

Oxford Academy and Central School Mentoring Plan



Learning Today for Tomorrow's Challenges

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Mentoring Committee:

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Vision:

All teachers will be effective educators who will have a positive impact on improving student learning and achievement.

Mission:

The mentoring program will use experienced teachers and administrators to provide support to new teachers and teachers new to a position.

Definition of Mentee:

Mentee is defined as a teacher new to the district. Tenured teachers who change position or building have the option to decline a mentor or can have a mentor for one or two semesters. Nontenured teachers who change position or building will be assigned a mentor for one year.

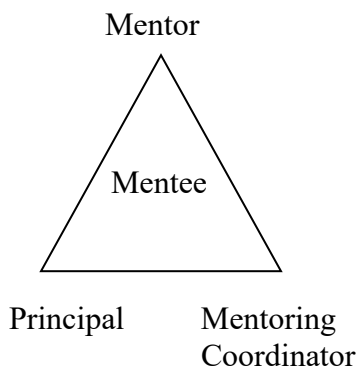
Goals:

The Mentoring Program has been established to accomplish the following goals:

1. Mentees will be familiar with the district’s goals, policies, curriculum and procedures.
2. Mentees will become aware of the culture of the school and community.
3. Mentees will demonstrate reflective teaching practices and effective classroom management techniques.
4. Mentees will be able to successfully navigate the first years of teaching and continue their teaching careers.
5. Mentees will satisfy the NYS regulations for certification.

All teachers new to the district or a position will receive a mentor. Mentees will be assigned a mentor in their second year in the district upon the approval of the Principal after discussion with the Mentor and the Mentoring Coordinator.

Roles



The role of the Superintendent will be:

1. To maintain the state mandated records to document mentoring
2. To provide the resources for the implementation of the OACS Mentoring Plan
3. To provide first day of orientation for Mentees before the opening of school
4. The Superintendent will notify teachers who are not selected to be mentors by June 15

The role of the Mentoring Planning Committee will be:

1. To implement, monitor and evaluate the mentoring plan
2. To make recommendations in pairing of mentors
3. To provide training for Mentors as needed/available

4. To provide and plan an additional day of orientation for Mentor/Mentees before the opening of school
5. To offer social opportunities for Mentors/Mentees

The role of the Mentoring Coordinator will be:

1. To facilitate the operation of the mentoring plan by housing and monitoring non-mandated mentoring paperwork
2. To troubleshoot everyday problems and issues pertaining to mentoring
3. To provide a report of hours and activities to the Superintendent's office
4. To help the Mentor and Mentee find creative ways to use time
5. To facilitate at least 4 meetings/year for Mentors/Mentees, the first to be held in September.
6. To coordinate Mentoring Training opportunities
7. To call for Mentoring applications, convene the Mentoring Committee to establish a pool of Mentors
8. To communicate with Principals to establish the number of Mentors anticipated each year
9. Differentiate the professional development of the Mentors based on need and experience
10. To facilitate two days of orientation for Mentor/Mentees before the opening of school
11. To chair the Mentoring Committee

The role of the Mentor will be:

1. To review all district goals, policies, and procedures with the Mentee
2. To be available to answer questions from the Mentee
3. To communicate on a daily basis at first and then less frequently as the Mentee becomes more independent
4. To model reflective teaching practices and effective classroom management techniques
5. To make known to the Mentee district and community activities and functions
6. To build trust and maintain confidentiality in the mentoring relationship
7. To complete and submit the proper paperwork as defined by the Mentoring Plan
8. To make at least one non-evaluative observation with pre and post conferences to the Mentee's classroom during the first semester
9. To act as a role model and guide for the Mentee
10. To attend Mentor/Mentee meetings
11. To attend Mentoring training
12. When assigned a Mentee, attend the district orientation
13. To complete an end of the year program evaluation
14. Attend a Principal led Mentor/Mentee meeting as scheduled
15. To communicate on curriculum as appropriate

The role of the Mentee will be:

1. To attend Mentor/Mentee meetings
2. To participate in the mentoring relationship
3. To attend the two day summer orientation
4. To work toward the goals of the mentoring program
5. To complete an end of the year program evaluation
6. To attend Principal led Mentor/Mentee meetings as scheduled

The role of the Principal will be:

1. To provide the resources to allow for a successful mentoring experience
2. To work within the parameters of the OACS Mentoring Plan
3. To help the Mentor and Mentee find creative ways to use time
4. To facilitate Mentor/Mentee meetings as scheduled
5. To communicate on curriculum

Program Components

- The Mentoring Plan will provide the Mentor and/or Mentee release time as needed to work toward the successful completion of the mentoring goals. This time may be used in the following ways:
 1. The Mentor and Mentee may meet to set individual goals, plans, and reflect on progress
 2. The Mentor may observe the Mentee
 3. The Mentor may coordinate appropriate mentoring activities
 4. The Mentee may observe the Mentor or other appropriate, agreed upon teacher
 5. The Mentor and/or Mentee may make visitations to another district or building
 6. Mentor/Mentee may receive professional development
 7. The Mentor and Mentee may conduct pre and post conference discussions
- Four meetings/year will be held district wide. The Mentoring Coordinator will coordinate these meetings. The first meeting will be scheduled for September. The needs of Mentees and Mentors will determine the scheduling of the subsequent meetings.
- The district office will maintain records of mentoring activities, as provided by the Mentoring Coordinator, to include the NYS Teaching Certification numbers of the Mentor and Mentee, types of mentoring activities, and the hours spent in mentoring activities.
- The district will provide two days of orientation. Both days will be scheduled prior to the opening of school.
- The Mentoring Committee will be comprised of teachers and administrators with representatives from each building with a majority of the membership being teachers appointed by the bargaining unit, total membership not to exceed 13. The OTA will approve the teacher members.
- Principals will conduct Mentee meetings, as scheduled, to address issues that are specific to the buildings, topics not covered by the mentor commitments, and professional development topics. Mentees will attend. Mentors are invited. These meetings will be treated as one of the four mandatory monthly meetings as defined in the Oxford Teacher Association contract. Refer to Appendix A.
- Information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a Mentee. The regulations governing mentoring creates several specific exceptions to this confidentiality requirement:
 - Where withholding the information would pose a danger to the life, health, or safety of students or school staff
 - Where information emerges that the new teacher has been convicted of a crime
- The Mentoring Planning Committee will take a release day every spring (May) to:
 - Recommend pairing Mentors
 - Plan Mentor training
 - Plan Orientation Days
 - Evaluate Program
- Mentoring Coordinator and the Mentors will meet in May, during the release day, to review roles and responsibilities for the upcoming year.

- The Mentoring Coordinator will post on the district website, in May, the following message to recruit retired teachers:
 - Any retired Oxford teacher interested in becoming a mentor for a new and nontenured teacher is invited to apply. An application can be obtained from the Mentoring Coordinator. Mentors will receive a stipend.

Characteristics of a Good Mentor

An OACS Mentor will:

- Have tenure
- Will not be a formal evaluator of the mentee
- Be committed to fulfilling the requirements of the Mentoring Program
- Exhibit positive attitude and character
- Model professional competence and experience
- Have good communication skills
- Demonstrate strong interpersonal skills
- Have the ability to hold confidential all aspects of the relationship entrusted to them

Training of Mentors

- Professional training of Mentors will be provided. The Mentoring Committee will research and decide on the best method of delivery and schedule.
- It is the intention of the Mentoring Committee that a pool of Mentors be trained on an on-going basis to facilitate the selection process.
- There will be a core training for all new Mentors. Experienced Mentors will receive additional training to improve their skills as determined by the Mentoring Committee.

Selection of Mentors

The OACS Mentoring Committee will establish a pool of Mentors who will through an application process be selected, trained, and matched to appropriate Mentees. Mentors will be chosen based on the Characteristics of a Good Mentor as defined in this plan. Mentors need to apply each year they wish to mentor. The Mentoring Committee will make recommendations to the Principals who will then match Mentors to Mentees. Matches will be based on the following criteria where appropriate:

- Mentors should be in the same discipline or grade level as the Mentee
 - Mentors should be in the same building as the Mentee
 - Ideally there should be one Mentor per Mentee; however, if there is a shortage of Mentors, Mentors may be recruited using the following prioritized criteria:
 - Mentors may opt to take on the responsibility of multiple Mentees
 - Retired teachers* may be included in the pool
 - An administrator* in a non-supervisory role may fulfill the role of Mentor
- * Retired teachers and administrators must fulfill all of the requirements of the OACS Mentoring Plan.

In the event that a match is not working, the Mentor and/or Mentee will inform the Mentoring Coordinator and Principal to initiate the process for evaluation and/or reassignment.

Application process

Once a year, the Mentoring Coordinator will issue a call for Mentor applications. Applications will be due to the Mentoring Coordinator no later than May 15th. The Mentoring Coordinator will send out the application the first week of May. The Mentoring Committee will meet to review applications and develop the pool of Mentors. The list of possible Mentors will be given to the Principals by June 15. The Principals will make the Mentor matches as soon as possible after the hiring of the Mentee. The Principals will notify the Mentoring Coordinator of matches.

Mentoring Program Evaluation

- Annually the Mentoring Committee will solicit feedback from all participants in the program.
- The Mentoring Committee will adjust programming based on that feedback.

Calendar of Major Mentoring Activities

Spring–	Project the number of anticipated Mentors Call for applications Convene Mentoring Committee for Selection Process Distribute list of Mentors to Principals
Summer -	Train potential Mentors/Mentoring Coordinator Match Mentors and Mentees Hold 2-day orientation Mentors will be notified by July 15 th , if possible
Fall -	First District wide Mentoring meeting
On-going -	Mentoring Activities Principal led Mentee meetings

Mentor / Mentee Guidelines	
August Attend Mentor/Mentee Training	<ul style="list-style-type: none"> • Tour of the building / Introduction to staff • Parking / Cafeteria • Email / Telephone / District Contact List • BOCES Print shop • PowerSchool (Attendance) / Class lists / Cleartrack/ Goggle classroom • Log ins (email, Rtl Edge, Cleartrack) • Schedule / Duties/Handbook • Payroll /Business Office/ My Learning Plan / PD Sign up • Leave of absences (All types) • Emergency Procedures/Safety Plan
September Schedule observation of mentee (as appropriate) Review lesson planning	<ul style="list-style-type: none"> • Emergency Procedures (Lock Down, Fire Drill, Medical) • SLO / APPR / Observation Process • NYSUT Rubric • Curriculum / Lesson Plans / Grading Policies • Sub Folder / Frontline • Parent Communication • Homework • Teacher Handbook / Student Expectations • First Mentor/Mentee meeting
October Complete Observation (1/2 Day Release as needed)	<ul style="list-style-type: none"> • Learning Objectives, lesson planning • Classroom Management • MyLearningPlan • Building Specific Teams (LINKS/CDEP, SST, etc.) • Report Cards • 2nd Mentor/Mentee meeting
November Discuss Observations – Successes and areas of growth Schedule observation of exemplary teacher	<ul style="list-style-type: none"> • Data Driven Instruction (DDI) • Student Support Team (SST) • Parent-Teacher Conference • Meeting with Principal
December Check-in	<ul style="list-style-type: none"> • Report Cards • Resetting expectations in the classroom • Budgeting • 3rd Mentor/Mentee meeting
January Observe Exemplary Teacher (1/2 Day Release as needed)	<ul style="list-style-type: none"> • Parent Communication • Meeting with Principal
February Discuss Exemplary Teacher Practices	<ul style="list-style-type: none"> • Field Trips / Transportation Requests • Meeting with Principal
March 1/2 Day Release as needed	<ul style="list-style-type: none"> • Prepare for State Assessments • 4th Mentor/Mentee meeting
April Discuss Release Day	<ul style="list-style-type: none"> • Meeting with Principal
May Reflection of the Mentor/Intern Process	<ul style="list-style-type: none"> • Expectations for End of Year /Building Specific Checkout • Evaluation of Mentor/Mentee Process • Meeting with Principal

Appendix A
OACS Mentor Application

If you would like to serve as a Mentor, please complete the following application and return it to the Mentoring Coordinator by _____. Attach additional pages if necessary.

Name:

Grade Level/Content Area:

Number of Years Teaching (include current year):

Number of Years Teaching in Oxford (include current):

Grade(s) and/or Courses Taught (include number of years in each level and course):

Have you been a mentor?

When did you go through Mentor training (year)?

1. What is your concept of mentoring and why are you interested in assuming the role of mentor?

2. Describe below any qualifications/personal attributes which you possess that might enhance your role as the Mentor: i.e. leadership positions, membership in professional organizations, professional honors, additional training, areas of expertise, recent coursework, past student teaching experiences, etc.

**MENTOR AND MENTEE
PROGRAM EVALUATIONS**

1. Did the mentor program run as you planned? Why or why not?
2. What are the strengths of the program?
3. What areas of the program need improvement?
4. How could the school/business/community further assist you in the mentor program?
5. Did you feel overwhelmed or burdened by participating in the mentor program? If yes, explain why.

Mentors

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?

excellent	very good	good	poor
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2. How would you describe the quality of your experience as a participant in the program?

excellent	very good	good	poor
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3. Would you serve as a mentor again next year or in the future?

yes	possibly	not sure	no
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4. Did the mentor training session help you prepare for your mentoring experience?

yes	somewhat	not sure	no
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5. Would you have liked additional training for mentors?

yes	maybe	probably not	no
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6. How clearly defined were your mentor responsibilities?

very clear	moderately clear	a little unclear	very unclear
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7. The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.

always	somewhat	not much	never
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8. How would you describe your relationship with your mentee?

very good	good	fair	poor
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9. Do you think that the time you spent with your mentee was sufficient?

yes	almost	not really	no
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10. Do you think that the time you spent together was helpful for your mentee?

yes	somewhat	not really	no
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11. Did you gain personally from this relationship?

yes	somewhat	not much	no
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12. I would have preferred to meet less often with my mentee.

yes	sometimes	rarely	no
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13. I would have preferred to meet more often with my mentee.

Yes	sometimes	rarely	no
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14. What was most satisfying about the mentor program?
15. What was least satisfying about the mentor program?
16. What would you suggest to improve the mentor program?

Mentees

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?
excellent very good good poor
2. Did you enjoy being part of this program?
yes somewhat not much no
3. Was your relationship with your mentor positive and professional?
yes somewhat not much no
4. Would you have liked to meet with your mentor more often?
yes a bit more not much more no
5. Did having a mentor help you perform better in your position?
yes somewhat not much no
6. Did you feel comfortable talking to your mentor about things, either good or bad?
yes somewhat not really no
7. Did you feel comfortable talking to your mentor about your experiences, either good or bad?
yes somewhat not really no
8. List some of the activities you did with your mentor:

9. List something that you learned from your mentor.

10. What did you like best about the mentor program?

11. What did you not like about the mentor program?

12. What do you think we should change or do differently next year?

13. Other feedback