



One Key to a Successful Teaching Experience

DCS Mentoring/Induction Plan

Policy and Procedures

Revised Summer 2023

Committee:

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Brandi Mosenthin (DTA Co-President & Middle School Teacher)

Jody Lamphere (Trainer of Mentors & Elementary Teacher)

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Trista Simpson (DTA Co-President & Special Education Teacher)

Tammy Feldman (Elementary Math Teacher)

Purpose:

- Increase the comfort level and knowledge base of new teachers in the district
- Integrate new teachers into the learning community and provide sharing opportunities
- Provide support and practical help in the classroom (example: visitations and collaborative teaching)
- Ease the transition from teacher preparation to practice, thus increasing the retention of teachers in the school
- Increase the skills of new teachers, and in turn, improve student achievement in accordance with Common Core Learning Standards

Mentor Qualifications:

- Tenured teachers will be appointed by the administrative team. Non-tenured teachers only by approval of the committee and/or administrator.
- Currently employed full time in the district, an exception may be made if a retired teacher of the district is deemed most appropriate
- Demonstrates outstanding teaching skills, creativity and mastery of the subject matter they teach
- Good interpersonal relationship qualities
- Exhibits leadership qualities and enthusiasm for teaching
- Willingness to serve as a mentor

Selection/Pairing of Mentors:

- The Superintendent and Principals will determine appropriate pairings of mentors and mentees. The district mentor coordinator will be consulted for input as needed.
- The building principal will oversee the process in each building.
- Adjustments and changes can be made to the pairing by mutual consent. This change will be made by the building principal and/or the committee.
- Teachers in need of additional support may require extended mentoring time.
- Extended mentoring/induction time is available to all new teachers at the recommendation of the mentor and discretion of the building principals.
- List of mentors previously trained and identified as qualified.

Role of Mentors:

- Regulatory Mandate- Role of mentor is to provide guidance and support to the new teacher.
- Desired Effect of Regulation – to ease the transition into the practice of teaching and enhance their skills to improve student achievement.
- The mentor will act to orient the new teacher to the school culture and instructional practices employed by the district.
- The mentor will serve as a non-evaluative support structure for the new teacher and will facilitate, not supplant, the teacher's performance of his/her duties.

Mentoring Activities:

Regulatory Mandate – Teacher Mentoring Program may include specific types of mentoring activities, including but not limited to:

- inducting the new teacher to the school culture
- orienting the new teacher to the policies and procedures of the school and the district as a whole
- modeling instruction for the new teacher
- observing instruction of the new teacher and providing constructive feedback on best practices being implemented which will strive to improve instructional practices- must be completed by October 15th
- observing instruction in various classrooms to identify best practices being implemented shall be completed by the new teacher by December
- instructional planning with the new teacher
- peer coaching
- collaborative teaching
- provide guidance and support to new teachers in the use of evidence based instructional strategies [clear identifiable objectives, collaborative learning, engagement of students, differentiating instruction, use of appropriate assessments, etc.]
- periodic meetings with Mentor Program Coordinator [bi-monthly or more often if needed]- must be in attendance in order to complete the program

Mentors should –

- share teaching and classroom management techniques
- facilitate interaction with colleagues
- assist new teachers with self-evaluation

Mentor Training:

Regulatory Mandate – The Teacher Mentoring Program must also provide instruction to mentors which will assist them in fulfilling their duties. Those activities include, but are not limited to:

- the role and responsibilities of a mentor
- time management methodology
- knowledge and understanding of mentoring activities
- *Mentoring activities can be used to fulfill Continuing Teacher and Leader Education (CTLE) requirements for maintenance of professional certification.*

Mentor Training Activities:

How	Time	Who
Initial Training Workshop facilitated by District Mentor Program Coordinator	One day of mentor training	Experienced mentors or teachers <ul style="list-style-type: none">• pre-K-grade 6• grades 7-12

BOCES/MRTC workshops (if needed)		
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Time Allotment for Mentoring:

Regulatory Mandate – The Teacher Mentoring Program must allocate an undefined period of time to the program, including but not limited to:

- scheduling common planning sessions (if possible)
- releasing the mentor and new teacher from a portion of their instructional and/or non-instructional activities.
- providing time for mentoring before and after school days and during summer orientation sessions where appropriate
- Mentors will receive a standard stipend of \$500 per year.

*Release time is allowed for new teachers and assigned mentors to participate in activities such as classroom observations or attendance at workshops. The Mentor and New Teacher will be granted one half day of release time per quarter for instructional planning, etc.

*Teachers requiring substitute teaching coverage will follow standard district procedures for securing a substitute teacher.

Other Requirements:

Prohibited Use of Information Obtained by Mentor through Program

Regulatory Mandate – A school district is prohibited from using information obtained by a mentor through his/her interaction with a new teacher for evaluation or discipline of that teacher unless:

- 1) withholding such information poses a danger to the life, health or safety of an individual, including students and staff
- 2) the information indicates that the new teacher has been convicted of a crime or has committed an act which falls into question the teacher's moral character, or
- 3) the school district has entered into a collective bargaining agreement that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

* Long term substitutes (more than 40 consecutive days) and mid-year replacements will need to be provided with a mentor.

*Mentors of long-term substitutes or mid-year replacements will be compensated at a rate of \$50 per month.

Maintenance of Records Documenting Program Implementation – Regulatory Mandate– A school district is required to maintain documentation of the implementation of the mentoring program.

- Use of Mentor/Teacher Program Log Sheet
- Mentor Program Coordinator will keep all documentation on file for seven (7) years post end of mentoring program

Mentoring/Induction Program Structure:

A. Components of the Program

- One-year program. Year 2 is optional with an Individualized Plan.
- August orientation and bus trip within the school district followed with lunch and meeting with available school staff (Administration, Psychologist, Social worker, Business Office Staff, DCS Teachers' Association President, Transportation Coordinator, Heads of Building and Grounds, Cafeteria Manager)
- Information on building and district policies and procedures
- Training on special education documents (IEPs, 504 plans), referral to Instructional Support Teams, and the legal responsibilities specific to working with special education students.

B. Outline of Program Structure

Year	School Year	Release Time
Year 1 <ul style="list-style-type: none"> • Mentees under this structure will be inexperienced/ first year teachers new to our district 	<p>Mentor –In addition to release time afforded to them, they will work with their mentee on a regular basis (appropriate to the mentee's individualized needs) to ensure a smooth transition to the practice of teaching.</p> <p>Both mentors and mentees will be required to attend bi-monthly meetings facilitated by the Mentor Program Coordinator.</p>	All mentors and mentees will be afforded one half day of release time per quarter for instructional planning, etc.

- Recognition for receiving tenure – certificate and a copy of the tenure recommendation letter presented to mentee at time of tenure at Board of Education meeting.

Mentor Teacher Program Log Sheet

(To be handed in to the mentor coordinator at each bi-monthly meeting.)

Mentor _____

Mentee _____

Initials of Mentor/ Mentee	Date of meeting/ workshop	Length of meeting/ workshop	Process Used (both mentor and mentee will need to initial the appropriate box)
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> Other – Please specify:
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> Other – Please specify:
			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> Other – Please specify:
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			<input type="checkbox"/> Meeting <input type="checkbox"/> Visitation <input type="checkbox"/> Other – Please specify:

Mentor Teacher/New Teacher Information Form

New Teacher:

Name: _____ SS# (last 4) _____

Address: _____ Phone: _____

Certification Area(s): _____

Your signature below indicates that you have both received and read the policies and procedures of the DCS Mentor/Induction Program. It also indicates your willingness to participate in the program.

Signature: _____ Date: _____

Mentor Teacher:

Name: _____ SS# (last 4) _____

Address: _____ Phone: _____

Certification Area(s): _____

Your signature below indicates that you have both received and read the policies and procedures of the DCS Mentor/Induction Program. It also indicates your willingness to participate in the program.

Signature: _____ Date: _____

Appendix I

Suggested Readings

- Classroom Instruction that Works – Robert Marzano, Debra Pickering, and Jane Pollock
- Classroom Management that Works – Robert Marzano, Jana Marzano, and Debra Pickering
- The Core Six Essential Strategies for Achieving Excellence with the Common Core- Silver, Dewing, and Perini
- Rigor is Not a Four-Letter Word- Blackburn
- Rigor for Students with Special Needs- Blackburn and Witzel
- Big Skills for the Common Core- Hugelmeyer and Benjamin
- Teaching with Poverty in Mind: What Being Poor Does to Kid's Brains and What You Can Do About It- Eric Jensen
- How Children Succeed: Grit, Curiosity, and the Hidden Power of Character- Paul Tough
- Failure is NOT an Option: 6 Principles for Making Student Success the Only Option- Alan M. Blankstein
- What Great Teachers Do Differently: 17 Things That Matter Most- Todd Whitaker
- Teach Like A Pirate- Dave Burgess