

**School Administrative Unit 18
119 Central Street
Franklin, NH 03235**



**Franklin School District
Teacher Mentoring Program
August, 2021**

***School Administrative Unit 18:
Teacher Mentoring Program***

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School Administrative Unit 18: Teacher Mentoring Program

Introduction

The Franklin School District is committed to supporting professional growth among its teachers in order to provide outstanding instruction to support student learning. The recent (2020) teacher collective bargaining agreement revived the need for a mentoring program for new teachers. This document lays out the design of a mentoring program and was collaboratively created by teachers from each school as well as administrators in the district. The program began in August, 2020.

Purpose

The Franklin School District hires new teachers for their skill, knowledge, enthusiasm, and student-centered focus. The mentor program is intended to provide confidential and collegial support by a seasoned teacher on a sustained basis throughout the school year.

2020 Members of the Teacher Mentoring Program Committee:

Lyn Ward Healy, Educational Consultant/Facilitator

Daniel LeGallo, SAU 18 Superintendent

Jule Finley, SAU 18 Curriculum Director

Susan Blair, Paul Smith Elementary School Principal

Ken Darsney, Franklin Middle School Principal

Jennifer Weaver, Paul Smith Elementary Teacher/FEA President

Timothy Hazelton, Paul Smith Elementary Teacher/FEA Vice President

Wendy K. Beaudet, Paul Smith Elementary Teacher/FEA Member

Michelle Davis, Franklin Middle School Teacher/FEA Treasurer

Patricia Prescott, Franklin High School Teacher/FEA Secretary

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Goals

1. The mentoring program is to support new teachers in becoming acclimated to the school and district policies and procedures as well as to the responsibilities of a teacher.
2. The mentoring program focuses on collegial conversations about teaching and learning to benefit the Franklin School District students.
3. The mentoring program provides professional growth opportunities for both the mentor teacher and the beginning teacher.
4. The mentoring program is designed to support and create independence for beginning teachers.
5. The mentoring program contributes to the retention of professional staff.

Characteristics of a Mentor Teacher

- Passionate about the teaching profession and the Franklin School District
- Regarded/evaluated as a competent professional by administration and peers
- Enthusiastic and encouraging qualities
- Known to be collegial and able to maintain confidentiality
- Able to promote independence in a beginning teacher
- Collaborative and willing to share and commit the time to do so

Characteristics of a Beginning Teacher

- A teacher in their first year of teaching
- An active partner in the relationship
- Open to receiving assistance and constructive feedback
- Thoughtful of the time commitment

The Mentor Teacher's Role

1. Follow the calendar for a positive induction experience moving from the nuts and bolts (where's the printer, how do you get supplies) to procedures (what does this duty look like? how do you grade?) to conversations around planning and implementing quality instruction to address student needs.
2. Meet at least twice a month (this may vary depending upon the individual and the time of year) with the beginning teacher to touch base and move into more in-depth, collegial conversations. Offer support and maintain confidentiality. Be open to new ideas.

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3. Be willing to be observed by a beginning teacher or set up an observation with another experienced colleague and be willing to observe the beginning teacher and provide feedback.
4. Be familiar with and able to access resources in the building.
5. Act as a coach, a trusted colleague, and model professionalism.
6. Attend professional learning opportunities regarding the role and its responsibilities as well as discussions of the program throughout the school year.

Structure of the Program

On the morning of new teacher orientation, mentor teachers will attend a training program prior to meeting their beginning teacher partner. They will have lunch with their beginning teacher and will work with them after lunch.

Mentor teachers and beginning teachers will attend group meetings scheduled in late October, January, and early May. These meetings will be scheduled in advance. The topics will include an outline of the year, a check-in to see how the work is progressing, and the final session will discuss lessons learned and strategies to improve the program.

Mentor teachers are expected to log the meetings they hold with their beginning teacher and share that information with the program coordinator.

Selection of Mentor Teachers

Teachers interested in being a mentor for a beginning teacher should complete the application attached in Appendix A. Mentor teachers are selected by building principals as this is a stipend position of \$1000. In order to receive the stipend, the mentor must attend all the group meetings of mentors and beginning teachers, and submit the log to the Director of Curriculum.

Special Note

Teachers pursuing Alt IV or V for certification require an academic mentor. If the teacher is a beginning teacher and pursuing alternative certification, the academic mentor may also serve as their mentor for this program during the first year of their plan.

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Calendar of Conversations

August/September

Topic	Beginning Teacher Initials	Mentor Initials	Date
Open House Information/Procedure			
In-service: Dates and Attendance			
Parent Reporting Procedures (progress reports, report cards, etc.)			
District Testing			
Field Trips: chaperones, permission slip money collection, procedure for students unable to pay, emergency contact, emergency/medical kit			
Student Transportation Information (bus, walk, drop off and pick-up, Pick Up Patrol –elementary; etc.)			
School and District Forms (professional and personal leave, college credit, etc.)			
Behavior Practices (who, how, forms, etc.)			
Procedures such as substitutes, work orders, Help Desk			
Teacher Contract (CBA), Code of Ethics			
Wellness Policy			
Teachers’ Room Cleanliness and Confidentiality			
Student Attendance			
Emergency Procedures			
District Athletics Program – coaching, early dismissal for games			
Professional Growth – Goals and Opportunities			

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October

Topic	Beginning Teacher Initials	Mentor Initials	Date
Group Meeting –Planning for the year			
Student and Faculty Mental Health Services			
Teacher Evaluation Program			
Sunshine Committee			
Classroom Management Plan			
Classroom Observation and follow up conversation			
Budgeting for supplies for the next school year			
Parent Teacher Conferences/ Parent Contacts			
Calendar for Progress Reports/Report Cards			
Social Media			
Curriculum Plans			
Grade Level/Team/Department Meetings			
Holiday Plans, i.e. Halloween, etc.			

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November/December

Topic	Beginning Teacher Initials	Mentor Initials	Date
Weather Related Practices			
Additional Budget Requests			
Winter Holiday Activities and Policies			
Student Behavior before vacations			
Care of your Room/Lockers prior to vacations			
Classroom Observation Conversations			
Progress on Professional Growth			
Progress on Mentoring Relationship			

January/February

Topic	Beginning Teacher Initials	Mentor Initials	Date
Group Meeting – what’s been happening that you didn’t expect?			
Final Exam Schedule (HS)			
Semester Reporting			
Classroom Culture			
Winter Carnival (high school)			
Conversations about Teaching and Learning			
Student Data Review			

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March/April

Topic	Beginning Teacher Initials	Mentor Initials	Date
Review of Student Progress			
Conversations about Assessment			
Revisiting Classroom Observations			
Contract Renewal Process			
Goals for the remainder of the year			

May/June

Topic	Beginning Teacher Initials	Mentor Initials	Date
Group Meeting: Strategies to improve the Mentoring Program/Celebration			
Planning for the year end – activities to expect			
Testing Strategies/Schedules			
End of year Celebrations (graduation, step-up, etc.)			
End of year Clean Up and Storage			
Summer Possibilities (teaching, curriculum institute)			
Planning for the Fall (class lists, teaching assignments, etc.)			

Optional Partner Practices

1. Create a collaborative unit
2. Join classes and co-teach
3. Create cross-curricular lessons

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Mentor Conversation Starters

These are topics to discuss between Mentor and Beginning Teacher. Use this as a guide to stimulate conversation. Beginning teachers may want to indicate what they really need to know using this guide.

1. ____ Finding out what is expected of me as a teacher
2. ____ Communicating with the principal
3. ____ Communicating with other teachers
4. ____ Communicating with parents
5. ____ Organizing and managing my classroom
6. ____ Maintaining student discipline
7. ____ Obtaining instructional resources and materials
8. ____ Planning for instruction
12. ____ Motivating students
13. ____ Assisting students with special needs
14. ____ Planning for individual differences among students
15. ____ Understanding the curriculum
16. ____ Completing administrative paperwork
17. ____ Using a variety of teaching methods
18. ____ Facilitating group discussions

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- 19. ____ Grouping for effective instruction
- 20. ____ Administering assessments
- 21. ____ Understanding the school system's teacher evaluation process
- 22. ____ Understanding my legal rights and responsibilities as a teacher
- 23. ____ Dealing with stress
- 24. ____ Dealing with contractual and FEA-related issues
- 25. ____ Becoming aware of special services provided by the school district
- 26. ____ Other

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APPENDIX A: FORMS

Mentor Teacher Application

Name _____

Date: _____

1. What specific personal and professional qualities would you bring to mentoring a new teacher?
2. How are you keeping current with your own professional learning?
3. What new strategy have you tried recently? Was it successful? How would you adapt/change it?
4. What do you hope to gain from being a mentor?

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Mentor Log

Date	Time	Topic

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