

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

### School-Based Mentoring Plan 2009-2010

Mentoring Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning September 29, 2009

New Teacher	License	Mentor	Returning SBM? Yes / No	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

Each principal is expected to develop-and submit on-line-a School-Based Mentoring Plan-even if the principal has no first-year teachers. In the case of mentoring new teachers, principals must decide how mentoring will be provided and set aside appropriate budget and resources. Principals should develop their plans in consultation with their school's Teacher Development Committee. Please use prompts to assist you in developing your plan.

### School-Based Mentoring Plan 2009-2010

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<i>Steps to Take...</i>	<i>Questions to Ask...</i>	<i>When Completing Your Mentoring Plan</i>
Read... <b><i>Principals' Guide to Teacher Development &amp; Memorandum of Agreement on School Based Mentoring</i></b>	<i>Have members of your <b><u>New Teacher Induction Committee</u></b> participated in discussions concerning supporting your new teachers?</i>	<i>Ask Clarifying questions of your Teacher Development Specialist or the Office of Teacher Development</i>
<i>Provide <b>time for Mentoring</b> during the school day for mentor and new teacher to meet</i>	<b>Selection of Mentors</b> <i>What strategies and rationale(s) are you using to guide your selection of mentors?</i>	<b><u>Budget</u></b> <i>Have you set aside appropriate <b>budget</b> and resources to support your plan?</i>
<i>Summarize the perceived initial <b>needs</b> of your new teachers</i>	<b>Mentoring Activities</b> <i>What types of activities will occur during the mentoring experience?</i>	<i>Teacher Development Specialist What time will you make available for the TDS to meet with you and/or your New Teacher Induction Committee?</i>
<i>Set quality goals for your mentoring program using the <b><u>Quality Review Rubric</u></b> draft</i>	<b>Beyond Mentoring</b> <i>Besides mentoring, what other supports will you provide for your new teachers?</i>	<b>Evaluation</b> <i>What data will you use to determine the impact of your mentoring program?</i>

## School-Based Mentoring Plan 2009-2010

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<b>1- School Information</b>	
<i>School</i>	
Principal	
Principal's email	
School DBN#	
Grades Served	
School Support Organization	
Teacher Development Specialist	
# Students	
# Teachers	
# New Alt Cert Teachers (Fellows, TFA, etc.)	
Total # New Teachers (Mandated for Mentoring including alt certs)	

<b>2- New Teacher Induction Committee</b>	
<i>Name</i>	<i>Position</i>
	<i>Principal</i>
	<i>Chapter Leader</i>

<b>3- Basic Mentoring Model Selected</b>	
<i>Model</i>	<i>Check All That Apply</i>
Classroom Teacher Based	
Coach / Staff Developer Based	
Lead Teacher Based	
Full Time School Based Mentor	
Mentor Shared Between Schools	
F- Status Teacher	
<i>Other:</i>	

<b>4- Finding Time for Mentor &amp; New Teacher to Meet</b>	
<i>Strategy</i>	<i>Check All That Apply</i>
Use of Out of Classroom Staff	
Use of Released Time for Classroom Teachers	
Use of Professional Period (Circular 6)	
Use of Per Session	

<b>5- Duration</b>	
<i># Periods each New Teacher Meets with Mentor Per Week</i>	<i>Check</i>
2 Periods ( <i>minimum</i> )	
3 Periods	
4 Periods	
Other	