

**LONG LAKE CENTRAL SCHOOL
MENTORING PROGRAM**

Purposes:

The purpose of mentoring is to provide support and reflective guidance to teachers new to the district. An effective mentoring program needs trust, confidentiality, nonjudgmental interactions and mutual respect. The intent of mentoring is to create more effective teaching and a collegial atmosphere that encourages professional growth, to provide the celebration of success and to provide a comfortable transition for new teachers into the culture of the Long Lake Central School District.

Goals:

- Ease transition of new teachers
- Celebrate success
- Develop effective teaching practices

Selection of Mentors:

The superintendent and the Professional Development Committee will select mentors for new teachers. These selections will be presented to the board of education for approval and a side letter of agreement will be executed.

Selection criteria will include, but not be limited to:

- Potential mentoring ability/willingness to mentor
- Content knowledge/pedagogical knowledge of the mentor
- Interpersonal relationship qualities of the mentor
- Professional approach to planning, learning, leadership, organization and research by the mentor
- Willingness to research and improve their mentoring skills

Stipend for Mentoring:

As per Long Lake Faculty Association contract, the annual stipend for mentoring will be paid in December and June.

Execution:

Upon appointing mentors, the District and the Association will execute letter of agreement for each mentor.

Duties of the Mentor:

The mentor is expected to carry out the following duties for the entire school year. Should these duties not be met, the superintendent reserves the right to withdraw the mentorship from an individual and appropriately prorate the stipend.

- Meet weekly with new faculty member for at least 40 minutes at a mutually convenient time and maintain a journal of meeting times and topics discussed.
- Lead discussions with open ended questions so as to challenge the new faculty member to think about his/her instruction and practice.
- Develop goals and objectives for improvement of the new faculty member.
- Act as an advocate and resource for the new faculty member.
- Review plans and activities of the new faculty member.
- Observe the new faculty member upon request or agreement.
- Turn in monthly reports to the superintendent detailing areas discussed, goals and objectives and progress towards them.
- Participate in professional development for mentors when possible and/or recommended by the superintendent.
- Participate in mentor/mentee evaluation process with the superintendent with intention of improving the new faculty member and the mentoring program.

Mentoring Activities:

Mentor activities may include classroom visitations, professional readings, video/DVD trainings, peer demonstrations, workshops, curriculum development, staff development, orientation to school procedures, duties and daily expectations, Open House activities, homework policies, parent communication, classroom management, record keeping, emergency trainings, student assessment, teaching techniques, Individual Educational Plans, Parent Night/conferences, budget preparation, report cards, progress reports, state assessments, professional training, instructional delivery methods, organization and management, motivating students, time management, best instructional practices, placement process, grading, setting goals, reflection, grants, or lesson planning.

Withdrawal/ Removal from Mentoring:

Faculty members reserve the right to withdraw from a mentorship due to incompatibility or other conflict of interest. Withdrawing due to time commitment is highly discouraged as it is the responsibility of the mentor to understand the time commitment before accepting the appointment. Upon observing or receiving reliable information suggesting that the mentor is failing to carry out his or her duties, the superintendent will meet to review the information with the mentor. The superintendent will, in most cases, provide the mentor with the opportunity to improve his or her practice and an improvement plan will be set in place. In some instances where gross negligence is apparent, the superintendent reserves the right to remove the mentor from his or her position and prorate the stipend accordingly.

Evaluation/Completion of Mentoring Experience:

The superintendent will periodically evaluate mentors. Evaluation will include a conference with the new faculty member, with the mentor, and, if necessary, with the Association leadership. Program evaluation will occur in January and June.

Upon completion of the program the mentee will receive documentation of successful completion of mentor experiences.

The mentee, mentor and administrator will meet in June to discuss successes of the mentoring experience. Discussion may include the need for a second year of mentoring.

Mentor Teacher Application

Name: _____ Grade/Subject: _____

Characteristics of a mentor:

Effective communication and interpersonal skills

Leadership qualities

Organizational skills

Positive attitude towards professional growth

Enthusiasm

Ability to see many different ways to accomplish a purpose or goal

Are you a tenured teacher? _____ Yes _____ No

Number of years teaching in Long Lake CDS _____

Number of years teaching in total _____

I am interested in becoming a mentor teacher because:

I would be a good mentor because: (Attach Response)

Mentors will be chosen by the Superintendent and by the Professional Development Planning Committee. All mentors will be recommended by the Superintendent and approved by the Long Lake Board of Education.

Monthly Meeting Planning Worksheet

Month _____

*Meetings should occur weekly in the first year.

Date/Time	Topic	Discussion

Monthly Meeting Feedback Form

(Return to Superintendent at the end of each month)

School Year: 20__-20__

Month: _____

Please return by the end of each month. Copy to mentor and mentee.

Meeting Discussion:

Meeting Feedback:

Topics for Future meetings:

Mentor/Mentee Self Assessment Form

CONFIDENTIAL

Mentor:

[Never (1) Sometimes (2) Always (3)]

Do I:

Regularly attend meetings _____

Openly share concerns and successes _____

Arrive on time, prepared, ready to participate _____

Listen with respect _____

Respond openly and honestly _____

Celebrate the positive _____

Nurture and develop others _____

Honor Confidentiality _____

Balance classroom duties and school-wide activities _____

Attach additional comments as needed.

Suggested Topics/Agenda Items for Mentoring

July/August

Curriculum Training

Staff Development

Orientation – School Procedures/Duties/Daily Expectations

Other

September

District Wide Welcome Back

Open House/Welcome Back to Students

Faculty Meetings

Homework policies

Communication with parents/colleagues

Classroom management

Record keeping/forms/procedures

Fire Exits/Lock Down/Emergency Situations

October

Assessment of students/teaching techniques

Progress Reports

Individual Student Needs

Mentee Needs

November

Prepare for parent night

Report Cards/Grading

Faculty meetings

Mentee Needs

Budget preparation

December

Celebrate

Mentor/Mentee confidential self-evaluation due

Reflect on year to date

January

Discuss state assessments
Progress Reports, Grading
Communication issues

February

Professional training
Workshops, conferences, grants
Professional visits

March

Motivating students
Best practices
Time management

April

End of year preparation
Placement process
Assessments
Reports Cards/Grading

May

Mentor/Mentee self evaluation to Superintendent
End of year evaluation
Goals for next year
Reflection

June

Celebrate!