

CONCORD PUBLIC SCHOOLS CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

120 MERIAM ROAD

CONCORD, MA 01742

PHONE: 978.318.1542

FAX: 978.318.1544

www.colonial.net

The Mentor Program reflects the Concord and Concord-Carlisle Schools' commitment to support the growth and development of its professional staff. The school systems' promise to enable all students to develop intellectually, emotionally, socially, and physically is directly related to its commitment to teacher training, to supporting teachers new to the system, and to creating new roles for outstanding experienced teachers. We strongly believe that children and adolescents achieve more in our schools because they are communities of learners that challenge and support students and faculty.

Learning occurs most effectively in an intellectually challenging and emotionally supportive environment. As teachers who are new to teaching or new to our schools, you can anticipate a year of growth and learning. Your mentors/guides will play an important role in creating the context in which you learn. Their aim is to assist you to reflect on your teaching, to apply theory to practice, and to channel your enthusiasm and idealism into the critical work of helping students to learn and grow.

Mentor/guide teachers are experienced and reflective teachers who have a legacy to share with you. They have strengths as teachers, and are eager to share their craft knowledge with a new colleague. On the other hand, mentors/guides also find the experience of mentoring to be rewarding; you stimulate their thinking, and they are invigorated by your fresh perspectives on our schools and by your energy. By working collaboratively, you will help to strengthen the collegial relationships that directly support teacher growth and indirectly have a powerful, positive effect on student learning.

Professional Orientation Program

As a teacher new to the Concord Public Schools or the Concord-Carlisle Regional School District, you are required to participate in a Professional Orientation Program (POP). The three components of the program have been designed to ensure that you have knowledge, skills, and appreciation for what we value as a school system. The program must be completed by the end of the fifth year.

- **Mentor/Guide Program** (in first year)

The goal of this program is to acclimate new faculty to our school culture and to share common curriculum and student assessment best practices. The program has two tracks.

The Guide Program is for those teachers new to CCHS/CPS who:

- have had successful teaching experience (three years minimum)
- were previously on professional status elsewhere

The Mentor Program is for those teachers new to CCHS/CPS who:

- have an initial licensure and need mentorship to move to professional
- request a more intensive experience
- started in the Guide Program, but chairperson (based on observation) feels they need more direct support

In the Guide Program, the Guide and the new teacher meet regularly. The focus is on acclimatizing the teacher to the school systems and the curricula.

In the Mentor Program, mentors and mentees also meet regularly, but there are additional group meetings dealing with important instructional topics. There is also a requirement for two peer observations and feedback.

- **District Course:** (during the second or third year) **Differentiated Instruction**
- **EMI Anti-Racism** (must be completed by end of year 5)

This course focuses on the work of EMI (Empowering Multicultural Initiatives), a local consortium whose goal is to establish anti-racist school climates that demand high academic achievement from children of color while nurturing the growth and development of all children. The 36-hour course addresses issues of white privilege, the cycle of oppression, racial identity, development, and multicultural education. The classes are a combination of full days and three-hour after school sessions. They are taught by trained anti-racist educators from local school systems and take place at locations in and around Concord.

There are provisions for those who have had equivalent training to be exempted from the EMI Anti-Racism course.

Mission Statement for CPS and CCRSD

The mission of the Concord Public Schools and the Concord-Carlisle Regional School District, as partners with our families and communities, is to maximize each student's opportunities for intellectual and personal development, so as to perform effectively in and become productive citizens of a rapidly changing world, by providing a rigorous and varied educational experience as measured against best educational practices, guided by highly competent and caring staff in a supportive and safe environment consistent with the communities' historic commitment to social consciousness, mutual respect, intellectualism, and public education.

Philosophy of the Mentor Program

The Concord/Concord-Carlisle Mentoring Program will provide a structure to support and meet the needs of new teachers in a non-supervisory and non-evaluative manner. The program was established by a group of educators to meet the needs of a changing profession. We anticipate that the mentoring program will be a beneficial process both for new teachers and for experienced teachers. For new teachers, it will promote a sense of belonging to the school community, as well as provide a vehicle for on-going support. For mentor teachers, it will offer an opportunity to be recognized for their skills as educators and to reflect upon their own teaching by sharing their knowledge with mentees.

Through our research of other programs and available literature, we have developed a program with a set of guidelines which we feel participants should follow. However, our program does encourage participants to be spontaneous and flexible. The one-to-one mentoring relationship is key to the program. It will offer opportunities for sharing a range of expertise in the areas of discipline and classroom management skills, curriculum, student assessment, lesson planning, time management and scheduling, and parent/community concerns and involvement.

It is our hope that the mentor/mentee relationships, developed over time, will enhance the existing school culture by reducing teacher isolation and promoting a climate of collegiality.

MENTOR

(from Greek Mythology)

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.

Goals of the Mentor Program

1. To provide non-evaluative support to educators new to CPS or CCHS.
2. To introduce new educators to the culture of our schools, --core values, beliefs, expectations, the teacher's role and the common curriculum.
3. To recognize outstanding experienced teachers and provide an opportunity for them to reflect upon and share their craft knowledge.
4. To improve the culture of the school and the districts by reducing teacher isolation and by strengthening the norms of collegiality, peer observation, and experimentation.

Characteristics of Mentor/Guide Educators

- excellent classroom teachers;
- committed to education as a profession;
- willing to expand their teaching responsibilities to include working with colleagues who are entering the profession;
- active and open learners who are willing to read and participate in training sessions to enhance or build upon their mentoring and teaching skills;
- reflective and analytical about their own teaching;
- good problem solvers (for example, can structure a problem, generate alternative solutions, choose the most appropriate solution, implement that solution, and evaluate its effectiveness);
- wise and caring;
- open to differences in style and background of students and colleagues;
- sensitive and responsive to the ideas of others;

- skilled in planning, organizing, and managing work;
- familiar with the organizational structure of their school and district, their social norms, and their policies and procedures regarding curriculum and personnel;
- aware of available resources and resource personnel; and
- knowledgeable about their school's and district's community and its student composition.

Sources: Adapted with permission of Odell 1987, 1989a, and 1989b, Op. Cit., 2-11; Ohio Department of Education, from *Assisting the Entry-Year Teacher: A Leadership Resource*, (c) 1990; Oregon Department of Education, Op. Cit., 2-11; Zimpher, N. and Rieger, S., 1988, "Mentoring Teachers: What Are the Issues?" *Theory Into Practice* 27 (3), (c) 1988 College of Education, The Ohio State University.

Responsibilities of the Mentor/Guide

- * Participate fully in the Mentor Training Program by attending all scheduled meetings. **(Required for mentors and mentees only.)**
- * Meet weekly formally and informally throughout the year.
- * Explain the daily procedures of the school administrative duties (attendance, lunch count, fire drill procedures) and guide him/her through them.
- * Help integrate your colleague into the life of the school community.
- * Participate in 2 peer observation opportunities.
- * Provide guidance to your mentee/colleague in conferencing with parents, completing progress reports/report cards.
- * Model for your colleague what it is to be a "teaching professional."
- * Provide emotional support.

YEAR-AT-A-GLANCE CHECKLIST

<p><u>AUGUST</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet, welcome your mentee <input type="checkbox"/> Help mentee set up classroom, record keeping systems <input type="checkbox"/> Introduce mentee to faculty, staff, parents <input type="checkbox"/> Help mentee set up e-mail and voice-mail 	<p><u>JANUARY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Progress Reports (Elementary) <input type="checkbox"/> Interim Reports (Middle School) <input type="checkbox"/> High School Placement Recommendations (Middle School) <input type="checkbox"/> Mid-Year Exams (High School) <input type="checkbox"/> Report Cards (High School)
<p><u>SEPTEMBER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish plan for Back-to-School Night with mentee <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Review evaluation procedures/Criteria for Effective Teaching with mentee <input type="checkbox"/> Review goal setting with mentee <input type="checkbox"/> Review Staff Development opportunities with mentee <input type="checkbox"/> Back-to-School Nights (Elementary, Middle and High School) <input type="checkbox"/> Review grading and reporting procedures <input type="checkbox"/> Prepare for parent conferences 	<p><u>FEBRUARY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences
<p><u>OCTOBER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Begin parent conferences (Elementary) <input type="checkbox"/> Interim Reports (Middle School) <input type="checkbox"/> Progress Reports (High School) <input type="checkbox"/> Review grade reporting procedures (High School) 	<p><u>MARCH</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Report Cards (Middle School and High School)
<p><u>NOVEMBER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Parent Conferences (Middle and High School) <input type="checkbox"/> Report Cards (Middle School) 	<p><u>APRIL</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> MCAS Administration <input type="checkbox"/> Begin Second Parent Conferences (Elementary)
<p><u>DECEMBER</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences 	<p><u>MAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Interim Reports (Middle School) <input type="checkbox"/> MCAS Administration
	<p><u>JUNE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor/Mentee weekly conferences <input type="checkbox"/> Progress Reports (Elementary) <input type="checkbox"/> Report Cards (Middle School and High School) <input type="checkbox"/> Placement meetings (Elementary) <input type="checkbox"/> Completion of Student Files (Elementary) <input type="checkbox"/> Close down classroom and store materials