

DCRSD

Mentoring Program Handbook

2025-2026



“...to advance the knowledge and well being of our children and our community.”

Dudley-Charlton Regional School District Mentoring Program

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Welcome

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Dudley-Charlton Regional School District Mentoring Program

Welcome to the Dudley-Charlton Regional School District's Mentoring Program! The establishment of sound and productive mentoring opportunities will contribute to improve student performance and be of significant benefit. A [large body of evidence](#) supports mentoring as an essential component for the retention of teachers. Throughout the mentoring experience, the collaborative team will include not only the mentor and mentee, but also a variety of other educators. The DCRSD's Mentoring Program is consistent with [DESE's Mentoring Guidelines](#).

Mission Statement

The purpose of the Mentoring Program in the Dudley-Charlton Regional School District is to improve student learning by supporting new teachers personally, professionally, and practically. Mentoring is most successful when new teachers and mentors are given sufficient time and training in a relationship based on respect, trust, and confidentiality. Such tangible support recognizes and encourages the district-wide need for professional growth for all teachers. The result is retention of teachers, effective teaching, and enhanced learning and achievement.

Goals

- ☐ To provide a foundation for new teachers to be self-sufficient, confident, and ready for effective experiences in education
- ☐ To develop and support effective teaching and improve student learning
- ☐ To establish a collegial school environment that provides professional collaboration, guidance, and systematic support for new teachers
- ☐ To integrate teachers new to the social system of the school, district, and community
- ☐ To promote the professional well being of beginning teachers
- ☐ To support first year teachers and to help meet the challenges of the teaching profession, i.e. instructional practice, positive interaction with parents, and classroom management
- ☐ To retain highly qualified new teachers

Statement of Confidentiality

Confidentiality is essential in order to foster trusting relationships between mentor and mentee. Please be assured that mentors will not discuss their mentee's teaching performance with anyone.

Roles

School Committee

- ☐ To become knowledgeable about the program and its components
- ☐ To provide financial support
- ☐ To approve the program
- ☐ To express public support for the program
- ☐ To participate in the recognition of the mentors

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Roles (Continued)

District Office

- ☐ To become knowledgeable about the program and to provide input into its design
- ☐ To connect with local educator preparation programs to further support induction/mentoring
- ☐ To act as liaison to the community and the school community
- ☐ To approve and promote the program
- ☐ To provide financial support
- ☐ To communicate with the administrative team the need for:
- ☐ Promoting and implementing the program
- ☐ Acknowledging and recognizing the contributions of the mentors
- ☐ Respecting the confidentiality between mentors and new teachers
- ☐ Providing time for the mentoring to take place
- ☐ Providing substitutes to allow for observations
- ☐ To be involved in the ongoing evaluation of the program
- ☐ Check with administration on progress of the program
- ☐ Review data on teacher effectiveness, comfort, and cost effectiveness
- ☐ Arrange for end of year report to school committee

Principals

- ☐ To become knowledgeable and provide input regarding the program
- ☐ To inform the faculty and parents about the program and its benefits
- ☐ To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program
- ☐ To recognize the role of the mentors
- ☐ To recognize that time concession for the mentors and new teachers is important
- ☐ To select from a pool of mentors and match them with new teachers
- ☐ To inform new teachers of the evaluation process
- ☐ To respect the confidentiality of the mentor/mentee relationship
- ☐ To work with the building mentor coordinator in reviewing the program on an ongoing basis
- ☐ To arrange for substitutes to allow for classroom observations
- ☐ To participate in the ongoing evaluation of the Mentoring Program
- ☐ To establish a collegial school culture

Building Mentor Coordinator

- ☐ To be provided to each school in the District that has an active Mentoring Program

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- ☐ To coordinate with the building principal for professional release time
- ☐ To serve on the mentoring selection committee, at the building principal's request
- ☐ To assist mentoring teams during the school year resolving issues that arise
- ☐ To meet with other building mentor coordinators quarterly during the school year to have a program which is consistent through the District
- ☐ To conduct an exit interview with mentee to suggest ways to improve Mentoring Program
- ☐ To meet with the principal to review progress of the program and to address any problems
- ☐ To complete and submit needed logs

Roles (Continued)

Mentors

- ☐ To receive district sponsored mentor training
- ☐ To serve as a leader, providing personal and professional support
- ☐ To provide her/his mentee strategies regarding the use of data
- ☐ To provide her/his mentee with a variety of instructional techniques
- ☐ To promote a good working relationship with new teachers
- ☐ To assist in identifying the needs of a beginning teacher
- ☐ To observe, listen and provide constructive feedback, including two scheduled observations
- ☐ To work collaboratively with a mentee to develop lesson plans and provide a guideline for student assessment
- ☐ To develop a confidential, professional and instructional relationship with the new teacher
- ☐ To provide the new teacher with information and instruction about equipment and school routines
- ☐ To assist with aligning educational goals to the Massachusetts Frameworks
- ☐ To complete and submit logs
- ☐ To serve as a liaison between the mentee and other effective educators

New Teachers to the Profession

- ☐ To attend summer New Teacher Orientation Program
- ☐ To attend monthly New Teacher Institute (NTI) sessions, according to rubric
- ☐ To maintain a Journal, offering critical reflections of her/his own practice
- ☐ To meet with mentor regularly
- ☐ To observe an effective classroom, at least twice during the school year
- ☐ To seek assistance when necessary
- ☐ To identify individual student needs

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- ☐ To satisfy the 50 hour DESE requirement through the sum total of mentoring and professional development activities

New Teachers to the District- Initial License

- ☐ Attend at least 6 of the district sponsored New Teacher Institute Sessions
- ☐ Collaborate with other building teachers and leaders
- ☐ Participate in all Professional Learning activities as scheduled by the district
- ☐ Satisfy the 50 hour DESE requirement in order to successfully apply for a Professional License, including, but not limited to, the activities listed above

New Teachers to the District- Professional License

- ☐ Attend at least 6 of the district sponsored New Teacher Institute Sessions
- ☐ Participate in all Professional Learning activities as scheduled by the district
- ☐ Collaborate with other teachers and leaders as an informal support team

Teachers in Year Two or Three

- ☐ Collaborate with other teachers and leaders as an informal support team
- ☐ Participate in all Professional Learning activities as scheduled by the district

Criteria for Mentor Teachers and Coordinators

- ☐ Desire to be a mentor teacher
- ☐ Outstanding, proven teachers whose practice reflects content knowledge of the MA curriculum frameworks
- ☐ Willingness to receive needed professional development
- ☐ Ability to work with adults exhibiting a positive attitude
- ☐ Mentor Coordinators should spend at least one hour weekly engaged in coordination activities
- ☐ Effective communication skills
- ☐ Demonstrated instructional skills
- ☐ Knowledgeable in current teaching practices and district resources
- ☐ High expectations from both students and staff
- ☐ Time to do the job well
- ☐ Can maintain confidential relationships
- ☐ Values his/her school and communities
- ☐ Confident, secure, and flexible

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- ☐ Sensitive

Mentor Selection

- ☐ A statement of interest from prospective mentors should be provided to the building principal.
- ☐ Mentor teachers will understand that meetings with her/his mentee should be once a week in September and October, and at least twice a month thereafter in a formal setting to review lesson plans, student assessment, and other issues related to teaching and learning.
- ☐ Mentor matches would be made based on grade and/or subject matter, when possible.
- ☐ Each teacher new to the profession (first year) will have a mentor
- ☐ Mentors need to have completed, or anticipate completion of a district sponsored training
- ☐ Final mentor/mentee matches will be made by the building principal

Compensation for Mentors and Coordinators

A teacher serving in the capacity of mentor for a full school year will be paid a stipend of \$1000.

Should an individual school have multiple mentors/mentees in a given year, a building mentoring coordinator may be paid a stipend of \$500 for his/her work to maintain and improve the Mentoring Program. The coordinator may also serve as a mentor teacher and be compensated for that contribution to the Mentoring Program.

No Fault Policy

At times situations may arise that could interfere with a successful mentoring experience. If this happens, there is a process in place for either the mentor or mentee.

The first step would be for the mentor and mentee to discuss the issue. The second step may be to discuss the issue with the building mentor coordinator or the principal who would act as a mediator developing strategies to help resolve the issue. The third step would be to involve the building principal and if necessary make reassignments.

Release Time for Observations

It is recommended that two release days be provided during the school year for coaching and observation. With prior approval from the building principal, a substitute teacher could be used for several mentor/mentee observations coordinated by the building mentor coordinator or principal. Opportunities for mentors to observe mentees and for the mentee to observe mentors should be provided.

Summer Orientation Program

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A Summer Orientation Program will be organized by the Assistant Superintendent for Teaching and Learning. An Orientation day will be held in the month of August of the new school year. Included in the Orientation for new teachers will be:

- Introduction to key District Personnel – Explanation of Legal Issues
- Introduction to the School Community
- Tour of the Schools
 - Map of building/staff roster
 - Managing machines
 - Fire drill/exit routines
 - Schedule and transition procedures
- Classroom Management
 - Organizational techniques
 - Setting up classroom
 - Assessment – setting up gradebook, informal observations of students
- Review Staff Handbook
 - Parent/Teacher Conferences/Report Cards/PD

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Mentor/Mentee Activities Year-At-A-Glance

August	_____ Participation in Building/District activities
_____ Orientation Meeting	
_____ Development of collegial relationship	
_____ Communication with Principal	
_____ Participation in Building/District activities	
September	February
_____ Weekly formal meetings with mentor	_____ Weekly formal meetings
_____ Continue developing collegial relationships	_____ Informal discussions (MCAS Data)
_____ Participation in Building/District activities	_____ Participation in Building/District activities
October	March
_____ Weekly formal meetings	_____ Weekly formal meetings
_____ Mentor observes mentee's classroom	_____ Mentor observes mentees classroom
_____ Sharing of resources	_____ Informal discussions (MCAS testing)
_____ Participation in Building/District activities	_____ Participation in Building/District activities
_____ Discuss procedures for Parent/Teacher Conferences	April
	_____ Weekly formal meetings
	_____ Informal discussions
	_____ Participation in Building/District activities
November	May
_____ Weekly formal meetings w/mentor	_____ Weekly formal meetings
_____ Review professional development Opportunities	_____ Informal discussions
_____ Participation in Building/District activities	_____ Participation in Building/District activities
December	June
_____ Weekly formal meetings w/mentor	_____ Weekly formal meetings
_____ Informal discussions (seasonal celebrations)	_____ Informal discussions
_____ Participation in Building/District activities	_____ Closing procedures
January	
_____ Weekly formal meetings w/mentor	
_____ Informal Discussions	

This suggested timetable of activities may be modified based on the setting and need, however, **more time** rather than less time, is suggested to ensure success.

Fill out log sheets and journals to be submitted on or before May 20, 2024.

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Program Expectations

Activity	Rationale	Evidence
Journal	From National Center for Education Information: “92% of the teachers surveyed found the most valuable factor in developing their competency was their own teaching experience.” Reflective practitioners ask: * What went well? * Why did it go well? * How can I transfer that success? * What didn’t go well? * What can I do next time to make it better? * Who might I go to for ideas?	Documentation of at least 8 journal entries to be submitted on or before May 20, 2026.
New Teacher Institute	As part of the licensure regulations, the Department of Education has identified support teams and mentoring as two essential structures that all districts must provide to their beginning teachers. The support team schedules regular meetings in the first year to answer questions or address concerns that beginning teachers might have.	Attend at least 6 of the monthly New Teacher Institute meetings (not including the August New Teacher Orientation).
Observations	As part of the licensure regulations, districts must provide release time for both the mentor and the beginning teacher to engage in classroom observations. The activities may include observing one another’s classrooms, co-teaching the beginning teacher’s class, or observing another veteran teacher’s classroom.	Mentee observes a mentor or another veteran teacher at least twice during the school year.
Suggested Mentee Involvement Opportunities	Getting to know the school culture increases job satisfaction and thereby increases the level of retention of new teachers. New teachers are encouraged to investigate and become involved in: * School Council/Chaperone * Before/after school enrichment/coach	No minimum

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Application for Building Mentoring Position

If you wish to assist and support a teacher new to the profession or new to our system, please complete the following and return to your building principal.

Name: _____

Current teaching assignment: _____

Previous teaching assignments: _____

Have you completed a Mentor Training program? (*Circle one*) **yes** **no**

If you answered “no”, do you plan on attending training this fall? **yes** **no**

Years employed by Dudley-Charlton: _____

Years of teaching experience: (*Circle one*) **4-7** **8-12** **13+**

Professional development experiences which enhance ability to mentor a new teacher:

Please briefly describe why you would like to mentor a new teacher and how you perceive the role of “mentor”:

Signature _____ **Date** _____

Thank you for being generous with your time and knowledge

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Application for Building Mentor Coordinator

If you wish to assist and support teachers new to the profession or new to our system, please complete the following and return to your building principal.

Name: _____

Current teaching assignment: _____

Previous teaching assignments: _____

Have you completed a Mentor Training program? (Circle one) **yes** **no**

Years employed by Dudley-Charlton: _____

Years of teaching experience: (Circle one) **4-7** **8-12** **13+**

Professional development experiences which enhance my ability to be a building mentor coordinator:

Please briefly describe why you would like to be a Building Mentor Coordinator and how you perceive the role of the coordinator

Signature: _____

Date: _____

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Mentor's Log Sheet **(Total must be at least 15 hours)**

Mentor: _____

Mentee: _____

TYPE OF MEETING HELD					COMMENTARY
Date	Informal Meeting	Scheduled Meeting	Observation	Telephone/ Email Conference	Brief summary of topics discussed

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Building Mentor Coordinator's Log Sheet

Building Mentor Coordinator: _____

Mentor(s): _____

TYPE OF MEETING HELD					COMMENTARY
Date	Informal Meeting	Scheduled Meeting	Observation	Telephone/ Email Conference	Brief summary of topics discussed

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School: _____ Date: _____

The following personnel have served in the Mentoring Program for the _____ school year.

Building

Coordinator: _____ \$500.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Mentor: _____ \$1,000.00 log attached ☐

Procedure for compensation:

- ⇒ Mentors will maintain a log documenting contact hours between mentor and mentee.
- ⇒ If applicable, the Building Mentor Coordinator will maintain a log documenting contact hours.
- ⇒ Upon completion of the program, logs will be provided to the building principal and Assistant Superintendent for Teaching & Learning
- ⇒ Principal will review logs, sign invoice authorized payment and forward to the Assistant Superintendent for Teaching & Learning by May 20, 2024

Authorization for payment:

_____ Date: _____

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Observation Data Sheet

Pre-Observation Meeting		
Class	Grade	Period
New Teacher/Mentee's Signature:		Date:
Mentor Teacher's Signature:		Date:
1. What are the objectives of this lesson?		
2. Where are you in the course? (Unit, lesson, page number in texts; introductory, middle, culminating activity?)		
3. What teaching/learning activities will be observed and what methods will be used? (Differentiated instruction, accommodations, modifications)		
4. What do you want me to watch for? (Teacher behaviors, student behaviors... be specific!)		
5. Are there any group or individual characteristics or circumstances of which the mentor should be aware?		

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Mentor Notes of Observation

Date of Observation Lesson: _____

Notes from lesson:

Post-Observation Conference

Date of Post Conference: _____

Reflective Questions Asked:

How did the process go?

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Mentor Program Questionnaire

To be completed by Mentors and Mentees (one each) and submitted with final paperwork.

We would like to gather some information from you that will assist us in improving the District's Mentoring Program. Please reply to the questions below; the information you provide will be beneficial to future participants.



1. How often did you meet with your mentor/mentee and was this time sufficient?

2. What were the most helpful things to come out of your meetings?

3. What workshops would you like to see offered through the Mentoring Program?

4. How did the Mentoring Program help you grow professionally?

5. What changes, if any, would you recommend to improve the current Mentoring Program?

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DCRSD Mentoring Agreement

All new teachers to the Dudley Charlton Regional School District will participate in the Mentoring Program as outlined on pages five and six and restated here. Sign and return to the District Office:

New Teachers to the Profession

- ☐ To attend summer New Teacher Orientation Program
- ☐ To attend monthly New Teacher Institute (NTI) sessions, according to rubric
- ☐ To maintain a Journal, offering critical reflections of her/his own practice
- ☐ To meet with mentor regularly
- ☐ To observe an effective classroom, at least twice during the school year
- ☐ To seek assistance when necessary
- ☐ To identify individual student needs
- ☐ To satisfy the 50 hour DESE requirement through the sum total of mentoring and professional development activities

New Teachers to the District- Initial License

- ☐ Attend at least 6 of the district sponsored New Teacher Institute Sessions
- ☐ Attend all scheduled Professional Development activities
- ☐ Collaborate with other building teachers and leaders
- ☐ Satisfy the 50 hour DESE requirement in order to successfully apply for a Professional License, including, but not limited to, the activities listed above

New Teachers to the District- Professional License

- ☐ Attend at least 6 of the district sponsored New Teacher Institute Sessions
- ☐ Attend all scheduled Professional Development activities
- ☐ Collaborate with other teachers and leaders as an informal support team

Teachers in Year Two or Three

- ☐ Collaborate with other teachers and leaders as an informal support team

I understand that, as a new DCRSD Teacher, I am expected to participate in the DCRSD Mentoring program, as described above.

Teacher Signature and date: _____

Assistant Superintendent for Teaching & Learning Signature and date: _____

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Resources

Teach Like a Champion by Doug Lemov
A Visit to Classrooms of Effective Teachers (CD Rom) by ASCD (Association for Supervision and Curriculum Development)
Qualities of Effective Teachers by James Strong
Handbook for Qualities of Effective Teachers by James H. Strong, Pamela D. Tucker and Jennifer L. Hindman
How to Be an Effective Teacher the First Days of School by Harry K. and Rosemary T. Wong
How to Scaffold Instruction for Student Success (video tape) by ASCD (Association for Supervision and Curriculum Development)
Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners by ASCD Improving Student Achievement Research Panel – Robert W. Cole, Editor
A Visit to a Differentiated Classroom (video tape) by ASCD (Association for Supervision and Curriculum Development)
Analyzing Teaching: A Professional Development by ASCD (Association for Supervision and Curriculum Development)
Making Mentoring Work: An ASCD Action Tool by Laura Lipton & Bruce Wellman
How to Design Classroom Management to Enhance Learning (video tape) by ASCD
The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies by Joyce McLeod, Jan Fisher & Ginny Hoover
New Teacher Induction: How to Train, Support, and Retain New Teachers by Annette L. Breaux and Harry K. Wong
How to Plan and Implement a Peer Coaching Program by Pam Robbins
Becoming a Better Teacher: Eight Innovations That Work by Giselle O. Martin-Kniep
A Teacher's Guide to Working with Para-educators and Other Classroom Aides by Jill Morgan and Betty Y. Ashbaker
Understanding By Design by Jay McTighe and Grant Wiggins
Understanding By Design Professional Development Workbook by Jay McTighe and Grant Wiggins
Making the Most of Understanding by Design by John Brown
Beyond Mentoring Teachers21 by Jon Saphier, Susan Freedman and Barbara Aschheim
Inducting and Mentoring Teachers New to the District by William B. Ribas
Elementary and Middle School Mathematics – Teaching Developmentally by John A. Van DeWalle
Understanding and Relating to Parents...Professionally by Robert L. DeBruyn
The 21st Century Mentor's Handbook Creating a Culture for Learning by Paula Rutherford
The Skillful Teacher Building Your Teaching Skills by Jon Saphier and Robert Gower

Periodicals

ASCA School Counselor	Education Digest
ASCD SmartBrief/Public Education NewsBlast	Education Week
Educational Leadership	Middle Ground
Edutopia	Middle School Journal
Elementary School Journal	Reading Research Quarterly
Journal of Education for Students Placed At Risk	Reading Today

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Responsive Classroom Newsletter
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional
Children
The Reading Teacher

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