

Mentor Selection

Mentor teaching is the process by which a practicing teacher, who has demonstrated commitment and competence, shares their expertise and training with new teachers. The Hatboro-Horsham School District will provide all new teachers including long term substitutes with a mentor for two years. Any long term substitute working for 45 days or longer will be provided a mentor.

Mentors are selected by the building principal based on the needs of the new teacher and in consultation with the appropriate Assistant Superintendent, Department Chairs, Team Leaders and/or other appropriate teachers. Individuals selected as mentors are requested to commit to serving as the new teacher's mentor for two years. Mentors are compensated at \$1,000.00 per inductee per annum. Mentors providing services for more than one semester but less than the full year will be compensated at the full amount. Mentors providing service for 45 days or more but less than a semester will be compensated a \$500.00 per inductee.

Teacher Mentor Roles and Responsibilities

- Work with the inductee to create a successful start to the school year
- Assist in facilitate a seamless transition into the teaching profession and the Hatboro-Horsham School District
- Transmit a working knowledge of department /or grade level, building, district and state procedures, policies and regulations
- Establish a culture of collaborative practice
- Create a culture of continuous professional learning
- Facilitate a culture of collective professional accountability
- Support positive teacher morale
- Transmit the culture of the school system to teachers new to the Hatboro-Horsham School District
- Participate in the Induction Academy and Mentor Training
 - Year I Induction Program - 2 Days
 - Year 2 Induction Program- 1 Day

- Attend District Mentor Meetings
 - Year 1 Induction Program- 3 Meetings
 - Year 2 Induction Program- 2 Meetings
- Attend Building Induction Meetings
- Complete tasks and activities as designated by the induction program such as structured monthly mentoring activities, peer observations, informal support, completion of evaluations and needs assessments, and required record keeping
- Work regularly and directly with the inductee in preparing lesson plans; creating units of study or grade level goals for curriculum areas. Engage in problem solving and facilitate the transition between teacher training and the realities of classroom instruction
- Meet with inductee on a regular basis to provide feedback, guidance, and support to the beginning teacher, as well as provide research-based support for instructional strategies, the development of classroom materials, "culture", and organization
- Mentors do not evaluate their inductee because a supportive professional relationship between teachers and mentors is vital to success. Conversations between the mentor teacher and the inductee are to be confidential
- Help inductees to identify most immediate and pressing needs
- Establish a supportive, non-evaluative relationship
- Serve as a liaison
- Promote professionalism and involvement in appropriate professional organizations
- Other activities assigned by the Building Principal or Induction Council

Teacher Mentor Preferred Qualifications

- An experienced teacher with no less than three years of successful teaching experience in the Hatboro-Horsham School District
- Must hold an instructional II certificate
- Works in the same building as the inductee if possible

- Have relevant experience in the same teaching field/area as the inductee
- Knowledge of district/school policies, procedures and resources
- Models continuous learning and reflection
- Is willing to maintain a two year-long commitment to his/her inductee(s)
- Show evidence of ongoing professional growth

Teacher Mentor Preferred Qualities

- Shows a deep commitment to continuous learning and growing as professionals
- Knowledge of adult learning and development
- Coaching and conferencing skills
- Possess good communication and interpersonal skills
- Be able to demonstrate effective classroom management and discipline, is familiar with direct instruction as well as the use of centers and small groups; should work well with and have good communication skills with their peers
- Reflects positive peer relations
- Listening skills
- Effective problem solvers
- Shows ability to suspend judgment
- Shows sensitivity to the concerns of beginning teachers
- Ability to build trusting relationships
- Is enthusiastic and has a positive attitude
- Demonstrate flexibility