MALDEN PUBLIC SCHOOLS

COMPREHENSIVE INDUCTION PROGRAM
FOR NEW TEACHERS

A District-Wide Mentoring Plan and Policy
For Attracting, Supporting and Retaining Quality Teachers
And
For Strengthening Teaching and Learning
In The Malden Public Schools

Policy Approved by
Malden School Committee
2002

Office of Assistant Superintendent
Teacher Quality and Professional Development
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Malden Public Schools
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During the 2001-2002 school year, Malden saw a significant teacher turnover due to additions and attrition. As teachers come into the district, they need support to successfully integrate into the district and community.

All school districts are required to provide an induction program for teachers in their first year of practice. Induction programs provide the structure that maximizes beginning teacher learning in the context of classroom experience. New teachers learn from veteran teachers and schools increase the possibility of retaining strong, well-trained educators. As a result, student achievement can be elevated.

The Malden Public Schools are committed to supporting the success of all members of its community. As a result, the district, through the Mentoring Program Development Committee, has developed a proposal for a comprehensive induction program for new teachers in an effort to promote and ensure successful inclusion of new teachers in the Malden Public Schools.

The comprehensive induction program takes a multi-faceted approach that includes several interrelated components:

- A mentor-new teacher pairing program.
- Clearly defined roles and responsibilities for all members of the school community regarding supporting and retaining new teachers.
- Training for mentors on their role in supporting new teachers.
- Workshops that support new and veteran teachers for quality classroom teaching.
- Training for administrators on their unique role of building collegial school cultures that support professional growth.
- Orientation for new teachers that is responsive to their needs.
- Ongoing assessment of the effectiveness of the program.
- A district-wide planning and monitoring process.
Mission Statement

The mission of our Comprehensive Induction Program is to attract, support and retain quality teachers who have the knowledge, skills, and attitudes that ensure a high quality education for the children of the Malden Public Schools.

The program will be most successful when all members of the school community understand their role in supporting new teachers and have appropriate training, time, and resources for engaging in truly collegial relationships with new teachers.

The results of the program will be an effective program of induction and support that produces high levels of teaching and learning in our schools.
Goals of the Comprehensive Induction Program

1. **Integrate teachers new to Malden with the culture and norms of the school, district, and the community. This would be achieved through:**
   - An orientation day held the last Thursday before the opening day of school.
   - An introduction to key district personnel including Malden Education Association officials.
   - An introduction to the community with maps, demographics and a bus tour of the city.
   - A presentation of district and school information policies and procedures.
   - Introduction to the components of the Mentoring Program structure and policies.
   - An overview of the expectations of new teachers.
   - A tour of the assigned school.
   - Meeting with the mentor and principal.

2. **Provide training in classroom fundamentals and best practices to beginning teachers focusing on the following:**
   - Classroom management and dealing with discipline.
   - Planning and assessment.
   - Parent communication.
   - Differentiated instruction.
   - Teaching in a standards based classroom.
   - Time management.

3. **Provide leadership and foster a culture of continuous professional growth through the development of a mentor/new teacher relationship:**
   - In the school year 2002-2003, mentors will be selected from a pool of formally trained teachers and administrators who have met district prerequisites. The goal is to match beginning teachers with trained mentors.
   - Mentors and new teachers in the program will:
     - Meet weekly to discuss new teachers’ practice (classroom management, planning, assessment, time management, instructional practices, and use of resources) and support the new teachers’ professional and personal development.
     - Meet informally and regularly to discuss needs in order to help new teachers understand and integrate into the school and community.
     - Model professionalism by working collaboratively, trying new ideas, and reflecting on successful methods and techniques that come from the mentor’s own experience.
     - Visit one another’s classrooms. The Principal will arrange for coverage that will allow the mentor teachers to co-teach in the new teachers’ classroom for one hour per month. All meetings will be logged.

4. **Ensure that new teachers understand and are prepared for the evaluation process.**
   - The building administration will meet with the new mentors and new teachers to discuss and review the procedures and explanations of a formal
evaluation. This meeting will be held in context of the Malden Education Association Contract. The following topics, which are encompassed in effective instructional practice, will be integrated regularly into observations, meetings, co-teaching and evaluations. This list has been generated from a review of *Beyond Mentoring* by Jon Saphier, Susan Freedman and Barbara Aschheim: ¹

- Classroom Management.
- Precision in lesson and unit planning for mastery thinking.
- Effective assessment practices with consistent feedback to students.
- Use of a variety of instructional and classroom management strategies.
- Adjustment of instruction for students’ learning styles.
- Advanced areas for teacher development.
- Classroom climate.
- Models of thinking including cooperative learning.
- In-depth knowledge of specific pedagogies.
- Overarching and running through all support of beginning teachers from the first day should be essential beliefs, particularly belief in the capacity of all students to do rigorous material at high standards – and the ways in which this belief does or does not show up behaviorally in one’s teaching. ²


² IBID., p86
Communications Plan

The Malden Public Schools believe that this comprehensive induction program for new teachers is an asset for our schools and our school community. We encourage all staff to ensure that educators, parents, students, and the larger community are aware of the purpose of the program and the benefits for the children of Malden and the professionals in our schools.

Who should know about the program?

<table>
<thead>
<tr>
<th>Who should know about the program?</th>
<th>Department of Education</th>
<th>Chamber of Commerce</th>
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<tbody>
<tr>
<td>School Committee</td>
<td>Department of Education</td>
<td>Chamber of Commerce</td>
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<td>City Council</td>
<td>Chamber of Commerce</td>
<td>Realtors</td>
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<td>Legislators</td>
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<td>Faculty</td>
<td>College partners</td>
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<td>Support staff</td>
<td>Parents/parent groups</td>
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<td>External coaches/consultants</td>
<td>Advisory Councils</td>
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<td>Malden Education Association</td>
<td>Pre-service teachers</td>
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<td>Students</td>
<td>Prospective teacher candidates</td>
<td>Local media</td>
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<td>School-connected service agencies</td>
<td>Local media</td>
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</table>

What should they know about the program?

- Purposes and mission of the program.
- An enlightened approach to developing quality teachers.
- Research and statistics on induction programs and teacher retention.
- Benefits for students and staff.
- Impact on instruction.
- Elements of the program.
- Impact on the schools as learning communities.
- Cost of the program.
- Expected outcomes.
- Participating veteran and new teachers.
- Ways to support the program.

What opportunities exist for communicating about the program?

<table>
<thead>
<tr>
<th>What opportunities exist for communicating about the program?</th>
<th>School Bulletin Boards</th>
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<tbody>
<tr>
<td>Malden Web-Site</td>
<td>School Bulletin Boards</td>
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<td>School Committee meetings</td>
<td>Meetings of civic groups</td>
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<td>Newspapers</td>
<td>School newsletters</td>
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<td>Recruitment ads</td>
<td>Interview Packets</td>
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<td>MATV</td>
<td>Job Fairs</td>
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<td>School/District Brochures</td>
<td>Union newsletters</td>
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<td>Staff and Parent Meetings</td>
<td>Professional Organizations’ Media</td>
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Needs of Beginning and New Teachers

The Malden Public Schools understand that teachers new to Malden and new to the profession need assistance in learning about the goals, expectations, beliefs, and standards of the school community. A sampling of these needs include:

The Basic Provisions
✓ Where to find materials and supplies
✓ How to use office equipment
✓ Information on how to contact various people and offices

Understanding the Community
✓ Demographics of the City
✓ History of the City and the school district
✓ Resources in the City
✓ What’s where and how to get there
✓ The culture of the schools
✓ Policies, practices and beliefs of the Malden Public Schools

Expectations for Classroom Practice
✓ Standards of practice
✓ Curriculum Frameworks and the MCAS
✓ Discipline
✓ Homework

Parent Communication and Involvement
✓ Effective strategies
✓ Proactive approaches
✓ Conferences
✓ Report Cards
✓ Open Houses

Professional Growth and Professional Relationships
✓ Professional development opportunities
✓ Professional development expectations
✓ The role of the MEA
✓ Developing collegial relationships with other faculty and administrators through observations, conversations, and collaborative activity

Staff Evaluation
✓ The supervision and evaluation process for new teachers
✓ The principal’s expectations
✓ Supervision and evaluation for teachers with professional status
Qualities of Effective Mentors

Research indicates that teachers who are effective as mentors possess personal and professional traits and characteristics such as:

- Competency in content area and highly knowledgeable about teaching
- Ability to support the beginning teacher and to know when they need to get additional support
- Wisdom that comes from experience
- Good networking skills
- Strong advocacy for the new or beginning teacher
- Nonjudgmental
- Compassion for the challenges of the new teacher
- Skill with prioritizing and determining what’s important
- Honesty that is skillfully expressed
- Enthusiasm for teaching and for supporting teachers
- Sense of humor
- Empathy for the newcomer through a willingness to share one’s own early challenges
- Lots of “tricks of the trade”
- Trustworthiness and consistently confidential
Roles and Responsibilities of Beginning and New Teachers

Orientation

✓ Become knowledgeable about the goals and operations of the induction program
✓ Appreciate the mentoring program as an opportunity to learn and grow as a professional
✓ Recognize the positive benefits of an induction program
✓ Establish goals and expectations with the mentor
✓ Participate in the Malden Public Schools Orientation Program for new teachers
✓ Be willing to take responsibility for his or her own professional growth

Support

✓ Make time for frequent contact with the mentor
✓ Be receptive to daily informal support from mentors
✓ Develop and accomplish professional goals
✓ Maintain a monthly log of meetings
✓ Participate in programs organized for new teachers including professional development courses and teacher workshops
✓ Attend meetings of new teachers for mutual support and socialization
✓ Engage in positive collegial conversations with the mentor
✓ Engage in reciprocal, peer classroom observations and reflective conferencing with the mentor
✓ Be candid and reflective about teaching practice
✓ Participate in and contribute to the collegiality of the school
✓ Meet with other new teachers and other mentors
✓ Maintain a confidential and trusting relationship
✓ Seek out help and be open to feedback and suggestions
✓ Observe the mentor and other teachers in the school
✓ Become an active listener and learner

Evaluate

✓ Maintain clear accountability for the time spent with the mentor through logs or other systems identified by the district
✓ Participate in the development of assessment tools for the program
✓ Participate in the annual assessment of the induction program
Roles and Responsibilities of Mentors

Orientation

✓ Become knowledgeable about the goals and operations of the induction program
✓ Attend training sessions to enhance mentoring skills
✓ Establish goals and expectations with the beginning teacher
✓ Participate in orientation program with the new teachers
✓ From the initial contact, focus on issues related to instruction

Support

✓ Provide professional guidance and emotional support
✓ Be an advocate for good practice
✓ Serve as a network to other staff and to instructional resources for the new teacher
✓ Engage in positive collegial conversations
✓ Maintain a monthly log of meetings
✓ Offer instructional support by observing new teachers and providing them with suggestions, strategies, and advice
✓ Maintain a confidential and trusting relationship
✓ Help the new teacher maintain a sense of balance among competing priorities
✓ Support the beginning teacher with supervisory observations
✓ Help influence the beliefs of the new teacher, with an emphasis on keeping the needs of students first
✓ Acknowledge your own imperfections and work with the new teacher to reciprocally learn and improve

Evaluate

✓ Maintain clear accountability for the time spent with the beginning teacher through logs or other systems identified by the district
✓ Participate in the evaluation process of the program
Roles and Responsibilities of Principals

Orientation
✓ Be knowledgeable of the goals of the program and its implementation.
✓ Appreciate the time and resources that are essential to the support of the new teacher and of the mentor-new teacher pair.
✓ Inform staff, prospective teachers and the public of the benefits of Malden’s Comprehensive Induction Program.
✓ Encourage eligible staff to participate as mentors in the induction program.
✓ Market the program to staff, parents, and the larger community using the available vehicles, such as school council and parent group communications and meetings, newsletters, faculty meetings and other opportunities.
✓ Inform teacher candidates about the program during hiring interviews.

Support and Leadership
✓ Use existing structures to develop a collegial school culture that fosters professional collaboration among new and veteran teachers.
✓ Model support for a professional and collegial school culture.
✓ Provide clear expectations for new teachers when they are hired regarding the induction program.
✓ Respect the confidentiality of the mentor/mentee relationship.
✓ Inform beginning teachers about the evaluation process, procedures and tools.
✓ Conduct a building orientation program for beginning teachers and mentors.
✓ Convene new teachers at regular intervals to discuss key district documents, philosophy and good practices.
✓ Ensure appropriate working conditions for new teachers that could include class size, scheduling, and adequate and appropriate supplies.
✓ Provide opportunities for new teachers to engage in staff development programs.
✓ Ensure that teachers hired in mid-year are linked with mentors and provided with the “just-in-time” information that they need.
✓ Form a committee for mentor selection and matching.
✓ Work closely with the Assistant Superintendent and Directors in the selection of mentors and the matching of mentors with beginning teachers.
✓ Strive to make matches by content area, grade level, and building proximity.
✓ Provide time for mentors/mentees to observe and conference.
✓ Participate in recognition programs for beginning and mentor teachers.

Evaluation
✓ Engage mentors and new teachers in ongoing formal and informal assessment of the effectiveness of the program.
✓ Use existing structures, such as meetings and training activities, to collect data on the effectiveness of the program.
✓ Review mentor and new teacher logs for patterns that indicate needs for professional development.
✓ Participate in an annual assessment of the Induction Program.
Roles and Responsibilities
of Superintendent / Central Office

Orientation
✓ Provide visible, strong, public support for the induction program
✓ Become knowledgeable about the components of the program and issues related to the program
✓ Participate in the Malden Public Schools Orientation Program
✓ Provide information on the program to the school community and the public
✓ Use the available agendas to “market” the program

Support
✓ Encourage and support the accomplishments of the Induction Program.
✓ Provide recognition for the contributions and commitment of mentors.
✓ Advocate for the program with the school community and the larger community.
✓ Participate on the steering committee for the program.
✓ Communicate about the program to appropriate individuals and groups.
✓ Cosponsor with the union training for new teachers.
✓ Ensure compliance with laws and the contract regarding the Induction Program.
✓ Prepare and effectively manage budgets that provide funding that supports the program.
✓ Provide and advocate for funding for substitutes and other resources for the program.
✓ Encourage school leaders to build into their schedule time for mentor-new teacher interactions.

Evaluation
✓ Review data gathered through building and district evaluations of the program.
✓ Participate in the annual evaluation of the Induction Program.
✓ Include an evaluation of the program in the end of year report to the school committee.

Roles and Responsibilities
of the School Committee

Orientation
✓ Become knowledgeable about the program and its goals.
✓ Provide a School Committee presence at orientation meetings for new teachers.

Support
✓ Implement policy that demonstrates school committee support for the induction program.
✓ Negotiate contractual language that supports the accomplishments and goals of the induction program.
✓ Ensure financial support for the program through the budget process.
✓ Participate on the steering committee for the program.
✓ Facilitate contractual negotiations that support induction programs and mentoring.
✓ Express public support for the program.
✓ Invite staff to make presentations on the program at school committee meetings.
✓ Periodically review the program at school committee meetings.
✓ Participate in recognition programs for mentors.

**Evaluation**
✓ Participate in the annual evaluation of the induction program.
✓ Review reports on the program.
✓ Invite administrators to report on the program to the committee.
Roles and Responsibilities of Malden Education Association

Orientation
✓ Participate in the Malden Public Schools orientation program for new teachers.
✓ Provide a welcoming “goodie” bag for new teachers.
✓ Inform new teachers of the MEA’s opportunities and benefits.

Support
✓ Incorporate the Mentoring Program within the next union contract.
✓ Ensure compliance with relevant laws and the contract.
✓ Negotiate contractual language that supports the accomplishments and goals of the Induction Program.
✓ Provide leadership in promoting the importance of ongoing support for new teachers.
✓ Participate on the steering committee for the induction program.
✓ Play a supportive role in matching mentors and new teachers.
✓ Cosponsor with the administration training for new teachers.
✓ Enhance community support for mentoring programs.
✓ Encourage veteran teachers to participate as mentors.
✓ Lobby the MTA and NEA to provide financial support for mentoring programs.
✓ Promote collegiality in the district.

Evaluation
✓ Participate in the annual evaluation of the Induction Program.
✓ Report to administration issues and problems of which the association becomes aware.
Roles and Responsibilities of
Assistant Superintendent of Teacher Quality and Professional Development

Orientation
✓ Plan and participate in the organization of the induction program.
✓ Organize public relations for the induction program for the entire school community.
✓ Recruit teachers to participate in the program in order to enhance the teaching of new teachers and to benefit from collegial interactions with new teachers.
✓ Coordinate orientation activities for new teachers.
✓ Facilitate community involvement in the orientation program by the Mayor, Personnel Director, etc.

Support
✓ Chair and convene the steering committee for the program.
✓ Plan, coordinate, oversee, and continuously improve the induction program in compliance with the District Steering Committee.
✓ Participate with building principals and directors in the matching and selection process for mentors and new teachers.
✓ Work with principals to coordinate release time as needed.
✓ Facilitate the induction program, which could include coordinating training activities, networking programs for new teachers and for mentors, and in other ways supporting principals with their building programs.
✓ Ensure that induction activities include awareness of the common district documents (goals; standards; etc.) .
✓ Clearly communicate the focus of the program on instructional support, collegiality, and good classroom practice.
✓ Ensure mentoring and induction has primacy on the agenda of the Principals’ Leadership Team.
✓ Work to develop a comprehensive professional development plan for service providers.
✓ Meet with principals and mentors periodically to provide recognition and appreciation and to gather data of the effectiveness of the program.
✓ Coordinate professional development opportunities for administrators, mentors and beginning teachers.
✓ Oversee and monitor the maintaining of logs or other evidence of activity among the mentors and the new teachers.
✓ Support the orientation and socialization of new teachers.

Evaluation
✓ Survey mentors, new teachers, and principals periodically, using existing structures such as meetings or training events.
✓ Collect and analyze quantitative and qualitative data from principals on the effectiveness of program components.
✓ Conduct an annual assessment of the Induction Program.
✓ Recommend and make modifications to the program as appropriate.
Roles and Responsibilities of Other Staff in Buildings

Orientation

✓ Become knowledgeable about the induction program.
✓ Welcome and support new teachers.

Support

✓ Encourage and support new teachers by:
  - Being friendly
  - Sharing supplies
  - Sharing curriculum ideas
  - Respecting confidentiality
  - Being a resource
  - Sharing knowledge, skills and strategies
  - Being sensitive
  - Providing a positive climate – informal support
  - Supporting the mentoring program
  - Being a good role model

✓ Cooperate and respect what others are doing.
✓ Consider becoming a mentor in a subsequent year.

Evaluation

✓ Participate in the evaluation of the program, as appropriate.
✓ Make suggestions for the program based on the perspective of a teacher who is not currently a mentor.
MALDEN PUBLIC SCHOOLS
MONTHLY MENTOR LOG
2011-2012

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<th>WEEKLY ACTIVITY (IES)</th>
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MONTHLY TOTAL

1. Consultation with New Teacher/Mentor
2. Observation of New Teacher
3. Observation of Mentor
4. Monthly Mentor Meeting
5. Monthly New Teacher Meeting

Mentors: Please submit this form by the 10\textsuperscript{th} of the month for the previous month to Marie Lucey (mlucey@malden.mec.edu) at Central Office. It may be submitted electronically; please put Mentor Log-month (ex. Mentor Log-Sept.) in the subject box.

Mentees: Please keep a record for your personal file. You do not need to submit this form.

Mentor: _______________________ School: _______________

New Teacher: __________________ School: _______________

Date: _________________________