

# Homer Central School District



## New Teacher Mentoring Program

July 2016



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# Introduction

The Homer Central School District promotes excellence and PRIDE in education. We recognize that exceptional teaching is fundamental to student success. Great teachers set high expectations and adopt practices and measures to support their students in reaching standards. This document is the guideline of the support process to our new teachers, enabling them to transition quickly in their new district role in providing educational excellence.

The first year of teaching is one of the most challenging years of a teacher in education. Other challenging times may be when a teacher transfers to a new grade level or another district. Teachers and administrators of Homer Central School District provide direct support to our new teachers through the new teacher mentoring program. The program is designed to bring new teachers to high levels of competency more quickly. It formalizes a procedure for introducing teachers to the culture, expectations, curriculum, assessments and visions of the district. These benefits lead to enhanced student performance, while recognizing the expertise of experienced teachers.

## Goals and Objectives

The Mentoring Program is designed to address the need of individual new teachers by:

- Improving student performance through enhanced training, information and assistance for all teachers.
- Training and assisting experienced teachers to serve as mentors to new district teachers. The mentor teachers would provide a support role to new district teachers by giving them instructional assistance counseling and general guidance.
- Assisting and supporting all new district teachers making the transition to their new job.
- Providing knowledge of State Standards, Curriculum, Performance Standards, Assessments, and district curriculum guidelines.
- Identifying the major needs and concerns of beginning teachers.
- Enabling new district teachers to be effective in meeting the diverse needs of their students.
- Focusing on professional success and the retention of new teachers.

# Mentoring Program

As teaching positions are created or become vacant and new teachers receive appointments to the positions, qualified mentors are assigned to the new teachers. During the new teacher probationary period, the mentor is the vital human resource supporting the transition process for the new teacher member. The guidelines of responsibilities that follow are outlined to help the new teachers during their probationary period in the district.

## Responsibilities of the Homer Central School District

To support an atmosphere for optimal educational practices, where professional values are revered, personal commitment and beliefs that all students can learn, the Homer Central School District will:

- Develop a culture where sharing and modeling of excellent teaching and learning is embraced
- Provide the time for regular meetings of the mentor and new teachers member
- Encourage team teaching activities by providing resources for sharing best practices
- Provide guidance in developing annual goals for mentors and new teachers
- Provide curriculum guidelines for new teachers

## Responsibilities of the Homer Teachers' Association

Consistent with NYSUT's commitment to meaningful and appropriate professional development for teachers, the Homer Teachers' Association will support the Homer Central School District New Teachers Mentor Program by:

- Providing leadership to the New Teachers Mentor Program through an assigned Mentor Program Coordinator
- Soliciting and encouraging tenured HTA members to complete applications for mentorship
- Encourage members to receive training in advance of accepting an assignment of mentoring a new teacher
- Provide training and materials to support the new teacher

# Responsibilities of the Mentor Program Coordinator

To ensure smooth functionality of the New Teachers Mentor Program the Mentor Program Coordinator will:

- Coordinate with the Director of Instruction and Evaluation the assignments of mentors with new teachers
- Notify mentors of their assignments to new teachers
- Touch base with mentors on a monthly basis to support their needs, review logs for topics of discussion, and report to the Director of Instruction and Evaluation on program progress
- Touch base with new teachers on a monthly basis to support their needs, inquire of progress with their journals, and report to the director of Instruction and Evaluation on program progress from the new teachers perspective
- Participate on the Professional Teachers Development Committee, offering periodic reports on the mentoring program and the professional training topics that may be needed
- Participate in both the New Teachers Orientation Program and mid-year review meetings to support improvement of the New Teachers Mentoring Program
- Coordinate Mentor Training Events identifying mentors, topics, dates, locations and presenters with the Office of Instruction and Evaluation. Maintain a list of mentors who have completed the mentor training program.



# Roles and Responsibilities of the Mentor

During the probationary period of the new teacher, the assigned mentor will:

- Participate in all training and orientation sessions
- Discuss program goals and objectives with new district teachers, informing principal/department leaders of all goals and activities
- Respect confidentiality with new district teachers at all times
- Ease the transition for new district teachers by holding weekly meetings with new district teachers
- Serve as a resource person on all topics within their realm of expertise
- Serve as a role model and professional support person to assist new district teachers in all aspects of adjustment to their new teaching position. *It is recognized by all that the mentor is not acting in a supervisory capacity.*
- Share and help familiarize the new teacher with the supportive supervision process
- Maintain a once a month mentor log documenting topics and issues discussed
- Arrange classroom visitations for both new district teachers and mentor with intent of sharing various instructional techniques for beginning teachers
- Coordinate team teaching activities, providing opportunities for collegial professional growth and coordinate release time for new teacher with principal
- Attend at least one professional development opportunity together each year
- Provide experiences so that the mentor and new district teacher grow professionally
- Participate in evaluation of Mentor Program and make suggestions for improvements
- Seek aid from the Office of Instruction and Evaluation if serious conflicts arise between mentor and new district teacher
- Mentor Activities – Model teaching, team teaching, lesson planning, peer coaching, and orientation of new teachers

# Responsibilities of the New District Teacher

During their probationary assignment, the new teacher will:

- Meet on a weekly basis with the mentor
- Develop goals based on the Supportive Supervision Model
- Maintain a reflective journal
- Complete a contact log with the mentor
- Arrange classroom visitations with their mentor with intent of sharing various instructional techniques for beginning teachers
- Coordinate team teaching activities, providing opportunities for collegial professional growth with their mentor
- Attend at least one professional development opportunity together each year
- Seek aid from the Office of Instruction and Evaluation if serious conflicts arise between the new teacher and mentor
- Participate in evaluation of the Mentor Program, making suggestions for improvements

## Topic Guidelines

### September

- “How are things going?” (Materials, supplies, contacts...)
- Curriculum, State Standards, Assessments
- Classroom Management Practices (NYSUT p 36)

### October

- 5 week reports
- Building Handbook

### November

- Parent – Teacher Conferences (NYSUT p 38)
- Grade reports (10 week)
- Professional Development (My Learning Plan)

### On going through the year

- Project SAVE
- Tenure
- Teacher Certification

# Mentor Teacher Job Description

## Eligibility:

- Teacher tenured in the Homer Central School District
- Completed HCSD Mentor Training

## Job Summary

Provide expertise and ongoing support and professional growth appropriate to enhance the skills and effectiveness of new district teachers.

## Qualifications:

- abilities
  - o model effective teaching strategies
  - o work in a collaborative manner
  - o maintain confidentiality
  - o manage time effectively
  - o manage documents effectively
- knowledge
  - o knowledge of researched-based teaching and strategies
  - o knowledge of instructional effectiveness
  - o knowledge of cognitive coaching and the supportive supervision process
- demonstrated skills
  - o professional competence
  - o effective verbal and non-verbal communication
  - o interpersonal skills of caring, kindness, and understanding
- experience
  - o subject area or grade-level experience
  - o three or more years of successful teaching experience at Homer Schools

## Responsibilities

- attend training as required
- provide expertise and ongoing support
- visit new teacher's classroom and provide feedback
- attend at least two yearly mentor/new teacher meetings
- aid and participate in the supportive supervision process with the new teacher

# Mentor Teacher Application Form

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

Building: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date you received tenure in Homer Central School District: \_\_\_\_\_

I am interested in becoming a mentor because:

I would be a good mentor because:

Return completed application to the Director of Instruction and Evaluation.

# Mentor Program Evaluation Form (Mentor)

The most beneficial thing about being a mentor was:

The hardest part of being a mentor was:

I grew as a teacher through this experience because:

Feedback:

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

Date: \_\_\_\_\_

Mentee: \_\_\_\_\_

# Mentor Program Evaluation Form (Mentee)

The most beneficial thing about being mentored was:

The hardest part of being mentored was:

I grew as a teacher through this experience because:

Feedback:

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

Date: \_\_\_\_\_

Mentee: \_\_\_\_\_

# Program Evaluation

Each August, the New Teachers Mentoring Program will formally begin at the New Teachers Orientation Session. An overview of the program will be shared with the mentors and new teachers, discussing the goals and vision of the program.

Throughout the year, the Mentor Program Coordinator, the HTA President, Superintendent of Schools, and Director of Instruction and Evaluation will periodically touch base with new teachers, and mentors to discuss the program and placements. They will meet regularly to review what is working and identify areas of improvements.

Mid-year, the mentors, new teachers, and Mentor Program Committee will meet to discuss the progress of the program and again identify areas of improvement.

The Mentor Program Committee will annually review program evaluation forms to identify areas for modification and improvement.

