

Chatham Central School District

New Teacher Mentor Program

2020-2021

Mentor Program Steering Committee

Amanda Carroll

Michele Debye-Saxinger

Donna Eager

Judson Hoffman (Mentor Program Teacher Leader)

Stephanie Lineberry

Mike Loomis

Will Richard

Lisa Toomey

Meredith Zapp

Contents

I. Guiding Philosophy	Page 4
II. Goals.....	Page 5
III. Overview	Page 6
IV. Definitions	
A. Changes in Program/Confidentiality.....	Page 7
B. Role of Mentor Program Teacher Leader.....	Page 8
C. Mentor Program Steering Committee.....	Page 9
D. Mentor Qualifications.....	Page 9
E. Role of Mentor.....	Page 10-11
F. Role of Peer Support Advisor.....	Page 11
G. Role of Mentee.....	Page 11
H. Role of Teacher Receiving Peer Support.....	Page 12
I. Time Allotment	Page 13
J. Mentor Preparation.....	Page 13
K. Program Evaluation.....	Page 14
V. Timeline of New Teacher Mentor Program	Page 15-21

Guiding Philosophy

The Chatham Central School District New Teacher Mentor Program is designed to support the success of new, non-tenured teachers through collaboration with veteran teachers. Research indicates that a well-executed mentor teacher program along with a supportive environment will promote and retain successful teachers. Ultimately, our vision is to ensure that all new teachers are given the tools and solid foundation to be successful in their respective classrooms for the purpose of student achievement, professional satisfaction, and life-long commitment to the profession. Our mentor program will incorporate portions of the research based Association for Supervision and Curriculum Development (ASCD) mentor model and the Delaware Department of Education Comprehensive Induction Program.

The Mentor Steering Committee is committed to ensuring that this relationship is supported with time, training, and resources. The committee oversees the Peer Support program as well. Peer Support is intended as a resource for teachers coming into the district who had previously been mentored in their first year of teaching elsewhere.

PROGRAM GOALS

- Welcome, acclimate, and integrate new teachers to building, district, and community culture in order to ensure a successful transition to the new profession
- Create a professional learning community and supportive environment for teachers who are new to the district or otherwise specified
- Assist the mentee in understanding core curriculum standards and district vision to promote instructional effectiveness and maximize student performance
- Retain highly qualified professionals in the district
- Offer professional growth opportunities for both new and mentor teachers

CHATHAM CENTRAL SCHOOL DISTRICT NEW TEACHER MENTOR PROGRAM

OVERVIEW

In accordance with the amendments to section 100.2 (dd) of the Regulations of the Commissioner of Education, effective December 4, 2003, which require, among other things, that school districts' Professional Development Plans address provisions for a Mentor Teacher Program within the Chatham Central School District (CCSD), the District hereby makes the following provisions with regard to its mentoring program:

1) The manner of which the District will provide a Mentor Teacher Program for teachers to meet the teaching experience requirement for the professional certificate as prescribed in section 80-3.4 of the Commissioner's Regulations shall be as follows:

- A team of mentor teachers and a Mentor Program Teacher Leader will provide support and guidance to teachers who are candidates for a professional certificate as defined by the Commissioner's Regulation 80-3.4.
- A Steering Committee consisting of teachers and support staff will be created. Interested teachers should apply and be trained to be part of a pool of mentors. Mentor recommendations will be made by the Mentor Program Teacher Leader in consultation with the Mentor Steering Committee and building principals. The Board of Education reserves the right to approve the mentor teacher program, mentors, and the program coordinator.

2) The New Teacher Mentor Program will be presented over the course of one school year in five distinct phases:

- a. Phase I: Developing Familiarity with CCSD
- b. Phase II: Classroom Environment
- c. Phase III: Classroom Instruction
- d. Phase IV: Professionalism and Collegiality
- e. Phase V: Reflection

Changes in Program/Confidentiality

Changes to any aspect of the New Teacher Mentor Program that may have contractual implications must be approved by both the Superintendent and the CCSD Union President prior to their implementation. The Mentor Program Teacher Leader must be notified of such changes in writing prior to any effectuated changes. The relationship between mentor and mentee is confidential in nature and this confidence shall not be broken except for the following reasons:

- Where withholding the information would pose a danger to the life, health, or safety of students or school staff
- Where information arises that the new teacher has been convicted of a crime

Definition of Roles

A) Mentor Program Teacher Leader

- Chairs the Steering Committee, runs scheduled meetings, and keeps them informed of the status of the program
- Serves as a liaison between the Steering Committee and Mentor/Mentees
- Reviews and oversees the application process for Mentors with the Steering Committee to create a Mentor Pool and then from the Mentor Pool recommends mentor-mentee pairings to administration
- Collaboratively develops/and or facilitates the new teacher training workshops and Mentor/Mentee quarterly meetings with the Steering Committee and/or highly qualified professionals
- Provides resources for mentor/mentees as necessary
- Collects and maintains all necessary records for the program and for Mentor/Mentees
- Intervenes between mentees and mentors when there is a problem and discusses concerns with administration as needed
- Attends all monthly teacher leader meetings and shares information about the program
- Reviews mentor/mentee end of the year program effectiveness evaluation feedback with the Steering Committee.

B) Mentor Program Steering Committee: (Consists of the Mentor Program Teacher Leader and teacher representatives from each building)

- Works with the Mentor Program Teacher Leader to design and outline the goals of the program for all participants
- Reviews and oversees the application process for Mentors with the Mentor Program Teacher Leader to create a Mentor Pool and then from the Mentor Pool together come up with recommendations for mentor-mentee pairings
- Helps as needed to collaboratively develop/and or facilitate the new teacher training workshops and Mentor/Mentee quarterly meetings with the Mentor Program Teacher Leader and/or highly qualified professionals
- Provides resources along with the Mentor Program Teacher Leader for mentor/mentees as necessary
- Reviews mentor/mentee end of the year program effectiveness evaluation feedback with the Mentor Program Teacher Leader
- Attends scheduled Mentor Program Steering Committee Meetings throughout the year

C) Recommended Mentor Qualifications:

- Five years of teaching experience
- Tenured at Chatham Central School District
- Demonstrates mastery of pedagogical and subject matter skills
- Demonstrates commitment to excellence in teaching
- Demonstrates commitment to his/her own professional growth

D) The Role of Mentors

- Provides guidance for mentee by establishing a supportive and confidential relationship with the mentee
- Meets with the mentee on a weekly basis, even more frequently at the start of the school year, and keeps a running log of interactions
- Shares advice and guidance of the school, district, and state policies and procedures in terms of emergencies, teacher evaluations, and the mentor program to help them develop familiarity with CCSD
- Informs Mentee of the Chatham Central Teachers Association, its members and the role it plays in our careers and contracts
- Attends a Mentor training, the meet and greet part of the New Teacher Orientation, and scheduled Mentor Program Meetings
- Guides the mentee through understanding the APPR process including SLOs and assists as needed in helping with his/her classroom environment and instruction
- Informally visits the mentees classroom at least two times to facilitate discussion and reflection of practices
- Provides advice, assistance, and encouragement of professional relationships and opportunities to help develop their professionalism and collegiality
- Shares resources with mentee throughout all phases of the mentor program
- Supports reflective practices at each phase and in completing the end of the year program effectiveness evaluation.

E) Role of Peer Support Advisor

- Meet with mentee early in the year to discuss program goals and objectives
- Provide a supportive and confidential relationship with the mentee
- Collaborate and offer professional support as needed
- Hold discussions with mentee on a monthly basis and submit required documentation to the Mentor program Teacher leader
- Provide advice, assistance, and encouragement in the development of professional relationships
- Share material resources with mentee
- Complete end of the year program effectiveness evaluation

F) Role of Mentee

- Meets with the mentor on a weekly basis, even more frequently at the start of the school year, and keeps a running log of interactions
- Attends New Teacher Orientation, all New Teacher Workshops, and Mentor Program Quarterly meetings
- Collaboratively works with mentor to understand the school, district, and state policies and procedures in terms of emergencies, teacher evaluations, and the mentor program to develop familiarity with CCSD
- Works with mentor through the Mentor Program worksheets, discussion logs, and Mentor visits to reflect and improve his/her classroom environment and preparation, planning, and instruction
- Strives to make professional relationships and opportunities to help develop his/her professionalism and collegiality.

- Observes and works with highly trained professionals to develop his/her understandings of the classroom environment, classroom instruction or other areas in need of improvement as needed
- Uses reflective practices at each phase and in completing the end of the year program effectiveness evaluation
- Seeks assistance from the Mentor Program Teacher Leader if serious conflicts arise between mentor and mentee.
- Is responsible for turning in all necessary paperwork completed by mentor/mentees by the end of each phase to the Mentor Program Teacher Leader

G) Role of Teacher Receiving Peer Support:

- Attend New Teacher Orientation
- Meets with peer support advisor frequently during the first month of the school year (at least twice a week)
- Hold discussions with peer support person on a monthly basis
- Discuss program goals and objectives with peer support person
- Complete and submit documentation to the Mentor Program Teacher Leader
- Attend mentor and mentee meetings
- Complete the evaluation mentor program form
- Schedule classroom visitations with the mentor or others
- Seek assistance from the Mentor Program Teacher Leader if serious conflict arises between peer support advisor and new teacher

H) Time Allotment

Release Time and Commensurate Compensation (provided on an as needed basis)

- A. One half day per month during the school day, as necessary
- B. Two hours per month outside the school day
- C. Available staff development times that have been approved by building Administrator
- D. Compensation for mentor as determined by CCSTA Contract

I) Mentor Training

a. Topics to be covered may include any combination of the following topics: Needs of new teachers, reflecting on your experiences as a mentee, preparing for mentoring, stages of the mentoring process, forming the mentoring relationship, goals of mentoring, communication, advocacy, active listening, creating a learning partnership, responsibilities of participants in the mentoring program, mentors as coach and guide, relating behaviors, coaching behaviors, clinical vs. reflective peer assistance, reflective conversations, benefits of feedback, coaching and relating strategies for problem solving, types of mentees, roles for mentor teachers, continual growth of mentors.

b. Mentor training will be given by trained NYSUT staff in collaboration with Steering Committee.

J) Program Evaluation

- Mentor and mentees will complete an evaluation of the New Teacher Mentor Program.
- The purpose of program evaluation includes accountability, program improvement, and an awareness of a local and statewide knowledge base of successful mentoring programs.
- It will be the responsibility of the Mentor Steering Committee to ensure that appropriate records are maintained and timely evaluations are conducted. This includes the preparation of program evaluation documents and the program evaluation process.
- The program evaluation will be completed annually by the Mentor Program Teacher Leader

PHASE I: DEVELOPING FAMILIARITY WITH CCSD

July/August/Early September

MENTOR PROGRAM TEACHER LEADER/COMMITTEE RESPONSIBILITIES	MENTOR RESPONSIBILITIES	MENTEE RESPONSIBILITIES
Send welcome letter to mentor/mentee	Complete mentor training	
Collaborate with new teacher orientation committee to organize meet and greet of mentor/mentee pairs		
Attend New Teacher Orientation Workshop: Introduction to program and calendar of events, question and answer session	Attend Mentor/Mentee Meeting at New Teacher Orientation	Attend New Teacher Orientation
Provide resources to mentors and mentees as necessary	Introduce school, district, and state policies and procedures	Discuss with your Mentor the school, district, and state policies and procedures
Discuss concerns with building administrators	Give a tour of important locations in your building such as library, cafeteria, nurse's office, faculty bathroom, etc.	Take a tour of important locations in your building such as library, cafeteria, nurse's office, faculty bathroom, etc. with your mentor
Collect necessary paperwork by end of Phase I	Introduce emergency policies and procedures	Discuss emergency policies and procedures with your mentor.
	Introduce Marzano Causal Teacher Evaluation Rubric	Go over the Marzano Causal Teacher Evaluation Rubric with your mentor
	Assist mentee with securing supplies, curriculum, technology, books, and other resources	Work with your mentor to secure supplies, curriculum, technology, books and other resources
	Collaboratively use the Mentor Needs Assessment Dialogue Tool to help the Mentee fill out the Mentee Needs Assessment Worksheet	Collaboratively use the Mentor Needs Assessment Dialogue Tool to help you fill out the Mentee Needs Assessment Worksheet

	Meet with mentee for at least 40 minutes per week once school starts(may be one period or several short meetings)	Meet with mentor for at least 40 minutes per week once school starts(may be one period or several short meetings)
		Turn in all paperwork by end of phase I

PHASE II: CLASSROOM ENVIRONMENT (or self-selected theme based on mentee needs)

September/October

MENTOR PROGRAM TEACHER LEADER RESPONSIBILITIES	MENTOR RESPONSIBILITIES	MENTEE RESPONSIBILITIES
Facilitate Quarter 1 New Teacher Workshop		Attend the Quarter 1 New Teacher Workshop
Provide resources to mentors and mentees as necessary	Collaboratively complete guided questions on Discussion Log One for Phase II-Classroom Environment (prior to classroom mentor visit)	Collaboratively complete guided questions on Discussion Log One for Phase II-Classroom Environment (prior to classroom mentor visit)
Discuss concerns with building administrators	Mentor Visit: Mentor will visit for at least 30 minutes of mentee’s instructional time for a non-evaluative visit and use the Mentor Visit Form One for Phase II Classroom Environment to record thoughts about the visit	Work with Mentor to coordinate Mentor Visit
Collect all necessary paperwork by end of Phase II	Post- Mentor Visit: discuss current classroom practices with the mentee. Together, complete the Discussion Log Two for Phase II Classroom Environment. Choose one area from the Marzano Rubric to be an area of focus in terms of classroom environment	Post- Mentor Visit: discuss current classroom practices with your mentor. Together, complete the Discussion Log Two for Phase II Classroom Environment. Choose one area from the Marzano Rubric to be an area of focus in terms of classroom environment
	Meet with mentee for at least 40 minutes per week (may be one period or several short meetings)	Meet with mentor for at least 40 minutes per week (may be one period or several short meetings)
	Provide opportunity for mentee to observe highly trained professional(s)	Visit other highly trained professionals’ classrooms for observation if needed
	Introduce mentee to teachers’ association representatives and the CCSD contract	Meet representatives and learn more about the CCSD union and contract
		Turn in all paperwork by end of phase II

PHASE III: CLASSROOM INSTRUCTION

November/December/January

MENTOR PROGRAM TEACHER LEADER RESPONSIBILITIES	MENTOR RESPONSIBILITIES	MENTEE RESPONSIBILITIES
Facilitate Quarter 2 Mentor/Mentee Meeting: Topic of focus is classroom instruction	Attend Quarter 2 Mentor Program Meeting	Attend Quarter 2 Mentor Program Meeting
Facilitate Quarter 2 New Teacher Workshop: Student Engagement		Attend Quarter 2 New Teacher Workshop
Collect paperwork and assess needs by end of Phase III		
Provide resources to mentors and mentees as necessary	Pre-Mentor Visit: Collaboratively complete guided questions Discussion Log Three Phase III- Preparation & Planning/Instruction (prior to visit)	Collaboratively complete guided questions Discussion Log Three Phase III- Preparation & Planning/Instruction (prior to visit).
Discuss concerns with building administrators	Mentor Visit: Mentor will visit for about 30 minutes of mentee's instructional time for a non-evaluative visit and use the Mentor Visit Form Two for Phase III Preparation & Planning/Instruction to record thoughts about the visit	Work with Mentor to coordinate Mentor Visit
	Post- Mentor Visit: discuss current classroom practices with the mentee. Together, complete the Discussion Log Two for Phase III Preparation & Planning/Instruction. Choose one area from the Marzano Rubric to be an area of focus in	Post- Mentor Visit: discuss current classroom practices with the mentee. Together, complete the Discussion Log Two for Phase III Preparation & Planning/Instruction. Choose one area from the Marzano Rubric to be an area of focus in

	terms of classroom environment	terms of classroom environment
	Meet with mentee for at least 40 minutes per week (may be one period or several short meetings)	Meet with mentor for at least 40 minutes per week (may be one period or several short meetings)
	Provide opportunity for mentee to observe highly trained professional(s)	Visit other highly trained professionals' classrooms for observation if needed
		Turn in all paperwork by end of Phase III

PHASE IV: Professionalism and Collegiality (or self-selected theme based on mentee needs)

February/March

MENTOR PROGRAM TEACHER LEADER RESPONSIBILITIES	MENTOR RESPONSIBILITIES	MENTEE RESPONSIBILITIES
Invite Senior team to facilitate Quarter 3 New Teacher Workshop: Senior Program/ Evaluating Senior Exhibitions		Attend Quarter 3 New Teacher Workshop
Collect paperwork by end of Phase IV and assess needs		
Provide resources to mentors and mentees as necessary	Discuss/introduce mentee to various committees and possible professional and collegiate opportunities	Explore various opportunities for professional and collegiate growth
Discuss concerns with building administrators	Consider again collaboratively using the Mentor Needs Assessment Dialogue Tool to help determine mentee's needs	Consider again collaboratively using the Mentor Needs Assessment Dialogue Tool to help determine your needs
	Collaboratively fill out Discussion Log Five Phase IV- Professionalism and Collegiality	Collaboratively fill out Discussion Log Five Phase IV- Professionalism and Collegiality
	Meet with mentee for at least 40 minutes per week (may be one period or several short meetings)	Meet with mentor for at least 40 minutes per week (may be one period or several short meetings)
		Turn in all paperwork for Phase IV

PHASE V: REFLECTION

April/May/June

MENTOR PROGRAM TEACHER LEADER RESPONSIBILITIES	MENTOR RESPONSIBILITIES	MENTEE RESPONSIBILITIES
Facilitate Quarter 4 Mentor/Mentee Meeting: Topics of focus are Reflection and Planning for Year Two	Attend Quarter 4 Mentor/Mentee Meeting	Attend Quarter 4 Mentor/Mentee Meeting
Collect paperwork and assess needs at the end of Phase V	Collaboratively complete Discussion Log Six Phase V- Reflection	Collaboratively complete Discussion Log Six Phase V- Reflection
Provide resources to mentors and mentees as necessary	Explain aspects of purchasing or ordering applicable to your mentee	Work with mentor on purchasing orders
Discuss concerns with building administrators	Explain end of year duties/expectations and give advice on wrapping up the classroom and end of the year activities	Prepare for end of the year activities and wrap up
	Meet with mentee for at least 40 minutes per week (may be one period or several short meetings)	Meet with mentor for at least 40 minutes per week (may be one period or several short meetings)
		Turn in all paperwork for Phase V