

WELCOME

**Washington-Saratoga-Warren-Hamilton-Essex
BOCES**

MENTOR / INTERN PROGRAM

2018-2019

**Washington-Saratoga-Warren-Hamilton-Essex
BOCES
Mentor / Intern Program**

- 1. Mission Statement**
- 2. Contractual Language and Commissioner's Regulations**
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**Washington-Saratoga-Warren-Hamilton-Essex BOCES
MENTOR/INTERN PROGRAM
MISSION STATEMENT**

The purpose of mentoring is to make school experiences positive and productive for students and teachers by providing support and assistance to all teachers along the professional development continuum; pre-service, induction and in-service.

The results of the BOCES mentoring program will promote:

- more collaboration, collegiality and innovation among educators,**
- improved instruction and student performance, consistent with the Common Core,**
- retention of teachers, and**

will enable new teachers with initial and transitional certificates to qualify for professional certification.

**EXCERPT FROM THE PROFESSIONAL AGREEMENT BETWEEN THE CHIEF EXECUTIVE
OFFICER OF THE WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX COUNTIES BOARD
OF COOPERATIVE EDUCATIONAL SERVICES AND SARATOGA ADIRONDACK BOCES
EMPLOYEES ASSOCIATION FACULTY UNIT
DATED JULY 1, 2016 THROUGH JUNE 30, 2018**

ARTICLE 13

MENTOR/INTERN PROGRAM

13.1 MENTOR INTERN PROGRAM

Wherever possible full and part-time unit members, with the exception of teaching assistants, new to BOCES, will be assigned a mentor. The mentor shall provide guidance and counseling to the intern on a regular basis throughout the first year of employment. This assistance is confidential and non-evaluative.

Each mentor and intern will participate in a mentor/intern training program to a maximum of one day's length.

Mentors shall be selected by the immediate supervisor and the team leader subject to final approval by the District Superintendent or designee. The mentor shall receive a stipend at the annual rate of \$1,238, prorated as appropriate.

For purposes of the mentor intern program only, a part-time unit member is defined as an otherwise eligible unit member who receives an appointment of 50% or more.

**Washington-Saratoga-Warren-Hamilton-Essex BOCES
MENTOR/INTERN PROGRAM**

Selected Areas of Professional Knowledge for New Teachers

Instructional

- Understanding and relating curriculum and instruction to the Common Core
- Planning long-range curriculum, preparing units and lessons, and organizing learning activities
- Using a variety of instructional methods and materials, strategies, and techniques
- Addressing the special needs of students and individualizing instruction
- Assessing and reporting on student progress

System

- Gaining knowledge of BOCES policies and procedures
- Becoming acquainted with the BOCES and its districts and communities
- Developing communication linkages internally within BOCES and externally among the school districts, business and industry and community agencies
- Understanding testing security and protocols

Resource

- Researching resources and materials for teaching
- Obtaining materials, equipment and supplies
- Accessing professional development opportunities
- Preparing student learning objectives

Social/Emotional

- Managing stress
- Overcoming feelings of isolation
- Interacting with colleagues
- Preparing for and coping with one's own evaluation by immediate supervisor
- Resolving conflicts

Managerial

- Managing time
- Designing effective classroom space
- Managing an effective instructional team (e.g. Teaching Assistants, Related Service Providers)

Parent/Teacher/District Relationships

- Communicating and relating to parents
- Conducting effective parent/teacher conferences and intakes
- Preparing for Open House/ Student tours
- Preparing for and participating in CSE meetings

Behavior Management

- Understanding/Implementing/Managing student Code of Conduct
- Developing classroom management techniques in conjunction with building/program behavior management systems
- Setting student expectations
- Motivating and disciplining students

**Washington-Saratoga-Warren-Hamilton-Essex BOCES
MENTOR/INTERN PROGRAM**

MENTOR/INTERN PROGRAM GUIDELINES

- 1. The Principal will meet the Mentor/Intern pair when assigned, to outline expectations.**
- 2. Each Mentor and Intern will participate in a Mentor/Intern Training Program to a maximum of one days length (to occur later in the year).**
- 3. The Mentor will interact with the Intern for a minimum of one hour every week.* At least one “interaction” per semester will be in the classroom through a team teaching activity or classroom observation.
*Everyday for the first 20 days for teachers with Transitional certificates.**
- 4. Contacts between the Mentor and Intern will be reported by the Mentor to the Principal at the end of each month in My Learning Plan, under the forms see Meeting verification process.**
- 5. To allow the Mentor the opportunity to meet with the teacher in a classroom setting, substitutes may be arranged as requested by the mentor or intern and authorized by the Principal.**
- 6. At the option of either the Intern and/or the Principal, the Mentor assigned to the Intern may be invited to attend the initial, formal observation/evaluation pre-conference to review the purpose and procedures for the Annual Professional Performance Review.**
- 7. The Mentor/Intern pair will identify and participate in joint Professional Development activities after discussion with the Principal.**
- 8. The Principal will meet with the Mentor/Intern pair at the beginning of the mentoring relationship and at appropriate intervals to review mentoring activities. Additional meetings may be held at the request of any participant.**
- 9. Each Mentor and Intern will participate in an annual review of the mentoring process.**

**Washington-Saratoga-Warren-Hamilton-Essex BOCES
MENTOR/INTERN PROGRAM**

WORKPLAN TOPICS

INSTRUCTIONAL

- Planning lessons
- Designing instructional units
- Developing curriculum/ using Rubicon Atlas
- Preparing student assignments
- Using instructional materials
- Using technology as an instructional tool
- Developing a teaching style using best practices based on research (i.e. UDL(Universal Design for Learning), DOK(Depth of Knowledge), RBT (Revised Blooms Taxonomy)
- Identifying observable student performance
- Specifying criteria for student performance (i.e., Rubrics)
- Classroom visitations
- Recording student performance regularly and preparing report cards
- Interpreting test data
- Individualizing instructional methods and understanding learning styles
- Experimenting with instructional methods
- Graduation requirements and credentials
- Developing student portfolios and student profiles for transition/ career readiness
- Conducting student assessments
- Preparing student learning objectives (SLO)

SYSTEM

- BOCES Policies and Procedures (Annual Notifications)
- BOCES role in providing educational services
- Member School Districts
- Communication linkages
- Team member responsibilities, concepts and objectives
- Case Manager role
- Student organizations
- Support systems
- Confidentiality
- I.E.P. Process/Annual Review
- Coordinator responsibilities (CTE)
- Consultant committees (CTE)
- Internships/CBE
- Substitute procedure, Substitute Teacher Registry

**Washington-Saratoga-Warren-Hamilton-Essex BOCES
MENTOR/INTERN PROGRAM**

WORKPLAN TOPICS (CONTINUED)

RESOURCE

- Locating and obtaining instructional and resource material
- Teacher Certification Office: degree/advanced degree requirements
- Professional development opportunities
- Internet access/policy
- M.S.D.S./ Hazcom/Bloodborne Pathogens/School Violence Prevention information
- Cooperative work agreements (CTE)
- Useful websites and electronic resources
- Multi-media library access

SOCIAL/EMOTIONAL

- Interacting with colleagues
- Becoming part of a team
- Managing stress

MANAGERIAL

- Establishing routines
- Setting up the classroom
- Keeping records
- Obtaining information on students
- Preparing referral documents
- Attendance and grade recording procedures - SchoolTool
- Clinic procedures (CTE)
- Class field trip/ CBE procedures
- Curriculum and lesson plan repository - ATLAS

PARENT/TEACHER/DISTRICT RELATIONSHIPS

- Contacting parents
- Conferencing skills
- Establishing trust and rapport
- Dealing with the difficult parent
- Communicating sensitive information
- Understanding district contact protocol
- Contributing at CSE meetings

BEHAVIOR MANAGEMENT

- Understanding student Code of Conduct and building level procedures/practices
- Understanding and implementing specialized Boystown classroom management program(Special Ed/STEP Only)
- Utilizing Therapeutic Crisis Intervention (TCI)
- Developing and implementing classroom behavior management procedures
- Developing and implementing individual behavior management plans
- Establishing trust and rapport
- Motivating students
- Using Reinforcement Process
- Asking questions effectively
- Keeping students engaged

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TYPES OF MENTORING ACTIVITIES (INTERACTION)

- ~ **Classroom observation (including pre-and post-observation conferencing).**
 - **Mentor observing Intern**
 - **Intern observing Mentor**
 - **Mentor and Intern visiting exemplary program/teacher**
- ~ **Collaborative Planning (common planning periods) or after school**
- ~ **Collaborative curriculum writing or professional development**
- ~ **Peer-Peer coaching**
- ~ **Lesson plan review and critique; sharing in ATLAS**
- ~ **Team meetings**
- ~ **Meetings, phone calls, email**
- ~ **Preparing for formal performance review (APPR) and attending the pre-observation conference**
- ~ **Accessing student records**
- ~ **Lunch / Specials**

**WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
1153 BURGOYNE AVENUE, SUITE 2
FORT EDWARD, NEW YORK 12828-1134**

Extra Duty Job Description

Title: **Mentor** Location: Many
Incumbent: Many Date: Various
Reports to: Immediate Supervisor

A. FUNCTION: (General Statement of Duties and Distinguishing Features of Class)

1. A role model – gives examples and shares experience;
2. A motivator – helps new teachers to explore ways to involve pupils in learning;
3. A communicator – listens carefully and uses new teacher responses to improve learning for pupils;
4. An advisor – gives feedback and clarification;
5. A guide – assists new teachers to set up routines and understand the school organization;
6. A demonstrator – helps new teachers by demonstrating lessons for teaching specific learning objectives;
7. An enabler – helps new teachers to become self-evaluative;
8. A resource – provides appropriate materials and directs new teacher to in-school and Board of Education resources;
9. An assessor – monitors progress and impact of learning in the classroom;
10. A friend – develops a relationship of trust and confidentiality and support.

B. RESPONSIBILITIES: (The following are illustrative only and are not limiting or all inclusive)

1. Interact with school staff in a professional manner and to help the new teacher understand how the school works;
2. Implement a school's policies and practices as outlined in school handbooks, memoranda, etc.;
3. Carry out all responsibilities with new teachers;
4. Hold pre- and post- lesson conferences;
5. Give feedback to new teachers regarding their strengths and areas in need of improvement;
6. Use lesson guides with new teachers to evaluate and facilitate their progress;
7. Help new teachers understand pupil learning and developmental needs at every instructional level;
8. Promote a sense of professional responsibility for pupil learning;
9. Interact weekly with each assigned teacher for a minimum of one hour;
10. Meet twice a year with teacher, mentor and supervisor to discuss issues and events;
11. Maintain a contact log documenting mentor activities with new teachers and submit in My Learning Plan on a monthly basis.
12. And other such duties as may be assigned.

Mentor/Intern Meeting Verification Process

- 1. Log into My Learning Plan at the end of each month.**
- 2. Select “Forms” from the navigation menu.**
- 3. Select “Mentor/Intern Activities Log”**
- 4. Collaboratively Mentor/Mentee complete required fields and meeting dates for that month.**
- 5. Save and Submit Log Entry**
- 6. Electronic Log will be routed to Supervisor for approval.**
- 7. Personnel/HR will run monthly reports to verify completion.**