

Assistant Superintendent's Report

Presentation: Horseheads District Mentoring Program

Board of Education Meeting

Thursday, November 18, 2010

Speakers: William Hynes (Mentor Program Co-Facilitator)
Alice Learn (Mentor Program Co-Facilitator)

Outline of Presentation:

1. State Education Department Language: Commissioner's Regulations (district professional development plans), section 100.2 (dd) (2) (iv).
2. Horseheads District Language: The goal is to promote professional growth and development by utilizing exemplary teachers to provide intensive assistance and guidance to all new teachers for the purpose of improving the teaching and learning in the classroom.
3. Overview of Program
 - a. the Mentor Program Committee: composition, purpose, activities
 - b. application/training, procedures, and services of program mentors
 - c. procedures and program for program mentees
 - d. confidentiality
 - e. program development: regular after-school meetings of mentees and mentors; program evaluation (survey of mentor and mentee participants; online survey of mentor training needs); program committee book study

MENTORING



A PROGRAM FOR PROFESSIONAL DEVELOPMENT 20010-2011



DEVELOPED IN COOPERATION BY:

**THE HORSEHEADS TEACHERS' ASSOCIATION
AND
THE HORSEHEADS CENTRAL SCHOOL DISTRICT**

Mentor Committee Members 2010-11

William Hynes, High School, Mentoring Program Facilitator; English
Dept. Chair

Kim Clark, Big Flats, Third Grade

Ron Holloway, High School, Asst. Principal

Dora Leland, Middle School, Social Studies

Alice Learn, Assistant Superintendent

Patricia Sotero, Center Street, Principal

+The Mentoring Committee members are within their first, second and third year of a three year term of service. The Assistant Superintendent has an ongoing obligation to be on the Committee.

MENTORING

A Program for Professional Development

State Education Department Language:

After February 2, 2004, teachers with NYS Initial teaching certificates must complete a mentored experience in their first year in the teaching profession. School districts must plan and implement teacher-mentoring programs to serve teachers in their employ who are obligated to have such mentored experiences, in any school within the district. A framework for these experiences is provided in section 100.2 (dd) (2) (iv) of Commissioner's Regulations (district professional development plans).

Horseheads District Language:

The goal is to promote professional growth and development by utilizing exemplary teachers to provide intensive assistance and guidance to all new teachers for the purpose of improving the teaching and learning in the classroom.

DEFINITIONS:

1. New teacher paired with experienced teacher
 - a. New teacher is a first year teacher with no previous experience who is full-time probationary or is a long-term substitute of one semester or greater.
 - b. If experienced and new to the district, or change in grade level or tenure area, the teacher may apply for consideration to be mentored contingent upon availability of mentor(s).
2. Mentoring experience lasts until granting of tenure.

SELECTION OF MENTORS:

1. Qualifications:
 - a. Experience in subject/content area and expertise
 - b. Permanently/Professionally Certified in subject area
 - c. Tenured in Horseheads Central School District
 - d. A minimum of 5 years of successful teaching
 - e. Ability to maintain confidentiality
 - f. Creativity and mastery of subject area
 - g. Effective interpersonal, oral and written communication skills
 - h. Exhibits leadership qualities and enthusiasm for teacher
 - i. Knowledge of the Effective Teaching Model/Research Based Effective Teaching Strategies
 - j. Ability to manage time
 - k. Work in a collaborative manner
 - l. Model effective teaching models
 - m. **Completion of (six-hour) in-service Mentor Workshop training**

2. Selection Process:
 - a. Completion and submission of self-nomination form
 - b. Data gathering
 - i. Self-inventory
 - ii. Three letters will be sent to the committee by the teacher. One letter must be from your current administrator of record. The other two letters may come from the teacher's request by peers, department/grade level chairs, administrators, parents and/or students.
 - c. Committee
 - i. Selected in May for a three year appointment.
 - ii. The committee shall consist of three teachers appointed by H.T.A.; One each from elementary, middle and high school; Two administrators shall be appointed by the Superintendent; one elementary, one secondary. Both the H.T.A. and the Superintendent shall be responsible for appointing alternate members. The committee will then select a chairperson. Reappointment to the committee will be at the discretion of each group.

Assistant Superintendent and the Mentoring Committee Co-chair will also sit on the committee as the program coordinator and a non-voting member, will call the first meeting, will provide an overview of the program, discuss the selection process, and will **emphasize** the issue of confidentiality. All subsequent meetings are the responsibility of the committee chairperson in conjunction with the Assistant Superintendent.

3. By March 1 prior to the school year of assignment, teachers will be invited to be mentors. Human Resource office will post the position with qualifications and teachers will be given two weeks to file the required paperwork. All who complete the paperwork will be trained. Trained mentors will be validated for three years. A refresher training course will be required to continue eligibility if a trained mentor intends to continue being considered after that time.
4. A meeting of this committee will be held in August to recommend mentor/new teacher pairings.
 - a. Teachers who have served as mentors will return to the mentor pool. Members of the mentor pool not selected will be given priority consideration for new pairings.
 - b. Pairings will be made taking into account new teachers' needs and the mentor's experience. Pairings will be decided by a majority vote.
5. Recommendations will go to the Superintendent for approval; then to the Board of Education for approval. Should a mentor pairing not be recommended by the Superintendent, an explanation will be given. Any pairing disapproved will be returned to the committee for an alternative pairing recommendation.

MENTORING TRAINING AND PROCESS:

1. Requirements
 - a. Mentor training will be offered three times per year during the normal in-service training cycle. (1st semester, 2nd semester (April-May) and summer)
 - b. Meetings for Mentors:
 - i. Late August (New Teacher Orientation)
 - ii. October
 - iii. January
 - iv. April
 - v. When deemed necessary by the Committee and/or Assistant Superintendent.
2. Topics
 - a. Common vocabulary review
 - b. Other training topics to be determined by committee include, but are not limited to, the importance of confidentiality, conferencing skills and supporting skills.
3. Contact and Communication
 - a. All communication between mentor and new teacher is non-evaluative and strictly confidential.
 - b. Administrators, Supervisors, Board of Education members, and department chairs will be encouraged to attend training.
 - c. Each pairing of mentor/new teacher to be given a total of ten (10) release days to be used as they determine. During the second (2nd) year, each mentor/new teacher pairing will be given a total of three (3) release days to be used as they determine.

<u>Year</u>	<u>Stipend</u>	<u>Release Time</u>
One	\$2000	4 days total
Two	\$1000	7 days total
*Three	\$750	2 days total

* Not all new teachers will be mentored for three years. (i.e. - tenured teacher in another district prior to appointment in HHCS D.)

CONFIDENTIALITY

Confidentiality of new mentor/new teacher interactions is to be protected at all times. The mentor will have no responsibility in the role of evaluation or discipline. Therefore, the use of confidential material from the mentor/new teacher program can and will not be used in any evaluative or disciplinary manner.

Information discussed and gathered during the mentoring experience/relationship is not for disclosure to building administrators. However, there are certain actions by any employee that is the duty of another employee to come forward to administration. Some things cannot be kept confidential, i.e. inappropriate comments and actions to students and other staff members.

ROLE OF THE MENTOR

Although it would be impossible to describe all the activities of the mentor, since some are individual to their own relationship with their assigned new teacher, the following activities are common:

1. The mentor participates in training activities and support sessions designated by the program.
2. The mentor meets regularly with the new teacher to provide support, coaching, sharing of instructional and classroom management techniques and instructional planning when needed.
3. The mentor opens his/her classroom for visitations by the new teacher to model techniques and behavior for their benefit.
4. The mentor, in conjunction with the new teacher, sets goals for the mentor/new teacher relationship.
5. The mentor helps familiarize the new teacher with the school's physical plan, staff, supportive services, school life, community, District goals and expectations and other resources.
6. The mentor shall maintain the confidentiality at all times regarding the involvement with the new teacher.
7. The mentor shall initiate contact at any point with either co-chair of the Mentoring Committee if there is any concern or difficulty with the working relationship between the mentor and mentee.
8. Required to complete mentor log once a month.

ROLE OF THE PRINCIPAL

The principal has a vested interest and an integral role in implementation of a mentor/new teacher relationship. A feature of this role is to improve teacher induction and specifically plan instructional guidance for new faculty members. Additionally, principals:

- Facilitate faculty awareness, confidentiality and support for the program within the school community.
- Serve on the mentor selection committee if selected by the Superintendent.
- Facilitate scheduling of participants in training/mentoring opportunities, i.e. conferences, common planning time when possible.

Should a building administrator have concerns about a new teacher's skills, that administrator should direct the new teacher to the support services available in the District. These include the mentor, in-service opportunities, assistance from building administrators, or the Assistant Superintendent. **The new teacher has the responsibility for following up on any suggestions made.**

ROLE OF THE NEW TEACHER

The new teacher is responsible for all instructional planning, teaching, and student evaluation responsibilities. The specific mentee responsibilities and duties of the new teacher are listed below:

1. Attend all planned mentor/new teacher program activities.
2. Meet with the mentor for coaching on a regular basis.
3. Conference with the mentor.
4. Make visitations as jointly planned with the mentor.
5. Use release time to conduct classroom visits with the mentor and reciprocate by inviting the mentor for classroom visits and post-conferences.
6. Discuss with mentor specific individual professional development opportunities.
7. Develop an awareness of opportunities to make professional contributions to building, district and community activities.
8. Develop an awareness of support services available for students with special needs.
9. Maintain confidentiality regarding involvement with the mentor.

The new teacher will receive other professional services as they are identified. Those services may include, but are not limited to:

1. Each teacher will receive direct support from the mentor who will act as coach, assisting the new teacher to develop skills/behavior relevant to efficient and effective teaching. Coaching activities include demonstration teaching, conferencing, task analysis of lesson objectives, planning and development of lesson plans, observation and feedback, management skills and positive reinforcement.
2. Each new teacher will be encouraged to participate in the District Staff Development/Teacher Center Programs and curriculum related regional or state professional conferences.
3. Each new teacher will receive orientation regarding special programs. (i.e.- Title I services, AIS, Speech, OT, PT, resource rooms, or any additional programs available to meet the needs of students).
4. Each new teacher will receive information identifying and referring students for pupil support services.
5. Each new teacher will receive information relating to providing a continuum of service, including mainstreaming and inclusion of students with disabilities in the least restrictive environment.

At the end of the year, the Mentor/New Teacher Program will be reviewed by the current selection committee.

Our Mission

“Quality Education for All”

The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and sense of civic responsibility.

Our Vision

We, the Horseheads School Community, want a district that. . .

- is nurturing and responsive;
- strives for balance in a supportive, safe, encouraging environment;
- recognizes the needs for continual improvement in an ever-changing world;
- has a clearly defined focus on learning outcomes, collaboration, and support systems; and
- creates an environment within which everyone can thrive and achieve his/her highest potential.

Our Beliefs

We believe. . .

- Everyone can achieve his/her highest potential;
- Trust is essential for growth;
- Learning is cooperative;
- Programs are inclusive;
- Success will be nurtured and expected;
- Learning is performance-based;
- Decisions are data-based; and
- Responsibility, respect and results guide our every effort.

Our Exit Outcomes

The Horseheads Central School graduate will be. . .

- a life-long learner;
- a caring, productive citizen;
- an effective communicator;
- a creative problem-solver;
- a quality decision-maker; and
- a healthy, well-rounded person.

**Horseheads Central School District
Horseheads, New York**

**Mentoring
Application Form**

Name: _____ Date: _____

Building: _____

Area of Certification(s): _____

Have you received tenure in the Horseheads Central School District: Yes No

Have you completed the required mentor training program: Yes No

If no, indicate the date of the training that you have signed up to take. _____

<u>Subject/Grade(s) Taught</u>	<u>Yrs. Experience</u>
--------------------------------	------------------------

In order to learn how you have been involved with people, please list your professional Organizations, Building/District Committees and Responsibilities, and Extracurricular Activities.

Please list the in-service courses, college courses, conferences attended, or other work experience with which you have been involved in the last five (5) years which you believe have contributed to your professional growth.

In order to complete applications, please return this form with a written statement explaining why you would like to be a mentor. Also, send three letters of recommendation by peers, administrator(s), department chairs, parents and/or students.