



**Holbrook**  
SCHOOL DISTRICT

**Holbrook Public Schools  
Mentoring/Induction Program  
Handbook**



## Induction and Mentoring Program Overview

### District Vision:

The vision of the Holbrook Public Schools, in partnership with parents and the community, is to prepare all students to become responsible and contributing members of a diverse and 21st century global society. We will motivate and enable each student to develop intellectually, physically, socially, and emotionally through a rigorous and supportive educational program with an inclusive and safe environment that nurtures creative and critical thinking, the development of values, and the pursuit of lifelong learning.

### Induction and Mentoring Program Goals:

The Holbrook Public Schools Induction and Mentoring Program will provide a systematic structure of support to help beginning teachers (new to the profession) and incoming teachers (new to the district and/or role) become familiar with their school and district, refine their practice, and to better understand their professional responsibilities. This program will offer opportunities for teachers to grow in a professional, collegial, and non-judgmental way. It will bring about new ideas and strategies to implement in the classroom, enhance student learning outcomes, and improve the school climate.

### Confidentiality Statement:

In general, mentors will not discuss their mentee's teaching performance with anyone, including school and district administrators, except under the following conditions:

- A. A mentor will be able to discuss, in confidence and **with the mentee's knowledge**, any aspect of the new teacher's performance with other members of the mentoring team.
- B. A mentor, **with the mentee's knowledge and permission**, may discuss the new teacher's performance with resource professionals whose job it is to help teachers.
- C. A mentor, **with the mentee's knowledge**, may discuss the new teacher's performance with appropriate administrators if, in the mentor's professional judgment, the academic growth and development, social well-being or physical safety of the students or other members of the school community are at risk.
- D. If the mentee shares his/her evaluation with the mentor, the mentor will not discuss the contents of the evaluation with anyone in the building, except the mentee. The mentor may, **with the agreement of the mentee and the mentor coordinator**, discuss the evaluation with the evaluating administrator to obtain additional information.

### **Held Harmless Statement:**

In the rare case that mentor/mentee pairs are not a match at any point in the relationship, either party may withdraw from the process without any negative recourse. The mentor coordinator must be notified of the situation. Prior to the dissolution, a meeting will be held with the mentor coordinator in an attempt to reconcile differences and facilitate the process. If a resolution can not be reached, a new mentor will be provided to the mentee.

## **Roles and Responsibilities**

### **Mentor Coordinator Expectations:**

- Select and train mentors; receive feedback from principals on mentor selection.
- Schedule and facilitate district wide mentor meetings.
- Assist with training and workshops.
- Coordinate and facilitate the New Teacher Orientation Day.
- Facilitate resolution of issues/concerns between Mentors/Mentees.
- Revise the Mentoring Program Handbook as needed.
- Distribute and collect the Mentoring Program required forms and evaluations.

### **Mentor Expectations:**

- Provide moral and emotional support and function as a sounding board for new ideas.
- Help new teachers refine their teaching practices and understand the learning needs of all students.
- Help new teachers improve their classroom teaching by offering assistance with classroom management and discipline strategies.
- Observe new teachers in action and provide timely and ongoing feedback; with coaching and support.
- Participate in peer observations with your mentee.
- Schedule regular meetings with mentee; and report quarterly (HMHS) and per trimester (JFK) on mentee's performance utilizing the [Needs Assessment Form](#) and submit to the Mentor Coordinator.
- Help orient new teachers to both the workplace and the culture of the community by supporting and facilitating meaningful parent and community involvement in school.
- Advocate for new teachers by offering their thoughts and ideas in ongoing and annual assessment of the Mentor Program.
- Serve as a peer and colleague to new teachers; Mentors **DO NOT** supervise.
  - Mentors receive a \$500 stipend per mentee
  - Mentors receive 15 pdps

### **Mentee (Beginning Teacher) Year 1 Expectations:**

- Attend monthly mentoring meetings.
- Establish a professional relationship with your mentor.
- Maintain regular meetings with your mentor; ***at least 15 hours of contact time between the mentor and mentee must be documented*** in the contact log.
- Be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to support you.
- Receive feedback in a positive attitude. Use this as an opportunity to strengthen and improve your teaching.
- ***Observe mentor*** and document in the contact log.
- Participate in ***at least 3 peer observations with your mentor***. This ***must be documented*** in the contact log.

*The district will track and maintain records of teachers completing these requirements by the following:*

- Mentor and Mentee keep a contact log (at least 15 hours of contact between mentor/mentee, observations, mentor meetings) and provide a copy to the Mentor Coordinator.

### **Mentee (Year 2) Expectations:**

- Assigned a mentor if deemed by administration in need of continued support, and for educators under directed growth plans.
- ***Log hours; must obtain an additional 50 hours of mentoring beyond induction year.***
- Attend group mentoring meetings. These meetings will take place by the end of each marking quarter/trimester.
- Receive feedback in a positive attitude. Use this as an opportunity to strengthen and improve your teaching.
- Participate in ***acceptable year 2 mentoring experiences***.
  - Conduct peer observations and reflections on learning.
  - Videotape oneself and reflect with a colleague or mentor.
  - Develop and submit an Individual Professional Development Plan (IPDP) in conjunction with the principal, department head or mentor coordinator.
  - Participate in professional development opportunities aligned with the IPDP and led by a principal, director of curriculum, department head, and/or a district consultant.
  - Scheduled meetings with a principal or department head or director of curriculum.
  - Mentoring meetings or professional learning communities that review topics relating to professional standards or school culture and systems.
  - Take graduate courses

*The district will track and maintain records of teachers completing these requirements by the following:*

- Mentor and Mentee keep a contact log (at least 50 hours of mentoring, observations, mentor meetings) and provide a copy to the Mentor Coordinator.

## **Requirements for Professional Licensure**

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

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

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

The district will complete [DESE's Employment Verification Form](#) confirming a teacher has met all of the employment related requirements necessary to receive his or her professional license, including those associated with induction and mentoring.

## **Mentee (Incoming Teacher New to District) Expectations:**

- Documentation of ***completion of an Induction/Mentoring Program.***
- Establish a professional relationship with your mentor.
- Maintain regular meetings with your mentor.
- Receive feedback in a positive attitude. Use this as an opportunity to strengthen and improve your teaching.
- Participate in peer observations with your mentor.

*The district will track and maintain records of teachers completing these requirements by the following:*

- Mentor and Mentee keep a contact log (meetings, observations) and submit a copy to the Mentor Coordinator.

## **Program Evaluation Process**

Quantitative and qualitative data are kept for accountability and program improvement. The Mentor Coordinator is responsible for awarding stipends and PDPs. The Mentor Coordinator is 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 (contact logs with peer observations noted).
- Professional development offerings and resources.

**Qualitative data includes, but may not be limited to:**

- Surveys of participants (mentors and mentees) to determine levels of satisfaction, strengths and weaknesses of the program.
- Informal feedback from other school staff and administrators regarding the effectiveness of the program.

**Mentoring Program Resources**

[Year 1, 15 Hour Contact Log](#)

[Year 2, 50 Hour Contact Log](#)

[HMHS Monthly Checklist](#)

[JFK Monthly Checklist](#)

[Needs Assessment](#)