

Marlboro Central School District Mentor Plan 2022-2025

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Marlboro Central School District

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Mentor Coordinator

Robert DeMarco, Marlboro Faculty Association

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MEMORANDUM OF AGREEMENT

MENTOR PLAN COMMITTEE

The mentoring program for new teachers was developed in 2003 by a “Mentor Committee”, a sub-committee of the Marlboro Central School District’s Professional Development Committee. This committee was composed of District teachers and administrators, K-12. This program was developed in collaboration with the Marlboro Central School District and the Marlboro Faculty Association.

The Mentoring Committee for the 2021-2022 School Year is comprised of the following:

Name	Position
Michael Bakatsias	Central Administrator
Robin Hecht	Central Administration
Robert DeMarco	Mentor Coordinator
Jena Thomas	Building Administrator
Lisa DeMarco (R)	Marlboro Elementary Teacher
Raquel Piazza (R)	Marlboro Middle School Teacher
John DeVenuto (R)	Marlboro High School Teacher

GOALS 2022-2025

Every newly hired teacher to the Marlboro Central School District will have the opportunity to become the protégé of a skilled and qualified mentor, at the beginning of his/her career.

It is our belief that a successful mentoring program will help to:

- Attract, train, and retain promising teachers
- Provide an opportunity for the district to recognize and reward the professionalism and expertise of tenured teachers in the district
- Encourage these experienced teachers to share their knowledge, skills, and talents with teachers new to the district
- Have new teachers become highly competent more quickly
- Improve student achievement

2022-2023 Meeting Dates Meetings will commence at 3:45 pm

Mentor Committee Meeting **(Wednesdays)**

September 28, 2022

December 21, 2022

February 1, 2023

March 29, 2023

May 24, 2023

June 14, 2023 - Wrap up

Mentor/Mentee Workshops

August 24, 2022 (Wednesday) NTO

August 25, 2022 (Thursday) NTO

October 19, 2022 (Wednesday) Legal

November 16, 2022 (Wednesday) PTC

January 18, 2023 (Wednesday) Tech

March 22, 2023 (Wednesday) ENL

May 3, 2023 (Wednesday) SEL

June - Mentor teams to wrap up/handle EOY items

The Committee seeks to provide staff development opportunities for mentors and mentees. Specific goals will be determined annually by the Mentoring Committee.

SELECTION OF MENTORS

- Applications are submitted by on-staff tenured teachers or recently retired teachers (2 years) who have maintained an active role in their subject area to the Assistant Superintendent for Curriculum and Instruction via Frontline Professional Growth platform.
- The submitted applications are forwarded to a “Mentor Committee,” who will review, select, and assign the mentor to a new teacher.
- The mentoring committee is made up of up to 4 administrators (appointed by the Superintendent of Schools), up to 4 teachers (appointed by the MFA), and 1 mentor coordinator (a teacher bargaining unit member who will be appointed through the District coordinators’ appointment process.)
- Mentors will be chosen from a list submitted to a selection committee made up of members of the Mentor Committee. First preference will be given to highly qualified, on-staff tenured teachers.
- All mentor applications will remain on file for 3 years, after which time mentors must reapply.

MENTOR PLAN

In working with a first year mentee the mentor will collaborate, guide and assist the mentee toward achieving the qualities of effective teaching. The mentor will be expected to integrate the mentee into the social system of the school, the district and the community: reduce the concerns and attempt to overcome the challenges of new teachers (discipline, classroom management, interactions with parents, instructional issues); develop the knowledge, skills, attitudes, and values that are vital to the success throughout a teacher’s career; enhance the teacher’s ability to deal effectively with diverse groups of individuals, the different learning styles of children and adults and the various teaching styles of educators; enhance the new teacher’s personal and professional development enabling them to obtain higher instructional competence; provide instructional and interpersonal support that furthers this development; offer an opportunity for the mentee to analyze and reflect upon their teaching; build a foundation for the continued study of teaching; and install norms of collegiality and experimentation; and the pedagogy of 21st Century skills (technology, critical thinking, data driven instruction, differentiation, collaboration).

Mentee Criteria:

First year teacher

Effective Mentors:

Effective mentors share a number of characteristics. The profile sketched below is based on a synthesis of observations described by many mentors and authors. While any single mentor may not possess all characteristics, effective mentors should have many of these qualities:

Content Knowledge

- They are considered by colleagues to be experts in the field.
- They set high standards for themselves.
- They enjoy and are enthusiastic about their field.
- They continue to enhance their knowledge in the field.

Demonstrated Skills in Their Field

- Their work demonstrates superior achievement.
- They use a variety of techniques and skills to achieve their goals.

Earned Respect of Colleagues

- They listen to and communicate effectively with others.
- They exhibit a good feeling about their own accomplishments and about the profession.
- They recognize excellence in others and encourage it.
- They are committed to supporting and interacting with their colleagues.
- They enjoy intellectual engagement and like to help others.
- They are sensitive to the needs of others and generally recognize when others require support, direct assistance or independence.
- They exercise good judgment in decisions concerning themselves and the welfare of others.

Share Expertise

Every mentor has a specific body of professional knowledge and skill to share. To illustrate, in the teaching profession a part of this pedagogical knowledge is referred to as “content.” The content or subject matter to be taught to students—for example, history or mathematics—must be transformed from the teachers’ university level knowledge of the subject into a form that is appropriate for the readiness level of each particular group of students. In other words, the subject matter must be repackaged to fit the students’ maturational, developmental or grade level, and the range of previous experiences the students are likely to have had. Experienced teachers develop a sense of how well various groups of students will understand specific subject matter when the content is presented at different levels of complexity. They are able to differentiate content to fit different needs. Similarly, teachers use a variety of teaching methods, each adopted to achieve a specific outcome.

SEVEN NYS Teaching Standards to guide student success:

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for **all** students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth, involves students in critical and innovative thinking and collaborative problem-solving related to real world contexts. skills, and achievement for **all** students.

Standard III: Instructional Practice

Teachers implement a variety of research-based instruction that engages and challenges **all** students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with **all students** to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess, analyze, interpret and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth. Teachers reflect on their practice to improve instructional effectiveness and use this reflection to guide their professional growth.

Note: Refer to NYS Teaching Standards and 2014 Rubric for all elements and performance indicators for each of the seven NYS Teaching Standards.

ROLES AND RESPONSIBILITIES

A. Administrators

- Facilitate faculty and community awareness
- Champion and support the Mentoring Program
- Encourage collegial collaboration
- Provide scheduled opportunities for planning, observation or conferencing between the Mentor and the Mentee
- Participate in evaluation of Mentoring Program and make suggestions for improvement
- Respect the bond of trust and confidentiality between the Mentor and the Mentee

B. Mentors

- Participate in the new teacher orientation
- Participate in professional development activities
- Make commitment to the mentoring process
- Orient Mentee to the school district and community
- Link Mentee to available resources
- Meet with Mentee at least one hour a week for the entire school year
- Model best practices in teaching and classroom management
- Observe at least one lesson of the mentee (video equipment available for lesson review/feedback and self-reflection)
- Be available to mentor your mentee outside regular school hours
- Participate in evaluation of the Mentor Program and make suggestions for improvement
- Maintain a contact log
- Maintain strict confidentiality

C. Mentees

- Participate in the new teacher orientation
- Participate in professional development activities
- Observe a lesson of the mentor and other “master teachers”
- Meet at least one hour a week with the Mentor
- Be available to meet with your Mentor outside regular school hours
- Participate in an evaluation of the Mentoring Program and make suggestions for improvement
- Maintain a contact log
- Maintain a reflective journal
- Maintain strict confidentiality

D. Mentor Coordinator

- Schedules and facilitates regularly scheduled Mentoring Committee meetings
- Research and coordinate outside professional development opportunities
- Network with other mentoring programs
- In collaboration with Mentoring Committee assigns mentors to mentees
- Suggest budgetary items relative to the mentoring program
- Maintains confidentiality
- Develop Mentor Application
- Monitor and evaluate the mentoring program
- Articulate program accomplishments to the Board of Education
- Facilitates any scheduling and meeting concerns
- Meets with building administrators to discuss program, scheduling, meeting concerns and progress

E. Mentoring Committee

- Attend regularly scheduled Mentoring Committee meetings
- Selects mentors w/ Mentor Coordinator
- Research and coordinate outside professional development opportunities
- Establish relationships with other school districts
- Become familiar with other mentoring programs
- Suggest budgetary items relative to the mentoring program
- Maintains confidentiality
- Develop Mentor Application
- Monitor and evaluate the mentoring program
- In collaboration with Mentoring Committee assigns mentors to mentees

THE PROGRAM

1. The program in each school functions under the general supervision of the Superintendent of Schools, the Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent for Technology & Personnel, Principal, and the Mentor Coordinator.
2. In assigning mentors to mentees, every effort will be made to match the academic area and/or grade level of the mentor and the mentee.
3. Mentors and mentees must meet for at least 40 hours (one hour per week) throughout the year.
4. Mentoring must be conducted in person, i.e. telephone or e-mail communications, although encouraged, are not counted toward the actual 40 hours.
5. Mentors are required to meet with their mentees at a time outside of the teacher workday, (except when) observing their mentees in their classes during mentors' lunch/prep periods, if they choose. Peer observations can be coordinated with building administration.
6. The mentor must maintain a time log to record contact hours, which must be signed by the mentor, mentee and the building principal and submitted at the end of the school year to the Mentor Coordinator. Forms for mentee/mentor are located on Frontline Professional Growth and should be submitted monthly.
7. The mentor/mentee relationship is confidential and not subject to review by administrative staff. The mentor's input should not be solicited for evaluation purposes by administration.
8. In the event that either the mentor or mentee feels that his/her partner is not fulfilling his/her responsibility, he/she can contact the Mentor Coordinator for assistance in resolving the issue.
9. The mentor and the mentee may be required to attend a workshop session for training and/or to discuss success/problems with the program and recommend procedural changes for the future.
10. The mentor and the mentee will be required to attend the New Teacher Orientation prior to the beginning of the school year.
11. The mentor, mentee, or administrator may request the "Mentor Program" for an additional year. The mentor committee will review all requests.

COMPENSATION

1. Mentors are paid a stipend of \$1,000 for the year of mentoring, upon completion of the school year and the submission of all mentor logs.
2. Mentors who are below BA+60 or MA+60 on the Marlboro Faculty Association's teacher contract salary schedules have the choice of 45 clock hours of in-service credit in lieu of the \$1,000 stipend. Mentors who select this option, must submit in writing, for pre-approval by the superintendent.
3. Mentees will receive 45 clock hours of in-service credit. This must be submitted in writing for pre-approval by the superintendent.
4. Mentor Coordinator will receive a starting stipend as per contract.

This Agreement Was Duly Ratified By The Board Of Education Of The Marlboro Central School District, And The Marlboro Faculty Association, And That Ratification Is Indicated By The Presence Of The Signatures Below.

Marlboro Faculty Association

By: _____
President

Date: _____

Marlboro Central School District

By: _____
Superintendent

Date: _____

APPENDIX

Share Expertise on Planning

- Team up during the orientation week before school begins and schedule regular times to meet for discussion and planning sessions.
- Discuss goals for the year or semester and objectives for units or lessons.
- Describe various classroom climates and environments observed or created and how these variations worked out.
- Review the state or district curriculum guidelines together and discuss how they can be woven into the curriculum.
- Share catalogs for ordering instructional materials and equipment.
- Show how to organize planning for the year, the semester, the week and the day.
- Share ideas about planning for contingencies.
- Talk about how and where to anticipate students' errors and misconceptions.
- Describe the labor saving steps used in planning that pay off later in reduced workload.
- Talk about the patterns of students' physical, social, and academic development in classes; and demonstrate understanding and valuing of differences among cultural, ethnic and linguistic groups of students in schools.
- Describe alternative strategies that are successful for teaching in classrooms where students have diverse or conflicting needs.
- Collaborate on a special unit of instruction or a project.
- Work together to design a new lab or learning center.
- Share syllabi, units of study or lessons that have worked well.
- Share computer software or show where other software can be found.

Share Expertise on Instruction

- Structure times at noon or the end of the day to share reactions to the teacher's day.
- Provide opportunities for the mentee to talk about any teaching concerns and to ask questions.
- Listen with interest when he or she talks about teaching a particular lesson or unit, and if asked, offer your own reaction or analysis and support.
- Be willing to share information about your own teaching successes and failures, if appropriate.
- Volunteer to receive an evening or early morning phone call in an emergency.
- Talk about timing, pacing and sequencing in teaching concepts that are different for students to master.
- Offer to demonstrate lessons or labs-live or on videotape.
- Discuss several kinds of lessons and the teaching methods that work best

- with various groups of students; explain the rationale for using various approaches.
- Brainstorm a wide range of solutions that might be fitting for common problems.
- Describe strategies you use to increase student attention, motivation or participation.
- Talk about “brick walls” and “roadblocks” that particular groups or all students encounter, and share your strategies for helping students move forward.
- Offer to prepare to videotape lessons or classes and offer to give feedback if the mentee has any questions.

Share Expertise on Management

- Take time to listen to concerns about management.
- Ask what kind of feedback on classroom management would be most useful.
- Discuss standards for classroom management and share strategies for meeting those standards.
- Talk about the importance of organizational routines and describe the routines that contribute most to the classroom management.
- Describe ways to let students know you understand their needs and concerns, and demonstrate ways to link that knowledge with long-range and short-term planning.
- Share examples of ways to enhance students’ self-concepts.
- Talk about the most difficult management problems you have encountered and various ways to address them.
- Describe techniques you tried that didn’t work and analyze why they didn’t work, demonstrating an experimental orientation.
- Talk about standards of school-wide conduct.
- Demonstrate a wide range of classroom management techniques-either live or on videotapes.
- Offer to analyze (as a colleague and peer) the videotape of a new teacher’s performance in the area of classroom management, and be willing to share your own videotapes.
- Share exemplary professional books or workshop materials on classroom management techniques.

Share Expertise on Teacher Evaluation

- Know the District Goals as presented on the District Website
- Have a working knowledge of the 2014 NYSUT Evaluation Rubric/APPR
- Explain APPR process and timeline
- Discuss and compare various techniques for reflection of one’s own teaching effectiveness.
- Help the new teacher to prepare for the review and assessment of his or her first year of teaching

Share Expertise on Student Assessment

- Talk about the variety of ways (formal and informal, verbal and non-verbal) that one can assess student learning and attitudes in specific subjects or at specific grade levels.
- Share your own system for grading and record keeping, and describe other models that you know about.
- Collaborate on the development of tests that might be used in identical or similar classes.
- Offer to share a collection of tests or other assessment measures you have developed.
- Offer to give feedback on the mentee's assessment instruments and their results.
- Review the standardized test program used by the school or district, and talk about its role in relation to curriculum planning and assessment of student learning in the classroom.
- Describe various strategies to handle the expected paperwork associated with students' assignments.
- Explore various approaches for sharing assessment results with students, administrators and parents.
- Explain the use of technology in assessment (STAR, BARS, ASAP, Castle Learning, Wilson Daily Prep, Grad-Point, ESpark)

SELECTION PROCESS OF A MENTOR

The Mentor Committee will select from those veteran teachers who have applied to be a mentor in the Marlboro Central School District.

To be a mentor the following criteria will be considered relative to all applicants:

- Be a tenured teacher in the Marlboro Central School District
- Have a minimum of five (5) years teaching experience
- Demonstrate superior skill in their content area as demonstrated by student performance
- Employ best practices in their daily teaching
- Demonstrate excellent interpersonal skills
- Show evidence of self-reflection
- Be receptive to new information about the process of teaching
- Show evidence that measured risks have been taken to achieve professional growth (i.e. pilot new curriculum)
- Demonstrate an understanding of the strict sense of confidentiality and trust between the mentor and mentee
- Must demonstrate good attendance practices
- Academic success rate (to receive input from the mentoring committee on how this can play into best practice)
- Recent participation in professional development
- Affiliations with professional organizations and organizations promoting best practice and lifelong learning (receptive to new information)
- It is the intent of this committee that the mentor be an educator who exhibits superior pedagogical skills, superior subject matter skills, excellent teaching abilities, and strong interpersonal relationship qualities.
- It is with these qualities in mind that the mentor committee will guide the mentor in assisting with the design and focus of instructional activities and other professional responsibilities throughout the year.
- Mentors must be willing to commit to mentor a new teacher for the entire school year. Mentors can have only one mentee unless there is a lack of available qualified on-staff tenured or recently retired teachers.

- Enroll and/or complete National Board Certification (skill in content area, best practices in daily teaching, and a willingness to engage in self reflection and show a willingness to take a measured risk)