of the program was the most beneficial to you?

(Massachusetts Teachers Association, 2001)

References

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