



**Manchester-Essex Public Schools**

**2017-2018**

**Professional Development Program**

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June 14, 2017

Dear Manchester-Essex Community:

It is with great pleasure that I present you with the 2017-2018 Professional Development Plan for the Manchester-Essex Public Schools.

The plan is based on the district's strategic planning goals. Our intention was to create a professional development plan that supports district initiatives as well as new curriculum adoptions. This plan also provides staff with a comprehensive program from which staff can enhance their professional practice.

As a district, we were able to offer this plan through generous state and federal funding along with our district budget. In this plan, you will be provided with a summary of offerings, program descriptions, and funding sources.

Should you have any questions, concerns, or suggestions, please feel free to contact me.

Sincerely,  
Dr. Julie DeRoche  
Director of Curriculum & Instructional Technology  
978-526-4919  
[derochej@mersd.org](mailto:derochej@mersd.org)

## ***PROFESSIONAL DEVELOPMENT COMMITTEE***

### **ORGANIZATION**

The Professional Development Committee (PDC) shall consist of the Superintendent of Schools or his/her designee, a school principal, and two unit members from each building selected by the Association. The committee shall be co-chaired by a unit member and a member of the administration.

### **2016-2017 MEMBERS**

- High School – David Alger and Louise Vose
- Middle School – Del Vollink and Kerri Schaub
- Memorial Elementary School – Kathy Meinelt and Samantha Silag
- Essex Elementary School – John Skiba and Donna Smith
- Specialists: Luke Boria, Claudette Yutkins, and Jenna Seymour
- Administrator – Julie DeRoche

### **OVERVIEW**

The Professional Development Committee (PDC) was established as part of the agreement between the Manchester Essex Regional School Committee and the Manchester Essex Teachers' Association.

The responsibility of the PDC shall be to develop a District Professional Development Plan guided by the needs of the unit members, the District and School Improvement Plans, and the Department of Education's regulations for licensure. The PDC shall plan, organize, and supervise professional development, provide input to the district administration for all professional days, and make recommendations to the School Committee regarding the number and content of early release days necessary to implement the Professional Development Plan.

The PDC shall assist in the communication of various opportunities for professional growth and development to unit members throughout the year. These opportunities may include, but are not limited to, study groups, individual projects, research and design teams, committee work, and conferences/workshops. The PDC shall approve the criteria and standards for individual projects.

Lastly, the PDC shall act as a clearinghouse to a) ensure that professional development opportunities align with the Professional Development Plan, b) approve/not approve of professional development opportunities under the standards established by the PDC, and award professional development points to unit members who meet the criteria adopted by the PDC.

## **Manchester-Essex Public Schools Professional Development Overview**

The purpose of Professional Development is to strengthen teachers' capacity of content and pedagogy to raise student achievement. Through study, reflection, collaboration, and the employment of effective research-based practices, teachers will gain insight into models of effective practice and will affect change in the delivery of instruction to meet the varied needs of all learners. The results of effective practices will be evidenced in aligned and implemented content as articulated in the Massachusetts' and national framework expectations, new models of formative, summative, and common assessments, increased data from which to assess students' learning, and shared collegial practice to support the growth of 21<sup>st</sup> century skills and the development of professional learning communities. The district's goal and expectation is to support teachers' development of individual professional development plans to further the field of professional knowledge and engage in the sharing and creation of best practices to advance student learning.

### **The Process of Professional Development**

Research shows that professional development should be designed around research-documented practices that enable educators to develop skills necessary to implement what they are learning (Joyce & Showers, 2002). In support of the Massachusetts Department of Education's goals for "District Standards" (2011) and the "Essential Conditions for School Effectiveness" (2011), Manchester-Essex Public School System's strategic District Professional Development Plan supports a climate conducive to adult learning through effective communication, ongoing professional improvement and joint responsibility for student learning. The district maintains a strong commitment to creating and sustaining a professional development program that supports educators at all stages in their careers. Professional development programs and services are based on district priorities, information about staff needs, student achievement data, and assessments of instructional practices and programs at each school. The district supports teacher leadership and growth by creating opportunities for exemplary teachers to have responsibility for instructional leadership and mentoring. Professional development includes a) both job-embedded and individually pursued learning, including content-based learning, that enhances a teacher's knowledge and skills and b) structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice. (DESE, p.2).

### **2017-2018 Professional Development Focus Areas**

Two important initiatives focus our district professional development plan for the 2017-2018 school year: implementing RULER strategies district-wide, alignment to updated Math, ELA, and science, and technology frameworks. In October, teachers across the district will be invited to train their colleagues on different topics central to current initiatives and research in the field of education. Throughout the year, teachers in grades K-5 will be trained on literacy initiatives, including the development of reading and writing strategies to support instructional strategies for developing a rigorous and robust Readers' and Writers' workshop.

## **PROFESSIONAL DEVELOPMENT OFFERINGS**

### **MENTORING AND INDUCTION PROGRAM**

This is a required support program for teachers in their pre-professional status years in the Manchester Essex Regional School District. Teacher induction includes mentoring and other coursework that will assist new and beginning teachers develop into effective members of the Manchester Essex Regional School District.

### **STUDY GROUPS**

Teacher-to-teacher professional development. Focused on supporting district and school improvement needs in a flexible format that supports the awarding of professional development points.

A study group brings a collegial group of Manchester Essex faculty together working on behalf of students. The goal of the study group is to improve instructional practices and/or student learning.

- A minimum of 10 meeting hours or more (to earn 10 or more PDP's)
- A clear definition of the anticipated product to be produced to benefit students
- A group facilitator and a minimum of 2 participants (including the group facilitator)
- A study group proposal form submitted to the PDC or curriculum coordinator
- Approval by the PDC
- Record of study group attendance and hours

Each study group will be led by a **group facilitator** who will submit a study group proposal to the PDC (Professional Development Committee), plan each study group session, have a plan of action for the intended study group product as well as keep track of study group member attendance and hours (to be turned in with a description of the study group product and evaluation forms at the conclusion of the study group).

Each faculty member will earn 10 or more PDP's based on the number of hours the study group is held. (For example: 10 hours earns 10 PDP's). The group facilitator receives a stipend (pending grant funding) and double PDP's.

### **IN-SERVICE WORKSHOPS/CONFERENCES**

Teacher-selected topics that may not support the awarding of professional development points. Topics more focused on individual skills instead of systemic goals (i.e. using PowerPoint, creating web quests). May need to be bundled with other activities for professional development points.

### **BACHELOR'S TO MASTER'S DEGREE COURSE REIMBURSEMENT**

The Manchester Essex Regional School District provides limited tuition reimbursement for teachers seeking their initial Master's Degree. Graduate credits are arranged through the institution granting the degree.

### **REQUIRED/SUGGESTED DISTRICT COURSEWORK**

This coursework directly relates to district and school improvement goals as well as to existing district programs. Coursework may be required for teachers as part of their induction program and strongly suggested for professional status teachers. The district will cover the costs associated with this coursework (*ex. The Skillful Teacher*). Professional development points will be available.

## ***ADDITIONAL PATHWAYS TO PROFESSIONAL DEVELOPMENT***

### **DISTRICT SPONSORED OPPORTUNITIES**

This plan provides great detail into the district offerings available to staff during the 2017-2018 school year.

### **MERSD EXTENDED WEDNESDAYS**

Extended Wednesdays will rotate between team and grade-level collaboration days focusing on school-and district-wide initiatives, curriculum alignment, and staff meetings. Please see the district calendar for specific dates, topics, and meeting times.

### **MERSD GROUP PROPOSALS**

Should you and a group of colleagues wish to create a book study group or curriculum development group proposal, please utilize the proposal form available at the end of this plan. Please review your plan with your principal and then send to Julie DeRoche for final approval.

### **CONFERENCES**

The district budgets money for staff to attend conferences and workshops. The district may put a hold on some conference money to be in compliance with state requirements/audits. All remaining money is available to staff in one pool. To be considered for this, staff must complete their workshop approval forms and submit those accordingly. The conferences will be honored on a first come first served basis. We recommend these workshops and conference opportunities to those staff whose primary content area(s) of certification are not always covered during our professional development day offerings. \* The forms can be found on the district Intranet.

### **OUTSIDE COURSES**

The district will provide reimbursement for courses as outlined by the teachers' contract. All forms must be submitted and approved **prior to the course start date**. The forms can be found in the main office of each building.



## **2017 SUMMER PROFESSIONAL DEVELOPMENT**

### **Developing Your Webpresence**

- Creating a website or blog, or something else to create a web presence
- Learn how to link to the district site
- Options: Blackboard, Teacher Web (P-5) Google Sites, Blackboard (P-12)

Date: Wednesday, June 21

Trainers: Del and Jenna

Participants: 50 max

Time: 9:00AM-3:00PM

BYOL (Bring Your Own Lunch) & BYOD (Bring Your Own Device-if possible)

Location: ME HS Library

### **Getting Googl-y: Getting to Know the In's and Out's of Google**

Focus areas:

- See Google Apps Demo: Includes training on G-Suite: Google Docs, Forms, Slides, Sheets, etc.
- Learn how to move your files, management, and work with Google tools

Date: June 22

Time: 9:00AM-3:00PM

Trainers: Del and Jenna

Location: ME HS Library

BYOL (Bring Your Own Lunch) & BYOD (Bring Your Own Device-if possible)



## **2017 SUMMER PROFESSIONAL DEVELOPMENT**

### **Orton Gillingham 5 Day Reading Training:**

This course provides instruction in Orton-Gillingham methodology for teaching decoding. Participants will learn how to design lessons and assessments that build phonemic awareness, utilize multi-sensory strategies for reading, writing, and spelling, and identify syllabication patterns for encoding and decoding.

Instructor: Kerri Schaub      Dates: June 26-30      Time: 8:30am-3:30pm

Location: Middle-High School Library

Registration is available through the North Shore Education Consortium. Enrollment limited to 16. Contact Allison Collins for more information.

### **RULER Training at Yale University**

**High School Anchors of Emotional Intelligence Institute for High School Educators  
August 8-9**

**K-8 Anchors of Emotional Intelligence Institute  
July 17-18 and July 25-26**

#### **Benefits of RULER:**

- Positive shifts in school climate
- Enhanced academic performance
- Better quality relationships
- Less bullying and aggressive behavior
- Two-day workshop at Yale

This highly interactive, two-day institute at Yale University in New Haven, CT provides school administrators and educators with the foundational skills and tools to bring RULER to your school or district.

RULER is a CASEL SElect, evidence-based approach for social and emotional learning co-developed by Marc Brackett, Ph.D., and colleagues at the Yale Center for Emotional Intelligence. RULER helps students, educators, and families develop the emotional intelligence skills needed to make sound decisions, foster healthy relationships, enhance well-being, and achieve desired outcomes at school, home, and in the workplace.



## **2017-2018 Mentoring and Induction Program**

### **INTRODUCTION**

The Manchester Essex Regional School District (MERSD) is committed to providing high quality instruction and a positive school climate for all students. To that end, MERSD will provide the structure to support and meet the needs of teachers new to teaching and new to the district through a comprehensive New Teacher Induction Program.

Mentoring is at the core of any teacher induction program. The district hopes and expects that the professional interaction and collegiality inherent in one-to-one mentoring relationships will result in the retention of quality educators and a heightened job satisfaction for all participants while promoting a culture of collegiality and collaboration within our schools.

While acknowledging the special contribution an effective mentor makes to the acclimation of a beginning teacher, MERSD also recognizes that successful new teacher induction is a collective responsibility.

### **BEGINNING TEACHERS AND NEW TEACHERS**

MERSD recognizes that the needs of beginning teachers differ somewhat from the needs of experienced teachers new to the district. A beginning teacher is anyone who has been a teacher for less than three years. Experienced teachers new to the district are teachers who have three or more years of successful teaching experience at the professional level.

### **OVERVIEW**

Although mentoring is at the heart of any comprehensive teacher induction program, the challenge of hiring, training and retaining a quality staff requires a comprehensive approach. Therefore, MERSD sees new teacher induction as a multi-year program encompassing the following components:

- New Teacher Orientation
- Beginning Teacher Seminars
- Mentoring, including opportunities to observe teaching
- District Supported Courses/Workshops

### **GOALS**

- To facilitate and accelerate the adjustment of teachers new to the district
- To improve teaching performance, thus improving student learning and achievement
- To increase the retention of good teachers
- To promote personal and professional well-being through professional development and one-to-one support
- To integrate new teachers into the culture of the school and district (core values, beliefs, procedures, teacher's role)
- To recognize accomplished teachers and provide them an opportunity to reflect upon and share their experience and expertise.

## **2017-2018 Mentoring and Induction Program**

### **MENTORING**

The role of the mentor is to support the needs of beginning teachers, including:

- System needs – policies and procedures; acquaintance with the community
- Resource needs – obtaining materials and supplies
- Instructional needs - planning units and lessons; familiarity with the curriculum
- Parental needs - communicating with parents
- Managerial needs - classroom management; discipline
- Emotional needs - overcoming isolation, building confidence, coping with evaluation

#### *Characteristics of Mentor Teachers*

The MERSD teacher contract identifies certain basic qualifications for mentors including the following:

- A mentor shall have at least five years' experience in MERSD.
- Each mentor shall receive training prior to beginning his/her work with a mentee.
- Each mentor shall maintain a log, the sole purpose of which is to maintain a record of meetings of the mentor and mentee during the mentoring year.
- All communication between the mentor and mentee is confidential.

In addition to these characteristics, mentors should be strong in their knowledge of subject and pedagogy. They should be reflective practitioners who typically share information and ideas with colleagues. Mentors need to be easily approachable, trustworthy and capable of caring for the mentee's emotional and professional needs. Mentors should be attentive listeners, articulate and positive in their suggestions.

Mentors must be capable of maintaining confidentiality. Mentors should convey enthusiasm and a passion for teaching. Mentors must be willing to be trained to build/improve upon mentoring skills.

#### *Responsibilities of the Mentor*

MERSD envisions that mentoring will involve a 30-35 hour per year commitment. The core mentoring activity is the weekly informal meeting with the mentee. Mentors will also observe the mentee's teaching and be observed by the mentee (when feasible this can be accomplished through co-teaching). The mentor shall arrange quarterly opportunities for both the mentor and mentee to observe other teachers' classrooms as well. In addition, mentors will maintain a log of mentor activities. Mentoring activities should address the following goals:

- To ensure a strong start to the year (help new teacher "learn the ropes")
- To provide instructional support (offering feedback on teaching; helping with lesson planning; familiarizing the mentee with the curriculum; assisting with class management)

To provide personal support (put problems in perspective; help build confidence)

- Facilitate 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, are familiar with routines and schedules, and curriculum expectations.
- Provide instructional support. This includes, but is not limited to regular observation

of and conferencing with the beginning teacher.

### **Mentoring and Induction Program Goals and Initiatives**

- Modeling instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers (could be done through videotaping).
- Provide advice on classroom management and how to handle various behavioral issues.
- Support in teaching and learning standards of the MA Curriculum Frameworks.
- Support in achieving proficiency as identified in the [MA Model Rubric for Teachers](#) (or district rubric).
- **Provide professional support.** Beginning teachers need to be informed of district, school, and grade level/content team data and goals.
- **Provide personal support.** Mentors can help relieve the stress beginning teachers by introducing them to other faculty members and helping the beginning teacher to put problems in 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. The role of the mentor is to support the beginning teacher, not to evaluate him/her.
- 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 the school, district, and professional associations.
- Serve as a teacher leader. Mentors are identified leaders within a school community. As such, they share responsibility with administrative leadership and other colleagues to promote a school culture that emphasizes ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students.

*See Appendix 1 in this section for more detail.*

#### *Mentor Training*

The training will take place at the district level in order to ensure the same quality of training for all mentors in MERSD. Mentor training will occur as needed and address topics such as:

- Role of a Mentor
- Needs of Beginning Teachers
- Characteristics of Effective Mentoring
- Collegiality
- Observation Skills
- Strategies for Conferencing and Feedback
- Confidentiality

*See Appendix 2 in this section for more detail.*

## **2017-2018 Mentoring and Induction Program**

### *Responsibilities of the Mentee*

MERSD recognizes that beginning teachers need to play an active role in making the mentor-mentee relationship work. Responsibilities of the mentee include:

- Participating actively in the mentor-mentee relationship (meeting with mentor, observing, being observed, reflecting on practice).
- Attending district and school sponsored training activities for new teachers
- Seeking out help (being forthright in communicating issues; being open to ideas)

### *Mentor Selection and Assignments*

No later than May 31 of each school year, the administration shall post the positions of mentor(s) in each building. The posting shall include the anticipated number of mentors needed in each building and in each curriculum area. Mentor candidates will submit a letter of interest. Each school principal will select mentors for his/her building following *Guidelines for Matching* below.

### *Guidelines for Matching*

The assignment of a mentor to a new teacher takes place at the building level. Along with consideration for personal compatibility between a mentor and a new teacher, every effort is given to matching mentors and mentees at the same grade level and /or in the same content/subject area and in close proximity within the building. Every effort is made to provide compatible schedules for mentors and mentees (i.e. common planning time). Given the small size of the schools and the district, it is understood that adjustments to these guidelines may be necessary in individual situations.

### *No Fault Reassignment Process*

MERSD recognizes that not all relationships between people are compatible and that there may be situations where the mentor-mentee relationship is not working. In such a situation, teachers may request a change of assignment. The principal will then meet in a mediation session with the mentor and mentee. If a mutual agreement to continue cannot be reached, the principal will assist the mentee in the selection of a new mentor.

## **PROFESSIONAL DEVELOPMENT FOR NEW TEACHERS**

As noted above, teacher induction extends beyond mentoring to include a variety of professional development and other experiences. The training and activities described below shall constitute a requirement for new teachers to achieve professional status after three years of teaching within MERSD.

### ***Year 1***

Orientation – The orientation begins the comprehensive induction program for beginning teachers and experienced teachers new to the district. The orientation provides teachers with an opportunity to learn important information about the school and district while allowing the district to promote its vision and culture and will consist of activities such as:

- Introduction to the community
- Introduction of key staff/community members and their roles
- District and school policies and procedures
- District and school goals

- Expectations for beginning teachers including overview of induction program
- Professional development opportunities available through the district
- Overview of evaluation system
- Tour of the district; tour of individual school to which assigned; meeting with building principals
- Handouts including district and school improvement plans, calendars, curriculum guides, handbooks, etc.

Mentoring – This is a formal year-long program (described above) which includes the opportunity to observe classrooms.

New Teacher Seminars – MERSD believes that beginning teachers will benefit from coming together to share experiences and learn about topics that have a direct bearing on the success of a new teacher. Topics will include preparation for the first day/week of school, classroom management, standards and assessment, and meeting the needs of diverse learners. New teachers will be asked to attend workshops that directly support the curriculum. Other topics will be addressed on an as needed basis and might include handling open house, conferencing with parents, completing report cards, using technology, etc.

### *Years 2 and 3*

District Supported Courses, Workshops, and New Teacher Seminars - During years 1, 2, and 3, beginning teachers and teachers new to the district are required to complete training as determined by the needs of the system, such as:

- New Teacher Seminars
- Professional Development Workshops
- Skillful Teacher
- High Expectations Teaching
- Effective Instructional Practices
- Social Competency Training
- Diversity and Differentiation

## **DISTRICT PROGRAM SUPPORTS**

### **Mentor Coordinator:**

The district mentor coordinator provides induction program support across the district and may assume many of the aforementioned responsibilities of the principal, except the formal evaluation. The mentor coordinator could be an administrator or a teacher who is released from certain teaching responsibilities and/or is provided with a stipend and the following responsibilities could include:

- Chair or co-chair the Steering Committee.
- Maintain meeting schedules for beginning teachers and their mentors and ensure that these are followed.
- Lead the mentor peer support group and the beginning teacher peer support group and follow up on recommendations made by each of the groups.
- Coordinate professional development opportunities and coursework for both the beginning teachers and the mentors.
- Communicate with the preparation programs that trained the beginning teachers to provide information on where beginning teachers excel or may need additional training so the preparation programs can make any necessary program adjustments.

### **Support Team:**

- Provides team support for the beginning teacher during the first year that will supplement the support being provided through the mentoring relationship. Note that this support team may be the subject or grade level team with whom the teacher works.
- Meets regularly with the beginning teacher during the first year to answer any questions or address concerns that the beginning teacher may have as well as to ensure that the teacher is aware of the professional knowledge and skills required of all teachers.

**District Steering Committee:**

- Develops an induction program plan that outlines various program components and incorporates input from a variety of district sources and includes analysis of the district's needs.
- Determines the resources needed and available to develop and sustain the induction program.
- Conducts an annual review and evaluation of the program's effectiveness and suggests program improvements based on the data collected.

The role of the **Central Office** administration includes the following:

- Discusses the teacher induction program and the new teacher's responsibility for participation during the hiring process
- Conducts district orientation program for new teachers
- Ensures availability of district curriculum and materials (curriculum frameworks, textbooks, district goals and improvement plan) for new teachers
- Ensures adequate funding for comprehensive teacher induction program
- Along with the members of the PDC and support team, supports needs of new teachers (maintain comprehensive induction and mentoring program, provide for mentor training, Skillful Teacher, New Teacher Orientation, etc.)

The role of the **Principal** includes the following:

The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would typically assume all of the responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal(s) and department heads:

- Establish a collegial school culture that supports professional collaboration among beginning and experienced teachers.
- Ensure reasonable working conditions for the beginning teacher, which might include schedule modifications. For example, the beginning teacher may be assigned a moderate teaching load, a course load with relatively few preparations, few extra-curricular duties, and a schedule that is compatible with the mentor's.
- Facilitate the relationship between the mentor and beginning teacher. The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.
- Conduct an orientation program for new teachers and mentors.
- Conduct the formal evaluation of the new teacher. The principal should ensure that the new teacher is informed early in the year about the district's educator evaluation system and procedures and is evaluated on schedule.
- Oversee the selection of mentors. The matching of trained mentors and beginning teachers should take place at the building level using selection criteria developed at

the district level. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.

- Communicate regularly with school mentors. While maintaining confidentiality, mentors and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide teachers with consistent and streamlined feedback.

## **EVALUATION**

It is the responsibility of the PDC to evaluate the teacher induction program and make specific recommendations based on the feedback collected. It is important to collect data on the effectiveness of the teacher induction program. Information to be collected will include:

- Evaluation of mentor training program
- Record of program activities (number of participants, time spent, log, etc.)
- Survey/interviews with participants in induction program (to include mentors, mentees, principals) to gauge the level of satisfaction with the program and its strengths and weaknesses
- Recommendations for the future

**Please view the appendix pages at the end of this document for more information on:**

- Mentor Teacher Job Description
- Mentor Training Program
- Mentor-Mentee Meeting Log
- Evaluation of Mentor Training Program
- End-of-Year Survey for Mentors
- End-of-Year Survey for Mentee



## **2017-2018 Mentoring and Induction Schedule**

*All Meetings will take place in the Manchester Essex High School Library*

*Meetings run from 3:00PM -4:00PM*

*Please prepare to attend all sessions*

**July 13, 2017:** New Mentor Training

**August 24, 2015:** New Staff Breakfast-Manchester-Essex High School and Mentoring Program Introduction

**September 14, 2017: 3:00-4:00 PM**

**Meet Your Mentor and Program Introduction through Google Classroom**

- September 14 – June 14: Daily contact between mentor and protégé
- August – June: Ongoing informal and formal meetings between mentor and protégé

**Oct. 30, 2017—Unpacking the Teachers Rubric**

- Meeting of all district mentors and protégés

**November 16, 2017— Professional Culture**

- Meeting of all district mentors and protégés

**January 11, 2018—Student Engagement**

- Meeting of all district mentors and protégés

**March 8, 2018—Formative Assessment**

- Meeting of all district mentors and protégés

**May 7, 2018— Family and Community Engagement**

- Meeting of all district mentors and protégés

**2017-2018 Manchester-Essex Instructional Rounds Schedule**

Sessions will alternate as AM and PM sessions to facilitate all schools and grade levels:

- Oct 26, 2017
- Dec 14, 2017
- January 25, 2018
- April 12, 2018

**2017-2018 Mentoring Professional Learning Committee Book Club**

Book Club Title:

*The Strategic Teacher* by Harvey Silver, Richard Strong, and Matthew Perini

Online: November 2017 to February 2018

- Alternating monthly meetings and online postings in Google Classroom

## **2017-2018 Mentoring and Induction Schedule**

### **Other Activities:**

- Completion of contact log by mentor for each beginning teacher (Required)
- Completion of surveys and feedback to Mentoring Committee
- Completion of state paperwork at conclusion of mentoring and induction program

# SCHOOL YEAR OFFERINGS

## 2017-2018



## 2017-2018 District Overview of Professional Development Days

<b>Professional Development Date and Type</b>	<b>Date</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
<b>Mentoring and Induction Day-Full Day</b> Location: MERSD High School Library	August 24	New hires to attend	New hires to attend	New hires to attend
<b>K-12 Full-Day</b> Location: MERSD High School Café and Auditorium	August 29	District Breakfast Welcome Back! Year Ahead Overview Mandated Trainings	District Breakfast Welcome Back! Year Ahead Overview Mandated Trainings	District Breakfast Welcome Back! Year Ahead Overview Mandated Trainings
<b>K-12 Half-Day</b> Location: All schools	September 27	RULER Overview at Schools	RULER Overview at Schools	RULER Overview at Schools
<b>K-12 Full-Day</b> Teacher Workshop Day Location: MERSD High School	October 6	Reaching All Learners District Workshop Day	Reaching All Learners District Workshop Day	Reaching All Learners District Workshop Day
<b>K-12 Half-Day</b> Location: All schools	December 6	RULER/ Curriculum Alignment	RULER/ Curriculum Alignment	RULER/ Curriculum Alignment
<b>High School Only Full-Day</b>	January 22	N/A	N/A	RULER/ Curriculum Alignment
<b>K-8 Half-Day</b> Location: Essex, Memorial, & MS	January 31	RULER/ Curriculum Alignment	NELMS/ RULER/ Curriculum Alignment	N/A
<b>K-12 Half-Day</b> Location: all schools	May 2	RULER/ Curriculum Alignment	NELMS/ RULER/ Curriculum Alignment	RULER/ Curriculum Alignment
<b>K-8 Half-Day</b> Location: Essex, Memorial, & MS	June 6	RULER/ Curriculum Alignment	NELMS/ RULER/ Curriculum Alignment	N/A

## **2017-2018 District Training Descriptions**

### **August 29, 2017: K-12 District Full Day**

**Topic:** Welcome Back Breakfast & Opening Day Activities

**Audience:** All Staff

**Location:** MERSD High School Auditorium

*Breakfast Will Be Provided*

### **September 27, 2017: K-12 Half-Day**

**Topic:** RULER Introduction and Overview K-12

**Audience:** All Staff

**Presenters:** RULER-trained teachers and administrators

**Location:** All Schools

### **October 6, 2017: K-12 Full Day**

**Topic:** Reaching All Learners District Professional Development Day

**Audience:** All Staff

**Presenters:** Presenters -To Be Announced

**Location:** MERSD High School

*Breakfast and Lunch Will Be Provided*

### **December 6, 2017: K-12 Half-Day**

**Elementary Staff:**

Topic: RULER / Grade-Level Curriculum Alignment

**Location:** Elementary Schools

**Middle School Staff:**

Topic: RULER / Grade-Level & Departmental Curriculum Alignment

**Location:** MHS Grade Levels/Departments

**High School Staff:**

Topic: RULER / Departmental Curriculum Alignment

**Location:** MHS Departments

## January 31, 2018: K-8 Half-Day

**Elementary Staff:**

Topic: RULER / Curriculum Alignment

**Location:** Elementary Schools

**Middle School Staff:**

Topic: RULER / Grade-Level & Departmental Curriculum Alignment

**Location:** MHS Grade Levels/Departments

## May 2, 2018: K-12 Half-Day

**Elementary Staff:**

Topic: RULER / Curriculum Alignment

**Location:** Elementary Schools

**Middle School Staff:**

Topic: RULER / Grade-Level & Departmental Curriculum Alignment

**Location:** MHS Grade Levels/Departments

**High School Staff:**

Topic: RULER / Departmental Curriculum Alignment

**Location:** MHS Departments

## June 6, 2018: K-8 Half-Day

**Elementary Staff:**

Topic: RULER / Curriculum Alignment

**Location:** Elementary Schools

**Middle School Staff:**

Topic: RULER/ Grade-Level & Departmental Curriculum Alignment

**Location:** MHS Grade Levels/Departments

## 2017-2018 Additional School Year Offerings

### District Compliance Trainings:

Restraint and Mandated Trainings: Civil Rights, Bullying Prevention, 504, Restraint, and McKinney-Vento Laws

Dates: Opening Day

Instructor: Julie DeRoche and Allison Collins

Audience: All Staff

Session Description: All district personnel are required to participate in mandatory trainings on Civil Rights, Bullying Prevention, 504s, Restraint, and McKinney Vento.

Online program and forms to be distributed to district staff.

*\*Return Signed Form to District Friday, September 8, 2017*

### Anti-bullying/Cyberbullying/Social Media Training:

Dates: Fall 2017

Instructor: School-based MARC Coaches/Dr. Englander

Audience: All Staff

Session Description: All district staff are required to participate in mandatory trainings on Civil Rights, Bullying Prevention, 504s, Restraint, and McKinney Vento. Online program and forms to be distributed to district staff.

### CPR Training:

Date: Fall 2017

Instructor: TBA

Audience: TBA

Location: MERSD HS

This course will prepare you to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children and infants and meets OSHA/workplace requirements. Through a combination of self-paced online learning and instructor-led classroom skill session you will have the opportunity to practice and demonstrate skill competency required for certification. Upon successful completion of this course, participants will receive a certificate for Adult and Pediatric First Aid/CPR/AED valid for two years.

### CPI:

The CPI *Nonviolent Crisis Intervention*<sup>®</sup> training program teaches physical interventions and personal safety techniques designed to maximize safety in a crisis situation.

Participants will learn a system of verbal and physical intervention techniques that address escalating behavior at its earliest stages—before it can escalate further.

Instructors: Lauren Costa and Cori Krajewski

Trainings offered: One full day training in Fall 2017 for CPI certification; one half day training in Spring 2018 for certified staff who would like to maintain CPI certification. In order to remain certified, staff must recertify annually.

### Registered Behavior Technician:

A Registered Behavior Technician<sup>™</sup> (RBT<sup>®</sup>) is a paraprofessional who practices under the close, ongoing supervision of a BCBA, BCaBA, or FL-CBA. Individuals with this certification deliver ABA and behavioral support services for children with autism, developmental disabilities, and social-emotional impairments. The first step of the RBT training and certification is available on-line as a 40 hour training through Relias Learning.

Instructor: Relias Learning

Dates: Ongoing, training must be completed within 90 days of start date.

Registration: A limited number of spaces are available in this training annually. Contact Student Services for more information.

#### Understanding Our Differences:

Through 2-4 class lessons, the Understanding Our Differences curriculum teaches children to value and accept people of all abilities and “to see the person and not the disability.” The UOD approach is grounded in the belief that children are naturally curious about differences, and that accurate information can be the difference between acceptance and discrimination. This Social Studies curriculum is delivered through co-taught lessons with a general education and special education teacher. The program progresses from more obvious disabilities (physical impairments, use of wheelchair) in grade 3 to learning disabilities in grade 4 and autism in grade 5. In 2017-2018, 5<sup>th</sup> grade teachers will participate in a one day training in preparation for implementation of the program in 2018-2019.

#### Reaching All Learners:

MERSD offers free professional development for teachers seeking to earn the 15 special education PDPs required for teacher re-certification. This training incorporates a structured professional development workshop component (8 PDPs) and an independent learning component (7 PDPs).

Timeline: 2016-2017 and 2017-2018 for K-8 teachers; 2017-18 and 2018-19 for high school teachers

Four (4) Training Extended Wednesdays will be used for direct training on common disabilities. Two trainings will be dedicated to each disability. For 2017-2018, the topics are learning disabilities and autism. The first training will address the symptoms and profile of each disability; the second training will provide ready to use classroom instructional strategies and accommodations for students with this particular disability. These Wednesdays will equate to four (4) hours of training annually for a total of eight (8) direct training hours over a two year period.

Teachers seeking PDPs for recertification also have the option to complete seven (7) additional PDPs through self-directed activities or other special education oriented professional development within the district. Examples include participation in a District PD Day Reaching All Learners workshop related to special education, training for Understanding Our Differences at the elementary level, and on-site workshops offered through Landmark Outreach.

Elementary Differentiation/Co-teaching Consultation – Continuing consultation for elementary differentiation and co-teaching strategies

Dates: Fall-Winter 2017

Locations: Essex and Memorial Elementary Schools

#### Stephanie Harvey Comprehension Toolkit K-5

Location: Essex Elementary School

Dates: November 2018

- Day One: Introducing grade 1-3 teachers to the Toolkit, and the other day
- Day Two: Follow up modeling and coaching for grade 4-5 teachers

#### EDM Modifications

Location: District-wide

Dates: June 2017-June 2018



## **2017-2018 District Committees**

Title/Topic: Professional Development Committee

Dates: Monthly 2017-2018 School Year

Participants: District and School Representatives

Facilitator: Curriculum Director

Location: Central Office

Description: This committee will meet to coordinate and align the professional development needs of district staff.

Title/Topic: Curriculum Leadership Team

Dates: Monthly 2017-2018 School Year

Participants: District and School Representatives

Facilitator: Curriculum Director

Location: Central Office

Description: This committee will meet to coordinate, review, and assess district curriculum and instructional strategy.

Title/Topic: RULER Implementation Team

Dates: Monthly

Participants: District Representatives

Facilitator: Curriculum Director

Description: This committee will work with principals and curriculum director on train-the-trainer implementation of the RULER approaches to social and emotional learning.

Title/Topic: Mentoring and Induction Strategic Team

Dates: Quarterly

Participants: District Representatives

Facilitator: Curriculum Director

Description: This committee will work with principals and mentor director to support the implementation of the district mentoring and induction program

*See district calendar for 2017-2018 committee meeting dates and times.*

## Professional Development Funding

*Below is a projected summary of all funding mechanisms and the sessions/supplies they fund that directly relate to the professional development office's budget and grants.*

*Other opportunities are either part of existing staff salaries, provided by other grants (such as special education grants) or written into existing school budgets. As we are level funded this year, no additional expenses were accrued on existing lines, while some transfers may occur as noted.*

*Some professional development contracts may change upon professional development and planning recommendations made by administration and committees.*

Funding Source	Amount	Session Title/Supplies
PD Contracted Services	\$10,000	District Special/Regular Ed Consultation & Action Planning
PD Contracted Services	\$10,000	Writing Training: Keys to Literacy, Empowering Writers, Writers' Workshop
PD Contracted Services	\$6,000	District Speaker Series: Dr. Robert Brooks, Dr. Elizabeth Englander
Subtotal	\$26,000	<i>District Budget</i>
Title I	\$7,500	Comprehension Toolkit-Stephanie Harvey
Title IIA	\$10,000	MS Differentiation-Teachers 21
Title II A	\$8,000	Training: Advisory, School Culture, Motivation
Subtotal	\$25,500	<i>*Pending grant approval/amount</i>
PD Registrations	\$4000	AP Teacher Trainings-Summer 2017
PD Registrations	\$8,000	YALE-Emotional Intelligence
PD Registrations	\$2000	MASS Cue-Fall 2017
PD Registrations	\$2000	MSSAA Conference
Subtotal	\$16,000	<i>District Budget</i>
PD Travel	\$1,500.00	State-Mandated/MSSAA/MASSCue
PD Travel	\$1000	Teacher Conference Travel
Subtotal	\$2,500	<i>District Budget</i>

**MANCHESTER-ESSEX PUBLIC SCHOOLS**  
**PROFESSIONAL DEVELOPMENT PROPOSAL FORM**

*\*For use with book study groups or teacher-created curriculum development groups.*

**Department /Grade Level:** \_\_\_\_\_ **Date(s)** \_\_\_\_\_

**Time(s):**

**Location(s):** \_\_\_\_\_

**Participant(s):** \_\_\_\_\_

**Instructor(s) /Facilitator(s):** \_\_\_\_\_ **Topic:** \_\_\_\_\_

- 1. Describe the objective(s) of the work.**
  
- 2. Describe the activities of the session(s).**
  
- 3. Articulate the resources and materials that will be used.**
  
- 4. Write the expected outcomes and how they relate to your professional practice.**
  
- 5. Detail the product that will be used as evidence of work completion.**
  
- 6. Detail any costs and the funding source.**
  
- 7. Describe how your work will be shared with your colleagues.**
  
- 8. Write the related district, school, and professional goals.**

**For Office Use Only**

**Approved:** \_\_\_\_\_ **Not Approved:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Director of Curriculum's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





## **Appendix 1**

### **Mentor Teacher Job Description**

*Stipend (Refer to Contract) Time Commitment (30 – 35 Hours)*

#### **Overview:**

The purpose of the induction and mentoring program is to ensure that each beginning teacher receives guidance, information, support and training. Mentoring activities should address the following goals:

- To ensure a strong start to the year (help new teacher “learn the ropes”)
- To provide instructional support (offering feedback on teaching; helping with lesson planning; familiarizing the mentee with the curriculum; assisting with class management)
- To provide personal support (put problems in perspective; help build confidence)
- To provide a confidential relationship such that the mentee can openly discuss issues
- To serve as a resource (help the mentee access the resources he or she needs)

Mentor opportunities will be posted by May 31 for the following school year.

#### **Requirements:**

- Each mentor shall have at least five years of teaching experience in the district.
- Each mentor shall receive training prior to beginning his/her work with a mentee.

#### *Responsibilities:*

- Meet weekly with mentee
- Maintain confidentiality
- Maintain a confidential log recording mentor-protégé meetings and other mentoring activities
- Arrange to observe the mentee teaching
- Arrange to be observed by mentee
- Arrange for mentee to observe other classes and/or personnel once per quarter
- Participate in one Mentor Peer Group meeting/discussion (2 hours)

## **Appendix 2**

### **Outline for 6-8 hour Mentor Training Program**

Mentors will receive training in the skills of effective mentoring before being assigned as a mentor. Training will run for approximately six hours, modeled after the training provided by the Massachusetts Department of Education and Teachers 21<sup>1</sup>.

#### **Module 1**

- I. Introduction and Overview
  
- II. The Needs of Beginning Teachers
  - A. Research Findings on Beginning Teachers
  - B. Needs of Beginning Teachers
  - C. Stages of the First Year of Teaching
  
- III. Role of the Mentor
  - A. Characteristics of High Quality Mentors
  - B. Roles Mentors Play
  - C. Confidentiality
  - D. Mentoring vs. Evaluation – Understanding the Difference
  
- IV. Collegiality and Mentoring
  
- V. Stages of Adult Learning
  - A. How Adults Learn
  - B. Case Studies

#### ***Module 2***

- I. Mentoring Styles
    - A. Active Listening
    - B. The Reflective Practitioner
  
  - II. The Skills of Peer Coaching
  
  - III. Observation Skills
  
  - IV. The Conferencing Protocol
- 

<sup>1</sup> Massachusetts Department of Education; “Mentoring Beginning Teachers: Train the Trainers Workshop Packet”, July, 2002





## Appendix 4

### Evaluation of Mentor Training Program

Date of Training: \_\_\_\_\_ Instructor: \_\_\_\_\_

1. To what extent do you feel the goals/objectives for the mentor training workshop were accomplished?

(Circle the appropriate number)

NOT AT ALL      1      2      3      4      5      COMPLETELY

Comments:

2. How would you rate the overall effectiveness of the instructor's preparation, style, methods, and rapport for this study group/workshop/course?

(Circle the appropriate number)

NOT AT ALL      1      2      3      4      5      COMPLETELY

Comments:

3. To what extent did the mentor training workshop provide you with useful ideas which you expect to apply to your own mentoring situation?

(Circle the appropriate number)

NOT AT ALL      1      2      3      4      5      COMPLETELY

Comments:

4. What suggestions do you have for improving this workshop?

## Appendix 5

### End-of-Year Survey for Mentors

These questions pertain to the structure of the mentoring program, and NOT to your particular mentee.

1. To what extent do you feel the *mentor training program* prepared you for your mentoring experience?

(Circle the appropriate number)

NOT AT ALL      1      2      3      4      5      COMPLETELY

2. Comment on what you perceive to be the strengths and weaknesses of the *mentor training program*. (Please be specific)
  
3. Were you satisfied with the mentoring program in terms of support and direction from the administration and/or the Professional Development Committee? Explain.
  
4. What recommendations do you have for the future?
  
5. Other comments:

## Appendix 6

### End-of-Year Survey for Mentees

These questions pertain to the structure of the mentoring program, and NOT to your particular mentor.

c) Describe how this mentoring experience has impacted your:

- classroom management
  
- knowledge of subject
  
- understanding of the school culture

d) What specific advice from your mentor has been most helpful to you?

e) Comment on what you perceive to be the strengths and weaknesses of the program.

f) What recommendations do you have for the future?

g) Other comments: