

*Chatham Central School  
District*

*Teacher Mentor Program  
2011-2012*

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# **Chatham Central School District**

## **Steering Committee**

- **Renée Morgan**  
Program Coordinator
- **Dawn-Marie Blasl**  
High School Representative
- **Michele Debye-Saxinger**  
Middle School Representative
- **Erika Riddick**  
Elementary Representative
- **Brian Simon District**  
Representative

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## INTRODUCTION

One hundred years from now  
It won't matter  
What kind of car I drove  
What kind of house I lived in  
How much money I had in the bank  
Nor what my cloths looked like  
BUT  
The world may be a little better  
Because, I was important  
In the life of a child.

*Author: (excerpt from "Within My Power" by Forest Witcraft)*

The Chatham Central School District Mentoring Plan is designed to support the success of the first year teacher and all the challenges that are associated when venturing into their new positions. Research indicates that a well executed mentor teacher program along with a supportive environment will promote and retain successful teachers. Ultimately, our vision is to ensure that all teachers are given the tools and solid foundation to be successful in their respective classrooms for the purpose of student achievement, professional satisfaction and life-long commitment to the profession. Our mentor program will incorporate portions of the research based Association for Supervision and Curriculum Development (ASCD) mentor model.

The Chatham Central School District Mentoring Program is designed to provide true collaboration between the mentor and mentee. This relationship will foster success in the classroom as well as overall growth. The Mentor Steering Committee is committed to ensure that this relationship is supported with time, training and resources. The committee will also be overseeing the Peer Support program as well. Peer Support is intended as an additional resource for teachers coming into the district with previous school experience, or who request and are granted an additional year of less intensive support.

All learning communities have their own unique culture and climate. The Mentor Program is designed to acclimate, support and embrace the new teacher so that they become a valued member of the Chatham Central School District.

## **CHATHAM CENTRAL SCHOOL DISTRICT MENTOR TEACHER PROGRAM OVERVIEW**

**June 2011**

In accordance with the amendments to section 100.2 (dd) of the Regulations of the Commissioner of Education, effective December 4, 2003, which require, among other things, that school districts' Professional Development Plans address provisions for a Mentor Teacher Program (MTP) within the Chatham Central School District (CCSD), the District hereby makes the following provisions with regard to its mentoring program:

- 1) The manner of which the District will provide a MTP for teachers to meet the teaching experience requirement for the professional certificate as prescribed in section 80-3.4 of the Commissioner's Regulations shall be as follows:
  - A team of mentor teachers and a program coordinator will provide support and guidance to teachers who are candidates for a professional certificate (hereafter referred to as CPCs, or "candidates for professional certificates") as defined by Commissioner's Regulation 80-3.4.

- The district mentor team will be chosen through an application process by a Steering Committee consisting of teachers and support staff appointed by the CCSD and administrators chosen by CCSD. Decisions of the Steering Committee will be made by consensus. Mentor selections will be made by the steering committee in consultation with the building principals. The Board of Education reserves the right to approve the mentor teacher program, mentors, and the program coordinator.

2) The description of particular elements of the mentoring program shall be as follows:

A) Procedure for selecting mentors

Criteria for mentors and the program coordinator shall be reviewed annually. Information regarding the MTP will be distributed to all faculty members by the program coordinator. At a minimum, mentors are expected to have five years of teaching experience and have received tenure at Chatham CSD. They must be willing to serve in the mentor/peer support capacity and have demonstrated mastery of pedagogical and subject matter skills. They will have evidence of superior teaching abilities and excellence in teaching, and have demonstrated commitment to their own professional growth while encouraging mentees to develop their own effective teaching style. The mentee will be at the same grade level and/or in the same department as the mentee. Concerted efforts will be made to make sure that the aforementioned requirements are met. However, considerations will be made for special circumstances where the prospective mentor may not meet all of the requirements, at the discretion of the steering committee.

B) The role of mentors

The mentor's role includes providing guidance to support the CPC teachers. The Mentor Committee may from time-to-time add to the mentor's role. Changes that may have contractual implications must be approved by both

the Superintendent and the CCSD Union President prior to their implementation. The Steering Committee must be notified of such changes in writing prior to any effectuated changes to occur. It is to be understood that the relationship between mentors and mentees is confidential in nature and that this confidence shall not be broken except for the following reasons:

- Where withholding the information would pose a danger to the life, health, or safety of students or school staff
- Where information arises that the new teacher has been convicted of a crime
- Where substantiated information emerges that raises a reasonable question regarding the CPC's moral character

#### C) Mentor Preparation

The preparation of mentors includes but is not limited to the study of the theory of adult learning, the theory of teacher development, the elements of the mentoring relationship, peer coaching techniques, and time management methodology.

Preparation for mentoring will be provided by various agencies including BOCES, universities, teacher centers, and NYSUT. No teacher may be a mentor without first completing at least one workshop. Training may be offered during the summer, weekends, superintendent conference days, and at other convenient times.

#### D) Mentoring Activities

Types of mentoring activities include but are not limited to, modeling instruction for the CPC teachers, observing instruction, instructional planning with the CPCs, peer coaching, and orienting the CPCs to the school culture. Evaluation of mentees will continue to be done solely by certified administrators.

E) Time Allotment

Release Time and Commensurate Compensation

- A. One half day per month, as necessary
- B. Two hours per month outside the school day
- C. Available staff development times that have been approved by building administrator

F) Program Evaluation

The purpose of program evaluation includes accountability, program improvement, and an awareness of a local and statewide knowledge base of successful mentoring programs. It will be the responsibility of the Mentor Steering Committee to ensure that appropriate records are maintained and timely evaluations are conducted. This includes the preparation of program evaluation documents and the program evaluation process. The program evaluation will be completed annually by the program coordinator.

## GOALS

The major goal of the mentor program is to create a professional learning and supportive environment for teachers that are new to the district or otherwise specified. The mentor/peer support person will provide guidance, reflection and awareness towards mastery of instructional skills.

Other goals include:

- Assist the mentee in understanding core curriculum standards and district vision
- Promote instructional effectiveness
- Enhance instruction and overall student performance
- Retain highly qualified professionals to the district
- Support mentees and mentor teachers by providing time for self-reflection and exploration of proven practices
- Provide mentees with skills to address the diverse needs of our population
- Promote collaboration as an essential part of the profession
- Offer professional growth and development for both new and mentor teachers
- Welcome, acclimate and integrate new teachers to building, district and community culture

## PROGRAM OVERVIEW

The Mentor Teacher Program is designed to address the needs of individual mentees by:

- Providing knowledge of core standards, district expectations and district curriculum guides
- Improving student performance through enhanced training, information, and assistance for mentees/peer support
- Training and assisting Master teachers to serve as mentors mentees/peer support
- Providing support to mentees by offering instructional assistance, and general guidance
- Assisting and supporting all mentees in making a successful transition to the new profession
- Identifying the major needs and concerns of beginning teachers
- Enabling mentees to be effective in meeting the diverse needs of students
- Focusing on the professional success of all teachers and the retention of new staff

## **ROLES AND RESPONSIBILITIES OF THE MENTOR/PEER SUPPORT STEERING COMMITTEE**

The Mentor/Peer Support Steering Committee will:

- Outline goals of the program for all participants
- Screen applicants by
  - Reviewing applications and interest forms of teachers who want to become mentors
  - Submitting to the Superintendent a list of proposed matches of mentors and mentees for approval;
- Assess and evaluate procedures of selection process as defined and reviewed on a yearly basis
- Monitor mentors
- Design and implement professional development opportunities
- Review mentor/mentee evaluation feedback
- Attend scheduled meetings throughout the year
- Review all documentation
- Conduct annual program review

## **Roles and Responsibilities of Mentors:**

- Frequent contacts early in the school year beginning with an introductory meeting prior to the beginning of the school year with members of the steering committee
- Discuss program goals and objectives with mentee
- Provide a supportive and confidential relationship with the mentee
- Serve as a role model and professional support person to assist mentees in all aspects of to the teaching position
- Assist mentee with understanding district policed and procedures
- Guide mentee through the observation process
- Collaborate with mentee to complete the Needs Assessment three times a year (August/September, October & April)
- Offer opportunity for reciprocal observations for the purpose of modeling techniques and behaviors
- Assist the Mentees in understanding the core standards
- Guide the mentee towards new experiences that will build new teaching techniques
- Meet regularly with mentee at least once a week
- Participate in three way conference with administer, mentor and mentee three times during the year
- Provide advice and assistance and encourage the development of professional relationships
- Share material resources
- Complete and submit monthly reports to the steering committee (see attachment)
- Participate in mentor training sessions
- Evaluation of mentor program

### **Roles and Responsibilities of the Mentee:**

- Collaborate with mentor for Needs Assessment and submit three times a year
- Schedule classroom visitations with the mentors and others
- Maintain records for the purpose of satisfying the 175 hours of professional development required by NYS for new teacher
- Meet regularly with the mentor at least once per week
- Complete and submit monthly reports to the Mentor/Peer Support Steering Committee
- Participate in three-way conferences with mentor and administrator
- Develop goals for the purpose of increasing student achievement
- Seek assistance from the Mentor/Peer Support Steering Committee if serious conflict arises between mentor and mentee
- Participate in weekly discussions with mentors using the dialogue tool
- Attend mentor and mentee activities /or meetings.
- Complete the evaluation mentor program form

### **Roles and Responsibilities of Peer Support Teacher:**

- Frequent early contact in the school year with the mentee beginning with an introductory meeting prior to the beginning of the school year with members of the steering committee.
- Discuss program goals and objectives with mentee.
- Provide a supportive and confidential relationship with the mentee.
- Collaborative and offer professional support as needed.

- Hold discussions with mentee on a monthly basis and submit the Needs Assessment Dialogue Tool three times a year (August/September, October and April).
- Provide advice and assistance and encourage the development of professional relationships.
- Share material resources.
- Participate in mentor training sessions and informal meet and greet at the beginning of school year.
- Complete an evaluation of mentor program at the end of the year.

### **Roles and Responsibilities of Teacher Receiving Peer Support:**

- Frequent early contact in the school year with peer support person beginning with an introductory meeting prior to the beginning of the school year with members of the steering committee.
- Discuss program goals and objectives with peer support person.
- Hold discussions with peer support person on a monthly basis and submit the Needs Assessment Dialogue Tool three times a year (August/September, October and April).
- Participate in mentor training sessions and informal meet and greet at the beginning of school year.
- Complete an evaluation of mentor program at the end of the year.

### **Roles and Responsibilities of Steering Committee Coordinator:**

- To review and oversee the application process
- To review and oversee program evaluations
- To intervene between mentees and mentors when there is a problem

- To maintain all necessary records
- To keep the Steering Committee informed of the status of the program including program evaluation results
- To serve as the liaison between the mentor/mentee and the Steering Committee
- Submit reports and documentation from the Mentor/Mentee to the Steering Committee

## DEFINITIONS

- A. Mentor: A professional, certified, tenured teacher with at least five years experience, chosen to share his/her experience and expertise with a corresponding mentee preferably within the same building and the same discipline area. Mentors will be selected through an application process in conjunction with administrative input. He/she should have demonstrated mastery of instructional methods, teaching, and learning styles, subject matter, classroom management, knowledge, and interpersonal relationship skills. Every effort will be made to best match a mentee with a suitable mentor who works in the same or similar discipline, and preferably within the same building.
  
- B. Mentee (First Year): Any teacher in his/her first year of teaching at Chatham and who may have less than two years of teaching experience. The Steering Committee may also make the program available based on other criteria beyond years of teaching experience.
  
- C. Second Year Mentee: After a mentee's first year is completed, the mentee may apply to the Steering Committee for a second year of mentoring based on specific goals and should define the level of support required. The Second Year Mentee Application will be reviewed and recommended on a case-by-case basis. Applicants must be on track for tenure to be considered for this option.
  
- D. Peer Support: Any teacher new to the district who would not otherwise be a mentee or who changes their discipline/content area and has less than one year of experience in that particular area is eligible.

- E. Steering Committee Membership: The committee will consist of representation from building level administration and tenured teachers/support teacher from each building. This is a teacher union driven committee based upon Commissioner Regulations.
  
- F. Steering Committee Program Coordinator: A tenured member within the Teachers' Union with at least five years experience with CCSD.

Chatham Central School District  
Mentor Program  
Handbook

Updated Summer 2011

**By CCSD Mentor/Peer Support Steering Committee Members:**

Renée Morgan, Program Coordinator

Dawn-Marie Blasl High School Representative

Michele Debye-Saxinger Middle School Representative

Erika Riddick Elementary Representative

Brian Simon District Representative

## CCSD Mentor Program Calendar

Overview: This calendar will provide an outline for what can be expected in the year ahead. Ideas are included to help the mentor understand what the mentee may be experiencing. Also included are some ideas for working with your mentee. Be sure to always:

- Listen empathetically as frustrations or concerns arise. Give your full attention to understanding your colleague's perspective. Resist the temptation to try to make it all better.
- Offer strategies and ideas as problems arise. Remember to maintain a learning focus by sharing your thinking about choices and outcomes.
- Probe for specificity. Ask questions that help to clarify and increase precision in thinking. For example, if the novice laments that the class is out of control, gently probe to determine if, in fact, there are behavior problems with every student all the time or perhaps just several acting out some of the time.
- Offer a menu. Share several ideas. Ask your protégé to make choices and share the criteria for those choices.
- Meet regularly to discuss the vision for being an effective teacher and why the protégé wanted to be a teacher.

## August/September

This is a time when novices are excited and expectant about their new career. They are often wrapped up in a sense of idealism and commitment to making a difference. They are focused on the initial tasks of the work and exhilarated by the prospects of their new career.

1. Welcome letter to mentor/mentee/peer support
2. Collaborate with the new teacher orientation committee to organize a date and time to meet and greet mentors, mentees and members of the steering committee
  - Meet and greet will include: brief introductions, question and answer session, getting to know you activity (InterVention Me Map and We Map).
3. Provide mentors/mentees/peer support personnel with calendar for events.
4. First week of school – mentors will introduce mentees to other staff within the building and be available to answer questions.
5. Begin to work through Folder 1 activities.
6. Complete and submit required Teacher Needs Assessment Worksheet (one of three).
7. Mentors and Mentees are to complete and submit required Meeting Forms to Steering Committee Program Coordinator

## October/November

### **Required:**

- Complete and submit required Teacher Needs Assessment Worksheet (two of three).

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.
- Weekly discussions with mentee/peer support person.

**Support:**

- Meet on a weekly basis and use the Mentor Needs Assessment Dialogue Tool.
- Discuss any specific areas of concern.
- Continue to use Folder 1 activities.
- Discuss areas of overload and help sort out priorities.
- Check on pacing and progress with the curriculum. Offer strategies to streamline routines and conserve energy.
- Be proactive. Provide information regarding testing, grades and report cards.
- Ask protégé to compare and contrast what she expected with what the job is like.

**December**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.
- Weekly discussions with mentee/peer support person.

**January**

Winter break provides a much-needed respite, and many novices return to work with a more grounded sense of what is required. They better understand the

time commitment, the workings of the system, the expectations, and the classroom realities. They also begin to see their own accomplishments as their students mature and develop. Some routines for behavior, time and instructional management are in place, freeing time and energy for more in-depth planning and deeper learning. Increased confidence is tempered by concerns for students' progress as the end of the year approaches. Self-doubt prompts questions regarding instructional competence.

- Mark the milestones. Celebrate successes and share specific examples of achievements. Take a moment for a pat on the back or a quick note in the mailbox to acknowledge progress and achievement of short-term goals.
- Buddy study. Suggest a staff development course you might attend together or a book you might both read and discuss. Agree to try some new things in your respective classrooms and then compare notes.
- Plan and reflect. Engage in a cycle of planning, observation, and reflection. Identify specific observational data connected to the beginner's professional goals. Conduct a reflecting conversation focusing both on student outcomes and professional growth. Inquire about new learning and interesting applications.

**Required:**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.
- Weekly discussions with mentee/peer support person.

**February**

**Required:**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.

- Weekly discussions with mentee/peer support person.

### March

#### **Required:**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.
- Weekly discussions with mentee/peer support person.

### April

#### **Required:**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator.
- Weekly discussions with mentee/peer support person.
- Complete and submit required Teacher Needs Assessment Worksheet (three of three).

### May

#### **Required:**

- Mentors and Mentees are to complete and submit required Meeting Forms to the Steering Committee Program Coordinator. (Last one!)
- Weekly discussions with mentee/peer support person.
- Complete and submit Mentor Program Evaluation Form

**Checklist of Areas that may be Addressed between  
Mentors and Mentees:**

- Upcoming school events/practices (school open houses, parent meetings, team protocols, observation process).
- Resource lists and “go to” people.
- Student work samples
- Assessment rubrics and strategies
- Instructional ideas
- Classroom management
- Building procedures (fire drills, faculty meetings, union meetings, etc.)

## **STAFF DEVELOPMENT/TRAINING and DOCUMENTATION FORMS**

This component of the Chatham Central School District Mentor Program Plan will be designed in August 2011. Components of this section will include:

- Mentor Application Forms
- Mentor/Mentee Kickoff August Celebration
- ASCD Research Based “ Making Mentoring Work” Tools
- Needs Assessment Tools
- Monthly Mentor/Mentee Training Session Forms
- Summer Program
- Program Evaluation Tool

**Chatham Central School District**

**Mentor Program Application**

2011-2012

Name of candidate \_\_\_\_\_

Certification area \_\_\_\_\_

Tenure Date \_\_\_\_\_

Number of years in CCSD \_\_\_\_\_

Teaching assignment for 2011-2012 \_\_\_\_\_

Building \_\_\_\_\_

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**Criteria:**

1. Five years of teaching experience
2. Tenured in CCSD
3. Demonstrated mastery of pedagogical and subject matter skills
4. Instructional leadership/accomplishments
5. Demonstrated commitment to one's own professional growth  
(workshops/conferences attended during the last few years)
6. Excellent communication skills both verbal and written
7. District curricular committees
8. Extracurricular appointments
9. Familiarity with Mentor/Mentee/Peer Support Program handbook
10. Completion of Mentor/Mentee/Peer Support training

**Statement of intent:**

11. Attach a statement of your reasons for applying and qualifications based on the above criteria

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Assignment of mentor (date) \_\_\_\_\_

Name of mentee \_\_\_\_\_

August 2011

## **CCSD Mentoring/Peer Support Committee**

### **Training Topics**

Making Mentoring Work

#### **Folder 1**

##### **Learning-Focused Mentoring: Developing Professional Practices**

- A. Tools that support
  - Inter-Ven-Tion: We and Me Maps
  - Red Letter Days
  - Lively Lifelines
  
- B. Tools That Challenge
  - Beginning Teacher Needs Assessment
  - A Learning-Focused Growth Plan
  
  - Buddy Study
  
- C. Tools that Facilitate Vision

-If I only knew.... (What I know now)

-The First Words

D. Tools that Develop Mentoring Skills

-A Mentor's Journal

-Mentoring Relationships: A Self-Assessment Rubric

## **Folder 2**

### **Starting, Structuring, and Sustaining Thinking**

A. Tools that Challenge

-Comfort or Stretch

-Paraphrase Passport

-Crafting Cognitively Challenging Questions

B. Tools that Facilitate Vision

-Crafting Conceptual Labels

-One More Question

C. Tools That Develop Mentoring Skills

-A Primary Traits Rubric for Self-Assessment

-Attending Fully: Self-Monitoring Skill Development with Physical

### **Elements**

-Rapport

-Attending Fully: An Individual Exercise

-Purposeful Paraphrasing: A Mentoring Method for Differentiating

## Forms

- Monitoring Mindfully: Paraphrasing Practice

- Vagueness Violations

### D. Tools That Support

- Productive Preplanning

- Collaborative Planning Session

## Folder 3

### Developing Flexibility

#### A. Tools That Support

- The Idea Bank

- Here's What. So What? Now What?

#### B. Tools that Challenge

- “Aha” Chart

- Framing the Problem: What Might Happen If...?

- Envisioning the Consequences

#### C. Tools that Facilitate Vision

- The Time Line Tool

- Knew-New-Now

- Plus, Minus, Interesting

- Stem Completion

#### D. Tools That Develop Mentoring Skills

- Connecting with the Continuum

# Mentee Needs Assessment Worksheet

To be completed by Mentor/Peer Support and Mentees after weekly discussions using the CCSD Mentor/Peer Support Dialogue Tool. This form is to be submitted to the Program Coordinator (August/September; October/November; April).

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

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

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

Goals
Strengths/Weaknesses
Suggestions for Support

# CCSD Mentor Needs Assessment – Dialogue Tool

Teacher Name \_\_\_\_\_ Mentor Name \_\_\_\_\_

School Building \_\_\_\_\_ Year \_\_\_\_\_

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

Directions: For each category and item shown below, indicate the response that best matches your level of need or concern. Indicate your response using the following rankings:

Emergent – just beginning to try

Developing – have some experience

Proficient – confident, can handle it

<p><b>Information About Policy and Procedures</b></p> <ul style="list-style-type: none"> <li>___ The teacher-evaluation system</li> <li>___ Paperwork and deadlines</li> <li>___ Expectations of the principal/building procedures/meetings</li> <li>___ Expectations of my colleagues</li> <li>___ Communicating with parents</li> <li>___ Standardized tests</li> <li>___ IEPs/504/Behavior Intervention Plans</li> <li>___ Professional responsibilities/awareness of IST</li> <li>___ extracurricular activities</li> </ul>	<p><b>Accessing Resources</b></p> <ul style="list-style-type: none"> <li>___ Organizing and setting up my classroom</li> <li>___ Accessing and obtaining instructional materials and resources</li> <li>___ Arranging field trips</li> <li>___ Ordering materials</li> <li>___ Using the library and media resources</li> <li>___ Collaborating with staff in other specials or disciplines (foreign language, music, etc.)</li> <li>___ Technology</li> <li>___ Making referrals (counseling, screening, speech and language, etc)</li> </ul>
<p><b>Working with Students Curriculum &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>___ Establishing classroom routines</li> <li>___ Design curriculum</li> <li>___ Motivating reluctant learners</li> <li>___ Maintaining student discipline</li> <li>___ Understanding Assessment</li> <li>___ Assessing student needs</li> <li>___ Understanding Content &amp; Benchmarks</li> <li>___ Differentiating instruction for individual learners</li> <li>___ Implementing the curriculum</li> <li>___ Evaluating student progress</li> </ul>	<p><b>Curriculum &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>___ Design curriculum</li> <li>___ Understanding Assessment</li> <li>___ Understanding Content &amp; Bench Marks</li> </ul>

## CCSD Mentor/Mentee Monthly Meeting Forms

Please submit the completed form to the Program Coordinator during the first week of the following month. It is to be completed separately from the Needs Assessment Worksheet form.

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

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

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

Meetings/Conferences/Workshops/Curriculum Planning		
Date	Purpose	Time Allocated

1. Three-Way Conferences

Prior to November 1 \_\_\_\_ (attach written overview)

Prior to March 1 \_\_\_\_ (attach written overview)

Prior to May 15 \_\_\_\_ (attach written overview)

2. Please describe areas of discussion covered this month using the dialogue tool:

3. How have you been assisted and/or advised your mentor this month?

4. How often did you utilize a substitute for the mentor/mentee purpose?

5. Are there any issues/concerns/thoughts that you feel the Steering Committee should address?

