



MAINE
DEPARTMENT OF
EDUCATION

**Maine's Guide to
New Educator Induction
2007**

*A guide for creating a structure
of support for beginning
educators*

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DRAFT

STATE OF MAINE



DISTRICT INDUCTION PROGRAMS FOR EDUCATORS SEEKING PROFESSIONAL CERTIFICATION

OVERVIEW

Each year hundreds of new educators across our state enter the education profession. They come with high hopes and dreams of positively affecting the lives of their students, and of instilling in their students the love of learning that they themselves feel. Unfortunately, research shows that about one-third of these beginning educators leave the profession within the first five years. Most beginning educators indicate the lack of support, isolation, feelings of loneliness and disillusionment, and lack of feeling effective in their jobs as the primary factors for exiting the profession.

Nationally, many school systems are taking steps to improve the way they bring their new educators into the profession. By creating and implementing an induction program, these schools hope to reduce or eliminate the factors that cause beginning educators to leave.

In Maine, action has been taken to ensure quality support of beginning educators by developing a set of standards and indicators for the induction of beginning educators. A rubric has also been developed to guide the development and assessment of district induction programs. Both the standards and the assessment rubric are based on current research related to supporting new educators in the profession and have been revised based on feedback from forty-five school districts across the State of Maine.

The intent of Maine's educator induction model is to provide a systematic structure of support for beginning educators. Educator induction programs can help new educators improve teaching practice, learn professional responsibilities and ultimately positively

affect student learning. In addition to providing support for beginning teachers, these programs allow mentor teachers to reflect upon their own teaching practice and to unite the professional community as each individual works toward the same goal-- improving the quality of education. Induction programs also have the potential to elevate the teaching profession and foster a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success.

What is Maine's induction model for district induction programs?

Induction in Maine's School Districts is comprised of six standards:

1. Supporting policies and procedures for a district induction program are provided.
2. School district shareholders form a team that designs an induction program.
3. Mentor educators are selected based on well-defined selection criteria and process, and are matched with beginning educators following a prescribed procedure.
4. Procedures for mentors are established.
5. Professional Development/Support is provided throughout the year for beginning teachers.
6. An evaluation of the induction program is conducted.

Maine's Induction Standards and the accompanying rubric and rationale are provided to assist district teams in assessing their current status in the area of induction of the beginning educators who begin their teaching careers with them, and to provide guidance in setting goals for the future that will ensure that the district is meeting Maine's standards for induction programs. The rationale for each standard provides a jumping off point for discussions at the local level as each district determines what steps are needed and why. The rubric provides details on a continuum that districts may use to self-assess. Districts will be at varying points along this continuum; you are where you are. The important thing is that the district progresses systematically in the service of beginning educators.

How are the new induction standards different from existing requirements for certification support systems for new educators?

Maine's new educator induction standards require structured, regular support for beginning educators in the areas of content knowledge and classroom effectiveness, as well as the establishment of a professional community within which beginning educators and experienced educators can exchange ideas about best practice and learn innovative teacher strategies.

Mentoring is at the heart of the Maine induction model. Mentors must be trained in an approved workshop or course that is aligned with Maine's Initial Teacher Certification Standards for initial certification and includes the following topics: needs of beginning teachers as adult learners, Maine's Initial Teacher Certification Standards, active listening and questioning skills, cognitive coaching, data collection techniques, teachers' developmental stages, and the nature of the mentoring relationship.

The obligations of mentors include: meeting regularly with the beginning teacher, familiarizing the beginning educators with the culture of the school, advocating for the beginning teachers, assisting in finding resources and providing emotional support.

As central as a strong mentoring system is, it is only one of the components of an effective induction program. Mentors cannot hope by themselves to provide the range of input, feedback, and support that beginning educator's need. Well-designed induction programs include specific roles for principals, superintendents, central office personnel, the teachers' union, parents, school board, and particularly the other staff members in the school where the beginning educator works. Nothing is more important to the learning of students than what their teachers know, believe and can do. The pivotal importance of educators to student achievement has been documented. (Darling-Hammond, 1997). What has been absent in the career paths of American educators is the recognition that their work is intellectually complex, difficult, and demanding on a par with other professions. We have not provided the many forms of support for beginning educators that they need to grow into proficient professionals. Only the most durable survive the first few years...and the rate of growth toward proficiency is far slower than it could be, at great cost to our children (Saphier, et.al. 2001).

In Maine, we intend to use the knowledge we have and mobilize the resources at our disposal to give quality teaching to our children. Let us give them a comprehensive induction system that will grow expert educators (Saphier, et.al. 2001).



MAINE'S INDUCTION PROGRAM STANDARDS WITH INDICATORS

1. Supporting policies and procedures for a district induction program are provided.

- a. Board policies and district procedures exist to support the local induction program.
- b. Incentives exist for mentors.
- c. Time is provided for mentor and beginning educator to meet weekly and observe in other classrooms periodically.
- d. Beginning educator assignments and schedules are equitable.
- e. A provision is in place for content mentoring.

2. School district shareholders form a team that designs an induction program.

- a. A multi-representative team designs the induction program and identifies the process for creating an induction committee that will manage and assess the induction program.

3. Mentor teachers are selected based on well-defined selection criteria and process, and are matched with beginning teachers following a prescribed procedure.

- a. Written criteria for selecting mentors are identified and potential mentors complete an application.
- b. An induction committee selects mentors with input from the building principal.
- c. Grade level, content, location, and compatibility of individual style of mentor are considered when matching mentor and beginning educator.
- d. An exit plan exists in the event that matches do not work.

4. Procedures for mentors are established.

- a. Roles and responsibilities for coaching/mentoring are defined.
- b. Three days of mentor training are provided that include: the needs of beginning teachers as adult learners, Maine's Initial Teacher Certification

Standards, active listening and questioning skills, cognitive coaching, classroom observation data collection, teachers'

- c. Mentors are provided on-going professional development that includes time to work with other mentors to improve their knowledge and skills related to coaching and mentoring, and regular updating of mentor training developmental stages, leadership styles, and the nature of the mentoring relationship.

5. Professional Development/Support is provided throughout the year for beginning educators.

- a. Before school begins an orientation session for beginning educators is held with their mentors in attendance, to discuss the district induction program and other district policies and procedures.
- b. Two to three days of professional development are offered to beginning educators designed to meet their expressed needs.
- c. Beginning educators and their mentors participate in the coaching cycle a minimum of three times during the school year using Maine's Initial Teacher Certification Standards.

6. An evaluation of the induction program is conducted.

- a. An annual evaluation of the district induction program based on the induction standards and indicators is conducted by the induction committee.
- b. The criteria for success of the district induction program are identified and used to analyze the results of the annual assessment and to make appropriate improvements to the program.



Standards with Narrative for Local Induction Programs

Standard 1:

Supporting policies and procedures for an induction program are provided.

The knowledge, attitudes and actions of district administrators and other staff are critical in setting the stage for beginning educator success. The policies and procedures that are in place, clear to all administrators, faculty and staff and consistently implemented reflect the culture of that district and the degree to which it truly supports its beginning educators. Examples of policies and procedures that are necessary underpinnings of a district induction system are those related to confidentiality, time for the mentoring process and activities of induction to occur, roles and responsibilities of mentors and professional development specifically designed for beginning educators and their mentors.

A district's policies and procedures ensure that there is time for the beginning educator and mentor to meet weekly, observe in other classrooms periodically and to work together on a regular ongoing basis. Careful planning is needed to provide opportunities for beginning educators to access the knowledge, skills and abilities that foster beginning teacher growth, reflection and autonomy. Beginning educators are placed in situations that are appropriate to their novice status so they will have the opportunity to develop fully as teaching professionals. Beginning educators should be excused from committee assignments to the maximum degree possible so they can concentrate on the all-important first year task of learning their curriculum and how to teach. (Saphier, et. al. 2001)

In addition, team members, department chairs and school committee members should consider in what ways assignments and schedules of beginning educators could be adjusted to allow them to focus as completely as possible on fine tuning their instructional practices. Beginning educators are provided with specific content mentoring when necessary. The novice stage of an educator is an optimal time to ensure that content resources are available and that someone is responsible for assisting the beginning educator in accessing the resources that are most appropriate to her/his needs.

It is our belief that mentors, who represent the most respected educators in the schools, should be recognized for the important work they do in supporting new

educators... The factors that go into the decision (to recognize mentors) range from the precedents in the district on how educators are rewarded for work they do outside of the classroom to alternative approaches to recognizing educators that may or may not involve financial remuneration...Regardless of the form of reward that is provided, mentors would also be visibly and frequently acknowledged. (Saphier, et. al. 2001)

District administrators are well poised to assume the responsibilities of supporting beginning educators in the induction program. Preparation for this role includes both the development of knowledge about the needs of beginning educators and the development of an understanding of the important role of the principal in supporting each component of the program.

"The mark of a profession is how it supports and holds high standards for its practitioners. Teaching will have more of a claim on professional status when teachers, administrators, and school boards together take responsibility for providing new teachers with the support they need". (Saphier, et al 2001)

Indicators for Standard 1:

- a. Board policies and district procedures exist to support the local induction program.
- b. Incentives exist for mentors.
- c. Time is provided for mentor and beginning educator to meet and observe in other classrooms periodically.
- d. Beginning educators' assignments and schedules are equitable.
- e. A provision is in place for content mentoring.

Standard 2:

School district shareholders form a team that designs an induction program.

To ensure ownership and buy-in of initiatives in schools, inclusion of all shareholders has proven to be a successful tool. No longer does the induction program depend on the initial enthusiasm of a few dedicated administrators or educators for its survival. It becomes institutionalized as an integral part of the professional development program of the district. (Saphier, et. al. 2001) By definition, the word shareholder means holding a common, shared interest, in this case, interest in the success of beginning teachers. It is often time-consuming and a challenge to get commitment of a group that represents all shareholders. An induction program design that has been a truly collaborative effort is more likely to be accepted and supported over time.

The membership of the multi-representative design team should draw from the following groups: certification committee, educators representing all grade spans, local teacher association, and school committee members. One of the common factors of successful induction programs in school districts is that the school culture is one where everyone, not just the assigned mentor, feels a responsibility to support the success of the beginning educator. All staff members in the building need to understand that they play an essential role in the success of the beginning educator. (Saphier, et al 2001) A comprehensive induction model includes all shareholders from the earliest planning stages. Though parents and students are not necessarily members of the induction design team, they should be kept informed of the district's commitment to the support of new educators.

It is the responsibility of the multi-representative team to design a district induction program that is aligned with the six induction standards and to identify the process for creating a district induction committee. The induction committee will have the responsibility of on-going oversight of induction activities and of conducting the annual evaluation of the district induction program. The design team may create a new committee or use the existing certification committee and/or professional development committee in some configuration in order to ensure that the induction program is fully and consistently implemented.

Indicator for Standard 2:

A multi-representative team designs the induction program and identifies the process for creating an induction committee that will manage and assess the induction program.

Standard 3:

Mentor Educators are selected based on well-defined selection criteria and process and are matched with beginning educators following a prescribed procedure.

The induction program committee selects mentors for beginning educators, using well-defined, justifiable criteria that are consistent with their assigned responsibilities in the induction program. By selecting well-qualified mentors, the program can assure that beginning educators receive quality mentoring/coaching and support. Selection as a mentor not only confers status on those chosen, but also develops their leadership skills through participation in the extended professional community of beginning educator mentoring and support. A district might consider using inclusive processes for recruiting mentors that include inviting all educators to attend an orientation training that describes the roles and

expectations for mentors...While not all educators who apply and who participate in training may be selected in a given year to become mentors, the process helps them understand the expectations of mentors and the ways they can support the mentoring pairs in their school. A rigorous selection process allows educators and administrators to become clear about the role of the mentors and administrators to communicate these clear expectations in advance. (Saphier, et. al. 2001)

For too many educators, the mentor pairing process has resulted in a “blind date”. (Saphier, et. al. 2001) Mentoring relationships provide opportunities for reciprocal growth and learning through sharing information, solving problems and creating novel approaches for working with students. Essentially the mentoring relationship is learning-focused for both parties. The induction committee considers the grade level, content area and location before matching a beginning educator with a mentor. The specific needs of the beginning educators are carefully considered as well as the compatibility of individual styles of the mentor and beginning educator. In the event that a mentor-beginning educator match does not work out, there is an exit procedure whereby both parties are “held harmless” and a new mentor is assigned.

Indicators for Standard 3

- a. Written criteria for selecting mentors are identified and potential mentors complete an application.
- b. An induction committee selects mentors with input from the building principal.
- c. Grade level, content, location, and compatibility of individual style of mentor are considered when matching mentor and beginning educator.
- d. An exit plan exists in the event that matches do not work.

Standard 4:

Procedures for mentors are established.

Excellent educators are not necessarily prepared to mentor beginning educators. Awareness of the diversity of beginning educator needs and the ability to structure and provide opportunities that nurture professional growth and development demand different abilities and skills from those required to teach students in classroom settings. Mentor educators must be prepared for the roles they are assuming to successfully fulfill their responsibilities, be provided opportunities to assess and reflect on their efforts and development, and be consistently supported in their efforts to assist beginning educators. Professional development for mentors should include both the development of the knowledge and skills needed to identify and

respond to beginning educators' needs, and the development of a collegial community that engages program participants.

The areas of focus in the mentor training developed for Maine mentor educators include: the needs of beginning educators as adult learners, Maine's Initial Teacher Certification Standards, active listening and questioning skills, cognitive coaching, classroom observation and data collection, teachers' developmental stages, leadership styles, and the nature of the mentoring relationship.

Professional development is best designed as an experience over time with opportunities for practice and reflection. This is equally true for the training of mentor educators. Maine's induction model requires on-going professional development for mentors so that they may have the opportunity to refine their knowledge and skills related to coaching and mentoring. Mentors repeatedly report that their own teaching is improved-if not transformed-by both the process of thinking and talking about their own practice and by the ideas and techniques that are learned from the new educators (Scherer, 1999).

Beginning educators need regular and consistent coaching and mentoring to become quality educators and to remain in the profession; mentors require training and ongoing support in the critical role they play in supporting beginning educators in ways that ultimately promote student learning.

Indicators for Standard 4:

Roles and responsibilities for coaching/mentoring are defined.

- a. Three days of mentor training are provided that include: the needs of beginning educators as adult learners, Maine's Initial Teacher Certification Standards, active listening and questioning skills, cognitive coaching, classroom observation data collection, teachers' developmental stages, leadership styles, and the nature of the mentoring relationship.
- b. Mentors are provided on-going professional development that includes time to work with other mentors to improve their knowledge and skills related to coaching and mentoring, and are provided regular updating of mentor training.

Standard 5:

Professional Development/Support is provided throughout the year for beginning educators.

There should be an orientation session for beginning educators prior to the opening of school, with their mentors in attendance. In the past this session has put

beginning educators on overload and amounted to an “information dump” of more information than can be processed at one time and is not of immediate use. Districts could take a cue from “just in time” training. Just in time information is meted out to teachers on a schedule that tracks their need for the information. (Saphier, et.al. 2001)

In addition to this session, districts should consider one to two days prior to the school year for the mentor and beginning educator to work together on the myriad topics and tasks that will face the beginning educator when students arrive.

Educator development should be guided by the common set of expectations set out in Maine's Initial Teacher Certification Standards, and be responsive to the individual educator and to local priorities. Formal learning experiences, such as workshops or seminars, need to be identified and made available with follow-up activities provided for reinforcement so that beginning educators will find the learning experiences helpful and relevant to their individual needs. Providing a variety of professional development experiences is effective in promoting the growth of beginning educators. Topics that are particularly appropriate for first and second year educators include: establishing a positive classroom environment, planning and assessing in a standards-based classroom, and meeting the needs of all students. Districts may consider providing on-going professional development for beginning educators through the study group model.

Indicators for Standard 5:

- a. Before school begins an orientation session for beginning educators is held, with their mentors in attendance, to discuss district induction program and other district policies and procedures. An additional one to two days of formal and informal induction activities are provided.
- b. Two to three days of professional development are offered to beginning educators over the course of the school year to meet their expressed needs.
- c. Beginning educators and their mentors participate in the coaching cycle a minimum of three times during the school year using Maine's Initial Teacher Certification Standards.

Standard 6:

An evaluation of the induction program is conducted.

The district induction committee implements a comprehensive, on-going system of program evaluation and development that involves program participants and other shareholders, and that leads to substantive efforts to further develop and improve the district's induction program.

To achieve high quality and effectiveness, a program must be evaluated regularly and comprehensively, and refinements should be made based on the evaluation results. The evaluation should be based on a rubric that identifies criteria for the success of an induction program.

What does the district want to have happen as a result of the district induction program? Examples of criteria of success a district might identify are: school culture changes, retention of beginning educators, rate of educators attaining professional certification, improved student achievement, success of district initiatives, and beginning educators' demonstrated proficiency in Maine's Initial Teacher Certification Standards. A district wants to know more than if the components of the program are being implemented and if participants are satisfied. By checking the results of the evaluation against the criteria of success a district can determine if the longer range program criteria, such as those cited above, are being achieved and can make appropriate improvements to the program.

The purpose of on-going assessment of the program is to create a flow of information for monitoring and improving the program. Just as the primary purpose of assessment with students should be to improve instruction, the primary purpose of assessment is to improve the induction program. Without the information that is provided through assessment, efforts to adjust the program will be misguided or unconfirmed. (Saphier, et. al. 2001) The review should be based on the six Induction Program Standards, as well as specific local program goals and stated plans for meeting the local goals. The review should include both formal and informal evaluations.

Indicators for Standard 6:

- a. An annual evaluation of the district induction program, based on the induction standards and indicators, is conducted by the induction committee.
- b. The criteria for success of the district induction program are identified and used to analyze the results of the annual assessment and to make appropriate improvements to the program.

Darling-Hammond, Linda. (1997) *Doing What Matters Most: Investing in Quality Teaching*. New York: National Commission on Teaching and America's Future. Retrieved February 10, 2007 from <http://www.nctaf.org/documents/DoingWhatMattersMost.pdf>

Newton, Anne; et.al. (1994). *Mentoring: A Resource and Training Guide for Educators*. Stoneham, MA: Learning Innovations-A Division of WestEd. Available from WestEd. <http://www.wested.org>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers*, Newton MA: TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Available from TEACHERS²¹. <http://www.teachers21.org>

Scherer, Marge. (Ed.). (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Available from ASCD at <http://www.ascd.org>

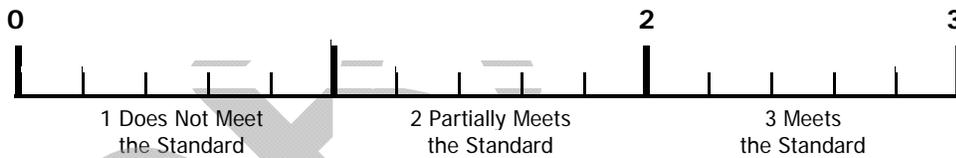


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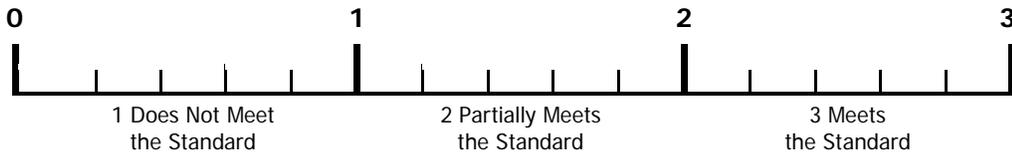
Planning and Monitoring an Effective Induction Program Based on Maine's Initial Teacher Certification Standards and Maine's Induction Standards.

Task: To design and implement an induction program based on Maine's Initial Teacher Certification Standards in which experienced educators serve as mentors for beginning educators for two year

Place an X on the continuum at the bottom of each standards page to indicate where your school system or district induction program currently stands in relationship to the standard.

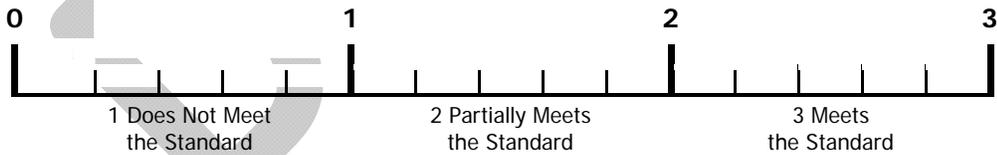


STANDARD 1: SUPPORTING POLICIES AND PROCEDURES		
1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
Policies and procedures exist but refer only to certification requirements.	Policies and procedures exist but refer only to certification requirements. Only informal procedures exist for the district induction program.	Written policies and procedures exist; an induction handbook is developed, annually reviewed with all faculty and staff, and used to support the local induction program.
No incentives are provided.	Mentor educators are sometimes provided incentives; for example, stipends, release time.	Mentor educators are consistently provided incentives that include stipends, release time, fewer duties, and teaching assignments and planning time in common with beginning educator.
No procedures are in place to provide beginning educators and mentors with time for weekly meetings. The administration does not provide coverage for periodic classroom visits.	Informal procedures exist to provide beginning educators and mentors with time for weekly meetings. The administration occasionally provides coverage for classroom visits.	Written procedures exist and are fully implemented to provide beginning educators and mentors with time for weekly meetings. Coverage is provided for periodic classroom visits.
Administrators and/or colleagues do not differentiate between experienced and beginning educators when making assignments and schedules.	Administrators and/or colleagues attempt to differentiate between experienced and beginning educators when making assignments. If beginning educators must be assigned to work in more challenging settings, district administrators provide additional assistance and/or resources.	Administrators and/or colleagues differentiate between experienced and beginning educators to ensure that assignments and schedules match the developmental levels of beginning educators.
There is no provision for content mentoring.	Mentors and beginning educators are matched in content areas.	Mentors and beginning educators are matched in content areas. Administrators and/or educator leaders, facilitate and ensure that beginning educators are informed about and utilize human resources and support materials in their content areas; for example, national/state content associations, K-16 partnerships.



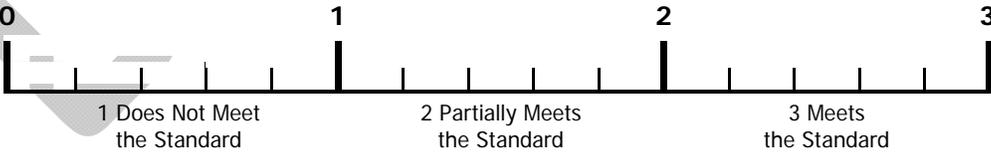
STANDARD 2: INVOLVING KEY SHAREHOLDERS

1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
<p>One shareholder group (e.g., all administrators or the certification committee) designs and plans the induction program.</p>	<p>The certification committee and administrators work together to design and plan the induction program and articulate desired outcomes.</p>	<p>A multi-representative team comprised of the certification committee, educators representing all grade spans, administrator(s), representative(s) of the local educators' association, and school committee member(s) are involved in designing and planning the induction program and in articulating desired measures of success.</p>

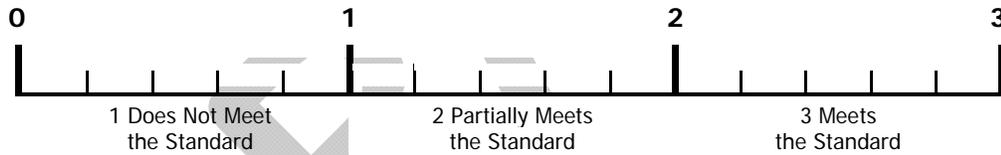


STANDARD 4: PROCEDURES FOR MENTORS

1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
No defined roles and responsibilities exist for mentors.	Unwritten and commonly understood roles and responsibilities exist for mentors.	Written roles and responsibilities for mentors are clearly stated and are used by mentors and include such topics as: use of Maine Teaching Standards as basis for coaching, documented weekly meetings, confidential nature of the relationship between mentor and beginning educator.
Educators with no mentor training work with beginning educators.	Educators without current mentor training mentor beginning educators.	Educators with 3 days of current mentor training mentor beginning educators. (topics include: needs of beginning educators and adult learners, Maine's Initial Teacher Certification Standards, active listening and questioning skills, cognitive coaching, data collection techniques, educators' developmental stages, and the nature of the mentoring relationship)
Mentors do not work with other mentors to improve their knowledge and skills related to the coaching cycle and updated mentor training is not provided to those already trained.	Mentors work occasionally with other mentors to improve their knowledge and skills related to the coaching cycle without designated professional development time and updated mentor training is not regularly provided.	Mentors are provided ongoing professional development that includes time to work regularly with other mentors to improve their knowledge and skills related to coaching and mentoring, and regular updating of mentor training.



STANDARD 6: INDUCTION PROGRAM EVALUATION		
1 Does Not Meet the Standard	2 Partially Meets the Standard	3 Meets the Standard
There is no evaluation of the induction program.	Evaluation of the induction program is conducted occasionally and only informal assessment tools are used.	Evaluation of the district induction program is conducted annually using both qualitative and quantitative data.
There are no criteria for success used to measure the efficacy of the district induction program OR assessment of the induction programs focuses only on participant satisfaction and enjoyment.	Criteria for success are identified but not formally used when analyzing assessment results of the induction program.	Criteria for success of the district induction program are identified and used when analyzing evaluation results to make appropriate improvements to the program.



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RESOURCE GUIDE

INDUCTION PROGRAM DESIGN AND IMPLEMENTATION

The references in this section are listed under each standard by indicator and will give information and ideas to assist districts implement an induction program for beginning educators. A manageable and relevant list of resources has been selected to guide districts in the important work of supporting Maine's beginning educators.

Most resources are citations of texts or web addresses for internet resources.¹ However, a few items have been included within this document. Internet links for the web references were functional as of February 10, 2007.

¹ Please note that most of the web resources can be accessed with a web browser, however some of them will require software which will allow you to view and print electronic files which are in "Portable Document Format" (PDF). This software must be installed on the computer you are using.

PDF reader software is available for free. *Adobe Reader* is the most common. Adobe offers versions for nearly all operating systems. Visit their website to download it at <http://www.adobe.com/products/acrobat/readstep2.html>.

Users of Linux or Microsoft Windows operating systems may want to check out the *Foxit Reader* available at the Foxit Software website as well. <http://www.foxitsoftware.com/>

Resources for Induction Standard 1

Supporting policies and procedures for a district induction program are provided.

a. Board policies and district procedures exist to support the local induction program

The New Teacher Center (NTC) at the University of California, Santa Cruz. NTC is focused on teacher and administrator induction, and is involved in numerous local, state, and national partnerships. Articles and monographs on the topic of Teacher Induction are available online at the NTC Web site. Retrieved February 10, 2007 from http://www.newteachercenter.org/ti_articles.php

Asian-Pacific Economic Cooperation. (1997). *From Students of Teaching to Teachers of Students: Teacher Induction Around the Pacific Rim* Overview of teacher induction policy and practice: results of the exploratory survey. (Issue brief No. 97-HR-01.1). Washington, DC: Authors Jay Moskowitz and Maria Stephens report on the state of policy and practice in teacher induction programs among Asian-Pacific Economic Cooperation members. Retrieved February 10, 2007 from US Department of Education web site. <http://www.ed.gov/pubs/APEC/index.html>

Fideler, Elizabeth F. and Haselkorn, David (1999) *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States*. Belmont, MA. Recruiting New Teachers, Inc. Executive Summary is available at Web site of the Pew Charitable Trust. http://www.pewtrusts.com/pubs/pubs_item.cfm?content_item_id=317&content_type_id=8&page=p1

Robinson, G.W. (1998). *New Teacher Induction: A Study of Selected New Teacher Induction Models and Common Practices*. A paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998). Full text available at *ERIC - the Education Resources Information Center* as publication ED424219. <http://eric.ed.gov/>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (pp. 26, 70-72, 75, 104, 106-107). TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹.at <http://www.teachers21.org>

PDF version retrieved online February 10, 2007 from TEACHERS²¹

Web site.

<http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

NEA Foundation for the Improvement of Education, (1999) Creating a Teacher Mentoring Program. A paper based on the proceedings of NFIE's Teacher Mentoring Symposium, co-hosted with United Teachers Los Angeles in 1999. Washington, DC 20036.

Retrieved on February 10, 2007 from

<http://www.neafoundation.org/publications/mentoring.htm>

Kardos, Susan and Moore Johnson, Susan. (2007) *On Their Own and Presumed Expert: New Teachers' Experience with Their Colleagues*. Moore Johnson. Teachers College Record Volume 109 Number 12. Available from

<http://www.tcrecord.org/content.asp?contentid=12812>

Bartell, Carol, (2004) *Cultivating High-Quality Teaching Through Induction and Mentoring*. This book highlights the key elements of successful induction and mentoring program. Available from Corwin Press at <http://www.corwinpress.com>

Additional Internet Resources for Professional Learning Communities

The Annenberg Institute for Social Reform. *Professional Learning Communities: Professional Development Strategies That Improve Instruction*. Providence, RI: The Annenberg Institute for Social Reform. This document contains concise and comprehensive research with useable information for schools to use when planning professional development to improve instruction.

Retrieved on February 10, 2007 from

<http://www.annenberginstitute.org/images/ProfLearning.pdf>

Southwest Educational Development Laboratory (1997) Professional Learning Communities: What Are They And Why Are They Important? This online paper explains the structure of and importance of Professional Learning Communities. It also includes a helpful list of references at the end of the research. Retrieved on February 10, 2007 from Southwest Educational Development Laboratory (1997) Professional Learning Communities: What Are They And Why Are They Important? This online paper explains the structure of and importance of Professional Learning Communities. It also includes a helpful list of references at the end of the research. Retrieved on February 10, 2007 from <http://www.sedl.org/change/issues/issues61.html>

Professional Learning Communities: A List of Resources: The Center for Teaching Quality has developed an impressive list of resources to help schools use professional learning communities for professional development and

ultimately for the improvement of teacher quality. Retrieved on February 10, 2007 from <http://www.teacherleaders.org/resources/plc.htm>

Professional Learning Communities: a list of resources recommended by the Association for Supervision and Curriculum Development (ASCD) to help schools develop a Professional Learning Community. Retrieved on February 10, 2007 from <http://www.maineascd.org/tools/plc.htm>

All Things PLC in One Place. This web site features research and helpful resources on Professional Learning Communities. Retrieved on February 10, 2007 from <http://www.allthingsplc.info/>

b. Incentives exist for mentors.

NEA Foundation for the Improvement of Education, (1999) *Creating a Teacher Mentoring Program*. A paper based on the proceedings of NFIE's Teacher Mentoring Symposium, co-hosted with United Teachers Los Angeles in 1999. Washington, DC 20036. Retrieved on February 10, 2007 from <http://www.neafoundation.org/publications/mentoring.htm>

Portner, Hal (2001). *Training Mentors Is Not Enough: Everything Else Schools and Districts Need to Do*. (pp. 58-59). Thousand Oaks: Corwin Press, Inc. <http://www.corwinpress.com>

Feeney Jonson, Kathleen. (2002) *Being an Effective Mentor: How to Help Beginning Teachers Succeed* (pp. 122-129). Thousand Oaks: Corwin Press, Inc. <http://www.corwinpress.com>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers*. TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site. <http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

c. Time is provided for mentor and beginning educator to meet weekly and observe in other classrooms periodically.

Lipton, Laura, Wellman, Bruce, Humbard, Carlette (2001). *Mentoring Matters* (pp. 29-40), MiraVia, LLC Sherman CT, Available from MiraVia Web site <http://www.miravia.com/>

Portner, Hal (2001). *Training mentors is not enough: Everything else schools and districts need to do.* (pp. 55-58). Thousand Oaks: Corwin Press, Inc. <http://www.corwinpress.com>

Feeney Jonson, Kathleen. (2002) *Being an Effective Mentor: How to Help Beginning Teachers Succeed* (pp. 71, 96-97, 121-122, 143-148). Thousand Oaks: Corwin Press, Inc. <http://www.corwinpress.com>

d. Beginning educator assignments and schedules are equitable.

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (p.62).

TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site. <http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

e. A provision is in place for content mentoring.

Portner, Hal (2001). *Training Mentors Is Not Enough: Everything Else Schools and Districts Need to Do.* (p. 67). Thousand Oaks: Corwin Press, Inc. <http://www.corwinpress.com>

The Maine Mathematics and Science Alliance (MMSA) PO Box 5359 Augusta, ME 04332. Telephone 207 287-6646 MMSA is a K-12 science and mathematics education organization in Maine. It provides content mentoring through a variety of programs and projects. <http://www.mmsa.org/> For additional information contact Page Keeley, Senior Program Director, K-12 Science. pkeeley@mmsa.org

Information about MMSA's current projects is available at http://www.mmsa.org/science/science_NSF_projects.php

eMentoring for Student Success (eMSS). Program delivers mentoring for beginning science teachers via an online technology platform. The Maine Mathematics and Science Alliance is the lead organization for eMSS in Maine. Information available at <http://emss.nsta.org/>

The Northern New England Co Mentoring Network (NNECN) is a collaborative effort of Maine, New Hampshire, and Vermont.

NNECN offers a three-year program of professional development for middle and high school mathematics and science teachers. Maine Mathematics and Science Alliance is a partner organization. <http://www.nnecn.org/>

Additional Internet Resources for Standard 1

Maine content and professional development resources-
<http://www.maine.gov/education/achievingresults/prodev.htm#org>
Materials available at the Maine Department of Education Web site:
www.maine.gov/education/teacherinduction

- Mentoring/Induction Program Timeline
- Maine's Ten Initial Teacher Certification Standards-
- Bibliography of Mentoring Materials
- Web Based Induction Resources
- *Professional Learning Communities* article by Richard Dufour
- *Keeping New Teachers in Mind* article
- *Teacher Quality* Article
- *Peter Senge and the Learning Organization* article
- *Teacher Attrition* article
- Standards based Evaluation article

Sample District Induction Policy

(Name of school district) _____ acknowledges that a systematic induction program for beginning educators in this district is vital. Therefore, an induction program will be developed and assessed regularly, with a formal report to the school committee annually.

The induction program will have the following components:

- a. Supporting policies and procedures for a district induction program are provided.
- b. School district shareholders form a team that designs an induction program.
- c. Mentor educators are selected based on well-defined selection criteria and process, and are matched with beginning educators following a prescribed procedure
- d. Procedures for mentors are established.
- e. Professional Development/Support is provided throughout the year for beginning teachers.
- f. An evaluation of the induction program is conducted.

Developed by AARBEC team 2003

Resources for Induction Standard 2

School district shareholders form a team that designs an induction program.

A multi-representative team designs the induction program and identifies the process for creating an induction committee that will manage and assess the induction program

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (Pages 68-71 are specific to standard 2). TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site.
<http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site.
<http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

Massachusetts Department of Education, *Guidelines for Induction Programs* (2001, October). This is a succinct and useful document outlining Massachusetts's induction program. Retrieved February 10, 2007 from <http://www.doe.mass.edu/eq/mentor/induct.pdf>

Massachusetts Department of Education, A helpful site with links to more relevant resources. Check the Guidelines [PDF] from the list on the left side. Retrieved February 10, 2007 from <http://www.doe.mass.edu/eq/mentor/>

American Federation of Teachers. *AFL-CIO, Beginning Teacher Induction: The Essential Bridge*, (2001, September). This comprehensive article is an "Educational Policy Brief." Retrieved February 10, 2007 from the AFT Web site.
<http://www.aft.org/pubs-reports/downloads/teachers/policy13.pdf>

Additional Internet Resources for Standard 2

Selected Journal Articles recommended by North Carolina Department of Public Instruction. Retrieved February 10, 2007 from http://www.dpi.state.nc.us/mentoring_novice_teachers/journals.htm

Britton, Edward, Raizen, Senta, Paine, Lynn & Huntley, Mary Ann. (2000) *More Swimming, Less Sinking: Perspectives on Teacher Induction in the U.S. and Abroad*. Retrieved February 10, 2007 from the Free Online Publications

section of the WestEd Web site.

http://www.wested.org/online_pubs/teacherinduction/

Public Education Network (2003). *The Voice of the New Teacher*. This report looks at beginning teachers in the context of the teacher quality debate. Available from the publication pages at the Public Education Web Site.

http://www.publiceducation.org/pubs_TQ.asp

Link to pdf file retrieved February 10, 2007.

http://www.publiceducation.org/pdf/Publications/Teacher_Quality/Voice_of_the_New_Teacher.pdf

Alliance for Excellent Education, (2004). *Tapping the Potential: Retaining and Developing High-Quality New Teachers*. The report is available at the Alliance for Excellent Education Web site Retrieved February 10, 2007 from

<http://www.all4ed.org/publications/TappingThePotential/index.html>. PDF

file Retrieved February 10, 2007 from

http://www.all4ed.org/publications/Tapping_the_Potential/Tapping_the_Potential.pdf

Thompson; Marnie et.al. (2005). *The Impact of New Teacher Induction on Teacher Practices and Student Learning*. A paper presented April 13, 2005 at the Annual Meeting of the American Educational Research Association, Montreal. Princeton, NJ: Educational Testing Service. Retrieved February 10, 2007 from

http://www.ets.org/Media/Resources_For/K-12_Education/pdf/AERA_2005_Thompson.pdf

National Education Association (NEA). *A Better Beginning: Helping New Teachers Survive and Thrive*. A guide to setting up new teacher support systems. Washington, DC 20036: NEA New Teacher Support Initiative. Retrieved February 10, 2007 from

<http://www.nea.org/teachershortage/betterbeginnings.html>

Darling-Hammond, Linda. (1997) *Doing What Matters Most: Investing in Quality Teaching*. New York: National Commission on Teaching and America's Future. Retrieved February 10, 2007 from

<http://www.nctaf.org/documents/DoingWhatMattersMost.pdf>

Fulton, K., Yoon, I, and Lee Christine for National Commission on Teaching and America's Future (2005), *Induction into Learning Communities* NCTAF policy paper on comprehensive teacher induction. Retrieved on February 10, 2007 from

http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf

Additional Text Resources for Standard 2

Breaux, Annette L.; Wong, Harry K. (2003) *New Teacher Induction: How to Train, Support, and Retain New Teachers*. Mountain View, CA: Harry K. Wong Publications. Available from Harry K. Wong Publications at <http://www.effectiveteaching.com/>

Britton, Edward, Paine, Lynn, Pimm, David and Raizen, Senta (2003). *Comprehensive Teacher Induction: Systems for Early Career Learning*. Dordrecht, The Netherlands and San Francisco, California, USA: Kluwer Academic Publishers and WestEd. Available from <http://www.wested.org>

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Resources for Induction Standard 3

Mentor teachers are selected based on well-defined selection criteria and process and are matched with beginning educators following a prescribed procedure

a. Written criteria for selecting mentors are identified and potential mentors complete an application

Portner, Hal (2001). Training Mentors Is Not Enough: Everything Else Schools and Districts Need to Do. (pp. 58-59). Thousand Oaks: [Corwin Press, Inc.](#)

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (pp. 26, 70-72, 75, 104, 106-107). TEACHERS21, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site. <http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

Villani, Susan, (2002) *Mentoring Programs for New Teachers: Models of Induction and Support*. Thousand Oaks: Corwin Press, Inc. Book available from WestEd at <http://www.wested.org/cs/li/view/rs/569?x-t=li.record.view>

The Education Alliance at Brown University (2001) "What Makes a Good Mentor?" *LAB Education Notes 3(2)*: PDF version retrieved on line February 10, 2007 available at http://www.alliance.brown.edu/pubs/ed_notes/ednts_nov01.pdf

b. An induction committee selects mentors with input from the building principal.

Framingham Public Schools Mentor Program Handbook, (May 2003) retrieved on line February 10, 2007, <http://www.framingham.k12.ma.us/hr/mentor.htm>

c. Grade level, content, location, and compatibility of individual style of mentor are considered when matching mentor and beginning educator.

Johnson, Susan Moore, (2003) Retaining the Next Generation of Teachers: The Importance of School-Based Support, *Harvard Education Letter* (2001, July/August). Retrieved February 10, 2007 from <http://www.edletter.org/past/issues/2001-ja/support.shtml>

Feeney Jonson, Kathleen. (2002) Being an Effective Mentor: How to Help Beginning Teachers Succeed (pp. 71, 96-97, 121-122, 143-148). Thousand Oaks: Corwin Press, Inc.

Lipton, Laura, Wellman, Bruce, Humbard, Carlette (2001). Mentoring Matters (pp. 29-40), MiraVia, LLC Sherman CT, Available from MiraVia Web site <http://www.miravia.com/>

National Commission on Teaching & America's Future, Doing What Matters Most: Investing in Teacher Quality. The article is available on line. Retrieved February 10, 2007 from <http://www.nctaf.org/documents/DoingWhatMattersMost.pdf>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) Beyond Mentoring: How to Attract, Support and Retain New Teachers (pp. 26, 70-72, 75, 104, 106-107). TEACHERS21, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS21 Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS21 Web Site. http://www.teachers21.org/documents/beyondmentoringwebt_ext.pdf

d. An exit plan exists in the event that matches do not work.

Exit Process for Beginning Educators and Mentors

- The local certification/induction committee, with input from the building principal, will assign the Beginning Educator an AARBEC Mentor for the school year.
- At the end of the first two months, the Induction Committee will distribute a survey to Beginning Educators and Mentors to assess the effectiveness of the Beginning Educator/Mentor match. *¹
- If the survey indicates that no problems exist, the match will continue until one or the other expresses the need to reevaluate the match.
- If the survey indicates that a problem exists, the certification/induction committee representative and the principal will facilitate a meeting between Beginning Educator and the Mentor to attempt to resolve issues between them and to improve their effectiveness as a team. This will be followed by a trial period of two months during which they continue to work together.
- Another meeting will then be held with the above parties to determine the success of any adjustments during this two month period, and the parties may, at this point, choose to continue on as a team, or to end the formal Beginning Educator/Mentor relationship.
- If the match is ended at this point, a replacement mentor will be chosen in order to give the Beginning Educator continued support during this critical period. It is highly recommended that districts have a reserve pool of mentors to use in such circumstances. Also, certification/induction committee members may serve as reserve mentors.

* *Please see Beginning Educator and Mentor Match Survey* in Resources for Induction Standard 4 (page ___)

Additional Internet Resources for Standard 3

Maine Department of Education Web site:
Needs of Beginning Teacher Organized by Monthly Logs

Public Education Network (2003). *The Voice of the New Teacher*. This report looks at beginning teachers in the context of the teacher quality debate. Available from the publication pages at the Public Education Web Site. http://www.publiceducation.org/pubs_TO.asp Link to pdf file retrieved February 10, 2007.
http://www.publiceducation.org/pdf/Publications/Teacher_Quality/Voice_of_the_New_Teacher.pdf

Kardos, Susan and Moore Johnson, Susan. (2007) On Their Own and Presumed Expert: New Teachers' Experience with Their Colleagues. Teachers College Record 109(12). Retrieved February 10, 2007 from <http://www.tcrecord.org/content.asp?contentid=12812>

Teacher mentoring and Induction Resources – an extensive list compiled by [MiddleWeb](http://www.middleweb.com). Retrieved February 10, 2007 from <http://www.middleweb.com/mentoring.html>

National Education Association (NEA). A Better Beginning: Helping New Teachers Survive and Thrive. A guide to setting up new teacher support systems. Washington, DC 20036: NEA New Teacher Support Initiative. Retrieved February 10, 2007 from <http://www.nea.org/teachershortage/betterbeginnings.html>

Pan, D.T., Mutchler, S.E., Shapley, K.S., Bush, J. & Glover, R.W. (2000) Mentoring Beginning Teachers: Lessons from the Experience in Texas - Policy Research Report. Austin, Texas: The Southwest Educational Development Laboratory. Online publication retrieved February 10, 2007 from <http://www.sedl.org/pubs/policy23/>

Kajs, L.T., Alaniz, R., Willman, E., Maier, J.N., Brott, P.E., & Gomez, D.M. Looking at the Process of Mentoring for Beginning Teachers (2001). Washington, D.C.: National Association for Alternative Certification. Retrieved February 10, 2007 from <http://www.alt-teachercert.org/Mentoring.html#Expected%20Knowledge%20and%20Skills%20of%20Mentors>

Mentoring and Induction resources recommended by North Carolina Department of Public Instruction. Selected Books and Reports retrieved February 10, 2007 from http://www.dpi.state.nc.us/mentoring_novice_teachers/books.htm and What's Hot - Top Mentor Publications retrieved February 10, 2007 from <http://www.mentors.ca/topmenbks.html>,

Resources for Induction Standard 4

Procedures for mentors are established.

- a. Roles and responsibilities for coaching/mentoring are defined.**

Recommended Mentor Training: Maine's Three Day Model

(See *Maine's Definition of Effective Mentoring* on next page)

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Maine's Definition of Effective Mentoring

"To coach is to convey a valued colleague from where he or she is to where he or she wants to be. " Art Costa and Robert Garmston

Mentoring is the process by which a more experienced educator facilitates the growth of a beginning educator by acting as a coach, encouraging and modeling reflection, encouraging and modeling intentionality, focusing the beginning teacher on what is important, helping the beginning educator achieve his or her goals, assisting the him or her with career and professional development, connecting the beginning educator to others who can enhance his or her growth or development, and serving as a sounding board.

A mentor's support and sponsorship needs to include meeting regularly with the beginning educator. This meeting is at least thirty to forty-five minutes in length and should be regularly scheduled. At the beginning of the school year these meetings tend to focus on support issues and familiarizing the beginning educator with the school and the district. It is important for the mentor to familiarize the mentee with the culture of the school. The mentor serves as an advocate for the beginning educator, and assists him or her in finding resources. Mentors also provide emotional support and problem solve with the beginning educator.

As the mentor and mentee relationship evolves into more collegiality, the meetings focus on such issues as effective planning and instruction, differentiation, curriculum, assessment and student achievement. The mentor or mentee documents the weekly meetings. At all times effective mentors use effective listening and questioning techniques, such as paraphrasing, positive presuppositions and combining data and questioning rather than judging.

Mentors also observe the beginning educator and his or her classroom at least four times during the school year. The coaching cycle model is used for all four visits. This includes a planning conference, the observation, and the reflecting conference. Each element of the conference should be conducted in a timely manner to increase the likelihood of reflection and professionalism on the part of the beginning educator. The first observation should be informal. The other three observations are more formal, using the suggested data collection techniques of "class traffic", "verbal flow", "interaction analysis", "selective verbatim", "global scan", "at task", or other non-evaluative, objective observation technique. The mentor only collects data on the agreed upon topics. Throughout the coaching cycle and weekly meetings, mentors always maintain confidentiality and problem solve using positive conflict resolution. Their observations should be used for certification purposes only, and never for employment or evaluation reasons.

Due to the intensive and personal nature of this model of mentoring it is strongly recommended that mentors are assigned to only one beginning educator at a time.

SAMPLE
Sanford School Department
Mentor Contract
2006-2007

School _____ Lead Mentor _____

Year 1 2 3 *please circle one*

BLC _____ Beginning Teacher _____

Be it known, that on this _____ day of _____, the Sanford School Department and _____ do hereby enter to contract under the following terms and conditions.

Scope of Duties and Responsibilities: In general, the mentor is to provide advice, help secure materials, ease the new/inexperienced teacher's transition into the district, share information about all aspects of staff development, and provide orientation to new/inexperienced teacher.

Specific Mentor Teacher duties include, but are not limited to:

- Conduct three formal observations with required documentation. Submit copies to BT, New Teacher Induction Coordinator, and BLC
- Make additional informal visitations~ optional documentation
- Assist in the development of the beginning teacher's TAP with continued support using the Ten Maine Teaching Standards
- Participate as a member of the support team for the beginning teacher
- Attend four of the mentor/mentee Snack and Discuss meetings.
- Demonstrate successful teaching and classroom management strategies
- Provide opportunities to exchange ideas with, and observe, other teachers
- Assist in solving problems in curriculum, assessment, classroom management, achieving instructional goals, or discipline
- Meet weekly with the beginning teacher to provide feedback, guidance, and support ~~ copies of monthly logs and other related documentation to BT, New Teacher Induction Coordinator, Building Level Coordinator in a timely fashion
- Share ideas, resources, and teaching strategies
- Coordinate assistance with department or grade level chairpersons
- Complete and return required documentation to the New Teacher Induction Coordinator
 - Formal observations (3)
 - Informal visitations (optional documentation)
 - Weekly contact logs

Mentor Contract - Page 1 of 2

Mentor Applicants: Any classroom teacher who meets the following qualifications is eligible to apply for the position of mentor teacher:

- Holds a valid Maine teaching certificate
- Has provided direct instruction to students for a minimum of three years
- Communicates effectively with colleagues, parents, and students
- Completes a mentor training program that supports Sanford's New Teacher Induction Model
- Has the approval of his/her building administrator as having demonstrated evidence of
 - Using a variety of grade/learner appropriate instructional strategies, classroom management techniques, and approaches for the organization of the classroom
 - Having not received any notice or unsatisfactory service or act in the past three years

Mentor Stipends: Mentors shall receive a salary stipend* supplement as follows:

- \$500.00 a year for mentoring a beginning teacher
- \$25 for attendance at each of the mentor/mentee Snack and Discuss meetings.

Mentors must attend the number of seminars and complete all required paperwork in order to receive the mentor stipend.

Terms of Contract: This contract shall begin in September of 2006 and shall terminate June 2007.

Termination: Either party may terminate this contract with 30 days written notice.

The terms of the contract are agreed upon by:

_____	_____
Lead Mentor	Date
_____	_____
New Teacher Induction Coordinator	Date
_____	_____
Curriculum Coordinator	Date

*Full payment of the mentor stipend will be rendered at the end of the contract period.

b. Three days of mentor training are provided that include: the needs of beginning educators as adult learners, Maine's Initial Teacher Certification Standards, active listening and questioning skills, cognitive coaching, classroom observation data collection, teachers' developmental stages, leadership styles, and the nature of the mentoring relationship.

- Recommended Mentor Training: Maine's Three Day Model

Maine's Mentor Training

This course introduces mentors to the needs of beginning educators and how best to mentor/coach them toward professional certification. This three day workshop was co-developed with Learning Innovations at WestEd, an educational research consulting firm, and the Maine Department of Education during a 2001-2003 Title IIA TQE research grant.

During the training participants will be given opportunities to:

- Understand the needs of beginning educators
- Become familiar with confidentiality guidelines
- Understand the role of the mentor/coach in addressing beginning educator needs
- Have a shared definition of coaching and mentoring
- Become familiar with Maine's Initial Teacher Certification Standards
- Enhance listening and questioning skills to promote reflection
- Learn to match mentoring approaches to beginning educator needs
- Learn and practice the Coaching Cycle
- Enhance knowledge of classroom observation techniques
- Increase awareness of how objective observation data and non-judgmental feedback can provide a framework for educational decision-making
- Use Maine's Initial Teacher Certification Standards in mentoring and coaching
- Enhance listening and questioning skills to promote reflection and effective teaching
- Understand the needs of adult learners
- Enhance knowledge of teachers' developmental stages, and the phases of mentoring relationships
- Understand and practice conflict resolution skills
- Observe and practice the techniques used to plan instruction and assessment
- Observe and practice coaching using Maine's Initial Teacher Certification Standards and Maine's Learning Results

Participants will attend three days of initial training, and be given opportunities to engage in a State network of colleagues on mentoring & induction issues. A "Refresher, Day 4" will be offered at a later date. In addition participants will receive a fully developed packet of resources and sample forms to use in their mentoring practice. Completion of the three day workshop leads to 18 professional development contact hours, and qualifies participants to attend the Maine Department of Education's "Mentors Training Mentors" workshop.

Successful completion of the "Mentors Training Mentors" workshop qualifies participants to deliver Maine's Mentor Training Workshop in their own SAU, and throughout the State.

c. Mentors are provided on-going professional development that includes time to work with other mentors to improve their knowledge and skills related to coaching and mentoring and are provided regular updating of mentor training

Center for Cognitive Coaching, *Overview of Cognitive Coaching*. (2006).

Online article retrieved February 10, 2007 from

<http://www.cognitivecoaching.cc/overview.htm>

Pan, D.T., Mutchler, S.E., Shapley, K.S., Bush, J. & Glover, R.W. (2000) *Mentoring Beginning Teachers: Lessons from the Experience in Texas - Policy Research Report*. Austin, Texas: The Southwest Educational Development Laboratory. Online publication retrieved February 10, 2007 from <http://www.sedl.org/pubs/policy23/>

Lipton, Laura, Wellman, Bruce, Humbard, Carlette (2001). *Mentoring Matters* (pp. 29-40), MiraVia, LLC Sherman CT, Available from MiraVia Web site <http://www.miravia.com/>

Scherer, Marge. (Ed.). (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Available from ASCD at <http://www.ascd.org>

Scherer, Marge. (Ed.). (1999). *A Better Beginning: Supporting and Mentoring New Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Available from ASCD at <http://www.ascd.org>

Podsen, I. J. & Denmark, V. M. (2000) *Coaching and Mentoring First Year and Student Teachers*. Larchmont, NY: Eye on Education. Available from Eye on Education at <http://www.eyeoneducation.com/>

Gordon, Stephen P. & Maxey, Susan. (2000) *How To Help Beginning Teachers Succeed 2nd ed.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Available from ASCD at <http://www.ascd.org>

Breaux, Annette L.; Wong, Harry K. (2003) *New Teacher Induction: How to Train, Support, and Retain New Teachers*. Mountain View, CA: Harry K. Wong Publications. Available from Harry K. Wong Publications at <http://www.effectiveteaching.com/>

Portner, Hal (2001). *Training Mentors Is Not Enough: Everything Else Schools and Districts Need to Do*. (pp. 58-59). Thousand Oaks: Corwin Press, Inc. Available from Corwin Press, Inc. at <http://www.corwinpress.com/>

Criteria for Mentor Selection

From Portner, H. (2001). Training Mentors Is Not Enough. Thousand Oaks, CA: Corwin Press, Inc.

- Veteran educators who have expertise and credibility in the classroom
- Willingness to nurture another person/adult/educator/staff member
- People-oriented, open-minded, flexible and empathetic
- Collaborative, cooperative, receptive, responsive, open, and dependable
- Positive attitude, strong interpersonal skills, high moral, ethical character
- Professionally certified and knowledgeable in content area he/she teaches
- Taught successfully for a number of years
- Wide repertoire of effective classroom management and instructional strategies
- Reflective of the diversity of the staff
- Understands politics and culture of the school community

From Saphier, J.; S. Freedman and B. Ascheim (2001). Beyond Mentoring. Newton, MA: Teachers21

- Proven track record as successful classroom teacher with over three years experience.
- Communication style that adapts to individual differences
- Behaviors that show commitment to constant learning about the craft, collegiality and experimentation in one's teaching
- Demonstrated perseverance and confidence building with resistant students and slow learners
- Strong belief that effective effort is the key determinant to student success
- Long-term commitment to the mentoring role and to the beginning teacher
- Commitment to completion of a program of study that builds skill in observing, diagnosing and being articulate about skillful coaching
- Strong pedagogy knowledge
- Willing to complete a course of study in mentoring and supporting beginning teachers
- Committed to collegial practices
- Current on and implementing best practices
- Willing to commit the necessary time
- Demonstrated ability to work with peers
- Knowledge and skills in conferencing and observation
- Possesses a sense of humor
- Committed to professional development, and openness to new ideas and methodology.
- Strong knowledge of the certification process
- Clear, consistent communicator who is respected within the district culture
- Professional schedule that allows them time to fulfill their responsibilities
- Willing to serve on the district induction committee.

Understanding Diverse Teaching Styles

It is important that a mentor have “the ability to recognize and nurture a beginning educator in finding his own style, strengths, and weaknesses,” according to one San Francisco mentor. Another mentor noted the importance of allowing the beginning educator “space to discover her own teaching style while being close by in case the mentor is needed” (Jonson, 1999b). This same mentor felt it was important not to interfere with the instructional strategies established by the beginning educator.

Each of these experienced mentors recognized the importance of providing support and assistance without attempting to impose an individual style on the beginning educator. Only with such an understanding will the beginning educator have the opportunity to grow in his own personal way.

Being An Effective Mentor, Kathleen Feeney Jonson, p.19

Survey: Beginning Educator and Mentor Match

Date: _____

With 1 being "Low" and 5 being "High," please rate (circle) the level of mentoring support you have received this year in each of the categories described below.

1. Please rate (circle) the level of mentoring support you have received this year in your content area. [Standards 1, 2, 4, 5, 8]

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 High

Please briefly explain your response:

2. Please rate (circle) the level of mentoring support you have received this year in your classroom management. [Standards 3, 5, 6, 7]

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 High

Please briefly explain your response:

3. Please rate (circle) the level of mentoring support you have received this year in your professional growth. [Standards 9, 10]

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 High

Please briefly explain your response:

4. Please rate (circle) the effectiveness of the match between you and your Mentor. [Standards 9, 10]

Low 1 _____ 2 _____ 3 _____ 4 _____ 5 High

Please briefly explain your response:

5. Please indicate your name if there is a need for a confidential conference on your mentoring relationship, and include several possible times to meet. All efforts will be made to meet with you in a timely fashion. Thank you.

Name: _____

Days/Times: _____

MODELS OF TEACHING Preference Rating Scale

Rate each item 1 to 5 indicating level of intensity; 1 being "not at all", 2 being "somewhat", 3 being "often", 4 being "a great deal", and 5 being "almost always". After you have answered all the questions, add the numbers in each column and then turn to the following page for an explanation of the results.

	IA	PA	SA	BA
1. I assist students in discussing and evaluating their thinking strategies.	<input type="checkbox"/>		<input type="checkbox"/>	
2. I reach out to students.		<input type="checkbox"/>		
3. I direct group process and the requirements of inquiry.			<input type="checkbox"/>	
4. I am a diagnostician analyzing each student in order to tailor a program to meet his or her learning needs.				<input type="checkbox"/>
—————				
5. I match eliciting questions to student's level of cognitive ability.	<input type="checkbox"/>		<input type="checkbox"/>	
6. I empathize and react to help students define problems and take action.		<input type="checkbox"/>		
7. I am an academic counselor.			<input type="checkbox"/>	
8. I am a selector drawing on both human and material resources available to the instructional setting.				<input type="checkbox"/>
—————				
9. I ensure that questions are phrased so that they can be answered with yeses or nos, and that their substance does not require that I do the inquiry.	<input type="checkbox"/>		<input type="checkbox"/>	
10. I encourage and model openness and non-rational, creative expression.		<input type="checkbox"/>		
11. I help students explore various sides of the problem situation and compare alternative views.			<input type="checkbox"/>	
12. I am a tutor building meaningful and appropriate learning experiences that lead a student to a more independent and responsible role in his or her learning setting.				<input type="checkbox"/>

Preference Rating Scale -- page 1 of 5

	IA	PA	SA	BA
13. I ask students to rephrase invalid questions.	<input checked="" type="checkbox"/>			
14. I accept all student responses.		<input type="checkbox"/>		
15. I increase students' awareness of their own views and feelings by reflecting, paraphrasing, and summarizing their responses.			<input checked="" type="checkbox"/>	
16. I provide a visual representation of the task along with the verbal explanation.				<input type="checkbox"/>
●—————●				
17. I point out unvalidated points-for example, "We have not established that this is liquid."	<input checked="" type="checkbox"/>			
18. I select analogies that help students stretch their thinking.		<input type="checkbox"/>		
19. I use the concept of role, and emphasize that there are different ways to play a role			<input checked="" type="checkbox"/>	
20. I provide immediate corrective feedback and positive reinforcement for correct performance.				<input type="checkbox"/>
●—————●				
21. I press students to make clearer statements of theories and provide support for their generalization.	<input checked="" type="checkbox"/>			
22. I guard against over intensity.		<input type="checkbox"/>		
23. I emphasize that there are alternative ways to resolve a problem.			<input checked="" type="checkbox"/>	
24. I try to control the stimulus.				<input type="checkbox"/>
●—————●				
25. I clarify the purpose of the lesson.	<input checked="" type="checkbox"/>			
26. I help individuals gain insight into their own behavior and develop conceptual tool.		<input type="checkbox"/>		
27. I maintain a vigorous intellectual climate where all views are respected and I avoid direct evaluation of students' opinion.			<input checked="" type="checkbox"/>	
28. I reinforce appropriate behavior.				<input type="checkbox"/>

Preference Rating Scale -- page 2 of 5

	IA	PA	SA	BA
29. I present a conceptual organizer.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
30. I attempt to maintain openness and honesty at all times with respect to oneself and group- member feelings.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
31. I see that issues are thoroughly explored.			<input checked="" type="checkbox"/>	
32. I ignore inappropriate behavior, or, when necessary, restructure and use time-out.			<input checked="" type="checkbox"/>	<input type="checkbox"/>
●—————●				
33. I help the student identify key items, pairs, and images.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
34. I am alert to verbal and nonverbal manifestations of feelings.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
35. I probe the substance of students' thinking through questioning relevance, consistency, assumptions, and using specific instances (analogies) to contradict more general statements.			<input checked="" type="checkbox"/>	
36. I maintain a nonevaluative but supportive attitude.			<input checked="" type="checkbox"/>	<input type="checkbox"/>
●—————●				
37. I offer suggestions working from the student's frame of reference.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
38. I assist students in taking responsibility and focusing on feelings.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
39. I avoid advocating a stand.			<input checked="" type="checkbox"/>	
40. I facilitate understanding and interpretation of the rules of an activity.			<input checked="" type="checkbox"/>	<input type="checkbox"/>
●—————●				
41. I select the learning activities according to the student's developmental level.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
42. I am directly involved.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
43. I assume the role of observer and member in terms of my interventions and opinions.			<input checked="" type="checkbox"/>	
44. I encourage participation and help students cope with uncertainty.			<input checked="" type="checkbox"/>	<input type="checkbox"/>

Preference Rating Scale -- page 3 of 5

	IA	PA	SA	BA
45. I avoid leading or cuing questions.	<input checked="" type="checkbox"/>			
46. I maintain a nonjudgmental attitude.		<input type="checkbox"/>		
47. I provide a model and interpret group behavior, calling attention to critical events or motivations in the group.			<input checked="" type="checkbox"/>	
48. I redirect when necessary.				<input type="checkbox"/>
49. I enquire into the students' reasoning.	<input checked="" type="checkbox"/>			
50. I facilitate the group as a whole in identifying, selecting, and following through with alternative courses of behavior.		<input type="checkbox"/>		
51. I act as a sharpener, focuser, and counselor to inquiry.			<input checked="" type="checkbox"/>	
52. I encourage acceptance of each person's behaviors and efforts.				<input type="checkbox"/>

Total in each Column

IA PA SA BA

See next page for explanation of totals.

MODELS OF TEACHING

Information Processing Approach (IA)

(Data Acquisition and Operations)

A distinct point of view about how people think and about how to affect the ways they operate on information. This approach includes systems for teaching general problem-solving ability to procedures for teaching specific thinking processes. Teaching concepts to be used for processing information. Many models have been developed to teach either the major concepts or the system of inquiry used by various disciplines. Based on theories about how to increase intellectual development.

Personal Approach (P A)

(Self-Responsibility/Self -Determination)

Focus on the person. To lead the student toward greater and greater mental and emotional health by improving the concept of self, increasing realism, creating self-confidence, and extending sympathetic and empathetic reactions to others. Students are taught to take charge of their own educations, to develop specific kinds of qualitative thinking such as creativity and personal expression. Better developed, more affirmative, self- actualized learners have increased learning capabilities. A nondirective philosophy is the basis for certain approaches to teaching academic subjects. The "experience" methods for teaching reading, for example, use student dictated/generated stories as the initial reading materials and student-selected literature as the chief materials once initial competence has been established.

Social Approach (SA)

(Cooperative Learning)

The social models combine a belief about learning and a belief about society. The belief about learning is that cooperative behavior is stimulating not only socially but also intellectually and, hence, that tasks requiring social interaction will stimulate learning. The belief about society is that a central role of education is to prepare citizens to perpetuate a democratic social order.

Behavioral Approach (BA)

(Stimulus/Response)

People respond to variables in their environment. These external forces stimulate individuals to act in certain ways: either to exhibit or avoid behaviors. By discovering what kinds of environmental variables affect behavior in which ways, the educator can apply these findings directly to his or her work-changing variables to change behavior.

Preference Rating Scale -- page 5 of 5

Adapted from Models of Teaching by Bruce Joyce, and Marsha Weil, Prentice-Hall, 1986, by Kevin Geel, Head Teacher, Crooked River Elementary School, Casco ME, 04051

ACTIVITY 3-6

HOPES AND FEARS: A LETTER TO MYSELF

Purpose (s): To help new mentors set appropriate goals for the upcoming year

Materials: Paper, envelopes, and pencils or pens

Trainer's Notes: This activity is designed to help anticipate success and to express any concerns about the responsibility of mentoring that the new mentors are about to undertake. It will be most effective after the completion of initial mentor training and either before or very soon after mentors have been matched with new teachers. This exercise is meant to promote quiet reflection and will have the most impact if comments and conversation do not occur at this time. Those participants who are reticent to write may need some additional encouragement. The letters are meant to be personal and private. However, at the end of the year's experience, their contents could become a powerful source of open, voluntary sharing and reflection.

Process/Steps:

1. Distribute paper and envelopes to all mentors.
2. Ask mentors to write a letter to themselves addressing the following questions:
 - What do you hope for yourself and the new teacher(s) you will be mentoring this coming year?
 - What concerns and fears lurk at the beginning of this experience?
3. Have the participants address the letters to themselves, put the letters into the envelope, seal the envelope, and put their name on the outside of it. Collect the envelopes.
4. Prior to the final mentor meeting of the school year, mail or deliver these letters to their owners.
5. Ask mentors to voluntarily share portions of their letters with other mentors and openly reflect on the successes and frustrations of their experience.
 - Were their hopes realized?
 - Were their fears realistic?
6. In the large group, discuss the impact of these hopes and fears on:
 - the preparation of mentor training;
 - program development;
 - the mentor/new teacher match; and
 - other components of the program, as well as the program's overall success.

ACTIVITY 3-7

SETTING EXPECTATIONS

Purpose(s): To reflect on and create a clear statement of expectations for a mentoring relationship

Materials: Enough copies of the handout "Example of a Mentor's Expectations" for each participant, blank paper, and pencils or pens

Trainer's Notes: This activity is a logical extension of Activity 3-5, "Taking the Pulse on Your Relationship: A Checklist for Mentors" and Activity 3-6, "Hopes and Fears: A Letter to Myself." When mentors write their expectations, they model what new teachers need to consider if the pair is to have a shared focus and an effective relationship.

Process/Steps:

1. Discuss why it is important to be clear about one's expectations for a mentoring relationship.
2. Ask participants to read the handout "Example of a Mentor's Expectations."
3. Ask participants to discuss their reactions.
4. Give participants a blank piece of paper and ask them to draft their expectations for a mentoring relationship.
5. Ask participants to share and discuss their responses, questions, and concerns with another mentor.
6. In the large group, identify strategies to use in helping new teachers develop their own expectations.

Time Required: 60 minutes

ACTIVITY 3-8

THE NITTY GRITTY: WHAT DO NEW TEACHERS REALLY NEED TO KNOW IN OUR SCHOOLS?

Purpose (s): To create a list of "essentials" (notes on facility, personnel, responsibilities, and first-day considerations) that help orient new teachers to a school site

Materials: Enough copies of the handouts "First-Day Considerations," "First-Week Considerations," "First-Month Considerations," and "Beginning Teacher Calendar Checklist" for each participant; newsprint; easels; and markers

Trainer's Notes: This activity is intended to have mentors recall and generate information necessary for new teachers. Ready-made lists are available, *but* the usefulness of this task lies in creating a list of taken-for-granted "stuff" that teachers know and do. The handouts "First-Day Considerations," "First-Week Considerations," "First-Month Considerations," and "Beginning Teacher Calendar Checklist" --when shared at the end of the activity --can serve to validate the participants' work. This activity can be organized in different ways depending on the size and composition of the group. If there are mentors from one site or one district, they might be grouped together so that information can be site-specific. However, it also works if groups consist of mentors from different school sites. Each group can tackle each category separately or the categories can be divided among the groups and the separate lists shared later with the whole group. In addition, as described below, the activity can be done as a carousel brainstorming task in which participants move in round-robin fashion -from category to category until everyone has had a chance to add to each category.

Mentors know much of this information instinctively. Helping them think back to their initial year makes generating these lists easier. What do they wish they knew when they began that they could now share with a new teacher?

If additional staff is available, it is always nice to have the lists (that were generated on newsprint) typed, copied, and distributed to participants before the session ends. The information generated in Step 6 will be helpful in planning training for new teachers throughout the year.

Process/Steps: In the large group, generate a list of categories of information that new teachers might need to know about a new school, for example, the school plant, necessary routines or procedures, school personnel and their duties, procedures and ideas for the first day, regular meetings and events throughout the year, substitute procedures, and referrals to resources. Mount these headings on newsprint around the room.

FIRST -DAY CONSIDERATIONS

- Be over prepared.
- Make all students feel welcome in your classroom.
- Be sure everyone in your classroom knows the layout of the school and playground, and where to line up.
- Be as aware as you can of what is going on in your classroom throughout the day. Don't let behavior problems begin.
- Begin to talk about rules
- Celebrate your successes.

DRAFT

FIRST– MONTH CONSIDERATIONS

- Celebrate your successes --feel confident that you are capable and in charge. .
- Implement your rules, procedures, and management systems during the entire month.
- Reinforce expectations.
- Respond quickly when expectations are not met.
- Be consistent.
- Model what you expect from your students.
- Grade, record, and return those papers you feel important for feedback as soon as possible.
- Teach skills of independence as the need arises, for example, what to do when students need help and the teacher is not available, when to sharpen pencils and renew supplies. .
- Give concise and accurate directions before starting lessons or assignments. Provide options for learning, teaching, and student practice. .
- Enjoy your new career and class.
- Take care of yourself.

Planning

- Become acquainted with the district and school philosophy and policy about ' discipline. -
- Formulate a standard for student behavior in the classroom.
- Establish a set of procedures for classroom routines' (passing out materials, taking attendance, collecting assignments, etc.).
- Set up the classroom (seating arrangements, supplies area, assignment baskets, bulletin boards, etc.).
- Develop long-range general plans for the first quarter (units, time lines, film orders, etc.).
- Choose a workable plan book format.
- Outline specific first-week lesson plans.

Grades and Records

- Become acquainted with school and district philosophy/policies regarding grading, homework, attendance, etc.
- Set up a grade book that includes all necessary areas: daily grades, test grades, attendance, etc. (use a permanent class list).
- Inquire about any other records needed.
- Develop a system for keeping track of parent contacts, discipline referrals, etc.

Community Relations

- Consider ways to communicate with parents on a regular basis.
- Become aware of the many ways parents are involved with the school, i.e., volunteers, parent club, local school advisory committee

JANUARY

End of Semester

- Find out about semester exams. -Record semester grades/report cards.
- Reflect on the first semester.
- Prepare long-range general plans for second semester.
- Streamline planning activities and assembling instructional materials.
- Make plans for spring break.

FEBRUARY /MARCH/ APRIL

School Schedule

- Prepare for patriotic holiday observances.
- Attend new teachers' workshop.
- Take spring vacation.

Standardized Testing

- Examine copies of testing materials and teacher editions.
- Know the school's testing schedule and the teacher's role in administering the tests.
- Become aware of the test data and how you will be expected to interpret it.

MAY/JUNE

School Schedule

- Learn about school/district policies regarding special end-of-year activities, assemblies, and parties.
- Find out about school schedule for the final weeks of school. Activity 3-8, Handout 3-81

ACTIVITY 3-9

I' D LIKE YOU TO MEET ... INTRODUCING THE SCHOOL COMMUNITY

Purpose(s): To create a contextual "portrait" of the history, atmosphere, and dynamics of the school setting to acclimate new teachers

Materials: Enough copies of the handout "Portrait of Our School" for each participant, blank paper, and pencils or pens

Trainer's Notes: This activity is best done with a group of mentors from one school. If there is a mixed group, sharing can be done at the end, but each site needs to work individually to construct its "portrait." Participants who complete a "portrait" of their school should be encouraged to share it with colleagues who are not present, and revise it with their input

Process/Steps:

1. Explain to participants that schools, like classes, have a collective personality. Getting to know a school is much like becoming acquainted with a stranger. This activity is intended to create a written description (portrait) of this new personage to help acclimate the new teacher.
2. Ask participants to individually list some characteristics or qualities that describe their school.
3. Share some of these aloud.
4. Distribute the handout "Portrait of Our School" and let participants begin to make notes to themselves as they respond to the questions. Remind them to be as descriptive as possible and to avoid judgmental or derogatory remarks. Use terms that would elicit a sense or a feeling about the life of this institution. It would be fair to include a note about any inherent bias one holds.
5. Allow individuals a "free write" period --approximately 15 minutes --to create a portrait of their own school, including ideas from the handout.
6. Ask participants to form small groups of two or three to share their portraits: Address these questions:
 - Were you surprised in any way by your description?
 - Have you given a fair introduction of your setting to a new teacher?
 - Would you choose to work there again?

Time Required: 90 minutes

ACTIVITY 3-14

WE'RE READY TO HELP: A COLLEGIAL COLLECTION OF RESOURCES FOR NEW TEACHERS

Purpose(s): To develop a resource list of site-based talents of the staff available to new teachers as an example of collegiality

Materials: Enough copies of the handout "Some Critical" Areas of Professional Knowledge for New Teachers" for each participant, overhead entitled "Some Critical Areas of Professional Knowledge for New Teachers," overhead projector and screen, newsprint, easel, and markers

Trainer's Notes: This activity is recommended for an entire school staff or a portion thereof, in a group no larger than 12. Each group should contain one new teacher and be led by a mentor as a way of welcoming the new teacher. It could be done by a group of teachers in a close-knit district as well. If there is a mixed group of mentors, you might spend a brief time having participants reflect on the best resources in their school to offer assistance to new teachers in important areas. Having people focus on their own talents and expertise often makes them feel uncomfortable, like "blowing their own horn." If this is a problem, we suggest that you encourage individuals to nominate others whom they know have special professional abilities. Any list of resources prepared by a school's staff should be typed up and added to periodically as teachers develop other areas of expertise.

Process/Steps:

1. Ask participants to form groups of 10-12 so that those who work in proximity to each other and a new teacher are working together. These are the teachers most likely to be called on to offer assistance to new teachers.
2. Have members of the group consider some of the important areas of professional expertise that they might have to offer. Share with them the overhead and handout "Some Critical Areas of Professional Knowledge for New Teachers." Ask members of the group to add to the list.
3. Ask each participant (including the new teachers), in turn, to identify one area in which he or she feels a solid level of competence. Encourage each to talk briefly about how that interest originated and share the important elements of that area. This will give everyone a "flavor" of the knowledge that each member of the group possesses.
4. Have them list these names and areas on the newsprint.
5. Go around again until all areas of expertise are addressed or until the group members run out of knowledge areas to mention

**SOME CRITICAL AREAS OF PROFESSIONAL KNOWLEDGE
FOR NEW TEACHERS**

- Managing behavior in a classroom
- Designing classroom space
- Organizing time
- Managing stress
- Interacting with parents
- Assessing student work
- Developing certain instructional strategies
- Setting student expectations
- Resolving conflict
- Identifying classroom problems
- Conducting action research
- Others...

Resources for Induction Standard 5

Professional Development/Support is provided throughout the year for beginning teachers.

- a. Before school begins an orientation session for beginning educators is held with their mentors in attendance, to discuss the district induction program and other district policies and procedures.***

Aspen Education Development Group. *New Teacher Orientation: A Practical Guide for School Administrators*. (2003) Boston, MA: Jones and Bartlett Publishers, available at <http://www.jbpub.com/catalog/0834204584/>

Villani, Susan, (2002) *Mentoring Programs for New Teachers: Models of Induction and Support*. Thousand Oaks: Corwin Press, Inc. Book available from WestEd at <http://www.wested.org/cs/li/view/rs/569?x-t=li.record.view>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (Pages 68-71 are specific to standard 2). TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site. <http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

Simmons, A. *A Guide To Developing Teacher Induction Programs*. (2000) Belmont, MA: Recruiting New Teachers, Inc., Available online. Retrieved February 10, 2007 at <http://www.physics.ohio-state.edu/~jossem/REF/190.pdf>

- b. Two to three days of professional development are offered to beginning educators designed to meet their expressed needs.***

DuFour, R. & Eaker, R. (1998). *Professional Learning Communities At Work: Best Practices For Enhancing Student Achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development (NSDC). Available from NSDC at <http://store.nsd.org/>

Feeney Jonson, Kathleen. (2002) *Being an Effective Mentor: How to Help Beginning Teachers Succeed* (pp. 71, 96-97,121-122,143-148). Thousand Oaks: Corwin Press, Inc.
<http://www.corwinpress.com>

Pan, D.T., Mutchler, S.E., Shapley, K.S., Bush, J. & Glover, R.W. (2000) *Mentoring Beginning Teachers: Lessons from the Experience in Texas - Policy Research Report*. Austin, Texas: The Southwest Educational Development Laboratory. Online publication retrieved February 10, 2007 from <http://www.sedl.org/pubs/policy23/>

Maine Education Association. Classroom Management Workshop: I Can Do It! Information is available in the fall at <http://www.maine.nea.org/>

Oswego City School District NY 13126. New Teacher On Line Resources. List with hundreds of links to resources for teachers. Includes categories for new teachers and specific grade level resources. Retrieved February 10, 2007 from <http://www.electriceacher.com/newteacher/>

The Maine Mathematics and Science Alliance (MMSA) PO Box 5359 Augusta, ME 04332. Telephone 207 287-6646 MMSA is a K-12 science and mathematics education organization in Maine. It provides content mentoring through a variety of programs and projects. <http://www.mmsa.org/> For additional information contact Page Keeley, Senior Program Director, K-12 Science. pkeeley@mmsa.org

Information about MMSA's current projects is available at http://www.mmsa.org/science/science_NSF_projects.php

eMentoring for Student Success (eMSS). Program delivers mentoring for beginning science teachers via an online technology platform. The Maine Mathematics and Science Alliance is the lead organization for eMSS in Maine. Information available at <http://emss.nsta.org/>

The Northern New England Co Mentoring Network (NNECN) is a collaborative effort of Maine, New Hampshire, and Vermont. NNECN offers a three-year program of professional development for middle and high school mathematics and science teachers. Maine Mathematics and Science Alliance is a partner organization. <http://www.nnecn.org/>

Maine's Initial Teacher Certification Standards Quick Reference

- c. Beginning educators and their mentors participate in the coaching cycle a minimum of three times during the school year using Maine's Initial Teacher Certification Standards.*

Recommended Mentor Training: Maine's Three Day Model

DRAFT

Suggestions for orientation activities

- Review district policies, procedures, legal issues, and philosophy.
- Make sure teachers know the basics, like how to take attendance and keep a grade book.
- Have a panel—an assistant superintendent, principal, parent, and student—discussing "What I Expect from a New Teacher."
- Offer nonviolent crisis-intervention training.
- Hold sessions on first-week survival tips and hold subject-area curriculum reviews.
- Present updates from district divisions, with information on instructional support services, business and finance, personnel, and special education services.
- Arrange for teacher visiting days to observe other classrooms. Have mentees spend an entire day in a mentor's classroom.
- Cluster teachers by grade or subject rather than in heterogeneous groups.
- Introduce teachers to the teacher evaluation process, districtwide goals, and curriculum materials.



One NPS inductee said, "... It helps to see a hundred or more new teachers and to know you're not the only one who has butterflies in her stomach and who doesn't really know what to do. "In addition to attending informative seminars that day she said she enjoyed meeting administrators and others within the Norfolk Public School system. She also enjoyed talking to educators who addressed multicultural education, passed out their business cards, and promised their assistance in case new teachers could find no other support in their schools. Overall, she relished the professionalism that the administration assumed of her.

FYI

Rochester City School District Orientation

In addition to offering an extensive mentoring program for new teachers, Rochester, New York, offers a two-day orientation that introduces the people, programs, and mission of the district; a variety of citywide staff development opportunities, such as elective courses and seminars; and schoolsite, in-service and other professional development activities designed by school teams.

FYI

Jefferson County Public Schools Orientation

Jefferson County activities, which include orientation to the district and to the Kentucky Education Reform Act, occur during five days at the end of summer and periodically thereafter (as new groups of teachers are hired). The Jefferson County Teachers Association also runs a separate three-hour orientation that covers union business.

Try this!

- Present material in half days spread throughout the year.
- Offer optional discussion groups on topics such as teaching in an urban area, helping students manage anger, and inclusion.
- Identify teachers or administrators who are great role models and good presenters.
- Identify principals or assistant principals who are willing to be on hand throughout the orientation.
- Employ your friendliest, most vivacious food service workers to provide meals and refreshments.
- Identify the most enthusiastic and competent bus drivers to provide a bus tour of the community.
- Invite assistance from local board of education members.
- Invite local business people to participate in activities, or contribute a luncheon or small gifts to be included in inductee packages, etc.
- Identify an efficient group of support personnel to staff the registration desk, distribute name badges, manage attendance and financial records, and greet each participant.
- Structure a midyear check-in with smaller groups of inductees (a few schools as opposed to the whole system) to see if new questions have arisen.

Visit <http://pers.dadeschools.net/prodev/newed.htm> to see Miami-Dade County Public Schools newsletter for novice teachers, The New Educator, for ideas about a good way to inform new hires.

Simmons, A. (2000). *A Guide To Developing Teacher Induction Programs*. Belmont, MA: Recruiting New Teachers. <http://www.rnt.org/> [link not working – February 10, 2007]

**Beginning Teacher Self-Assessment Based on:
Maine's Standards for the Initial Certification of Teachers ,
and Maine's Learning Results**

Name: _____ Date: _____

Please consider the questions below and indicate where you are at the present. You may use the completed survey to discuss with your mentor the professional development goals for your work throughout the year

Please circle your answer, with 1 indicating "Low" and 10 being "High" (5 equals "neutral").

1. To what extent am I knowledgeable about Maine's Ten Teaching Standards?

Not at all
knowledgeable 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10
Extremely
knowledgeable

2. To what extent do I use Maine's Ten Teaching Standards to inform my teaching practice?

Not at all 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 All the time

3. To what extent am I knowledgeable about Maine's Learning Results?

Not at all
knowledgeable 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10
Extremely
knowledgeable

4. To what extent do I use Maine's Learning Results to inform my teaching?

Not at all 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 All the time

5. To what extent am I knowledgeable about Maine's Learning Results in the content area(s) I teach?

Not at all
knowledgeable 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10
Extremely
knowledgeable

*Developed by AARBEC (Advancing the Agenda for Results-Based Educator Certification) team
2001-2003*

Beginning Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information About Policy & Procedures

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Expectations of my colleagues
- Communicating with parents
- Standardized tests

Working with Students

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

Accessing Resources

- Organizing/setting up my classroom
- Accessing instructional materials and resources
- Arranging field trips
- Ordering materials
- Using the library and media resources
- Working with special services

Managing Time

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/ professional balance

Considerations for our mentor/protégé relationship:

Other areas I'd like to address:

*Bruce Wellman, Laura Lipton, Carlette Humbard, Mentoring Matters, MiraVia, LLC
Sherman CT*

Resources for Induction Standard 6

An evaluation of the induction program is conducted.

- a. *An annual evaluation of the district induction program based on the induction standards and indicators is conducted by the induction committee.*

Lipton, Laura, Wellman, Bruce, Humbard, Carlette (2001). *Mentoring Matters* (pp. 29-40), MiraVia, LLC Sherman CT, Available from MiraVia Web site <http://www.miravia.com/>

Pan, D.T., Mutchler, S.E., Shapley, K.S., Bush, J. & Glover, R.W. (2000) *Mentoring Beginning Teachers: Lessons from the Experience in Texas - Policy Research Report*. Austin, Texas: The Southwest Educational Development Laboratory. Online publication retrieved February 10, 2007 from <http://www.sedl.org/pubs/policy23/>

Saphier, Jon, Freedman, Susan and Aschheim, Barbara, (2001) *Beyond Mentoring: How to Attract, Support and Retain New Teachers* (pp. 26, 70-72, 75, 104, 106-107). TEACHERS²¹, 2345, Washington St., Newton, MA 02462, Book available from TEACHERS²¹ Web site. <http://www.teachers21.org> PDF version retrieved online February 10, 2007 from TEACHERS²¹ Web Site. <http://www.teachers21.org/documents/beyondmentoringwebtext.pdf>

- b. *The criteria for success of the district induction program are identified and used to analyze the results of the annual assessment and to make appropriate improvements to the program.*

MENTORING/INDUCTION PROGRAM TIMELINE

May – August (1st year)

- Adapt Certification policies/procedures using the Maine Model (AARBEC) & Chapter. 118
- Obtain data on projected beginning educators for next year
- Interview/recruit mentors, & consult administrators for matching advice
- Write and submit application for CEUs for Mentor Training
- Create new teacher handbook containing pertinent data on program/district
- Hold days 1 & 2 of Mentor Training for district mentors
- Hold new educator orientation to program/district, and Mentor/Mentee luncheon.

September:

- Building- based workshops with mentors/mentees to complete Beginning Teacher Action Plans based on Maine's Initial Teacher Certification Standards.
- Mentoring teams begin weekly meetings and documentation.
- Schedule and begin regular check-in meetings with mentors/mentees.

October:

- Complete site- based workshops on Beginning Educator's Teacher Action Plans, and submit to Certification/Induction Committee
- Hold Induction Seminar for Beginning Educators and Mentors based on the needs of beginning teachers and district goals.
- Begin collection and analysis of mentor/mentee weekly logs.
- Hold day 3 of Mentor Training for district mentors.
- Administer "Mentor/Mentee Match Survey" to all mentors and mentees in order to identify problems.

November:

- Meet with teams to mediate any mismatch issues surfaced by the Matching Survey.
- First formal Certification Observation is due
- Hold Induction Seminar for Beginning Educators and Mentors based on the needs of beginning teachers and district goals.
- Begin planning next year's budget: mentor stipends, Title IIA, Rural Schools Grant, etc
- Follow up on matching issues and make any new matches if necessary.

December:

- Present Mentoring/Induction Program progress/plans to district leadership, School Board, and Certification. Committee

MENTORING/INDUCTION PROGRAM TIMELINE – Page 1 of 2

MENTORING/INDUCTION PROGRAM TIMELINE (Continued)

January:

- Ongoing collection and analysis of mentor/mentee weekly logs and formal observations.
- Continue to plan next year's budget if necessary.
- Administer "Mid-Year Survey" to all mentors and mentees, tabulate and publish data
- Hold Induction Seminar for beginning educators and mentors based on the needs of beginning educators and district goals.
- Continue regular meetings with each mentoring team.
- Take public relations actions: press release, brochures, local access channels, etc.

February:

- Follow up on issues/suggestions from "Mid-Year Survey".
- Ongoing regular meetings with all mentoring teams.
- Second formal Certification Observation is due

March:

- Ongoing regular meetings with all mentoring teams.
- Ongoing collection and analysis of mentor/mentee weekly logs

April:

- Ongoing monthly meetings with all mentoring teams.
- Write report on year's Mentoring/Induction Program's progress for Annual Town Report & School Board.
- Plan next year's mentoring needs with input from all stakeholders.

May:

- Ongoing collection and analysis of mentor/mentee weekly logs
- Third formal Certification Observation is due
- Hold end of year celebration/debrief for all mentoring teams,
- Administer/collect/tabulate End of Year Surveys.
- Tabulate and analyze data collected to evaluate, revise program
- Publish end of year survey results.

June:

- Conduct Exit Interviews with beginning educators leaving district this year.
- Obtain data on projected beginning educators for next year
- Interview/recruit mentors, & consult administrators for matching advice
- Plan and schedule Mentor Training
- Plan New Educator Orientation

MAINE SAUs WITH MENTOR TRAINERS
ORGANIZED BY SUPERINTENDENTS' REGIONS, March, 2007

Statewide: Maine Department of Education

Dan Conley: Maine Department of Education

Crystal Polk: Maine Department of Education

Region I: Aroostook

Easton School Department

MSAD #45, Washburn

MSAD #1, Presque Isle

MSAD #42, Mars Hill

MSAD #27, Fort Kent

MSAD #29, Houlton

MSAD #32, Ashland

MSAD #20, Fort Fairfield

CSD #09, Dyer Brook

[MSAD # 25 Stacyville](#)

[Caribou School Department](#)

Region II: Penquis

Brewer School Department

MSAD #64, Corinth

MSAD #68, Dover-Foxcroft

MSAD #48, Newport

MSAD #31, Enfield

MSAD #38, Carmel

MSAD #23, Levant

MSAD #22, Hampden

Glenburn School Department

Dedham School District

Hermon School Dept

[MSAD #67, Lincoln](#)

[MSAD #30, Lee](#)

[Union 90, Bradley](#)

[Union 113, Millinocket](#)

[Region III School](#)

[MSAD #41m Milo](#)

Region III: Washington

Region IV: Hancock

Union #98, Mt. Desert

Deer Isle-Stonington CSD

Ellsworth School District

[MSAD # 18, Bucksport](#)

[Union 92, Ellsworth](#)

DEEP/ Regional Professional
Development Center

Region V: Mid Coast

MSAD #50, Thomaston

MSAD #05, Rockland

[Wiscasset School Department](#)

[Union 49, Boothbay](#)

[MSAD #28, Camden](#)

[Mid Coast School of Technology](#)

[Mid-Coast Regional Teacher](#)

[Development Center](#)

Region VI: Western

MSAD #17, Norway

Union #29, Poland

MSAD #52, Turner

MSAD #58, Kingfield

MSAD # 21, Dixfield

MSAD #09, Farmington

Union 30

Jay School Department

Lewiston School Department

Auburn School Department

Western Maine Regional Teacher

Development Center

Western Maine Partnership-UMF

Region VII: Cumberland

MSAD #75, Bowdoin
Portland Public Schools
Gorham School Department
Diocese of Portland
Cape Elizabeth School Department
MSAD #15, Gray
Windham School District
South Portland School Department
MSAD #61, Naples
MSAD #51, Cumberland
Bath School Department
Westbrook School Department
Raymond School Department
Brunswick School Department

Region VIII: Kennebec

Union #42, Manchester
Waterville Public Schools
Richmond School District
Winthrop School District
MSAD #16, Farmingdale
MSAD #11, Gardiner
MSAD #49, Fairfield
MSAD #59, Madison
MSAD # 53, Pittsfield
Union 52, China
Erskine Academy
Augusta School Department
Union 113, Windsor

Region IX: York

York School Department
Sanford School District
MSAD #71, Kennebunk
MSAD #55, Hiram
MSAD #60, North Berwick
MSAD #35, Eliot
MSAD #06, Standish
MSAD #57, Waterboro
Acton School Department
Wells Ogunquit CSD
MSAD # 57, Waterboro

Deleted: MSAD #12, Jackman