
Webster Public Schools

Induction and Mentoring Program



SY 2026-2027

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Webster Public Schools

Mission

Our mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society.

Vision for Program

We at the Webster Public Schools believe that a strong mentorship experience is essential for building professional competencies and fostering a collegial atmosphere that benefits the entire school community through:

- Providing systematic support for beginning teachers and teachers who are new to the district
- Deepening understanding of teaching and learning
- A comprehensive implementation of curriculum
- A guided introduction to new instructional programming
- Opportunities for professional reflection and self-assessment
- A commitment to cultural proficiency
- Stronger collegial ties

Goals for the Induction and Mentoring Program

- Improve student learning
- Promote effective teaching practices
- Enhance collegiality
- Provide opportunities for reflection
- Provide role models for new teachers
- Satisfy mandated requirements for induction
- Increase the retention rate of entering teachers
- Transmit the school culture of the system to beginning teachers
- Increase parental and community confidence in the educational system

Confidentiality Guidelines

Maintaining confidentiality between mentor and an individual mentee is essential. Mentees must feel comfortable sharing experiences, practices, techniques, and ideas with their mentors. Administrators and department heads recognize this confidential relationship as one of support and encouragement rather than evaluation. This being said, there are a few special situations that need to be considered:

- Sometimes a mentor needs assistance in order to find ways to help a mentee. In such cases, the mentor will contact the Mentor Coordinator and troubleshoot the problem with him/her while maintaining confidentiality
- The mentee must maintain the confidentiality of the program with the mentor by consulting only with the Mentor Coordinator if issues arise concerning the mentor/mentee relationship
- Mentor teachers will be able to discuss in confidence and with the mentee's knowledge any aspect of their mentee's performance with other members of the mentor team.

- The mentor, **with the mentee's knowledge**, may discuss the teacher's performance with the Mentor Coordinator and/or with the appropriate administrator if, in the mentor's professional judgment, the academic growth and development.
- The mentor, if concerned with the emotional or physical safety of the student , may go directly to the appropriate administrator.

Responsibilities of the Superintendent

- To understand and support the program and to provide input in its design
- To act as liaison to the community and the school community
- To approve and promote the program
- To participate in the recognition of the mentors
- To allocate resources
- To communicate with the administrative team the need for:
 - Promoting and implementing the program
 - Acknowledging and recognizing the contributions of the mentors
 - Respecting the confidentiality between mentor and new teacher
 - Providing time for the mentoring to take place
- To contribute to the overall evaluation of the program
- To review survey data on teacher effectiveness, comfort , and cost effectiveness
- To arrange for end of year report to the School Committee/DESE

Responsibilities of the Principals

- Create a calendar of monthly meetings to connect with and provide building support for new educators (induction year only)
- Assist in providing teacher coverage for observations
- Observe the confidentiality statement as printed in the *Induction and Mentoring Handbook*
- Keep the lines of communication open with the Mentor Coordinator and Director of Curriculum and Instruction
- Establish a school culture that supports collaboration

Qualifications of a Mentor Coordinator

- Worked as a mentor for 3 or more years
- Obtained professional teacher and/or Administrator status
- Trained as a Mentor Coordinator

Responsibilities of the Mentor Coordinator *(Currently Director of Curriculum and Instruction)*

- Plan and implement a teacher orientation program in August at which time parameters of the Mentor program will be explained and discussed
- Schedule and facilitate meetings during the school year for the mentors and mentees; to coordinate different agendas, and to ensure support to newly hired educators
- Troubleshoot problems by meeting with the mentor/mentee pairing
- Gather feedback and survey data to inform an evaluation of the program.

Qualifications of a Mentor

- Full time teacher
- Has attained professional teacher status and has worked three or more years in the system whenever possible (this requirement can be waived because of need at the discretion of the Principal and Mentor Coordinator)
- Current evaluation status is at proficient or higher
- Successful completion of a Mentor Training program sponsored or approved by the Webster Public School District
- Has knowledge of the current Massachusetts curriculum frameworks and possesses the ability to support the new teacher in implementing the frameworks
- Has knowledge of and uses different teaching styles
- Demonstrates excellent knowledge of the content area or grade level
- Is comfortable integrating technology into the curriculum and using technology required for administrative tasks, such as grade entry and attendance
- Demonstrates active listening skills
- Demonstrates a commitment to the profession and openness to new ideas and approaches
- Is knowledgeable about the school's policies, culture, practices and resources
- Has the ability to communicate clear, specific, and constructive feedback
- Possesses a sense of humor and demonstrates a positive, enthusiastic and friendly attitude
- **NOTE: *When there is a shortage of qualified mentors, these requirements may be waived by the Superintendent and/or Mentor Coordinator. This provision is necessary to ensure the success of the Mentoring Program.***

Requirements of the Mentor

- Attend mentor meetings 3 times a year with the Director of Curriculum and Instruction
- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*
- Meets with their Year 1 mentee(s) who are new to the profession at least 2 hours per month; with their Year 1 Mentee(s) (New to the District) at least 1 hour per month; and meets with their Year 2 mentee(s) at least 1 hour per month
- Varied observations/co-teaching amounting up to a minimum of 2 lessons/classes within the induction year to assure successful growth
- Maintenance of a log sheet to document meetings with the Year 1 and 2 mentee
- Arranges with building administrators the opportunities for mentee to observe various teachers
- Participation in an evaluation of the overall mentor/mentee program at the conclusion of the induction period for the purpose of providing information for the DESE induction/mentoring report
- Maintenance of the Collaborative Assessment Log which will only be shared with the mentee
- Helps plan and deliver mini-workshops for mentees to fill in local gaps with the support of the Curriculum Office
- Attend the August New Teacher Orientation Meet and Greet
- Attends support meetings with other mentors
- Engages in a collaborative and flexible relationship with colleagues
- Shares teaching strategies, materials, and expertise with beginning teachers

Requirements of Year 1 Mentee: Beginning Teacher/Educator

- New to the Profession
- Does not hold a professional license in current teaching area
- Attends the New Teacher Orientation session before the start of the school year
- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*
- Meets with their mentor at least **2 hours per month**
- Actively participates in the mentoring relationship by critically reflecting on his/her own teaching practices by maintaining a journal which he/she can share with his/her mentor on a regular basis
- The mentee will allow the mentor to observe his or her own classroom as a way of gaining feedback. This will not be an evaluative process and the mentor's observation will not be shared with other faculty members or the administration.
- Conducts classroom observation of their mentor and/or other colleagues in their school district **a minimum of (2) times a year**
- Seeks help when needed and advised
- Attend the **required New Teacher Institute Sessions** - see schedule on page 7

Requirements of Year 1 Mentee: Incoming Teacher

- Has experience in teaching but is new to the district or his or her role within a district.
- Holds a professional/Initial license in current teaching area and/or has at least three years of teaching experience and has completed an Induction/Mentoring program at another district/school
- Attends the New Teacher Orientation session before the start of the school year
- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*
- Meets with their mentor at least **1 hour per month**
- Actively participates in the mentoring relationship by critically reflecting on his/her own teaching practices by maintaining a journal which he/she can share with his/her mentor on a regular basis
- Seeks help when needed

Requirements of the Mentee – Year 2

- Observes the confidentiality statement as written in the *Induction and Mentoring Handbook*
- Meets with their mentor at least **1 hour per month**
- Actively participates in the mentoring relationship by critically reflecting on his/her own teaching practices by maintaining a journal which he/she can share with his/her mentor on a regular basis
- Seeks help when needed
- May attend any of the meetings held during the course of the year for new to the profession staff (see page 7 for schedule)

Mentor Selection

- The Mentor Application should be submitted to the Superintendent's office
- Mentor matches would be made based on grade and/or subject matter, when possible
- The district will differentiate between beginning teachers (new to the profession) and incoming teachers (new to the district)

No Fault Policy

At times, situations may arise that could interfere with a successful mentoring experience. If this happens, there is a process in place for either the mentor or mentee.

The first step would be for the mentor/mentee to discuss the issue. The second step would be to discuss the issue with the Mentor Coordinator who would act as a mediator developing strategies to help resolve the issue. The third step would be to involve the building principal and if necessary make reassignments.

New Teacher Orientation - NTO

New Teacher Orientation will be facilitated by the Mentor Coordinator and/or Director of Curriculum and Instruction. Orientation days will be held in the month of August of the new school year.

Included in the orientation for new teachers will be:

- Introduction to the:
 - Key District Personnel
 - School Community
 - WPS Evaluation System
- Overview of the:
 - District Induction and Mentoring Program
 - Technology and Platforms
 - District curriculum/assessments
 - English Language Education Program
 - Special Education and Student Support Services
 - Webster Education Association (WEA)
 - A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate)

New Teacher/Staff Induction and Mentoring

The New Teacher Induction and Mentoring Program provides new teachers and staff with a structure of support that helps them become familiar with their school and district and their professional responsibilities. It also focuses on the skills and training that support the refinement of their practices to support student achievement and progress. The program is an integral part of a teacher's first year of teaching.

The program consists of monthly meetings to provide ongoing support around specific topics. Meetings are scheduled from 3:30 - 4:30 PM and may be held in person or virtually.

Topics include:

- District Instructional Priorities and Literacy Plan
- Classroom Management Strategies
- Teacher Evaluation System
- Culturally Responsive Teaching
- Evidence-Based Instructional Practices

New Teacher Institute Meetings (Beginning Teacher/Staff):

All new staff that are new to the job are required to attend all of the New Staff Orientation meetings listed below. Meetings are also open to all Incoming Teachers/Staff who have completed an Induction and Mentoring program at another school district or year 2 mentees and mentors.

Meeting Times: All meetings will be held **virtually** from **3:30 - 4:30 PM**, except for the End of Year Celebration Meeting.

Facilitator: Deb Rivera, Director of Curriculum and Instruction

Date	Zoom Link	Topic(s)
September 30, 2026	Meeting Link	Routines, Organization & Time Management and evaluation timelines, Meetings and district structures
October 29, 2026	Meeting Link	Behavior Management and Expectations
November 18, 2026	Meeting Link	Part I: Universal Design for Learning • Culturally Responsive Teaching - Supports for MLs and SWDs • Multiple Means of Engagement
January 14, 2027	Meeting Link	Part II: Universal Design for Learning • Multiple Means of Representation, Action and Expression
February 10, 2027	Meeting Link	Social Emotional Learning
March 11, 2027	Meeting Link	Staff Evaluation Process ~ • Standards of Effective Practice, Indicators and ratings • Collection of Evidence • Formative and Summative Evaluations
April 14, 2027	Meeting Link	Reflecting, Growing & Planning for Year Two
May 27, 2027	<i>BHS Cafeteria</i>	End of Year Reflections and Celebration

Mentor Meeting Schedule

Meetings are held virtually and the final meeting will be held in person.

Meeting Times: All meetings will be held **virtually** from **3:30 - 4:30 PM** , except for the end of year celebration.

Facilitator: Deb Rivera, Director of Curriculum and Instruction

Date	Location	Topic
October 22, 2026	Meeting Link	The Role of an Effective Mentor Mentor's role, responsibilities, boundaries, and how mentoring differs from supervision.
January 28, 2027	Meeting Link	Reflective Practices Mentoring through challenges & supporting professional growth and students specific needs.
May 27, 2027	<i>BHS Cafeteria</i>	End of Year Reflections & Celebration

Mentor Application

If you wish to assist and support a teacher new to the profession or new to our system, please complete the following and return to the Superintendent's Office.

Name: _____

Current teaching assignment: _____

Previous teaching assignments: _____

Years employed by Webster: _____

Years of teaching experience: (Check one) ☐ 4-7 yrs. ☐ 8-12 yrs. ☐ 13+yrs.

Professional development experiences which enhance ability to mentor a new teacher:

Please briefly describe why you would like to mentor a new teacher and how you perceive the role of "mentor":

Signature: _____ Date: _____

Thank you for being generous with your time and knowledge!

Mentor/Mentee Meeting Log

Mentor Name:	Mentee Name:
Select one of the options: ☐ Year 1: Beginning Teacher ☐ Year 1: Incoming Teacher ☐ Year 2: Mentee	Minimum Meeting Requirements: • Year 1 Beginning Teacher/Educator: 2 hours/month • Year 1 Incoming Teacher/Educator: 1 hour/month • Year 2 Mentees: 1 hour/month

Date/Time	Type of Meeting (Check all that apply)		Meeting Duration (Hours)	Overview of Topics Discussed	Next Steps
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			
	☐ Informal Check-In ☐ Formal Meeting ☐ Classroom Observation	☐ Post-Observation Debrief ☐ Planning session ☐ Virtual Meeting			

Last month for submission is June

Collaborative Assessment Log

Mentor: _____

Date: _____

Main Focus: 	Areas of Additional Professional Development Needs and opportunities: 		
New Teacher's Next Steps: 	Mentor's Next Steps: 		
Next Meeting Date: _____	Focus for Next Meeting: _____ _____ _____		
DESE Standards of Effective Practice			
Curriculum, Planning, and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
a. Knows subject matter and designs effective instruction b. Uses assessment to measure student learning and inform instruction c. Analyzes assessment data effectively	a. Uses instructional practices that reflect high expectations and engage all students b. Create a safe and collaborative learning environment c. Creates an environment that respects student's diversity d. Implements lessons that set high expectations and are accessible to all students	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	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

I received a copy of this document:

New teacher's signature: _____

Date: _____