



MENTORING PLAN & HANDBOOK

2008-09

Putnam Valley

Federation of Teachers &

Putnam Valley

Central School District

PVFT/PVCS D Teacher Mentoring Program

Mission Statement

The purpose of mentoring is to provide support and reflective guidance to new teachers both to the profession and to the district. A mentoring program affords an opportunity to recognize and reward many of the outstanding teachers within the district, while easing a new teacher's entry into the school system. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. Mentoring can lead to more effective teaching, a collegial atmosphere that encourages professional growth, a celebration of success and a comfortable transition for new teachers into the culture of the Putnam Valley Central School District.

An effective mentor program needs trusting relationships in order to address questions, needs, and concerns of new teachers. Through confidential, non-judgmental interaction, veteran professionals meet regularly with new teachers to support their growth and development. The mentor/mentee relationship will NOT be used as an evaluative tool. The *PVFT/PVCS D Teacher Mentoring Program* should be evaluated each year by an appointed PVFT mentor coordinator, PVFT president, and appropriate district administration.

Basic Plan Description

Both the Putnam Valley Federation of Teachers and the Putnam Valley Central School District, in an effort to provide support and reflective guidance to its new teachers, will oversee and manage a Teacher Mentoring Plan. The mentoring program focuses on *new* teachers to the profession as well as teachers new to the district.

A *new teacher* is defined by this plan as any teacher who is a) new to the profession, or b) has less than 3 years teaching experience.

Governance of the Program

The Mentor Program is governed by 1) the Assistant Superintendent of Schools, and 2) PVFT Mentor Coordinator and PVFT president. These individuals comprise the mentoring committee and administer the policies and procedures of the program.

In the spring of each year, the Assistant Superintendent sends a letter to all teachers seeking to fill positions for *Head Building Mentors*. The mentoring committee will ensure a clear and fair application process for these three (3) positions. Once these head mentors are in place, the process will begin to make mentor/mentee matches. This process occurs over the next few months until every new teacher has been assigned an individual mentor. Head Building Mentors will collaborate with both district and building administration, PVFT representatives as well as other teachers (such as K-12 coordinators) in the selection process. During the spring, the committee will also review the organization of the mentor training process and mentee staff development offerings. A formal mentor-training program is required of all Head Building Mentors*. Training for all New Teacher Mentors will be in-house and administered by the mentoring committee.

PVFT/PVCSD Teacher Mentoring Program

**Training most often takes place over the summer.*

Program Goals

- To acclimate new teachers to the school and profession
- To guide professional growth
- To ensure the understanding of both state and local standards/goals
- To assist with district/building assessment procedures
- To help with instructional planning
- To assist with district observational procedures
- To maintain regular contact with mentee
- To foster a positive role for teachers in our local union
- To improve classroom management
- To introduce/socialize new teachers to the staff and community
- To provide growth and professional development
- To provide positive support and self reflection
- To provide a good model of teaching
- To provide PVFT members leadership opportunities in the district

Mentor Criteria (both Head Building Mentors & New Teacher Mentors)

- Demonstrate exemplary teaching ability
- Tenure
- Believe in the value of teaching as a profession
- Have respect for their colleagues in all subject areas
- Hold high expectations
- Convey enthusiasm for learning to teachers and students
- Believe that all children can learn and succeed
- Believe that all teachers are life-long learners
- Demonstrate initiative
- Understand the role and value of the local union
- Have courage to share ideas and initiate change
- Demonstrate ability to plan and organize

New Teacher Mentor Responsibilities

- 1) Meet with the mentee a) throughout the year (both formally and informally before opening day of school year, and c) almost daily during the first month of school or as needed
- 2) Continue to schedule informal meetings with mentee once or twice per week throughout the school year. *Release time from duties and some teaching time can be arranged by the mentor and building administration*
- 3) Provide curriculum support as well as support on areas that *need improvement*
- 4) Model professional expectations and practices
- 5) Establish supportive and trusting/confidential relationship with mentee
- 6) Acquaint each mentee with district and building culture
- 7) Celebrate successes and help with strategies to meet challenges
- 8) Model good teaching practices and encourage classroom visitations
- 9) Encourage mentee to attend new teacher events and union activities

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- 10) Collaborate with PVFT Mentor Coordinator and Head Building Mentor to best meet the needs of the mentee.

Selection/Stipend Process

There are two (2) types of mentor opportunities available to PVFT members under this plan. Those types are detailed below in addition to both the selection and stipend process.

Head Building Mentors

Head Building Mentors are selected each year by district administration and a committee of at least (2) PVFT members. HB Mentors should be selected based on interest, teaching experience, and consistent demonstrations of professional excellence.

There will be one (1) Head Building Mentor in each building (ES, MS, HS).

Head Building Mentors are paid by the district, as per the PVFT teachers contract, and will receive district in-service credit for any mentor training workshops taken.

Interested teachers should apply and be interviewed for the position as detailed by district administration.

Head Building Mentors will be identified and selected each spring in preparation for the following year. Head Building Mentors may re-apply each year.

New Teacher Mentors

New Teacher Mentors are selected by the Head Building Mentor within each building and should teach the same subject/grade level whenever possible. District/Building Administration and PVFT representatives will be part of this selection process.

There will be one (1) New Teacher Mentor for every one (1) NEW teacher (or a non-tenured teacher with less than 3 years experience).

The New Teacher Mentor should be an experienced, tenured teacher.

New Teacher Mentors are paid a stipend by the union per year and will receive district in-service credit for any mentor training workshops taken outside of the school day.

Interested teachers must submit a *New Teacher Mentor Application* (available in this handbook or at www.pvft.org).

New Teacher Mentors will be identified when new teachers are identified before the start of the school year.

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New Mentor Training

The new mentor training is designed to assist the mentor teacher in defining the mentor role and its relationship to the new teacher. The mentors discuss topics related to mentoring, such as needs assessments, problem solving, classroom visits, management, and communication skills.

Visitation*

Mentors and Mentees can request release time from the building principal for classroom visitations. Several models may be helpful to the mentors and new teachers. These models are suggestions; other arrangements can be made.

1) The Mentee VISITS the Mentor

The Mentee might wish to visit the Mentor teacher in order to observe classroom management, room management, curriculum ideas, or just to see another person work.

2) The Mentor VISITS the Mentee

The Mentor might find it helpful to visit the Mentee, permitting feedback. The discussion could focus on the areas that would be most helpful to the mentee.

3) The Mentor and the Mentee VISIT a third teacher

The Mentor and Mentee might wish to visit the class of another teacher. This third teacher would give the Mentee an opportunity to observe someone other than the Mentor, would expose the Mentee to more resources, and would allow for an extra support system.

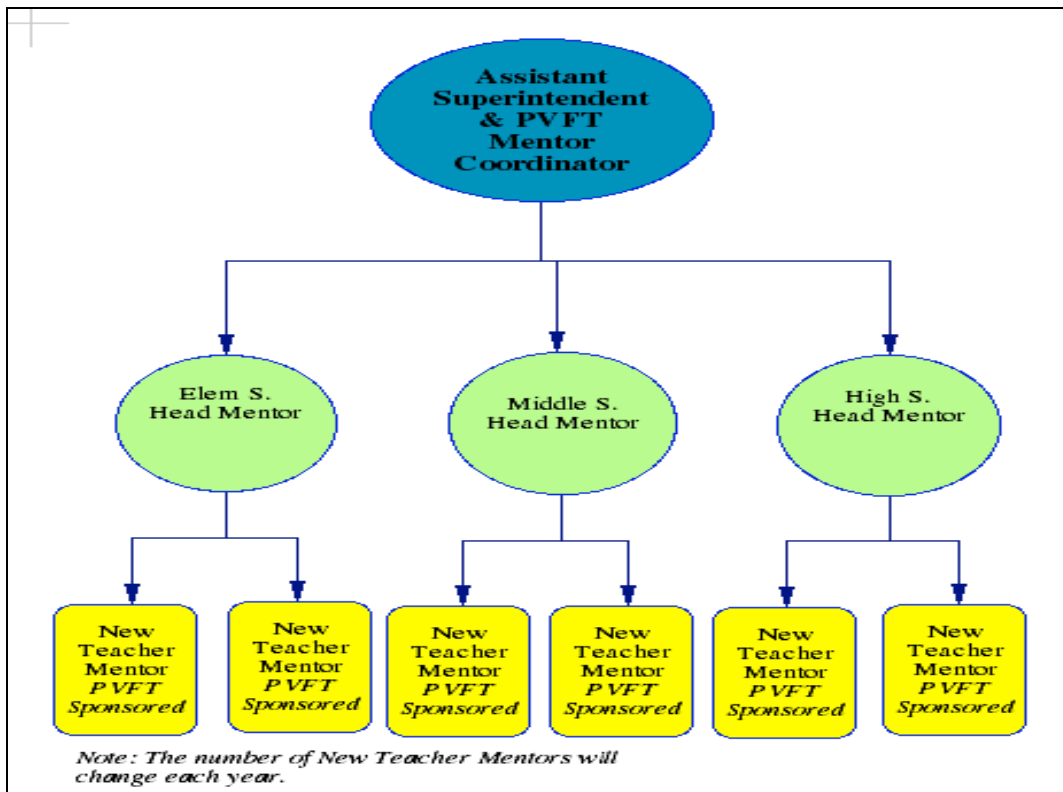
*** It is an expectation of the mentor program that inter-visitations occur a minimum of three (3) times during each school year.**

Leave Replacements

All full year leave replacements will be given a one on one mentor provided/funded by the PVFT.

Each respective head building mentor will mentor all other leave replacements. The Assistant Superintendent will notify all HBM's of leave-replacement assignments before they begin. The HBM's are responsible to support these leave replacements until their respective assignments are complete.

PVFT/PVCSD Teacher Mentoring Program



PVFT Mentor Coordinator

Funded by the PVFT and appointed by the PVFT President

- 1) Works in collaboration with *Assistant Superintendent* on all mentoring initiatives.
- 2) Works in collaboration with *Head Building Mentors* on identifying and meeting the needs of all involved in mentoring plan.
- 3) Helps organize new teacher events with other members of the mentoring program.

Head Building Mentor

Funded by the district as per PVFT contract

- 1) Identify building *New Teacher Mentors* in conjunction with PVFT Mentor Coordinator/Assistant Superintendent.
- 2) Works on a regular basis with *New Teacher Mentors* on initiatives, problems and programs.
- 3) Works/meets in collaboration with district/building administration/*PVFT Mentor Coordinator* on building level mentoring practices.
- 4) Mentor short-term leave replacements.
- 5) Mentor new teachers to the district (with prior tenure) on school procedure, culture and instructional strategies (if necessary)*.
- 6) Attends and facilitates mentoring programs/meetings at the building level.
- 7) Meets with mentees to ensure that their needs are being met.

New Teacher Mentor(s)

Funded by the PVFT

- 1) Mentors (as detailed under the plan) “new” teachers with less than 3 years experience.
- 2) Works in collaboration with *Head Building Mentors* and *PVFT Mentor Coordinator* on aspects of the New Teacher mentoring program.

PVFT/PVCSD Teacher Mentoring Program
New Teacher Mentor Application

Name: _____ School Year: _____

Building: _____ Grade Level(s): _____

Subject(s): _____

1) Are you a tenured teacher? Yes No

2) I am interested in becoming a New Teacher Mentor teacher because:

3) Rate yourself on a scale from 1 – 5 (1 =weak / 5 = very strong) on the criteria below.

Demonstrate exemplary teaching ability	1	2	3	4	5
Believe in the value of teaching as a profession	1	2	3	4	5
Hold high expectations	1	2	3	4	5
Convey enthusiasm for learning to teachers and students	1	2	3	4	5
Believe that all children can learn and succeed	1	2	3	4	5
Believe that all teachers are life-long learners	1	2	3	4	5
Demonstrate initiative	1	2	3	4	5
Understand the role and value of the local union	1	2	3	4	5
Have courage to share ideas and initiate change	1	2	3	4	5
Demonstrate ability to plan and organize	1	2	3	4	5

4) I would be a good mentor because:

5) Each potential mentor must include the name/contact info of one reference (*reference must be either an a) administrator or, b) PVFT member*).

Reference Name: _____ *admin.* or *PVFT Member*

Phone #: (____) _____ **Email:** _____