



New York City Department of Education

Principals' Guide to
Implementing
School Based Mentoring

2008-2009



Pages 3-7

Section I

Basic Elements of Site Based Mentoring

* Develop a
Mentor Plan

* Provide
Mentor for
Each New
Teacher

* Program 2
Weekly
Mentoring
Periods

* Maintain
Record of
Mentoring
Activities



Introduction

New York City Public Schools have **site-based mentoring** which empowers principals to decide and shape how mentoring will be provided. The opportunity to shape the type of support your new teachers receive in their first year is both a wonderful opportunity and an awesome responsibility. Recent studies have found 50% of the new teachers in large urban districts leave the profession within 5 years. The support that you provide during this critical first year will determine in large part the future of your new teachers in your school and in their careers as educators.

Principals and their schools will decide:

How Mentoring
Will Be
Delivered

When
Mentoring Will
Occur

Who Does the
Mentoring

Basic Elements of Site Based Mentoring

Each school must

Develop a school mentoring plan

Provide an official mentor for each new teacher

Program the mentor & new teacher to meet a minimum of 2 periods a week

Maintain record mentoring activities and # of hours

Develop a School Mentor Plan

Develop a School Mentoring Plan

Each school is expected to develop a school mentoring plan. 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 [New Teacher Induction Committee](#)¹. Plans should be submitted to your [LIM](#) who will enter it on-line in the *New Teacher Induction Mentoring System (NTIMS)*.

School Based Mentoring Plan 2008-2009

First drafts of plans are due by August 15, 2008. Plans may also be completed online at <https://www.nycenet.edu/offices/DHR/ntims>

1- School Information		2- New Teacher Induction Committee		3- Basic Mentoring Model Selected	
School		Name	Position	Model	<i>Check All That Apply</i>
Principal				Classroom Teacher Based	
Principal's email				Coach / Staff Developer Based	
School DBN#				Lead Teacher Based	
Grades Served				Full Time School Based Mentor	
School Support Organization				Mentor Shared Between Schools	
Lead Instructional Mentor				F- Status Teacher	
# Students				<i>Other:</i>	
# Teachers					
# New Alt Cert Teachers (Fellows, TFA, etc.)					
Total # New Teachers (Mandated for Mentoring including alt certs)					

4- Finding Time for Mentor & New Teacher to Meet	
<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	

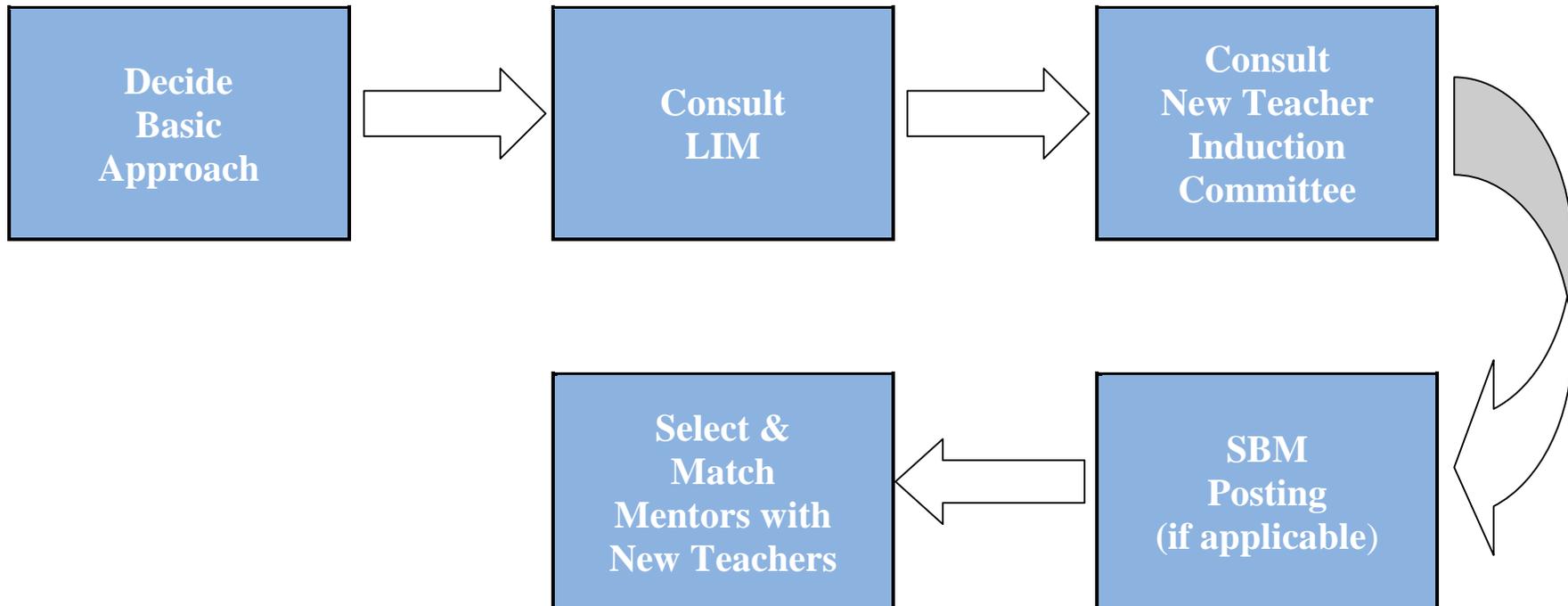
5- Duration	
<i># Periods each New Teacher Meets with Mentor Per Week</i>	<i>Check</i>
2 Periods (<i>minimum</i>)	
3 Periods	
4 Periods	
Other	

¹ Comprised of a majority of teachers

Provide an official mentor

Provide an Official Mentor

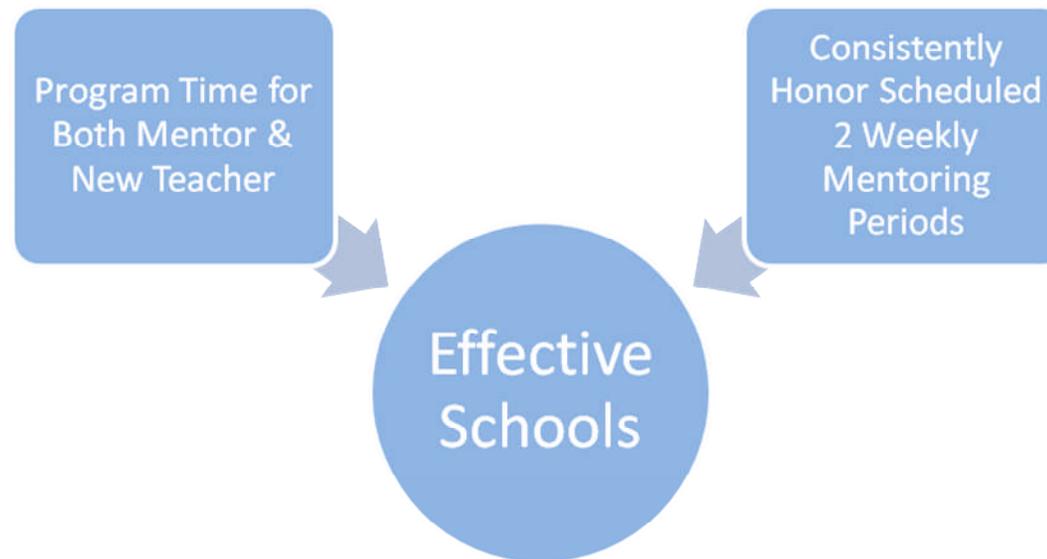
Principals begin by considering the basic approach (classroom teacher, coach or staff developer, lead teacher, full-time or shared mentor, F-status teacher or a combination) that fits the needs of their schools. Principals should meet with the school's [New Teacher Induction Committee](#) to discuss the approach. The [Lead Instructional Mentor](#) on your network team can provide guidance. When released time or per session is involved, the school must [post](#) for mentor candidates, the committee interviews applicants and establishes an eligibility pool. Once mentor matches are made, the principal must build time (2 periods per week) in both the new teacher's and mentor's program.



Program Mentor & New Teacher 2 Periods Per Week

Program the Mentor & New Teacher to meet a Minimum of 2 Periods a Week

The expected mentor/ new teacher contact time during the school day is two (2) periods per week or more. 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 mentoring². If the plan includes mentoring 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 teachers³. Mentors and new teachers may also meet before and or after school⁴ 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.



² UFT Contract

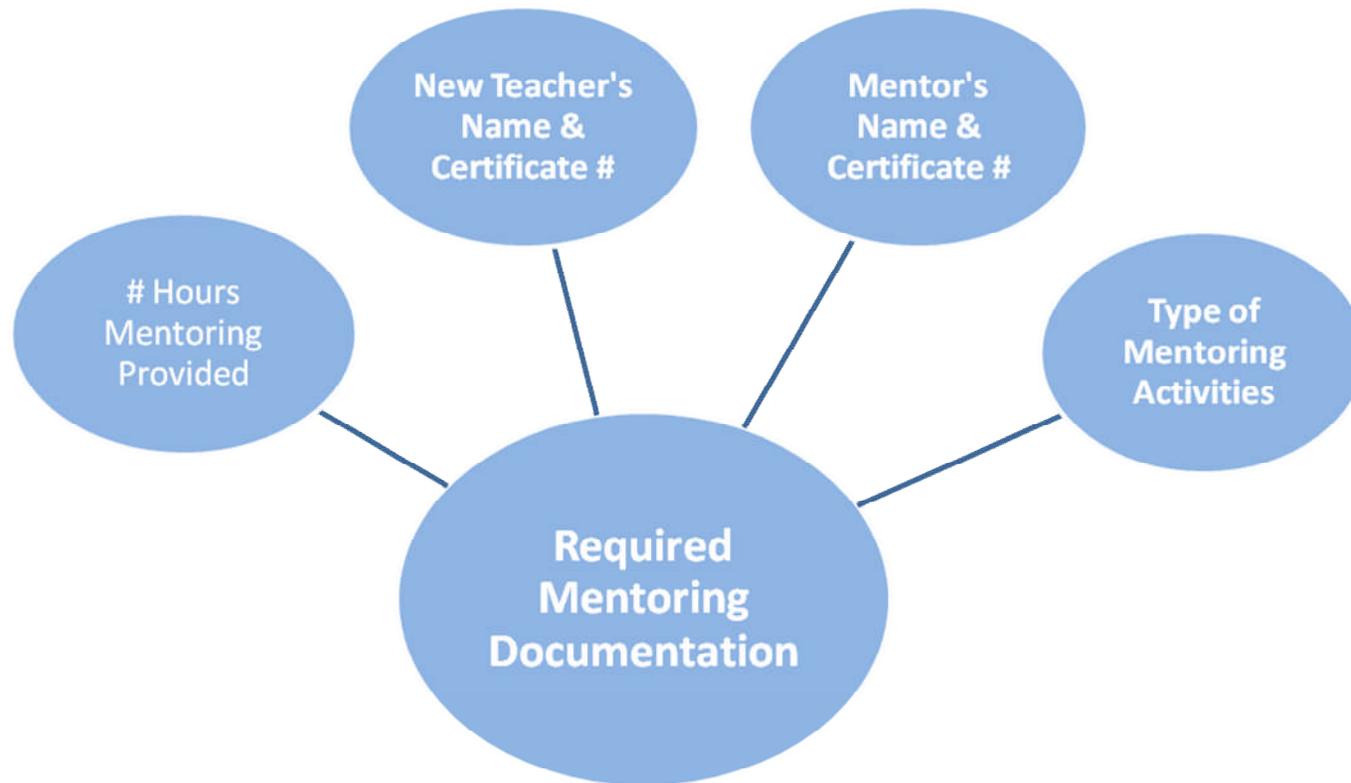
³ School based posting required if classroom teachers are to be given release time

⁴ Both mentors and new teachers will be paid per session

Maintain Record of Mentoring Activities and # Hours

Maintain Record of Mentoring Activities and # of Hours

Each school must maintain official records documenting the mentoring experience. 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 Office of New Teacher Induction has created [New Teacher Induction Mentoring System](#) (NTIMS), a citywide online tracking system for mentoring interactions. Schools that use NTIMS will have the documentation requirement fulfilled.





Section 2

Best Mentoring Practices

Pages 9-32

*Timeline

*Goals

*Who Must be
Mentored

* Role of Mentor

*Central Supports

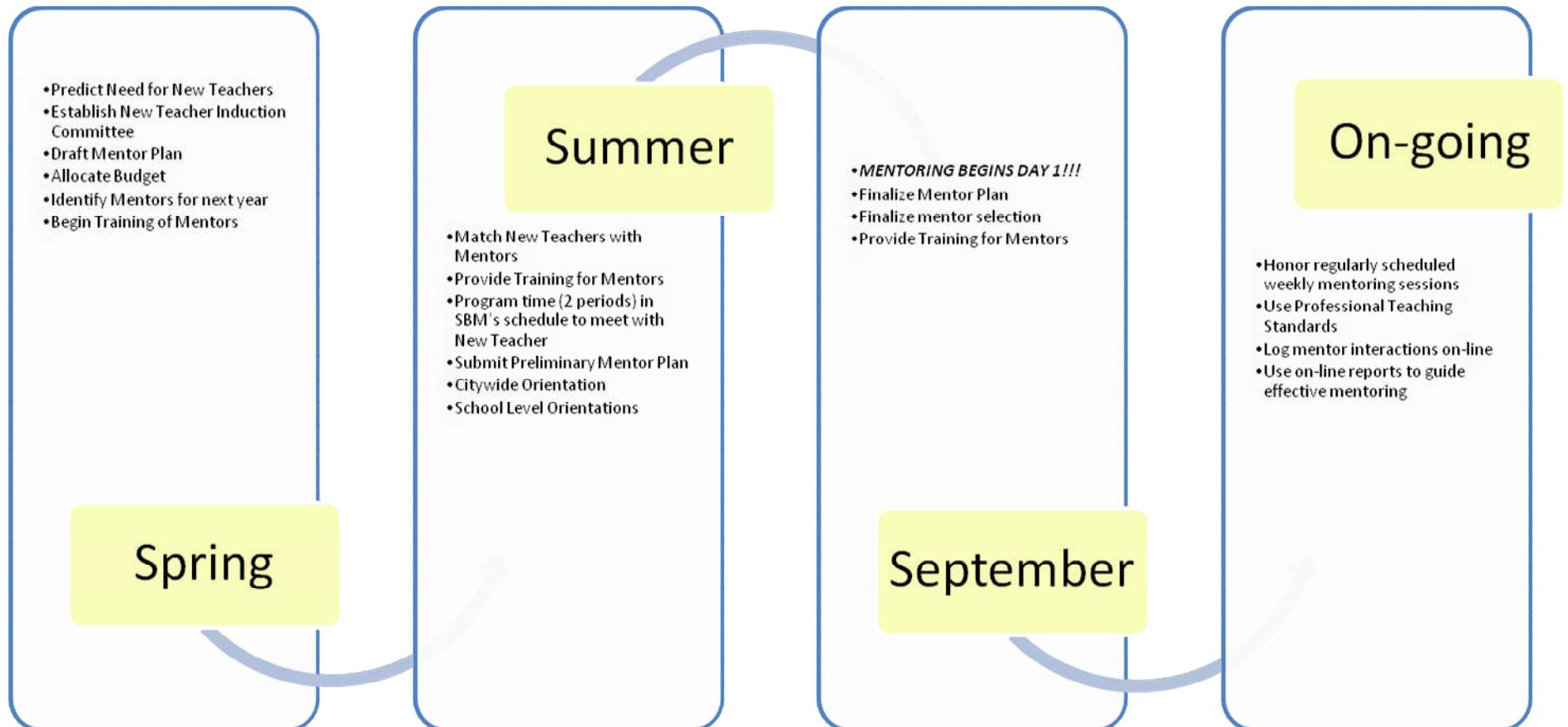
*Comprehensive
Elements of SBM

*Memorandum of
Understand

*Sample SBM
Posting

TIMELINE: *Planning for Mentoring*

Planning for mentoring should begin in the spring, months before your new teachers are hired. Schools must anticipate areas where vacancies are expected and when new teachers are being considered, the principal must 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 in the role of the mentor. 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!



Goals of Mentoring

Goals of Mentoring

NYS 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 & teacher retention, and another link between mentoring & accelerating new teacher quality.

Mentoring



Teacher Retention

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 to *quickly develop their skills and expertise to become effective practitioners who have a positive impact on student achievement* in their very first year of teaching.

Mentoring



Accelerating New Teacher Quality

Who Must Be Mentored

Who Must Be Mentored

“Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching ... in a public school district. Certificate holders who have had at least two years of teaching in a K–12 school setting prior to receiving the Initial certificate are exempt from this requirement.”⁵ 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.

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 participants⁶. Teachers working under *internship certificates* start their mentoring requirement when they obtain their initial certificate. There is currently no New York State requirement that *International teachers* be mentored⁷.

Who <u>MUST</u> Be Mentored	Who <u>DOES NOT REQUIRE</u> Mentoring	Who <u>COULD</u> Be Mentored (optional)
<i>New Teachers with Initial Certificates</i>	<i>New Teachers with Initial Certificates & 2 years experience prior to obtaining Initial Certificate</i>	→
<i>Fellows</i>	<i>Teachers new to your building but not new to teaching</i>	→
<i>Teach for America</i>	<i>Interns</i>	→
<i>Peace Corps</i>	<i>Internationals</i>	→
<i>Teaching Opportunity Program</i>	<i>Teachers with Provisional Certificates (versus Initial Certificates)</i>	<i>Second Year Teachers who could benefit from continued support</i>

⁵ New York State Mentoring Regulations

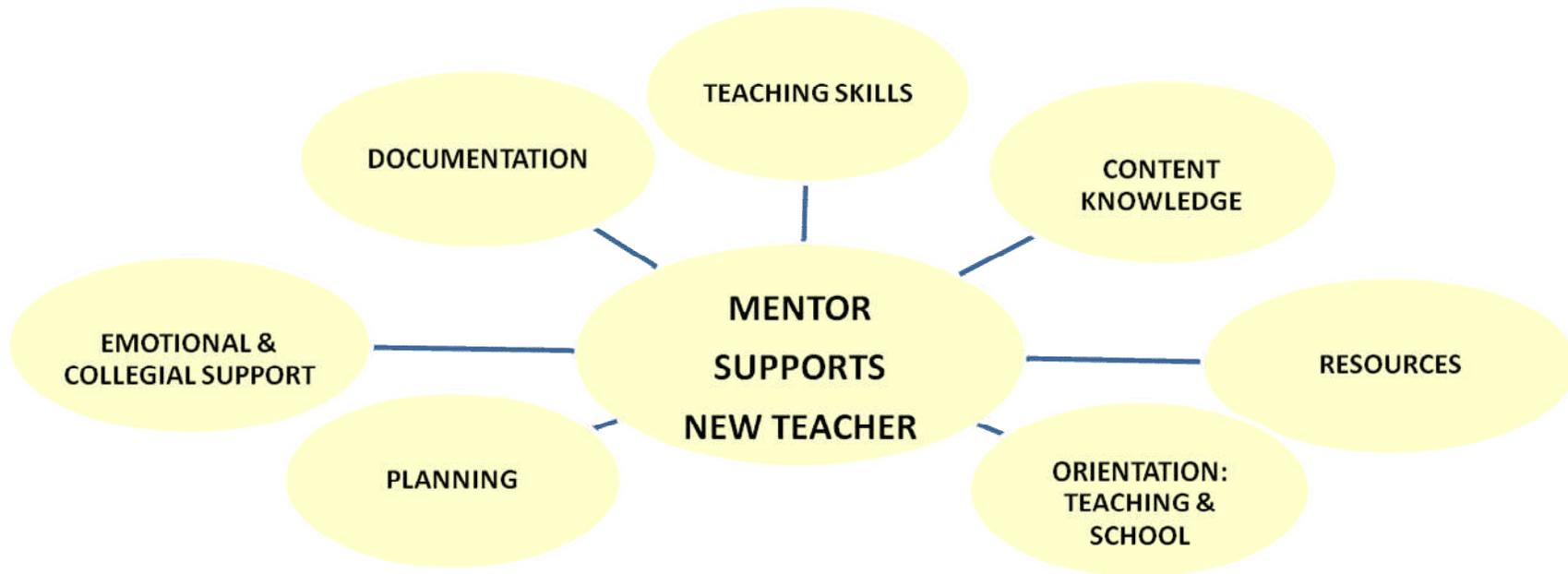
⁶ Transitional B teachers must also receive daily mentoring for the first 40 days of service

⁷ While there is no NYS mandate to mentor, schools have the option to mentor Internationals

Role of Mentor

Role of Mentor:

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 full programs 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 instruction, content knowledge and planning. Mentors help orientate the 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 maintain logs to document the new teacher's mentoring experience.



Role of Mentor: Build 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 confidential⁸. 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.



⁸ 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...*”

Role of 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 orientate the new teacher to the school
- help the new teacher identify and access school and community resources
- help new teacher develop classroom rules and routines
- help new teacher with classroom management
- help new teacher set up classroom
- help new teacher with lesson planning
- help new teacher with formal and informal assessment strategies
- help new teacher with analysis of student work and differentiation of instruction
- help new teacher understand and use the curriculum and student standards
- use the [*Professional Teaching Standards*](#) and *Continuum of Teacher Development* 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
- help the teacher develop short and long term goals
- help prepare the new teacher for supervisors' observations
- assist the new teacher communicate effectively with parents
- help prepare the new teacher for parent-teacher conferences
- help the new teacher understand and comply with clerical responsibilities

Roles of New Teachers & Principals

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 the 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 confidential⁹
- inviting the mentor to view their classroom
- participating in reciprocal visits to the mentor's classroom
- continually reflecting on their classroom practice
- identifying areas in which assistance is needed
- being open to suggestions developed in collaboration with the mentor.

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. While principals should avoid asking the mentor for evaluative feedback about the new teacher, principals should know the topics and strategies that mentors and new teachers are using as they work together. Principals should confirm that the mentor/ new teacher relationship is working. Principals should consider scheduling on-going new teacher group meetings with the principal for support beyond mentoring. Principals should ensure that mentors receive professional development on how to be effective mentors. Principals can download summary reports from [NTIMS](#) to review their past work and better inform their future work with the new teacher.

⁹ 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.

Central & Network Supports for Mentoring

While site-based mentoring affords schools the opportunity and responsibility to shape their mentoring programs, the DOE has put key central and network supports in place to assist.

**Lead Instructional Mentor
(LIM)**

**On-Line Tracking System
(NTIMS)**

**Citywide Training
Opportunities for School Based
Mentors**

**Mentoring Program Quality
Rubric**

Lead Instructional Mentor

A key resource in developing a site-based mentoring program is the **Lead Instructional Mentor (LIM)**. A LIM is assigned to each network team. The LIM is an expert in new teacher growth & development, mentoring best practices, and the [Professional Teaching Standards](#) & the *Continuum of Teacher Growth and Development*. The LIM receives on-going professional development and support from the Office of New Teacher Induction. The Lead Instructional Mentor will be available to visit your school on a regular basis to support your mentoring program. The LIM will be available to assist schools in

- identifying the teachers who are mandated for mentoring
- sharing mentoring best practices
- designing school-based plans for effective mentoring
- implementing the plan
- training school-based mentors in best mentoring practices
- guiding, supporting, and coaching school-based mentors as they work with new teachers
- guiding and supporting school-based mentors' understanding and use of the *Professional Teaching Standards* & the *Continuum of Teacher Growth and Development*
- documenting the mentoring experience for NYS.

While Lead Instructional Mentors won't provide direct mentoring to new teachers, they can support all other aspects of a school's mentoring program. Principals and schools should consider to what extent they wish to integrate the services of the LIM in their mentoring plans.

Central & Network Supports for Mentoring: On-Line Tracking

On-Line Tracking System (NTIMS)

The Office of New Teacher Induction has created *New Teacher Induction Mentoring System* (NTIMS), a citywide online tracking system for mentoring interactions. [NTIMS](https://www.nycenet.edu/offices/dhr/ntims) can be accessed at <https://www.nycenet.edu/offices/dhr/ntims>. Using NTIMS, school based mentors can log the type of interaction, the topics discussed, the standards addressed, the date, and the duration for each interaction with their new teachers. Mentors and principals can download summary reports to review their past work and better inform their future work with the new teacher. Schools that use NTIMS will have the NYS documentation requirement fulfilled.

The screenshot displays the NTIMS web application interface. The top navigation bar includes the NYC Department of Education logo and the Office of New Teacher Induction logo. The main heading reads "Welcome to New Teacher Induction/Mentoring System (NTIMS)". A sidebar on the left contains a menu with options: Home, Sign In, Register, Help, and Contact Us. The main content area is titled "Enter Mentor Interactions" and includes a sub-heading "Use this page to view mentoring interaction history and to add / edit mentoring interactions." Below this, there are dropdown menus for "Location" (K162 JHS 162 THE WILLOUGHBY), "Mentor" (Carolyn Carroll), and "New Teacher" (Select). There are also date pickers for "Period From" (9/1/2007) and "To" (4/24/2008). At the bottom of the form are two buttons: "View Interaction Summary" and "Add New Interactions". A "HELP" link is visible in the top right corner of the page.

To Display Interaction History:
1. Select the New Teacher, 2. Select Interaction period - From and To dates, 3. Click "View Interaction Summary".

Central & Network Supports for Mentoring: Citywide Training & Draft Quality Review Rubric

Citywide Training Opportunities for School Based Mentors

The central New Teacher Induction Program offers 12 hour courses for school based mentors on the most effective ways to support new teachers. Topics include trust and relationship building, mentor language, mentoring protocols, mentoring tools, adult learning, collecting classroom practice data, non-judgmental feedback, effective questioning techniques, coaching strategies, the Professional Teaching Standards, and the phases of new teacher development. School based mentors will receive training rate or P credit for completing the course. Sessions are offered throughout the school year on Saturdays, Sundays and after school. Sessions are also offered during the summer. School based mentors register on Protraxx by visiting <http://pd.nycoit.org>, go to “Quick Search/ SELECT DEPARTMENT”; choose “Office of New Teacher Induction” from the dropdown menu.



Quick Search

Title:

Department: [Advanced Search](#)

Welcome to the Office of New Teacher Induction Professional Development Registration Page

All courses being offered by this department are listed below.

Mentoring Program Quality Review Rubric

During each school’s Quality Review, your mentoring program will be examined. Specifically, reviewers consider “to what extent do school leaders develop effective procedures for the induction and support of teachers who are new to the profession or the school.” A draft version of the rubric that reviewers might use is attached. This is also a good tool for schools to use to self assess their support of new teachers.

Central & Network Supports for Mentoring: Draft Quality Review Rubric

BASIC RUBRIC FOR QUALITY REVIEWS					
TO WHAT EXTENT DO SCHOOL LEADERS...					DRAFT
<i>4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school</i>					
	Underdeveloped	Underdeveloped with Proficient Features	Proficient	Well Developed	Outstanding
Who is Mentored	1. Plan unavailable. Not clear which if any new teachers are being mentored.	1. Plan lacks alignment with actual mentoring practices. Not all new teachers are being mentored	1. Plan aligned with actual mentoring practices, developed collaboratively, and includes all new teachers requiring mentoring by SED.	1. <i>Proficient plus...</i> Plan is recorded online in New Teacher Induction Mentoring System (NTIMS)	1. <i>Well Developed plus...</i> Additional teachers (new to school, struggling second year teachers, etc.) are supported.
By Whom	2. Mentor selection based primarily on programming availability. Mentors receive no formal training.	2. Mentor selection based on new teacher license / content. Mentors receive little formal training.	2. Mentor selection based on new teacher license/ content and mentor's pedagogical & interpersonal skills. Mentors receive formal training.	2. <i>Proficient plus...</i> Mentor selection considers previous mentoring experience. Time sometimes provided for Lead Instructional Mentor (LIM) to meet & train mentor.	2. <i>Well Developed plus...</i> Mentor Selection considers knowledge of PTS. Time regularly provided for Lead Instructional Mentor (LIM) to meet & train mentor.
How Often	3. New teacher workshops provided in lieu of mentoring	3. Time for mentor / new teacher meetings is sporadic	3. Time (at least 2 periods) provided in regular weekly schedules of mentor and new teacher	3. <i>Proficient plus...</i> Time spent with new teachers is differentiated based on teacher need.	3. <i>Well Developed plus...</i> Time spent with new teachers is highly differentiated based on evidence of teacher skill & impact on student learning.
Quality / Effectiveness of Mentor Contact	4. Mentoring conferences lack focus, and are used primarily for buddy chats, or venting with limited discussion of strategies and solutions.	4. Mentoring conferences are focused but include limited reflective opportunities for the new teacher. Mentor is instructive and mainly tells the new teacher what to do.	4. Mentoring sessions include both reflective conferences and classroom visits. Mentor uses a variety of support strategies to focus on student learning outcomes. There is evidence of use of Professional Teaching Standards.	4. <i>Proficient plus...</i> The Professional Teaching Standards and the Continuum of Teacher Development are used to enhance teacher growth. Mentors and teachers believe skill development and student learning is occurring.	4. <i>Well Developed plus...</i> Evidence can be produced by mentors or new teachers of progress along the PTS Continuum of skills and impact on student learning.
Support Beyond Mentoring for new teachers	5. Few if any additional supports provided for new teachers	5. Informal orientation is provided for new teachers and teachers new to the school.	5. Formal structured orientation and regularly scheduled workshops provided for new teachers	5. <i>Proficient plus...</i> Common planning time with other teachers is built into schedules.	5. <i>Well Developed plus...</i> Wide variety of other supports provided for new teachers.

Comprehensive Elements of School Based Mentoring Program

Comprehensive Elements of School Based Mentoring

Section I provided a quick look at the basic elements for implementing a school based mentoring program. The following pages provide a more detailed and comprehensive description of the process. Key steps in developing a site-based mentoring program include

A- Decide How Mentoring Will Be Provided

B- Establish a New Teacher Induction Committee

C- Set Aside Budget and Resources

D- Develop a School Mentoring Plan

E- Select Qualified Mentors

F- Provide Professional Development for Mentors

G- Schedule Minimum 2 Periods Weekly for Mentoring

H- Document & Track Interactions

Comprehensive Elements: Decide How Mentoring Will Be Provided

A. Decide How Mentoring Will Be Provided

Careful consideration should be given to the approach to staffing that meets the needs of *your* school:

- Which staff members in your building have the pedagogical experience and interpersonal skills to best support your new teachers?
- What would be the impact on their regular programs?
- When will they have the TIME to meet?
- What content areas or grade levels do you need?
- How many new teachers are anticipated and how many mentors will be needed?
- Is the number of new teachers large enough to consider hiring a full time site-based mentor¹⁰?
- Is your school arranged in houses or mini-schools?
- Are there staff members who already have mentoring experience and training?
- Do you need to look outside of your building for mentoring support?
- Does it make sense to share an experienced expert mentor with several principal colleagues?
- Are there highly qualified F-Status teachers¹¹ available?
- What are the costs associated with your selections?

Internal Options

- **Classroom Teacher**
(by content, grade level, house/team/cluster, teaching expertise, prior mentoring experience)
- **Site-Based Staff Developer**
(coach, staff developer, lead teacher, etc.)
- **Full Time Site Based Mentor**
(position would be funded by school budget)

External Options

- **Shared Mentor**
(several schools share and fund cost of a full time mentor expert)
- **F- Status Teacher**
(see footnote 4 below)

Mixed Options

- **Any combination of internal and external options**

¹⁰ Memorandum of Agreement with the UFT: If the plan includes a full time mentor position, the ratio of mentor to new teachers may not exceed 1:15

¹¹ Memorandum of Agreement with the UFT states that “F” status teachers may only be used in instances where the school cannot provide appropriate internal mentor matches.

Comprehensive Elements: New Teacher Induction Committee, Budget

B- Establish a New Teacher Induction Committee

Each school will form 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 SSO designee to devise and execute a plan for providing mentoring for new teachers. The plan must include in-classroom support. The principal will make the final decision on the plan. Principals should think about forming those committees during the spring so that mentoring can start on the first day of school or before.

C- Set Aside Budget and Resources

As principals develop their mentoring plans, they need to consider any costs associated with the option:

- Use of a coach, staff developer, or lead teacher during the school day won't incur additional costs but will divert services from other staff
- Use of release time means adding those periods to another teacher's program
- Use of per session will involve compensation for both the mentor and new teacher
- Use of a shared mentor among several schools involves calculating your share of the mentor's salary based on the percentage of time the mentor services your school
- Use of F-Status involves calculating the rate, frequency, and duration of services
- Use of Circular 6 periods won't incur additional costs



Comprehensive Elements: Develop School Mentoring Plan

D- Develop a School Mentoring Plan

Each school is expected to develop a school mentoring plan. The template for the plan is shown on the next 3 pages. Principals must decide how mentoring will be provided and set aside appropriate budget and resources. Principals should develop their plans in consultation with their schools' New Teacher Induction Committee. Plans should be submitted to your LIM who will enter it on-line in the New Teacher Induction Mentoring System (NTIMS).

School Based Mentoring Plan 2008-2009

First drafts of plans are due by August 15, 2008. Plans may also be completed online at <https://www.nycenet.edu/offices/DHR/ntims>

<i>Steps to Take...</i>	<i>Questions to Ask...</i>	<i>When Completing Your Mentoring Plan</i>
Read... <i>Principals' Guide to Implementing School Based Mentoring & <u>Memorandum of Agreement on School Based Mentoring</u></i>	<i>Have members of your <u>New Teacher Induction Committee</u> participated in discussions concerning supporting your new teachers?</i>	Ask Clarifying Questions of your <u>LIM</u> or the Office of New Teacher Induction
<i>Provide time for Mentoring during the school day for mentor and new teacher to meet</i>	Selection of Mentors <i>What strategies and rationale(s) are you using to guide your selection of mentors?</i>	<u>Budget</u> <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>	<u>Lead Instructional Mentor</u> <i>What time will you make available for the LIM to meet with your school based mentors?</i>
<i>Set quality goals for your mentoring program using the <u>Quality Mentoring Rubric</u> draft</i>	Beyond Mentoring <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>

Comprehensive Elements: School Mentoring Plan

School Based Mentoring Plan 2008-2009

First drafts of plans are due by August 15, 2008. Plans may also be completed online at <https://www.nycenet.edu/offices/DHR/ntims>

1- School Information		2- New Teacher Induction Committee ¹²		3- Basic Mentoring Model Selected	
School		Name	Position	Model	<i>Check All That Apply</i>
Principal			<i>Principal</i>	Classroom Teacher Based	
Principal's email			<i>Chapter Leader</i>	Coach / Staff Developer Based	
School DBN#				Lead Teacher Based	
Grades Served				Full Time School Based Mentor	
School Support Organization				Mentor Shared Between Schools	
Lead Instructional Mentor				F- Status Teacher	
# Students				<i>Other:</i>	
# Teachers					
# New Alt Cert Teachers (Fellows, TFA, etc.)					
Total # New Teachers (Mandated for Mentoring including alt certs)					

4- Finding Time for Mentor & New Teacher to Meet	
<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	

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

¹² Comprised of a majority of teachers

Comprehensive Elements: School Mentoring Plan

School Based Mentoring Plan 2008-2009

First Drafts of plans should be completed by August 15, 2008. Plans may also be completed online at <https://www.nycenet.edu/offices/DHR/ntims>

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.						
11.						

First drafts of plans are due by August 15, 2008.

Comprehensive Elements: Select Qualified Mentors, Provide Mentor Professional Development

E- Select Qualified Mentors

Mentors should be selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills, and a willingness to serve as a mentor. Additional factors for consideration include leadership qualities, organizational skills, experience with mentoring, and positive attitude toward professional growth. Skills or attitudes such as enthusiasm for teaching and the ability to see many different ways to accomplish a purpose or goal are also desirable in mentor candidates. Mentors should be matched by license or content area expertise and level when possible. Note: Every “master” teacher of students doesn’t necessarily correlate with being an ideal mentor for adults and colleagues. If your school plan calls for the use of classroom teachers who will require **release time** from their teaching program or the use of **per session** for a portion of the mentoring, a school-based posting and interviews by the New Teacher Induction Committee are necessary.¹³ The committee establishes a pool of eligible mentor teachers. The committee then makes recommendations for matches. Mentors should be matched by license or content area expertise and level when possible. Preference will be given to full-time teachers currently employed. The principal has the final say and should ensure that the committee has a clear understanding of all of the factors that go into making effective mentor selections¹⁴ and matches.

F- Provide Professional Development for Mentors

Becoming an effective mentor for adults requires additional skills and competencies. Even the best classroom teachers will benefit from explicit training in building trust, mentoring language, mentoring protocols, conferencing, classroom data collection strategies, providing objective non-judgmental feedback, reflective conversations, coaching, modeling, overcoming resistance, and professional teaching standards. The mentor understands that supporting a beginning teacher requires a different set of skills and competencies than those used in supporting students. The mentor is committed to participating in professional development to learn, enhance, and deepen his/her mentoring skills. One valuable resource for this professional development is the [Lead Instructional Mentor](#) who is part of the School Support Organization network or cohort team. The Lead Instructional Mentor will be available to provide a variety of supports including: mentoring tools, mentor language & stems, mentor protocols & strategies, use of the [Professional Teaching Standards & Continuum of Teacher Development](#) to guide mentoring, one-on-one coaching on mentoring, objective feedback, maintaining logs, small group workshops, etc The Office of New Teacher Induction also offers citywide training for school based mentors throughout the school year.

¹³ The Memorandum of Agreement with the UFT states: “If the plan encompasses a model that includes release time for classroom teachers to mentor or per session for mentors, the NTIC (New Teacher Induction Committee) 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.

¹⁴ The Memorandum of Agreement with the UFT states: “The minimum requirements for qualifying mentors are: *5 years of teaching in NYC public school preferred *demonstrated mastery of pedagogical and subject matter skills *evidence of interpersonal skills *commitment to participate in professional development

Comprehensive Elements: Scheduling, Tracking

G- Schedule minimum 2 periods weekly for mentoring

The expected mentor/ new teacher contact time during the school day will be equivalent to two (2) periods per week or more. 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. If the plan includes mentoring 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 teachers¹⁵. Mentors and new teachers may also meet before and or after school¹⁶ for conferencing and planning activities. Two of the weekly professional periods for new teachers may be designated by the principal for mentoring¹⁷. Principals can facilitate time for mentoring by aligning preparation periods of new teachers and professional periods of mentors.

H- Document & Track Interactions

Each school must maintain official records documenting the mentoring experience. 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 Office of New Teacher Induction has created *New Teacher Induction Mentoring System* ([NTIMS](#)), a citywide online tracking system for mentoring interactions.

Just as important as maintaining official records of the mentoring experience is using the data from the logs to inform support for the new teacher. Using NTIMS school based mentors can log the type of interaction, the topics discussed, the standards addressed, the date and the duration for each interaction with their new teachers. Mentors and principals can download summary reports to review their past work and better inform their future work with the new teacher.

¹⁵ School based posting required if classroom teachers are to be given release time

¹⁶ Both mentors and new teachers will be paid per session if meeting before or after school

¹⁷ UFT Contract

Comprehensive Elements: Tracking

Add/Edit Mentor Interactions Step 1: Interaction Type

Use this page to add Interaction Types (Step-1) to log a new mentoring interaction.

Location:

Mentor: Date Submitted: 9/8/2007

New Teacher:

Interaction Date: Duration:

Please Select one or more of the following Interaction Type(s):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Conference | <input type="checkbox"/> Telephone |
| <input type="checkbox"/> Visit Classroom | <input type="checkbox"/> E-mail |
| <input type="checkbox"/> Co-Planning | <input type="checkbox"/> Absent |
| <input type="checkbox"/> Co-Teaching | <input type="checkbox"/> Meet with Principal or AP |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Meet with Coach |
| <input type="checkbox"/> Inter-visitation | <input type="checkbox"/> Meet with Lead Teacher |

Engaging All Students in Learning (EN)	Creating an Effective Environment (EE)	Understanding & Organization Subject Matter (SM)
<input type="checkbox"/> Link to Student Prior Knowledge <input type="checkbox"/> Use Variety Instructional Strategies <input type="checkbox"/> Use Technology & other Resources <input type="checkbox"/> Engaging students in problem solving & critical thinking <input type="checkbox"/> Working with Special Needs or ELL Students	<input checked="" type="checkbox"/> Classroom Procedures / Routines <input type="checkbox"/> Classroom Management <input type="checkbox"/> Using instructional time effectively <input type="checkbox"/> Creating a physical environment that engages all students <input type="checkbox"/> Promoting social development & responsibility	<input type="checkbox"/> Knowledge of subject matter content <input type="checkbox"/> Use of student performance/ content standards <input type="checkbox"/> Linkages across content areas <input type="checkbox"/> Using materials & resources <input type="checkbox"/> Organizing & Sequencing Curriculum
Planning Instructions (PL)	Assessing Student Learning (AS)	Developing as a Professional Educator (DP)
<input checked="" type="checkbox"/> Lesson Planning <input type="checkbox"/> Discussing short and/or long term goals for students <input type="checkbox"/> Using data to plan Content Planning/Discussion <input type="text" value="Select >>"/>	<input type="checkbox"/> Use of Informal assessments <input type="checkbox"/> Use of Formal assessments <input type="checkbox"/> Analyzing Student Work <input type="checkbox"/> Using Data to Differentiate Instruction <input type="checkbox"/> Grading Systems / Criteria Assessment Options <input type="text" value="Select >>"/>	<input type="checkbox"/> Goal Setting <input type="checkbox"/> Communicating with Parents <input type="checkbox"/> Reflecting on classroom data and or supervisor observations <input type="checkbox"/> Working with colleagues <input type="checkbox"/> Communicating with Parents <input type="checkbox"/> Discussing workshops or PD opportunities

Support Beyond Mentoring

Support *Beyond* Mentoring

Mentoring is only one component of multiple supports (called new teacher induction) we need to provide for new teachers to help them successfully enter our profession. Principals can identify staff-wide support and taking ownership of the induction of new teachers as school priorities. Schools can schedule on-going new teacher sessions with the principal as part of the induction effort. It takes an entire school community to develop a successful new teacher.

For additional information, contact the Lead Instructional Mentor (LIM) assigned to your SSO network team or

The Office of New Teacher Induction.
Christine Cabrera
Director Teacher Development
Ccabrera2@schools.nyc.gov

Memorandum of Agreement: Mentoring

B. School Based Mentor

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 classroom 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 when possible.

b. Mentor/new 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. This ratio shall not apply to Lead Instructional Mentors.

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 period, 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

Memorandum of Agreement: Mentoring

- (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.

School Based Mentor Posting: Sample

SCHOOL LETTERHEAD

2007-2008 Position

Position:

Part Time School-Based Mentor for Beginning Teachers

Positions &

Content Area/

Grade Level:

Duties:

Provide 2 weekly periods 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 orientate the new teacher to the school
- assist the new teacher to identify and access school and community resources
- use Professional Teaching Standards & Teacher Continuum to guide the new teacher's growth and development
- assist new teacher to develop classroom rules and routines
- assist new teacher with classroom management
- assist new teacher to set 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 to understand and use the curriculum and student standards
- use structured tools and or protocols 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
- assist the teacher to develop short and long term goals
- help prepare the new teacher for supervisors' observations
- assist the new teacher to effectively communicate with parents
- assist the new teacher to understand and comply with clerical responsibilities
- create a risk-free learning environment for the new teacher by maintaining confidentiality of any evaluative informative acquired as a result of the mentoring relationship
- share with other colleagues & supervisors only the topics, strategies, and tools being used
- Maintain on-line logs of the mentored experience on behalf of the new teacher's professional certification requirements.

School Based Mentor Posting: Sample

Eligibility:

- Demonstrated strong interpersonal skills
- Demonstrated positive attitude toward professional growth and student achievement
- Demonstrated mastery of content of new teacher
- Demonstrated mastery of pedagogy
- Willingness to participate in professional development on effective mentoring strategies provided by the school or the Lead Instructional Mentor
- 5 years of teaching experience preferred
- Prior mentoring experience preferred

Sample Configurations:

- 2 period reduction of instructional program for each teacher mentored
or
- Mentoring activity is in lieu of required administrative assignment
or
- 1 hour per session plus 1 period reduction of instructional program for each teacher mentored
or
-

Application:

- Copy of license, resume and cover letter must be submitted to the Principal
No later than
-

Approved: