

Pine Valley Central School District

Mentoring Plan



**“Some people go into teaching
because it is a job.
Some people go into teaching
to make a difference.”
Harry Wong**

**Approved by the Board of Education July 26, 2007
Revised and BOE Approved: October 7, 2010
Revised and BOE Approved: August 18, 2016
Revised: March 20, 2019; BOE Approved: July 11, 2019**

Pine Valley Central School District Mentoring Plan
(revised September 2010)
(revised July 2016)
(revised March 2019)

Introduction

Induction of new teachers/teacher assistants to Pine Valley is an important part of the overall program and professional development of beginning and experienced personnel new to the district. It is part of the teacher's/teacher assistant's continuum of experiences – building on preparation programs and accomplishments and anticipating continued development over the course of his/her career.

The PVCS Mentoring Program is designed to assist teachers/teacher assistants, both new and experienced, in the most critical areas of: classroom management, curriculum implementation, instructional practices and assessment of student learning. In addition, the plan's focus is on assisting a teacher/teacher assistant new to Pine Valley in better understanding our district's policies, procedures and culture. The PVCS Mentoring Program is aligned with the New York State Education Department's 2004 regulations and is part of the Pine Valley Central School District Professional Development Plan.

The knowledge, organizational skills and wisdom of the experienced mentor, coupled with the energy, enthusiasm and eagerness of the new employee, are key ingredients leading to a more productive and satisfying new teacher/teacher assistant experience. The mentoring relationship emerges, develops and matures in response to the teacher's/teacher assistant's perceived needs and abilities. In general, the mentoring program is characterized as professional, flexible, trustful, mutually educational and sustained contact.

Purpose

1. To provide support that develops and increases the instructional skills of first-year, non-tenured teachers/first-year teacher assistants.
2. To improve the abilities of first-year, non-tenured teachers/first-year teacher assistants to increase student achievement consistent with the New York State learning standards.
3. To ensure first-year, non-tenured teachers/first year teacher assistants learn the policies, procedures and daily routines to optimize their comfort level and feeling of belonging.

Confidentiality must be maintained between mentor and mentee at all times. In no way should confidential information be shared from mentee or mentor. However, in the event that someone's actions puts students at risk, information must be shared with the administration.

Elements of the Mentoring Program

Definitions

Mentee is a first-year, non-tenured teacher or first-year teacher assistant.

Mentor is a tenured PVT/TA teacher for either a first-year, non-tenured teacher or first-year teacher assistant or a tenured teacher assistant for a teacher assistant.

Procedures for Selecting Mentors

- The pairing of mentors/mentees is at the discretion of the PVCS administration
- Mentors will generally be assigned to mentees based on their proximity in both teaching assignment and location
- It is recommended that the mentor/mentee relationship continue for the duration of the mentoring plan

Qualifications of Mentors

To be selected, a mentor must:

- Be tenured
- Submit a completed mentor application
- Possess the performance criteria listed below
- Complete the district-sponsored training

Performance Criteria for Mentors

- Use of effective instructional techniques and research-based strategies
- Classroom management
- Professionalism
- Interpersonal and communication skills
- Demonstration of positive growth in professional development
- Attendance at mentor/mentee meetings
- Maintain confidentiality

Preparation and Training of Mentors

- Additional training will be provided in accordance with the Pine Valley Central School Professional Development Plan
- Training will be provided for mentors to:
 - Deepen their understanding of the mentor role
 - Deepen their understanding of the stages a new teacher goes through
 - Provide mentors with a repertoire of skills for working non-judgmentally with a colleague
 - Teach mentors how to build trust with a colleague
 - Make mentors aware of pitfalls
 - Inform mentors of the resources and expectations of the mentoring program

Allocation of Time

A combination of summer time, planning time, before-school meetings and after-school meetings will be utilized for the implementation of the mentoring plan.

Roles and Responsibilities

Mentor	Mentee
<ul style="list-style-type: none"> ● Mentors in curriculum, policies and procedures ● Maintains confidentiality and professionalism as a non-evaluative resource ● Participates in scheduled meetings and mentoring activities and completes the Mentoring log. A minimum of four (4) hours from September-November and four (4) hours from December-May is required. This log will be submitted in December and May – attached to a payment claim form ● Familiarizes the mentee with the district and building resources, guidelines and expectations ● Guides the mentee in areas of student assessment, instruction, classroom management and design, discipline, scheduling, planning and organization and communication with parents ● Visits the mentee’s classroom and offers the mentee opportunities to visit the mentor’s classroom ● Promotes self-reflection and self-analysis by the mentee ● Assists the mentee in setting goals ● Mentor will review and advise the mentee with respect to teaching style and methods. Content area advice may be provided by curriculum coordinators. As needed, the mentee may consult with other colleagues on matters of teaching style, methodology and content. 	<ul style="list-style-type: none"> ● Participates in additional professional development as outlined in the PVCS PDP ● Maintains confidentiality and professionalism with the mentor ● Participates in scheduled meetings and mentoring activities and completes the Mentoring log with Mentor. A minimum of four (4) hours from September-November and four (4) hours from December-May is required. ● Becomes familiar with the district and building resources, guidelines and expectations ● Gains understanding in areas of student assessment, instruction, classroom management and design, discipline, scheduling, planning and organization and communication with parents ● Visits the mentor’s classroom ● Engages in self-reflection and self-analysis ● Establishes goals ● Reviews teaching styles and methods. Content area advice may be provided by curriculum coordinators. As needed, the mentee may consult with other colleagues on matters of resources, materials, teaching style, methodology and content.

Types of Mentoring Activities

Possible mentoring activities include immediate concerns and procedures, teaching styles and techniques, district and building organization, professional growth and development, and other identified areas.

Roles of the Mentoring Committee

The mentoring committee includes mentors and Principals/Director of Curriculum & Instructional Technology

- Meets twice a year
- Evaluates the mentoring program

Program Accountability/Evaluation

Mentors and mentees will provide an evaluation of the program at the conclusion of each semester. The Mentor Committee will make any necessary revisions to the program. Modifications of the Mentoring Plan will be shared with the Pine Valley Central School District Board of Education.

Program Funding

Funding for the mentoring program will consist of the following stipends for mentors:

Teachers

\$750 for mentors of one 1st year Pine Valley teacher

\$250 for mentors of one 2nd year Pine Valley teacher (administrative request)

Mentors may have a total of two mentees; only one of the two mentees can be a first-year mentee.

Teacher Assistants

\$250 for mentors of 1st year Pine Valley teacher assistant

Superintendent's Verification Statement

The Superintendent's Verification of Mentoring Statement will be completed online on the New York State Education Department's TEACH website at the end of June each school year verifying that mentoring has been completed in fulfillment of certification requirements for the Professional certificate.

PINE VALLEY CENTRAL SCHOOL

MENTOR APPLICATION

School Year _____

Name _____ Building _____

Home Phone _____ School Phone _____

Indicate how many mentees you would be willing to have ___ one (1) ___ two (2)

Teaching Assignment at Pine Valley Central School _____

Total years in education _____ Years at PVCS _____

Degrees and Majors: _____

Specialized Training: _____

District and/or Building Committee Participation/Teacher Association Involvement: (List committees which you have chaired or participated on and length of time served.)

Applicant's Agreement:

My signature below indicates my willingness to attend the mandatory mentor training and the mentor/mentee activities. I understand that there will be required topics to address with the mentee and required records to maintain. I understand the need for confidentiality and am willing to sign a confidentiality agreement when assigned a mentee.

Signature of Applicant: _____

Date: _____

Please return your application to the building principal.

TEACHER/MENTOR AGREEMENT
AND
STATEMENT OF COMPLETION

During the academic period from _____ to _____
date (month, year) date (month, year)

_____ and _____
Mentor's name Mentee's name

will participate together in the PVCS Mentoring program as described in the Pine Valley Central School Mentoring Plan.

Mentor's signature Date

Mentee's signature Date

During the academic period stated above, we have participated together in the PVCS Mentoring Program as described in the Pine Valley Central School Mentoring Plan.

Mentor's signature date

Mentee's signature date

This page, along with the checklist, Log Sheet, and Mentor Program Evaluation, must be submitted to the building principal at the conclusion of the mentoring assignment.

Suggested Discussion Topics (to be completed by the mentor)

New Teacher Orientation

- Grading and evaluation techniques
- Five week reports/Report cards/Parent Conferences/Other communication between home and school
- Duties (hall, bus, after school)
- Lesson preparation, class participation, activities, etc.
- Where to get supplies
- Keys to classroom/where and when to leave
- How to use the copy machine
- Support services: guidance, social worker, psychologist, etc.
- Fire drill and other emergency procedures
- Meeting Schedules
- Students with disabilities
- Testing procedures: classroom, building, state
- Student Recognition
- Substitute plans
- Logging professional development hours
- Buying lunch/where to eat lunch
- Counseling referral procedures
- CSE procedures (what to bring, what to share)
- Motivating students
- Communication with administration and staff
- Introduction to colleagues within the building

September

- Use of data (Data Mentor) – scanning of Regents, 3rd - 8th ELA & Math NYS Assessments, 4th/8th grade science
- Confidentiality
- Arrangement of classroom
- AIS procedures
- Utilization of technology
- Classroom management
- Faculty Handbook
- Scope and sequence of my content
- NYS Core Curriculum Guides
- Instructional strategies/Consultant teaching/Grouping
- Questioning techniques
- Diagnosing and meeting the needs of individual students
- RTI procedures
- Evaluating student work
- Co-curricular programs/Advisorship duties and responsibilities/Chaperoning

- Open House
- Staff development opportunities
- APPR/PDP/Mentoring/AIS Plans

October

- District and building committees
- Communication with Parents: Role play a mock parent/teacher conference and a variety of phone calls that must be made regularly
- Opportunities to observe mentee
- Communication with students
- How to prepare for observation by mentor or administrator

December

- Reflection – How is the year going?
- Field trips and guest speakers

January

- Character education/Service learning
- Budget – acquisition of materials: general supplies, books, resources

April

- Professional organization
- Curriculum development
- Graduate course work
- Opportunities for mentee to observe mentor and other professionals

May

- End-of-the-year procedures

June

- Where to get forms
- In-service credit
- Record keeping procedures (grades, attendance)
- Communication with parents and community
- Student support services
- Opening of the year procedures
- Homework
- Discipline (classroom rules and procedures)
- Summer orientation
- Goal setting
- Tour of the school buildings
- Orienting the new teacher to the school culture
- Bus tour to gain understanding of the community's history, demographics, resources and students served by the district

Mentee Classroom Walk Through

Teacher _____ Date _____

Grade/Subject Area _____ Time _____

Number of Students _____ Mentor Other Suggested Teacher

Complete the following prior to walk through:

Description of Lesson:

Area of Focus:

Please check areas of Criteria for Effective Teaching observed during lesson.

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Comments:

Complete after the walk through:

What did you learn from this experience?

What types of collaboration took place for this lesson?

What might improve this lesson?

Completed by: _____ Date: _____

Mentor Classroom Walk Through

Mentee _____ Date _____

Grade/Subject Area _____ Time _____

Number of Students _____

Complete the following prior to walk through:

Description of Lesson:

Area of Focus:

Please check areas of Criteria for Effective Teaching observed during lesson.

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Comments:

Complete after the walk through:

What did you learn from this experience?

What types of collaboration took place for this lesson?

What might improve this lesson?

Completed by: _____

Date: _____

Mentoring Relationship: Self-Assessment Rubric

Level 1	Level 2	Level 3	Level 4
Mentor-mentee contact is irregular and generally precipitated by a need for information or assistance.	Contact occurs as scheduled and satisfies the mentee's needs for information.	The mentor and mentee maintain regular contact.	Contact between mentor and mentee is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district.
Interactions are limited to the transfer of critical, basic information.	Throughout the relationship, information production remains higher for the mentor.	Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.	Both the mentor and the mentee consistently initiate learning-focused conversations regarding teacher and student learning.
The mentor provides suggestions and advice as requested.	The mentor conducts conferences employing strategies to fix current problems and add to the mentee's list of activities.	The mentoring relationship is mutually beneficial and information production is equal.	The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the mentee's capacity to generate information.
The mentee's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.	Discussions center on specific episodes and situations. Meeting mentee's needs may become time intensive for the mentor.	Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.	Mentoring interactions promote connection making between instructional practice and student results. Personal knowledge is transferred and applied to other content and contexts. This knowledge informs future actions.
The greatest knowledge for the mentee is within the management domain and generally does not progress to the examination of impact.	The mentor provides orientation and introduction to the professional school community.	The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.	The mentor models problem-solving processes and reflective practice which mentee adopts.
Survival strategies are the emphasis of the mentee's learning.			The mentee participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community.

NEW TEACHER/MENTOR PROGRAM EVALUATION

To be completed in December and May by each mentor and mentee. Please return to the building principal.

Program Strengths:

Areas in need of improvement:

Suggestions for improvement:

Other comments:

I am a _____ mentor _____ mentee.