

Yorkshire-Pioneer Central School District

Mentoring Induction Plan



2022 - 2023

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District Vision and Mission Statements

Our Vision

Pioneer students consistently demonstrate the skills, knowledge, integrity, and understanding needed for success in life. They are motivated, self-confident, collaborative, and civic-minded.

Our Mission

Pioneer schools develop curious, creative, critical thinkers. Our foundation is a learning environment that is safe, caring, inclusive, and engaging. Our mission is realized by enabling children to reach their full learning potential in a supportive community.

District Goals

The Pioneer School Board of Education adopted three goals that capture the essence of Pioneer's commitment to the high expectations in terms of daily operations and facilities that provide high quality learning experiences for our students. These goals also provide a framework for how and why professional development serves to support our district's initiatives.

Goal 1

Academic Excellence and Student Achievement

To provide an exceptional learning environment that engages, challenges, and supports all students so they may reach their potential in all post-secondary opportunities.

Goal 2

Fiscal Responsibility and Infrastructure

To present a fiscally responsible budget that allows the district to sustain mandated and desired programs, service, and facilities over the long-term.

Goal 3

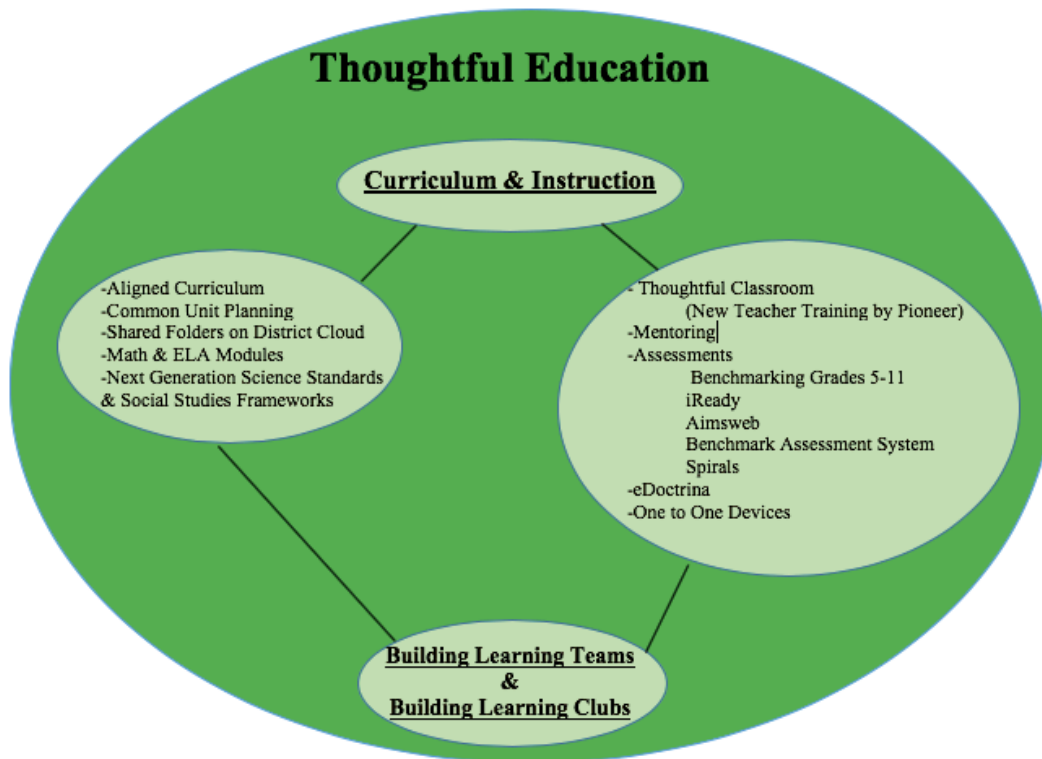
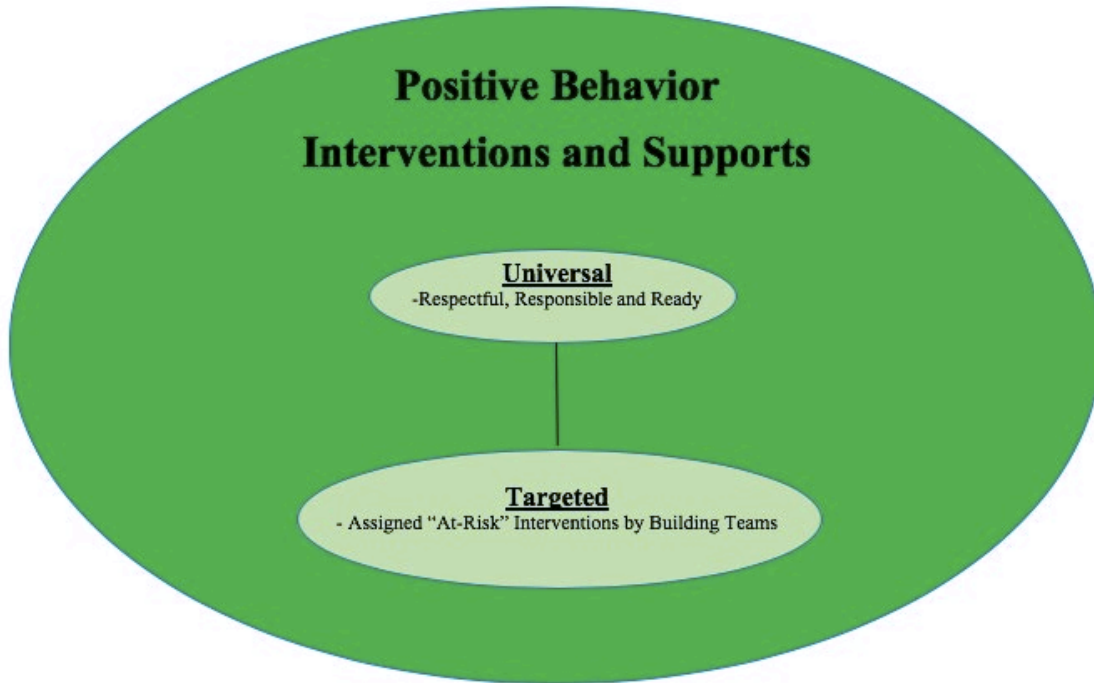
Governance and Communication

To engage in strategic, thoughtful, and transparent decision making and implementation.

Learning Principles

- ❖ Teachers, students, and parents are partners in the learning process, and each is accountable for student success.
- ❖ Students' ability to learn is enhanced by feeling a sense of trust and belonging in a safe and caring environment.
- ❖ Curriculum is purposefully designed to meet the needs of all learners.
- ❖ Learning is valued and relevant, and expectations are clear.
- ❖ Feedback focused on learning is honest, direct, timely, and meaningful.

District Initiatives



Goals and Desired Outcomes of the Program

- ❖ The goal is to provide the best instructional and learning environment for students by ensuring the success and ongoing growth of our members by:
 - Providing an environment to foster student and member success.
 - Effectively implementing the district mission and vision through teaching and learning.
 - Developing members who foster critical thinking in an environment that is engaging and thoughtful.
 - Assuring members work collaboratively and continuously reflect on professional practice to improve teaching and learning.
 - Assuring members put students first in a safe, caring environment.
 - Promoting the personal and professional well-being of new members.

Program Participants and Roles

District Mentor Program Coordinator

- ❖ Chair Induction Advisory Board
- ❖ Schedule, plan, and implement the program
- ❖ Coordinates:
 - New Educator Academy during August.
 - 1st year members (and long-term substitutes) in their 1st year mentoring program.
 - Classroom coverage with the building principal to facilitate other:
 - Classroom observations, meetings, and consultations for the mentee.
 - Opportunities for peer mentoring.
 - Meetings with mentor/mentee pairs or mentors for support and collaboration.
 - Mentor collaboration meetings:
 - Teacher Center 28-hour in-service course offerings for 1st, 2nd, 3rd & 4th year members including:
 - Thoughtful Education
 - Poverty
 - Technology
 - Positive Behavior Interventions and Supports (PBIS)
 - 2nd and 3rd year member supports (as requested).
 - 4th year member supports (as requested).
- ❖ Develop New Educator Academy for other new professional members by:
 - Participation in New Educator Academy programming.
 - Providing a one-on-one mentor (if appropriate).
 - Provide peer mentoring opportunities and training meetings.

- ❖ Conduct classroom visits to:
 - Provide lesson critiquing and constructive feedback upon request.
 - Serve as a mentor to observe a lesson prior to formal observation by building principal or department director.
 - Offer assistance.
 - Serve as a resource for the mentee and/or mentor.
- ❖ Act as liaison between department/grade level chairs and individual members as needed to increase mastery of content, instructional strategies, and classroom management.
- ❖ Attend pertinent conferences/workshops and sharing information gained with new members.
- ❖ Act as a confidential advisor (*see Appendix A*).
- ❖ Research mentor programs through visitations and professional literature.
- ❖ Adjust the mentor/mentee pairing when necessary.
- ❖ Collect data relevant for program evaluation.
- ❖ Budget development as related to programmatic needs.

Building or Department Administrators

- ❖ Work closely with mentees and mentors to inform them of building and individual initiatives and needs.
- ❖ Conduct regular meetings with non-tenured members on topics such as:
 - Classroom management – administration and veteran members share ideas and field questions.
 - Working closely with mentees and mentor to support the District Initiatives (*Refer to Venn Diagrams on p. 6*).
 - Resources and tools available to new members in LMC.
 - Special education and assistive technology.
 - NYS Next Generation English Language Arts Standards.
 - NYS K – 12 Social Studies Framework.
 - NYS P – 12 Science Learning Standards.
 - NYS Next Generation Math Standards.
 - Curriculum initiatives.
 - Facilitating faculty awareness and support for the mentoring program in the school and community.
 - Participate in the mentor selection process.
 - Assisting in development of schedules (i.e. parent/teacher conferences, STEM nights, classroom activities, PBIS, etc.).
 - Assisting with other scheduling for program activities.
 - Participation in mentee trainings (i.e. report cards, grading, etc.).
 - Conducting observations and complete annual APPR.
- ❖ Yearly review and analysis of survey data to conduct meetings with mentees to:
 - Recap their experience with the Mentor Induction Program.
 - Determine additional supports and resources, which may include an additional year of one-on-one mentoring.

Mentees

- ❖ All 1st year non-tenured members in the district, including replacement long-term substitutes who teach a semester or more will be considered mentees.
- ❖ 2nd year members may have support from the mentoring program to extend their learning and have additional support from the district (***applicable for members hired after January 1st 2010***).
- ❖ Beginning in February 2004, all teachers seeking to obtain a professional teaching certification license are required to participate in one full year of a district supported mentoring program in their first year of teaching, unless the person has two or more prior years of teaching experience. PCS will determine an appropriate level of mentoring on an individual basis.
- ❖ Mentees may be part time members on a permanent basis, long term substitutes who teach less than a semester as recommended by administration, and/or non-tenured members as recommended by administration.
- ❖ Attend New Educator Academy during August as provided by district.
 - ***As necessary and/or mutually agreeable between mentee and district.***
- ❖ Attend scheduled New Educator workshops, pertinent meetings, and participate in Teacher Center in-service courses as outlined in the mentoring activities section of the Mentor Induction Plan.
- ❖ Work with the mentor to improve classroom management and instructional skills.
- ❖ Participate in scheduled professional trainings/meetings.
- ❖ Commitment to the mentor-mentee relationship as evidenced by:
 - Positive attitude, high level professionalism with a focus on teamwork, and pride in a job well done.
 - Seeking mentor support as needed for professional duties, classroom management, instruction, etc.
 - Being open to constructive critique for improvement of instruction and/or professional work.

- Attempting/modifying/implementing instructional and classroom management suggestions.
 - Meeting with mentor on regular basis.
 - Attending scheduled meetings with mentor and/or administrator.
- ❖ Time allocations for mentees (1st year members):
- New members will receive a rigorous 3-day Mentor Induction Program in August as part of the on-boarding process. The program is designed to be a meaningful learning experience for new members to understand the culture and expectations of the district.
 - The program will include, but not be exclusive to team building, training on district initiatives, exploration of the district's mission and vision, district overview "of how we do business", technology requirements/practice, classroom management strategies, business office procedures, etc.
 - At the end of the academy, members will have a clear vision of what it means to be an employee of the Pioneer Central School District.
- ❖ Mentees will be released from their duties to participate in peer mentoring, visitations, or planning with grade-level or department colleagues for assistance.
- ❖ Release Days will be arranged and supported by the mentor/mentee, Mentor Program Coordinator or building administrator. Necessary coverage will be provided.
- ❖ Participate in four 28-hour in-service courses that are available and designed specifically for non-tenured members [1st – 4th] that cover a range of district initiatives.
- ❖ Additional Release Days will be conducted on topics such as lesson planning, technology, etc., as per request by the mentee, mentor, and/or supervisor. Such requests will be reviewed on an individual basis.
- ❖ Complete all surveys distributed by Program Coordinator.

Professional Expectations – Roles of the Participants

First Year Member

Beginning members in the Mentoring Program are expected to:

- ❖ Attend the New Educator Academy days in August and complete the 28-hour Teacher Center course.
- ❖ Attend beginning teacher group meetings.
- ❖ Attend combined group meetings with mentors.
- ❖ Conduct a minimum of one observation in another classroom or workspace with your mentor.
- ❖ Conduct a minimum of one observation of another professional in the district (other than your mentor) from October to April.
- ❖ Participate in a minimum of one observation where you are observed by your mentor followed by a meeting with your mentor to discuss the observation.
- ❖ Work with the mentor.
- ❖ Complete all Mentor Induction Program evaluations.
- ❖ Meet weekly with your mentor to discuss lesson plans, management, instruction, etc.
- ❖ Attend workshops designed especially for beginning members.
- ❖ Communicate with the PFA New Member Coordinator if you feel as though the mentee/mentor relationship is not advancing your professional growth.
- ❖ Maintain a log of all professional development activities (*Recommended*).
 - Dialogue with mentor about professional development opportunities relating to summer work, staff development days, half days, in-service courses, etc. for planning purposes.

A mentor for a new member in Pioneer's mentoring program is expected to:

- ❖ Attend the mandatory mentor training.
- ❖ Familiarize your mentee with your building's physical layout, protocols, and procedures.
- ❖ Maintain a log of mentoring activities detailing the amount of time and the nature of the mentoring activity.
- ❖ Turn in a monthly log sheet of mentoring activities.
- ❖ Ensure that your mentee has necessary materials for the classroom including curriculum maps, manuals, textbooks, etc.
- ❖ Meet weekly with your mentee to discuss lesson plans, management, instruction, etc.
- ❖ Attend group meetings with fellow mentors.
- ❖ Attend combined group meeting with mentees.
- ❖ Conduct at least one visitation in other classrooms or workspace with your mentee and collectively reflect on the visitation.
- ❖ Observe your mentee teaching a lesson or working in a professional capacity at least two times between October and April and reflect collaboratively with your mentee on the experience.
- ❖ Use release time for visitations, collectively planning, or mentoring.
- ❖ Complete program evaluations.
- ❖ Assist your mentee with Open House, Parent/Teacher Conference Day or other special programming as needed by building.
- ❖ Assist your mentee with the preparation of grades, report cards, and/or other mandatory reporting.
- ❖ Maintain a log of all professional development activities (*one-on-one mentoring time only*).

Second and Third Year Members

Second and Third year members are expected to:

- ❖ Continue the district mandated 2nd or 3rd year in-service courses.
- ❖ Request assistance as needed.
- ❖ If assigned or requested, meet periodically with your mentor (tenured teacher, district Mentor Program Coordinator, building administrator, and/or department director).

Second and Third Year Member Mentors (as requested)

A tenured member, building administrator, and/or department/grade level chair may serve as mentor for a second- or third-year teacher and is expected to:

- ❖ Attend the mandatory mentor training.
- ❖ Provide assistance, resources, and advice as needed.
- ❖ Meet periodically to address concerns and/or to mentor as needed.
- ❖ The department/grade level chair in each building can be called upon to provide resources on request.

Fourth Year Member

Fourth year members are expected to:

- ❖ Continue the district mandated 3rd or 4th year in-service courses.
- ❖ Request assistance as needed.
- ❖ Meet periodically with your mentor (tenured teacher, district Mentor Program Coordinator, building administrator, and/or department director) if assigned or requested.

Fourth Year Member Mentor (as requested)

- ❖ Continue to support the professional work of the mentee, such as: in-service course work, instructional improvements, classroom management, etc.
- ❖ Advocate for assistance on behalf of the mentee, as needed.

Mentor Request Process

- ❖ The Mentor Program Coordinator will communicate with the PFA and building administrators regarding potential requests for mentor support beyond the first year.
- ❖ The building administrator and/or department supervisor(s) will send written recommendation(s) to the Mentor Program Coordinator, as necessary.
- ❖ The Pioneer Faculty Association (PFA) will send written recommendation(s) to the Mentor Program Coordinator, as necessary.
- ❖ The Mentor Program Coordinator will review all requests for additional mentor(s) with the superintendent before final recommendations are submitted for Board of Education approval.
- ❖ All mentors will participate in the mentor training unless otherwise agreed upon by the Mentor Program Coordinator.
- ❖ A request for a 4th year member mentor, despite origination, would be mutually agreed upon by the PFA and the district.

Mentoring Program Activities - Year 1

Mentoring Provided

- ❖ New Educator Academy (third week of August).
- ❖ One-on-one Mentor.
- ❖ Pioneer Teacher Center in-service course.
- ❖ Technology Integrator help sessions (Optional).
- ❖ Release time for observing best practices and mentor feedback.

Member Development/Technology Support Sessions

- ❖ Conduct a minimum of 2 visitations to observe mentor or other members (this must be requested through the absence request process).
- ❖ Participate in mentoring opportunities.
- ❖ District Technology Integrator Help Sessions: During and/or after school hours by individual appointment(s) only.
- ❖ Agenda topics include, but not limited to, the following:
 - Email, Office 365, Microsoft Teams, Zoom, website development, e-forms, document libraries, web-site navigation, Castle Learning, FASTmath, Kurzweil, Flocabulary, Quia, Turn it-in, Renaissance Learning, Study Island, IXL, AIMSWEB, iReady, Teacher Gradebook Pro, etc.
 - Hardware training (Dell TV, Doc Camera, etc.).

Pioneer Teacher Center In-Service Courses

- ❖ Thoughtful Education
- ❖ Technology Integration
- ❖ Poverty
- ❖ Positive Behavior Intervention Strategies (PBIS)

Please Note: There is no set order of in-service courses. Course selection depends on date of hire, position, and prior experience in terms of the courses listed above.

Informal Observations

- ❖ Informal observations and “walk-throughs” done by one-on-one mentor and/or the Mentor Program Coordinator.
- ❖ Informal observations will be used to facilitate discussion of, and reflection on, improving classroom management skills and promoting best practices in instructional strategies.
- ❖ New members will be given an opportunity to “practice” before formal observations, if requested.
- ❖ The peer mentor will provide support to members through watching members in the classroom/workspace and leading instructional conversations.
- ❖ Walk-throughs will be conducted on a regular basis.

New Member Visitations to other Classrooms

- ❖ Visitations are required, and should be arranged periodically, by the new member, mentor, or administrator. Visitation time should be followed by reflection and discussion. Substitute coverage will be provided.

Building Principal/Department Director Responsibilities

- ❖ Provide materials/supplies to start a classroom and/or prepare for related service work.
- ❖ Communicate building specific initiatives/monthly meetings.
- ❖ Familiarize new members with building culture, staff, technology, and building principal expectations.
- ❖ Work in collaboration with Mentor Program Coordinator by suggesting and planning building/district wide professional development for new members.

Mentoring Program Activities - Year 2

Mentoring Provided

- ❖ One-on-one mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee.
- ❖ Upon Superintendent approval.

Professional Development/Release Day Sessions

- ❖ District Technology Release Days (Optional):
 - During school day.
 - After school.
 - Mentee and/or mentor initiated via email to Technology Integrator.
 - Individualized per request.

[Please note that agendas are created based on request.]

Pioneer Teacher Center In-Service Courses

- ❖ Thoughtful Education
- ❖ Technology Integration
- ❖ Poverty
- ❖ Positive Behavior Intervention Strategies (PBIS)

Please Note: There is no set order of in-service courses. Course selection depends on date of hire, position, and prior experience in terms of the courses listed above.

Building Principal/Department Director Responsibilities

- ❖ Provide materials/supplies to start a classroom and/or prepare for related service work.
- ❖ Communicate building specific initiatives/monthly meetings.
- ❖ Familiarize members with building culture, staff, technology, and building principal expectations.
- ❖ Work in collaboration with Mentor Program Coordinator by suggesting and planning building/district wide professional development for members.

Mentoring Program Activities - Year 3

Mentoring Provided

- ❖ One-on-one mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee.
- ❖ Upon Superintendent approval.

Professional Development/Release Day Sessions

- ❖ District Technology Release Days (optional):
 - During school day.
 - After school.
 - Mentee and/or mentor initiated via email to Technology Integrator.
 - Individualized per request.

[Please note that agendas are created based on teacher request.]

Pioneer Teacher Center In-Service Courses

- ❖ Thoughtful Education
- ❖ Technology Integration
- ❖ Poverty
- ❖ Positive Behavior Intervention Strategies (PBIS)

Please Note: There is no set order of in-service courses. Course selection depends on date of hire, position, and prior experience in terms of the courses listed above.

Building Principal/Department Director Responsibilities

- ❖ Provide materials/supplies to start a classroom and/or prepare for related service work.
- ❖ Communicate building specific initiatives/monthly meetings.
- ❖ Familiarize members with building culture, staff, technology, and building principal expectations.
- ❖ Work in collaboration with Mentor Program Coordinator by suggesting and planning building/district wide professional development for members.

Mentoring Program Activities -Year 4

Mentoring Provided

- ❖ One-on-one mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee.
- ❖ Upon Superintendent approval.

Professional Development/Release-Day Sessions

- ❖ District Technology Release Days (Optional):
 - During school day.
 - After school.
 - Mentee and/or mentor initiated via email to Technology Integrator.
 - Individualized per request.

[Please note that agendas are created based on teacher request]

Pioneer Teacher Center In-Service Courses

- ❖ Thoughtful Education
- ❖ Technology Integration
- ❖ Poverty
- ❖ Positive Behavior Intervention Strategies (PBIS)

Please Note: There is no set order of In-service courses. Course selection depends on date of hire, position, and prior experience in terms of the courses listed above.

Building Principal/Department Director Responsibilities

- ❖ Provide materials/supplies to start a classroom and/or prepare for related service work.
- ❖ Communicate building specific initiatives/monthly meetings.
- ❖ Familiarize members with building culture, staff, technology, and building principal expectations.
- ❖ Work in collaboration with Mentor Program Coordinator by suggesting and planning building/district wide professional development for members.

Professional Expectations – Role of Mentors

Mentor Eligibility

- ❖ A member who is certified, who demonstrates skills and dispositions of mastery of pedagogical skills, subject matter, superior teaching abilities that has an emphasis on student engagement and critical thinking skills, interpersonal relationship qualities, and a willingness to participate in the mentoring program.
- ❖ An approved member based on recommendation of Program Coordinator and as approved by the Superintendent.

Mentor Selection and Assignment

- ❖ Mentors may be:
 - Option 1 – One-on-one mentor who is in same department/grade level as mentee or another department or grade level, but in the same building.
 - Option 2 – Approved tenured member serving as mentor of 1 or more mentees.
- ❖ Mentor position(s) will be posted internally on an annual basis.
- ❖ Mentoring vacancies will be publicized by a written notice to the Association and by providing the posting to the business office, principal's office, and faculty room in each school.
- ❖ Postings will include a description of the qualifications for the position/duties.
- ❖ The district Mentor Program Coordinator will gather recommendations from both administration and PFA representatives regarding qualified one-on-one mentor candidates and present them to the superintendent for recommendation to the Board of Education for appointment.
 - If more than one qualified candidate is recommended for a specific mentoring assignment, the Mentor Program

Coordinator will present all recommendations to the superintendent who will make a final decision.

- If a consensus regarding one qualified mentor candidate cannot be reached between administration and PFA representatives, then the Mentor Program Coordinator will present all recommendations to the superintendent, who will make a final decision.
- ❖ A one-on-one mentor will be assigned for each 1st year member (experienced or not).
- ❖ The mentor, ideally, should have experience relating to the mentee's content area and/or professional work. If such mentors are not available, then the mentor should have working knowledge of the district, building, etc. The Program Coordinator will gather recommendations from the building administration, supervisor and the PFA. All recommendations will be reviewed and presented to the Superintendent, who will render a final decision.
- ❖ One-on-one mentor or building mentors will be assigned to respective buildings based on the needs of each building, taking into consideration a mentor's classroom experience in elementary, intermediate, and high school.
- ❖ The position of one-on-one mentor or building mentor may be extended yearly, based on the district needs and evaluation and approval of the superintendent.
- ❖ In case of a mentor/mentee pair relationship that is not suitable, a new one-on-one mentor will be appointed from a recommendation by the district Mentor Program Coordinator.

One-On-One Mentor or Building Mentor Training

- ❖ Must attend district provided mentor training and any follow-up workshop(s).
- ❖ Must understand and be able to provide support of current programs/district initiatives.

Mentor

- ❖ A mentor is a non-judgmental support for new members to learn and grow in the district.
- ❖ A mentor will be available to:
 - Observe members in their classroom or workspace, and provide feedback on curriculum, instruction, assessment, and/or professional routines and processes.
 - Provide information/support for district initiatives.
 - Give suggestions on classroom management.
 - Support members in the classroom or workspace as needed.
 - Provide professional development opportunities.
 - Facilitate professional discussions.
 - Communicate on behalf of mentee to building administrator and/or union representative.

One-On-One Mentor Approved for First Year Members

- ❖ Assists in interpretation and application of curriculum assessments and teaching strategies through visitations and feedback sessions to the classroom, peer mentoring opportunities with mentee.
- ❖ Attends scheduled collaborative mentor meetings.
- ❖ Involved in arranging with the building administrator and covering classrooms in order to facilitate mentoring meetings or meetings with the mentee.
- ❖ Meets with mentee to discuss implementation and planning directly related to instruction and classroom effectiveness.
- ❖ Acts as a liaison between department/grade level chairs and mentee as needed to increase mastery of content. *(These meetings will provide an opportunity to discuss implementation and planning directly related to instruction and classroom effectiveness.)*
- ❖ Keeps records of mentoring:
 - logs contact hours spent with mentee.
 - records mentoring done as per NYS regulations.
 - submits records to coordinator on monthly basis.
- ❖ Duties include informal observations of the mentees and informal evaluations of observations that will stimulate conversations with mentee about observations.
- ❖ Acts as a confidential advisor *(see Appendix A)*.
- ❖ Attends scheduled meetings with mentee, mentor and/or administrator.

Second and Third Year Member Mentors (as needed)

- ❖ Tenured member, district Mentor Program Coordinator, and/or building administrator/department/grade level chair serve as a mentor resource for second- or third-year members.
- ❖ Department/grade level chairs in each building can be called upon to provide resources or mentoring.

Annual Mentor Induction Program Advisory Board

- ❖ This committee will include a number of people selected by the groups represented which includes: administrators, BOE members, members to include PFA representatives, and district Mentor Program Coordinator, with members having the majority (*at least 51%*).
- ❖ Consult and collaborate among the members on Mentor Induction Program development.
- ❖ Aid in the development of the mentor selection process.
- ❖ Aid in the annual refinement of the Mentor Induction Program by analyzing data presented by the district Mentor Program Coordinator.

Program Evaluation and Revision

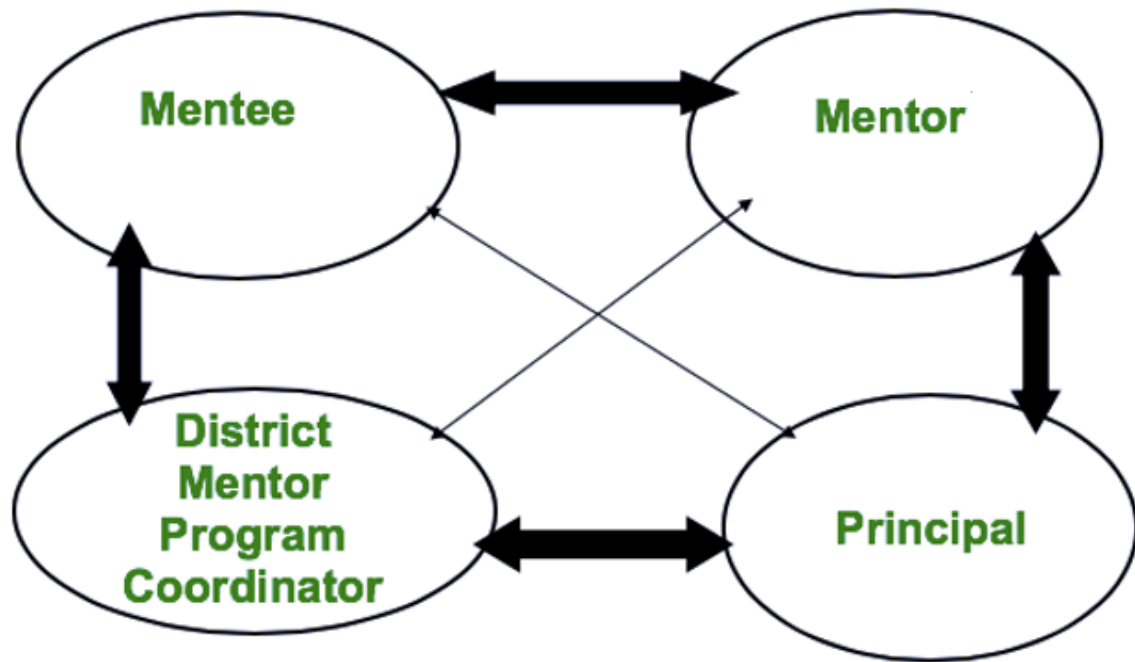
- ❖ With the use of NYS', "Assessing the Development of a District's Teacher Mentoring Program" rubrics and the relevant data collected throughout the year, the program will be reviewed annually for any revisions or adjustments.

Mentor Program Budget Allocation

- ❖ One-on-One mentors are paid as per PFA contract.
- ❖ Books, materials, and supplies will be allocated through Title funds.
- ❖ Substitute teachers' salaries for coverage will be accounted for through the BOCES School Improvement COSER.

Appendix A

Confidential Communication Model



This model allows the building/department administrator to initiate discussions with the district Mentor Program Coordinator/mentor relating to the areas of concern about the performance of a mentee. This gives greater clarity to the mentor's work because the mentor would hear first-hand the building/department administrator's concerns rather than hearing them through the filter of the mentee.

Appendix B

Mentor Program Log Codes and Descriptions

| | |
|------------|--|
| MD | Mentor Demonstration <ul style="list-style-type: none"> ✓ Explicit facilitation of a skill set or protocol. ✓ Mentor supported professional workshops/trainings. |
| MO | Mentor Observation <ul style="list-style-type: none"> ✓ Participate in an observation relating to your mentee. <ul style="list-style-type: none"> ○ May include mentor observing mentee or mentee observing mentor. ✓ Engage in reflection of an observation. <ul style="list-style-type: none"> ○ May include mentor observation of mentee, mentee observation of mentor, or mentee observation of a colleague. |
| MP | Mentor Planning <ul style="list-style-type: none"> ✓ Creating, developing, and dialoguing about curriculum, assessment, and instruction. <ul style="list-style-type: none"> ○ Includes collective planning with a grade level or department. ✓ Planning, creating, and developing work applicable to related service providers. <ul style="list-style-type: none"> ○ Includes collective planning with peers or department. |
| MC | Mentor Collaboration <ul style="list-style-type: none"> ✓ A collaborative partnership to increase professional growth through conversation and reflection. ✓ Collective reflection with a mentor or colleague on a topic, initiative, demonstration, etc. |
| MOF | Mentor Orientation Facilitation <ul style="list-style-type: none"> ✓ Orientation to the district and building in relation to procedures, department/grade level, functions, activities, culture, etc. ✓ Orientation to related service provider processes and protocols. |

Appendix C

Program Review

| Date | Item | Purpose | Review |
|----------------|---|---|---|
| January | <ul style="list-style-type: none"> ➤ One-on-one Mentor Survey ➤ Mentee Survey | Mid-year check-in | Mentor Induction Program Coordinator PFA President |
| April | <ul style="list-style-type: none"> ➤ One-on-one Mentors ➤ First-Year Members | End-of-Year Program Evaluation | Administration Induction Advisory Board |
| May | <ul style="list-style-type: none"> ➤ Non-Tenured Member | End-of-Year Program Evaluation | Administration Induction Advisory Board |
| June | <ul style="list-style-type: none"> ➤ Mentoring Plan Revision Meeting | Proposed Changes for Following Year | Mentor Induction Program Coordinator PFA President |
| | <ul style="list-style-type: none"> ➤ Mentoring Advisory Board Meeting | End-of-Year Evaluation of Program Approved Changes to Mentoring Plan | Mentoring Advisory Board |