

# Timberlane Regional School District

*Mentoring Handbook*



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## Welcome to Induction with Mentoring!

The Timberlane Regional School District is committed to supporting the growth, development, and retention of new teachers in their first three to five years of service, through comprehensive induction and mentoring.

Research consistently demonstrates that 30%-50% of new teachers who do not receive support will exit the profession within the first five years of service. By sharp contrast, teachers who participate in a high quality-mentoring program retain their positions, and experience greater levels of success and job satisfaction. Additionally, teachers who have observed the practices of experienced colleagues possess more effective classroom management techniques, instructional strategies, and problem solving skills. Of equal impact are the focused conversations resulting from receiving observation, constructive and non-judgmental feedback from an effective mentor.

This handbook is to serve as an informational tool and as a guide for mentors and new staff personnel. It is our hope that through participation in the **Induction and Mentoring Program**, teachers will realize their full potential and experience the highest levels of success in a supportive and enriching professional community of educators.

Warm Regards,

Sandra Allaire  
Executive Director of Curriculum, Assessment, and Learning  
Timberlane Regional School District



## *Timberlane Regional School District Induction with Mentoring Program*

### **Mission**

The mission of the Timberlane School District Mentoring Program is to provide guidance and collaborative support to professionals in their first 3-5 years of service and beyond.

- Understanding district expectations
- Achieving personal and professional goals
- Developing sound instructional practices that lead to high quality instruction and learning for all students
- Opportunities for experienced teachers to self-renew and revitalize through mentor service

# Timberlane Regional School District

## Mentoring Program Overview

### **New Teacher Induction (NTI)**

All staff new to the district are invited to attend the three-day New Teacher Induction Program. The program focuses on introducing new staff to the district philosophy, educational programs, evaluation policies, and support expectations.

### **New Staff/Mentees**

Professional staff in their first 1-3 years of service in the Timberlane District participate in the Mentoring Program. Educators have varying needs depending upon numerous factors, including, but not limited to their previous experience. The TRSD Mentoring Program is designed to meet those varied needs through differentiated levels of support. Upon request, the three year mentoring program may be extended for up to five years. As a condition of employment, all new educators are required to participate in the mentoring program.

#### **New Educator (three-year program):**

Individuals with fewer than five years of experience in an educational setting prior to coming to Timberlane are considered to be “new educators” with regard to the TRSD Mentoring Program. New Educators will participate in the full three-year mentoring program and may be invited to remain in the program for up to five years.

#### **Experienced Educator (one-year program):**

Individuals with five or more years of professional experience in their specific discipline are considered to be “experienced educators”. Experienced Educators will participate in a one-year mentoring program, but are eligible and may be invited to remain in the mentoring program for as many as three years.

## **New Educator Roles and Responsibilities (Fewer than five years of Previous Experience)**

### **New Regular or Special Education Teacher - Year 1 of Mentoring Program:**

#### **Responsibilities include, but are not limited to:**

- Work with your mentor to acclimate to school and district culture;
- With support from your mentor, become familiar with:
  - Assessment practices, Special Education procedures, record keeping, computer programs/applications, scheduling, communication protocols for parents, team members, etc., and other components to specific jobs.

#### **Observations:**

- **By April 15**, observe expert educators on two occasions as coordinated by your mentor. Log these observations on the Master Teacher Observation Log on the Mentoring Site on Sharepoint.
- Participate in having your mentor observe your practice and provide you with feedback three times per year prior to the following dates:
  - October 15
  - January 31, and
  - April 1

#### **Meetings with Mentor:**

- Meet **weekly** with your mentor to ask questions, share concerns, discuss ideas, and seek support.

#### **Focus Sessions:**

- Attend scheduled after school Focus Sessions for Mentees. You will receive \$30/hr for each Focus Session you attend.

Communicate with the Mentoring Program Facilitator if you are unable to uphold this agreement for any reason.

## **New Regular or Special Education Teacher - Years 2 and 3 of Mentoring Program:**

### **Responsibilities include, but are not limited to:**

- Work with your mentor to acclimate to school and district culture;
- With support from your mentor, become familiar with:
  - Assessment practices, Special Education procedures, record keeping, computer programs/applications, scheduling, communication protocols for parents, team members, etc., and other components to specific jobs.

### **Observations:**

- **By April 15**, observe expert educators on two occasions as coordinated by your mentor. Log these observations on the Master Teacher Observation Log on the Mentoring Site on Sharepoint.
- Participate in having your mentor observe your practice and provide you with feedback **two times per year** prior to the following dates:
  - December 8 and
  - April 1

### **Meetings with Mentor:**

- Meet **every two weeks** with your mentor to ask questions, share concerns, discuss ideas, and seek support.

### **Focus Sessions:**

- Attend scheduled after school Focus Sessions for Mentees. You will receive \$30/hr for each Focus Session you attend.

Communicate with the Mentoring Program Facilitator if you are unable to uphold this agreement for any reason.



## **New Educator - Related Services Staff Member (Years 1-3 of Mentoring Program)**

New School Nurses, School Psychologists, Speech and Language Pathologists, Occupational Therapists, Physical Therapists and Guidance Counselors in the Timberlane Regional School District will participate in the New Teacher Induction and Mentoring program and will receive appropriate support during the first 1-3 years of employment depending on level of previous experience and current needs. As a condition of employment, all new related service staff are required to participate in the mentoring program.

### **Responsibilities include, but are not limited to:**

- Work with your mentor to acclimate to school and district culture;
- With support from your mentor, become familiar with:
  - Assessment practices, Special Education procedures, record keeping, computer programs/applications, scheduling, communication protocols for parents, team members, etc., and other components to specific jobs.

### **Observations (Optional for Related Services Professionals):**

- **Optional:** request to observe expert educators as coordinated by your mentor. If any observations take place, log these observations on the Master Teacher Observation Log on the Mentoring Site on Sharepoint.
- **Optional:** Participate in having your mentor observe your practice and provide you with feedback

### **Meetings with Mentor:**

- Meet **six times per year (September, October, November, January, February, and March)** with your mentor to ask questions, share concerns, discuss ideas, and seek support.

### **Focus Sessions:**

- Attend scheduled after school Focus Sessions for Mentees. You will receive \$30/hr for each Focus Session you attend.

Communicate with the Mentoring Program Facilitator if you are unable to uphold this agreement for any reason.

### **Experienced Educators (1-Year Program)**

Regular Education Teachers, Special Education Teachers, and Related Services Professionals with more than five years of professional experience will participate in a one-year mentoring program that is differentiated to meet their individual needs.

#### **Responsibilities include, but are not limited to:**

- Work with your mentor to acclimate to school and district culture;
- With support from your mentor, become familiar with:
  - Assessment practices, Special Education procedures, record keeping, computer programs/applications, scheduling, communication protocols for parents, team members, etc., and other components to specific jobs.

#### **Observations (Optional for Experienced Educators):**

- **Optional:** request to observe expert educators as coordinated by your mentor. If any observations take place, log these observations on the Master Teacher Observation Log on the Mentoring Site on Sharepoint. (This may be requested by District or Building Admin. as well)
- **Optional:** Participate in having your mentor observe your practice and provide you with feedback. (This may be requested by District or Building Admin. as well)

#### **Meetings with Mentor:**

- Meet **monthly** with your mentor to ask questions, share concerns, discuss ideas, and seek support.

#### **Focus Sessions (Optional for Experienced Educators):**

- **Optional:** Attend scheduled after school Focus Sessions for Mentees. You will receive \$30/hr for each Focus Session you attend.

Communicate with the Mentoring Program Facilitator if you are unable to uphold this agreement for any reason.

### Mentors

Timberlane Regional School District Mentors are experienced teachers or other professional staff members who have demonstrated leadership in their school and/or subject area. They work with new staff, offering emotional, physical, instructional, and institutional support. Mentors help new teachers develop instructional strategies that promote student learning.

#### Who is eligible to be a Mentor?

Any professional who has completed five years of service in a discipline, grade level, and/or content area (with at least three of those years being in the Timberlane School District), is eligible to be trained for mentor service.

#### Training for District Mentors

- Training provided annually to mentors prior to the start of the school year and typically during the New Teacher Induction week.
- Professional Development hours will be assigned for attendance at Mentor Training.

### Mentor Roles and Responsibilities

#### **Responsibilities of mentors include, but are not limited to:**

- Acclimate your mentee to school and district culture.
- Introduce new staff member to colleagues.
- Familiarize your mentee with various aspects of his/her new role, support systems, and procedures including, but not limited to:
  - o Curriculum, Assessment, Grading and Reporting, Computer Programs & Applications, communication protocols for parents and team members, and other components to specific jobs.
- Work with your mentee to plan the first two weeks of school.
- Attend Mentor Training if you have not participated in previous training (1st session prior to the beginning of school).

- Follow timelines and expectations as stated in the Mentoring handbook.
- Communicate with the Mentoring Program Facilitator if you are unable to uphold this agreement for any reason.

### ● **Mentor Observations and Learning Focused Conversations**

Mentors are also required to observe the practice of their new staff and participate in learning-focused conversations. The Timberlane Regional School District Mentor Program develops the necessary skills for engaging in this process.

- All observations should include a pre-observation meeting, the observation, and a learning-focused post observation conversation.
- **YEAR 1:** Mentors are required to observe the **First Year Teachers'** professional practice three times per year, and mentor observation logs should be submitted no later than:
  1. October 15
  2. January 31
  3. April 1
- **YEARS 2 and 3:** Mentors are required to observe the **Second and Third Year Teacher's** professional practice at least two times per year, and mentor observation logs should be submitted no later than:
  1. December 8
  2. April 1
- Upon request, **Mentors of Experienced Educators and Mentors of Related Services Educators** are required to observe and provide feedback to the new staff member and complete an entry log of observation date, time, etc.

### ● **Mentor Observation Log**

It is the responsibility of the mentor to complete the mentor observation log.

- This log is submitted via a Google Form, and should be submitted as each observation is completed, according to the deadlines listed above with the following information:
  - New Staff's Name, Assignment, and Email Address (At the conclusion, you can choose to have your Form Response emailed to you.)
  - Mentor's Name and School

- o Date and Times of Pre-Observation, Observation, and Post-Observation
- This form should be completed even if observations are not required (for mentors of Experienced Educators and Related Service Providers). There is an option provided to document that no observations took place and none were required.
- To ensure completion, submit this form together at the conclusion of the post-observation conversation.
- Should you not be able to complete your observations in respect to your deadline, please contact Ana Suarez-Gibbons, as completion of this form is required for the processing of the payment of the mentoring stipend.
- Failure to complete this form may result in non-payment of stipend.

- **Facilitate Master Teacher Observations**

- **Mentee Observations of Master Teachers:**

New staff are expected to observe the practice of Master Teachers and participate in learning-focused conversations. New staff may observe their mentor, or another teacher. Mentors are expected to help facilitate this process.

It is the  
Responsibility  
Of the MENTEE  
To Complete the  
Master Teacher  
Observation Log.

- Substitutes may be provided when necessary.
- A Google Form is used to log and submitted when each observation is completed.
  - o **New Educators in years 1, 2, and 3** are required to observe Master Teachers' professional practice **at least two times, or more upon request, prior to April 15th** as coordinated by your Mentor.
  - o **Experienced Educators and Related Services Educators** may request that their mentors facilitate observations of expert teachers, prior to April 15th.
- Documentation of the observation should be completed and submitted no later than April 15th.

- **Meeting with New Teachers/Mentees - Classroom, Building Level Special Educators & Unified Arts**

- **Mentors of Year 1 New Educators** are required to meet **weekly** for no less than one hour with the staff member to answer questions, problem solve, discuss ideas, and provide support.
- **Mentors of Year 2 or 3 New Educators** are required to meet **every two weeks** for no less than one hour with the staff member to answer questions, problem solve, discuss ideas, and provide support.

- **Mentors of Experienced Educators** are required to meet **monthly** with the new staff member to answer questions, problem solve, discuss ideas, and provide support.
- **Mentors of Related Services Educators** will facilitate a monthly focused PLC six (6) times per year (September, October, November, January, February and March) 1:1 or in small group for no less than one hour with the new staff member to answer questions, problem solve, discuss ideas, and provide support.

## Mentor Compensation

### Annual Stipend Compensation for MENTOR Professionals

First Year Staff:	\$500/year
Second/Third Year Staff	\$380/year
Related Service Mentors	\$260/year
Experienced Educators	\$150/year
New Teacher Induction Participation	\$100/day
Focus Session	\$30 per hour

As a mentor,  
Your **Stipend** is  
Paid out in  
**Two increments,**  
**December & June,**  
contingent upon  
completion of the  
Federal Grant Payroll  
Certification Form  
and the Observation  
Log.

A **reduction** of the  
Stipend amount  
May occur if  
The mentor **fails to**  
**uphold** agreed upon  
responsibilities.

### Compensation for New Staff / Mentees

3-day Induction Program	\$100 per day
Focus Sessions (Years 1-3)	\$30 per hour

## **Building Administrators**

### **Roles and Responsibilities**

Building administrators play a critical role in the mentoring and induction of new staff members. They set clear expectations and promote a supportive and collaborative culture where professional growth and development can occur.

#### **It is the role of the building administrator to:**

- o Require new staff members to participate in Focus Sessions.
- o Provide new staff and mentors with essential resources.
- o Initiate frequent, informal conversations with new staff.
- o Contact the Executive Director of Curriculum, Assessment, and Learning when issues arise or the new staff member is in need of additional support.
- o Encourage master teachers to serve as mentors.
- o Provide classroom coverage for mentors to allow opportunities for them to observe new staff.
- o Encourage new staff to observe the practices of master teachers.
- o Provide feedback regarding the effectiveness of the mentoring program to the Executive Director of Curriculum, Assessment, and Learning.
- o Be encouraging and supportive!

## Mentoring Program Concerns and Grievance Procedures

It is important to recognize that, at times, mentors and new staff may find they are not well suited. This could be a result of incompatible philosophies, personalities, or teaching styles. When this occurs, the concern is addressed in a manner that is consistent with the highest levels of professionalism.

When concerns arise, mentors and new staff should:

- o Share their concerns with one another.
- o The mentor/new staff relationship is based on trust therefore, it is critical to honor confidentiality.
- o It is never appropriate to discuss concerns related to mentoring with colleagues.
- o If resolution does not occur, one or both parties should contact (to be determined) and the following will occur:
  - o A meeting will take place to air the concerns.
  - o A resolution will occur, or...
  - o The new staff will be assigned to a new mentor.
  - o Please contact the following individuals to receive support with any concerns:

Lucy Canotas, Director of Elementary Education

Mark Pederson, Director of Secondary Education

