

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

MENTORING PROGRAM



**Edward Placke, Ed.D.
Superintendent of Schools**

2/1/11

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The purpose of the Mentoring Program is to improve the skill and retention of newly appointed Greenburgh North Castle Union Free School District (GNC UFSD) teachers. As these teachers transition from either academic preparation or a prior teaching experience, the Mentoring Program will guide them in their induction to foster the beginning of a long and fruitful professional career.

Desired Goals and Outcomes of the GNC UFSD Mentoring Program:

- Retention of new GNC UFSD School teachers
- Increasing the skillfulness and building the instructional capacities of the new GNC UFSD teachers
- Ensuring a positive induction process for new GNC UFSD teachers into the GNC UFSD School community including:
 - o Early forging of collegial relationships
 - o Familiarity with GNC UFSD policies and school resources
- Establishing a foundation for continued development and professional growth for new teachers
- Ultimately, as with any professional development for teachers, increased student achievement is the primary goal of a teacher-mentoring plan

Participation in the Mentoring Program is a required component in the development of all teachers in their first and second years of teaching in GNC UFSD Schools.

A. Program Coordination:

The Mentoring Program is coordinated by the Mentoring Committee. This committee is comprised of the Assistant Superintendent, a principal and three GNC UFSD teachers.

This committee meets in the summer to discuss mentoring needs for the upcoming school year. The committee also plans the Orientation, selects topics for and schedules the three after-school meetings, and designates who will plan and facilitate each of these meetings. During the school year the committee meets as needed.

B. Role of the Mentor

The GNC UFSD teachers who are selected as mentors serve in that role for two years. The mentor's role is one of guidance and support for the new teacher. In most cases, a new teacher's first collegial relationship at GNC UFSD is with his or her mentor, making the mentor a key player in the new teacher's successful induction. The mentor's role includes the following activities:

- Familiarizing the mentee with the District and building resources, guidelines and expectations
- Assisting the mentee, especially when the mentee is a "department of one", in networking with resources outside the District
- Guiding the mentee in areas of classroom management and design, discipline, scheduling, planning and organization
- Sharing ideas, teaching strategies and information about the instructional process
- Visiting mentee's classroom and offering the mentee opportunities to visit the mentor's classroom
- Promoting self-reflection and self-analysis by the mentee
- Assisting the mentee in setting goals
- Offering nonjudgmental, supportive listening
- Maintain confidentiality and professionalism
- Completing the log of Mentoring Activities and Hours form at the end of each year
- Attend the annual summer meeting with their mentee

Confidentiality:

The mentor's role is not to evaluate the new teacher. The information obtained by a mentor through interaction with the new teacher, while engaged in the mentoring activities shall not be used for evaluating or disciplining the new teacher.

Ensuring confidentiality of the mentor's and mentee's interactions helps to create a truly collegial relationship. A commitment to confidentiality promotes honesty, risk-taking and self-reflection by the new teacher about the practice of teaching.

C. Mentoring Activities

Year One:

In Year One, the mentor and mentee must log a minimum of 40 contact hours of mentoring activities. These will include, but may not be limited to the following:

- Orientation

The program's August orientation is an opportunity for new teachers to meet their mentors in a casual setting prior to the new school year. Lunch is served as the Mentoring Committee informs mentors and mentees of the objectives, activities and expectation that are central to the program. At the orientation, the Superintendent addresses participants on the ways in which the Mentor Program embodies the commitment to success that is shared by the teachers and school administration. Important information about the teacher schedules and school day is also transmitted.

Lunch is followed by an unstructured afternoon, during which mentors assist their mentees with several necessary logistical tasks. These include:

- A tour of the building
- Using the voicemail system
- An introduction to the e-mail system
- Use of the photocopier machine
- Arrival and dismissal procedures
- Setting up the new teacher's classroom
- Answering any questions the new teacher might have
- Introduction to the District website
- District policies and resources on-line
- Employee Handbook on-line

- Mentor-Mentee Work Sessions

Mentors should be highly available to guide and support their mentees as questions and concerns arise. However, at each work session, mentors should ask the following questions:

- Are you having any student issues that you would like to discuss?
- Are there any parent issues that you would like to discuss?

- How is your lesson plan working? Are there any lesson plans that you would like to discuss?
- Do you have any logistical questions about working at GNC UFSD?
- Are there any upcoming events on the calendar that need clarification?

- **Classroom Observations**

Classroom observations are intended to foster collegial discussions and reflection about instructional practices, lesson planning and classroom management. They are also intended to instill a level of comfort in the new teachers as they anticipate formal administrative observations in the second academic quarter.

Mentors and mentees should observe one another's classes as much as possible during the first semester. Subsequent observations may be arranged at the discretion of both teachers.

- **After School Meetings**

After School meetings are held as forums in which to inform about and discuss topics of interest to new GNC UFSD teachers. The Mentoring Committee meets in the summer to determine topics for the year and to establish a schedule of meetings. These may vary depending on the certificate areas of new hires and any prior years of teaching experience. Topics include:

- Open House
- Parent Communication
- Ordering Supplies
- Classroom Management and Discipline
- Observations and Evaluation
- Preparing for Report Cards and Parent/Teacher Conferences
- Employee Benefits
- Time Management and Dealing with Paperwork
- End of the year: final exams, records, field days, etc.
- IEP updates and annual reviews
- PBIS

Year Two:

In Year Two, the mentor and mentee must log a minimum of 20 contact hours of mentoring activities. These will include, but may not be limited to the following:

- **Mentor/Mentee Work Sessions**

- **Classroom Observations**

At a minimum, mentors and mentees should observe one another's classes for one period in September and then again in October. These observations should be discussed, evaluated and reflected upon at the subsequent meetings.

- **After School Meetings**

In Year Two, meetings focus less on the logistical concerns of new teachers and delve more deeply into the practice of teaching and instruction.

D. Mentor Preparation and Development

Even excellent, highly skilled teachers need preparation as they take on the role of a mentor to a colleague and the mentor committee provides for the training of new mentors. New mentor training takes place in the summer prior to the Summer Orientation when mentors meet their mentees. In addition to a review of the roles and responsibilities of the mentors, the Mentor Committee shares current literature and discusses such issues as confidentiality and best practices to support new teachers. A mentor's participation in such activities could partially fulfill the continuing professional development requirements for the maintenance of professional certification that has been required since February 2004.

E. Role of the administration

The Mentoring Program is one component of how GNC UFSD addresses the professional formation of its new teachers. As per New York State's requirement of Annual Professional Performance Reviews (APPR), new teachers and their tenured colleagues are also subject to administrative observations and evaluations.

F. Mentoring and APPR

The GNC UFSD Mentoring Program should never be construed as limiting or replacing the process of annual professional performance reviews conducted by school administrators or others who supervise the beginning teacher. The mentor program should complement the annual professional performance review process.

G. Mentees:

- i. All new teachers to the District will participate in the mentoring program.
 1. All teachers will participate in a 2 year program
 2. Year 1 – 40 hour program
 3. Year 2 – 20 hour program

H. Mentors:

- i. All mentors must hold NYS certification, must be tenured, and agree to serve for the 2 year duration
- ii. The teacher's union will recommend mentors to the administration

- iii. The administration will make every effort to notify the union of the number of mentees and the area in which they need mentoring prior to the start of the new school year
- iv. The administration, in collaboration with the teachers' union will select mentors and pair them with mentees.
- v. The administration will have final say in the selection of mentors and the pairing with mentees.
- vi. Up to 3 in-service credits will be granted to mentors, based upon contractual agreement.

I. Expectations

- i. Prior to the start of each school year each participant in the mentoring program may be required to attend a five hour orientation. If scheduled, mentors will be compensated at the rate of 1/200th of the member's annual salary.
- ii. New Mentors will receive training during the summer and if not teaching in the summer program will be compensated 1/200th of members the annual salary.
- iii. Mentors and Mentees must log a minimum of 40 contact hours of mentoring activity during the first school year and a minimum of 20 contact hours the second if required.
- iv. With the approval of the Superintendent, specific professional mentor and mentee activities may be scheduled during two half days during the school year.
- v. Mentoring may take place during regularly scheduled common planning, learning communities, Superintendent's Conference Days and other collaborative meetings.

J. Portfolio:

- i. Each mentee will be required to construct and ultimately submit a mentoring portfolio that will act as a resource for both the individual and District.
 - 1. The portfolio will be kept in a three ring binder provided by the District.
 - 2. The portfolio must contain, but not be limited to the following:
 - a. Log of Mentoring Activities and Hours
 - b. Superintendent Verification of Mentored Experiences
 - c. End of year Mentoring Evaluation
 - d. Half Day Request for Mentor Program
 - 3. The portfolio must be signed off by the principal and submitted to the Superintendent by June of the year in which the mentoring took place.

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

HALF DAY REQUEST FOR MENTORING PROGRAM

Mentor: _____

Mentee: _____

School: _____

Plan for the half day:

Principal's Signature

Date

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

1/20/11

HALF DAY REQUEST FOR MENTORING PROGRAM

Mentor: _____

Mentee: _____

School: _____

Plan for the half day:

Principal's Signature

Date

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

1/20/11

MENTORING PROGRAM EVALUTION SHEET

YEAR: _____

This evaluation is very important for future planning regarding our GNC UFSD Mentoring Program. It should be completed annually by each mentee (new teacher) and submitted with the "log and hours form" and "Superintendent Verification form". Please tell us what activities, events, opportunities or events that proved helpful to you as a participant in the GNC UFSD Mentoring Program. Also, please note any suggestions for future planning.

Thank you for your assistance and support.

**Edward Placke, Ed.D.
Superintendent of Schools**

I confirm the above information is correct and documentation to support this is retained at the District for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent _____
Date

Print Name _____ Phone # _____

Superintendent's Email _____

District Name _____

District Address _____

Please return completed form to: NYSED Office of Teaching Initiatives, 89 Washington Ave EB RM 5N, Albany, NY 12234

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT – MENTORING PLAN TO BE SUBMITTED ANNUALLY

1/20/11

