

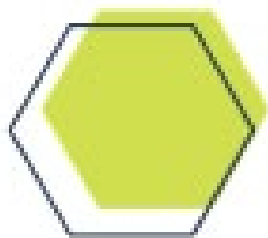


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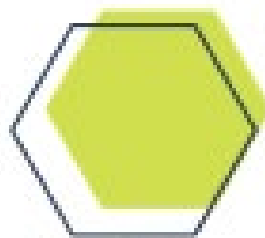
HESD  
Induction  
Program

# MENTOR HANDBOOK

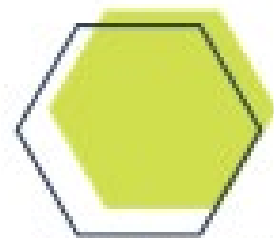
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**Mentoring**



**Mentoring  
Documentation**



**Information  
Regarding  
Required  
Documentation**

HESD INDUCTION PROGRAM

934 Kate Hammond Lane, Hanford, Ca. 93232  
559-585-3661



# Mentor Handbook

As a mentor, you will invest your time, energy and expertise to nurture the growth of your mentee. Your style may range from that of a persistent encourager who boosts self-confidence to that of a taskmaster who teaches a mentee to appreciate excellence in performance. Whatever your style, it is your **CARE** that **really matters**.

Mentoring is an all-encompassing way to encourage personal growth. It is a process in which the mentor and mentee work together to discover and develop the mentee's abilities and encourage the mentee to acquire knowledge and skills as measured by the California Standards for the Teaching Profession. The mentor serves as a tutor, counselor, and friend, enabling the mentee to sharpen skills and increase knowledge.

The following guidelines will help you get the most out of your mentoring relationship.

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50 Ways to Love Your Mentee



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**MENTOR LETTER OF COMMITMENT**

Mentor: \_\_\_\_\_

(Print Name)

*I understand that serving as a Mentor in the HESD Induction Program involves helping Candidates build upon university work and previous teaching experience in order to improve instructional practice and, for eligible candidates, supporting them in earning their clear credentials. I will use an individualized support system to guide a candidate's professional development which will not be used for evaluative or employment purposes. I understand that I will be expected to give generously of my time and expertise to the candidate to whom I am assigned.*

***To fulfill the role of Mentor, I must:***

- Understand and respect the confidentiality between the Candidate and Induction Mentor. Information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators.
- Develop a trusting and reflective professional partnership with assigned Candidates.
- Provide weekly, on-site support to each Candidate a minimum of one hour every week per candidate, to receive "just in time" mentoring and assist Candidate to satisfactorily complete all program requirements. Mentoring will begin in August and run through June. Weekly contact time will include instructional as well as non-instructional time.
- Complete a contact log on all weekly support detailing date, time and type of support/purpose. Identify if support is a make-up session. Contact logs are due at the end of each trimester.
- Assist Candidates in developing an Individualized Learning Plan (ILP) based on *The California Standards for the Teaching Profession*, the Induction Standards and the District's goals and support the Candidates in making periodic adjustments based on feedback from formative assessments and similar sources.
- I will develop my knowledge of the Induction Program Standards.
- Assist the Candidate in developing and completing a professional development plan, based on the Individualized Learning Plan (ILP).
- Assist each Candidate in developing and maintaining documentation as evidence of the teacher's professional growth activities and of meeting requirements for clear credential recommendation.
- Provide feedback on Candidate's ILP (as indicated) after Candidate completes and electronically submits work.
- If Candidate fails to meet the established deadlines, complete the Plan of Action to notify Candidate of necessary steps to avoid being placed on Advisement Status.
- Model/demonstrate a lesson or lessons for each Candidate I am supporting, as appropriate.
- Schedule and attend with Candidates observation of veteran teachers and complete and attach post observation form to Contact Log.



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**MENTOR LETTER OF COMMITMENT**

- Plan, participate in, and facilitate support and training activities for Candidates including all scheduled New Teacher Networks.
- Participate in the Induction Mentor orientation, Induction Mentor collaborations, and additional professional development trainings scheduled for Induction Mentors to improve my skills and knowledge.
- Communicate regularly with the Director of Curriculum and Instruction regarding program effectiveness, the formative assessment system, and Candidate working conditions.
- Participate in the program evaluation process including the Induction Program Survey and comply with District and program reporting procedures.
- Communicate questions or concerns about the program, including Candidate assignment to the Director of Curriculum and Instruction.
- Read and understand my responsibilities located in the Induction Program Handbook. Become familiar with the policies and procedures and follow all guidelines within it.

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*I have read the Induction Mentor responsibilities described above and agree to follow them to the best of my ability. I understand that I am responsible for fulfilling all Induction Mentor requirements, including attendance at Induction Mentor collaborations and trainings and completion of documents required by the program. I understand that my work as an Induction Mentor is crucial to the success of the Candidates.*

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Induction Mentor Signature

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Date

**INDUCTION CANDIDATES BY MENTOR  
2019-2020**

School	Teacher	Grade	Induction	Mentor Coach
Wilson	1. Brown, Greg	8 M/S	Year 2	Graham, Joann
Roosevelt	2. Carrillo, Jennifer	6	Year 1	Graham, Joann
Jefferson	3. Donabedian, Jacob	Band	Year 1	Graham, Joann
Lincoln	4. Flemion, Sophie	PE	Year 1	Graham, Joann
Hamilton	5. Grillias, Nicholas	5	Year 2	Graham, Joann
Roosevelt	6. Oliveira, Jonathan	6	Year 1	Graham, Joann
Lincoln	7. Porras, Anthony	4	Year 2	Graham, Joann
King	8. Ramirez, Karina	3	Year 1	Graham, Joann
Wilson	9. Stewart, Cory	RSP	Year 1	Graham, Joann
Richmond	10. Stockton, Shannon	4	Year 2	Graham, Joann

**INDUCTION CANDIDATES BY MENTOR  
2019-2020**

School	Teacher	Grade	Induction	Mentor Coach
Lincoln	1. Ames, Danielle	2	Year 2	Stone, Joanna
Richmond	2. Bernal, Yolanda	SDC/TK-3	Year 1	Stone, Joanna
Richmond	3. Castaneda, Catherine	1	Year 2	Stone, Joanna
Washington	4. Farrar, Alexis	2	Year 2	Stone, Joanna
King	5. Letson, Megan	K	Year 2	Stone, Joanna
Roosevelt	6. Martinez-Bedolla, Eileen	1	Year 2	Stone, Joanna
Monroe	7. Mercado, Audree	2	Year 2	Stone, Joanna
Hamilton	8. Moreno, Anna	3	Year 1	Stone, Joanna
Lincoln	9. Pond, Ashley	3	Year 2	Stone, Joanna
King	10. Sewell, Amanda	TK	Year 1	Stone, Joanna
Simas	11. Snead, Claudia	1	Year 2	Stone, Joanna
Lincoln	12. Tafolla, Mario	1	Year 1	Stone, Joanna



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### **Mentor Self-Assessment**

The Induction Mentors will use *The Continuum of Instructional Coaching Continuum* to self-assess and for goal setting.

Steps to follow to self-asses:

1. Mentors read across each row of descriptors from left to right. Each practice level includes all the descriptors contained in the levels to the left.
2. As mentors locate the descriptors that best describe their current practice, they may enter the date of their self-assessment in the appropriate box and/or highlight those accomplishments.
3. What patterns you see in the self-assessment? What are your next steps?
4. Mentors will be given time to reflect and complete the Mentor Professional Growth Plan.



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## Mentor Professional Growth Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Just as we assess teacher candidates in order to help them grow professional, we also need to assess our own practice and plan for our own professional growth. Think about the results from your Mentor Self-Assessment you have just completed, please complete this *Mentor Professional Growth Plan*.

<b>STRENGTHS:</b> What are your strengths in supporting teacher candidates	
<b>AREAS FOR PROFESSIONAL GROWTH:</b> Concentrating on which skills might help you become a better Mentor?	
<b>INDIVIDUAL GOALS:</b>	In which of the Elements of the <i>Continuum of Instructional Coaching Practice</i> do these goals align?
<b>SUPPORT NEEDED:</b>	<b>IMPLEMENTATION PLAN-</b>
<b>OUTCOMES:</b> As you achieve these goals, what do you anticipate for your teacher candidate(s)?	

# Mentor Planning Worksheet



Mentor Name:

Candidate's Name & School:

Semester:  Fall  Spring

- Mentor and candidate use this worksheet to establish a relationship and identify trimester needs and goals.
- Mentors use one Mentor Planning Worksheet per candidate each semester
- Upon completion, copy Mentor Planning Worksheet for both mentor and candidate

**Identify candidate's three main needs.**

1)

2)

3)

**Identify a plan to meet each candidate's need.**

1)

2)

3)

List mutual goals for both mentor and candidate.

1)

2)

3)





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**What Happens If a Candidate Falls Behind in their Portfolio Work?**

HESD offers a 2-year state-approved Induction Program which is designed to meet the needs of new teacher candidates for clearing a preliminary credential, in accordance with Senate Bill 2042. The candidate must demonstrate knowledge and application of the California Standards for the Teaching Profession and the Induction Standards beyond what was demonstrated in the preliminary credential program.

If a candidate falls behind on their portfolio work, it is important for the mentor to follow the steps outlined in the Advisement Status chart.

When induction mentors communicate with the candidate regarding missed assignments, a sample template is available for the mentor to use. Please note that the site administrator is not informed of the advisement status unless the candidate is 4 weeks behind. See below...

**Sample e-mail to candidate:**

"I conducted a review of your Portfolio on (date). Your portfolio work is in jeopardy of not passing with missed deadlines up to (2 weeks) past due. According to the Induction Policy regarding late work, a candidate that falls behind 2 weeks is put on Advisement Status. It is important that we discuss strategies to help get you caught up. I am here to assist you in any way possible to ensure you remain on track to finish the required work on time. Since you are being placed on Advisement Status, you will be closely monitored by the Director of Induction to certify you remain on course to finishing the program within the two-year time period. Please refer to the Advisement Status Chart for the plan of action."



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**Advisement Status**

The HESD Induction has a procedure in place for Candidates who fall behind on their portfolio work. During the time the Candidate is on Advisement Status progress will be closely monitored by the Assistant Superintendent of Induction to ensure the Candidate remains on track to finish the program within the two year time period. It is the goal of the HESD Induction Program that all Candidates complete the program requirements within two years. However, if the Candidate does not complete the program within the state-funded two year period Candidate will cover the cost of additional time beyond the two year period. Candidates in this situation may incur a financial cost of up to \$4,000 per year to complete their Induction work.

Steps toward Advisement Status:

<b>Due Date</b>	<b>Plan of Action</b>
2 weeks behind due date	Email from Induction Mentor
3 weeks behind due date	Email and visit from another Induction Mentor
4 weeks behind due date	Letter from Director of Curriculum & Instruction copied to the Assistant Superintendent of Curriculum & Instruction and Principal
5 weeks behind due date	Advisement Status. Assistant Superintendent of Induction monitors set due dates and portfolio completion. Principal and Human Resources are notified.



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## **Standards that Direct Weekly Support and Contact Logs**

### **Common Standard 3: Fieldwork and Clinical Practice**

*The program implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.*

The purpose of the weekly meetings between the mentor and candidate is to provide the candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research based strategies for improving teaching and student learning.

### **Program Standard 2: Components of the Mentoring Design**

*The mentoring approach implemented by the program must include the development of the Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.*

### **Weekly Support**

When mentors meet with candidates each week, it is expected that the mentor provide one hour of support time each week. The mentor may split the time in order to give the candidate 30 minutes of face to face contact time and 30 minutes of observing the candidate in the classroom to provide feedback and just-in-time support.

### **Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation**

*The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.*

### **Contact Logs and Missed Sessions with Candidate**

The **contact** log will be used to document all weekly support detailing date, time and type of support given to candidate. If a meeting **session is missed**, it is important for the missed time to be made up and documented on the contact log. If the missed session was face to face, then the make-up session must be face to face, and the same holds true if the missed session was an observation or feedback with just-in-time coaching, then it must be made up in the same format. Any digital communications (email, skype, face time, etc.) can be used as an additional coaching format however it does not fulfill/replace the requirement of face to face or in classroom coaching.



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## Observations

### **Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System**

*The program must ensure dedicated time for regular mentor and candidate interactions, **observations of colleagues and peers** by the candidate.*

The Induction candidate(s) will be given the opportunity to observe a veteran colleague who can demonstrate/model their expertise in lesson delivery, student engagement, formative feedback, classroom management and other areas of exceptional practices. It will be the responsibility of the mentor to plan, schedule and arrange the observation of veteran teachers and complete reflections on the observed teaching practice. Please attach post observation form(s) to the Contact Log.

When the mentor is ready to begin contacting site principals for scheduling the observation, a template is available for mentors to use.



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**When communicating with Site Administrators to schedule an observation for your Induction Candidate, please use the following template:**

Hello \_\_\_\_\_,

*My name is (your name), I am the Induction Mentor for (candidate's name). The Induction program is responsible for securing veteran observations for our induction candidate(s). (candidate's name) is ready for his/her first veteran observation. (candidate's name) teaches (grade level) at (school site). I will be joining my candidate on this visit and would like to visit (teacher name to be observed) and focus the visit on (content area). I'd like to schedule the visit on (date) from (time-beginning and end). Would you be able to confirm this scheduled visit for us or would you prefer that I make direct contact with (name of teacher to be observed) to schedule this visit?*

*Thanks for your support in helping new teachers learn from a member of your team.*

# Making the Most of Mentoring Relationships

Given that we cannot possibly learn all we need to know about the act of teaching during preservice education, learning during the induction period must continue at an intensive level. Careful selection of mentors is an essential component of designing productive mentoring relationships. Whether you are identifying your own mentor, or deciding whether to become one yourself, include the following criteria in assessing the appropriateness of the choice. A teacher teaching a new grade level or a new subject area may need a mentor just as much as a beginning teacher.

## Mentor teachers should exhibit excellence in classroom teaching by:

- Demonstrating strong content knowledge
- Having and using a wide repertoire of teaching strategies
- Using a wide range of assessment tools
- Being willing to give special attention to students who need remedial or compensatory help as well as to students who need enrichment
- Demonstrating success in facilitating high student performance and achievement

## Additional attributes of successful mentors include:

- A history of collegial interactions or an expressed desire to collaborate with other educators in purposeful ways
- An appreciation for, and skills for working with, a variety of teaching and learning styles
- Assignment to same subject level / grade level
- Commitment to own personal growth
- Willingness to be reflective about own teaching decisions
- Strong communication skills
- Knowledge of adult learning theory
- Capacity to match interactions and responses to knowledge, skills, and trust level of mentee

Interactions between a new staff member and the mentor depend on the needs of the new staff member and the purposefulness of the district in promoting collegiality as a value of the district. If collegiality is a value of the district, then the frequency, intensity, and quality of the interactions between mentor and new staff member should clearly demonstrate that value.

## Potentially Helpful Mentor Actions

- Introduce the beginning teacher to members of the administrative staff, teachers, and other school employees.
- Go over all school routines, rules, and policies...especially the unwritten ones!
- Take the new teacher on a tour of the school grounds...and even of the school attendance zone.
- Escort and sit with the new colleague at faculty meetings and staff development opportunities.
- Remember to include the new staff member in informal social gatherings...whether in the lounge or outside of school.
- Observe the new teacher and give feedback as appropriate.
- Encourage the new teacher to observe other teachers who teach the same subject / grade and/or the same students.
- Teach a demonstration lesson or co-teach in the new teacher's classroom.
- Involve the new teacher in co-curricular activities.
- Help the new staff member recognize and appreciate the knowledge and expertise he / she brings to the profession.
- Guide the new teacher through state and district standards; share time-proven lessons and assessments which are efficient and effective in moving students toward meeting the standards.
- Assist the new teacher with identifying a wide variety of materials and resources appropriate for the content and the students.
- Inform the new staff member of how to obtain audio-visual equipment and supplies as well as how to obtain all other supplies.
- Coach the new colleague in how teachers collaborate around special needs students, whether it be in an inclusion model or a pullout model.
- Explain the system's teacher supervision and evaluation system and go over the criteria for teaching performance used in the district.
- Hold regularly scheduled meetings / conferences...daily, at first, and then weekly.



## 50 Ways to Love Your Mentee



1. Teach your mentee's class during prep time to allow him/her to see other classes.
2. Share great teacher web sites.
3. When they've completed their first open house, report cards, etc. Celebrate!!
4. Put a weekly meeting on the calendar—plan to meet together.
5. Develop a game plan for how you deal with confrontation.
6. Help your mentee learn staff and faculty members—especially those who can help them accomplish various tasks or maybe another teacher they can observe.
7. Send a Happy-Gram.
8. Leave a candy bar message for your mentee, such as "Don't let the *crunch* of paperwork get to you! You're doing great!" or "It's *mounds* of fun having you here!" or "You're worth a *\$100,000* to us!"
9. Give your mentee a jar filled with strips of paper with positive affirmations written on them.
10. Give your mentee a small spiral notebook to write down any questions he/she might have. Then answer those when you meet with your mentee.
11. Help your mentee grade papers.
12. Tell your mentee all the compliments you hear about him/her.
13. Show your mentee how to set up a gradebook.
14. Give your mentee a list of games/activities for rainy day schedules.
15. Give your mentee a list of games/activities with a monthly theme.
16. Meet weekly.
17. Stop by your mentee's room every day to check on his/her well-being.
18. Listen, Listen, Listen!!!
19. Give the unspoken rules.
20. Copy files and give ideas to your mentee.
21. Give a basket of teaching supplies—pencils, stationary, stickers, etc.
22. Help your mentee set realistic goals and take "small" steps—one at a time.
23. Suggest music CD's to work by.
24. Give your mentee a photo album to use throughout his/her career to show milestones, classroom experiences, etc.
25. Go over teaching strategies.





26. Walk through to ask a question and make a positive remark before leaving.
27. Give your mentee a book on "theory" and one on "practice." Both should serve to inspire your mentee with his/her chosen profession. (e.g., *A Boy I Once Knew: What a Teacher Learned from Her Student* by Elizabeth Stone)
28. Provide a copy of a favorite inspirational poster (suitable for framing) for his/her classroom.
29. Make an effort to introduce your mentee personally to one "important" person in the district that you have met along the way in your career.
30. Provide a one-year subscription to a professional journal or teaching-related magazine like *Teacher Magazine*.
31. Give your mentee a Happy-Gram of encouragement with movie tickets enclosed.
32. Give your mentee a call on the weekend commenting on what a great job he/she is doing.
33. Cover one of your mentee's duties to give him/her some "relief time."
34. Make a necklace with cards containing songs and chants to use during transition times.
35. Avoid the temptation to solve a problem your mentee could solve if given a listening ear.
36. Take your mentee on a tour of the Education Alliance Teacher's Warehouse.
37. Provide a carafe of coffee, tea or juice to get your mentee through the day.
38. Donate the "free" books from book clubs such as Troll or give redeemable points for your mentee to choose his/her own titles.
39. Make a welcome brochure that contains pictures and information about all the teachers on staff because there isn't an opportunity to get to know everyone in a short time.
40. Share recent educational methodologies with your mentee.
41. Share lessons on a timely basis.
42. Observe your mentee's classroom before his/her first evaluation—give honest and specific feedback.
43. Attend a conference together. Discuss each other's opinions about the conference.
44. Share your weekly lesson plans with your mentee.
45. Share "mess-ups" so your mentee realizes we all make mistakes.
46. Send an email or good luck note on day of principal observation and/or parent conference.
47. Tour the school with your mentee.
48. Give reassurance that frustration or feeling overwhelmed is normal.
49. Help your mentee with ways to speak with parents (broken record, repeating what you understand them to be saying, asking for their suggestions and help, etc.)
50. Give your mentee a school T-shirt for Spirit Days!

