

East Rochester UFSD

MENTOR PLAN



2018-19 School Year

Our District's Mission

The Mission of the East Rochester School District is to prepare students to be college and career ready and to provide a quality education in a safe environment where all students develop the abilities, attitudes and values necessary for responsible, productive citizenship.

Our Vision

The Vision of the East Rochester School District is that students will learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.

Our Core Values

Students First

Students are our first priority. We dedicate ourselves to holistic student development in a safe, nurturing environment.

Opportunity

We provide every student equal access to strong academic programs, clubs, teams and events that enable students to reach their fullest potential.

Achievement

Everyone can improve. We collaborate to learn, observe, measure and grow. We proudly celebrate achievements.

Responsibility

We are all accountable to ourselves, to our students and to each other. Our shared responsibility is to be respectful.

Strength

Together, we will accomplish excellence.

S.O.A.R.S

PROGRAM GOALS

The East Rochester UFSD supports the continued improvement of teachers new to the district and to current ER teachers through its Mentoring Program. The purpose of the Mentoring Program is to link the new and current ER Teachers with lead teachers upon whom he/she can rely on for assistance and guidance. Another goal is to increase the retention of effective and highly effective teachers by ensuring that they have the training and support to effectively meet the needs of all students throughout the district. Throughout the school year, ongoing collaboration will facilitate the growth of the teacher(s) toward the highest levels of professional practice in meeting the state's 21st century standards, Professional Teaching Standards and the expectations of the APPR evaluation system.

The content of the East Rochester Union Free School District Professional Development & Mentor Plan is being supported in part by BOCES (Mid-West, JMT), RBERN, RSE-TASC, Teacher Centers and their approved vendors.

MENTOR COMMITTEE

The Mentor Program Committee is composed of selected teachers, administrators and the Superintendent. The committee meets quarterly and discusses all decisions such as mentor selection, mentor assignments, participation in professional development, and any other relevant topics related to Teacher Leader Effectiveness.

MENTOR SELECTION

Mentor selection and pairing with new and current teachers will be done by the Mentor Committee. The District office will call for mentor applicants as needed as soon as the position is approved by the Board. Every attempt will be made to match mentors with new/current teachers in the same subject area or at the same grade level. Principals will also work with mentors to arrange released time for classroom visitations to their assigned teachers.

Mentor teachers must have the following qualifications:

1. hold permanent or professional certification and have five (5) or more years of experience in the district,
2. proven ability to work successfully with students who have the greatest needs,
3. demonstrate outstanding classroom management and teaching ability,
4. demonstrate effective written and oral communication skills,
5. demonstrate ability to work cooperatively and effectively with other professional staff members, and
6. demonstrate evidence of professional growth

It should be noted that no match is permanent and can be changed at the request of either person. It should also be noted that a mentoring change will not be seen as a failure, but rather a difference in style.

MENTOR PREPARATION

Mentors will participate in a training program that will highlight strategies that might include, but are not limited to:

- Role of a mentor
- District expectations for mentors
- Stages that new teachers progress through
- Instruction in and practice with peer/cognitive coaching
- Analysis of teaching strategies
- Conferencing strategies
- Documents / procedures for coaching cycle
- Observation / conferencing skills
- Reflective questioning techniques / practice
- Confidentiality guidelines

MENTOR ROLES AND RESPONSIBILITIES

The roles and responsibilities of (A) Novice / New Teacher Mentorship or (B) Established Teacher Mentorship are as follows:

- *Participate in six (6) peer collaboration workshops from 3:00-4:15 p.m. (minimum of four (4) requested)*
 - *Scheduled throughout the 2018-19 school year*
 - *Compensation based on workshop attendance / participation*
- Provide guidance and understanding
- Maintain non-evaluative relationship with mentee
- Maintain confidentiality
- Model collegiality / Coach (emphasize the importance of communications with parents, administrators and other colleagues)
- Support & facilitate professional growth of mentee
- Use student work to evaluate & inform instructional planning and practice
- Facilitate reflection
 - Sit-in on assigned teacher's classroom at least twice during the school year and together reflect on instructional practices
 - Participate in joint lesson planning – share ideas, problem solving and promote reflective practice
 - Arrange for the mentee to observe you and other experienced colleagues
 - Provide advice on student / classroom management
- Assist mentee with setting goals
- Assist with understanding & negotiating school culture
- Meet with mentees on a regular/weekly/bi-weekly basis
- Maintain a mentor's log and complete Mentor Feedback/Evaluation Form
 - A minimum of six (6) entries required
 - Mentor log to be submitted 3 times throughout the year (or as requested)

COMPENSATION

Mentors will receive compensation as negotiated under Article XIV (Taylor Law).

- (A) **Novice / New Teacher Mentorship** - Full stipend compensation for full school year support in both procedural and professional responsibilities
- (B) **Established Teacher Mentorship** – Half stipend compensation for full school year support for professional responsibilities

NEW / CURRENT TEACHER'S ROLE AND RESPONSIBILITIES

The roles and responsibilities of the mentee are as follows:

- *Participate in a minimum of four (4) of the six (6) peer collaboration workshops from 3:00-4:15 p.m.*
 - *Scheduled throughout the 2018-19 school year*
- Set goals
- Be reflective
- Seek advice and support
- Be willing to share with mentor
- Be receptive to feedback
- Observe colleagues teaching
- Maintain confidentiality
- Attend and participate in required scheduled professional development activities
- Participate in program assessment & annual review
- Meet with mentor on a regular/weekly/monthly basis

MENTOR COMMITTEE RESPONSIBILITIES

The roles and responsibilities of the mentor committee are as follows:

- Maintain confidentiality
- Determine mentor / mentee pairs
- Provide mentor(s) with program plan
- Evaluate, monitor & adjust mentoring program, as needed
- Plan, train & communicate to mentors their responsibilities as mentors
 - Organize, facilitate and or participate in meetings / trainings
 - Monitor mentor / mentee relationship
- Send letters to mentor and mentee announcing mentor / mentee pairing
- Promote program & encourage participants
- Attend mentor training
- Conduct an annual program evaluation
- Provide support for mentors and mentees as needed

The Mentor Committee will solicit qualitative and quantitative data from the program participants. The data collected will be used to modify and adjust the program as necessary.

MENTOR PROGRAM DATES

- Mentor & Mentee Peer Collaboration & Coaching Workshops
(Workshop evaluations to be completed after each workshop session)
 - Session 1 3:00-4:15 p.m. Date: Oct. 3, 2018
 - Session 2 3:00-4:15 p.m. Date: Nov. 7, 2018
 - Session 3 3:00-4:15 p.m. Date: Jan. 9, 2019
 - Session 4 3:00-4:15 p.m. Date: Feb, 13, 2019
 - Session 5 3:00-4:15 p.m. Date: March 27, 2019
 - Session 6 3:00-4:15 p.m. Date: May 15, 2019

- Mentor Compensation payments will be proportioned based on responsibilities and workshop attendance / participation:
 - Novice/New Teacher Mentor stipend for professional and procedural responsibilities \$1100.00.
 - Established Teacher Mentor stipend for professional responsibilities \$350.00.Attendance to all (6) six workshops recommended, but a minimal expectation is to attend (4) four workshops sessions. Each session participation stipend \$100.00. Total stipend range from \$350 to \$1700.

- Mentor log of meetings with mentee to be complete throughout the school year
 - A minimum of six (6) entries required per quarter
 - Mentor log to be submitted 3 times throughout the year (or as requested)

If the mentor has any questions about log format or content he/she should ask a representative from the Mentor Committee.

Mentor logs and workshop evaluations are to be used to help the Mentor Committee & BOCES #1 identify common themes that arise that could be addressed through professional development or other resources. These logs are not used for evaluative purposes and are kept confidential.

Mentor/Mentee Agreement of Terms & Confidentiality

I understand and will fulfill my responsibilities as outlined in the East Rochester School District Mentor Plan. I hereby agree to the terms as described within the plan and to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Mentor/Mentee Signature: _____

Date: _____

Mentor - Mentee Checklist 2018-19

Novice / New Teacher Mentorship -

Full year support for both procedural and professional responsibilities

Established Teacher Mentorship –

Full year support for professional responsibilities only

Check each box as task is completed	Procedural Responsibilities and Things to Know About:	Check each box as task is completed	Procedural Responsibilities and Things to Know About:
	Attend orientation workshop		School Tool
	Find room(s) and tour building		IEP Direct - Students with identified special education and/or health needs Location of IEPs and 504 Plans Confidential records/ cum folders
	Locate professional library		Review student planner
	School calendar / School hours (teacher and student) Mark calendar with key dates		Set up classrooms - Outline classroom procedure
	Open house / Curriculum night dates and procedures (K-5)		Attendance procedure
	Curriculum night / Block Party (6-12)		Prepare bulletin boards
	Homecoming Events (6 – 12) (Oct)		Set up grading procedure and grade book - (check school grading policy)
	Moving Up Day Events (8 –12) (May)		
	Office procedure (acceptable use policies for: computers, copy machines, in-district mail, e-mail, fax machine, telephones...)		Prepare seating arrangements
	Supply requisitions – Budget procedures (Dec. / Jan.)		Develop discipline plan (check school plan) - Disciplinary Procedures
	Locate supplies		Office referrals
	Requisitions for buses/field trips		IST referrals/procedures
	School Dude – facility request - Work orders		Lunch routines
	Read all handbooks (district, building, student)		Playground rules (K-5)
	Student dress code		Prepare introductory letter to families
	Substitute finder system / Procedure for sub plans		Parent/teacher conferences
	Teacher contract - Personal and Professional leaves		Procedure for documenting communications
	Review assigned duties, responsibilities and extra-curricular assignments		Standardized tests given in district

	District policies regarding school closings		Fire & Emergency drills
	Procedures for leaving school		School safety plan
	Faculty parking procedure		Procedure as mandatory report of child abuse
	Review final record keeping and close-out duties for end of school year		

Check each box as task is completed	Professional Responsibilities	Check each box as task is completed	Professional Responsibilities
	Being part of a PLC		Student data review
	Student work folders/Early Literacy Profiles		Data talks – student performance on benchmark assessments & ELP
	Administer benchmark assessments – 3 x each year		Student data used to inform instruction
	Development of common formative assessments		Implementation of 21 st century skills
	Report card/ grading system – Quarterly report cards		Review curriculum guides
	Conduct Parent/Teacher Conferences (Oct/Nov/March)		Prepare lesson plans
	CSE Annual Review Process		Review, revise and update unit plans
	Review end of the semester procedures (Jan.)		Review course content – Program of Studies (Feb.)
	Administer, proctor and/or score midterm exams (Jan.)		ePMF - BEDS Form – online(electronic) personal master file (Oct)
	Evaluate midterm results and modify curriculum for second semester (Jan./Feb.)		Annual Professional Performance Review (APPR)- SLO development
	Start planning for final exam review procedure and implementation (April)		For non-tenure teachers: First announced observation to be completed by Nov. 15 th (Administrator)
	Administering, proctoring, and scoring 3-8 State Assessments (April)		Second observation to be completed by Feb. 1st (Administrator)
	Administer final exams and evaluate results to modify curriculum for next year (June)		Third observation to be completed by April 15 th (Administrator)
	End of Year Procedures / Proctor Final Exams (June)		Tenure teachers – 2 observations to be completed throughout the school year (preferably by May1st)
	Summer Curriculum work and Prof. Dev.		
	Progress reports – 5-week (Oct) 15-week (Nov./Dec.) 25- week (March) 35--week (May)		

COACHING CYCLES / OBSERVATION of MENTEE by MENTOR

As part of the Mentors Roles and Responsibilities the mentor will

- Observe assigned teacher's classroom at least twice during the school year and reflect on instructional practices

#1 Planning conversation date: _____
Observation _____
Reflecting conversation _____

#2 Planning conversation date: _____
Observation _____
Reflecting conversation _____

#3 Planning conversation date: _____
Observation _____
Reflecting conversation _____

#4 Planning conversation date: _____
Observation _____
Reflecting conversation _____

As part of the New / Current Teachers responsibilities they will have the opportunity to

- Observe colleagues teaching
- Build collegial working relationship with Mentor

Self-Reflection on my own lesson and that of others:

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I/they intended? Were the instructional goals met? How do I / they know this?
3. Did I / they alter goals or instructional plans as I / they taught? Why/How?
4. If I / they teach this lesson again, what would I / they do differently? Why?

Consider a weekly journal where you could reflect on such topics as:

- This week, I am most proud of...
- I realize I need to know more about....
- Reflecting on classroom management, I noticed.....
- Regarding my class time management, I noticed....
- Regarding my instruction this week I need to.....

**EAST ROCHESTER SCHOOL DISTRICT
MENTEE PROGRAM FEEDBACK
1st / 2nd SEMESTER REPORT 2018-2019**

New / Current Teacher name: _____

Mentor's name: _____ Date: _____

Mentee Reflection: *This is to be completed by the new /current teacher. This will NOT be shared with your mentor; it will be reviewed by the mentor program committee.*

Does your mentor:	Always	Usually	Rarely	N/A
Share information about district and school policies, procedures, schedule, etc.				
Give building orientation – personnel, materials				
Help with classroom preparation				
Link teacher to appropriate resources with the building and for classroom instructional planning				
Discuss APPR				
Discuss criteria for evaluation				
Share teaching strategies				
Share classroom management strategies				
Share protocol for discipline procedures				
Share ideas for positive parent interactions				
Offer support through listening / sharing				
Give guidance related to scheduling / planning				
Counsel mentee when problems arise				
Discuss mentee observation of others				
Collaborate with mentee in the planning of a lesson				
Discuss administrative observation				
Provide support and help				
Make time available when you need them to meet your specific needs				

Circle one: General Comments: Please use reverse side for additional comments.

YES	NO	Do you feel secure regarding the confidentiality of your work with the mentor program?
YES	NO	Has the mentor program made your transition into the district easier?

**EAST ROCHESTER SCHOOL DISTRICT
MENTEE PROGRAM FEEDBACK
FINAL YEAR-END REPORT 2018-2019**

New / Current Teacher name: _____

Mentor's name: _____ Date: _____

Mentee Reflection: *This is to be completed by the new /current teacher. This will NOT be shared with your mentor; it will be reviewed by the mentor program committee.*

Is or was your mentor:	Always	Usually	Rarely	N/A
Supportive and helpful?				
Open-minded?				
Available when you needed them?				
Flexible in meeting your specific needs?				
Helpful in your content area?				
Assisted with district policies and procedures?				
Able to help you locate building resources?				
Able to communicate effectively with you?				
Able to offer suggestions that enhanced your classroom instruction?				

Circle one:

YES	NO	Do you feel secure regarding the confidentiality of your work with the mentor program?
YES	NO	Has the mentor program made your transition into the district easier?

Based on your experiences in East Rochester, please tell how important you think each of the following are for new teachers to learn from their mentor:

General Comments: (Please use reverse side for additional comments)

	<i>Very important</i>	<i>Somewhat important</i>	<i>Not very important</i>	<i>Not at all important</i>
Building Policies				
District Policies				
Improving Teaching				
Reflection Skills				
Identifying Resources				
Goal Setting				
Reaching Goals				

**EAST ROCHESTER SCHOOL DISTRICT
MENTOR FEEDBACK FORM
PROGRAM EVALUATION 2018-19**

MENTOR EVALUATION OF THE EAST ROCHESTER MENTOR PROGRAM

Mentor _____

____ Primary ____ Intermediate ____ Junior High ____ High School

Number of years as a mentor: _____

(Your honesty and suggestions will be appreciated and valued in our continuing efforts to improve the East Rochester Mentor Program. Please comment or elaborate on each question as necessary. Thank You.)

Please RATE 1 – 5...where 5 is the Best. Write NA for not applicable.

1. _____ The mentor packet provides useful information.
2. _____ The Mentor-New Teacher Calendar Checklist was a valuable tool.
3. _____ The number of hours allotted to work with my assigned teacher was adequate.
4. _____ Maintaining a log of meetings was helpful.
5. _____ It was easy to schedule meeting times with my assigned teacher.
6. _____ Observing my assigned teacher gave us groundwork for discussion of his/her instructional strategies.
7. _____ The curriculum, resources and materials needed to work with my assigned teacher were readily available.
8. _____ I feel that I made a positive difference in my assigned teacher's early years at East Rochester.

Please add your comments to the following questions on the back of this sheet:

What do you see as the most positive aspect of the mentor program?

What additions, deletions, or improvements would you like to see in the future for the mentor program?

East Rochester Union Free School District
BEDS Code 261313030000

SCHOOL DISTRICT MENTOR PLAN

STATEMENT OF ASSURANCE

The superintendent certifies that:

- Planning, implementation and evaluation of the mentor plan were conducted by a mentor committee that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving and supporting teacher practice.
- The plan describes mentor professional development that:
 - Is aligned with common core state content and student performance standards
 - Is articulated within and across grade levels
 - Is continuous and sustained
 - Indicates how classroom instruction and teacher practice will be improved and assessed
 - Indicates how each teacher in the district will participate
 - Reflects congruence between student and teacher needs and district goals and objectives
- The plan indicates an evaluation of the effectiveness of the mentor program and a mechanism to adjust activities based upon the evaluation
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Dr. Mark Linton

Signature (Superintendent of Schools)

September 5, 2019

(Date)