

Lexington Public Schools Teacher Induction and Mentoring Program

Public Presentation to the
Lexington School Committee
September 22, 2009

What is the problem?

Teacher Retention Rates [1]

- It is estimated that almost one-third of America's teachers leave the profession sometime during their first three years of teaching, and between forty and fifty-percent leave after five years
- The attrition rate for those who enter through "alternative" pathways can be as high as 60 percent after five years.

[1] National Center for Education Statistics

Research demonstrates that:

- the use of well-designed induction and mentoring programs is an effective method of reducing high rates of new teacher turnover.
- teacher mentoring programs have a positive impact on teachers.
- beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years.
- beginning teachers who participate in induction and mentoring programs not only stay in the profession at higher rates, they become competent more quickly than those who must learn by trial and error.
- effective teacher induction programs pair new teachers with a more experienced mentor who provides support and assistance to help them navigate the difficult early years of teaching as they perfect their teaching skills.

Implementation Time-Line

Implementation Phase 2008-09:

- 34 mentors assigned
- Mentors meet with their mentees during New Teacher Orientation week
- 21 content-coaches assigned
- Implementation of required "Lexington Better Beginnings" course for new teachers. 26 new teachers participate in the course.
- Mentors and content-coaches receive ongoing training throughout the school year

The Four-Components

- 1 New Teacher Orientation
- 2 One-to-One Mentoring
- 3 Lexington Better Beginnings Course
- 4 Content-Coaching

1 New Teacher Orientation

- Three days of comprehensive training for all professional staff members who are new to Lexington
- Review of system-wide policies and procedures
- Review of DESE licensure information with ongoing support throughout their teaching careers in Lexington
- Overview of system-wide programs provided by administrators
- Literacy, Math, and Science training provided by K-5 department heads
- Fire safety training provided by the Lexington Fire Department
- Training at site-base level by building administrators
- Technology training in the use of "First Class"
- New Teachers meet their mentors
- Mentors meet for orientation and training

2 One-to-One Mentoring

- **Mentor Qualifications:**

- Professional license
- PTS in Lexington
- Minimum of five years of teaching experience, with at least three in Lexington
- Some experience working collaboratively and cooperatively with other adults
- Evidence of mentor training or willingness to complete a district-approved training program prior to being assigned a mentee
- Demonstrated knowledge of LPS curriculum
- Evidence of mentor training or willingness to complete a district-approved mentor training

- **New teacher selection process:** First year teachers who are new to the profession, and other teachers new to Lexington (based on principal's recommendation)

Responsibilities:

- Assist with classroom management techniques
- Attend the mentor-mentee activity during New Teacher Orientation week.
- Meet regularly with the beginning teacher (at least once a week during first semester and at least bi-weekly during the second semester)
- Maintain a log of all mentor activities
- Focus on curriculum and pedagogy
- Provide professional assistance and/or emotional support
- Observe and coach the beginning teacher a minimum of three times during the academic year. This includes pre- and post-conferences.

Responsibilities:

- Participate as a member of the support team
- Attend mentor training program provided by LPS
- Explain LPS professional development opportunities and roles of LPS curriculum personnel
- Work with the principal/supervisor to schedule observations and class coverage
- Guide beginning teacher to colleagues who have expertise from which mentee may benefit
- Assist with understanding state licensing requirements

3 Lexington Better Beginnings Course

Introduction:

- Taught by LPS veteran staff
- Guest speakers included teachers, counselors and administrators from across the district
- Met on Wednesday afternoons from January to April in Harrington School Art Room
- Participants earn 3 graduate credits
- A final project is required

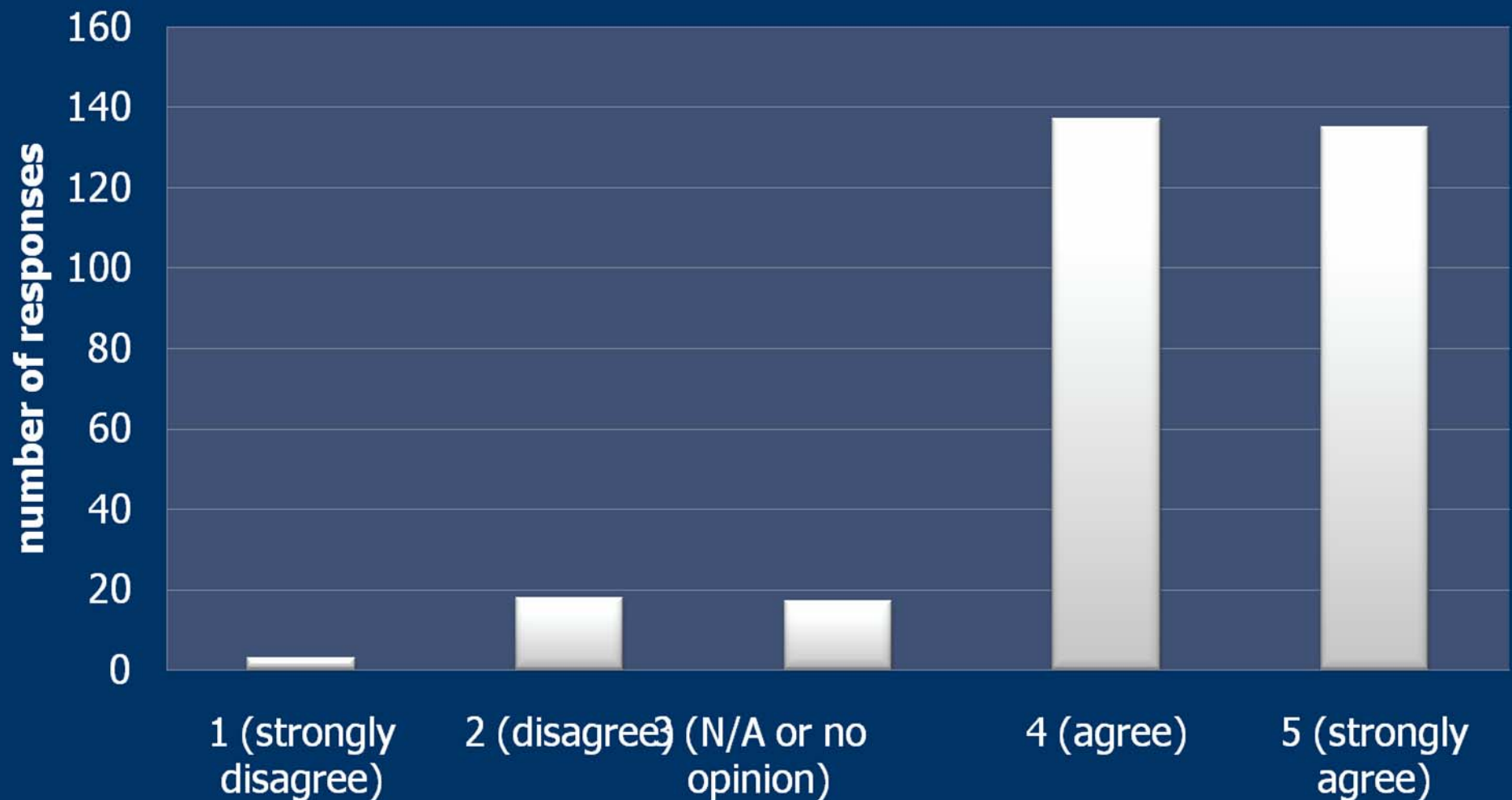
Lexington Better Beginnings Course

Course Content:

- Supervision and evaluation
- Maintaining personal and professional equilibrium
- Curriculum and instruction
- Classroom management and motivation
- Assessment
- Effective communication
- Overview of issues and responsibilities in special education
- Diversity education
- Professional opportunities and resources

Overall Course Evaluation Results

Summary of Better Beginnings Course Evaluation



Comments from Bowman Elementary School Mentoring Team

- Maureen Bennett, mentor teacher
- Julie Selhub, mentee
- Mary Anton-Oldenburg, Principal

4 Content-Coaching

- Year Two of the Comprehensive LPS New Teacher Induction Program
- Initiated as a Pilot Program in 07-08 with generous support from the Lexington Education Foundation
- Designed to complement the First Year Mentoring Program and to provide Second Year teachers with opportunities to focus on Lexington's curriculum, longitudinal planning, and differentiation of instruction

Content Coach Goals

The Content Coach will:

- provide **one-to-one mentoring** for second year teachers on a regular basis throughout the school year
- focus on **longitudinal planning** and differentiation of classroom instruction with his/her protégé
- assist his/her protégé in use of the **range of instructional materials** available to classroom teachers and expand the protégé's **knowledge of the LPS curriculum**
- act as a **liaison** to provide the protégé with additional resources and professional support