

Induction & Mentoring Program

Multi-Year Mentoring & Support

Mentoring should be intensive and ongoing in order to move teacher practice forward in ways that help all students thrive. Research has reported that most deep learning about instruction through mentoring happens in the second and third year of a beginning teacher's years in the classroom.

New Teacher Orientation

Prior to the first day of school, all new hires will attend Orientation to learn:

- Springfield Public Schools' expectations.
- How the Induction and Mentoring Program supports New Teachers.
- Instructional Technology as a resource, support and integration.
- How understanding Family & Community Engagement impacts students' achievement
- Employment-related information from Human Resources.
- Springfield Education Association and Foundation information.
- Information and support for the diversity of students in our district.

Year 1: On-going Mentoring

The purpose of the Year 1 mentoring experience is to move new teacher practice forward as they transition from academic preparation to novice teacher. Year 1 on-going mentoring includes:

- Weekly/bi-weekly 1:1 scheduled meetings with District Mentor for instructional mentoring and collaborative conversations
- Attending all Year 1 New Teacher Forums
- 2 formal observations from District Mentor using the Observation Cycle to provide specific feedback (one per semester)
- Observation of a veteran teacher
- Attending all Site Mentor Meetings at school site
- Ongoing reflection
- Springfield New Teacher Website for additional information and resources
- Optional Classroom Practices Academy for support managing the classroom environment

Year 2: On-going Mentoring

The purpose of the Year 2 mentoring experience is to further the growth in new teacher practice as they transition from novice teacher to experienced teacher. Year 2 on-going mentoring includes:

- Bi-monthly 1:1 scheduled meetings with District Mentor for instructional mentoring and collaborative conversations
- Attending all Year 2 New Teacher Forums
- 1 formal observation from District Mentor using the observation cycle to provide specific feedback
- Ongoing reflection
- Springfield New Teacher Website for additional information and resources

Upon completion of the Induction and Mentoring Program, new teachers will receive a letter of completion and professional development hours for re-licensure.

For teachers new to Springfield Public Schools entering their third year of experience or beyond:

- Attendance at Orientation
- All newly hired teachers will attend all Site Mentor meetings at their schools (once a week in August and September, at least twice a month after that) to receive building-specific support
- All newly hired teachers will have the option of attending all New Teacher Forums
- Please contact either Adrienne Ostermeier (at *also*) or Carlie Erickson (at *ccrump*) for any additional support you may need

Clear Roles & Responsibilities

The roles and responsibilities of mentors, new teachers, and building administrators play a critical role in setting the stage for success. Working together to create time for induction and establishing a positive culture for teacher development in their buildings and in the district will ensure everyone understands their role in the Induction & Mentoring Program.

District Mentors

- Meet weekly/bi-weekly with Year 1 New Teachers and bi-monthly with Year 2 New Teachers
- Use Formative Assessment Tools and the Danielson Framework for Teaching to help move teaching practice forward
- Observe new teachers using the formal observation cycle (pre-conference, observation, post-conference, and feedback)
- Maintain the confidentiality of the mentor-new teacher relationship
- Assist in arranging for Year 1 teachers to observe in a veteran teacher's classroom
- Develop and provide professional development for new teachers and site mentors
- Manage a flexible schedule to meet the needs of new teachers and program responsibilities
- Attend Instructional Support Services meetings and stay current on district initiatives and practices

Site Mentors

- Host regular meetings for all teachers new to the district. These meetings will be held once a week in August and September, and at least twice a week thereafter
- Plan meetings in collaboration with administration
- Make agenda available at least 24 hours in advance of the meeting and upload the agenda with notes into the Mentoring page on the intranet
- Provide ongoing support around building culture and expectations in conjunction with administration, District Mentor, coaches, and other support staff
- Participate in two forums for continued professional development in the role
- Maintain accurate records in the Mentoring page on the intranet
- Maintain the confidentiality of the mentor-new teacher relationship

Administrators

- Encourage teachers to become candidates for the role of Site Mentor based on Site Mentor qualifications
- Collaborate with District and Site Mentors to meet the needs of the new teachers
- Collaborate with Site Mentors in planning the meeting agendas
- Build the administrator-new teacher relationship and provide regular informal feedback
- Evaluate new teachers in the fall with enough time for any improvements to occur before February 1
- Accommodate Year 1 teachers' visits and observations of veteran teachers
- Respect the confidentiality of the mentor-new teacher relationship

New Teachers

Teachers in their first or second year of teaching:

- Meeting weekly/bi-weekly with District Mentor, including observations with feedback
- Attend all New Teacher Forums
- Year 1: Attend all Site Mentor meetings
- Year 1: Visit and observe a veteran teacher (sub days are available)
- Communicate and build a professional relationship with building administrator(s), Site Mentor and District Mentor

Teachers New to the District with Experience

Teachers beginning their third year of teaching and beyond:

- Attend all Site Mentor meetings
- You are welcome to attend the New Teacher Forums, but are not required
- Communicate and build a professional relationship with building administrator(s) and Site Mentor