ONEONTA CITY SCHOOL DISTRICT
NEW TEACHER MENTOR PROGRAM

GOAL

To provide the best instructional and learning environment for students by ensuring the success and ongoing growth of our teachers.

DEFINITIONS

Mentor – certified teacher or administrator (if a teacher is not available) with tenure; respected and recognized by colleagues and administrators for commitment to education and the role of mentoring; skilled at providing instructional support; effective in different interpersonal contexts; a model of continuous learner.

Mentee – protégée, new teacher certified on or after February 2004, who may not have had previous teaching experience.

MENTORING GUIDELINES

- New teachers certified on or after February 2004, hired by the District will participate in the Mentor Program pursuant to New York State requirements.
- The mentee shall be under the guidance of the mentor teacher. The role of the mentor does not limit or supplant the authority of school administrators to supervise or evaluate the performance of mentees. Therefore, the District and Association agree that information obtained by a mentor through interaction with a mentee shall not be made available to any administrator by the mentor for use in the evaluation of the mentee; however, the foregoing does not limit the responsibility of the mentor to report child abuse in or out of the educational setting as those terms are defined by law.
- Staff development will be provided during the first year of the mentee’s appointment and periodically thereafter.
- The mentor will earn monetary compensation of $1,250 or 3 in-service credits for meeting with the mentee during the course of the ten-month working calendar plus $250 or 1 in-service credit for two days of training in August.
- The two days in August will include a one-day initial mentor training and a one-day mentor/mentee orientation workshop or a one-day mentor/mentee workshop and a one-on-one meeting between the mentor and mentee in the classroom setting.
- The meetings during the school year will occur on teachers’ time (i.e., after school except for visitations to each other’s classrooms). Principals will obtain coverage
for such visitations, if necessary. A minimum of two meetings per month should be documented during the 10 month working calendar to earn the full mentor stipend of $1,250.

- The mentor will attend an initial mentor training session prior to the first year of becoming a mentor and receive follow-up training every five years (to be included as part of the two days in August, not in addition to).
- Mentees will attend the District new teacher orientation and the BOCES new teacher workshops.
- Mentor/Mentee Report Forms will be completed jointly by the mentor and mentee. This report form is used to document mentor activities, dialogue and meetings. The mentor and mentee must sign each form and then submit one copy to the building principal and one copy to the District Personnel Office each month.
- A pool of mentor candidates will be established the first year of the program. The number of mentor candidates needed will be tied to the number of hires.
- Feedback on the program will be obtained from the participating mentors and mentees.
- The Superintendent of Schools or his designee shall oversee the Mentor Program.

PROCEDURES FOR BECOMING A MENTOR

- Teachers interested in becoming a mentor will be tenured and will complete the application that is created jointly by the District and OTA.
- Building principals will review all applications.
- Building principals will match mentees to mentors.
- Mentors will attend all required training and must be in agreement with all aspects of the District’s Mentor Plan

ROLE OF MENTOR
The mentor shall:

- Visit mentee’s class and provide feedback;
- Allow mentee to visit mentor’s class;
- Share ideas, teaching strategies and information about the instructional process;
- Familiarize mentee with the District, building resources, guidelines, and expectations;
- Link mentee with resources (in District and out);
- Guide the mentee in areas of classroom management and design, discipline, scheduling, planning, and organization;
- Promote self-reflection and self-analysis by the mentee;
- Assist mentee in setting goals;
- Develop a trusting, open, supportive, one-on-one relationship with the mentee, offering nonjudgmental, supportive listening;
- Communicate well and provide constructive criticism to assist mentee;
- Maintain confidentiality and professionalism;
• Help the mentee complete the Mentor/Mentee Report Forms that will be submitted monthly. Mentor must sign each form upon completion.

ROLE OF MENTEE
The mentee shall:
• Make a commitment to the mentor/mentee relationship, using the resources that the mentor and mentoring program offer;
• Complete the Mentor/Mentee Report Forms; and submit one copy to the building principal and one copy to the District Personnel Office each month. Mentor and mentee signatures are required.
• Attend all required training and meetings and be in agreement with all aspects of the District’s Mentor Plan.

MENTORING PROGRAM EVALUATION

An evaluation will take place using the Mentor/Mentee Report Forms that are submitted monthly as well as written and verbal feedback provided by the mentors/mentees, administrators and OTA representatives. The Superintendent or his designee will oversee this evaluation, and with OTA input, make appropriate modifications to the program.