

NEWTON PUBLIC SCHOOLS

INDUCTION & MENTORING PROGRAM HANDBOOK 2024-2025



Office of Teaching & Learning
Education Center – Room 215
100 Walnut Street
Newton, MA 02460

<http://www.newton.k12.ma.us/domain/45>

On Mentoring...

Mentoring is not a new concept. It has been around since ancient times. The term “mentor” comes from Greek mythology. Odysseus left his son, Telemachus, in the care of a man named “Mentor.” In Odysseus’ absence, Mentor gave advice and guidance to Telemachus.

When applied to the professions, a mentor is a trusted and experienced professional who takes a personal and direct interest in the development of a colleague. A mentor shows faith in and communicates easily with the mentee. This communication involves a sharing of professional ideas in a friendly and non-judgmental relationship. A mentor demonstrates high ideals and expertise in the profession.

Mentoring programs are designed to enhance the development and integration of those who are new to or have made changes in their profession. The Massachusetts Department of Elementary and Secondary Education requires all school districts to provide an induction program for teachers in their first year of practice. The Induction & Mentoring program should reinvigorate and promote creativity in the relationships among professionals. The standards for induction mentor programs and the professional standards for teachers are on the DESE website:

Qualities of a Good Mentor

Positive	Generous with time
Enthusiastic	Knows when to let go
Takes mentee seriously	Builds protege's confidence
Makes time to listen	Has respect for students
Listens with Empathy	Non-judgmental
Reflective	Nurturing
Sees potential of mentee	Insightful
A model of good practice	A risk taker
Knowledgeable	Has a sense of humor
Helps mentee prioritize	Encouraging
Shares knowledge and skills	Never negative
Encourages creativity	Models that learning is lifelong
Able to connect mentee with others who can help	Understands the effectiveness of different teaching styles
Helps mentee believe in themselves	

2021/2022 Induction and Mentoring Handbook Table of Contents

- 1. Mission**
- 2. Goals**
- 3. Orientation**
- 4. Mentor Selection and Criteria**
- 5. Participants' Roles**
- 6. Mentoring Models**
- 7. The New Educator's Extended Support Network**
- 8. Year One, 15 hour Contact Logs and Monthly Needs Assessments**
- 9. Peer Observation and and Peer Coaching**
- 10. Year 2 Mentoring Requirements For All New Educators**
- 11. Requirements for Professional Licensure**
- 12. Course Requirements for Educators in Their First Five Years**
- 13. Evaluation of Educators with Non Professional Teaching Status**
- 14. Program Evaluation Process**
- 15. Mentoring Program Resources**
- 16. Mentoring for Administrators**
- 17. Mentor-coach program**

1. Mission

The mission of the NPS Induction & Mentoring Program is to improve teaching and thus student learning by providing support, encouragement and guidance to teachers who are new to the Newton Public Schools or new to their positions in NPS. The program provides opportunities for professional growth in a collegial, non-judgmental environment.

2. Goals

The goals of the Induction & Mentoring Program are:

- To introduce new educators to Newton's values and induct them into an anti-racist culture.
- To provide confidential support to new educators.
- To familiarize new educators with curriculum, support staff, materials and professional development opportunities.
- To enhance mentees' and mentors' professional skills through peer coaching, self-reflection and ongoing professional development.
- To retain skilled, committed educators who will continue to set goals and grow in their practice.

3. Orientation

A two day orientation for new educators will be held prior to the start of the school year.

Day 1 Activities Include:

- Welcome from the Superintendent, Central Administrators, and Coordinator of Mentoring and Induction
- Introduction to Newton's values and goals
- Introduction to Departments including, METCO, DEI, Student Services, ELL, and Instructional Technology
- Welcome from the NTA
- Mentor Facilitator Training

Day 2 Activities Include:

- Welcome and overview of the Induction and Mentoring Program from Mentor Facilitators and Appropriate School leaders in the new educator's school.
- Mentoring training led by Mentor Facilitators in schools and supported by Principals.
- Introduction to NPS Statement of Antiracist Values and Commitments.
- New Educators meet with their mentors and get ready for the start of the school year.

4. Mentor Selection and Criteria

Mentors are faculty peers who are appointed to support, assist and encourage new teachers in their transition into the Newton Public Schools. Mentors have a solid understanding of the principles, practices, and techniques of mentoring. They have a strong knowledge of the NPS organization, procedures, and curriculum, and are able to support the achievement of district-wide goals.

Districts are required to assign all beginning teachers to a mentor within the first two weeks of teaching per DESE 603CMR 7.12 (2) (b). The typical mentor has attained Professional Status and commits to being a mentor for one year.

5. Participants' Roles

Below are the roles and responsibilities of some of the key players in the mentoring program.

Mentor

- Supports *NPS Antiracist Values and Commitments* and actively demonstrates these values and commitments in the mentoring relationship and when working with students, colleagues and families.
- Commits to mentoring the new educator for one school year by putting in a minimum of 15 hours of contact time.
- Creates a confidential, non-evaluative, and supportive relationship with their mentee.
- Helps the mentee to identify and connect with a support network.
- Attends an orientation/training early in the school year.
- Collaborates with mentee to set a regular time and place to meet during the school year.
- Supports mentee in preparing for a strong start to the school year.
- Provides information about school procedures, resources, and school culture.
- Provides support in all four evaluation areas as appropriate.
- Reviews district mentoring memos with new educators to help guide conversations and provide information at key times in the school year.
- Makes informal visits to the mentee's classroom and provides positive feedback.
- Participates in a reciprocal round of peer observation (non-evaluative) with their mentee.
- Encourages and facilitates mentee's observation of other strong educators.
- Works collaboratively with the school's Mentor Facilitator.
- Ensures their mentee knows about second year mentoring requirements.
- Completes a log (at least 15 hours of contact time) that details meetings with mentee and notes topics discussed and evaluation areas addressed..
- Submits log and feedback forms by early May to Nicole Abellard, Executive Assistant for Teaching & Learning, in order to receive stipend or in-service credits and PDPs.
- Completes end-of-year feedback survey about the Induction & Mentoring Program.

Mentee

- Supports *NPS Antiracist Values and Commitments* and actively demonstrates these values and commitments when working with students, colleagues and families.
- Plays an active role in the mentoring relationship by reflecting on their own practice and identifying areas in which they would like assistance.
- Seeks out help when needed and is not afraid to ask questions, or to make mistakes.
- Meets on a regular basis with a mentor.
- Observes experienced teachers at work.
- Engages in coaching, peer observations and reflective conversations with the mentor.
- Participates in system-wide programs organized for mentors and mentees.

Mentor Facilitator

→ [Link to Facilitators for the current school year](#)

- Supports *NPS Antiracist Values and Commitments* and actively demonstrates these values and commitments when supporting mentoring relationships and working with students, colleagues and families.
- Plans and delivers New Teacher Orientation and year-long programming with the Mentor Program Coordinator and colleagues.
- Provides peer observation training and follow-up support in peer observation during the school year.
- Suggests a “no-fault bail out” of new teacher/mentor pairing, if needed, and works with the principal to establish a new mentor partnership.
- Supports new teachers and mentors in performing at least two non-evaluative peer observations.
- Plans and facilitates mentor meetings/training.
- Attends mentor facilitator meetings with program coordinators.
- Maintains contact with principals in their mentors’ schools.
- Facilitates the submission of 15-hour logs.
- Updates program data (e.g., changes in mentor assignments, new hires etc).
- Maintains regular contact with mentors and new teachers via meetings, emails, & visits
- Gives feedback on the mentoring program.

Principals, Department Heads and/or Coordinators

- Supports *NPS Antiracist Values and Commitments* and actively demonstrates these values and commitments in the school community.
- Asks qualified teachers to serve as mentors, based on criteria established by The Induction & Mentoring Program Advisory Committee.
- Communicates mentor/mentee pairings, and mentor types to the Office of Teaching and Learning. (Contact Alison Tarbell for the current spreadsheet of mentors and new educators)
- Conducts a welcoming and informative meeting with new educators at the beginning of the year.
- Asks the PTO and School Council to welcome new educators.

- Ensures that new teachers have appropriate district-wide curriculum materials.
- Facilitates time for mentor and mentee to meet and observe in each other's classrooms.
- Respects the confidentiality of the mentor/mentee relationship.
- Sets up structures in which resource teachers (e.g. literacy specialist, math coach, equity specialist, special educators, psychologist, etc.) meet and support new teachers.
- Ensures that new teachers understand the evaluation process and views formal evaluation as an opportunity for reflection and growth.
- Ensures reasonable working conditions for new teachers. This might include a moderate teaching load, reduced extra-curricular duties, a schedule that is compatible with the mentor's (if possible), carefully considered student placement.
- Is available to troubleshoot, provide support and be an active listener.
- Establishes a school culture that supports professional collaboration among all staff.
- Participates in annual assessment of Induction /Mentor Program.
- Becomes familiar with the mission and goals of the Induction & Mentoring Program.
- Acts as a resource for new teachers—share expertise, materials, etc.
- Models professional behaviors and attitudes.

6. Mentoring Models

In Newton, the typical mentoring model is one mentor for every new educator. The mentoring duties for the typical model are described in the section above. However, sometimes teacher experience or mentor availability may necessitate an alternate model. Alternate models and mentoring roles are explained below.

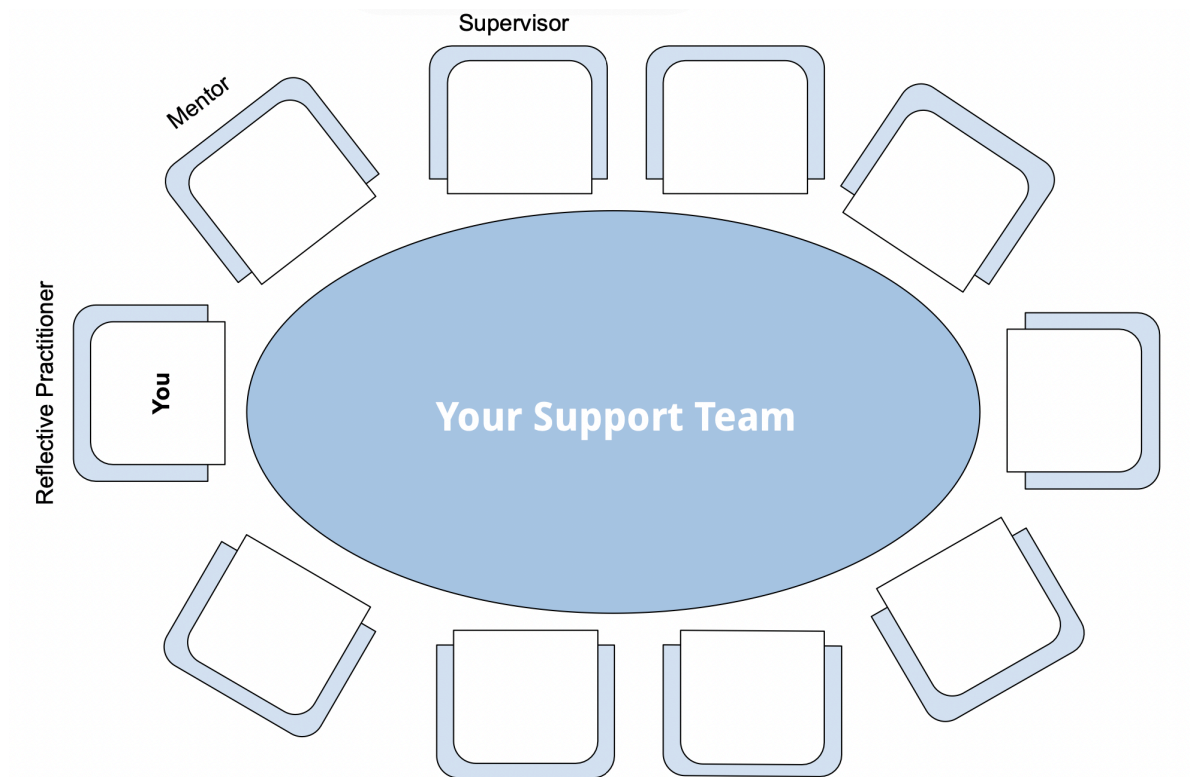
Mentoring Model and Compensation	How Responsibilities Differ From Traditional Mentoring
<p><i>A Traditional “Mentor”</i> may share a similar position to the mentee (5th grade teacher, special educator etc.) and works in the same building as the new educator. Compensation is 15 PDPs and either a stipend (\$788.70) or 3 ISCs (in-service credits)</p>	<p>See the description of Mentoring Responsibilities in Section 5 of the Induction and Mentoring Handbook.</p>
<p><i>Subject area and Building Co-mentors</i> share mentoring responsibilities for one new educator. This model is generally appropriate for new educators who are singletons in their school and therefore need both a subject-area mentor from another school and a building mentor. Compensation is 7.5 PDPs and half a stipend (\$394.35) per mentor.</p>	<p>Each mentor completes at least 7.5 hours contact time with the mentee and submits a log. See the below for guidelines of how the job responsibilities can be divided.</p> <p><u>Subject-area mentors</u> are responsible for the peer observation experience and support new educators with topics relating to <i>Curriculum, Planning and Assessment and Teaching all Students</i>.</p> <p><u>Building mentors</u> may help more with school-specific procedures and topics relating to <i>Professional Culture and Family and Community Engagement</i>.</p>
<p><i>A Shared Mentor</i> is shared by two new educators. This model is especially useful when there isn’t another qualified mentor available. Compensation is 30 PDPs and a) either a double mentor stipend or b) a single mentor stipend and 3 ISCs.</p> <p>**Only 3 ISC per year can be awarded for mentoring. No more than 6 ISCs can be applied to any given salary lane change.</p>	<p>The mentor completes at least 15 hours of contact time with each new educator. <u>At least 5 of the 15 hours should be one-to-one contact time with each individual new educator.</u></p> <p>The mentor also completes at least two reciprocal rounds of peer observations; one round with each individual mentee. The mentor must submit separate logs reflecting the above experiences for each new educator.</p>
<p><i>Group Mentors</i> support a group for new educators, usually within a school. This model offers the advantage of helping new educators get to know each other and build a support group while providing them with multiple perspectives from mentoring educators each with their own unique strengths and experiences. Compensation is 15 PDPs and either the current mentor stipend or 3 ISCs per mentor.</p>	<p>Group Mentors must participate equally in the relationship by each spending 15 hours of contact time mentoring and each conducting at least one reciprocal round of observations.</p>
<p><i>A Mentor Colleague</i> is a building colleague who serves as a point-person for an experienced Newton educator who is either new to the building or new to his/her role in the building. Compensation is 1 PDP per documented hour of support to the new educator.</p>	<p>The mentor colleague completes, documents and submits hours of contact time with the colleague but does not need to attend orientation or participate in mentor training. The mentor colleague provides in-building support as appropriate.</p>

7. The New Educator's Extended Support Network

It takes a team to support a new educator. Mentors play a key role in supporting new educators, and one way they do this is by helping new educators to identify the people in the educator's professional or personal lives, who can play important roles as members of the educator's support team. DESE requires that each new educator be supported by at least a mentor and a supervisor. Depending on the mentee's role and needs, support teams may consist of members of their PLC, coaches, librarians, school psychologists, METCO and Guidance counselors, custodians, administrative assistants, members of affinity groups and other colleagues.

As new educators come to understand who the members of their team are, they may write the names and positions, and contact information of these individuals to the graphic below or a similar one. Educators might keep this visual representation at hand for times when they may be feeling overwhelmed. By hanging the graphic on their bulletin board or taping it to their desk, new educators are constantly reminded that they are not in this alone. They have an entire support network behind them when they are in need.

→ [Link to the Support Team Graphic](#)



8. Contact Logs and Needs Assessments

Year 1, 15 hour Mentor Logs:

Year 1, 15 hour mentor Logs serve dual purposes. **For mentors**, the log documents at least 15 hours of contact time between the mentor and mentee so compensation can be awarded for the mentor's time and efforts. **For educators new to the profession**, this log is required by DESE as part of the application process for advancement in licensure.

The mentor is responsible for maintaining and submitting the log of contact hours, although it is common for mentors and mentees to collaboratively note contact hours in a shared Google Log. The log is proof of the time spent with the new educator, and it is required before mentors can be compensated. A stipend or three in-service credits are awarded to the mentor for completing 15 hours of mentoring time with a new teacher. Only 6 in-service credits from mentoring can be applied to a step increase. Additionally, each mentor receives 15 PDPs for completing the log detailing 15 hours of mentoring time spent with the new teacher.

Hours on the log should be totaled to reach the 15 minimum hours required. If the total number of hours is less than 15 (for example, if a new educator is hired later in the year) the compensation will be prorated for both the stipend and in-service credit. There is no additional compensation if the mentor exceeds the 15-hour minimum.

The 15 hour log must be submitted to the Office of Teaching and Learning by mentors and mentees between April 15 and May 13, 2023. Logs are now submitted via Vector PD Tracker.

- [Link to a Digital Year 1, 15 Hour Log for Educators](#)
- [Link to a Digital Year 1, 15 hour log for Administrators](#)
- [Instructions for Submitting Logs on Vector PD Tracker](#)

Monthly Needs Assessment:

In addition to the required 15 hour log, many mentors find it beneficial to print or keep a google log of ten *Monthly Needs Assessments*. The *Monthly Needs Assessment* is a tool to support mentors and new educators in reflecting on what is going well in the new educator's practice.

The log also serves as a place where new educators can set goals for the upcoming month and plan next steps towards reaching those goals. When used well, the Monthly Needs Assessment helps mentors and mentees remain accountable to themselves and to each other as they document growth over time. While the Monthly Needs Assessment is not a required part of the program, it is highly recommended. The assessment is for the mentor and mentee only, and will not be shared with administrators.

[Link to 9 months of Needs Assessments](#)

[Return to Table of Contents](#)

9. Peer Observation and Peer Coaching

Peer Observation Requirement

Peer observation is a core mentoring activity of the Massachusetts Department of Elementary and Secondary Education (DESE) Guidelines for Induction Programs. The purpose and nature of peer observation and peer coaching interactions will vary depending on the needs and experience of the mentee. A minimum of a reciprocal round of peer observations needs to be noted in every mentor's log. For non classroom educators, a problems-solving or coaching protocol can be substituted for an observation if it is a better option for meeting the mentee's needs.

Peer Coaching for Non Classroom Educators

Not all educators manage classrooms. For non-classroom educators such as special educators, counselors, instructional technologists, and coaches, it may be more useful to engage in a structured coaching protocol, such as the GROW protocol linked below. The Grow protocol empowers the peer being coached to identify a problem, generate possible solutions, try a solution and then reflect on the outcomes. Coaching works best when the coach does more listening and inquiring and less instruction (unless advice is requested).

→ [Link to the GROW Protocol](#) for Non Classroom Educators

Peer Observation for Classroom Educators

For classroom educators new to the profession, peer observation is a way for mentors to provide feedback and modeling to their less experienced colleagues around the topics of classroom environment, management and teaching practices. Feedback is confidential and should be based on data that the mentor and mentee have agreed to collect during the observation. Conversations resulting from feedback should be supportive and constructive and should empower the new educator to reflect on practice and generate new ideas and solutions.

For educators who are new to Newton but have several years of experience, observations with their mentors may be more reciprocal in nature, providing each other with feedback in specific areas that they each define. Peer observations are not related to the evaluation process and can be completed any time after the process has been explained to the mentors and mentees and as many times as agreed upon by the mentor/mentee pairs. Most educators agree that this is one of the most useful learning experiences that the program offers.

Peer Observation Process and Protocols

Before an observation occurs, the mentor and mentee should have a short planning conference to define the purpose of the observation – specifically, what the mentee would like the mentor to observe or what the mentee would like to observe when visiting the mentor's classroom. After the focus of the observation has been established, the mentor and mentee should

determine the method of data collection that provides the most helpful information for the defined purpose.

A reflective conference is the final component of the observation, in which the mentor and mentee reflect on the lesson observed. The mentor's role, after observing in the mentee's classroom, is to guide the mentee's reflection and make proactive suggestions as appropriate. The focus of the reflective conference after the mentee observes the mentor is for the mentor to describe the underlying concepts and rationale for the lesson and to respond to the mentee's questions.

I. Pre Observation - Conducting The Planning Conference

To clarify goals and context for the lesson you might say/ask...

- Tell me about this lesson and its context.
- How does it address the content and performance standards?
- What has led up to this lesson?
- How does it meet students' needs?
- Where does it fit in the curriculum?
- How will you determine evidence of success/student achievement?

To support the mentee in articulating a student learning objective, you might ask...

- What do you want your students to learn?
- How will your students know your expectations?
- How will you assess the learning?

To explore teaching strategies and ways to reach all learners, you might ask...

- How will you generate an interest in the lesson?
- How do the instructional strategies and resources support the goals of the lesson?
- How will you scaffold or differentiate instruction or expectations for ELL or special needs students?

To identify focus for data collection, you might say/ask...

- How can I focus my observation to support your learning?
- Let's agree on what data will be collected

II. Observation - Conducting the Classroom Observation

- Relate observation to the teacher's identified need(s).
- Possibly link the observation to the educator's individualized learning plan or identified professional goals.
- Keep the focus on the students.
- Collect only data agreed upon beforehand.
- Reserve time for post observation reflection and feedback.

III. Post Observation - Engaging in Reflective Conversation

Many protocols exist for encouraging reflection or providing feedback. We have provided two protocols. The first, *adapted from the work of A. Costa and R. Garmston*, coaches a teacher through the process of reflecting on student learning, drawing conclusions from data, and taking the next steps. The second protocol is a form adapted from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero is a way to provide constructive feedback in a way that is more easily heard and acted upon. You can find this protocol in the link below. Mentors should choose a protocol that best matches the needs and experience of their mentees.

→ [Link to Reflective Protocol](#)

→ [Link to Ladder of Feedback](#)

10. Year 2 Mentoring Requirements for All New Educators

Newton requires that all educators, whether they have professional licensure or not, log 50 hours of mentored experiences beyond the induction year. The log is due before the end of the educator's third year of employment with NPS. For educators seeking to advance in licensure, these 50 hours fulfill DESE requirements. Although educators are not assigned a formal mentor as they are in their first year, second year educators should consider their experienced colleagues, department chairs, curriculum coordinators, supervisors, and/or principals to be part of their mentoring network.

→ [Link to Log: 50 Hour Log Beyond the Induction Year](#)

→ [Link to DESE 50 Hour Requirement Explanation](#)

A list of acceptable year 2 mentoring experiences follows:

- Conducting peer observations and reflections on learning.
- Videotaping oneself and reflecting with a colleague, coach or mentor.
- Developing and submitting an Individual Professional Development Plan (IPDP) in conjunction with the principal, department head or coordinator.
- Participating in professional development opportunities aligned with the IPDP and led by a principal, department head, coordinator, teacher leader, and/or a district consultant.
- Scheduled meetings with a principal or department head or coordinator..
- New educator peer meetings or professional learning communities that review topics relating to professional standards or school culture and systems.
- Meetings with mentor facilitators reviewing topics relating to professional standards or school culture and systems.
- Meetings with math or literacy coaches.

11. Requirements for Professional Licensure

The route to professional licensure as detailed on the DESE website states that in order to obtain a professional license, applicants must complete the following criteria:

1. A one-year induction program with a mentor.
2. A minimum of 50 hours of a mentored experience beyond the induction year.
3. A minimum of three full years of employment in the role of the license.
4. An approved master's degree program in the discipline relevant to the license sought (typical route).

→ [Link to DESE Information on Professional Licensure](#)

In Newton, participation in the orientation program for new educators, and the first year pairing of a new teacher with a mentor addresses the requirement of completion of a one-year induction program. The fifty hours of mentored experiences, mentioned in the previous section, fulfill the second requirement. The process for applying for advancement in licensure is described below in greater detail.

The process for applying for advancement in licensure:

- During the first year of employment, the mentor maintains a 15 hour contact log as evidence of completion of an induction program and submits it to the Office of Teaching and Learning by April 15 through [Vector PD Tracker](#).
- The mentor should also maintain a copy for his/her own records and provide the mentee with a copy to keep on file (sharing a google log is recommended).
- The applicant maintains a Year 2, 50 Hour Log.
- Once the completion of 50 hours of mentored experiences is reached, the mentee signs the log and must get the signature of either the department chair (for secondary educators), or principal (for elementary educators).
- The applicant then submits the signed log to the Office of Teaching & Learning through [Vector PD Tracker](#).
- The applicant contacts Human Resources (Julie Carp) to ask for the verification of employment letter for advancement in licensure.
- HR forwards the verification to the Office of Teaching and Learning where we verify the two years of mentoring by referencing the logs received on Vector PD Tracker.
- The Assistant superintendent for Teaching & Learning then signs the letter and has it sent to the applicant verifying that the year one and two requirements, and three years of employment in the role have been completed.
- The applicant forwards this letter to the DESE and keeps a copy for their portfolio.
- It is the applicant's responsibility to maintain all documents required for licensure in a professional portfolio that may be audited by the DESE. These records are not kept on file in the Office of Teaching & Learning.

12. Course Requirements for Educators in Their First Five Years

Agreement between School Committee of the City of Newton and Newton Teachers Association, Unit A Article 35, Section 3 as amended in 2010.

“During the **first five years** of employment, all new teachers and Unit B administrators may be required to attend a set of professional development workshops and courses. The workshops will be for up to 45 PDPs or 3 in-service credits over the five years at no cost to the teacher. Further, the School Committee and the Administration will endeavor to provide courses for teachers in their first five years of employment, which give them the opportunity to obtain graduate credits.”

Educators new to the profession as well as those new to Newton, are expected to fulfill certain requirements by the end of your 5th year in the district. Starting in the 2020/2021 school year, we will be requiring that new educators choose from a menu of options in the district’s five focus areas to complete a total of 75+ pdps of professional learning before the end of year 5.

The district will provide up to 45 pdps or 3 in-service credits at no cost to the educator. Additionally, coursework in the focus areas below from accredited universities or DESE-approved PDP providers, can count towards the 15 PDP minimum in each category. Unit A and B educators can apply for reimbursement through NPS Human Resources. The maximum amount of reimbursement available per individual seeking licensure is \$1,000 per year, and for all other applicants the maximum reimbursement is \$750 per year.

Course Requirements for Unit A and B Educators in their First Five Years

In Newton, we believe that ongoing professional learning is the key to a high quality education for all our NPS students. Newton offers a variety of professional learning experiences including school-based professional learning communities, instructional coaches/specialists, teacher leaders, district-provided coursework and mentoring.

For our newest community members, Newton offers a five year program consisting of a combination of mentoring and professional learning experiences designed to induct educators into a culture of equity and excellence and support their ongoing professional growth. In their first 5 years, all new educators are required to complete the following:

Year 1: New Educator Orientation and Workshops

15 hours of mentoring beyond orientation including peer observations with your NPS designated mentor.

Years 2-3: 50 hours of school and district-based mentored experiences beyond Year 1. [See a list of mentored experiences here.](#)

Years 2-5: 75+ PDPs/hours of professional learning in the following focus areas with a minimum of 15 PDPs/hrs in each focus area.

NPS Focus Areas (these are categories, not courses)

1.	ARL: Anti Racism Learning	15+ PDPs
2.	UDL: Universal Design for Learning	15+ PDPs
3.	CRI: Culturally Responsive Instruction	15+ PDPs
4.	SEL: Social Emotional Learning	15+ PDPs
5.	ITDL: Instructional Technology/Digital Literacy	15+ PDPs

[It may be helpful to use this checklist to track completion of requirements.](#)

Per our agreement with the Newton Teachers Association, NPS will provide up to 45 PDPs or 3 in-service credits over the five years at no cost to educators. New Newton educators may also opt to take courses in the above categories provided through outside providers such as Universities, Educational Collaboratives and/or other DESE approved providers at their own expense. Educators can apply for up to \$600 per year in reimbursement through [NPS Human Resources](#).

Frequently Asked Questions can be accessed below:

1. Q: Who needs to fulfill the requirements?

All Unit A and B educators in their first five years of working in Newton should fulfill the requirements. Educators who have changed positions within NPS and have already completed requirements when they began in Newton are not required to redo the requirements, but are encouraged to fill in any gaps in their learning voluntarily.

2. Q: What are the 5 Focus areas and how many PDPs do I need in each area?

- | | | |
|----|-------------------------------------------------|----------|
| 1. | ARL: Anti-Racism Learning | 15+ PDPs |
| 2. | UDL: Universal Design for Learning | 15+ PDPs |
| 3. | CRI: Culturally Responsive Instruction | 15+ PDPs |
| 4. | SEL: Social Emotional Learning | 15+ PDPs |
| 5. | ITDL: Instructional Technology/Digital Literacy | 15+ PDPs |

3. Q: Do the courses I take all have to be offered by Newton?

Courses offered outside of NPS, that are clearly aligned to one or more focus areas, may be used to fulfill the requirement. [Once completing a course outside NPS, the participant must](#)

[upload evidence of completion to TeachPoint PD Tracker](#). Evidence may be a university transcript or a certificate of completion containing the number of hours or PDPs.

4. Q: What professional learning does Newton pay for?

Most courses offered through TeachPoint are free to NPS participants unless otherwise noted. Some courses offer graduate credits in addition to PDPs. Participants wishing to earn graduate credits must pay the additional fees associated with the credits. This cost is not covered or reimbursed by NPS.

Out of district coursework through an accredited university can be paid for out-of-pocket by the participant and applied towards the requirements. [Educators can request tuition reimbursement up to \\$600 from Human Resources](#).

5. Q: How do I figure out where I am in meeting the requirements?

[You may use this requirements worksheet](#) if it is helpful for outlining the requirements you have completed and figuring out what you still need to do. [This draft of Focus Area Descriptors can be helpful as well](#).

6. Q: What if I am not sure if a course will count towards the requirements?

You may share a course description with your supervisor, or with Renee McCall, Assistant Superintendent for Teaching and Learning, mulligana@newton.k12.ma.us, for approval. You may use the Requirement Worksheet and Focus Area Descriptors in the question above to categorize courses and submit requests for approval.

7. Q: What if I have taken courses in these categories before entering Newton?

If you have evidence of coursework completed in the past 5 years, since 2019, you can [upload that evidence \(transcript, certificate of completion\) to TeachPoint to be used towards the requirement](#).

8. Q: Who tracks these requirements?

It is your responsibility to make sure these requirements are completed and available for review on your TeachPoint PD Tracker Transcript. Your supervisor has access to your TeachPoint Transcript and may review your professional learning as part of the supervision and evaluation process.

13. Evaluation of Educators with Non Professional Teaching Status

Your principal or supervisor will be conducting the Annual Orientation meeting on Evaluation Procedures in September. The evaluation schedule and excerpts from the Evaluation Handbook that apply to Non PTS Educators are linked below.

→ [Link to Non PTS Evaluation Timeline](#)

[Return to Table of Contents](#)

14. Program Evaluation Process

Quantitative and qualitative data are kept for accountability and program improvement. The Assistant to the Superintendent for Teaching & Learning is responsible for awarding stipends, in-service credits and PDPs. The Assistant Superintendent, Mentor Program Coordinator, and Mentor Facilitators are responsible for designing evaluation instruments and implementing an evaluation process. They are also responsible for reviewing and analyzing the data annually and making adjustments in the program, as appropriate.

Quantitative data includes, but may not be limited to:

- Records (logs with peer observations noted) of participants.
- Professional development offerings and resources.
- Retention rates of beginning teachers.
- Data from exit interviews with educators who leave the district in their first
- Costs associated with the program.

Qualitative data includes, but may not be limited to:

- Surveys of participants (mentors, mentees, principals, department heads, and coordinators) to determine levels of satisfaction, strengths and weaknesses of the program.
- Informal feedback from other school staff, the Newton Teachers' Association, coordinators, and administrators regarding the effectiveness of the program.

15. Mentoring Program Resources

Resources can be found on the NPS [Teaching and Learning Website](#). Available resources include but are not limited to:

- The Program Handbook
- Course Requirements for New Educators
- First and Second Year Logs
- Information About Advancing in Licensure
- Regular Memos for Mentors and New Educators

16. Mentoring and Induction for New Administrators - **UNDER CONSTRUCTION**

To be included:

- Process for choosing mentors and communicating with Teaching and Learning
- Compensation choices
- Required one to one mentoring time
- New Administrator Meetings
- Advancing in Licensure
- Recommended Coursework in the First 5 Years

Mentor & New Admin Year 1 Contact Log

17. Peer Mentor-Coach Program for PTS Educators Requesting Support While on Directed Growth Plans or Improvement Plans.

When an educator with Professional Teaching Status is placed on a Directed Growth or Improvement Plan, they can frequently benefit from additional support. In these cases, an evaluator may discuss the appropriateness of assigning a mentor-coach to an educator to support them with the recommendations for improvement outlined in the Directed Growth or Improvement Plan. Accessing this support is voluntary and should be accessed by those willing to use the mentor-coach to help them reflect and grow.

Program Goals:

The goals of the mentor-coach program are similar to those for mentoring a new educator and they recognize that the educator already has experience with NPS values, curriculum, and procedures. The goals of the program are:

- To provide confidential support to educators on Directed Growth and Improvement Plans.
- To enhance mentees' professional skills through peer coaching, self-reflection and ongoing professional development.
- To support educators in reaching and maintaining proficiency in areas of the evaluation rubric where they need improvement.
- To retain skilled, committed educators who will continue to set goals and grow in their practice.

What is a mentor-coach?

A mentor-coach is a PTS colleague from another school who is chosen by the Principal or evaluator. The mentor-coach creates a confidential, non-evaluative and supportive relationship with the mentee to help them reach the goals outlined in the Directed Growth or Improvement Plan. Mentees will benefit from this kind of relationship if they are open and able to access support by:

- ☐ using a growth mindset to improve their practice
- ☐ actively developing a working relationship with the mentor
- ☐ collaboratively setting goals related to the improvement plan
- ☐ applying feedback and suggestions that don't always align with their current thinking or practice
- ☐ self-reflecting and making changes to their practice

Participants Roles and Responsibilities - See the information below for participants' roles and responsibilities.

Mentor-coach

- Creates a confidential, non-evaluative, and supportive relationship with their mentee

- Meets with mentee and their supervisor to review areas of practice and goals as set out in a directed growth or improvement plan
- Assists mentee in working on areas of practice and goals as set out in a directed growth or improvement plan
- Meets with mentee in accordance with action plan in the directed growth or improvement plan
- Participates in reciprocal peer observations in accordance with action plan in the directed growth or improvement plan
- Submits [a log](#) (at least 15 hours of contact time) that lists meeting with mentee and notes topics discussed
- Uses [Needs Assessment](#) to assess progress on goals and track action steps

NOTE: The mentor-coach **does not** attend meetings between the mentee and their supervisor beyond the initial meeting to review the goals and actions of the growth plan.

Mentee

- Plays an active role in the mentoring relationship by reflecting on his/her own practice and working on the areas of practice and goals as set out in a directed growth or improvement plan
- Meets with mentor-coach and supervisor to review areas of practice and goals as set out in a directed growth or improvement plan
- Provide mentor-coach with a copy of directed growth or improvement plan and ongoing written feedback from evaluator
- Meets with mentor in accordance with action plan in the directed growth or improvement plan
- Participates in reciprocal peer observations in accordance with action plan in the directed growth or improvement plan
- Uses [Needs Assessment](#) to assess progress on goals and track action steps

Mentor-coach's Principal/Supervisor

- Asks qualified staff to serve as mentor-coaches based on criteria established by The Induction & Mentoring Program Advisory Committee
- Facilitates time for mentor-coach to meet with mentee and attend peer observations
- Respects the confidentiality of the mentor/mentee relationship

Mentee's Principal/Supervisor

- Identify qualified like role staff from another building to serve as mentor-coaches based on criteria established by The Induction & Mentoring Program Advisory Committee
- Meets with mentor-coach and mentee to review areas of practice and goals as set out in a directed growth or improvement plan
- Facilitates time for mentee to meet with mentor-coach and attend peer observations
- Respects the confidentiality of the mentor/mentee relationship.

The Process for Accessing the Support of a Mentor-Coach

The following is the typical process for accessing the support of a mentor-coach over the span of a school year.

1. The evaluator places a PTS educator on a Directed Growth or Improvement Plan according to NPS Evaluation Procedures.
2. The evaluator and educator discuss the educator's needs and the appropriateness of accessing the support of a mentor-coach.
3. An NTA representative meets with the evaluator and the educator to discuss the resources being offered for improvement.
4. If it is agreed that a mentor-coach is appropriate for and amenable to the educator, then the evaluator consults with other principals or administrators about finding the right out-of-building mentor-coach.
5. The evaluator and an (optional) NTA representative have a pre-meeting with the chosen mentor-coach and the educator to discuss all aspects of the program including:
 - a. program structures, norms and expectations of participants
 - b. how confidentiality works
 - c. how the flow of communication happens
 - d. the goals of the improvement plan
6. The mentor-coach and mentee meet regularly, as determined by the growth plan, and use resources and structures provided to support the needs of the mentee.
7. The evaluator and educator meet regularly as part of the evaluation process to discuss progress.
8. Depending on the educator's progress toward proficiency, it may or may not be recommended that the program continue for another year.
9. If the program is to continue, the relationship between mentor and mentee is assessed to see if it is the right match or if another mentor should be assigned.
10. Feedback is collected from the mentor, mentee and evaluator about the program so adjustments can be made to better meet the goals of the program.