

Mentoring Guide for Principals

2013-2014

The Mentoring Guide for Principals is a resource to assist school leaders with the critical task of supporting teacher growth and development. This guide offers suggestions and strategies focused on teacher development for student achievement.

Table of Contents

Mentoring: New & Continuing Teachers	page 3
• Goals of Mentoring	page 4
• New Teacher Induction Committee.....	page 4
• Selecting Committee Members.....	page 4
• Matching New Teachers to Assigned Mentors.....	page 4
• School Based Mentoring Plan.....	pages 5-7
• Two Teacher-Types Receive Mentoring.....	page 8
• Satisfaction of Mentoring.....	page 8
• Documentation: NYS.....	page 8
• The Mentor Tracking System.....	page 8-9
• Completion of Mentoring....	page 10
• Who Must Be Mentored....	page 10
• Certification Types....	page 10
• Mentoring Waivers....	page 10
• Scheduling Time for Mentoring....	page 11
• Role of Mentor....	page 12
○ Building a Trusting Relationship....	page 13
○ Mentor Activities....	page 14
• Role of the Teacher....	page 15
• Role of the Principal....	page 15
Cluster & Network Resources	pages 16-18
• Mentor Course Offerings	
• Support Personnel	
Quality Review: Teacher Development Rubric ...	page 19
Time-Line: Planning for Mentoring	page 20
School Based Mentor Posting Sample	page 21
UFT Memorandum of Understanding ...	page 22

Mentoring: New & Continuing Teachers

School-Based Mentoring

New York City Public Schools offer school-based mentoring that enables principals to shape how mentoring will be provided. Recent studies have found 50% of the new teachers in large urban districts leave the profession within 5 years. Mentoring is one critical support for new teachers during their first year.

Mentoring



Teacher
Retention

Goals of Mentoring

New York State mandates that all first year teachers new to teaching receive mentoring. Beyond the state mandate, however, there are compelling reasons for mentoring new teachers. Studies suggest that there is a link between mentoring & accelerating new teacher effectiveness.

New teachers enter our profession facing many challenges and a steep learning curve. The primary goal of effective mentoring is to put systems in place that acknowledge these challenges and simultaneously support new teachers in quickly developing their skills and expertise to become effective practitioners who have a positive impact on student achievement in their very first year of teaching.

New Teacher Induction Committee

The New Teacher Induction Committee at the school level is for the express purpose of supporting and fostering teacher development. A first task in which the committee can engage is the completion of the *School-Based Mentoring Plan* for new teacher induction.

New Teacher Induction Committee...

- identifies new and continuing teachers
- posts mentoring positions and accepts applications
- selects mentors from the resulting eligibility pool
- matches new and continuing teachers to an assigned mentor

Required members of the committee include...

- the principal, or designee
- the Chapter Leader, or designee
- a majority of members must be teachers

Selecting Members of the Committee

The principal selects committee members. Committees should be comprised of school-based teachers serving in a variety of instructional support roles. The principal convenes the committee, eliciting input from members and sharing perceptions, ideas, and strategies for establishing a focus for continual teacher growth and development. The committee should meet regularly to determine how to best support the development of new teachers and mentors.

Matching New and Continuing Teachers to Mentors

The committee interviews mentor applicants and establishes an eligibility pool of potential mentors. The committee makes recommendations for selection and mentor matches. The committee's role is advisory. The principal has final decision-making authority.

The worksheet below can serve to assist the Committee in developing their mentoring plan *before* entering it on-line.

School-Based Mentoring Plan 2013-2014

Mentoring Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning in September

New Teacher	License	Mentor	Has mentor taken mentor courses?	License	School Assignment (Classroom teacher, Coach, etc.)	# of Periods Per Week
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

School-Based Mentoring Plan

Principals or designated assistant principals with new or continuing teachers are expected to develop and submit on-line a School-Based Mentoring Plan. Principals must decide *how* mentoring will be provided and set aside appropriate budget and resources. The plan should be developed in consultation with the school's New Teacher Induction Committee. Please use the following prompts to assist you in developing your plan.

School-Based Mentoring Plan

Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning in September

<i>Steps to Take...</i>	<i>Questions to Ask...</i>	<i>When Completing Your Mentoring Plan</i>
Read... <i>Principal's Guide to Mentoring & Memorandum of Agreement on School Based Mentoring</i>	<i>Have members of your <u>New Teacher Induction Committee</u> participated in discussions concerning supporting your new teachers?</i>	<i>Enlist the support of your Cluster's Teacher Development Specialist</i>
<i>Schedule at minimum two periods per week for Mentoring</i>	Selection of Mentors <i>What strategies and rationale(s) are you using to guide your selection of mentors?</i>	Budget <i>Have you set aside appropriate budget and resources to support your plan?</i>
<i>Summarize the perceived initial needs of your new teachers</i>	Mentoring Activities <i>What types of activities will occur during the mentoring experience?</i>	<i>What time will you make available for the Teacher Development Specialist to meet with your New Teacher Induction Committee?</i>
<i>Set goals for your mentoring program using the <u>Quality Review Rubric</u></i>	Comprehensive Induction <i>Besides mentoring, what other supports will you provide for your new teachers?</i>	Evaluation <i>What data will you use to determine the impact of your mentoring program?</i>

School Based Mentoring Plan

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1 Each school will have a New Teacher Induction committee (NTIC) comprised of a principal or designee, chapter leader or designee; teachers; and representatives of constituency groups. A majority of the members of the NTIC shall be teachers. NTIC will be responsible for working with the principal and Cluster designee to devise and execute a plan for providing mentoring for new teachers.

Two Teacher Types Receive Mentoring

- **New Hires:** first-year teachers; new to the teaching profession
- **Continuing Teachers:** started mentoring the prior school year but did not satisfy mentoring requirement. The name of the new teacher is rolled-over into the following school year to continue mentoring. Principal or designated assistant principal has the option of continuing the mentor relationship or matching a different mentor in the Mentor Tracking System. Please especially be aware if the continuing teacher is new to the school. In either case, a match must be made.

Satisfaction of Mentoring

Comprises a minimum of 2 periods per week, logged into the Mentor Tracking System, over a period of 10 months.

Documentation

The *Mentor Tracking System (MTS)*, is a citywide on-line tracking system for documenting mentoring interactions. Each school must maintain official records (in MTS) for documenting mentoring experiences. The names of the new teachers, the names of the mentors assigned, the type of mentoring activities, and the number of hours of mentoring provided to each new teacher is the baseline information required by New York State.

The structures built into MTS, ensure accountability at each of the following four levels: School, Network, Cluster and the Central Office. Schools will have their documentation requirement fulfilled by using the system.

Just as important as maintaining official records of the mentoring experience is the use of data to inform support for the new teacher. In MTS, school-based mentors log the type of interactions, topics

discussed, standards addressed, and the date and the duration of each interaction with their new teachers. Mentors and principals can download reports to review past work and better inform future work with the new teacher.

The Mentor Tracking System

When you hire a new teacher and enter him/her into Galaxy, you will receive the following automated e-mail:

Dear Principal,

You have recently hired a new teacher or a new teacher has been transferred to your school. Please log on to MTS and match the new teacher to an assigned mentor. Assigning a mentor in the MTS is time sensitive! The date upon which you “Match” a mentor to a new teacher determines the date a mentor can begin to document contact. Mentors cannot document in MTS for dates prior to the date you “Matched” the mentor. Match today and allow your mentor to begin mentoring “officially” and documenting-in MTS- as early as tomorrow.

Once you have made the match in the Mentor Tracking System, the following auto-mated e-mails go out to both the mentor and new teacher...

This is notification that mentor _____ has been assigned to mentor new teacher: _____

The Mentor Tracking System, MTS, is the on-line system <http://www.nycenet.edu/offices/dhr/ntims> in which mentors must document mentor interactions occurring between mentors and each of their new teachers. New teachers should receive two periods of mentoring each week in order to adequately meet the States mentoring requirement

The Mentor's email continues...

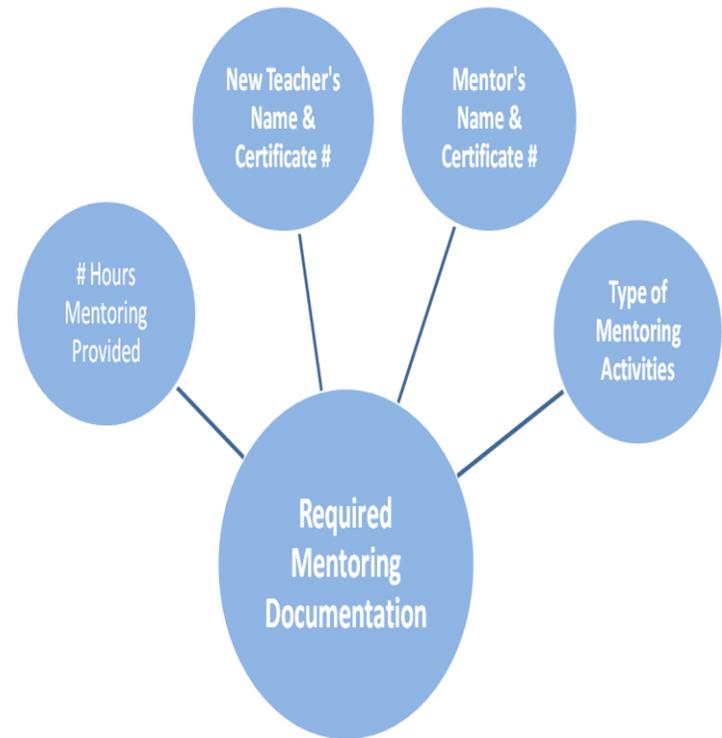
Starting tomorrow, MTS provides you the opportunity to begin documenting contact with your newly assigned teacher (s).

You may not document in MTS-any dates prior to the date your principal "Matched" you to your new teacher (s). Documentation for you in MTS begins on the date following the "Match Date".

For any given month, you have a 30-Day window beyond the end of the month-available to you to log interactions in MTS.

Beyond the 30-Day window, you will be prevented from entering interactions for the given month.

Access Mentor Resources: [The Mentor Guide to Logging Interactions & Accessing Reports](#)



Completion of Mentoring

Upon completion of mentoring, on the MTS: Match New Teacher and Mentoring Plan screen, the following notation next to teacher's name will appear: Requirement Satisfied. Immediately, notification of completion, in the form of three auto-mated e-mails, will go to the new teacher, mentor and principal. The principal will be given the option of continuing the mentor/new teacher relationship as a means of providing additional support. However, documentation of the additional support cannot be documented in MTS.

Every July, the office of Certification: Human Resources & Talent, will send the names of all applicants who successfully completed their mentoring requirement to the State. Additionally, a hard copy of the Mentor Verification Letter will be sent to the home mailing address on file for each new teacher.

Who Must Be Mentored

Mentoring is provided to teachers who hold the following certification types:

- Initial Certification
- Transitional B (Teaching Fellows, Teach for America, Peace Corps, and Teaching Opportunity Program participants)
- Transitional A
- Conditional Initial
- Internship Certificate Holder
- Transcript Evaluation
- Letter from the college recommending State issue State Certification (LETT)

When new teachers apply for the professional certificate, New York State requires documentation to show that mentoring occurred during the first year of teaching. For most new teachers this simply means

that they must be mentored in their first year of teaching. Teachers working under *alternative certificates* (transitional B) must be mentored regardless of any prior experience. This includes the Teaching Fellows, Teach for America, Peace Corps, and Teaching Opportunity Program participants¹. There is currently no New York State requirement that *International teachers* be mentored².

Mentoring Waivers

“Certificate holders who have had at least two years of teaching in a K–12 public school setting prior to receiving the Initial certificate are exempt from this requirement.”³ When new teachers apply for the professional certificate, New York State requires documentation to show that mentoring occurred during the first year of teaching. For most new teachers this simply means that they must be mentored in their first year of teaching. For a few teachers (who can show that they had two years of full time teaching prior to obtaining their initial certificate from New York State), this means that they can apply for a waiver of the mentoring requirement.

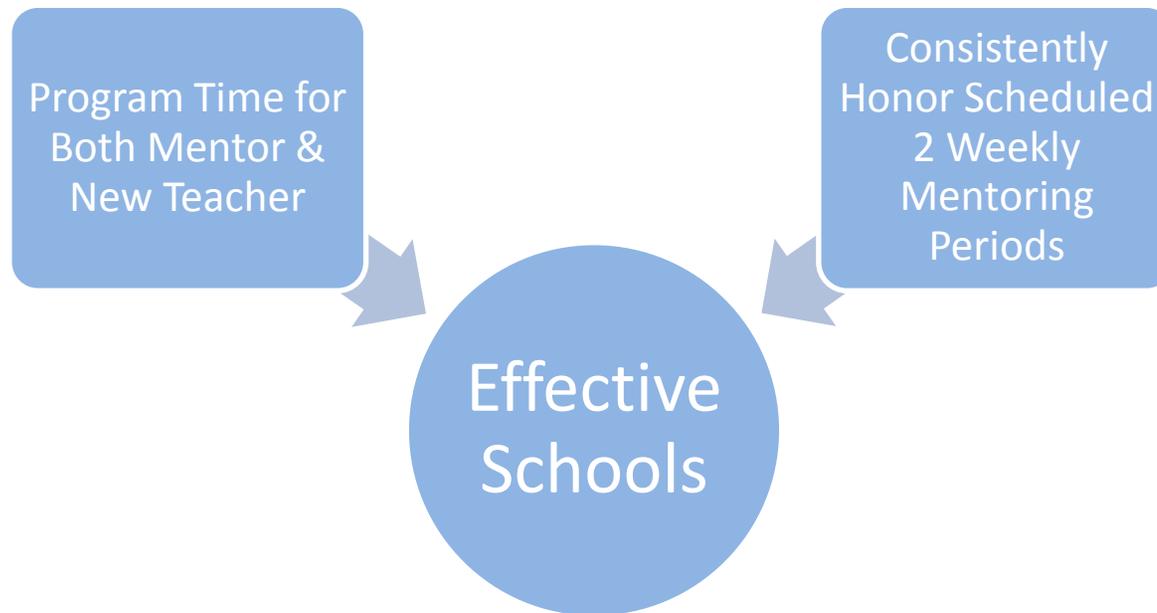
¹ Transitional B teachers must also receive daily mentoring for the first 40 days of service

² While there is no NYS mandate to mentor, schools have the option to mentor Internationals

³ New York State Mentoring Regulations

Scheduling Time for Mentoring

The minimum mentor/new teacher contact time during the school day is two (2) periods per week. You are expected to program the mentor & new teacher to meet a minimum of 2 periods a week. While mentors and beginning teachers' work together can be structured and accomplished in a variety of ways, a portion of the regularly scheduled contact time must include in-classroom support. Two of the weekly preparation periods for new teachers may be designated by the principal for mentoring⁴. If mentoring is to be performed by classroom teachers, it may require that mentoring activities be conducted during the mentor's professional period (but it may not require the classroom teacher to perform mentoring activities during lunch or preparation periods). The plan may also include, without an SBO, release time for classroom teachers⁵. Mentors and new teachers may also meet before and or after school⁶ for conferencing and planning activities. Principals can facilitate time for mentoring by aligning preparation periods of new teachers and professional periods of mentors. Schools are expected to honor the two weekly mentoring periods throughout the entire school year (including during testing and other special school events). The new teacher's need for support does not decrease during high stress times for the school. Please note that if a mentor is classroom-based, he or she should be assigned a **maximum** of two new teachers.



⁴ UFT Contract

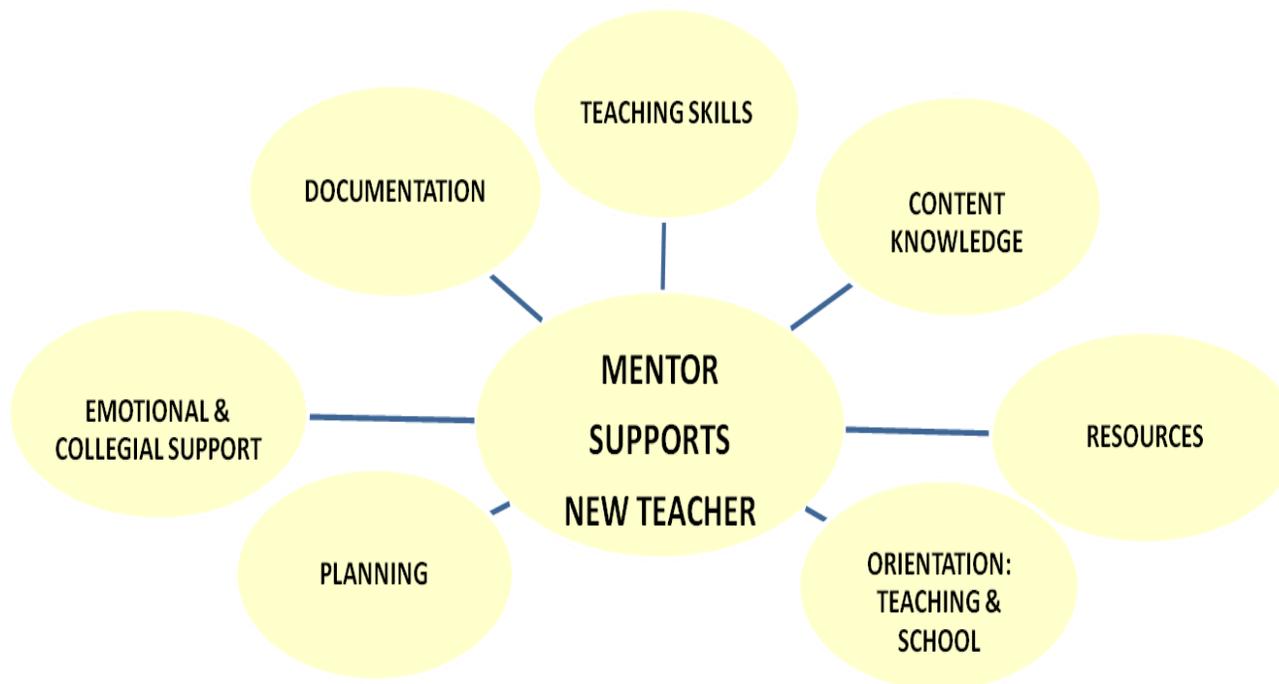
⁵ School based posting required if classroom teachers are to be given release time

⁶ Both mentors and new teachers will be paid per session

Role of the Mentor: *A mentor is a trusted counselor or guide*

The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports to guide new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience. Please be aware that MTS will not allow supervisors and administrators to serve as new teacher mentors.

This model involves identifying one colleague to serve as the mentor-colleague for a select beginning teacher. The mentor will be assigned to support new teachers throughout the course of the school year (two-periods each week-*minimally*).



The importance of ...

Building A Trusting Relationship. One of the mentor’s initial responsibilities is to establish a **trusting relationship** with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential⁷. Confidentiality invites honesty, risk taking and self reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content and strategies can be shared with administrators.



⁷ According to NYS regulations, “*information emerging from mentoring activities and the mentoring relationship is confidential... The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher...*”

Mentor Activities

Types of Interactions: The mentor meets with the beginning teacher for regularly scheduled structured meetings for two or more periods per week. Meetings must include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher's practice, there is a mutually agreed upon purpose and the mentor shares objective non-judgmental classroom practice data. When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding reflective conferences to build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps.

Strategies...

A wide range of strategies are available to the mentor in working with the beginning teacher. A list of some strategies is included below:

- introduce and orient the new teacher to the school
- use a research-based framework to guide the new teacher's growth and development
- use structured tools (such as the Formative Assessment System) to guide interactions and keep the conversation focused
- view new teacher's classroom to provide objective non-judgmental data
- arrange reciprocal classroom visits
- model and conduct demonstration lessons
- co-teach with the new teacher
- guide the new teacher to...
 - identify and access school and community resources
 - develop classroom rules and routines
 - set-up the classroom
 - implement city-wide Instructional Expectations
 - plan standards-based lessons
 - implement formal and informal assessment strategies
 - conduct analysis of student work and differentiation of instruction
 - understand and use the curriculum and student standards
 - develop short and long term goals
 - prepare for supervisors' observations
 - communicate effectively with parents
 - prepare for parent-teacher conferences
 - understand and comply with clerical responsibilities

Role of the New Teacher

Beginning teachers also have a role to play in making mentoring successful. New York State mandates that beginning teachers with Initial Certification must be mentored in their first year of teaching in order to qualify for Professional Certification. Beginning teachers maximize the benefits of this mandate, however, when they take an **active** role in the process with their mentor. Beginning teachers can take an active role by

- being available to meet regularly with their mentor
- understanding that the mentor's support is intended to be non-judgmental and confidential⁸
- inviting the mentor to view their classroom and give feedback
- participating in reciprocal visits to the mentor's classroom
- continually reflecting on classroom practice
- identifying areas in which assistance is needed
- being open to suggestions developed in collaboration with their mentor
- creating and maintaining a system for documenting growth

Role of the Principal

There are many strategies that principals can use to promote successful mentoring experiences for their new teachers. If possible, mentoring matches should be made before the start of the school year; the first days of school are critical for a new teacher's success. If possible, schools should avoid assigning new teachers to the most difficult students and schedules. The work of the mentor should be coordinated with other staff who may be working with the beginning teacher. Principals are encouraged to

- avoid asking the mentor for evaluative feedback about the new teacher
- be knowledgeable about the topics and strategies that mentors and new teachers are using as they work together by downloading summary reports from Mentor Tracking System
- confirm that the mentor/ new teacher relationship is working
- consider scheduling on-going new teacher group meetings with the principal for support beyond mentoring
- ensure that mentors receive professional development on how to be effective mentors
- register mentors for mentoring courses

⁸ While confidentiality means that the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), it does not mean that there is no communication between the mentor and administration. The mentor is encouraged to share topics & content discussed and strategies used.

Mentor Course Offerings

Cluster-based Teacher Development Specialists offer 12-hour courses for school based mentors on the most effective ways to support new teachers. Sessions are offered throughout the school year.

School-Based Mentor: Course 1

This 12 hour course is designed to support the school based mentor in working with their new teachers. Topics include:

- ✓ the developmental phases of first year teachers
- ✓ the goals of mentoring
- ✓ the importance of building a trusting working relationship
- ✓ coaching techniques
- ✓ Research-based teaching frameworks
- ✓ language of support, communication skills
- ✓ documentation of mentoring interaction in Mentor Tracking System

School-Based Mentor: Course 2

This 12 hour course is designed to continue to support the school based mentor in working with their new teachers. Topics include:

- ✓ Formative Assessment Tools
- ✓ Observing teaching practice
- ✓ Collecting and analyzing data to support effective mentoring
- ✓ Using Mentor Tracking System data to support improved instruction.

Central, Cluster & Network Supports

Teacher Development Specialist

A key resource in developing a school-based mentoring program and how to best support early career teachers is the Teacher Development Specialist (TDS). Each Cluster has an assigned Teacher Development Specialist. This individual is knowledgeable about teacher growth & development, effective mentoring practices, Danielson's Framework, and the Professional Teaching Standards & the Continuum of Teacher Development.

Your TDS will be available to assist clusters, networks, and schools with:

- Sharing effective mentoring practices
- Analysis & interpretation of mentoring data
- Documenting for NYS new teachers mentoring experience
- Ensuring that schools with new and continuing teachers have an induction plan
- Quality Review preparation and/or responding to Quality Review findings
- Guiding and supporting teacher growth via the use of research-based teaching frameworks
- Mentor course offerings
- New teacher orientations

Teacher Development Specialist Team

Cluster	TDS	Email @schools.nyc.gov
1	Karen Haynes	KHaynes3
2	Tim Gilday	TGilday
4	Lisa Langer- Baratz	LLanger2
5	Sonya Brown	SBrown8
	Ana Crisostomo	ACrisos2
6	Anita Dutt	ADutt
D 75	Marilyn King	MKing
D 75	Renate Jones	RJones23

Central Mentoring and Induction	E-Mail @schools.nyc.gov
Judi Fenton Mentoring and Induction DAPS	JFenton2
Vidal Pabon Mentoring and Induction UFT Teacher Center	VPabon2
Melvin Thompson Human Resources MTS	MThomps2

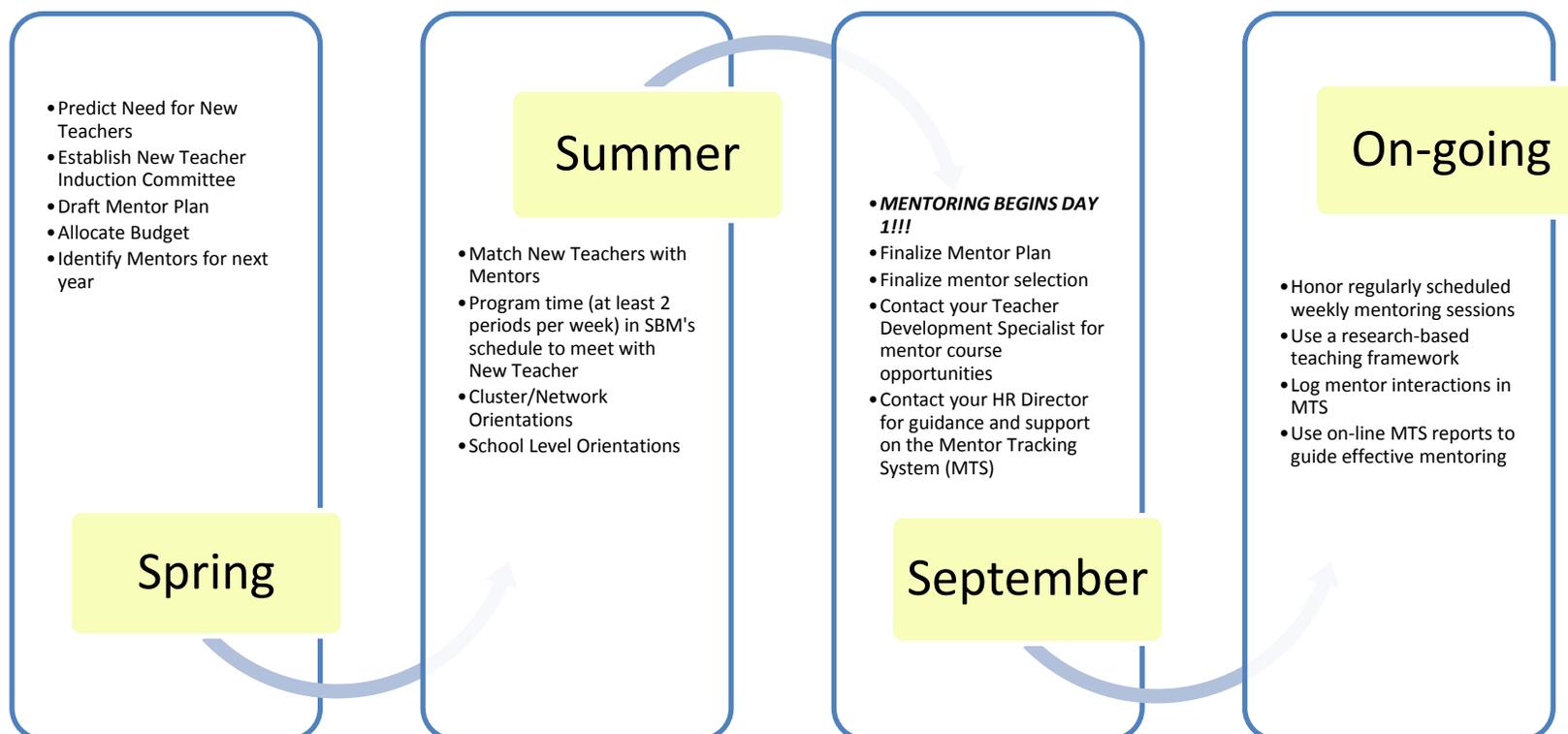
Quality Review: Teacher Development Rubric-*Quality Statement 4.1*

Quality Review 4.1 evaluates your capacity to provide professional development support for teachers. Specifically, reviewers consider *To what extent do school leaders...* Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers

Underdeveloped	Developing	Proficient	Well Developed
<p>a)There is little evidence that teachers receive feedback and next steps from classroom observations and student work/data</p> <p>b)Feedback to teachers does not aptly capture strengths, challenges and next steps, and/or is not aligned to a research-based, common teaching framework</p> <p>c)School leaders do not have a system for using teacher observation data to design professional development and to make informed decisions (assignment, tenure, retention) and to develop succession plans connected to teachers, APs, and other staff members</p>	<p>a)School leaders support the development of teachers, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and student work/data, or the feedback is not consistently effective</p> <p>b)Feedback to teachers aptly captures strengths, challenges and next steps but is not yet fully connected to a research-based, common teaching framework that articulates clear expectations for teacher practice; feedback is beginning to support teacher development</p> <p>c) School leaders are developing a system to use teacher observation data to effectively design and facilitate professional development and are beginning to make informed decisions (assignment, tenure, retention) and to develop succession plans connected to teachers, APs, and other staff members</p>	<p>a)School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps from short, frequent cycles of classroom observation and student work/data</p> <p>b)Feedback to teachers accurately captures strengths, challenges and next steps using a research-based, common teaching framework that articulates clear expectations for teacher practice and supports teacher development</p> <p>c) School leaders have an effective system that uses teacher observation data to effectively design and facilitate professional development and are making informed decisions (assignment, tenure, retention) and are developing succession plans connected to teachers, APs, and other staff members</p>	<p>a)School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data</p> <p>b)Feedback to teachers accurately captures strengths, challenges and next steps using a research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers</p> <p>c) School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans (assignment, tenure, retention) about teachers, APs, and other staff members; this system is leading to improved student performance</p>

RESOURCE: TIMELINE: *Planning for Mentoring*

Planning for mentoring should begin in the spring, months before your new teachers are hired. Schools should anticipate areas where vacancies are expected. The principal should decide the approach to mentoring that best meets the needs of the school. A New Teacher Induction Committee should be formed and postings and preference sheets should (when appropriate) inform staff of mentoring opportunities. Once potential mentors are identified, they should be sent for professional development: School-Based Mentoring Courses I or II. As new teachers are hired, they should be introduced to their mentor as soon as matches are made. Following the timeline shown below will enable you to start mentoring your new teachers on the first day of school!





SAMPLE POSTING

The New York City
Department of Education

Principal

Name and address of School

Assistant
Principals

Position: School-Based New Teacher Mentor

Positions & Content Area/Grade Level:

Duties:

Provide 2 periods weekly of individual mentoring support for each beginning teacher. Support includes both in-classroom support and one-to-one conferences

Use a variety of strategies to support the new teacher such as:

- **introduce and orient the new teacher to the school**
- **assist new teacher to identify and access school and community resources**
- **assist new teacher to develop classroom rules and routines**
- **assist new teacher with classroom management**
- **assist new teacher in setting up classroom**
- **assist new teacher with lesson planning**
- **assist new teacher with formal and informal assessment strategies**
- **assist new teacher with analysis of student work and differentiation of instruction**
- **assist new teacher in understanding and aligning the curriculum with learning standards**
- **use teaching framework to guide the new teacher's growth and development**
- **use structured tools and protocols to guide mentoring interactions**
- **view new teacher's classroom to provide objective non-judgmental data**
- **arrange reciprocal classroom visits**
- **model and conduct demonstration lessons**
- **assist the teacher in developing short and long term goals**
- **help prepare the new teacher for supervisors' observations**
- **assist the new teacher in effectively communicating with parents**
- **assist the new teacher in understanding and complying with clerical responsibilities**
- **share with other colleagues & supervisors only the topics, strategies, and tools being used**
- **Maintain regular on-line documentation in the Mentor Tracking System**

Eligibility:

- **At least 3-5 years of teaching experience preferred**
- **Prior mentoring experience preferred, and/or training preferred**
- **Demonstrated strong interpersonal skills**
- **Demonstrated positive attitude toward professional growth and student achievement**
- **Demonstrated mastery of content of new teacher preferred**
- **Demonstrated mastery of pedagogy**
- **Willingness to participate in professional development on effective mentoring strategies**

Compensation: Reduced instructional time; per session (before/after school)

Application: Copy of license, resume, and cover letter of interest must be submitted to the Principal for review by members of the New Teacher Induction Committee no later than

Approved: _____

Principal

UFT

Appendices: Memorandum of Agreement: Mentoring

B. School Based Mentors

1. New Teacher Induction Committee

Each school will have a New Teacher Induction Committee (the "NTIC") comprised of a principal or designee; chapter leader or designee; teachers; and representatives of constituency groups. A majority of the members of the NTIC shall be teachers. NTIC will be responsible for working with the principal and SSO designee to devise and execute a plan for providing mentoring for new teachers. The principal will make the final decision on the plan, provided that the plan must include in-classroom support and comport with the requirements below.

2. Mentor Selection Process

a. If the plan encompasses a model that includes release time for class room teachers to mentor or per session for mentors, the NTIC will work with the principal to design a school-based posting. The NTIC will interview applicants and recommend mentors. Once a roster of mentors is chosen, the committee will match mentors and new teachers. The final decision will be made by the principal. Employees will have the right, pursuant to Article 22, to grieve whether there was a reasonable basis for the denial of a position when a posting is used.

b. If the NTIC decides on a model that includes hiring "F" status teachers, the same interview and selection process will be utilized. ("F" status teachers may only be used in instances where the school cannot provide appropriate internal mentor matches.)

c. Preference will be given to full-time teachers currently employed

3. Minimum Requirements for Mentors

The minimum requirements for qualifying mentors are:

- a. 5 years of teaching in the New York City public schools preferred;
- b. Demonstrated mastery of pedagogical and subject matter skills;
- c. Evidence of excellent interpersonal skills; and
- d. Commitment to participate in professional development

4. Mentor Plan

- a. Mentors will be matched by license and level whenever possible.
- b. Mentor teacher contact time during the school day will be equivalent to two (2) periods per week or more.
- c. If the plan includes a full time mentor position, the ratio of mentor to new teacher may not exceed 1-15.
- d. If the plan includes mentoring to be performed by classroom teachers, it may require that he or she conduct mentoring activities during the mentor's professional, but may not require the classroom teacher to perform mentoring activities during his or her lunch or preparation periods. The plan may also include, without an SBO, a model pursuant to which mentors are provided release time for mentoring.

e. Mentoring activities may include but not be limited to in-classroom support such as:

- (1) providing demonstration lessons
- (2) classroom inter-visitations
- (3) co-teaching activities
- (4) coaching conferences
- (5) co-planning lessons
- (6) collecting relevant classroom data

f. Mentors and new teachers may (but will not be required to) meet before and/or after school for conferencing and planning activities with the approval of the principal. Both mentors and new teachers will be paid at the per session rate as per the collective bargaining agreement for this time.

g. The BOE in consultation with the UFT will work together to develop professional development for the school based mentors. The BOE and UFT will meet as necessary to discuss the implementation and effectiveness of the school-based mentoring program.