

Otsego Northern Catskills BOCES
Teacher Mentoring Program

Plan Adopted: May 24, 2004

Plan Revised: January 13, 2016

Plan Revised: February 10, 2016

ONC BOCES Teacher Mentoring Program

1. Purpose

ONC BOCES recognizes the need to support and provide guidance to beginning teachers new to the profession, as well as assisting experienced teachers that are new to BOCES. The Teacher Mentor Program has been developed in accordance with the requirements outlined by the New York State Education Department.

The Mentoring Program is also a resource to assist new teachers to complete requirements of certification and improve their teaching skills. We also wish to assist experienced teachers new to ONC BOCES acclimate to the culture and procedures of ONC BOCES. At the conclusion of the formal partnership, we hope this professional partnership will last for many years as these partners work as colleagues. Additional information about mentoring is outlined below.

Teachers New to the Profession - The specific goals of the Mentoring Program for teachers new to the profession will include the following:

- Help beginning teachers transition from preparation to practice
- Provide guidance and support to develop and improve instructional and classroom management skills in order to increase student achievement
- Help beginning teachers (mentees) understand the culture of BOCES and the component schools
- Maintain the retention rate for good beginning teachers
- Create a professional learning culture to support student success
- Help impart subject and content knowledge including the integration of Learning Standards adopted by the New York State Education Department
- Develop an understanding of and appreciation for the ONC BOCES mission and culture
- Assist new teachers forge a positive working relationship with stakeholders, including students, staff, parents, component school personnel, etc.)

Experienced Teachers New to ONC BOCES - The purpose of the ONC BOCES Experienced Teacher Mentoring Program is to assist experienced teachers acclimate to BOCES and forge a positive working relationship with staff. Newly hired experienced teachers, as determined by their supervisor, will be provided mentors. If a mentor is to be assigned, it can be for a semester or on a full-year basis. They will follow the same procedures as teachers new to the teaching profession. The specific goals of the Experienced Teacher Mentoring Program will include the following:

- Help experienced teachers to acclimate to the ONC BOCES culture
- Provide guidance and support
- Assist new teachers forge a positive working relationship with stakeholders, including students, staff, parents, component school personnel, etc.)
- Work in a collaborative manner with staff to improve student achievement

- Maintain the retention rate for good teachers
- Create a professional learning culture to enhance instruction, student achievement and to support the ONC BOCES mission
- Review Learning Standards in the context of the teacher's assignment

2. Selecting Mentors

On a yearly basis, Human Resources (HR) will accept applications for teachers wishing to be a mentor. Principals and supervisors, in conjunction with the Human Resource Office, will select mentors. Recommendations, indicating whether a mentor will serve for a semester or year, will be made to the District Superintendent. The District Superintendent will recommend appointment of mentors to the Board of Education for their approval. The following criteria are among the attributes that will be considered:

- Mastery of pedagogical skills
- Content knowledge, where appropriate
- Teachers in good standing, (e.g. effective teaching ability and being rated as effective or highly effective)
- Enthusiasm for teaching
- Exhibition of effective interpersonal and written and oral communication skills
- Permanent or professional certification
- Leadership qualities

Additionally, mentors must be willing to participate in mentor training (to be held annually) and agree to participate fully in the mentoring relationship throughout the semester/school year, whichever applies.

3. Mentor Training / New Employee Orientation

The Teacher Mentor Program will include training for mentors to assist them in fulfilling their duties. The mentor training will be connected to the new employee training, usually held in late August. Mentor and mentees must participate in the new employee orientation program, unless the partnership begins mid-year. In such case, a modified orientation will take place. HR will provide orientation dates to teachers wishing to serve as mentors.

4. Mentor's Role and Responsibility / Activities to be Scheduled

The role of the mentor varies between mentoring a teacher new to the profession and mentoring an experienced teacher new to ONC BOCES. The primary role of the mentor is to provide guidance and support. Mentoring teachers new to the profession, the mentor is assisting the mentee transition from teacher preparation to teaching practice. Mentors for experienced teachers, should assist them to effectively manage their teaching responsibilities and learn about BOCES. Mentors will also facilitate and support the mentor program goals as listed below. It is important to note that the role of the mentor shall not be one of evaluator. Specific goals and responsibilities of the mentor include, but are not limited to, the following:

- Familiarizing the mentee with the goals and mission of ONC BOCES
- Familiarizing the mentee with ONC BOCES resources, expectations and

procedures

- Providing an orientation to climate/culture of ONC BOCES
- Sharing information and ideas about instructional process, including opportunities for peer observation and planning sessions
- Sharing knowledge, skills and information to include the NY State Learning Standards and Assessments
- Assisting in the understanding of the Annual Professional Performance Review (APPR) process
- Providing guidance with issues such as instructional planning and delivery, managing student behavior, meeting reporting and communication requirements, etc.
- Promoting growth through self-analysis and self-reflection offering his/her support and acting as a professional resource in a non-judgmental way
- Maintaining confidentiality and professionalism
- Being willing to meet with other mentors to share experiences and opportunities for the purpose of improving the mentoring experience
- Meeting once per week, during school hours or before or after school as appropriate and/or necessary, for a minimum of 30 minutes with the new teacher
- Visiting the new teachers classroom during teaching periods for the purpose of peer coaching and providing feedback
- Participating in training, attending conferences and/or professional workshops
- Modeling collegiality
- Opening their classroom to the new teacher to model effective teaching techniques
- Arranging visits for the new teacher to observe other colleagues in the department or grade level

5. Mentee Role and Responsibilities

The mentee is responsible for working with the mentor to complete activities as outlined in the Mentor Program. Developing a year-long plan is appropriate. Mentee's should also work with their immediate supervisor to successfully complete their first year of teaching.

Experienced teachers should work with their mentors and employ any/all of the activities outlined for teachers new to the profession, as is deemed appropriate.

- Mentees, in conjunction with their mentors, will develop a mentor plan for the year. This plan should be presented to the principal for review before October 1 and amended as necessary. Should the mentor/mentee relationship be started after the school year is underway, the mentor, mentee and principal will select an appropriate date for this review.
- Mentees will review the plan in January with their supervisor and mentor to assess and modify the plan if necessary.
- Meeting once per week, during school hours or before or after school as appropriate and/or necessary, with their mentor for a minimum of 30 minutes.
- Mentees, especially teachers new to the profession, will visit the classroom of their mentor and the classrooms of other colleagues in the school and district when feasible

and as deemed appropriate. Experienced teachers new to BOCES will visit classes as deemed appropriate.

- Mentees will plan with their mentor a program which will assure them of meeting the requirements for the professional certificate. This will be developed in conjunction with the Human Resources office.
- Mentees will complete a program evaluation.

6. Mentor Program Documentation

As the Teacher Mentoring Program must include specific types of mentoring activities, the mentor will be responsible for scheduling activities to assist the new teacher. On a quarterly basis, mentees should provide a summary of mentoring activities to his/her immediate supervisor. A mentor log is included at the end of this document. Should questions or concerns arise, the mentor and/or mentee should contact the mentee's immediate supervisor or HR. Information about required documentation is listed below.

- Maintaining a log of mentor/mentee activities to include weekly collaboration meetings, professional development experiences and community building activities. This documentation must also include the name of the new teacher, the teacher's certificate identification number, type of mentoring activity, number of clock hours successfully completed in the mentoring activity and the name and teaching certificate identification number of the mentor.
- Observing the new teacher's instruction
- Planning instruction with the new teacher
- Orienting the new teacher to BOCES culture and procedures

7. Mentor Stipend

Mentors will receive a stipend for their services. Specific stipends will be paid according to the type of mentoring responsibility the mentor is assigned. The stipends are as follows:

- | | |
|--|----------------------------|
| • One new teacher to the profession | \$600 year, \$300 semester |
| • Two new teachers to the profession | \$800 year, \$400 semester |
| • One new experienced teacher to BOCES | \$300 year, \$150 semester |
| • Two new experienced teachers to BOCES | \$400 year, \$200 semester |
| • One new teacher to the profession & one experienced teacher to BOCES | \$700 year, \$350 semester |

The above stipend amounts shall be prorated if the designated timeframes (year or semester) for provision of services are not fully met.

8. Other Requirements

The purpose of the mentor program is to forge a learning partnership built on trust and rapport. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless

- A. Withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school;
- B. or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character;
- C. or unless the school district has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

Mentor/Mentee Log - School Year _____

Mentee _____ Mentor _____

| Date/Location | Time Met | Clock Hours | Focus | Notes / Outcome |
|---------------|----------|-------------|-------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

VISION STATEMENT

"A BOCES providing world-class opportunities for the districts we represent."

MISSION STATEMENT

"To provide leadership and support systems through teamwork with component districts to enhance students' opportunities for a world class education."

What is BOCES?

BOCES stands for "Board of Cooperative Educational Services." BOCES is a public organization that was created by the New York State Legislature in 1948 to provide shared educational programs and services to school districts.

How does BOCES work?

BOCES services are created when two or more school districts decide they have similar needs that can be met by a shared program. BOCES helps school districts save money by providing opportunities to pool resources and share costs.

Sharing is an economical way for districts to provide programs and services that they might not be able to afford otherwise. It is more efficient and less costly to operate one central service than it is to have separate programs in each school district. However, BOCES services are often customized, offering districts the flexibility to meet their individual needs.

Who makes the decision about which BOCES Services to purchase?

Each year local Boards of Education review their districts' needs and make decisions about BOCES services. Because districts' needs change every year, decisions about BOCES services may also change every year. The decision of whether or not to participate in BOCES services is based on the unique needs of each school district. If the school district does not require a particular BOCES service, then the school does not make a request to purchase those services.

Organizational Goals

1. Provide high quality instructional programs that will prepare all students to be responsible, productive, and informed contributors to their community.
2. Provide effective leadership and support to assist districts in meeting the needs of all students.
3. Develop and enhance partnerships to provide high quality, cost effective collaborative services.
4. Develop and enhance communication within ONC BOCES and the region.