



New Teacher MENTOR PROGRAM

SUPPORTING EDUCATORS FOR SUCCESS

Our support program helps educators transition smoothly into our school division. Through personalized onboarding, collaborative learning, and access to key resources, we ensure every teacher is equipped to thrive in our schools and community.



poquoson.k12.va.us



500 City Hall Ave



757-868-3055

Table of Contents

Introduction	3
Program Goals	4
Roles, Responsibilities, & Processes.....	5
Building Mentor Responsibilities	5
Individual Mentor Responsibilities	5
New Teacher Responsibilities	5
ITRT Responsibilities	6
Protocol for Changing Mentors	7
Activities & Schedules	8
School Tour Mentor Checklist	9
Topics for Monthly Mentor Meetings	10
Entry Year Needs Assessment Form	11
Peer Observation Form	13
Mentor/New Teacher Meeting Log	14

Introduction



The **mission of Poquoson City Public Schools is to educate and prepare all students for a successful and meaningful life.** Providing teachers with the support they need to meet this challenge is critical to our success. The purpose of the induction program is to improve teaching performance and student achievement by engaging new teachers in collegial, professional development activities in a supportive, non-evaluative manner.

The New Teacher Induction Program consists of a summer orientation session for participants, regularly scheduled meetings between mentors and new teachers, and monthly training sessions on selected topics. All activities will be documented thoroughly by participants, and program components will be revised yearly using summative data collected. Mentors may apply their time related to mentoring activities towards recertification credit.

All teachers new to Poquoson will be assigned a mentor who will guide them as they are introduced to their school's goals, expectations, resources, and culture. The relationship between the new teacher and the mentor is characterized by support and trust. Evaluative activities are formative in nature and are meant solely for the purpose of improving teacher performance. Information shared between the new teacher and the mentor is considered strictly confidential. The only exception to the confidentiality agreement is when the mentor is given information that violates Virginia law that they are legally obligated to report to their supervisor.

If you have any comments, concerns, or questions regarding this handbook, please contact:

Kelly Purdie, Professional Learning Supervisor

Ashley Ide, Assistant Superintendent for Instruction and Support Services

Goals for Teacher Induction Program

1. Teachers will be in compliance with state standards of certification and maintain employment status.
2. Teachers will be able to implement strategies to effectively increase student achievement.
3. Teachers will be able to self-assess, identify needs, and find resources to support professional practice.
4. Teachers will be able to balance personal life and work responsibilities.

Year 1:

	Induction Purpose	Professionalism Focus	Teaching and Learning Focus	Delivery Method
Division	Overall introductions and orientation of new hires for division and school.	Finding professional identity within the division and ways to grow and contribute	Overview of instruction, assessment, division programs, classroom climate and management	Orientation week and set meetings for beginning teachers in conjunction with book study
Building Mentor	Support beginning teachers and guide through their introduction into education. Additionally supports teachers who have transitioned in a new position.	Understanding operations and relationships within school building, administration, and staff	Support professional growth and ensure alignment with teacher evaluation standards	Set monthly meetings
Individual Mentor	Support new teachers to the practical operations of the job and duties within the school building	Understanding the operations and relationships with students and parents	Support new teachers with physical, emotional, institutional, and instructional mentoring	Regular, ongoing meetings Minimum Requirements • Daily for first two weeks • Weekly for first semester • Monthly throughout year

Years 2 & 3: Staff will continue their professional development by selecting one or more of the offered on-going activities:

- Continuation of Personal Goal Setting and Reflection with targeted PD opportunities
- SURN Novice Academy
- Certification Pathway
- Identified Research Project (limited)
- Shadowing Leadership Team (limited)
- Book Study
- 2nd Yr: Instructional Meetings with ITRT

Roles, Responsibilities, & Processes

Beginner Mentee (new to teaching)

- First year, newly hired probationary teacher
- Part-time, new to district
- Full-time temporary teachers for teachers on Leave of Absence (LOA)

New Mentee (previous experience, full or part-time)

- New to district, previously tenured
- New to district, experienced but not tenured

Internal Mentee (experienced PCPS teacher)

- New to grade level/subject area
- Second and third year probationary teacher
- New to building
- Returning from extended LOA

Individual Mentor Responsibilities

1. Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection.
2. Build a relationship of trust, confidentiality, and support.
3. Share resources and materials.
4. Collaborate on best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting effective communication.
5. Provide general support and direction regarding school policies and procedures.
6. Maintain a meeting log and complete any required documentation.
7. Meet or check-in with your Building Mentor on at least a quarterly basis.
8. Be committed to the success of the program.

Building Mentor Responsibilities

To include aforementioned duties on individual mentors and...

1. Monitor and check on mentoring activities
2. Review information from division level
3. Support and provide feedback on the completion of SMART goals
4. Ensure VDOE standards for teacher evaluation are reviewed and the evaluation process is covered (this is done along with school administrators)
5. Hold monthly meetings to review timely and needed topics
6. Support teachers in the logistics of participating in peer observations

New Teacher Responsibilities

1. Be knowledgeable about the induction program goals and requirements.
2. Participate in induction related activities with a school mentor.
3. Express needs to mentor and seek assistance as needed.
4. Read and respond to program related requests, i.e., email, surveys, etc.
5. Assist school mentor in completing required documentation.
6. Maintain a confidential relationship with mentors.
7. Understand that they are ultimately accountable for their own growth and success.
8. Ask for help! We are all here to support you!

Instructional Technology Resource Teacher Responsibilities

1. Introduce new teachers to district/school technology policies and resources.
2. Provide an overview of the Learning Management System (LMS) and other digital tools.
3. Assist in setting up school accounts, email, and tech platforms.
4. Collaborate with new teachers to design technology-enhanced lessons.
5. Provide strategies for differentiating instruction using digital tools.
6. Support the integration of multimedia resources into teaching practices.
7. Coach new teachers by helping to establish strong and efficient classroom foundations.
 - a. Provide coaching observations (non-evaluative)
 - b. Support with reflection journal (goal setting, identifying needs, etc.)
 - c. Hold growth-oriented, safe conversations with new teachers surrounding monthly goal settings

ITRT's will engage with 1st Year teachers monthly through independent training sessions and/or during mentor meetings, PLC's, open labs, etc. Topics will vary based on teacher needs, building needs, and division/state initiatives. Listed below are topics ITRT's offer as additional resources and/or coaching opportunities:

Setting the Stage

- Establishing classroom management systems & expectations
- Building student relationships & classroom culture
- Teaching and practicing routines and procedures
- Lesson planning basics (objectives, pacing, engagement)
- Navigating school systems (grading, communication, policies)

Reflect & Recharge

- Managing student behavior before break
- Teacher self-care and burnout prevention
- Analyzing student data to inform instruction
- Wrapping up quarters effectively

Assessment & Growth

- Preparing for spring assessments
- Analyzing summative data
- Supporting student independence
- Improving questioning techniques

Deepening Instruction

- Checking for understanding & using formative assessment
- Balancing time: planning, grading, instruction
- Introduction to differentiation
- Supporting struggling learners
- Mid-fall reflection on classroom management

A Fresh Start

- Re-establishing routines & expectations post-break
- Reflecting on student data and instructional planning
- Goal setting with students
- Implementing feedback

Climate & Ownership

- Sustaining positive classroom community
- Encouraging student-led learning
- Using reflection and feedback effectively
- Managing behaviors and energy

Engaging All Learners

- Culturally responsive teaching practices
- Student motivation and engagement strategies
- Effective parent communication & conferences
- Mid-term reflections and goal setting
- Building collaboration with colleagues / PLCs

Instructional Practices

- Increasing rigor and promoting higher-order thinking
- Including student voice and choice
- Scaffolding for complex tasks
- Collaborative teaching or support strategies

Reflection & Celebration

- End-of-year procedures: grading, closing classroom
- Reflecting on teaching growth and outcomes
- Planning for summer: PD, curriculum review, rest
- Celebrating milestones and year-one achievements

Protocol for Changing Mentors

In September, new teachers will complete a confidential survey to assess their working relationship with their mentor. If the survey or other evidence reveals concerns, the induction program coordinator and building principal will meet with both parties to address the issues and improve their collaboration. A two-month trial period will follow.

After this period, another meeting will be held to evaluate progress. The pair may choose to continue working together or end the formal mentorship. If the match is ended, a new mentor will be assigned to ensure ongoing support for the new teacher.

Induction Activities & Schedules

August
• New Teacher Orientation and “Meet Your Mentor” Day • Informal meetings, frequency based on need • New Teacher Orientation Evaluation (New Teachers – Survey Monkey) • First Year teacher book study meeting
September
• Weekly meetings with mentor • Submit Mentor Match survey (New Teachers & Mentors – Google Forms)
October - May
• Monthly meetings with mentor • Monthly training session • Peer classroom observation (New Teachers)

Induction Program Activities & Schedules for **All** New Teachers

- All beginning teachers are required to attend monthly school-based meetings.
- Building mentors will coordinate with Kelly Purdie to establish a schedule for the monthly meetings, beginning in the month of October.
- The meetings will last no more than thirty minutes and are designed to provide support and guidance to new PCPS faculty.
- Lead mentors for each building will facilitate the meetings, which will consist of both prepared material and open discussion.
- The meetings are open to any PCPS employee, but only required for new teachers.
- If new teachers miss one meeting, they are required to document that they met with the lead mentor in order to receive the information provided. If new teachers miss a second meeting, then they are required to meet with Kelly Purdie and with their respective principal.

School Tour Mentor Checklist

- ____ 1.) Give a tour of the building
- ____ 2.) Assess condition of new teacher's classroom and submit work orders, if necessary
- ____ 3.) Introduce new teacher to available building staff
- ____ 4.) Obtain and review a copy of the school's teacher and students handbooks
- ____ 5.) Establish a schedule for meetings between new teacher and mentor

Additional Items to Address (check if applicable):

Instruction	✓	Procedures and Routines	✓
Lesson plans		District Forms	
Curriculum documents		Where supplies are kept	
Teacher resources		Supply ordering procedures	
Classroom rules and routines		Money collection procedures	
Organizing online gradebook		Lunch routine- teachers	
Interim/Progress reports		Lunch routine- students	
Testing schedule		Playground rules/equipment	
Discipline referrals		Bus procedures	
Student illness procedures		Fire drill procedures	
Homework policies		Lockdown procedures	
Substitute folder / online substitute dock		AV procedures/check-out	
Parent/Teacher conferences		Media Center procedures	
Open House		Copy machine locations/procedures	
		Field Trip Requests	
Classroom & Building	✓	Assemblies	
Classroom schedules		Detention/ISS procedures	
School schedule (daily and weekly)			
Classroom keys		Technology & Security	✓
Bulletin boards		Mitel phones	
Beginning day supplies (text, desks)		School Dude (Technology Service Requests)	
Planning duties		School Dude (Maintenance)	
Parking area		Copiers	
Hall passes		ID badges/Front door security	
School closings			

Topics for Monthly Mentor Meetings

Mentors are encouraged to use these topics as a guide for monthly conversations with their mentee

September

First day of School
Printing/copier procedures
Class lists
Collecting forms
Grouping students
Syllabus
Back-to-School Night
Schoolwide Expectations
***Technology Spotlight:** Tech Setup & Classroom Systems

October

SMART Goals
Progress Reports
Planning for holidays
Individualized Education Plans
Discuss data gathering for conferences
Review curriculum guides
***Technology Spotlight:** Instructional Technology Tools

November

Parent/Teacher Conference Setup
Parent/Teacher Conf Etiquette
Review lesson planning
Grading & Report Cards for 1st quarter
Email & parent communication
***Technology Spotlight:** Family & Communication Tools

December

Reinforcing school-wide expectations
Maintaining student engagement
Interim/Progress reports
Discuss snow day procedures
***Technology Spotlight:** Digital Organization & Reflection

January

First Semester Grading
Review semester testing schedules
Regional Professional Development Day
Student Course Recommendations

January Con't

***Technology Spotlight:** Enhancing Digital Instruction

February

Review spring testing schedule
Share SOL prep resources
***Technology Spotlight:** Creativity and Engagement with Tech

March

Interim/Progress reports
Preparing for spring break
***Technology Spotlight:** Tech-Enhanced Assessment

April

Grading & report cards for 3rd quarter
Discuss teacher evaluation procedures
Keeping students engaged
Field day activities
***Technology Spotlight:** Collaboration & Digital Literacy

May

End of course testing
End of year paperwork
Promotion/Graduation
Revisit/Update Student Course Recommendations
***Technology Spotlight:** Wrapping Up with Technology

June

Year end issues
Textbook collection/fees
Organizing the classroom for summer
Classroom inventories and supplies
Gradebook/classroom keys
End of the year report

ENTRY YEAR NEEDS ASSESSMENT

Use this form to indicate your degree of need in each of the following areas by circling the response that best indicates your need level. This information will guide your mentor in providing you with the appropriate assistance and support needed to make your first year a successful one. Your responses will remain strictly confidential between you and your mentor. Use the following scale in responding to each item.

	1 Low Need	2 Moderate Need	3 High Need
1. Finding and understanding curricula guidelines and state standards of learning.	1	2	3
2. Obtaining instructional resources and materials.	1	2	3
3. Planning for instruction.	1	2	3
4. Classroom organization and management.	1	2	3
5. Management of student behavior.	1	2	3
6. Effective instructional techniques.	1	2	3
7. Assessing student learning (formal and summative).	1	2	3
8. Using assessment data to inform instruction.	1	2	3
9. Motivating students.	1	2	3
10. Diagnosing individual student needs, interests, abilities, and problems.	1	2	3
11. Assisting students with special needs.	1	2	3
12. Understanding expectations of the principal and other staff.	1	2	3
13. Effective communication with parents.	1	2	3
14. Understanding payroll, benefits, and contract.	1	2	3
15. Planning and managing my time and work.	1	2	3
16. Getting to know people, communicating with other staff (administrators, teachers, secretaries, custodians, etc.).	1	2	3
17. Professional growth opportunities.	1	2	3
18. Understanding the teacher performance evaluation process.	1	2	3
19. Completing administrative paperwork.	1	2	3
20. Ordering materials and supplies.	1	2	3
21. Back-to-School Night.	1	2	3
22. Use of school media center and technology resources.	1	2	3

For each of the following categories, identify other areas in which you may want assistance or support.

Curriculum, Instruction, and Assessment	Professional
Personal	Students
Parents and Community	School and Division Policies and Procedures
Collegial Interactions and Collaboration	Logistics

Peer Observation Form – New Teachers

(Complete this form after observing a lesson taught by your mentor or by another colleague.)

New Teacher: _____ Teacher Being Observed: _____
Grade/Subject: _____ Date of Observation: _____
Concept/Topic being taught: _____

1. How does the teacher introduce the lesson and explain the intended learner outcomes?
2. How does the teacher present/model the content for the students?
3. How does the teacher check for understanding? What types of guided and independent practices activities did the students participate in?
4. How does the teacher conclude the lesson?
5. What did you see the teacher doing today that represents effective classroom management? What classroom procedures appear to be in place? How did the teacher respond to positive and negative student behaviors?
6. What behaviors/strategies did you observe that you would like to emulate in your own classroom?

Notes:

PCPS New Teacher – Mentor Program Meeting Log

* To be completed jointly by the mentor and new teacher. Log into Vector upon completion.

Mentee's Name _____ Assignment _____ School _____

Mentor's Name _____

(Please be specific)

Time (ex: 3:15-4:30)

[illegible]

Mentee Signature _____

Mentor's Signature _____

Date: _____

Date: _____