

## **MISSION STATEMENT**

*It is the mission of the Whitesville School District Mentoring Program to provide information, support, and encouragement for the success of educators new to the District.*

## **PROGRAM OVERVIEW**

The Whitesville Central School District requires the following for its mentoring program:

### **Pre-Service Orientation**

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for teachers to meet with their mentors, building principals, the Whitesville Teachers' Association, and Central Business Office personnel.

### **Educator/Mentor Meetings**

The focus for each meeting is outlined within the Educator/Mentor monthly checklist.

### **Mentoring Program**

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

## **ROLES OF THE MENTOR**

1. Develop a collegial/professional relationship. Establish trust, offer help, and be professional.
2. Orient the new teacher to the district, to his/her school(s), and to building procedures.
3. Attend new staff orientation at the start of the year.
4. Establish a calendar for your:
  - Observations: Unannounced, Announced, Announced
  - Meeting Times: Minimum of 2 hours monthly
5. Complete/review information in the booklet, including:
  - Frequently asked question list
  - Mentor meeting record
  - Classroom visitation form
  - NYSUT Rubric
6. Encourage new teachers to effectively plan, self-assess, and reflect upon lessons.
7. Discuss classroom management strategies to get the year off to a great start. Help find resources if needed
8. Prepare for your observations:
  - Use pre-observation forms
  - Use the NYSUT rubric to review the lesson being planned
  - Remember – You are looking to help them improve!
9. Attend post-conference meetings with your mentee and administrator if agreed upon. Your role is to listen and then provide feedback to your mentee in a separate meeting.
10. Share resources for professional development opportunities.
11. Keep a log of time in the mentor role. This information will be used to enhance the mentoring program.
12. Reflect upon the year together and offer suggestions to improve the performance and mentoring program.

## **TERMS FOR THE MENTOR CONTRACT**

1. Recognize that not all mentor/mentee relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. The mentor will be compensated as defined in the WTA contract.

#### Frequently Asked Questions:

- Where are the bathrooms for adults?
- Where is the cafeteria?
- How do I pay for lunch?
- Where are the administrative offices?
- Where is the nurse's office?
- Where are the faculty rooms?
- Do the copy machines need a code?
- Where is the coffee pot?
- Where is the soda machine?
- How do the phones work?
- How do my keys & FOB function?
- Where can I come into work?
- When is pay day?
- What is dress down day?
- How does the Credit Union work?
- How do I use the library?
- How do I access the computer labs and mobile computer carts?
- Where can I find the Code of Conduct?
- How do I do a requisition?
- How do I access teacher websites?
- Where do I park?
- Where and when should I sign out of the building?

#### Management:

- Where do I take attendance on E-School?
- How do I keep a grade book on E-School?
- How and when do I complete discipline referrals?
- Where is the Student Handbook?
- When are progress reports and report cards due?
- When are parent/teacher conferences?
- Where is the school calendar?

#### Who-to-Call List:

- ...if I have an EMERGENCY in my room
- ...if I need a substitute after the school day
- ...if I need a substitute during the school day
- ...if I have a maintenance problem
- ...if I have a mess that needs to be cleaned up
- ...if I have a payroll question
- ...classroom budget
- ...a discipline issue
- ...a technology problem
- ...attendance/grade book
- ...class schedule
- ...if I need a special book/other media
- ...retention policy
- ...CSE issues
- ...forms for use by teacher
- ---if a student is missing

## Mentor/Mentee Checklist

Mentor:	Grade Level/Subject Area:
Mentee:	Grade Level/Subject Area:
Building:	School Year:

<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>○ Attend new teacher orientation.</li> <li>○ Discuss daily teacher arrival and departure times.</li> <li>○ Discuss prep time responsibilities.</li> <li>○ Familiarize mentee with Office 365 and LOTUS Notes.</li> <li>○ Review all applicable handbooks.</li> </ul> <p><b>Building:</b></p> <ul style="list-style-type: none"> <li>○ Introduce the mentee to staff.</li> <li>○ Give a tour of the building, parking areas, confirm entry card, and keys.</li> <li>○ Discuss office procedures.</li> <li>○ Discuss emergency drill procedures.</li> </ul> <p><b>Classroom:</b></p> <ul style="list-style-type: none"> <li>○ Assist with room preparations.</li> <li>○ Review time schedule, expectations, and activities for the first day with students.</li> <li>○ Help plan the first week of school.</li> <li>○ Share organizational system for grades, homework, parent communications, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review student information provided in E-School.</li> <li>○ Establish/log meeting times with mentee.</li> <li>○ Introduce technology systems, staff, resources</li> <li>○ Introduce reference books for strategies on teaching and classroom management.</li> <li>○ Review effective teaching methods of a lesson.</li> <li>○ Show how to obtain classroom supplies.</li> <li>○ Obtain textbooks, manuals, and curriculum guides.</li> <li>○ Discuss school lunchtime routine.</li> <li>○ Discuss supervisory duties and procedures.</li> <li>○ Review daily tasks of attendance, lunch count, recess, etc.</li> <li>○ Explain Meet the Teacher night procedures.</li> </ul>
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# September

*Mentor and mentee will meet weekly. Please have these dates scheduled.*

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| <ul style="list-style-type: none"><li>○ Complete observation and offer feedback. (optional)</li><li>○ Discuss and help schedule the first classroom visitation for the mentee.</li><li>○ Give a refresher tour of the building in the first week.</li><li>○ Review the emergency procedures in the first week.</li><li>○ Discuss the importance of student behavior documentation (date, behaviors, actions taken, personnel contacted).</li><li>○ Discuss budget procedures.</li><li>○ Assist in developing and implementing classroom management strategies.</li><li>○ Discuss the referral process and documentation for Title I and Rtl.</li><li>○ Acquaint the new teacher with Special Education referral processes and pertinent forms.</li><li>○ Discuss student assessment and progress reports.</li><li>○ Discuss procedures for new students who enroll after the year has begun.</li><li>○ Explain curriculum, access to guides, and importance of lesson planning.</li></ul> | <ul style="list-style-type: none"><li>○ Encourage mentee to continue to reflect on his/her teaching experience.</li><li>○ Review services offered/referral procedures for school guidance counselors and psychologist.</li><li>○ Look at upcoming activities and events. Are there any the mentee is willing to volunteer for? Who should you contact?</li><li>○ Discuss policy for homework, make-up work, and late work.</li><li>○ Discuss grading philosophy (what, when, how, why) and review recording/weighting data.</li><li>○ Discuss supplementary tools, materials, resources, media center, and specialists.</li><li>○ Share lesson plans and other related schedules/activities (i.e. field trip procedures).</li><li>○ Help establish a Substitute Teacher Folder.</li><li>○</li></ul> |
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## October

*Mentor and mentee will meet weekly.*

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| <ul style="list-style-type: none"><li>○ Complete October observation and offer feedback. (optional)</li><li>○ Discuss September classroom visitation and set up October.</li><li>○ Address concerns of classroom management and discipline.</li><li>○ Discuss procedures for parent-teacher conferences prior to scheduled dates.</li><li>○ Look at upcoming activities and events to see if the mentee would like to volunteer for.</li><li>○ Guide the mentee to make/write 1-3 positive phone calls, emails, or postcards to parents. Be there when the mentee makes the first call!</li></ul> | <ul style="list-style-type: none"><li>○ Review organizational and recordkeeping skills.</li><li>○ Assist your mentee with any report card questions.</li><li>○ Prepare mentee for principal observation and evaluation</li><li>○ Share information and process for professional development opportunities.</li><li>○ Discuss grading philosophy (what, when, how, why) and review recording/weighting data.</li><li>○ Review any previous items that need to be touched upon again.</li></ul> |
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## November

*Share success stories and celebrate!*

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| <ul style="list-style-type: none"><li>○ Complete November observation and offer feedback. (optional)</li><li>○ Discuss October classroom visitation and set up November.</li><li>○ Guide mentee to make/write 1-3 positive phone calls, emails, or postcards to parents.</li></ul> | <ul style="list-style-type: none"><li>○ Discuss end of marking period procedures.</li><li>○ Discuss assessment techniques and recordkeeping skills.</li><li>○ Encourage your mentee to write a newsletter article sharing something positive from your classroom!</li></ul> |
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## December

*Mentor and mentee will meet the first and third weeks in December.*

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| <ul style="list-style-type: none"><li>○ Determine when next observation will occur (optional). Offer feedback for lesson if observed this month.</li><li>○ Discuss November classroom visitation and set up December/January visit.</li><li>○ Discuss different learning styles.</li><li>○ Discuss budget procedures.</li></ul> | <ul style="list-style-type: none"><li>○ Discuss how to handle conflict with colleagues.</li><li>○ Check to see if the mentee is feeling supported by their principal. Determine if there is anything the mentee needs or has been waiting for.</li><li>○ Check in on classroom management and discipline procedures.</li><li>○ Arrange for new teacher to observe one of your best lessons.</li><li>○ Discuss new teacher probationary policy.</li></ul> |
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## January

*Meet the second and fourth week of the month.*

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| <ul style="list-style-type: none"><li>○ Complete next observation and offer feedback (optional)</li><li>○ Discuss most recent classroom visitation.</li></ul> | <ul style="list-style-type: none"><li>○ Encourage mentee to continue reflecting on his/her teaching experience.</li><li>○ Look at upcoming activities and events to see if the mentee would like to volunteer for.</li><li>○ Encourage mentee to make 1-3 positive communication with parents.</li></ul> |
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## February

*The mentor and mentee should be monthly for the remainder of the year.*

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| <ul style="list-style-type: none"><li>○ Determine a schedule for your last three observations. (optional)</li><li>○ Encourage trying new things in the classroom.</li></ul> | <ul style="list-style-type: none"><li>○ Review policies and issues that relate to retention, failure of students, and Summer School options.</li><li>○ Encourage your mentee to write a newsletter article sharing something positive from your classroom!</li></ul> |
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## March

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| <ul style="list-style-type: none"><li>○ Discuss most recent observation and offer feedback.</li><li>○ Review procedure for field trips, if necessary.</li></ul> | <ul style="list-style-type: none"><li>○ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.</li><li>○ Discuss State Testing procedures.</li><li>○ Encourage mentee to make 1-3 positive communication with parents.</li></ul> |
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## April

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| <ul style="list-style-type: none"><li>○ Discuss most recent observation and offer feedback.</li></ul> | <ul style="list-style-type: none"><li>○ Encourage your mentee to write a newsletter article sharing something positive from your classroom!</li><li>○ Look at upcoming activities and events to see if the mentee would like to volunteer for.</li></ul> |
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## May

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| <ul style="list-style-type: none"><li>○ Discuss most recent observation and offer feedback. (optional)</li><li>○ Review plans for field trips and end of year activities.</li><li>○ Encourage mentee to write thank-you notes to staff who helped make this year successful.</li></ul> | <ul style="list-style-type: none"><li>○ Look at upcoming activities and events to see if the mentee would like to volunteer for.</li><li>○ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.</li></ul> |
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## June

*Celebrate! You made it through the year.*

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| <ul style="list-style-type: none"><li>○ Discuss most recent observation and offer feedback. (optional)</li><li>○ Discuss end of year checkout procedures.</li><li>○ Assist with final grading procedures.</li></ul> | <ul style="list-style-type: none"><li>○ Discuss procedures for the Regent exams.</li><li>○ Turn in feedback on the mentor program and record data to be shared.</li></ul> |
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# Mentoring Log

Mentor Teacher: \_\_\_\_\_

New Teacher: \_\_\_\_\_

Month: \_\_\_\_\_

Activities: System Information	Resources/Material
Instructional Support	Emotional Support
Classroom Management	Environment
Demonstrate Teaching	

Date	Start Time	End Time	Activity

Summary Of Monthly Meeting \_\_\_\_\_

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- System Information:** Giving information related to procedures, guidelines, or expectation of the district.
- Resources/Materials:** Collecting, disseminating or locating material or other resources fo use by the new teacher.
- Instructional Support:** Giving information about teaching through empathetic listening and by sharing experiences
- Emotional Support:** Offering new teachers support through empathetic listening and by sharing experiences.
- Classroom Management:** Giving guidance and idea related to discipline or to scheduling planning and organizing the school day.
- Environment:** Helping teacher by arranging organizing or analyzing the physical setting of the classroom
- Demonstrating Teaching:** Teaching while the new teacher observes of helping to arrange opportunities for the new teacher to observe other teachers.

## **Mentor Program Input**

What went well for you this year?

Any suggestions for improvements or changes?

## **PRE-CONFERENCE OBJECTIVES**

Information obtained during a pre-conference will guide the observation. Your mentee will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the mentee intends for the lesson.
3. Discuss the objectives for the lesson.
4. Review the NYSUT rubric.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding intended lesson plan.

## **PRE-CONFERENCE QUESTIONS**

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

# Mentor/Mentee Observation Sheet

Date:

Mentor:

Mentee:

Class:

Pre-Observation: What am I looking for?

Observation Notes:

Action Plan for Discussion:

**POST CONFERENCE OBJECTIVES**

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem-solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the mentee's skills in self-analysis.

### **POST-CONFERENCE QUESTIONS**

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the most effective parts of the lesson?
- Did you achieve the objectives you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?