

Welcome to Camden Central School District's Mentoring Program!

The first year in the teaching profession can be an emotional and stressful experience. We believe with proper guidance, support, and encouragement all new teachers will reach their full potential as professional educators. This mentoring program has been developed as the first step in this endeavor.

Our mentoring program is provided for all new teachers entering the Camden Central School District as part of the New York State Mandate. Experienced teachers will act as mentors in an advisory capacity. The mentor will lead protégés in a supportive, collegial, and professional manner. All interactions between mentors and protégés will be held in strict confidentiality and will not be a part of the tenure evaluation process.

It is our intention that the mentoring program will provide our newest staff members with the necessary support for a rewarding and successful first year. Additionally, our intent is to provide each new teacher with a strong foundation for a successful teaching career.

Board of Education
Goals

The mentoring program uses our Board of Education goals as a basis. They will be communicated to our new staff so they are informed of the direction our Board of Education has set. They are:

- Increase achievement levels of all students
- Create an environment for productive learning
- Provide facilities that will promote a high level of learning
- Establish consistent, open, and frequent communication within the school and its communities
- All students will be treated fairly, without prejudice, and be given an equal opportunity to participate in all aspects of school.

Mentoring Program
Goals

- To retain new and experienced teachers
- To enhance new teachers' professional development, enabling them to become more effective educators
- To reduce the concerns and overcome challenges common to new teachers
- To integrate new teachers into the social system of the school, the district, and the community
- To improve teachers' ability to effectively work with diverse groups of individuals and students

Program Evaluation

The following feedback will be gathered, analyzed, and presented to the cabinet and the PDP team for their action:

- Mentor Feedback Rubric
- Protégé Feedback Rubric
- Longitudinal study of student achievement
- Mentor-Protégé Log of Activities
- District Administrators' Feedback Rubric

The Administrative Cabinet and the Professional Development Team will use this information to evaluate the mentoring program.

Role of Mentor

The role of a mentor is to act as a consultant, collaborator, and coach for the protégé, not as an evaluator.

- “The consultant transfers knowledge, procedures, policies (written and unwritten) and practices. The consultant provides at least two categories of information; information about school and district procedures and protocols, and information about professional practice.” (Lipton, 21) Each of these areas will be covered in the “Sharing Expertise Checklist”.
- “A collaborative interaction involves shared planning, decision-making, problem-solving and reflection. The reciprocal nature of collaboration supports mutual learning, mutual growth and mutual respect.” (Lipton, 23) A reflective log will be used as one of the tools to facilitate collaboration.
- “A coach supports a colleague’s thinking, problem solving and goal achievement. Increased expertise and effectiveness in planning, reflecting, and decision-making, and continual professional development are the outcomes of the coaching relationship.” (Lipton, 24) The mentor-protégé plan will be used as one of the tools to aid in coaching.
- Maintain strict confidentiality regarding mentor-protégé interactions.
- Provide content knowledge when possible. Every attempt will be made to match the protégé’s content area or grade level with veteran staff to provide assistance in that area when needed.

Role of Protégé

The role of a protégé is to:

- Meet regularly with mentor
- Maintain strict confidentiality
- Work with mentor to create mentor-protégé plan
- Actively engage in all mentor-protégé activities
- Compile a portfolio of personal resources (for mentor-protégé use only) as the year progresses. Some examples of items found in the portfolio could be, but are not limited to, articles, educational journals, lesson plans, web resources, and parent communications

Mentor Selection

The mentor selection process is as important as the screening and selection of new teachers. The mentor will be the most important colleague in the new teacher's life.

A mentor selection committee will be formed in June 2004, with each member serving three years. The terms will be staggered so that the committee maintains continuity. The Camden Teachers Association with representation from each level will choose three teachers. The Camden Administrators Association, with one elementary and one secondary administrator serving, will choose two administrators. The Assistant Superintendent for Instruction will be a permanent member of the committee.

The Assistant Superintendent will identify the number of mentors needed, including the level and area of instruction, in late May or when needed during the year. In the first year of the program, an alternate will be chosen to go through the mentor training program. The mentoring positions will then be posted in each building. Potential mentors will apply to the selection committee in writing via the mentor candidate form available in each building office. The selection committee will make a recommendation to the Superintendent, who in turn will make a recommendation to the Board of Education.

Adjustments in Mentor-Protégé Teams

Occasionally, the mentoring relationship is troubled and not meeting the needs of the new teacher. In such cases, either the mentor, the protégé, or both should meet with the Assistant Superintendent. He will determine whether the relationship can be improved and become a positive mentorship for the protégé or if it is irretrievably broken. If it can be improved, he will suggest resources or strategies to correct the situation. If it is irretrievable, he will assign an alternate mentor to complete the mentorship.

Mentor Training, Preparation, and Mentor-Protégé Allocation of Time

Training and preparation of the mentor is vital to the implementation of the mentor program.

The mentor will participate in three one-day training sessions which focus on the ability to consult, collaborate, and coach.

Mentor:

- Informal “Meet and Greet” with protégé
- 2.5 days prior to opening of school
 - 1 day mentor training
 - 1 day mentor-protégé workshop
- 1 day follow-up training (October)
- Ten 1-hour mentor group meetings with Assistant Superintendent (outside of school hours)

Protégé

- Informal “Meet and Greet” with mentor
- 3 days prior to opening of school
 - 1 day protégé workshop
 - 1 day mentor-protégé workshop
 - 1 day orientation (Chamber Luncheon Day)
- Five 1-hour protégé group meeting with Assistant Superintendent (outside of school hours)

Mentor-Protégé

- Joint planning times whenever possible
- One half-day per semester release time from classroom for mentor and protégé
- One hour per month (outside of school hours)

Mentor-Protégé Activities

The Mentor-Protégé Activities are designed to familiarize the protégé with the organizational structure of the school and district, social norms, policies and procedures regarding curriculum and personnel, and develop rapport between the pair (mentor-protégé).

The mentor will:

- Enhance the initial training provided by the district
- Familiarize the protégé with the district and building resources, guidelines, and expectations
- Guide the protégé in classroom organization
- Share ideas, teaching strategies, and information regarding the instructional process and curriculum
- Visit the protégé's classroom to observe instruction
- Model best practices for protégé through protégé observations in mentor's classroom
- Assist the protégé in setting goals and developing a mentor-protégé plan
- Compile an individual reflection log
- Maintain confidentiality

The protégé will:

- Set goals and develop a mentor-protégé plan in collaboration with his/her mentor
- Meet regularly with his/her mentor
- Actively engage in all mentor-protégé activities
- Compile a portfolio
- Maintain confidentiality
- Compile an individual reflection log

SHARING EXPERTISE CHECKLIST

The Sharing Expertise Checklist serves as a tool for directing the work of the mentor-protégé team. Please put a date on the line provided when an item has been addressed.

BASIC INFORMATION

- _____ Physical layout of building (staff bathrooms, teachers' room)
- _____ Cafeteria procedure (staff, students)
- _____ AV materials, what is available and how to obtain and use
- _____ Duplicating materials
- _____ Materials and supplies for your grade or subject
- _____ Building rules and procedures (i.e.: first day folder, playground, dismissal, and assemblies)
- _____ Emergency drill procedures (fire drills, special announcement codes)
- _____ Student in crisis (emotional or physical)
- _____ After school bus times and procedures
- _____ Keys, security systems
- _____ Phone systems, directories, e-mail
- _____ School cancellations
- _____ Office procedures
- _____ Obtaining support services
- _____ Library procedures and facilities
- _____ Non-teaching duties
- _____ Field trip procedures
- _____ Building forms: leave requests, year-end checklists, payroll changes
- _____ Catalogs and ordering materials and equipment
- _____ Written documentation (i.e.: discipline referral)
- _____ Building communication and planning (Faculty meetings, and other building level committees and their plans)

PLANNING

- _____ Mentor-Protégé set protégé goals and create a plan for the year
- _____ Student academic goals for the year and objectives for units and lesson plans using New York State Standards
- _____ Classroom management
- _____ Model planning strategies
- _____ Review district curriculum documents and texts, share examples of units, lesson plans, assessments
- _____ Team planning
- _____ Faculty/grade level/department meetings
- _____ Substitute lesson plans/folder

MANAGEMENT

- _____ District/Building discipline
- _____ Classroom organization and routines
- _____ Classroom discipline: Establish and maintain

INSTRUCTION

- _____ Model and observe lessons
- _____ Focus on student learning
- _____ Share effective research based strategies
- _____ Reflect on lessons together
- _____ Homework policy
- _____ Classroom modifications

EVALUATION

- _____ Record keeping methods (grades, report cards, attendance)
- _____ Samples and explanations of state and local tests for grade/subject
- _____ Assessment construction
- _____ Proctoring assignments
- _____ Test accommodations
- _____ Child Study Team process

SPECIAL EDUCATION

- _____ Committee on Special Education procedures
- _____ Case manager communication
- _____ I.E.P. and 504 plans
- _____ Access and confidentiality

OBSERVATION AND EVALUATION

- _____ Tenure review process
- _____ Observation procedures and forms

PARENT COMMUNICATION

- _____ Phone and written communications: positive and negative messages
- _____ Newsletters/web pages
- _____ Parent conferences

TECHNOLOGY

- _____ Acceptable Use Policy
- _____ E-mail
- _____ Word processing
- _____ Web resources
- _____ Integration of technology

Protégé Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

Information About Policy and Procedures

- The teacher-evaluation system
- Paperwork and deadlines
- Expectations of the principal
- Expectations of my colleagues
- Communicating with parents
- Standardized tests

Accessing Resources

- Organizing/setting up my classroom
- Accessing instructional materials and resources
- Arranging field trips
- Ordering materials
- Using the library and media resources
- Working with special services

Working with Students

- Establishing classroom routines
- Motivating reluctant learners
- Maintaining student discipline
- Assessing student needs
- Differentiating instruction for individual learners
- Implementing the curriculum
- Evaluating student progress

Managing Time

- Organizing my day/week
- Lesson planning
- Following the daily/weekly schedule
- Attending meetings
- Supervising extracurricular activities
- Opportunity for professional development
- Maintaining personal/professional balance

Topics from the "Sharing Expertise Checklist":

Other areas I'd like to address:

MENTOR-PROTÉGÉ PLAN

The Mentor-Protégé Plan is based upon the protégé’s self-assessment, the mentor’s knowledge of needs, and the “Sharing Expertise Checklist”. The plan should contain the following elements:

Topic	Action To Be Taken	Resources	Date or Timeline	Assessment Data Collection

Protégé Reflection Journal

Date:

Significant events for me this week were...

As a result of these events, I have learned...

I realize that I need to know more about...

This week I am most proud of my...

Mentor Reflection Journal

Date:

Significant events for my protégé and me this week were...

As a result of these events, I have learned...

I realize that I need to know more about the process of ...

This week I am most proud of my...

MENTOR FEEDBACK RUBRIC

	Rating	Excellent 4	Good 3	Fair 2	Poor 1
Training		Training was thorough and provided excellent information on collaboration, consultation, and coaching. I was prepared to perform these tasks.	Training was adequate and provided useful information on collaboration, consultation, and coaching. I was adequately prepared to perform these tasks.	Training was less than adequate and provided some useful information on collaboration, consultation, and coaching. I was not adequately prepared to perform these tasks.	Training was not appropriate and did not provide useful information on collaboration, consultation, and coaching. I was not prepared to perform these tasks.
Planning		The mentor-protégé plan was an excellent tool to guide our work.	The mentor-protégé plan was a useful tool to guide our work.	The mentor-protégé plan was a somewhat useful tool to guide our work.	The mentor-protégé plan was not a useful tool to guide our work.
Sharing Expertise Checklist		The topics listed were all-inclusive. The list was an excellent resource for planning.	The topics listed included most of what was needed. The list was a good resource for planning.	The topics listed contained some major omissions. The list was somewhat helpful for planning.	The topics listed were not appropriate. The list was not helpful for training purposes.
Mentor-Protégé Activities		All areas of the checklist were addressed by the activities. Activities were based on the needs of the protégé.	Most of the areas were addressed by the activities. Activities were mostly based on the needs of the protégé.	Some of the areas were addressed by the activities. Activities were sometimes based on the needs of the protégé.	None of the areas were addressed by the activities. Activities were not based on the needs of the protégé.
Mentor-Protégé Relationship		A strong team relationship was formed. Communication was candid and two-way. Both mentor and protégé were engaged and sought improvement for the protégé.	A team relationship was formed. Communication was mostly candid and two-way. Both mentor and protégé were engaged most of the time and sought improvement for the protégé.	A relationship was formed. Communication was sometimes candid and two-way. Both mentor and protégé were engaged some of the time and sought improvement for the protégé.	No relationship was formed. Communication was not candid and two-way. Both mentor and protégé were not engaged.

Comments:

PROTÉGÉ FEEDBACK RUBRIC

	Rating	Excellent 4	Good 3	Fair 2	Poor 1
Planning		The mentor-protégé plan was an excellent tool to guide our work.	The mentor-protégé plan was a useful tool to guide our work.	The mentor-protégé plan was a somewhat useful tool to guide our work.	The mentor-protégé plan was not a useful tool to guide our work.
Integration into the school community		The program provided excellent opportunities to learn about and interact with the school community.	The program provided many opportunities to learn about and interact with the school community.	The program provided few opportunities to learn about and interact with the school community.	The program provided little or no opportunity to learn about or interact with the school community.
Mentor-Protégé activities		All activities were helpful in developing the knowledge and skills to be successful in my position.	The majority of activities were helpful in developing the knowledge and skills to be successful in my position.	Some activities were helpful in developing the knowledge and skills to be successful in my position.	Very few activities were helpful in developing the knowledge and skills to be successful in my position.
Mentor: •Collaboration •Consultation •Coaching		My mentor was very skilled at using all three techniques as we worked together.	My mentor was skilled at using all three techniques as we worked together.	My mentor was somewhat skilled at using these techniques. There was a tendency to use only some.	My mentor was not skilled in these techniques.
Mentor-Protégé relationship		A strong team relationship was formed. Communication was candid and two-way. Both mentor and protégé were engaged and sought improvement for the protégé.	A team relationship was formed. Communication was mostly candid and two-way. Both mentor and protégé were engaged most of the time and sought improvement for the protégé.	A relationship was formed. Communication was sometimes candid and two-way. Both mentor and protégé were engaged some of the time and sought improvement for the protégé.	No relationship was formed. Communication was not candid and not two-way. Both mentor and protégé were not engaged.

Comments:

ADMINISTRATOR FEEDBACK SURVEY

As an administrator of new teachers, your feedback is essential to improve our mentor program. Please provide information regarding the effectiveness of the program.

Please rate the accomplishment of the goals of the mentor program by indicating a rating ranging from 4 (excellent) to 1 (poor).

	Rating	Comments
Retention of highly qualified teachers		
Professional development enabled new teachers to become more effective		
New teacher concerns and challenges were addressed		
New teachers were integrated into the social system of the school, district, and community		
New teachers are able to interact with diverse groups of individuals		
New teachers were able to meet the needs of students with different learning styles		

What recommendations do you have to improve the mentor program?
