

Yorkshire-Pioneer Central School District

Mentoring Induction Plan



2019 - 2020

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Please Note: New York State Rubrics Separate Document Included

Pioneer Central School District

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.

The Pioneer School Board of Education adopted four 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

- ❖ Teacher, 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.

Yorkshire Pioneer Central School District Initiatives

Positive Behavior Interventions and Supports

Universal

-Respectful, Responsible and Ready

Targeted

- Assigned "At-Risk" Interventions by Building Teams

Thoughtful Education

Curriculum & Instruction

- Aligned Curriculum
- Common Unit Planning
- Shared Folders on District Cloud
- Math & ELA Modules
- Next Generation Science Standards & Social Studies Frameworks

- Thoughtful Classroom
(New Teacher Training by Pioneer)
- Mentoring|
- Assessments
 - Benchmarking Grades 5-11
 - iReady
 - Aimsweb
 - Benchmark Assessment System
 - Spirals
- eDoctrina
- One to One Devices

Building Learning Teams & Building Learning Clubs

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 teachers by:
 - Providing an environment to foster student and teacher success.
 - Effectively implementing the district mission and vision in teaching and learning.
 - Developing teachers who foster critical thinking in an environment that is engaging and thoughtful.
 - Assuring that teachers work collaboratively and continuously reflect on professional practice to improve teaching and learning.
 - Assuring that teachers put students first in a safe, caring environment.
 - Promoting the personal and professional well-being of new teacher members.

Program Participants and Roles

DISTRICT MENTOR PROGRAM COORDINATOR

- ❖ Chair Induction Advisory Board
- ❖ Schedule, plan, and implement the program
- ❖ Coordinates:
 - New Teacher Academy during August
 - 1st year teachers (and long-term substitutes) in their 1st year mentoring program
- ❖ 2nd and 3rd year teacher supports (as requested)
- ❖ 4th year teacher supports (as requested)
- ❖ Coordinate mentor collaboration meetings:
 - Teacher Center 30-hour inservice (stipend) course offerings for 1st, 2nd, 3rd & 4th year teachers including:
 - Thoughtful Education
 - Poverty
 - Technology
 - Positive Behavior Interventions and Supports (PBIS)
- ❖ 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
- ❖ Academy for other new professional teachers by
 - Including them in August academy programming.
 - Providing a one-on-one mentor (if appropriate).
 - Provide peer mentoring opportunities and training meetings.
 - Act as liaison between department/grade level chairs and individual teachers as needed to increase mastery of content, instructional strategies and classroom management.

- Attend pertinent conferences/workshops and sharing information gained with new teachers.
- Act as a confidential advisor (*see Appendix A*).
- Visit classrooms on invitation and provide lesson critiquing and constructive feedback upon request.
- Serve as a resource.
- Serve as a mentor to observe a lesson prior to formal observation by building principal or department director.
- Informal visits to offer assistance.
- Research mentor programs through visitations and professional literature.
- Adjust the mentor/mentee pairing when necessary.
- Collect data relevant for program evaluation.
- Budget development.

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 teachers on topics such as:
 - Classroom Management – administration and veteran teachers 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 teachers in LMC
 - Special Education/Assistive Technology
 - NYS Next Generation English (ELA) Standards
 - NYS K – 12 Social Studies Framework
 - NYS P – 12 Science Learning Standards
 - NYS Next Generation Math Standards
 - Curriculum – (Module Adaptation & Reader's/Writers' Workshop)
 - Curriculum Module Adaption
 - Facilitating faculty awareness and support for the mentoring program in the school and community
 - Serving on a mentor selection committee
 - Assisting in development of schedules for participants
 - Assisting with other scheduling for program activities
 - Participation in mentor/mentee trainings
 - Conducting observations and complete annual APPR

MENTEES

- ❖ All 1st year non-tenured teachers in the district, including replacement long-term substitutes who teach a semester or more will be considered mentees.
- ❖ 2nd year teachers may have support from the mentoring program to extend their learning and have additional support from the district (***applicable for teachers hired after January 1st 2010***).
- ❖ Beginning in February 2004, all teachers seeking to obtain a permanent 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 still require an appropriate level of mentoring.
- ❖ Mentees may be part time teachers on a permanent basis, long term substitutes who teach less than a semester as recommended by administration, and/or non-tenured teachers as recommended by administration.
- ❖ Attend New Teacher Academy during August as provided by district
 - ***As necessary and/or mutually agreeable between mentee and district***
 - Please note that “teacher” refers to a certified teacher, and/or related service provider or appropriate teacher
- ❖ Attend scheduled New Teacher workshops, pertinent meetings and participate in Teacher Center In-service courses as outlined in the mentoring activities section of the Mentor Plan.
- ❖ Work with the mentor to improve classroom management and instructional skills.
- ❖ Participate in scheduled professional discussions.
- ❖ Commitment to the mentor-mentee relationship as evidenced by:
 - Positive attitude, high level professionalism with a focus on team work, 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.

- 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 teachers):
- New teachers will receive a rigorous 3-day academy program in August. The program is designed to be a meaningful learning experience for new teachers 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, teachers 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 classroom to participate in peer mentoring, classroom visitations, or planning with grade-level or content-appropriate teachers for assistance. (For no more than 10% of the school year).
- ❖ 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 30-hour in-service courses that are available and designed specifically for non-tenured teachers [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.

Professional Expectations – Roles of the Participants

FIRST YEAR TEACHER

Beginning teachers in the Teacher Mentoring Program are expected to:

- ❖ Attend the New Teacher Academy days in August and complete the 30- hour Teacher Center course.
- ❖ Attend beginning teacher group meetings.
- ❖ Attend combined group meetings with mentors.
- ❖ Conduct a minimum of one visitation in other classroom with your mentor and include reflection on the visitation.
- ❖ Conduct a minimum of one visitation in other classroom (other than your mentor) from October to April.
- ❖ Work with the mentor.
- ❖ Use time wisely on Release-Days.
- ❖ Complete program evaluations.
- ❖ Meet weekly with your mentor to discuss lesson plans, management, instruction, etc.
- ❖ Conduct a minimum of one visitation where you are observed by your mentor followed by a meeting with your mentor to discuss the visitation.
- ❖ Attend workshops designed especially for beginning teachers.
- ❖ Communicate with the PFA New Teacher 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, mandatory days, In-service courses, etc. for planning purposes.

FIRST YEAR TEACHER MENTOR

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

- ❖ Familiarize your mentee with your building's physical layout, policies, 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.
- ❖ Attend a mentor training day.
- ❖ Conduct at least one visitation in other classrooms with your mentee and include reflection on the visitation.
- ❖ Observe your mentee teaching a lesson at least two times between October and April and include reflection time after each observation.
- ❖ Use release time for visitations or mentoring.
- ❖ Complete program evaluations.
- ❖ Assist your mentee with Open House and Parent-Conference day preparations as needed by building.
- ❖ Assist your mentee with the preparation of grades and/or report cards.
- ❖ Maintain a log of all professional development activities (*1 on 1 mentoring time only*).

SECOND AND THIRD YEAR TEACHERS

Second and third-year teachers 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 TEACHER MENTORS (as requested)

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

- ❖ Attend district training as appropriate
- ❖ 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 TEACHER

Fourth year teachers 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 TEACHER MENTOR (as requested)

- ❖ A request for a 4th year teacher mentor, despite origination, would be mutually agreed upon by the PFA and the district.
- ❖ 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.

Mentoring Program Activities - Year 1

MENTORING PROVIDED

- ❖ New Teacher Academy (3 days in late August)
- ❖ 1-on-1 Mentor
- ❖ Pioneer Teacher Center in-service course
- ❖ Technology Integrator Help Sessions (Optional)
- ❖ Release time for observing best practices and mentor feedback

TEACHER DEVELOPMENT/TECHNOLOGY SUPPORT SESSIONS

- ❖ Conduct a minimum of 2 visitations to observe mentor or other teachers (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, Web site 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 Gradebok 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 1-on-1 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 teachers will be given an opportunity to “practice” before formal observations, if requested.
- ❖ The peer mentor will provide support to teachers through watching teachers in the classroom and leading instructional conversations
- ❖ Walk-throughs will be conducted on a regular basis.

NEW TEACHER VISITATIONS TO OTHER CLASSROOMS

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

BUILDING PRINCIPAL/DEPARTMENT DIRECTOR RESPONSIBILITIES

- ❖ Interviewing for new teacher and making recommendation to the Superintendent.
- ❖ Providing materials/supplies to start a classroom and/or prepare for duties.
- ❖ Building specific initiatives/monthly meetings.
- ❖ Including new Special Education teachers and other new professional teachers – familiarizing new teacher with building culture, technology, and building principal’s expectations.
- ❖ Planning training for new teacher as necessary – if designed specifically for new teachers and the Mentor Program Coordinator is informed.
- ❖ Work in collaboration with Mentor Program Coordinator by suggesting and planning building/district wide professional-development for new teachers.
- ❖ Observations/APPR

Mentoring Program Activities - Year 2

MENTORING PROVIDED

- ❖ 1-on-1 mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee.
- ❖ Upon Superintendent approval

TEACHER 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 (STIPEND) 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

- ❖ Basic material and supplies to start up a classroom and/or prepare for duties
- ❖ Observations/APPR
- ❖ Conduct quarterly meetings to address any concerns

Mentoring Program Activities - Year 3

MENTORING PROVIDED

- ❖ 1-on-1 mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee.
- ❖ Upon Superintendent approval

TEACHER 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

- ❖ Basic material and supplies to start up a classroom and/or prepare for duties
- ❖ Observations/APPR

Mentoring Program Activities -Year 4

MENTORING PROVIDED

- ❖ 1-on-1 mentor if requested and/or recommended by supervisor, mentor, PFA Designee or mentee
- ❖ Upon Superintendent approval

TEACHER 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

- ❖ Tenure recommendations

Professional Expectations – Role of Mentors

MENTOR ELIGIBILITY

- ❖ A teacher 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 teacher

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 in the same building
 - Option 2 – Approved tenured teacher 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 teacher (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 teacher 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 teachers to learn and grow in the district
- ❖ A mentor will be available to:
 - Observe teachers in their classroom and provide feedback on curriculum, instruction and assessment
 - Provide information/support for district initiatives
 - Give suggestions on classroom management
 - Support teachers in the classroom 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 1ST YEAR TEACHERS

- ❖ 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 mentor collaborated training 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.

2ND AND 3RD YEAR TEACHER MENTORS (as needed)

- ❖ Tenured teacher, district Mentor Program Coordinator and/or building administrator/department/grade level chair serve as a mentor resource for 2nd and 3rd year teachers.
- ❖ Department/grade level chairs in each building can be called upon to provide resources or mentoring.

ANNUAL INDUCTION PROGRAM ADVISORY BOARD

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

PROGRAM EVALUATION AND REVISION

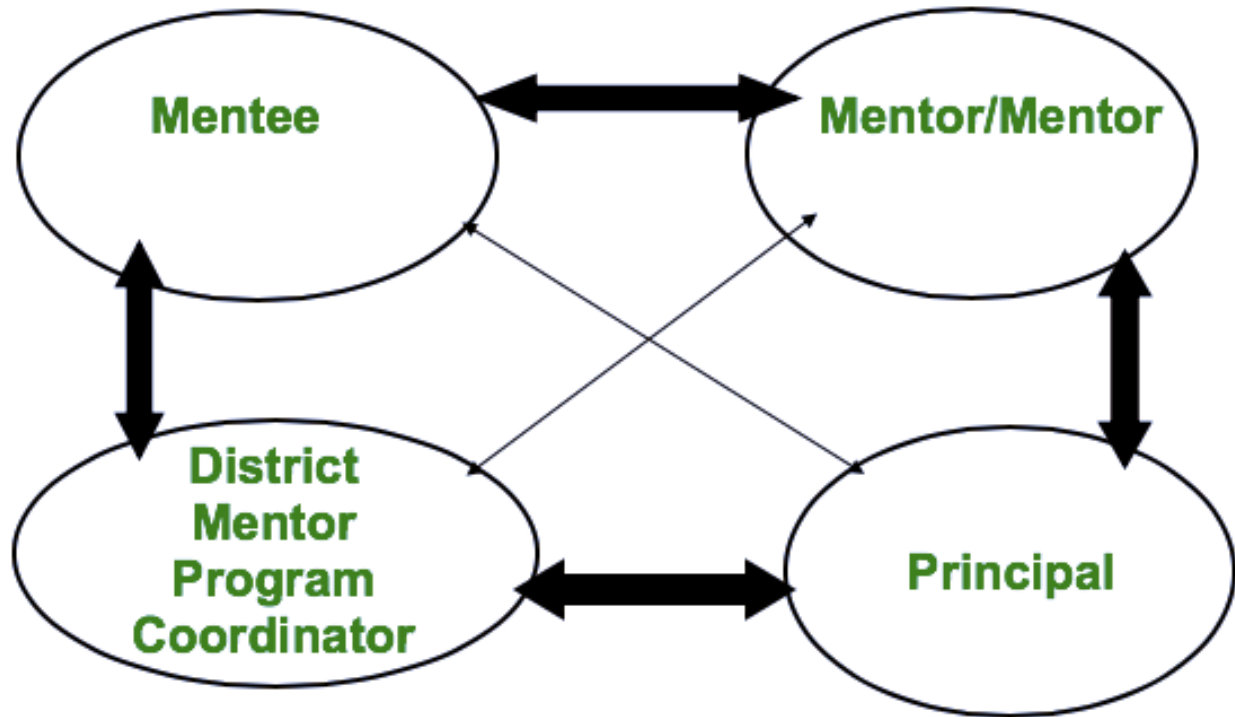
- ❖ With the use of NYS', "Assessing the Development of a District's Teacher Mentoring Program" rubrics and the relevant data collected throughout the year, the program will be reviewed annually for any revisions or adjustments.

MENTOR PROGRAM BUDGET ALLOCATION

- ❖ One-on-One mentors are paid as per PFA contract for department chairs.
- ❖ 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 Logs

Teacher Mentor (TM) Log Codes

TMI	TM (direct) Instruction <ul style="list-style-type: none"> ✓ Explicit teaching of a skill set (using lecture or demonstrations) ✓ District and other professional workshops/trainings
TMO	TM Observing <ul style="list-style-type: none"> ✓ Noting and recording what you are watching with mentor/mentee time designated for reflection
TMP	TM (shared) Instructional Planning <ul style="list-style-type: none"> ✓ Planning thoughtful, differentiated lessons with an identified purpose of the lesson ✓ “Brainstorming” time on instructional strategies, lesson development, classroom management, professional practices, etc.
TMC	TM Mentoring <ul style="list-style-type: none"> ✓ A collaborative partnership to increase professional growth through conversation and reflection
TMR	TM Academy – <ul style="list-style-type: none"> ✓ Mentor/Mentee - Academy to the building, procedures, department/grade level ✓ District – three to five days of training for new teachers to describe the district initiatives and build relationships between new teachers