

New Teacher Induction

Year One:

1. **New Teacher Orientation:** This one-day session will be scheduled in late August to introduce new teachers to the district. The morning session will include a presentation by the Superintendent of Schools on professional practice, as well as, meeting with the Human Resource Office to complete entry paperwork. The afternoon will provide opportunity to meet and work with their mentor.
2. **Effective Teaching: Days 1-5** St. Lawrence Lewis BOCES will schedule three days in late August which will provide strategies to new teachers which focus on increased student time on task, improved student behavior and performance, insights into and options for classroom organization, motivation of students, and classroom management techniques that work. Stipends for Days 1-3 will be paid by SLL BOCES. Days 4-5 will be held during the academic year.
3. **Mentoring Program:** New teachers will be paired with a veteran teacher to provide guidance and support as they acclimate to the professional culture of teaching in the Massena CSD.
4. **Additional workshops:** Upon the direction/ approval of the Building Principal/ Director of Curriculum

Year Two:

1. **Effective Teaching: Days 6-7** Teachers will review and extend their learning from Days 1-5. This two-day workshop is held during the last week of August. Stipends will be paid by SLL BOCES.
2. **Understanding and Dealing with Challenging Students:** This two-day workshop sponsored by St. Lawrence Lewis BOCES focuses on the characteristics, needs, and alternative intervention strategies, which work with students with social, emotional, and behavioral problems.

Special Note: Experienced, newly hired teachers who have not attended the Effective Teaching or Donna Rider workshops will be expected to do so.

Mentoring Program

The Massena CSD and the Massena Federation of Teachers have committed themselves to the creation of a high-quality mentoring program predicated upon the ideal of mutual service. It is our shared belief that an effective mentoring program will create a collegial atmosphere, which will increase both teacher efficacy and student outcomes. Hal Porter, author of **Mentoring New Teachers** states *mentoring is a serving relationship*. He goes on to share, "Serving is different from helping. Helping is based on inequality. Serving is mutual."

The intentional support of new teachers ensures consistent and high quality instruction for all students. Simultaneously, the mentor and mentee are able to collaborate to sharpen their critical and creative thinking skills about teaching and learning. Our mentoring program will use Hal Porter's text, **Mentoring New Teachers**, as means to facilitate these conversations.

Confidentiality:

Confidentiality is a critical component of the mentor-mentee program, as noted in paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Establishing a safe and trusting environment is essential. If a mentee is to grow, then having a trusting relationship with the mentor is vital. Trust knows that your actions and words will not be public knowledge. The sharing of a confidentiality issue can undermine the entire mentor-mentee relationship. Therefore, all shared confidences should be kept between the mentor and the mentee. Mentors will never share evaluative statements about the mentee to others, either verbally or in writing.

Mentor:

1) Characteristics of a Mentor: Tenured teacher who

- Demonstrates effective communication and interpersonal skills
- Displays a mastery of instructional methods, as well as content knowledge
- Exhibits a positive attitude towards professional growth

2) The Mentor's Role

- Maintains confidences- Mentoring is supportive, not evaluative
- Observes mentee and provide immediate feedback
- Assists with lesson planning
- Reviews school policies and procedures
- Provides an orientation to school culture

3) Mentor Responsibilities

- Attends annual Mentor training and New Teacher Orientation in August
- Identifies with mentee specific and achievable teaching goals
- Plans pre-conferences, observations, and post conferences with Mentee
 - Minimum of once per semester for **Level One Mentee**
 - Minimum of one per year, preferably first semester, for **Level Two Mentee**
- Is observed by **Level One Mentee** by January 30th
 - Observations of Mentor by **Level Two Mentees** are at the discretion of the Mentor, Mentee, and Building Administrator
- Participates in bi-monthly meetings with mentee for 15-20 minutes scheduled during planning time or before/after school
- Maintains a paperwork/ contact log

4) Mentor compensation

- Total of one release day for observations
- \$500.00 stipend for Level 1 Mentee (paid upon the completion of documentation -May)
- \$300.00 stipend for Level 2 Mentee (paid upon the completion of documentation -May)

Mentee:

1) Characteristics of a Mentee:

- **Level One Mentee**
 - Newly hired probationary teacher
 - Full time substitute teacher hired for a teacher on Leave of Absence
- **Level Two Mentee**
 - New to district, but previously tenured
 - New to grade level/department (at the discretion of the Advisory Team)

2) The Mentee's Role

- Collaborates with mentor to establish specific and achievable teaching goals
- Reflects on teaching and learning
- Responds positively to Mentor feedback

3) Mentee's Responsibilities

● Level One Mentee

- Attends New Teacher Orientation in August
- Identifies with mentor specific and achievable teaching goals
- Plans pre-conferences, observations, and post conferences with Mentor (Minimum of once per semester)
- Participates in bi-monthly meetings with mentor for 15-20 minutes scheduled during planning time or before/after school
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- Maintains a paperwork/ contact log

Mentoring Advisory Team

1) Composition of Team:

- One teacher from each of the five buildings (member of PDC when possible)
- One administrator from each level (Elementary, Junior High, High School)
- Director of Curriculum

2) Responsibilities:

- Establishes a pool of Mentors by approving applications (each August)
- Recommends Mentors to the Superintendent (each August)
- Assists with planning Mentoring Workshop (am of New Teacher Orientation- late August)
- Evaluates and refines Mentoring program. This will include, but is not limited to, the review of Mentor/ Mentee Evaluations (each June)

Considerations for Mentor Selection

- If a Mentor is not available in mentee's grade level/content area The Mentoring Advisory Team may recommend another mentor from the same building.
- There may be times when the best mentor is a colleague from outside the Mentee's building
- Whenever possible mentors will mentor no more than one mentee per yer.
- Mentoring must not be utilized as a TIP.

Resources:

New York State Education Department www.highered.nysed.gov/tcert/

Guiderland Educators Mentoring for Success (GEMS) Program

Onteora CSD Mentoring Plan

New Teacher Survival Guide: Mentoring Video Teaching Channel, Long, Kimberly (2014)

Eight Qualities of a Great Teacher Mentor, *Education Week Online*



Mentee Self-Assessment Form

_____ Mid-Year, due Jan 30th

_____ End-Year, due May 30th

Name: _____

School Year: 20__ - 20__

I am a: **Level One Mentee**

- ___ First Year, New Teacher
- ___ Temporary- filling LOA

Level Two Mentee

- ___ Second Year Teacher
- ___ Experienced Teacher, New to District
- ___ Experienced MCS Teacher, New to Grade/
Subject/Building

Please reflect upon your role and responsibilities as a Mentee. Your honest feedback will help us assess the Mentoring Program. All responses will be kept CONFIDENTIAL.

(Circle One)

| In my role as a mentee, do I... | Never | Seldom | Sometimes | Usually | Always |
|--|-------|--------|-----------|---------|--------|
| Honor confidentiality | 1 | 2 | 3 | 4 | 5 |
| Regularly attend Mentoring Meetings | 1 | 2 | 3 | 4 | 5 |
| Arrive on time, prepared, and ready to participate | 1 | 2 | 3 | 4 | 5 |
| Openly share successes and concerns | 1 | 2 | 3 | 4 | 5 |
| Listen with intent to understand | 1 | 2 | 3 | 4 | 5 |
| Respond honestly and openly | 1 | 2 | 3 | 4 | 5 |
| Celebrate the positive | 1 | 2 | 3 | 4 | 5 |
| Nurture and develop leadership in self and Others | 1 | 2 | 3 | 4 | 5 |

Submit to Mentoring Steering Committee % the Director of Curriculum
 January 30th- First Semester
 May 30th- Second Semester



Mentoring Program Evaluation Form

_____ Mid-Year, due Jan 30th

_____ End-Year, due May 30th

School Year: 20____ - 20____

I am a: _____ Mentee: Name _____

Level One Mentee

- First Year, New Teacher
- Temporary- filling LoA

Level Two Mentee

- Second Year Teacher
- Experienced Teacher, New to District
- Experienced MCS Teacher, New to Grade/Subject/Building

I am a: _____ Mentor: Name _____

Please reflect upon The Massena CSD’s Mentoring Program. Your honest feedback is a critical to the on-going development of an effective program. Please complete this form, sharing your comment, concerns, compliments, and suggestions.

(Circle One)

| How has the Massena CSD Mentoring Program: | Never | Seldom | Sometimes | Usually | Always |
|---|--------------|---------------|------------------|----------------|---------------|
| Eases the transition of new teachers | 1 | 2 | 3 | 4 | 5 |
| Honors confidentiality | 1 | 2 | 3 | 4 | 5 |
| Celebrates successes | 1 | 2 | 3 | 4 | 5 |
| Shares and nurtures effective teaching practices | 1 | 2 | 3 | 4 | 5 |
| Establishes a trusting relationship which assimilates new teachers to the MSCD professional culture | 1 | 2 | 3 | 4 | 5 |

Briefly respond to the following:

| Strengths of the Mentoring Program: | Areas in need of growth/change |
|--|---------------------------------------|
| | |

**Due to Mentoring Steering Committee % the Director of Curriculum
January 30th- First Semester May 30th- Second Semester**