



DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT MENTORING & INDUCTION HANDBOOK

Program Goals

- To provide a network of support, guidance, and feedback for new educators.
- To develop and support effective teaching and improve student learning.
- To promote the professional well-being of new educators.
- To provide training for mentors which will equip them for the role of mentoring.
- To provide assistance for new educators in their development of instructional and classroom skills.
- To provide for the opportunity for professional growth for both the new and experienced educator.
- To provide professional and personal benefits to experienced educators who assist new educators.
- To provide a vehicle to assess the effectiveness of the Mentoring Program to assure its continued success.
- To retain highly qualified new and experienced educators.

Statement of Confidentiality

Confidentiality is essential in order to foster a trusting relationship between mentor and mentee. The mentor is not an evaluator of the new educator but rather a reflective thought partner who facilitates meaningful experiences. Please be assured that mentors will not discuss their mentees' performance with anyone, including evaluators/administrators.

Roles and Responsibilities

New Educators will:

- Attend New Teacher Orientation
- Play an active role in the mentoring relationship.
- Critically reflect on their own practice.
- Seek assistance when necessary.
- Observe experienced, effective educators.
- Maintain a comprehensive mentoring log.
- Attend all New Teacher Mentoring sessions.

Mentors will:

- Participate in district New Mentor Training.
- Ensure a strong start to the school year.
- Observe new educators at work.
- Provide instructional support.
- Provide professional support.
- Provide personal support.
- Maintain a confidential relationship with their mentee.
- Maintain a comprehensive mentoring log.
- Serve as a resource and liaison.

Principals will:

- Establish a collegial school culture.
- Ensure reasonable working conditions for the new educator.
- Conduct the formal evaluation of the new educators.
- Respect the confidential relationship between mentors and new educators.
- Conduct a school-based orientation for new educators.
- Arrange for substitutes to allow for classroom observations.

Mentor Leaders will:

- Provide training for new mentors and new educators.
- Lead the mentor support group four times a year.
- Assist in assigning mentors to new educators.
- Assist the Mentor Coordinator in organizing New Educator Workshops.
- Review Mentor Logs.
- Review survey data to recommend program improvements.

Mentor Coordinator (Director) will:

- Oversee the selection of mentors.
- Select from the pool of mentors and match them with new educators.
- Develop, evaluate, and refine the induction program.
- Determine the resources needed and available to sustain the induction program.
- Conduct an annual review of the program's effectiveness and make necessary revisions.
- Elicit financial support.
- Collaborate with Mentor Leaders on program efficacy.
- Sign off on mentor logs.

- Coordinate professional development opportunities for both new educators and mentors, including the New Educator Workshops.

Criteria for Mentors:

- At least 3 years of teaching experience is preferred..
 - Proficient or above in Educator Evaluation.
- Participation in district new mentor training.
- Accessibility to the new educator.
- Knowledge of and adherence to the Massachusetts Curriculum Frameworks
- Knowledgeable about the Standards of Effective Teaching Practice and Educator Evaluation system.
- Knowledgeable about the school and district resources.
- Willing and able to invest time to develop mentoring skills and participate in the program for the duration of the assignment.
- Ability to maintain a confidential relationship.

Mentor Selection:

- Grade level
- Content area
- Availability of common planning time*
- Physical proximity of classrooms*

*when possible

Elements of Mentor Training

- Free, district training for 10 PDPs
- One (1) credit for horizontal movement
- Role of mentor
- Analysis of teaching strategies
- Observation skills
- Strategies for conferencing and feedback
- Diagnosing and analyzing classroom management issues
- Problem solving skills
- Reflective practice
- Using student work to evaluate and inform practice
- Identifying priorities for new educators using the evaluation rubric

Mentor Compensation

- Mentor Leaders: \$1750
- Mentors of Experienced Educators (building-based): \$350
- Mentors of New Educators: \$1050 for the first mentee; \$525 for each additional mentee
- Mentors of New Educators in Year Two: \$525
- One (1) credit for horizontal movement will be awarded per year with a maximum of three (3) credits earned.

Release Time for Observation

Districts are required to provide induction programs for teachers in their first year of teaching ([603 CMR 7.12 \(1\)](#)). There are two categories of teachers when it comes to induction – *beginning teachers* and *incoming teachers*. Beginning teachers are individuals who hold a Provisional or Initial license and have not participated in an induction program. In their first year of practice, districts are required to provide beginning teachers with an orientation, mentor, support team, and *release time*. Districts are also required to provide the orientation program to teachers new to the district or their roles, but may choose whether to offer them the other elements of the induction program. An incoming teacher may be a teacher who either holds: a Provisional or Initial license and participated in an induction program in another district, or holds a Professional or a Temporary license.

Per DESE Guidelines, districts must provide release time for both the mentor and new educator to engage in observations at least two (2) times in their first year. These activities may include observing one another's classrooms, co-teaching the new educators class, or observing another experienced educator's class.

Summer Orientation

A two-day orientation for new faculty is held prior to the beginning of the school year. One is a district orientation and the other is building-based.

New Educator Workshops

Mentors are expected to schedule meetings with their mentees at a mutually agreeable time at least 2 times/month. The content of these meetings should be recorded on the monthly mentor log. As an additional support, new educators are expected to attend five (5) workshops over the course of the year. Educators asked to facilitate these workshops will be compensated according to the contractual hourly rate for planning and delivery. Topics could include:

- Instructional Technology
- Special Education
- SEI/English Learners
- Student Support Services
- Classroom Management

Second Year Mentoring Program

DESE guidance states, "Additionally, in order to obtain Professional licensure, teachers are required to complete an additional 50 hours of mentoring beyond the induction year ([603 CMR 7.04\(2\)\(c\)\(2\)](#)).” In order to meet this requirement, the new educator will be expected to maintain a log of mentoring activities in year two. Their mentor from year one will remain as a resource for the new educator. Mentoring activities will be based on their Educator Evaluation and Self-Assessment.

During their second or third year of employment with the district, teachers will be required to take the Skillful Teacher course or a comparable three-credit course. The course will be paid for by the district.