

# Phoenix Central School District



## Mentor Program

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### **2023-2024 Committee Members:**

Renee Acuff (MAM), Rachel Faulkner (MAM), Kristen Jeffries (MAM), Jessica Ariola (EJD), Anna Marriott (EJD), Laura Zeger (EJD), Rick Pento (JCB), Patrick Fitch (JCB), Desiree Moore (IST), Sarah Schumaker (IST), Karl Seckner (District), John Jeffries (District)

**Phoenix Central School District**  
**Mentoring Program**

**Table of Contents**

<b>1. Mentoring Program</b>	<b>3</b>
a. District Goals and Objectives	3
b. Goals of the Program	3
c. Program Components	3
d. Benefits of the Program	4
i. For New Teachers	
ii. For Mentors	
e. New Teacher Orientation	4
f. Mentoring Curriculum	5
g. Mentoring- Sustained Professional Learning	5
h. District Support	5
<b>2. The Mentor’s Role</b>	<b>6</b>
a. Roles and Responsibilities	6
<b>3. The Mentee’s Role</b>	<b>7</b>
a. Roles and Responsibilities	7
<b>4. Instructional Coach- Leader Role</b>	<b>6</b>
a. Roles and Responsibilities	6
<b>5. Mentor Selection Process</b>	<b>8</b>
a. Matching Mentors with New Teachers	8
<b>6. Mentor Program Committee</b>	<b>8</b>
a. Composition	8
b. Roles and Responsibilities	8
<b>7. Mentor Coordinator</b>	<b>9</b>
a. Roles and Responsibilities	
<b>8. Role of the Building Principal/Department Administrators</b>	<b>9</b>
<b>Appendices</b>	<b>10-</b>
19	
• Mentor Teacher Interest Survey	10
• Needs Assessment Questionnaire for Beginning Teachers	11
• Mentor Log Form	16
• Mentee Reflection Journal	18
• Monthly Professional Development Topics	19

# **Phoenix Central School District Mentoring Program**

## **District Goals and Objectives:**

The Phoenix Central District Board of Education goals and objectives, which are to employ the best possible school staff, including both professional and support personnel; to encourage the development of meaningful, interpersonal relationships among the students, the staff and community; to strive for maximum efficiency in the use of district resources to meet the goals and objectives of the various programs and services.

## **Goals of the Program:**

- Develop the capacity and confidence of our teachers
- Enrich all teachers' knowledge about teaching and learning
- Assist the new teachers' with transitioning to the District, thus maximizing student learning and development
- Provide opportunities for participating teachers (mentee and mentors) to grow professionally
- Understand and embrace the values and vision of the District
  - Mentoring support is required regardless of the job title or years of teaching experience (long-term substitute, part-time, probationary).

## **Program Components:**

- New Teacher Orientation (NTO) is a two-day program during the summer, where new teachers get the necessary tools and support to start the school year with confidence.
- Curriculum design to support the District's priorities and which evolves as educational research advances;
- Mentoring, where tenured teachers develop the skills of a coach with a separate curriculum that supports teacher leadership and a cognitive approach to teaching and learning;
- A sequence of sessions, where new teachers become part of a learning community to engage in dialogue and build a shared understanding of what it means to work at Phoenix
- A program management system, supported by the District, where time and resources are allocated to make the Mentoring Program a sustainable and effective program

## **Benefits of the Program:**

### **For New Teachers**

A relationship with a mentor-

- helps to improve the new teacher’s self-confidence during the transition to a new organization
- increases levels of teacher success and retention
- provides essential information, support, and assistance with areas of growth
- helps the new teacher to grow professionally
- encourages the new teachers to reflect on their progress

## **For Mentors**

Acting as a mentor

- allows for a refreshing view of their work
- encourages reflection on their teaching skills
- is a personally rewarding form of professional development
- helps to establish relationships with colleagues

## **New Teacher Orientation (NTO):**

During NTO, teachers get the necessary tools and support to start the school year with confidence. During NTO, new teachers meet their mentors and begin building a productive mentor-mentee relationship. Using a New Teacher Needs Assessment questionnaire (third point) helps to focus the conversation on teaching and learning while meeting the immediate needs of the new teacher. New teachers also work on getting acquainted with new colleagues, staff members, spaces, and routines.

The content of this general training session includes, but is not limited to, the following topics:

- District and building teacher responsibilities
- The Phoenix Community
- Culturally Responsive Practices
- Curriculum, instruction and assessment practices
- Phoenix systems and processes
- Preparing for the first week of school

## **Mentoring Curriculum:**

The curriculum supports the District’s priorities, and it evolves as educational research progresses. Some of the main idea topics are as follows:

- Highly effective practice - Standards for Teaching ([NYSUT Rubric](#))
  - Cognitive Engagement

- Constructivist Learning
- 21<sup>st</sup> Century Knowledge and Skills
- Differentiation
- Classroom Management
- Pedagogical practices that support highly effective practice; a culture where learning is a consequence of thinking
  - Building students' intellectual capacity
  - Expectations and opportunities for meaning-making and transfer of new knowledge and skills
  - Fostering relationships and modeling behavior
  - Integration of technology
  - Language and questioning techniques

## **Mentoring:**

The Mentoring Program at Phoenix is mentor dependent. Mentors go through a selection process; training and preparation on effective mentoring; a program and schedule of mentoring activities; time allocations to do the work; and a set of regulations that guide the commitment and stipends of the mentoring program. The section of the mentor selection process articulates in detail the regulations and components of the program.

## **Sustained Professional Learning:**

District-level professional development focuses on district level initiatives and the standards for highly effective teaching. District-wide meetings do not focus on the day-to-day needs of the new teachers, which is the role of the mentor. If there is a specific need, the mentor and the mentee contact the Instructional Coach(s) to arrange specialized and personalized training.

Meetings are scheduled throughout the year, where new teachers have the opportunity to reflect on the expectations related to pedagogical practices and District support.

## **District Support:**

Summer work payments, mentor stipends, and mentor allocations are supported by the district. The structure is based on the time considered appropriate to meet the professional development goals of the mentoring of new teachers to the district and to sustain a culture of learning in a respectful and collaborative environment.

## **The Mentor's Role:**

The overall role of the Mentor is to provide daily support, advice, and counsel to the new teacher helping them to have a successful experience for their year in the school and community.

## The Specific Responsibilities of the Mentor Teacher are:

- To meet formally on a regular basis throughout the school year.
  - Mentors must be available during the new teacher in-service to meet with their mentee
- Summarize the content of the meetings and record in the provided Google Forms using the [Phase I Mentor Log](#). Submit quarterly for a total of four logs. Month submission are: October, January, March, May
- To observe the new teacher in an instructional atmosphere.
  - Observations will be done during the school day and will be arranged between the new teacher, mentor teacher and administrator. These observations may take place during a plan time, during recess/lunch, by using a substitute already in the building with a plan time, or as otherwise arranged within the building. [Mentor Observation Log](#)
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To encourage and assist the new teacher in developing collegial relationships.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To follow the checklist of activities and initial the log as activities are completed.
- To participate in an evaluation and make necessary annual adjustments to the Teacher Mentoring Program.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Attend training scheduled throughout the school year
- Invite the new teacher to observe model lessons at least **once** a year to discuss effective instructional practices, openness to feedback about teaching, and its impact on student learning
- Observe the new teacher **twice** throughout the school year
- Record observations in the provided [Mentor Observation Log](#)
- Use observation and conferencing skills to mentor the new teacher
- Help the new teacher arrange other growth experiences (i.e., visits with others who model best practices, attendance at professional development workshops)
- Attend **Two** days of summer orientation
- Complete the [Mentor Program Feedback Survey](#)

## The Mentee's Role (1st Year within the District):

All teachers who are new to the District (regardless of the number of years of teaching experience) will be placed in a one on one Phase I mentoring situation.

## Roles and Responsibilities

## Teacher-

- Attend **Two** days of summer orientation
  - New Teacher Orientation (NTO) (1 Day)
  - One summer day with a mentor, to prepare the classroom and plan the curriculum for the opening of school.
- Attend training sessions scheduled throughout the school year
- Use a [needs assessment](#) with the mentor to identify areas of strength and growth
- Meet with a mentor **once** per cycle (6 days) *to discuss student work and evidence of effective practice (NYSUT Rubric)*
- Observe mentor at least **once** throughout the school year
- Be observed at least **two** times per year by mentor and/or coach
- Complete [end-of-the-year evaluation](#)
- Consider next year's professional growth topic with a mentor
- Complete [reflection journal](#)

## Instructional Coach-Leader Role:

- Develop and facilitate mentor training
- Assist with the mentee's formal and ongoing induction
- Evaluate and revise the mentor program using collected data
- Provide leadership in knowledge, methods, and materials concerning mentoring by disseminating information that is available
- Provide support to mentors in assuming their roles and responsibilities
- Promote arrangements for classroom visitations between mentors and mentees
- Maintain confidentiality
- Schedule time willingly with mentor, mentees, and administrators
- Assist the building principal with monitoring mentoring program components throughout the year
- Solicit feedback from mentors and mentees throughout the year
- Be available to visit the mentee's classroom for a visitation and provide feedback if requested by the mentee
- Check with the administration to ensure the following people will be available to the mentee for orientation: office personnel, technology coordinator, librarian, association representative, counselor, school psychologist, and mentor
- Assist the building principal with monitoring the mentoring process and make arrangements for mentoring opportunities

## Mentor Selection Process:

### Application Process

**The mentoring community will review interested applicants and alongside the principals and administrators, will identify mentors.**

Those interested in becoming a mentor can complete the [Mentor Interest Form](#) provided by the Phoenix Central School District. Mentor matches would be made based on grade and/or subject matter, when possible. Each new teacher should have his/her own mentor teacher. Teachers new to the district will be assigned a mentor to offer support and help in transition to the district

**Assigned mentors will be required to participate in NTO that will occur during the summer.**

## **Matching Mentors with New Teachers:**

In most cases, the best effort will be made to match the new teacher with a mentor who meets the following criteria:

- has been recommended by the administrators, or is part of the mentor pool
- is *tenured* and permanently certified in the *same area*
- if possible, is currently on a similar assignment as the new teacher
- can attend mentor training and New Teacher Orientation (NTO) and mentor meetings
- works near the new teacher

## **Mentor Program Committee:**

**Composition:** The Mentor Program committee comprises members of within the district, representatives at each building, a district representative, teacher's union representative and instructional specialist

### **Role of the Mentor Committee**

Comprised of a representative from each of the stakeholder groups, the Mentoring Committee:

- Maintaining a list of BOE approved past/present mentors and their assignments
- Screening/maintaining applications of tenured teachers who are interested in mentoring
- Contacting building principals for names of potential mentors for new teachers
- Contacting potential mentors who were suggested by the building principals
- Monitoring mentors and mentees
- Meeting with mentors and mentees to update and work through suggestions to improve the program
- Supporting New Teacher Orientation and our on-boarding process through collaboration with mentoring coordinator
- Providing support at mentoring meetings in terms of sharing best practices, building morale, and ensuring continuity between buildings
- Engaging in (and occasionally providing or contributing to) professional development to ensure that we demonstrate and value a growth minded culture and climate in our district.

### **Role of the Mentor Coordinator:**

- The director is the coordinator of the Program and chairs the Mentor Program committee
- Collaborates with building administrators to assign mentors to new teachers



- Provides and arranges mentor/ new teacher training and professional development
- Adjusts the Program as necessary to meet the needs of all teachers
- Assists mentors and coaches in solving any mentoring-related problems
- Meets with instructional coach/mentor leader
- Maintains all mentoring records for all new teachers and submit names of teachers who have met the mentoring requirement for certification with Human Resources
- Meets periodically with mentors and new teachers
- Review mentor logs quarterly
- Maintains confidentiality

## **Role of the Building Principal/Department**

### **Administrators:**

- Meet with teachers by the first week in October to establish goals and explain the evaluation process
- Coordinate timely and building specific new teacher training to help support the new teacher as a member of the school community
- Support the mentor's work with the new teacher
- Respect mentor-new teacher confidentiality
- Communicate with mentor coordinator with needs for new teachers
- Share suggestions for program improvement with the mentor coordinator

### **Appendices:**

# Mentor Teacher Interest Form - Fall 2021

Please complete the questions below:

\* Required

1. Email \*

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2. Current Job Title \*

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3. Have you been a Mentor at Phoenix Central School District before? \*

*Check all that apply.*

Yes

No

4. What do you hope to gain by participating in the Mentoring Program? \*

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5. One requirement of a Mentor will be to meet weekly and/or bi-weekly with your mentee. Will you be able to fulfill this requirement? \*

*Check all that apply.*

- Yes  
 No  
 Not sure at this time

6. Mentor's will be responsible to attend New Teacher Orientation this summer, with their Mentee. Is this something you can commit to? \*

*Check all that apply.*

- Yes  
 No  
 Not sure at this time
-

# New Teacher Needs Assessment

Hello and Welcome to Phoenix Central Schools! Please complete this needs assessment so that it can be shared with your mentor.

\* Required

1. Email \*

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2. Please list your previous experiences, including student teaching or internship. \*\*

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3. Please select areas you feel you need more knowledge in terms of district expectations (check all that apply): \*

*Check all that apply.*

- Curriculum
- Grade/Subject area standards for student learning
- School/district policies and expectations
- Using technology as a tool for learning
- Teacher performance evaluations and observations
- Supporting school improvement goals

Other:  \_\_\_\_\_

4. Please select areas you feel you may need support in (check all that apply): \*

*Check all that apply.*

- Determining students' academic ability
- Best practices and teaching strategies
- Differentiating instruction for individual differences
- Lesson Planning
- Planning instructional units
- Planning for students with special needs
- Effective use of textbooks and curriculum guides
- Large group instruction
- Small group instruction
- One to one instruction
- Creating and administering formative assessments
- Creating and administering summative assessments
- Creating and administering informal assessments
- Understanding teaching/learning styles
- Setting appropriate expectations for student achievement
- Motivating students
- State testing/District Benchmarks
- Grading/report cards
- Planning for a substitute teacher
- Time management
- Analyzing student data
- Planning and producing instructional materials

Other:  \_\_\_\_\_

5. Please select areas you feel you need more knowledge in for classroom management (check all that apply): \*

*Check all that apply.*

- Student Discipline
- Behavior Management
- Preparation Time
- Managing student work/grading
- Organization of classroom
- Organizing/accessing materials, supplies, equipment

Other:  \_\_\_\_\_

6. Please select areas you feel you need more knowledge in for relationships (check all that apply): \*

*Check all that apply.*

- Understanding cultural or ethical differences
- Parent conferencing and communication
- Establishing rapport with students and maintaining authority
- Establishing rapport with faculty and staff
- Administrators, Board of Education
- Content area specialists
- Grade level team

Other:  \_\_\_\_\_

7. Please select areas you feel you need more knowledge in for technology (check all that apply): \*

*Check all that apply.*

- Computers for student use
- Computers for teacher use
- Online lesson plans
- SchoolTool/report cards
- Google drive/Google Classroom
- Online programs for students
- Smart board
- Kami/other apps

Other:  \_\_\_\_\_

8. When would you prefer to meet with the mentor coordinator and fellow mentees \*

*Check all that apply.*

- Before School
- After School

9. When would you prefer to meet with your mentor (choose all that apply): \* \*

*Check all that apply.*

- Before School
- After School
- During Planning

# Mentor Log

Your email will be recorded when you submit this form.

Not [kjeffries@phoenixcsd.org](mailto:kjeffries@phoenixcsd.org)? [Switch account](#)

\* Required

Date \*

Date

mm/dd/yyyy

Time \*

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45- 1 hour
- 1 - 1.5 hours
- 1.5 hours- 2 hours



Topics Covered \*

- Procedures and Forms
- Discipline
- Planning or Grading
- Parent Contact/Student Concerns
- Check and Connect
- Observations
- Other

Concerns or Needs

Your answer

# New Teacher Weekly Reflection

This self-reflection tool is intended to support teachers in celebrating their growth and continuing to strengthen their practice. This tool can be used as a resource to guide your thinking as you reflect on your instructional practice, including areas of strength, areas for growth, current support, and desired future support.

Your email will be recorded when you submit this form.

Not [kjeffries@phoenixcsd.org](mailto:kjeffries@phoenixcsd.org)? [Switch account](#)

\* Required

Today's Date \*

Date

mm/dd/yyyy

What went well this week?

Your answer

If you could teach a lesson again, what would you do differently?

Your answer

What are goals for next week? What supports do you need? \*

Your answer

# **New Teacher Monthly Meeting Topics**

## **September: Classroom Basics Revisited**

- Designing coherent instructions
- Managing Classroom procedures
- Engaging students in learning
- Reflecting on teaching

## **October: Parents as Partners & Parent Conferences**

- Maintaining accurate records
- Communicating with families

## **November: Classroom Management**

- Creating an environment of respect and rapport
- Managing student behavior
- Communicating clearly and accurately

## **December: Focus on Instruction**

- Demonstrating knowledge of content and pedagogy
- Organizing physical space
- Using questioning and discussion techniques
- Engaging students in learning
- Reflecting on teaching

## **January: Focus on Instruction and Mid Year Review**

## **February: Meeting Student Needs**

- Demonstrating knowledge of students
- Establishing a culture of learning
- Demonstrating flexibility and responsiveness
- Using resources

## **March: Refining Assessment**

- Selecting instructional goals
- Assessing student learning
- Providing feedback to students

## **April: The Teacher as a Professional**

- Contributing to the school and district
- Growing and developing professionally
- Showing professionalism

## **May: Evaluation, celebration, goal setting for next year**