

**2015 – 2016**

# **Mentor Handbook**



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# HARLINGEN

CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Dear HCISD Mentor,

Thank you for being a mentor during the 2015-2016 school year. A campus-based mentor is an essential component in the success of a first year teacher. Your commitment and effort throughout the year will influence each child the new HCISD teacher impacts.

Your role will be to ensure we uphold the Mission of HCISD:

*Harlingen CISD will provide educational excellence for all students, cultivating college, career and workforce readiness, while providing students with choices for a meaningful and successful life.*

The Mentor Handbook is intended to serve as a guide and reference tool. Please use this handbook to support you in the work this year as a campus mentor.

For additional questions or support, please contact Organizational Development at (956) 430-9765.

Sincerely,

Jennifer Maldonado  
Organizational Development



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## New Teacher Support Network

	Organizational Development	Instructional Coach	Campus Mentor
Role	The Instructional Technologist will oversee the New Teacher Induction Program, including programing, training, and documentation.	The Instructional Coach will foster success of the new teacher at the campus level, by coaching in academic and pedagogical capacities.	The Campus Mentor will help the new teacher acclimate to the classroom environment, including classroom management, classroom structure, and daily operations.
Year One	<ul style="list-style-type: none"> <li>Conduct a three-day Summer Institute</li> <li>Provide monthly professional development</li> <li>Assign quarterly projects</li> <li>Conduct classroom visits</li> </ul>	<ul style="list-style-type: none"> <li>Host monthly PLCs</li> <li>Conduct classroom visits</li> <li>Provided individual coaching</li> <li>Facilitate reflective journaling</li> </ul>	<ul style="list-style-type: none"> <li>Complete weekly communication log</li> <li>Participate in campus collaboration time (½ day per semester)</li> <li>Provide classroom based support</li> </ul>
Year Two	<ul style="list-style-type: none"> <li>Provide professional development once a semester</li> <li>Provide additional support available by request</li> </ul>	<ul style="list-style-type: none"> <li>Host monthly PLCs</li> <li>Conduct classroom visits</li> <li>Provided individual coaching</li> </ul>	No campus mentor
Year Three	<ul style="list-style-type: none"> <li>Provide additional support available by request</li> <li>Encourage participation in the development of zero-year teachers</li> </ul>	<ul style="list-style-type: none"> <li>Host monthly PLCs</li> <li>Conduct classroom visits</li> <li>Provided individual coaching</li> </ul>	No campus mentor

## **Requirements**

- Connect new teacher with must meet people at your campus. (ie: secretaries, custodian, LMS, technician, nurse, administrators, etc.)
- Provide classroom based support, documented weekly, on a communication log to be turned in by April 29, 2016.
- Participate during campus collaboration time, ½ day per semester, which will be arranged at the campus level.
- Complete surveys to communicate the needs and growth of the new teacher, as well as a program evaluation.

## **Contact**

Jennifer Maldonado  
Organizational Development  
jennifer.maldonado@hcisd.org  
(956) 430-9765



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## New Teacher Year One Training Scope and Sequence

The New Teacher Induction Program provides year-round support for new teachers and focuses on providing training in the most critical areas.

Below are topics that will be presented throughout the year. The following is intended to provide information for follow-up discussions. **Mentors do not need to attend new teacher meetings.**

Elementary	Training Topics	Projects
Summer Institute August	Developing a Classroom Culture of Achievement	Video Lesson
September	High Expectations	
October	Engagement Strategies	Campus Observations
November	Differentiated Instruction	
December	No Meeting	No Project
January	Communication and Connections	Video Lesson
February	Data and Interventions	
March	Teaching with Technology	Digital Project for Showcase
April	Virtual	
May	End of Program Celebration	



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## New Teacher Induction Program Mentor Agreement

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### PRIMARY PURPOSE:

The role of the mentor is to guide the new teacher through their first year of teaching by providing a comprehensive system of support.

### COMMITMENTS AND RESPONSIBILITIES:

1. Model continuous learning and professional growth as an educator
2. Collaborate with new teachers to ensure an effective transition into the world of education
3. Model the delivery of high quality instruction
4. Share proven practices and tools needed to maximize all students' success
5. Exercise flexibility and willingness to accomplish the goals for the new teacher
6. Collaborate with the Instructional Coach and Organizational Development to maximize teacher effectiveness
7. Complete mentor training and support components
8. Adhere to the timeline for events and documentation as outlined in the Mentor Handbook

### STIPEND:

\$400 per year, prorated based on the new teacher's start date, **unless paid through the new teacher's ACP program**

My signature confirms my understanding and acceptance of all the requirements.

\_\_\_\_\_  
(Printed name of New Teacher)

\_\_\_\_\_  
(Campus)

\_\_\_\_\_  
(Printed name of Mentor)

\_\_\_\_\_  
(Grade or Subject)

\_\_\_\_\_  
(Signature of Mentor)

\_\_\_\_\_  
(Date)



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## New Teacher Induction Program Mentor Notice of Alternative Certification Program (ACP)

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### PRIMARY PURPOSE:

The mentor is to work with the New Teacher Alternative Certification Program (ACP) to ensure guidelines for the new teacher are met.

### COMMITMENTS AND RESPONSIBILITIES:

1. Ask the new teacher if they are in an ACP  
**If they are NOT in an ACP, STOP here. Go straight to the signature.**
2. Contact the ACP to ensure understanding of program requirements
3. Collaborate with the ACP to maximize teacher effectiveness
4. Attend all required ACP meetings and trainings
5. Adhere to the timeline for events and documentation as outlined by the ACP
6. Adhere to HCISD mentor program requirements\*

\*Some ACP requirements will count in place of HCISD requirements. Please inquire if requesting a substitute for any overlapping requirements.

### STIPEND:

1. The mentor is paid by the ACP and the stipend varies by the company  
**HCISD does NOT pay a stipend to mentors of new teachers in an ACP that provides a stipend.**
2. Contact the ACP to inquire about the stipend information for mentors

***My signature confirms my understanding and acceptance of all the requirements.***

\_\_\_\_\_  
(Printed name of New Teacher)

\_\_\_\_\_  
 ACP (List above)  Not in an ACP

\_\_\_\_\_  
(Printed name of Mentor)

\_\_\_\_\_  
(Campus)

\_\_\_\_\_  
(Signature of Mentor)

\_\_\_\_\_  
(Date)





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## **Mentor Checklist for Stipend 2015-2016**

### **Training**

- Beginning of Year – Program Requirements
- Semester 1 – ½ day collaboration with new teacher  
(Arranged by the campus)
- Semester 2 – ½ day collaboration with new teacher  
(Arranged by the campus)

### **Weekly Contact Logs**

- Semester 1 – Due April 29, 2016
- Semester 2 – Due April 29, 2016

### **Mentor Surveys\***

- Semester 1 – Support needs of the new teacher
- Semester 2 – Growth of the new teacher
- End of Year – Program evaluation

\*Mentors will receive an email with a link to an online survey.



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## **Mentor Stipend Structure**

Mentors will be paid a \$400 stipend for the year. The stipend will be contingent on completion of the items listed in the Mentor Checklist for Stipend form. **HCISD does not pay an additional stipend for mentors who are paid through a new teacher's ACP program.** Additionally, stipends will be prorated based on the new teacher's start date.

### **New Teacher is hired:**

- On or before to October 9, 2015 - \$400
- On or before to December 4, 2015 - \$300
- On or before to March 4, 2016 - \$200
- On or before to May 6, 2016 - \$100