

Lynnfield Public Schools
New Staff Induction Program
2019-2020



Superintendent of Schools - Jane Tremblay
Induction Coordinators - Michael Boulay and Lydia Rundell-Gjerde
Induction Seminar Leaders - Gerard Coughlin, Debra Guenard, and
Carol O'Shea

Revised 4/2015

The Lynnfield Public Schools Induction Program is geared to helping all teachers new to Lynnfield to acclimate successfully to the expectations for professional staff. The induction program consists of monthly seminars that delve into the day-to-day requirements for teachers. (A list of seminar dates is included later in this document.)

The Massachusetts Department of Elementary and Secondary Education mandates that all school districts provide a mentor for beginning educators. Aside from promoting collegiality, a mentor program helps to ensure that the standards of the school system are maintained as teachers with little or no experience are assimilated into the school.

Roles and Responsibilities

For Building Administrators:

- Ensure that mentors and new teachers are provided with time to meet as well as take part in peer observations. First year teachers should have the opportunity to be observed by their mentor or to observe their mentor or another teacher at least twice per month.
- While second and third year teachers do not have an official mentor, they should be provided with opportunities to engage in peer observations and other learning opportunities. The Lynnfield Public School guidelines require second and third year teachers to complete at least twelve observations during each year. Principals are responsible for facilitating the coverage needed and keeping a record citing dates and times.
*Massachusetts DESE requires 50 additional hours of observation after year 1 and before year 6 to qualify for a professional license.
- Observation dates should be scheduled by the principal and mentor at the beginning of each year.
- Records of observations should be turned into the superintendent at the end of the school year.
- While confidentiality between the mentor and beginning teacher is key to mentoring success, please inform the mentor if there is an issue you would like the mentor to address with the beginning teacher.

For the Beginning Teacher:

- Play an active role in the mentoring relationship by offering critical reflections on his/her practice and identifying areas in which assistance is sought.
- Seek out help. The beginning teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- Observe experienced teachers at work. The beginning teacher should be an active participant in the peer observation process.
- Participate regularly in programs organized for beginning teachers. These include peer support groups and professional development seminars.

For the Mentors

- All mentors shall participate in a one day workshop to outline the role of the mentor to be given during the Lynnfield Public Schools Summer Institute period or at an alternative date.
- Ensure a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.
- Provide instructional support through observation and conferencing, refining teaching strategies, addressing issues such as classroom management and parent communications. Mentors should ideally plan to meet with their assigned colleague at least once a cycle/week, and specifically after the monthly Induction Seminars where topics can be further discussed (see attached dates on pages 5 and 6).
- Provide personal support. Mentors can help relieve the stress on first time teachers by introducing them to other faculty members and helping the beginning teacher to put problems into perspective with support and encouragement.
- Maintain a **confidential** relationship with the beginning teacher. It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner.
- Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- Serve as a resource. Inform the beginning teacher of opportunities and supports provided by various professional associations.
- Maintain a record of your interaction with the new staff member.

For Induction Seminar Leaders

- Lead and facilitate monthly discussions and peer support for teachers who are new to Lynnfield Public Schools
- Develop and follow a curriculum for each monthly seminar that is designed to inform, educate, and enhance the knowledge of the new teachers.
- Provide the new teachers with an opportunity to offer feedback about the topics offered as well as the mentoring program in general.
- Provide mentors with the list of monthly seminar topics for them to be able to follow up with the new teacher regarding more specific questions or concerns.
- Lead and facilitate a bi-annual seminar for mentors to assess their needs and guide future seminar topics.

Lynnfield Public Schools Induction Program for Teachers/Staff new to Lynnfield SY 2019-20

10 sessions/site visits

1. **Introductions/Complete Induction Survey/Special Education Law (September 11, 3:15 -- 4:15)**

Goal: for all teachers/staff to improve their knowledge and understanding of Special Education Laws and how they apply to their role.

Materials Required/Pre-Meeting Preparation: A copy of an IEP from a student in your classroom. Additional materials will be provided by training staff

2. **Working with difficult parents (October 3, 12:00 -- 1:00)**

Goal: Improve teachers/staff skills and strategies when working with all parents through improved planning, systems, and a more thoughtful, respectful, and understanding approach.

Materials Needed/Pre-Meeting Preparation: Provided by training staff

3. **Classroom management - remember you are a role model, manage effectively and respectfully (Small Groups)- What do you handle on your own and when do you ask for help? (November 7, 3:15 -- 4:15)**

Goal: Provide teachers/staff with strategies for better classroom management. Also discuss specific suggestions when working with children who exhibit more challenging behaviors

Materials Needed/Pre-Meeting Preparation: Please have an example of a challenging situation within the classroom or educational team

4. **Contributing to a positive educational culture -- not giving in to the negativity, and avoiding burnout; Professionalism (December 5, 12:00 -- 1:00)**

Goal: Discuss the importance of presenting oneself in a professional manner in all areas (in the classroom, meetings with parents, faculty meetings or gatherings). Specific discussion about maintaining a positive attitude and demeanor, particularly when one's colleagues may tend to be more negative.

Materials Needed/Pre-Meeting Preparation: Provide an example of a challenging situation with a colleague.

5. **Site visits by Induction Staff (January)**

6. **Safety Concerns (February 6, 3:15 - 4:15)**

Goal: Reviewing individual building protocol for emergency situations. Discussion about district policies and preparedness.

Materials Needed/Pre-Meeting Preparation: Provided by training staff.

7. **Taking a moment to evaluate the year -- what is going well, what is making you anxious and frustrated (Have a homework assignment). (March 5, 12:00-1:00)**

Goal: Opportunity for teachers/staff to discuss with their peers how their year has been going, both positive experiences as well as those that did not go as well as they would like. Please bring two specific examples of something that has gone well and something that didn't go as well as you would have liked it.

Materials Needed/Pre-Meeting Preparation: Provided by training staff

8. **Getting to know your students...but not too well- Is there a specific student you have had a hard time understanding or knowing? (April 2, 3:15 -- 4:15)**

Goal: Discuss the need to know each student as an individual, particularly regarding his/her learning style, as well as knowing enough about your students' personality and situation without getting too involved. Being aware when a student's presentation has changed (grades, disposition, etc), and when to alert the team or guidance about concerns.

Materials Needed/Pre-Meeting Preparation: Please have a an example of a student personality you have had a challenging time connecting with.

9. **Site visits by Induction Staff (May)**

10. **Evaluations/Wrap Up (June 4, 12:00 -- 1:00)**

Goal: Continuation of previous session, but also evaluation of the seminar series, with opportunity to provide input to us on what we could improve.

Materials Needed/Pre-Meeting Preparation: Provided by training staff.

Mentors join new staff for wrap up at the Superintendent's office.

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*Attach documentation of additional log hours, if necessary.

Signature required (by signing you attest to the information above and that you have completed fifty (50) hours of mentored experience beyond induction year).

Name

Date

After completing the 12 hours, please submit a copy of this form to the Induction Coordinator AND save a copy for your own records.