

NEWTON PUBLIC SCHOOLS

INDUCTION & MENTORING PROGRAM HANDBOOK 2017-2018



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 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 available on the following pages as well as on the DESE website:

<http://www.doe.mass.edu/aMAzingeducators/reference.html>

Qualities of a Good Mentor

Positive
Enthusiastic, energetic
Takes mentee seriously
Makes time to listen
Helps mentee believe in him/herself
Reflective
Sees potential of mentee
A model of good practice
Knowledgeable
Helps mentee prioritize
Shares knowledge and skills
Encourages creativity
Able to connect mentee with others who can help

Generous with time
Knows when to let go
Builds protege's confidence
Has respect for students
Non-judgmental
Nurturing, caring
Insightful
A risk taker
Has a sense of humor
Encouraging
Never negative
Models that learning is lifelong
Understands effectiveness of different teaching styles

Table of Contents

NEWTON PUBLIC SCHOOLS Induction & Mentoring Program Handbook

Section	Topic	Page
1.	Mission	5
2.	Goals	5
3.	Orientation	5
4.	Mentor Selection and Criteria	5
5.	Participants' Roles	6
6.	Mentoring Models	8
7.	Program Evaluation Process	8
8.	Year 1, 15 hour Mentoring Contact Logs	9
9.	Peer Observation and Coaching Protocols and Resources	10
10.	Year 2 Mentoring Requirements For All New Educators	12
11.	Requirements for Professional Licensure	12
12.	Course Requirements for Educators in The First Five Years	13
13.	Resources	14
14.	Appendices	15
	<i>I. Mentoring and Induction Resources on Schoology</i>	<i>17</i>
	<i>II. Mentor Facilitators 2017/2018</i>	<i>19</i>
	<i>III. Mentor Pledge of Confidentiality</i>	<i>21</i>
	<i>IV. Mentoring Models and Responsibilities</i>	<i>23</i>
	<i>V. Your Team of Mentors</i>	<i>25</i>
	<i>VI. Year 1, 15 Hour Log</i>	<i>27</i>
	<i>VII. Years 2-3, 50 Hour Log</i>	<i>29</i>
	<i>VIII. Monthly Needs Assessment</i>	<i>31</i>
	<i>IX. Peer Conferencing Protocol</i>	<i>33</i>
	<i>X. Ladder of Feedback</i>	<i>35</i>
	<i>XI. GROW Protocol for Peer Coaching</i>	<i>37</i>
	<i>XII. Offerings for Educators in their first 5 Years 2017/2018</i>	<i>39</i>
	<i>XIII. Smart Edu - Professional Development Tracker</i>	<i>43</i>
	<i>XIV. District Calendar 2017/2018</i>	<i>45</i>
	<i>XV. NPS Administrators</i>	<i>46</i>
	<i>XVI. Map of Newton</i>	<i>48</i>
	<i>XVII. Creative Arts and Sciences</i>	<i>49</i>
	<i>XVIII. Newton Demographics</i>	<i>51</i>



1. Mission

The mission of the 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. The program provides opportunities for professional growth in a collegial, non-judgmental environment.

2. Goals

The goals of the Induction & Mentoring Program are:

- To provide confidential support to new teachers.
- To acclimate new teachers to Newton's values.
- To familiarize new teachers 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 teachers who will continue to set goals and grow in their practice.

3. Orientation

A two-day orientation for new faculty is held prior to the beginning of school each year.

Opening day orientation activities include:

- Welcome from the Superintendent, Central Administrators, and Coordinator of Mentoring and Induction
- Introduction to Newton's values
- Overview of Mentoring and Induction

Second day orientation activities include:

- Mentoring seminars lead by Mentor Facilitators.
- Secondary: Secondary mentees meet with their mentors and mentor facilitators in their own schools.
- Elementary: Mentor and Mentee Planning Session on *The First Six Weeks of School*.

4. Mentor Selection and Criteria

Mentors are peer-based faculty 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

The following descriptions of roles for the key participants in the Induction & Mentoring Program delineate responsibilities as well as levels of involvement.

Mentor (traditional - see [Appendix IV](#) for alternate models of mentoring)

- Creates a confidential, non-evaluative, and supportive relationship with their mentee. See the *Mentor Pledge of Confidentiality* in [Appendix III](#).
- Attends an orientation/training before the school year begins.
- Supports mentee in preparing for a strong start to the school year.
- Participates in mentoring trainings, including a session on peer observation.
- Works cooperatively with Mentor Program Coordinators and Mentor Facilitators.
- Provides information about school procedures, resources, and school culture.
- Provides support in teaching the NPS curriculum (when appropriate).
- Assists in refining teaching strategies and understanding the learning needs of all students.
- Assists in reviewing and applying classroom management strategies.
- Sets a regular time and place with mentee to meet during the school year.
- Makes informal visits to 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 excellent teachers' classrooms.
- Works collaboratively with their Mentor Facilitator.
- Makes sure their mentee knows about second year mentoring requirements.
- Completes a log (at least 15 hours of contact time) that lists meetings with mentee and notes topics discussed.
- Submits log and feedback forms by mid April to Anne Banks, Executive Assistant for Teaching & Learning, in order to receive stipend or in-service credit and PDPs.
- Completes end-of-year feedback survey about the Induction & Mentoring Program.

Mentee

- Plays an active role in the mentoring relationship by reflecting on his/her own practice and identifying areas in which he/she 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 mentor.
- Observes experienced teachers at work.
- Engages in coaching, peer observations and reflective conversations with mentor.
- Participates in system-wide programs organized for mentors and mentees.

Mentor Facilitator

A list of current facilitators can be found in [Appendix II](#).

- 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 school year.
- Supports new teachers and mentors in performing at least two non-evaluative peer observations.
- Plans and facilitates mentor meetings/trainings with colleagues. (3 times a year)
- 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 assignment, roles).
- Maintains regular contact with mentors and new teachers via meetings, emails, visits, etc.
- Gives feedback on the mentoring program.

Principal, Department Head and Coordinator

- 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 Anne Banks in the Office of Teaching and Learning.
- Conducts a welcoming and informative meeting with new teachers at the beginning of the year.
- Asks the PTO and School Council to welcome new teachers.
- Ensures that new teachers have appropriate district-wide curriculum materials.
- Facilitates the relationship between the mentor and new teacher by checking in regularly.
- Suggests a “no-fault bail out” of new teacher/mentor pairing, if needed, and helps to establish a new mentor partnership.
- 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 structure in which resource teachers (e.g., Literacy specialist, resource room teacher, 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.

- Become familiar with the mission and goals of the Induction & Mentoring Program.
- Welcome new teachers.
- Act as a resource for new teachers—share expertise, materials, etc.
- Model professional behaviors and attitudes.
- Help new teachers understand the school's culture.

6. Mentoring Models

In Newton, the typical mentoring model is one mentor for every new educator and the mentor's duties 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 in the table in [Appendix IV](#).

7. 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.

8. Year One, 15 hour Contact Logs and Monthly Needs Assessments

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.

A (\$600) 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, 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. *Both mentors and new teachers should sign mentoring logs before they are turned in to the Office of Teaching & Learning.*

The 15 hour log must be submitted to the Office of Teaching & Learning by mid-April. Compensation of either stipends or in-service credits and PDPs can not be awarded until mentors have fulfilled all the responsibilities listed in section 5 of this handbook.

Logs can be printed and handwritten, or Google Documents shared between the mentor and mentee. Digital logs must be printed and signed by the mentor and mentee before they are submitted as paper copies.

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.**

Both forms can be accessed in the Induction and Mentoring Course on Schoology, on the Induction and Mentoring Page of the Teaching and Learning section of the NPS website, and in the [Appendices](#) at the end of this booklet.

[Link To A Digital Year 1, 15 Hour Contact Log](#)

9. Peer Observation and 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

[Return to Table of Contents](#)

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 provided in [Appendix X](#). 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).

Peer Observation for Classroom Educators

For classroom educators new to the profession, peer observation is a way for is 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 evaluation 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 pair. 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. Further resources and information to facilitate this process are available on Schoology.

I. PRE-OBSERVATION - Conducting The Planning Conference

[Return to Table of Contents](#)

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

[Resource: Data Collection/Observation Notes Template](#)

II. OBSERVATION - Conducting the Classroom Observation

- Relate observation to the teacher's identified need(s).
- Link the observation to the teacher's individualized learning plan or identified professional goals.
- Keep the focus on the students.
- Collect only data agreed upon beforehand.
- Be focused.
- 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 in our [Appendix VIII](#). 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 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 [Appendix IX](#). Mentors should choose a protocol that best matches the needs and experience of their mentees.

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 a mentored experiences beyond the induction year. For educators seeking to advance in licensure, these 50 hours fulfill state requirements. Although educators are not assigned a formal mentor as they are in their first year, the second year educator should consider his/her experienced colleagues, department chair, curriculum coordinator, supervisor, and/or principal to be his/her community of mentors.

A list of acceptable year 2 mentoring experiences follows:

- Conducting peer observations and reflections on learning.
- Videotaping oneself and reflecting with a colleague on successes and goals.
- 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 the coordinator/teacher leaders and/or a district consultant.
- Scheduled meetings between a coordinator, a principal or department head.
- New educator peer meetings that review topics of school system culture, e.g., classroom management, parent conferences.
- District sponsored content or pedagogical workshops.
- Meetings with mentor facilitators that review topics of school system culture, e.g., classroom management, parent conferences.
- Meetings with math or literacy coaches.
- Taking an approved course for new teachers such as [Maintaining Your Balance: Becoming An Effective Teacher](#) at the educator's expense. Educators may apply for [tuition reimbursement up to \\$500 through Human Resources](#).

Mentored experiences are tracked on the 50 hour log that is available:

- On Schoology in the Induction and Mentoring Course
- On the NPS Website in the Induction and Mentoring page Teaching and Learning.

[Appendix VII](#).

11. Requirements for Professional Licensure

The route to professional licensure [as detailed on the DESE website](#) (<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/>) 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).

[Return to Table of Contents](#)

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 steps are 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 send it to the Office of Teaching and Learning by April 15.
- The mentor should also maintain a copy for his/her own records and provide the mentee with a copy to keep on file.
- 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.
- Once the office receives verification that all requirements have been met, the Assistant Superintendent for Teaching & Learning and the Superintendent sign and send a letter 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 his/her portfolio.
- It is the teacher'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

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. These expectations are clearly outlined in [Appendix XI](#) and include the completion of a minimum of 100 hours of approved professional development coursework and professional development activities.

The approved professional development experiences below support new educators in further developing the skills, mindsets and competencies Newton values. All professional development is aligned to Newton and Massachusetts evaluation standards. Additional course options may become available in the future.

PD Experience	Participants	Hours/PDPs
Mentor Program	All new educators	15+
Mentored Experiences	All new educators	50+
Responsive Classroom	Elementary and MS educators	27
Skillful Teaching	All teachers	36
Anti-Racist School Practices	All educators	25
Teaching English Language Learners in Newton	All educators	15
Guide to Special Education in Newton	All educators	15

Total PD Hours over 5 Years = Minimum of 100 hours

Educators who have already completed the NPS Induction and Mentoring Program, but have changed positions in Newton need only fulfill the 15 hours of mentoring required in year 1 unless they need to fulfill additional requirements to advance in a new area of licensure.

13. Resources

Recommended and required mentoring and Induction resources are available on Schoology. See instructions for Signing into Schoology in [Appendix I](#).

14. Appendices

<i>I. Mentoring and Induction Resources on Schoology</i>	<i>17</i>
<i>II. Mentor Facilitators 2017/2018</i>	<i>19</i>
<i>III. Mentor Pledge of Confidentiality</i>	<i>21</i>
<i>IV. Mentoring Models and Responsibilities</i>	<i>23</i>
<i>V. Your Team of Mentors</i>	<i>25</i>
<i>VI. Year 1, 15 Hour Log</i>	<i>27</i>
<i>VII. Years 2-3, 50 Hour Log</i>	<i>29</i>
<i>VIII. Monthly Needs Assessments</i>	<i>31</i>
<i>IX. Peer Conferencing Protocol</i>	<i>33</i>
<i>X. Ladder of Feedback</i>	<i>35</i>
<i>XI. Grow Protocol for Peer Coaching</i>	<i>37</i>
<i>XII. Offerings for Educators in their first 5 Years 2017/2018</i>	<i>39</i>
<i>XIII. Smart Edu - Professional Development Tracker</i>	<i>43</i>
<i>XIV. District Calendar 2017/2018</i>	<i>45</i>
<i>XV. NPS Administrators 2017/2018</i>	<i>46</i>
<i>XVI. Map of Newton</i>	<i>48</i>
<i>XVII. Creative Arts and Sciences</i>	<i>49</i>
<i>XVIII. Demographics</i>	<i>51</i>



Appendix I

Mentoring and Induction Resources on Schoology

Where can I find resources related to Mentoring and Induction?

Resources can be found on the Mentoring and Course on Schoology. Use the instructions below to log in.

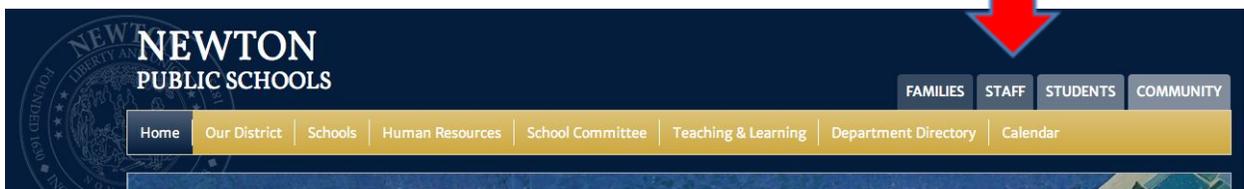
What kinds of resources are available and to whom?

There are resources available to New Educators, Mentors, and Mentor Facilitators. These items include but are not limited to:

- The Program Handbook
- Course Requirements for New Educators
- First and Second Year Logs
- Information About Advancing in Licensure
- Monthly Memos for Middle and Elementary Mentors and New Educators
- Training Modules for Elementary Mentors and New Educators
- End of the Year Surveys
- Messages and Reminders

How do I find Schoology?

1. Go to the NPS website: <http://www.newton.k12.ma.us/>
2. Choose "Staff" from the tabs at the top of the page.



3. Click on the schoology login button:



4. Sign in using your active directory login (the one you use to log into your computer).

Sign in to Schoology

Email or Username

Password

Newton Public Schools Newton, MA

Log in

How do I enroll in the Mentoring and Induction course?

5. From the black menu bar you will choose the “Courses” tab.



6. At the bottom of the pull-down menu choose “Join”



7. You will be prompted to insert an access code. **Please insert the correct code based on your role in the mentoring process.**

FOR MENTORS 2017/2018, the course code is: 3XV9H-Q58VZ

FOR NEW EDUCATORS 2017/2018, the course code is: 8CZ4M-TT58C

8. Type the code in the box and you will be enrolled in the course.

Appendix II

2017-2018 Mentor and New Educator Facilitators

PK & ELEMENTARY FACILITATORS

North-side Elementary Schools	Natalia Espinal
South-side Elementary Schools	Michelle Powers
Online Modules and Mentor Training	Kate Phillipson

MIDDLE SCHOOL FACILITATORS

Bigelow Middle School	Rebecca Robles
Brown Middle School	Mary Radonich
Day Middle School	Sheila Dugan Maggie Heffernan
Oak Hill Middle School	Maureen McCann Evan Janow

HIGH SHOOOL FACILITATORS

Newton North High School	Matthew Ford Belma Johnson Scott Rosenhahn
Newton South High School	David Weintraub



Appendix III

Mentor Pledge of Confidentiality

The Newton Public Schools Induction and Mentoring Program recognizes the importance of creating and maintaining safe and supportive mentor-mentee relationships. As part of the program's mentoring activities, we will conduct peer-observations, gather data, and have conversations around supporting student achievement. For our relationship to be successful, we must trust each other and work together in confidence. Any information I collect, and any conversations that we have as part of our mentor-mentee relationship will not be shared with other mentors, colleagues, parents, or administrators without your consent. Our mentor-mentee confidentiality will remain in effect even after the induction year is over. I want to be clear that in my role as your mentor, I am not in any way an evaluator; I am a support, a resource, and a partner in learning. I look forward to our collaboration

I will uphold the above pledge of confidentiality.

Name of mentor

Signature

Date

I understand the confidential nature of the mentor-mentee relationship.

Name of mentee

Signature

Date

I will respect the confidential nature of the mentor-mentee relationship.

Name of principal/primary evaluator

Signature

Date

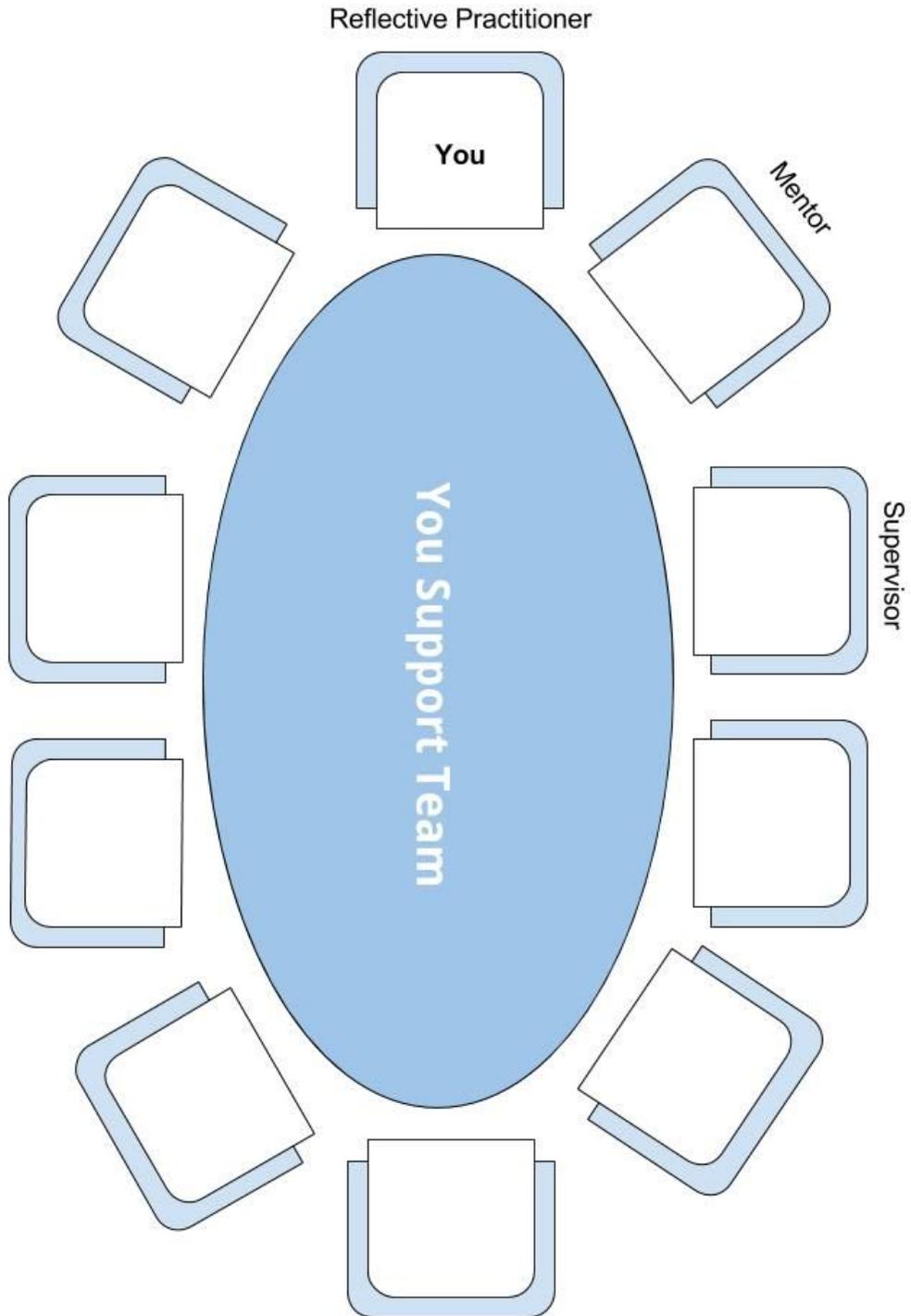


Appendix IV Mentoring Models and Responsibilities

Mentoring Model and Compensation	How Responsibilities Differ From Traditional Mentoring
<p><i>A Traditional “Mentor”</i> ideally shares 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 \$600 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 10 PDPs and \$300 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 should be divided.</p> <p><u>Subject-area mentors</u> are responsible for the peer observation experience and helps with topics relating to <i>Curriculum, Planning and Assessment</i> and <i>Teaching all Students</i>. (Module 2: Peer Observation and Module 3: Reflecting on practice at the elementary level)</p> <p><u>Building mentors</u> may help more with school-specific topics relating to <i>Professional Culture</i> and <i>Family and Community Engagement</i>. (Module 1: Professional Conversations and Module 3: Reflecting on practice at the elementary level)</p>
<p><i>A Shared Mentor</i> is shared by two new educators. This model is useful when there isn’t another qualified mentor available. Compensation is 30 PDPs and a) either \$1200 or b) \$600 and 3 ISCs</p> <p>** No more than 6 ISCs from mentoring 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 7.5 hours should be one-to-one contact time with each individual new educator.</u> The other 7.5 hours of contact time may be with both new educators at the same time.</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 \$600 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 10 PDPs.</p>	<p>The mentor colleague completes 10 hours of contact time with the colleague but does not need to attend orientation or participate in mentor trainings. The mentor colleague provides in-building support as appropriate.</p>



Appendix V Your Mentoring Team





Appendix VIII

Needs Assessment

Interview your mentee at the beginning of each month to support her/him in reflecting on what is going well, and what goals he/she has for growth. This form will help you both to track progress and plan your next meeting.

Mentor: _____

Date: _____

What is going well in your work with students? How do you know it is going well? (refer to standards)	What would you like to improve or enhance in your practice during the upcoming month? (refer to standards)
New educator's next steps towards the goal:	Mentor's next steps to support the new educator with the goal:

Next Meeting Date: _____ Focus for that Meeting: _____

Curriculum, Planning and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
a) Knows subject matter and designs effective instruction b) Uses assessments to measure student learning and inform instruction c) Analyzes assessment data effectively	a) Uses instructional practices that reflect high expectations and engage all students b) Creates a safe and collaborative learning environment c) Creates an environment that respects students' diversity d) Implements lessons that set high expectations and are accessible to all students	a) Encourages every family to participate in child's education b) Collaborates with families to support student learning c) Engages in effective communication with families about student learning	a) Reflects on own practice b) Pursues professional activities c) Collaborates with colleagues d) Is active in school-wide decision making e) Shares responsibility for students school-wide f) Is ethical and reliable



Appendix IX Conferencing and Feedback

To summarize the goals of the lesson and the observation you might say/ask:

- *Remind me of your learning objective.*
- *What are your impressions of how lesson went in terms of what you asked me to observe?*

To recall data to support those impressions and assessments you might ask:

- *How successful were your students?*
- *In what ways did they meet or not meet your expectations and learning goals?*
- *How do you know?*

To analyze the observation data:

- *Would you like to see the observation data?*
- *What do you notice?*
- *What conclusions can you draw?*

To synthesize the learning, draw conclusions, and set next steps:

- *What are some next steps?*
- *How might you support your students in moving forward in their learning?*
- *How might you follow this lesson?*

To reflect on the coaching process and propose refinements:

- *What feedback do you have about this process and our work together?*

**Conferencing protocol adapted from the work of A. Costa and R. Garmston*



Appendix X

Ladder of Feedback Guide to Classroom Observation

What class is being observed?
Feedback for:
Feedback from:

<p>Clarify</p> <p>Are there aspects of the class or lesson that you don't believe you understood?</p> <ul style="list-style-type: none">• Ensure that you're clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you've made. <p>- "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from."</p> <ul style="list-style-type: none">• If you are approaching your observations from a particular frame or perspective, state that. <p>- "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect."</p>	
<p>Value</p> <p>What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy?</p> <ul style="list-style-type: none">• Valuing builds a supportive culture of understanding and will help your feedback colleague identify strengths in their work that they might not have recognized.• Valuing reminds your feedback colleague of the parts of his/her lesson that should be preserved when making improvements.• Expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback.• Stressing the positive points and offering honest compliments sets a supportive tone.	

<p>Raise Questions & Concerns</p> <p>What questions, issues, tensions, or concerns were raised for you within the lesson? Refer to notes you took for specific examples.</p> <ul style="list-style-type: none"> • Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong. - "It might be interesting to explore . . ." - "I wonder what would happen if . . ." - "Perhaps you have thought about this, but . . ." - "A question this raised for me was . . ." - "One of the things this got me thinking about was . . ." - "Observing the class made me more aware of the tension between . . .?" - "A concern raised for me was . . ." 	
<p>Suggest</p> <p>Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?</p> <ul style="list-style-type: none"> • Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson. • Suggestions can also be forward looking by putting forth ideas on where the lesson might go next or how a teacher might build on students' ideas and work. - it might be interesting to follow up on that issue of ____, by..." 	
<p>Thank</p> <p>How has observing and giving feedback enhanced your own understanding of teaching and learning?</p> <ul style="list-style-type: none"> • Tell your feedback colleague what you have learned from this experience. • Share the questions and issues you will take away to think more about. - "This lesson has made me think more about how I might..." 	

Appendix XI

GROW Coaching Protocol

	The Role of the Coach	The Role of the Coachee (person being coached)
<p>GOAL</p> 	<p>Help your colleague to identify a short or longer term goal.</p> <ul style="list-style-type: none"> • What do you want to focus on? • What will reaching the goal give you? • How will you know you've reached your goal? • How will you know the problem has been solved? 	<p>Answer your colleague's questions to help you focus in on a goal.</p> <p><i>I want to be more organized so I am able to meet deadlines and keep track of the resources that I need.</i></p>
<p>REALITY</p>	<p>Help your colleague to uncover his/her current reality</p> <ul style="list-style-type: none"> • What's happening to you now? • What is the result of that? • What are concrete examples of this problem? • Where do you feel stuck? • Is this always a problem or are there situations in which it isn't 	<p>Share your current reality with your colleague.</p> <p><i>I am drowning in paperwork! I don't know what to keep and what to throw away or how to organize what I decide to keep. I am having a hard time finding important documents and I am struggling to track and meet deadlines. I feel completely overwhelmed!</i></p>
<p>OPTIONS</p>	<p>Help your colleague move from problems to possibilities by helping him/her to brainstorm options.</p> <ul style="list-style-type: none"> • Imagine you already reached your goal. How did you do it? • What else could you do? • What if this obstacle wasn't there anymore? • What else do you need to reach your goal? Where can you get it? • What are the pros and cons of this option? • What would happen if you...? • Have you considered...? 	<p>Brainstorm possible options for solving the problem or reaching the goal.</p> <ol style="list-style-type: none"> 1. <i>Maybe I need to start with a calendar to track deadlines.</i> 2. <i>I could ask colleagues, or my mentor, about their organizational systems.</i> 3. <i>I could ask for another filing cabinet, or even better maybe I could scan materials to my computer. This would take me forever... but it would be so worth it if I could find everything I needed when I needed it.</i> 4. <i>Thank you for suggesting that I focus on a few things each day rather than taking it all on at once. I'll think about that.</i>
<p>WILL DO ACTIONS</p>	<p>Help your colleague to plan specific actions he or she will do.</p> <ul style="list-style-type: none"> • What exactly will you do to reach your goal, and when? • Which of these options will you take? • What concrete step can you take NOW? What steps come after? • How will you overcome your obstacles? • How will this plan get you to your goal? • How will it solve the underlying problem, too? <p>Have your colleague restate learning and action steps and set a time to follow up on the steps taken.</p>	<p>Create an action plan:</p> <p><i>I think for this week, I will start with setting up a calendar be sure I am tracking the important deadlines. I will also research organizational systems that work for others before I spend a ton of time scanning and filing. This plan won't solve everything right away, but it is a good start. Will you check in with me later to hold me accountable? Then, maybe we can talk about other steps.</i></p> <p>Thank your colleague and let him/her know how he helped by restating what you got out of the conversation and what your next steps are.</p>



Appendix XII

Course Requirements and Recommended Sequence of Study For Educators New to Newton in 2017-2018

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.”

The Newton Public Schools are actively cultivating a culture of equity and excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning for each and every student. As educators committed to equity and excellence, we value:

- Effective Curricular and Instructional Practices
- Growth Mindset
- Educating the Whole Child
- Cultural Proficiency

Mentor Program Requirements for Educators in Their First 5 Years

We believe the professional development experiences below will support you in developing the skills, mindsets and competencies we value in all our educators. Other options may become available at a later date.

PD Experience	Participants	Hours/PDPs
Mentor Program	All new educators	15+
Mentored Experiences	All new educators	50+
Responsive Classroom	Elementary and middle educators	27
Skillful Teaching	All teachers	36
Anti-Racist School Practices	All educators	25/12.5
Teaching English Language Learners in Newton	All educators	15
Guide to Special Education in Newton	All educators	15

Total PD Hours over 5 Years = Minimum of 100 hours

For Recertification and Advancing in Licensure:

- The Teaching English Language Learners in Newton, and the Guide to Special in Newton courses, fulfill recertification requirements in addition to requirements in the first 5 years.
- Any of the courses listed above and below can count towards your 50 hours beyond year 1 (the induction year), however, your 50 hour log must be submitted to the Office of Teaching and Learning, before the end of your 3rd year. This is especially important for those seeking to advance in licensure.

[Return to Table of Contents](#)

Sequence of Study

We recommend the sequence of study below for you and your colleagues entering NPS in 2017/2018. The professional development and coursework will support you in developing the skills, mindsets and competencies that we value in Newton. Ideally, by completing your learning in a cohort, you will develop collegial relationships and support networks with other new educators. We understand that there may be times when the sequence needs to be adjusted to accommodate recertification deadlines, recommendations from supervisors, or limited availability of seats in classes.

Year 1: Relationships, Systems and Structures - 2017/2018

Requirements for all New Educators:

Participation in the NPS Mentoring Program with a documented 15+ hours of mentor/mentee contact time. No other coursework is required in year 1. Educators who wish to expand on the introduction to technological tools they received at their Technology Orientation can sign up for an Online and self-paced Course on Schoology: **NPS Basics-Understanding the Tools Available to All Staff**. This course is optional. Please look for the description of the course at the end of this document.

Years 2 - 3: Mindsets and Practices for Equity and Excellence - 2018/2020

Requirement for all New Educators: All new educators must complete and document 50 hours of mentoring beyond the induction year. Acceptable mentoring experiences are listed below.

- Conducting peer observations and reflections on learning
- Videotaping your practice and reflecting with a colleague on successes and goals
- 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 the coordinator/teacher leaders and/or a district consultant
- Scheduled meetings between a coordinator, a principal or department head
- New educator peer meetings that review topics of school systems or culture, e.g., classroom management, or parent conferences.
- District sponsored content or pedagogical workshops
- Meetings with mentor facilitators that review topics of school systems or culture, e.g., classroom management, or parent conferences
- Meetings with math or literacy coaches
- Taking an approved course for new teachers such as [Maintaining Your Balance: Becoming An Effective Teacher](#) at the educator's expense. Educators may apply for [tuition reimbursement up to \\$500 through Human Resources](#).

Year 2 courses 2018/2019:

Elementary: Responsive Classroom, Elementary School

Middle: Responsive Classroom, Middle School

High: Skillful Teaching

Year 3: 2019/2020

Elementary: Skillful Teaching

Middle: Skillful Teaching

High: Anti-racist School Practices

Years 3-5: Identity and Achievement – 2019/2021

Year 4 - 2020/2021

Elementary: Anti-racist School Practices

Middle: Anti-racist School Practices

High: Teaching English Language Learners in Newton

Year 5 - 2021/2022

Elementary: Teaching English Language Learners in Newton **and** A Guide to Special Education in Newton

Middle: Teaching English Language Learners in Newton **and** A Guide to Special Education in Newton

High: A Guide To Special Education in Newton

Choosing Courses

Review the requirements with your principal or supervisor. Develop a five-year plan that covers the requirements as part of your professional learning goals. Your principal or supervisor must approve your plan to register for each course. Your coursework and mentoring experiences combined, should equal a total of 100 hours at minimum. These can be converted to PDPs towards recertification.

Q: What if I am a special educator, guidance counselor, or a non-classroom educator and some of these courses don't meet my professional development needs?

A: Specialist educators who will benefit more from a course related to their field of expertise than the courses listed should seek the approval of their primary evaluator to take an alternate course at their own expense. Educators may apply for [tuition reimbursement up to \\$500 through Human Resources](#).

Registering for Courses

To register, you must first have approval from your principal, department head, or curriculum coordinator. To indicate your interest, email to Brian Turner in the Office of Teaching and Learning. We will give priority to those following the recommended sequence of study.

Courses Typically Offered Through Newton Public Schools

A Guide to Special Education in Newton Public Schools

15 hours (2 days)

This includes the following topics: special education regulations, disabilities, universal design for learning, assistive technologies, collaboration, classroom behavior management.

Credit: 15 PDPs

Studying Skillful Teaching

36 hours (6 days)

Teachers in their first year in Newton are not eligible and Approval from Principal is required

Although this course is more than 24 hours, it is included among the options since it is a powerful course, enthusiastically endorsed by teachers. The foundation of this course is the belief in and respect for the complexity of teaching. The course seeks to answer five key questions: *What accounts for student learning? How do we focus students on what is important? How do we monitor learning and adjust instruction? What does effective effort mean for teachers and students?*

[Return to Table of Contents](#)

Why is developing professional communities in schools essential for our survival? Participants study the knowledge base on teaching, expand their own professional repertoires, try and share strategies and principles for classroom practice, analyze video clips of real teachers in action, and experience effective collegial dialogues, problem solving and observations.

Credit: 36 PDPs. Three graduate credits offered through Fitchburg State College at an additional cost of \$335.00

Anti-Racist School Practices to Support the Success of All Students **25 hours (4 days)**

This course is designed to introduce educators to the complex issues raised by race and racism and their impact on student engagement and achievement. It will provide educators with an understanding of racial identity and the importance of building authentic student teacher relationships. This course will also help educators increase their skills of cultural proficiency.

If you have taken the course above or one that is similar, check with the Office of Teaching and Learning, for other IDEAS (Initiatives for Developing Equity and Achievement for Students) courses offered by EDCO, the education consortium to which Newton Public Schools belongs.

Credit: 25 PDPs and 2 Credits

Teaching English Language Learners in Newton **15 hours (2 days)**

This course is designed for teachers who want to build their skill set in order to better meet the needs of the English learners in their classroom. Teachers will learn strategies to increase comprehensible input and plan lessons with targeted language objectives. Through strategy practice, readings, reflective writing, and case study evaluations you will develop your skills to include and accommodate the needs of English learners.

Credit: 15 PDPs

OPTIONAL: NPS Basics-Understanding the Tools Available to All Staff **15 hours**

This self-paced course will focus on helping teachers understand how to use the tools available to all NPS staff independently. The course is in Schoology and consists of 7 online modules designed in a student-centered instructional format. Each module includes short video tutorials as well as a brief quiz. Participants will complete a one page reflection assignment at the end of the course.

Credit: 15 PDPs and 1 graduate credit through Worcester State at extra cost to participants is available.

Appendix XIII

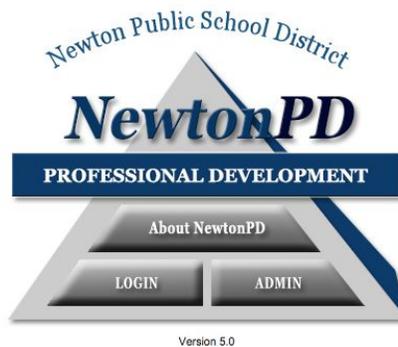
SmartEDU: Professional Development Tracker

Getting Started

- 1) From the NPS home page, select Staff Resources, then Smart EDU -**OR** Click the link below to get to the login screen, then select the "login" button in the pyramid.

[SmartEDU Login Page](https://cfweb3.smartedu.net/newton/d/)

<https://cfweb3.smartedu.net/newton/d/>



- 2) Use your active directory username as your login (normally last name first initial – no spaces) and your initial password is **newtonpd**.

Newton Public School District

LOGIN

Access to this area is only available to faculty and staff members of our district. You will need a username and password to enter this area. If you do not have a password, please contact your professional development administrator to receive it.

Username:

Password:

[Forgot Your Password?](#)

You will immediately be prompted to change your password.

NOTE: SmartEDU is not linked to your Active Directory account, so be sure to make note of your new password somewhere.

[Return to Table of Contents](#)

Office of Teaching & Learning

REGISTERING FOR WORKSHOPS

Click "Offerings" to find the appropriate category for your position. Then select the offering(s) you plan to attend.



Select a credit option, and click register.

Please choose your Credit Selection below before clicking "REGISTER FOR THIS COURSE"

	Credit Selection	Cost	Registration Fee	# Credits Possible	# PDPs Possible
<input checked="" type="radio"/>	PDPs Only	\$0.00	\$0.00	0	24

You will receive a registration confirmation in an email as well as an email reminder for the course about a week before it is scheduled to begin.

Appendix XIV

NEWTON PUBLIC SCHOOLS SCHOOL CALENDAR 2017-2018

	M	T	W	T	F
			30	31	1
S	4	5	6	7	8
E	11	12	13	14	15
P	18	19	20	21	22
	25	26	27	28	29

(18 days)

	M	T	W	T	F
	2	3	4	5	6
O	9	10	11	12	13
C	16	17	18	19	20
T	23	24	25	26	27
	30	31			

(21 days)

	M	T	W	T	F
			1	2	3
N	6	7	8	9	10
O	13	14	15	16	17
V	20	21	22	23	24
	27	28	29	30	

(19 days)

	M	T	W	T	F
					1
D	4	5	6	7	8
E	11	12	13	14	15
C	18	19	20	21	22
	25	26	27	28	29

(16 days)

	M	T	W	T	F
	1	2	3	4	5
J	8	9	10	11	12
A	15	16	17	18	19
N	22	23	24	25	26
	29	30	31		

(21 days)

September 5: Kindergarten Start Group A
September 6: Kindergarten Start Group B

Elementary Schools - Afternoon Release

9/27, 11/2, 12/7, 2/7, 3/8, 5/3

Graduation Dates: Newton North (June 6, 2018) and Newton South (June 7, 2018)
School Committee approved on 12/12/16 and 3/13/17.

2017	
AUGUST	
30	First day for teachers
SEPTEMBER	
1	Teachers off
4	Labor Day
5	First day for students
21	Rosh Hashanah
OCTOBER	
9	Columbus Day
NOVEMBER	
10	Veterans Day Observed
22	Schools close at noon
23-24	Thanksgiving recess
DECEMBER	
25	through January 1, 2018 December recess

2018	
JANUARY	
15	Martin Luther King Day
FEBRUARY	
19-23	Winter Vacation
MARCH	
30	Good Friday
APRIL	
16-20	Spring Vacation
MAY	
28	Memorial Day
JUNE	
22	Last day for students*
25	Last day for teachers
* 185th day	
This includes five (5) snow days The last day will be a half-day	

	M	T	W	T	F
				1	2
F	5	6	7	8	9
E	12	13	14	15	16
B	19	20	21	22	23
	26	27	28		

(15 days)

	M	T	W	T	F
				1	2
M	5	6	7	8	9
A	12	13	14	15	16
R	19	20	21	22	23
	26	27	28	29	30

(21 days)

	M	T	W	T	F
	2	3	4	5	6
A	9	10	11	12	13
P	16	17	18	19	20
R	23	24	25	26	27
	30				

(16 days)

	M	T	W	T	F
		1	2	3	4
M	7	8	9	10	11
A	14	15	16	17	18
Y	21	22	23	24	25
	28	29	30	31	

(22 days)

	M	T	W	T	F
					1
J	4	5	6	7	8
U	11	12	13	14	15
N	18	19	20	21	22
E	25	26	27	28	29

(11 + 5 days)

October 2: First Full-day of Kindergarten Group A
September 28: First Full-day of Kindergarten Group B

Secondary Schools - Afternoon Release

9/27, 11/2, 12/7, 2/7, 3/8

Appendix XV

NEWTON PUBLIC SCHOOLS Administrators, Directors, Coordinators and Department Heads, 2017-2018

CENTRAL OFFICE

Superintendent of Schools.....	David Fleishman
Assistant Superintendent for Secondary Education and Special Programs...	Toby Romer
Chief of Operations.....	Michael Cronin
Assistant Superintendent for Teaching and Learning.....	Mary Eich
Assistant Superintendent/Chief Financial and Administrative Officer.....	Liam Hurley
Assistant Superintendent for Student Services.....	Karen Shmukler
Assistant Superintendent for Elementary Education.....	Cynthia Paris
Executive Director of Human Resources.....	Heather Richards

ELEMENTARY SCHOOLS

Angier Elementary School
Loreta Lamberti, Principal

Bowen Elementary School
Diana Guzzi, Principal

Burr Elementary School
Mindy Johal, Principal

Cabot Elementary School
Eric Sprung, Principal

Countryside Elementary School
Beth Herlihy, Principal
• *Tiffany Back, Assistant Principal*

Franklin Elementary School
Joel Jocelyn, Principal

Horace Mann Elementary School
Mark Nardelli

Lincoln-Eliot Elementary School
Danielle Morrissey, Principal

Mason-Rice Elementary School
Jacob Bultema, Principal

Memorial-Spaulling Elementary School
Tom Morris, Principal
• *Andrea Youngsman, Assistant Principal*

Peirce Elementary School
Mark Chitty, Principal

Underwood Elementary School
Kathleen Smith, Principal

Ward Elementary School
Elaine Harold, Interim Principal

Williams Elementary School
Ayesha Farag-Davis, Principal

Zervas Elementary School
Diana Beck, Principal

MIDDLE SCHOOLS

Bigelow Middle School
Todd Harrison, Principal
• *Lucas Mogensen, Assistant Principal*
• *Courtney Rogers, Asst. Principal/Student Svcs*

Brown Middle School
John Jordan, Principal
• *Ruthe L'Esperance, Assistant Principal*
• *Kimberly Lysaght, Assistant Principal*
• *Jana DaSilva, Asst. Principal/Student Svcs*

Day Middle School
Jacqueline Mann, Principal
• *Michael Harding, Assistant Principal*
• *Sheryl Bono, Assistant Principal*
• *Michael Thurm, Asst. Principal/Student Svcs*

Oak Hill Middle School
John Harutunian, Principal
• *Jamin Bercaw, Assistant Principal*
• *Fiona Healy, Assistant Principal*
• *Amy Geer, Asst. Principal/Student Svcs*

NEWTON PUBLIC SCHOOLS
Administrators, Directors, Coordinators and Department Heads, 2017-2018

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MIDDLE SCHOOLS

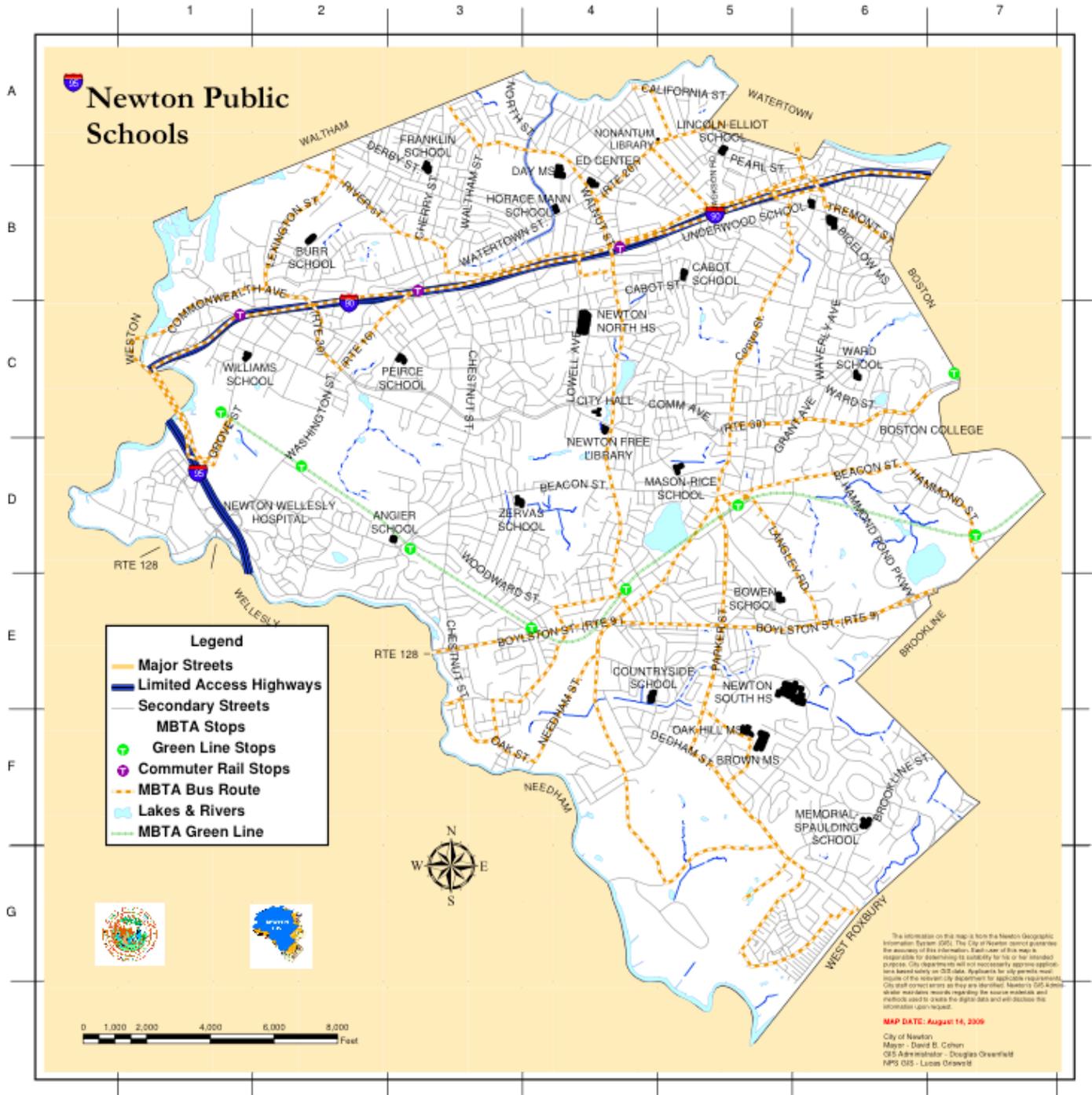
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 • *Jamin Bercaw, Assistant Principal*
 • *Fiona Healy, Assistant Principal*
 • *Amy Geer, Asst. Principal/Student Svcs*

Appendix XVI



Appendix XVII



WHAT IS CREATIVE ARTS & SCIENCES?

Newton Public Schools Creative Arts and Sciences (CAS), an organization within each school's PTO, brings high-quality, highly relevant and carefully planned arts and sciences programming to students in Newton's schools. CAS was founded in 1960 when a group of dedicated parents recognized the need to make quality enrichment programming more accessible to Newton students. In the 55 + years since, CAS has provided hundreds of special programs to students in our schools through the combination of contributions from each school's PTO, a part time director on the NPS staff, occasional grants, and countless hours of parent volunteer time.

- *CAS is hands-on learning.* Programs engage students by getting them involved in exploring, analyzing and creating. These experiences are powerful, sparking students' curiosity with unique, participatory and exciting experiences.
- *CAS is cross-curricular.* Students can explore the concepts of geometry while creating a functional piece of cultural art. A theatrical reenactment allows students to intellectually engage with history, issues of human rights, and the concept of justice. This approach engages and inspires the whole student.
- *CAS is culturally diverse.* Programs expand students' knowledge of cultures other than their own, their appreciation of the diversity of human expression, and engage them in cross-cultural activities.

FUNDING

During an average year, schools spend almost \$250,000 on CAS programming in Newton's elementary and middle schools. The parent community funds Creative Arts and Sciences through yearlong PTO fundraising efforts. In addition, [Massachusetts Cultural Council's STARS Residencies](#) and [The Harmony Foundation](#) regularly provide grants to help support specific programs like civil rights icon Ruby Bridges, poetry writing residencies with Andrew Green's Potato Hill Poetry, muralist David Fichter, and Alash Ensemble, throat singers from the Republic of Tuva.

CAS COMMITTEE

As a committee of the PTO in each school, CAS parent volunteers meet with teachers and principals to choose from over 200 vetted programs described in the CAS Resource Guide. The citywide director meets with CAS representatives from each school several times a year to provide updates, gather feedback, and support each school's efforts to ensure consistency and excellence.

ANNUAL CONCERT SERIES

In addition to programs chosen by each school, CAS presents an outstanding performing arts program that tours all schools. The Concert Series allows students to experience performances by artists who have played at major national and international concert halls.

PROGRAM SELECTION

Every program, more than 200 available for use by schools, has been carefully reviewed by the citywide director and committee members for its quality and alignment with NPS curriculum. The citywide director is responsible for vetting all programs in the Resource Guide, ensuring that programs meet Newton schools' standards of excellence and align with curriculum and instructional goals.

HOW YOU CAN HELP CAS IN YOUR SCHOOL

As an educator, you play a significant role within the CAS community. Your guidance on program selection and preparing students is important to a presentation's success.

Here's how you can help:

- Meet with, or select a grade level rep to meet with, a CAS parent volunteer to select programs for the upcoming year. Programs are selected from an approved list and final decisions are based on budget and scheduling limitations.
- Prepare students for interaction with presenters. While older students typically can generate many questions on their own, the experience of younger students may be strengthened if they have prepared questions in advance.
- Review and use preparatory materials provided by a presenter, when possible.
- Share books for upcoming author and illustrator visits. Familiarity with their work enhances the student's understanding and enjoyment of the program.
- Many presenters can tailor their program best if they know whether students are just beginning a unit, are in mid-unit, or have completed the unit. Your CAS parent volunteer can help connect you with a presenter so that a program can be customized accordingly.
- Help create an environment in which a program can best succeed. Remind students about appropriate audience behavior, remain engaged during a presentation and address interruptions when a presenter cannot.
- Complete a Teacher Evaluation Form for *every* program. Evaluations enable CAS to monitor programs, making sure presenters provide consistent, excellent enrichment opportunities for your students. *Negative comments should not be shared with presenters directly.*
- Share information about CAS presentations with parents. CAS is fully-funded by their contributions to the PTO; knowing how the money is spent ensures future contributions and continued CAS programming for your students!

Feel free to contact your school's committee chair with any questions you have about CAS, including ideas for new programs.

Thank you for your support of Creative Arts & Sciences

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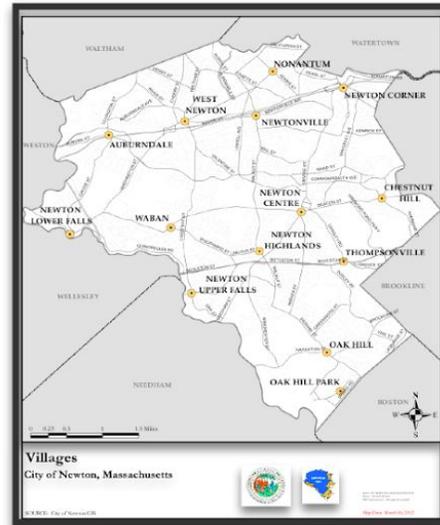
Appendix XVIII

WELCOME TO OUR COMMUNITY

Newton is the 11th largest community in the state, with a higher than typical median household income and a higher than typical number of residents with graduate and professional degrees.

Though less diverse than Massachusetts as a whole, Newton is more diverse than most of our suburban neighbors.

<http://www.newtonma.gov/about/default.asp>



The City of Newton is comprised of 13 distinct villages. Located just outside of Boston, Newton is well respected for the quality of education, community life, exceptional homes, and beautiful open spaces. Newton has frequently been voted as one of the 10 best communities to live in. <http://www.newtonma.gov/about/default.asp>

1

preschool
with 193 students
grade PK

15

elementary schools
with 5785 students
grades K-5

4

middle schools
with 2818 students
grades 6-8

2

high schools
with 3905 students
grades 9-12

AS A COMMUNITY OF EDUCATORS COMMITTED TO EQUITY AND EXCELLENCE WE VALUE:



- Effective Curricular and Instructional Practices
- Growth Mindset
- Educating the Whole Child
- Cultural Proficiency



Race and Ethnicity

Race and Ethnicity	% of District	% of State
African American	4.7	8.8
Asian	17.6	6.5
Hispanic	7.4	18.6
Native American	0.2	0.2
White	64.6	62.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	5.5	3.2

Selected Groups

Selected Groups	% of District	% of State
First Language not English	22.8	19.0
English Language Learners	6.5	9.0
Economically Disadvantaged	8.2	27.4
Students With Disabilities	19.5	17.2
High Needs	32.1	43.5

English Language Learners

Language	Total	Percentage
Chinese	243	29%
Russian	118	14%
Spanish	99	12%
Hebrew	63	8%
Korean	48	6%
Portuguese	38	5%
Japanese	34	4%
Other	184	22%
Total	827	100%

The purpose of the METCO Program is to provide a high quality education and a more diverse cultural experience for all students

With 429 students enrolled in 2015-2016, Newton has the largest number of students in our METCO program of all 30 hosting communities.

Students Receiving Special Ed Services

Students	Newton	Massachusetts
Percent of all students who receive special education services	19.5%	17.2%
Percent of students served in full inclusion	74.1%	61.9%
Percent of students served partial inclusion	13.4%	16.7%
Percent of students served in substantially separate settings	7.0%	14.4%
Percent of students served in separate schools	5.5%	6.9%

Our Philosophy of Inclusion:

All children benefit from attending their neighborhood schools with their chronologically age-appropriate peers.

All children can learn together in the same schools and in the same classrooms with appropriate support.

Tables from: <http://profiles.doe.mass.edu/>