

# Plainville Public Schools



## New Teacher Mentor Handbook

***“Tell me and I forget, teach me and I may remember, involve me and I learn.”***

— Benjamin Franklin

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**2025-2026 School Year**

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## **MISSION STATEMENT**

The mission of the Plainville Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

## **CORE VALUES**

In support of our mission, we are committed to the following core values, focusing on the premise that "Plainville Has HEART"

**High expectations**

**Empathy**

**Acceptance**

**Responsibility**

**Teamwork**

## **VISION**

The Plainville Public Schools is an exemplary and dedicated educational organization committed to providing a supportive learning environment that fosters intellectual, physical, emotional and social development for all. This student-centered community of learners supports high expectations in settings that are flexible, interchangeable and technologically advanced.

Driven by the belief that all children can learn and succeed, we provide a full range of educational services that are both innovative and proactive. Aware of the challenges of an uncertain future, we seek to provide our students with the skills, knowledge, values and expertise to succeed in work and life.

We collaborate with, value and appreciate a community long known for its extraordinary commitment to its children and schools.



## Community Profile

### History

Originally included in a 1635 grant of land for Dedham, Massachusetts, the area was later deemed the Plantation of Wollomonuppoag and then later becoming Wrentham, Massachusetts before Plainville branched out as a separate community. Plainville became an officially recognized town on April 4, 1905, making it the third youngest town in the state, behind Millville (1916) and East Brookfield (1920).

One of the earliest documentations of Plainville being settled is from 1674, when a Wampanoag man by the name of Matchinamook petitioned and received a few acres of land at the head of the Ten Mile River, at present day Fuller's Dam. As Matchinamook was a native warrior under Wampanoag chieftain Metacomet, or more commonly known in the area as King Philip, he most likely fought during King Philip's War. In its early days, Plainville was nicknamed Sackville after Benjamin Slack, an affluent landowner at the time. After the establishment of a post office in 1856, Plainville became the town name after the abundance of geographical plains in the area. In 1905, Plainville officially separated from Wrentham and became its own town.

Along with bordering North Attleboro, Massachusetts, Plainville shares the Angle Tree Stone, a historic marker dividing the boundaries between the old Massachusetts Bay Colony and Plymouth Bay Colony. This is why the Angle Tree Stone is in the official town seal. Along with many notable veterans, Plainville was the home to George Robert Twelves Hewes, a Revolutionary War veteran who also partook in the Boston Tea Party as well as the Battle of Rhode Island.

### Geography

According to the United States Census Bureau, the town has a total area of 11.6 square miles (30 km<sup>2</sup>), of which 11.1 square miles (29 km<sup>2</sup>) is land and 0.5 square miles (1.3 km<sup>2</sup>) (4.24%) is water.

Plainville borders the towns of Wrentham, Foxboro, Mansfield, North Attleboro, Attleboro, and Cumberland, Rhode Island. Children and teens living in Plainville attend the Anna Ware Jackson Elementary School for kindergarten through second grade, then the Beatrice H. Wood School for third through sixth grade. Children then attend King Philip Middle School and King Philip Regional High School. Other high school options include Tri-County Regional Vocational Technical High School in Franklin and Norfolk County Agricultural High School in Walpole. (Source: Wikipedia)

## Demographics

As of the census of April 1, 2020, there were 9,946 people. The racial makeup of the town was 88.8% White, 4.8% Black or African American, 4.5% Hispanic or Latino, 4.1% Asian, and 0.8 % from two or more races. There are 353 Veterans and 8.9% of the population are foreign born persons. 4.2% of the people are under age 5 years, 22.1% are under age 18 years, 14.7% are age 65 and over and 41.1% are female.

Between 2015-2019 there were 3,666 households--2.5 persons per household, 7.5% speak a language other than English at home, 96.3% of households have a computer and 89.7% have a broadband Internet subscription. 97.7% are high school graduates (for persons over age 25) and 43.6% have a bachelor's degree or higher (for persons over age 25).

The median income for a household in the town was \$96,066, and the per capita income was \$44,915. About 4.5% were below the poverty line. 74.4% of the population over age 16 are in the civilian labor force. (Source: Quick Facts: Plainville town, Norfolk County, Massachusetts)

## Economy

Plainridge Park Casino was granted licensing to become the first slot parlor in the state, with slot machines opening in 2015. The "racino" is the home of Doug Flutie's Sports Bar. Honey Dew Donuts, a regional doughnut and coffee shop, is based in Plainville.<sup>[9]</sup> Also, two Dunkin Donuts, a Panera Bread, Chili's, Target, and a Lowe's are located in Plainville. Local businesses are Summer Scoops, Osborne's and Distinctively Sweden. Author Jeff Kinney operates a bookstore in the town's center named An Unlikely Story.

## Government

The town is part of the Massachusetts Senate's Norfolk, Bristol and Middlesex district. (Source: Wikipedia)

## **Mentor Program Goals**

The Massachusetts Department of Elementary and Secondary Education requires “**each public school district seeking to hire a provisional educator with advanced standing must submit a plan to the department of education which details how the district will supervise and support such provisional educators with advanced standing**”. [Chapter 71, Section 38G]

The goal of the Plainville Public School District’s New Teacher Mentor program is to provide teachers with a systematic structure of support that helps them become familiar with their school and district, refine their practice and better understand their professional responsibilities. The New Teacher Mentor Program is an essential part of a teacher’s first year of teaching and the beginning of a teacher's professional development activities. The induction program is a fundamental part of the Plainville Public School’s Professional Development Plan as well as the District and School Improvement Plans.

A teacher induction program can help new teachers:

- systematically build on successful classroom practice
- learn professional responsibilities
- positively affect student learning

A Teacher Mentor Program can help veteran teachers:

- reflect upon practice
- unite the learning community as each individual works toward the same goal
- improve the quality of education.

Induction/Mentoring programs have the potential to elevate the teaching profession and foster a collaborative learning community for all educators. These benefits can lead to an increased rate of retention, as new educators find themselves in an educational environment that cultivates continual growth and success.

## **Laws and Regulations Relevant to Induction Programs**

The Educator Licensure Law, G.L. c. 71, s. 38G requires public school districts to submit a plan to the Department of Elementary and Secondary Education (ESE) detailing how they will supervise and support educators who hold an Initial license.

All school districts are required to provide an induction program for all teachers in their first year of practice (603 CMR 7.12).

All school districts are required to provide an induction program for all administrators in their first year of practice (603 CMR 7.13).

For professional licensure, teachers and administrators must complete a one-year induction program with a mentor (603 CMR 7.04 (2)(C)(2)).

For professional licensure, teachers must complete 50 hours of mentoring beyond the induction year (603 CMR 7.04 (2)(C)(4)).

## **Definitions**

**Beginning educator** refers to an individual entering into teaching or administration with a Preliminary or Initial license. Beginning educators may also be referred to as novice educators.

**Educator** refers to any person employed by a school or school district in a position requiring a license (603 CMR 7.02), including teachers and administrators (603 CMR 35.02). Note: The term “new educator” is used in this document to include both beginning and incoming teachers and/or administrators.

**Incoming educator** refers to someone who has experience in teaching or administration, but is new to the district or his or her role within a district. Note: Districts are encouraged to adapt components of their induction programs to differentiate between the needs of beginning and incoming educators.

**Induction program** is a planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings (603 CMR 7.02).

**Mentoring** is one component of a comprehensive induction program. It refers to the relationship between a beginning or incoming educator (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues.

**Mentee** refers to a beginning educator or an incoming educator being assisted by a mentor. A mentee may also be an educator participating in a performance assessment or a district-based program for licensure being assisted by a mentor.

**Mentor** refers to an educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school,

subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure (603 CMR 7.02).

**Professional Teaching Status (PTS)** refers to teachers who have served in a district for three previous consecutive school years and are entitled to PTS awarded by the superintendent (M.G.L. c.71, §41).

**Program Supervisor** refers to the supervisor from the sponsoring organization (educator preparation program), under whose immediate supervision the candidate for licensure practices during a practicum (603 CMR 7.02).

**Supervising Practitioner** refers to an educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent (603 CMR 7.02).

## **CONFIDENTIALITY STATEMENT**

New teachers must be able to discuss problems openly and honestly with their mentor. The role of the mentor is that of a collaborator not an evaluator. The mentor, as a result of this confidentiality agreement and handbook, will not be expected to share written or verbal information with any evaluator or administrator.

### **Supervision**

The school principal is the instructional leader of the school, and as such, is responsible for the supervision of instruction and instructional personnel. The School Committee is interested in promoting and supporting staff supervision programs that reflect best evidence research and instructional effectiveness.

The purpose of supervision (and teacher evaluation) is to improve the educational program and the effectiveness of instruction. Thus the school principal is responsible for guiding teachers in implementing the approved objectives and reviewing teacher plans, observing actual instruction, offering suggestions for the improvement of teaching, and helping teachers correct deficiencies. The principal may require a teacher to change methods and lesson plans when these conflict with the approved curriculum or School Committee policy. The principal will also supervise the school nurses as they treat students on a daily basis and consult with them on issues regarding student's health.

The primary task of education supervision is to establish an atmosphere of understanding which will lead to the solution of instructional problems. Supervision is based on the assumption that the teacher and principal, working together, can better solve those problems. A team effort should be more effective than a single effort in using the best methods of teaching, in working with students, in ways of providing rich and broad experiences for them, and in planning appropriate instructional materials for them.

The Committee is supportive of collegial and collaborative instructional improvement strategies such as peer coaching and mentorships and will advocate for implementation of such research-based alternatives to traditional forms of supervision.

### **Induction and Mentoring Program Required Components**

| <b>Induction and Mentoring Program Required Components</b>                                                                         | <b>Beginning Teacher<br/>(new to the profession)</b> | <b>Incoming Teacher<br/>(new to the district/role)</b> | <b>Beginning Administrator<br/>(new to the profession)</b> | <b>Incoming Administrator<br/>(new to the district/role)</b> |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------|
| Orientation                                                                                                                        | ✓                                                    | ✓                                                      | ✓                                                          | ✓                                                            |
| Assigned Mentor                                                                                                                    | ✓                                                    | Licensed<br>Dependent                                  | ✓                                                          | Licensed<br>Dependent                                        |
| 50 Hours of mentoring beyond the induction year                                                                                    | ✓                                                    | Licensed<br>Dependent                                  | ✓                                                          | Licensed<br>Dependent                                        |
| Support team, including at a minimum a mentor and qualified evaluator                                                              | ✓                                                    | ✓                                                      | ✓                                                          | Upon request                                                 |
| Release time for mentor and mentee                                                                                                 | ✓                                                    | ✓                                                      | ✓                                                          | ✓                                                            |
| Time and resources to learn hiring, supervision, and evaluation methods including in the Professional Standards for Administrators | Not Applicable                                       | Not Applicable                                         | ✓                                                          | Upon request                                                 |
| Additional induction supports in year two and three                                                                                | ✓                                                    | Upon request                                           | Upon request                                               | Upon request                                                 |

A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and at the superintendent's discretion, may not be required to complete a full mentoring program in Plainville. However, a teacher who holds an Initial license who is either new to the role or district must fulfill this requirement in order to obtain a Professional license.

Educators who participate in mentoring and/or peer coaching within a five-year renewal cycle are eligible to receive 1 PDP per contact hour but may not apply for more than 15 PDPs for coaching and 15 PDPs for mentoring to their recertification application. Per MA DESE 15 PDPs is the maximum number of PDPs one can earn each year.

## **Expectations of All Mentors and Mentees**

### **Expectations of Mentors**

*Individual mentors are expected to:*

- Maintain confidentiality, unless the well-being of the mentee, his/her colleagues, or his/her students are at risk, or a mentee has given explicit permission for his/her mentor to share information with someone outside of the mentoring relationship.
- Facilitate three (3) peer to peer observations: mentor-mentee; mentee-mentor; and, mentee-other staff.
- Log all meetings and hours using the Induction Calendar/Mentor Log.
- Log all observations using the suggested form or a form of your choice.

### **Expectations of Mentees**

*Mentees assigned an individual mentor (all new educators to the district and Year 2 and Year 3 educators deemed by administration in need of continued support) are expected to:*

- Maintain confidentiality, unless the well-being of the mentor, his/her colleagues, or his/her students are at risk, or a mentor has given explicit permission for his/her mentee to share information with someone outside of the mentoring relationship.
- Attend four (4) to five (5) mentor support meetings per year.
- Participate in at least three (3) peer-to-peer observations annually.

### **Mentor Requirements**

- Has received a minimum rating of 'proficient' on the district teacher evaluation system
- Has excellent knowledge of pedagogy and subject matter
- Adheres to district-approved curriculum frameworks
- Demonstrates excellent classroom-management skills
- Feels comfortable being observed by other teachers
- Understands and follows the policies and procedures of the school and district
- Strong knowledge of school, district, and community resources
- Collaborates well with other teachers and administrators

## **Mentor Compensation**

The Plainville Public Schools is interested in exploring a menu of ideas for the reward and recognition of mentors beyond the agreed stipend in the Plainville Education Association Bargaining Agreement.

This menu could include, but not be limited to:

- Release time with substitute coverage to meet with mentor
- Release from non-classroom teaching duties to meet with mentor
- Professional Development Points upon completion of the school year and program
- Special recognitions
- Mentor days and professional development for being a mentor

## **Roles and Responsibilities**

### **Beginning Teacher:**

- Play an active role in the mentoring relationship. A beginning teacher can do this by offering critical reflections on his/her own practice and identifying areas in which assistance is needed. A beginning teacher may also decide to share elements of his or her evaluation to discuss goals, receive targeted feedback, and assess progress.
- Seek out help. The beginning teacher must understand that he or she must seek out support from team members, be forthcoming in communicating classroom issues, and remain open to feedback in order to develop as a professional. The mentor-mentee relationship is meant to be confidential; beginning teachers should take advantage of the relationship and obtain assistance as needed.
- Observe effective teachers at work. The beginning teacher is encouraged and will be allowed to observe various effective teachers. The beginning teacher may keep a log to record and reflect on the diversity of their styles.
- Participate regularly in programs organized for beginning teachers. These include peer support groups, professional learning opportunities, and beginning teacher workshops. Additionally, beginning teachers should look for opportunities to share their expertise with colleagues and contribute to a school culture of professional collaboration.

**Mentor:**

- Facilitate a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials, are familiar with routines and schedules, and curriculum expectations.
- Provide instructional support. This includes, but is not limited to:
  - Regular observation of and conferencing with the beginning teacher.
  - Modeling instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers.
  - Provide advice on classroom management and how to handle various behavioral issues.
  - Support in teaching and learning standards of the MA Curriculum Frameworks.
  - Support in achieving proficiency as identified in the district teacher evaluation rubrics.
- Provide professional support. Beginning teachers need to be informed of district, school, and grade level/content team data and goals.
- Provide personal support. Mentors can help relieve the stress of beginning teachers' experience by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.
- Maintain a confidential relationship with the beginning teacher. It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The role of the mentor is to support the beginning teacher, not to evaluate him/her.
- Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- Serve as a resource. The mentor should inform the beginning teacher of opportunities and support provided by the school, district, and professional associations.
- Serve as a teacher leader. Mentors are identified leaders within a school community. As such, they share responsibility with administrative leadership and other colleagues to promote a school culture that emphasizes ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students.

**Principal:**

- The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would typically assume all of the responsibilities listed below:
- Establish a collegial school culture that supports professional collaboration among beginning and experienced teachers.
- Ensure reasonable working conditions for the beginning teacher, which might include schedule modifications.

- Facilitate the relationship between the mentor and beginning teacher. The principal should ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program. Principals are also encouraged to meet regularly with the beginning teacher to gather feedback on the induction and mentoring program and offer additional support.
- Conduct the formal evaluation of the new teacher. The principal should ensure that the new teacher is informed early in the year about the district's educator evaluation system and procedures and is evaluated on schedule.
- Assist in the selection of mentors. When assigning a mentor, matching grade level and/or subject matter should be a priority along with the other needs of a beginning teacher.
- Communicate regularly with mentors and mentor program coordinators. While maintaining confidentiality, mentors, mentor program coordinators, and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development. It is important to have an open line of communication between principals and mentors to provide teachers with consistent and streamlined feedback.

#### **Mentor Coordinator:**

A school or district may choose to establish a mentor coordinator or a cadre of lead mentors to provide induction program support within a school or across a district. In these roles, mentor coordinators or lead mentors may assume many of the aforementioned responsibilities of the principal, except the formal evaluation. The mentor coordinator could be an administrator or a teacher who is released from certain teaching responsibilities and/or is provided with a stipend. These responsibilities may include:

- Maintain meeting schedules for beginning teachers and their mentors and ensure that these are followed.
- Coordinate professional development opportunities for both the beginning teachers and the mentors.
- Communicate with the preparation programs that trained the beginning teachers to provide information on where beginning teachers excel or may need additional training so the preparation programs can make any necessary program adjustments

### **Mentoring**

The mentoring relationship can be very rewarding for the beginning teacher and the mentor. Mentoring provides the beginning teacher access to a teacher who has demonstrated effectiveness with students and colleagues. At the same time, mentors are given the opportunity to be recognized as strong educators and leaders within their school/district. Serving as a mentor provides effective educators with ongoing professional development and the chance to expand

their impact through spreading their knowledge with other educators (who in turn are more effective with their students).

### **Core Mentoring Activities**

The mentoring relationship is shaped by the activities that the mentor and beginning teacher participate in together. As part of the licensure regulations, districts are required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities (603 CMR 7.12 (2) (d)). These activities should help the beginning teacher improve upon practice and develop an understanding of the Standards of Effective Teaching Practice.

The activities may include:

- Assisting the beginning teacher in analyzing student data and reflecting on professional practice to propose Student Learning and Professional Practice Goals and a Developing Educator Plan as part of Educator Evaluation.
- Meeting frequently (both formally and informally) during the school year to reflect on practice and plan curriculum and lessons.
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher reflect and improve.
- Activities related to observing educator practice, mentoring observations are encouraged to be frequent, short (as brief as ten minutes), targeted (focused on a specific skill, such as transitions), and can be planned or unplanned. Possible observation activities include:
  - Observing one another's classroom
  - Observing the classrooms of other effective educators, including those in other schools and/or districts
  - Co-teaching the beginning teacher's class
  - Teaching the beginning teacher's class so the beginning teacher can observe another teacher
  - Videotaping lessons and the mentor-mentee analyzing the video and reflecting on best practices together

### **Mentor Suggestions**

The mentor may observe and collect data based on the needs identified by the mentee and mutually agreed upon with the mentor. Observations and data to be collected should be driven by the mentee. The mentor may provide feedback on his/her observations, brainstorm with the mentee, and share experiences. Mentors may take note of what seemed to work particularly well and which areas may need improvement without criticizing or judging the mentee. Mentors should be available to help new teachers on a frequent and regular basis. The mentor is not an evaluator.

Sit with the teacher in a room with minimal distractions. Sitting in the teacher's room is not a good idea! Together with the new teacher, try to sum up the lesson. What went well? What needed improvement? Give the new teacher the chance to come up with the answers by him/herself. Provide a few guiding questions if necessary. When the students were most engaged? When were they not focused? It is important for mentors to encourage teachers to stop and think after giving a lesson whether it was a good one or not, and why. This is not in order to indulge in self-congratulation or regrets, but in order to have a basis for their own learning from reflection on experience: this lesson was unsatisfactory, what could I have done to improve it? Or: this lesson was good, what was it exactly that made it?

Following the session, mentors should encourage the new teacher to brainstorm a list of concerns that might be difficult or challenging. By going over them together, the mentor can encourage the new teacher to explore answers to these questions. Encourage new teachers to explore using a dialogue journal where the mentor gives feedback based on his/her reflections. Teacher mentors can also give a checklist to serve as a guide for building his/her own self-awareness.

Modeling is an important part of teacher mentorship. As part of the process of learning effective instruction, mentors model different strategies of effective instruction and activities that engage students right away. Mentors should also take the opportunity to prepare some activities or an entire lesson together. They can also work together on planning the rules and procedures of a classroom management plan and discuss effective tactics for how to engage students more effectively. As part of the modeling process, new teachers should be invited to observe lessons by other seasoned teachers. The focus is not to emulate but to observe quietly as part of the learning process.

The long journey of adapting to the pressures of the first year isn't over yet. Before new teachers decide to give up after their first year of teaching, mentors should encourage them to teach a second year. There are just so many new and unique experiences that happen in a new teacher's first year. Now that the mentor knows the teacher's capabilities, it is time to come up with a long term plan that will help new teachers develop other strategies for effective instruction. Mentors should help new teachers come up with plans for additional ways of mentorship that still continue to support areas of lesson planning and classroom management so that new teachers can eventually find his/her own style of teaching that is comfortable

## Mentoring Agreement 2023-2026

Plainville Public Schools

Mentoring Agreement

Add to Mentoring Handbook and as an Appendix to the Updated PEA Teacher Contract

Accepted by the PEA 8-8-23

1. Mentors and new educators will meet together at least three times per month, for a **minimum of 24 hours** and a maximum of **36 total hours** over the course of the school year.
2. An [Induction Calendar/Log](#) will be provided to assist the mentor and new educator with a suggested list of pertinent topics organized by month. Mentors and new educators may use their discretion on how/when to address each topic.
3. Induction Calendar/Logs will be signed (by both the mentor and the new educator) and submitted by each mentor to the mentor coordinator(s) at the mid-year point, and again in June. Final approval of the logs will be made by the superintendent. While the mentor and new teacher may each maintain their own copy of the Induction Calendar/Log, only ONE copy will be signed and submitted.
4. Each mentor and new educator will earn at least 2 inservice credits and up to 3 inservice credits for the hours spent together in the new educator's first year in the mentoring program. 24 hours = 2 inservice credits and 36 hours = 3 inservice credits.
5. Each mentor and second year educator will earn at least 2 inservice credits and up to 3 inservice credits for the hours spent together in the new educator's second year in the mentoring program. 24 hours = 2 inservice credits and 36 hours = 3 inservice credits.
6. In a two year period, mentors and new educators will earn up to 6 inservice credits for 72 total hours, with a minimum of 4 inservice credits for 48 total hours. Mentors who only serve for one year will earn 2-3 inservice credits (depending on the number of hours spent with the new educator).
7. Up to 6 inservice credits may be included for mentors and new educators (as graduate credits) each time an educator requests a lane change (e.g. 6 credits can be used when advancing from M to M-15, and if the educator has continued to

mentor for two more years, 6 more credits can be used from M15 to M-36, etc.). If the mentor only serves in a 1-year mentoring role, 3 credits can be applied.

8. New educators will be required to attend 4 after-school meetings (scheduled and facilitated by the mentor coordinator) in their first and second year of employment (8 meetings total). Mentors are not required to attend these meetings.
9. New educators who have completed the first two years of the New Educator Induction program will only enter a third year of mentoring if requested by their direct supervisor.
10. Annual mentor compensation as follows for FY24-FY26:
  - a. FY 24-26 \$900 Mentor
  - b. FY 24-26 Mentor Coordinator(s): \$800 per mentor coordinator, with a cap of 2 coordinators in any one school year (\$1,600 divided among the two mentor coordinators).