

HOLLEY CENTRAL  
SCHOOL DISTRICT



**Mentor Teacher Plan**  
**BOE Approved August 2019**

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Mentoring is a nurturing, non-evaluative process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a non-tenured professional for the purpose of promoting professional and/or personal growth.

## Mission

Holley Central School District recognizes the need to prepare and retain quality professionals so that they may provide the best education for students. The mentoring program has been established to assist new staff in developing skills that help them become more effective and successful in their beginning years by utilizing experienced educators to provide guidance and assistance.

## Vision

Holley Central School District will provide formal mentoring of its new teachers (interns) through the following:

- Being matched with master level teachers (mentors) for continuing personal and professional development.
- Providing support with district programs, procedures and services to interns.
- Fostering the development of educational strategies, behavior management techniques and positive self- concept in interns.
- Improving teaching skills and instructional performance.
- Assisting interns in assimilating into the culture of the school, district and community.
- Promoting professional growth, well-being and career development.
- Integrating the components of existing staff development efforts into the mentor program.

## Mentor Teacher Leader and Mentor Criteria

- Are especially dedicated educators
- Are veteran tenured teachers who willingly extend themselves and continually seek professional growth and rejuvenation
- Are secure, people-oriented educators who like and trust their colleagues and welcome newcomers to the profession
- Are role models for personal and professional development
- Are highly skilled teachers who focus on success and achievement
- Demonstrate a positive rapport with colleagues
- Are knowledgeable about current instructional strategies, classroom management techniques, assessments, curriculum and teaching assignment area content

## Mentor Teacher Leader and Mentor Teacher Selection Process

### ***Mentor Teacher Leader***

The Mentor Teacher Leader will be selected in accordance with the negotiated agreement. Previous experience as a mentor is desirable for the Mentor Teacher Leader. The Mentor Teacher Leader will not be assigned an intern unless there are no other qualified mentor applicants.

### ***Mentor Pool***

The Mentor Pool is made up of those teachers appointed by the BOE who have been designated as eligible for appointment as a mentor. A Mentor Pool appointment remains effective for five years from the date of the appointment by the BOE. A mentor will remain in the pool unless the mentor decides to withdraw. The district will maintain a current file of available mentors. When the 5 year appointment expires, prospective mentors must reapply to be a mentor. See Appendix A for application.

### ***Mentor Application Process***

Qualified teachers interested in participating in the mentoring program must submit a completed Mentor Application to the administrator in charge of the Mentor Program.

### ***Length of Service***

The mentor/intern relationship will be for two years unless there are extenuating circumstances.

## Roles and Responsibilities of Mentor Teacher Leader, Mentor and Intern

### ***Responsibilities of the Mentor Teacher Leader***

1. Work collaboratively with the mentors and interns.
2. Meet individually with each mentor and intern at the beginning of each semester.
3. Meet individually with year 3, 3+ every other month.
4. Assist the mentors in providing instructional support to interns.
5. Meet with mentors to evaluate mentor program effectiveness.
6. Evaluate year-end feedback provided by interns and mentors to facilitate program changes.
7. Coordinate all organizational aspects of the mentor program in conjunction with the administrative team.
8. Help mediate resolutions to problems in a non-threatening setting.
9. Develop a trusting, confidential relationship with mentors and interns
10. Meet as needed with the administration to review the professional development needs of the interns.
11. Work collaboratively with administrators to plan and present professional development on an as needed basis.
12. Work collaboratively with administrators to facilitate summer orientation.
13. Work collaboratively with administrators to facilitate Mentor training.
14. Collaborate with administration to assign mentors from the mentor pool with new interns.

### ***Responsibilities of the Mentor Teacher***

Mentors are tenured teachers who remain in their regular assignments while providing support for new teachers. The decision to serve as a mentor teacher can be one of the most professionally rewarding experiences of a teacher's career. However, setting parameters and knowing limitations is important to successful relationships.

1. Attend mandatory mentor training during summer or after school training days.
2. Meet as needed with the intern both formally and informally to provide guidance and support.
  - a. Year 1 intern: meet weekly
  - b. Year 2 intern: meet semimonthly
  - c. Non-traditional intern: meet as needed
3. Meet with the Mentor Teacher Leader as scheduled, not to exceed 8 meetings per year.
4. Plan and participate in release time opportunities with the intern. Release time can be taken in any combination of time. Requests to alter the prescribed release days will be considered. Additional time may be requested if needed by contacting the Administrator assigned to the mentor program and building administrator for approval.
  - a. Meet with 1<sup>st</sup> and 2<sup>nd</sup> year interns once per semester during the school day for the purpose of peer observations or shadowing experiences.
  - b. Assist in arranging a minimum of two shadowing opportunities for the intern to observe a master teacher or related services professional (in or out of district).
  - c. Reflect on shadowing experience with the intern after the observation.
  - d. Meet with 1<sup>st</sup> and 2<sup>nd</sup> year interns a total of 5 hours outside of the school day per semester for a total of 10 hours per school year. (Included in the Mentor stipend.)

- e. Meet with intern regarding instructional effectiveness.
  - f. Work with the intern to set long range goals and plan activities to meet those goals. Avoid limiting the intern's choices and professional decisions.
  - g. Work with the intern to develop appropriate and effective instructional practices. Avoid writing or preparing plans, lessons and units for the intern. Rather, offer ideas, your experiences, and suggestions.
  - h. Observe the intern and have the intern observe the mentor at least once prior to the last school day in October.
  - i. Reflect on the mentor/intern observations.
5. Actively share and introduce the intern to good and appropriate instructional practices, classroom management techniques, or other related services protocols and procedures specific to the intern's assignment.
  6. Act as an advocate for the intern to encourage, counsel and provide the intern with perspective as needed.
    - a. Acknowledge the successes and accomplishments of the intern.
    - b. Ensure the intern feels a part of the school.
    - c. Be willing to teach, sponsor, collaborate, coach, encourage, counsel and befriend.
    - d. Offer a safe place for the intern to vent frustrations.
    - e. Seek to understand the intern's perspective. Understanding does not always equate agreement.
    - f. Provide resources to mediate a solution.
  7. Assist intern in scheduling visits and observations with administrators. Engage in reflection prior to and after the classroom visits.
  8. Participate in end of year program evaluations.
  9. For non-traditional interns (4+ yrs, part time, tenure change, mid-year hires, etc.) review the checklists and mentor program agendas to individualize the intern's program.

## ***Responsibilities of the Intern***

Interns are non-tenured teachers at the Holley Central School District. The responsibilities of the intern include:

1. Plan and participate in release time opportunities with the mentor. Release time can be taken in any combination of time. Requests to alter the prescribed release days will be considered. Additional time may be requested as needed by contacting the Administrator assigned to the mentor program and building administrator for approval.
  - a. 1<sup>st</sup> and 2<sup>nd</sup> year interns meet with mentors once per semester during the school day for the purpose of peer observations or shadowing experiences.
  - b. Assist in arranging a minimum of two shadowing opportunities (in or out of district) with the mentor to observe a master teacher or related services professional. Reflect on shadowing experience with the mentor after the observation.
  - c. Meet with mentor regarding instructional effectiveness.

- d. Work with the mentor to set long range goals and plan activities to meet those goals.
  - e. Work with the mentor to develop appropriate and effective instructional practices and professional responsibilities (Examples of such: classroom management, time management, effective communication, accurate and timely record keeping, etc.)
  - f. Observe the mentor and have the mentor observe the intern at least once prior to the last school day in October. (This should not require release time from instruction.)
  - g. Reflect on the mentor/intern observations.
  - h. 1<sup>st</sup> and 2<sup>nd</sup> year interns meet with their mentor a total of 5 hours outside of the school day per semester for a total of 10 hours per school year. (To be paid at the Professional rate.)
  - i. Reflect on mentor/intern observations.
2. Participate in summer orientation as provided by the district and HTA. (First year interns only)
  3. Meet regularly with the mentor teacher for guidance and support, professional goal review and reflections on accomplishments, progress and needs.
    - a. Year 1 intern: meet weekly
    - b. Year 2 intern: meet semimonthly
    - c. Year 3 and 3+: meet every other month with Mentor Teacher Leader (encouraged to bring a colleague or past mentor for support)
  4. Complete requirements outlined on the Intern Record Sheet for annual collection and retention in intern's personnel file.
  5. Attend meetings and workshops provided by the mentoring program, not to exceed 8 meetings per year.
  6. Consult with mentor when scheduling visits and observations with administrators. Engage in reflection prior to and after the classroom visits.
  7. Participate in the year end evaluation of the program.

**Year 1 Checklist**

**Teachers** who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1<sup>st</sup> after their Professional Certificate is issued.  
**Teaching Assistants** who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1<sup>st</sup> after their Level 3 Certificate is issued.

**Intern** \_\_\_\_\_ **Mentor** \_\_\_\_\_

Description of In-Service	Initials	Date	Status
APPR			
Assessments (NYS, Benchmarks, Formative, Summative)			
Building / District Procedures			
Classroom Management			
Collaborative Teaching			
NYS Learning Standards / Learning Targets			
Crisis Intervention			
Data Driven Decision Making			
Differentiated Instruction (SWD, ELL)			
Formative Assessment / Grading			
IEPs / 504 Plans			
Instructional Planning / Pacing / ATLAS/ Social Curriculum			
Instructional Technology			
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - February			
Motivating Unmotivated Students			
Observation of Mentor -9/1 - 10/1			
Observation by Mentor - 10/1 - 10/31			
Parent Communication / Reporting			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring -by May 31			
Positive Expectations / Universal Design			
Professional Conduct			
Professional Development Requirements / My Learning Plan			
School Tool / Schoology / Office 365 / Accessibility			
Social Networking			
Special Programs			
Student Centered Instruction			
Time Management			

All activities should be completed during the year 1. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings.

**Status Key: C=completed IP=in progress NA=not applicable**



**Year 2 Checklist**

**Teachers** who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1<sup>st</sup> after their Professional Certificate is issued.  
**Teaching Assistants** who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1<sup>st</sup> after their Level 3 Certificate is issued.

**Intern** \_\_\_\_\_ **Mentor** \_\_\_\_\_

Description of In-Service	Initials	Date	Status
APPR			
Assessments (NYS, Benchmarks, Formative, Summative)			
Classroom Management			
Collaborative Teaching			
NYS Learning Standards / Learning Targets			
Data Driven Decision Making			
Formative Assessment / Grading			
IEPs / 504 Plans			
Instructional Planning / Pacing /ATLAS /Social Curriculum			
Instructional Technology			
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - February			
Motivating Unmotivated Students / Crisis Management			
Observation of Mentor -9/1 - 10/1			
Observation by Mentor - 10/1 - 10/31			
Parent Communication/ Reporting			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring -by May 31			
Professional Development Requirements / My Learning Plan			
Social Networking			
Student Centered Instruction			
Time Management			

*All activities should be completed during the year 2. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings. Although some topics are duplicates from year 1, they will be explored at greater depth in year 2.*

**Status Key: C=completed IP=in progress NA=not applicable**

**Year 3 & 4 Checklist**

**Teachers** who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1<sup>st</sup> **after** their Professional Certificate is issued.  
**Teaching Assistants** who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1<sup>st</sup> after their Level 3 Certificate is issued.

**Intern** \_\_\_\_\_

Description of In-Service	Initials	Date	Status
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - December			
Meeting with Teacher Leader - February			
Meeting with Teacher Leader - March			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring -by May 31			
Professional Development Requirements / My Learning Plan			

*All activities should be completed during the probationary period. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings.*

**PD / Meeting Log**

**Intern / Mentor Teacher Leader Meeting Log**

Date	Time	Brief Summary of Meeting or Professional Development

### APPLICANT INFORMATION

Name \_\_\_\_\_ Date \_\_\_\_\_

Current Teaching Assignment (grade/subject) \_\_\_\_\_

Certification Area(s) \_\_\_\_\_

Which area(s) from above are you tenured? (Include dates tenure granted) \_\_\_\_\_

\_\_\_\_\_

Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_

Please share why you think you would make a good mentor teacher.

Please describe ways in which you would assist a novice teacher with:

1. Welcoming into the district / building / team-
2. Goal setting and monitoring-
3. Setting up communication systems-
4. Accessing available resources-
5. Planning, pacing and reflecting on instruction-
6. Analyzing student data to make instructional decisions-
7. Facilitating collegial interactions-
8. Engaging in professional development opportunities-
9. Working with parents as partners-
10. Organizing the classroom around a commitment of high standards by all students-

Additional information you would like to share:

Are there any other obligations you have that may interfere with your ability to mentor?

### REFERENCES

*\*As the building principal, I support this teacher's application for a mentor teacher position.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Plan Review Committee Members 2019

**Timothy Artessa - Administrator**

**Jim Di Sessa - Teacher**

**Tammy Menzie - Teacher**

**Melanie Montague – HTA President**

**Karri D. Schiavone - Administrator**

**Brendan Keiser – Director of Teaching and Learning**

**Crystal Elliott - Teacher**