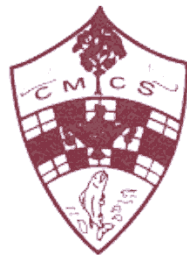


**CALEDONIA-MUMFORD CENTRAL SCHOOL
SUPERINTENDENT'S OFFICE**

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Mentor and Induction Program Plan

Mentor and Induction Program

Vision:

The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Goals of the Program:

The Caledonia-Mumford School District seeks to establish a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers;
- Increase instructional effectiveness through sound classroom management and instructional strategies;
- Provide the process of self-reflection;
- Promote continual professional growth;
- Assist teachers in fulfilling district expectations and state requirements;
- Transmit the culture of the Caledonia-Mumford system:
 - Commitment to the students
 - Commitment to the school and community
 - Commitment to the profession
 - Commitment to continued professional development
 - Knowledge of the responsibilities and expectations of a professional educator
 - Understand their role within the district and the school, and be comfortable and energized to be part of the Caledonia-Mumford educational family

Composition of Mentoring/Induction Steering Committee

Mentoring Committee comprised of Superintendent, Building Principals, Director of Curriculum and Instruction, Mentors, and the Mentor Coordinator. The committee will meet up to 4 times a year after school.

Functions of the Steering Committee

- Perform yearly review of Mentor Plan and revise
- Coordinate Mentor/Mentee training
- Determine Program Effectiveness

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embodies a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application, Appendix A, that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Superintendent with his administrative team and the mentor coordinator will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at anytime the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinator. The mentor coordinator will review the concerns with the administrative team and if there is agreement a new mentor assignment will be made.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.

- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
 - Provide an exemplar of pre-observation lesson plan
 - Assist in writing of and/or review mentee pre-observation plan
 - Provide assistance/guidance in reflection of lesson for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district, mentor coordinator, for seven years per New York State regulations.
- Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

Mentor Training	1 day Mentor Training prior to start of assignment
New Teacher Orientation	1 day with Mentee – paid at Workshop rate
Individual Mentor- Mentee Meetings.	Minimum one hour every two weeks @ mentor/mentee convenience.
Mentee Observation (non-evaluative)	3 times a year minimum (2 fall/ 1 spring)
Attend three way conferences	2 times/year
Arrange Visitations	One day/year
Attend Mentor Steering Committee Meetings	4 times/year

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is not to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee definitions/criteria:

- Definitions: Mentees will be designated **Level 1** or **Level 2** according to their Board of Education appointment and their tenure tract.
 1. First year mentees will be considered **Level 1**
 2. Mentees in their first year in a new tenure certification area will be considered **Level 2**
 3. Mentees with experience and previous tenure, but new to the district, maybe considered a **Level 2**
- It is an option for teachers on an improvement/action plan with the principal to request a mentor.
- A self-referral/mentor request can be made by a teacher if submitted in writing with accompanying rationale. This request shall not be viewed as a need for improvement. The mentor coordinator will hold a conference with the teacher to review the request and then present a recommendation of assignment/non-assignment and at what level.

Mentee Responsibilities:

- Attend all training and meetings for mentees, see *Mentees Professional Development/Meetings by year Table 3.0*.
- Mentees need to maintain and update a monthly log and share it with mentor coordinator on a quarterly basis. First year mentees need to send the log to the mentor coordinator at the close of the school year to be kept by the district for seven years.

Mentees Professional Development/Meetings by year:

Table 2.0: New Teacher Summer Orientation

Day One	Day Two	Day Three
<ol style="list-style-type: none"> 1. Meet Administration/BOE Members 2. History of Cal-Mum 3. Payroll/Benefits 4. APPR <ol style="list-style-type: none"> a) Danielson Rubric b) Teaching Standards c) Observation Process a) SLO Development 5. Bus Tour of District 6. Lunch with Superintendent 7. Buildings <ul style="list-style-type: none"> Emergency procedures Staff Handbook 	<ol style="list-style-type: none"> 1. Olweus Bullying Program Overview 2. Classroom Management – Harry Wong First Days of School 3. Technology (Half Day) <ol style="list-style-type: none"> a. District Logins b. Website Development c. Edline Login d. Gradebook Login e. School master Login f. eDoctrina Login 	<p>Professional Practice/Expectations</p> <p>Mentor/Inductee Training</p> <ul style="list-style-type: none"> • Overview of the Mentor Program • New Teacher Induction Requirements <p>In your room with your mentor. Planning</p>

Table 3.0: Mentee Three Year Induction Plan

	Year 1	Year 2	Year 3
New Teacher Orientation	3 full days prior to the start of the school year		
Individual Mentor- Mentee Meetings	Minimum one hour every two weeks.		
Mentor Observation	3 times a year minimum (2 fall/ 1 spring)		
Three Way Conferences (Mentee, Mentor & Admin)	2 times in a year Nov. and March		
Professional Development – after school meetings and release days as needed	<p>Once a month</p> <p>Topics:</p> <ul style="list-style-type: none"> • Classroom Management • Parent Engagement • Learning Targets • Formative Assessment <p>Book Talks: <i>Tools for Teaching</i> by Fred Jones or <i>First Day of Schools</i> by Harry Wong <i>Learning Targets</i> by Susan Brookhart</p>	<p>6 times / year</p> <p>Topics:</p> <ul style="list-style-type: none"> • Data Driven Discussions • Assessment Systems • Integration of Technology • Meeting Needs of Diverse Learners <p>Book Talks: <i>Formative Assessment</i> <i>Poverty Book</i></p>	<p>Quarterly</p> <p>Topics:</p> <ul style="list-style-type: none"> • Learning Targets • Formative Assessments • Student Centered Learning <p>Book Talks: <i>Mindset or Switch</i></p>
One day spent observing in other classrooms – in/out of district	Required	Required	Required

Release Time:

Level 1: These mentees and their mentors will be afforded up to 6 release days a year with a minimum of 1 day in the first year based on the needs assessment of the mentee.

Level 2: These mentees and their mentors will be provided up to 4 release days over the first year.

Three-Way Conferences:

Mentors will attend the post-observation conference for Level 1 and Level 2 mentees.

- First observation occurs on or about Oct 1 –Nov. 15th
- Second Observation occurs prior to May 1st

The mentor's role during the meeting is to provide support to the mentee and listen.

Program Evaluation/Reflection:

- The mentoring committee will create a meeting schedule through out the year, up to three meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.
- The committee will also meet at least one time a year to reflect, review and evaluate the program by means of surveys given to both mentors and mentees. These surveys will reflect feedback (both rating scales and constructed responses) in regards to:
 - New Teacher Orientation
 - Mentor/Mentee Handbook
 - Release days
 - Meetings between mentor and mentees
 - Meeting scheduled with the mentor coordinator
 - Trainings/Workshops provided
 - Level of support provided
 - Strengths of program
 - Suggestions and recommendations for improvements

The responses will assist in the revision and adaptations for the following year's program.

The Mentor Plan will be updated with the revisions and will be a living document.

Mentor Stipend: \$1000/yr

Mentor/Induction Coordinator Roles/Responsibilities:

The role of the Mentor/Induction Coordinator will be to work in conjunction with the Director of Curriculum and Instruction for the implementation of the mentor program and new teacher induction training. Some of the responsibilities of the coordinator will be:

- Develop and maintain a Mentor/Mentee Handbook
- Coordinate and facilitate all Mentoring Committee meetings
- Work in conjunction with the administrative team to develop and define the New Teacher Summer Professional Development days
- Co-Facilitate monthly New Teacher Induction Professional development meetings/activities
- Serve as the record keeper of mentor logs required by New York State regulations for 7 years
- Attend Mentor Training with the intent to become the Mentor Trainer for the District
- Provide all mentor training to new Mentors as needed
- Maintain/purge mentor logs each year as appropriate
- Attend Regional Mentor Coordinator Meetings and provide input into Teacher Center Professional Development Planning to meet the needs of the district.
- Perform all other related responsibilities as needed to implement a success Mentor/New Teacher Induction Program.

Mentor/Induction Coordinator Stipend: \$2500 to \$2800/year

Appendix A: Mentoring Application

The Caledonia-Mumford School district believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Please read the roles and responsibilities of a mentor closely before proceeding to the application.

Mentor Roles and Qualifications:

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Mentor Stipend: \$1000/year

Applicant Name: _____

Building: _____

Grade Level/Subject(s) Taught: _____

*** You may use this form or attach a separate document with your responses. Please submit your application/resume for mentoring to _____ by _____.**

1. Why do you want to be a mentor?

2. Why would you be a good mentor for a beginning teacher?

3. What are your thoughts about benefits of:

A. Having a new teacher observe your teaching?

B. Observing a new teacher while he/she is teaching?

C. Providing a new teacher with non-evaluative feedback in relation to his/her teaching?

Mentor Application – Page 2

Please provide information regarding the following:

Please provide a list of professional development that you have participated in during the last three years:

Are you a member of any professional organizations, if so please list them?

What extracurricular activities are you involved in and in what capacity?

Other Pertinent Activities/Information

I have read and understand the roles and responsibilities of a mentor and agree to perform all of the duties expected of a teacher mentor

Signature