



**Putnam Valley**  
*Federation of Teachers &  
Central School District*

# Mentoring Program

*Written by*

Ryan Odell - PVFT Mentor Coordinator

Sandra Intrieri - PVHS Principal

Fran Wills - PVCSO Superintendent

Gerry Carlin - PVFT President

# **Putnam Valley Federation of Teachers & Central School District Mentoring Program**

## **Mission Statement**

The purpose of mentoring is to provide support and guidance to new teachers to the district. A mentoring program affords an opportunity for the Putnam Valley School District recognize and reward many of the outstanding teachers within the district, while easing a new teacher's entry into our school system. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. Mentoring can lead to more effective teaching, a collegial atmosphere that encourages professional growth, a celebration of success and a comfortable transition for new teachers into the culture of the Putnam Valley Central School District.

A mentoring program needs trusting relationships in order to address questions, needs, and concerns of new teachers. Through confidential, non-judgmental interaction, experienced professionals meet regularly with new teachers to support their growth and development. The mentor/mentee relationship will NOT be used as an evaluative tool. The PVFT/PVCSD Teacher Mentoring Program should be evaluated each year by an appropriate and representative team.

## **Basic Plan Description**

Both the Putnam Valley Federation of Teachers (PVFT) and the Putnam Valley Central School District, in an effort to provide support and guidance to new teachers, will oversee, support, and manage a teacher Mentoring Program. The mentoring program focuses on new teachers to the profession as well as teachers new to the district.

## **Goals of the Mentoring Program**

1. To enhance teacher knowledge of and strategies in order to facilitate student achievement.
2. To model exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. To acclimate new teachers to the school and profession.
4. To guide professional growth.
5. To ensure the understanding of both state and local standards/goals.
6. To assist with district/building assessment procedures.
7. To help with instructional planning.
8. To assist with district observational procedures.
9. To maintain regular contact with mentee.
10. To foster a positive role for teachers in our local union.
11. To enhance classroom management and content delivery.

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12. To introduce/socialize new teachers to the staff and community.
13. To make suggestions for professional development.
14. To provide positive support and self reflection.
15. To provide a good model of teaching.
16. To provide PVFT members leadership opportunities in the district.
17. To assist in developing a sense of professional identity

## **Governance of the Program**

In the spring of each year, the Superintendent/or designee sends a communication to all district teachers seeking to fill positions for *Head Building Mentors (HBM)*. There shall be one (1) HBM per building. A clear and fair application process for these three (3) positions will be followed. Each spring, the process will also begin to make mentor/mentee matches for the following school year. The goal is to have all mentors selected prior to the summer vacation. During the spring, the Superintendent/or designee and PVFT Mentor Coordinator will also review the organization of the mentor training process (including orientation) and mentee staff development offerings. Mentor-training is required of all *Head Building Mentors*. In-service training for all *New Teacher Mentors* can be in-house and administered by the mentoring committee. The PVFT/PVCSO contract will be followed as it relates to in-service/training.

## **Roles/Positions:**

1. **Superintendent/or designee and PVFT Mentor Coordinator:** The Mentor Program is governed by 1) the Superintendent/or designee, and 2) PVFT Mentor Coordinator. These individuals lead the mentoring committee and administer the policies and procedures of the program. The Superintendent/or designee/PVFT Mentor Coordinator shall inform all new building-level administrators on the details of the PVFT/PVCSO Mentoring Program. Each year, these individuals will review necessary data (including *Mentor Classroom Support desk*). Formalized and regular training of all mentors will need to be provided three (3) times per year.
2. **Building-level Administration:**  
Work in collaboration with the Superintendent/or designee to:
  - a. plan New Teacher orientation.
  - b. plan New Teacher Informational Meetings/Training Sessions.
  - c. plan various New Teacher Mentor trainings.
  - d. oversee Head-Building Mentors in respective buildings.
  - e. Assist in pairing new teachers with appropriate NTM's.

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3. **Head Building Mentors (HBM):** There shall be one (1) HBM per building. They shall be responsible for:
  - a. designing building-level Informational Meetings/Training Sessions (4 per year).
  - b. collaborating with building administration to assign New Teacher Mentors (NTM) each year.
  - c. working with NTM's on various aspects of building-level initiatives and instructional/mentoring supports and trainings.
  - d. Assist in pairing new teachers with appropriate NTM's.
  
4. **New Teacher Mentors (NTM):** There shall be one (1) NTM for every new teacher hired in the PVCSD. A new teacher shall be defined as any new PVFT member greater than .5 FTE. NOTE: This is a one year position unless extenuating circumstances dictate a second year. Extenuating circumstances can be identified by the administration/HBM and a request can be made to offer a second year of mentoring. A *developing* rating on the observational component of APPR would generate a second year of mentoring if it is mutually agreed upon by the governing body of the mentoring program.

New Teacher Mentors shall:

- a. establish supportive and trusting/confidential relationship with mentee.
- b. model good teaching practices and encourage classroom visitations.
- c. acquaint each mentee with district and building culture i.e. policies, procedures and school-wide systems and structures
- d. meet regularly (at least once per week or as needed) with the mentee throughout the year.
- e. coordinate peer visitations among colleagues (at least 4 per year).
- f. attend NT Informational Meetings/Training Sessions (4 per year).
- g. provide curriculum and technology support, as well as support on areas that need improvement.
- h. model professional expectations and practices.
- i. assist with establishing effective classroom management practices.
- j. participate in joint lesson planning.
- k. encourage reflection and assist with goal setting.
- l. celebrate successes and help with strategies to meet challenges.
- m. collaborate with Head Building Mentor to best meet the needs of the mentee.
- n. encourage mentee to attend new teacher events, and union activities.

## **Leave Replacements/Long-Term Subs\***

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Full-year Leave Replacements will receive a New Teacher Mentor. Part-time Leave Replacements/Long Term Subs that hold an “initial certificate” that work more than 40 consecutive days will receive temporary district-supported mentoring services to be compensated with in-service credit hours. Part-time Leave Replacements/Long Term Subs that work less than 40 consecutive days do NOT receive formal mentoring services as detailed under this plan. It is the expectation that Department Coordinators/Department members, Team Leaders, and Grade Level Coordinators will provide support as needed to all Part Time Leave Replacements/Long-term substitutes. District and building administrators may request additional mentoring services if the need shall arise.

*\*NYSED Regulations*

## **Positions in the PVCSD Mentoring Program**

- **PVCSD Designee:** As appointed by the PVCSD Superintendent
- **PVFT Mentor Coordinator:** Appointed by PVFT President. Stipend: provided by PVFT
- **Head Building Mentor(s):** Appointed by PVCSD - standard hiring practices. Stipend: provided by PVCSD as per PVFT Contract

**New Teacher Mentors:** Appointed by PVCSD and the PVFT.

Stipend: provided by PVFT & In-Service Hours (from district): 20 Hours

## **Guidelines for pairing Mentors with Mentees**

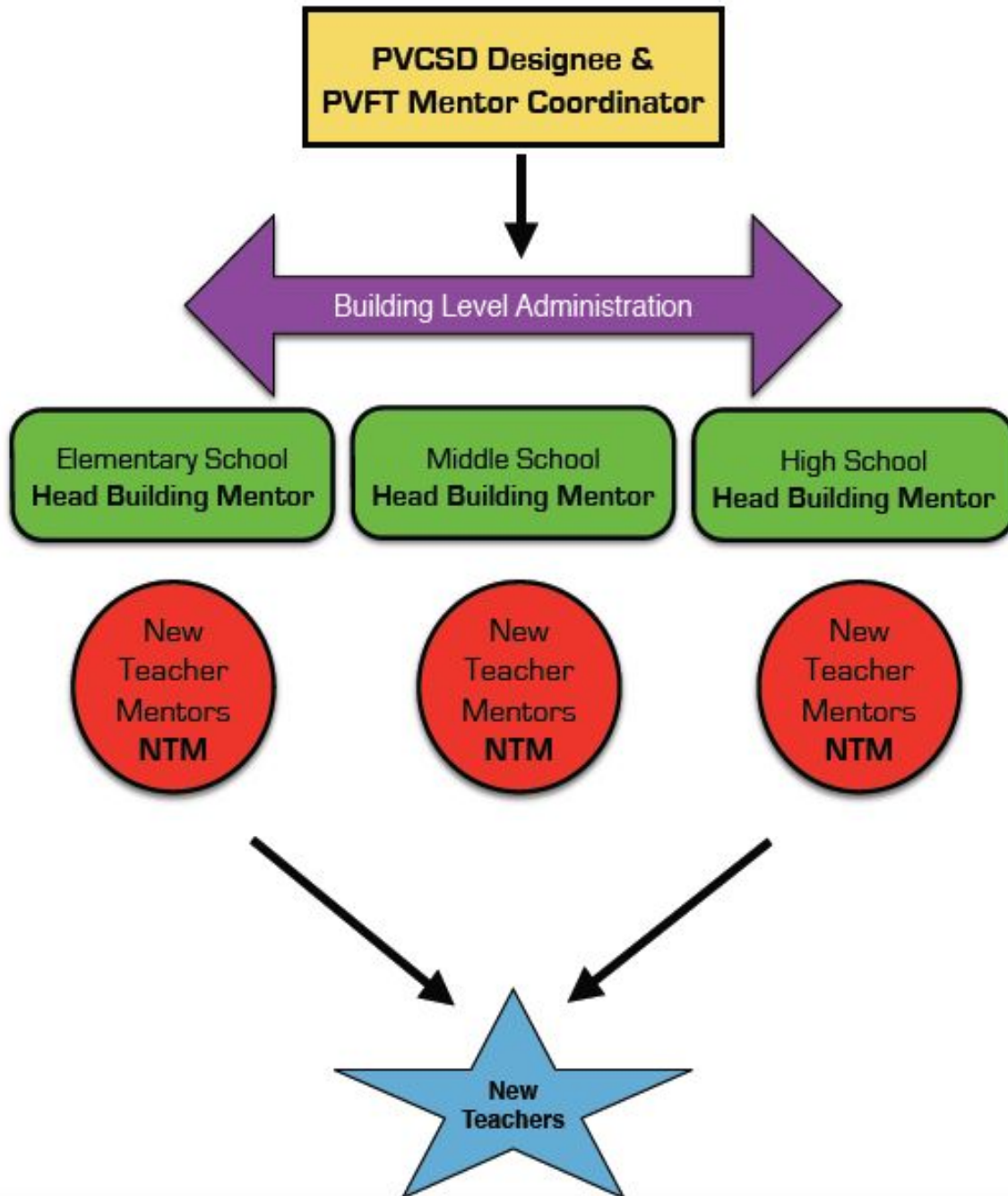
- Content area/grade level
- Years of experience of mentee and mentor
- Teaching styles
- Philosophy on teaching and learning
- Classroom proximity

## **APPR/Observation Procedures:**

1. Each mentee will be given the option to have their mentor involved in the pre-observation and post-observation process. (Note: Mentors will NOT be part of the observation itself)
2. Mentor and mentee will discuss and work to improve/maintain teaching skills based on the administrator’s formal written comments and suggestions.
3. Mentors must understand that they are to disseminate, clarify and provide support based on the “data” from the post-observation conference/write-up. The focus of support is based on specific evidence gathered from the administrator’s written observation.

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4. The degree to which mentors remain an integral part of subsequent pre/post observations will be based on the outcomes of the first observation and the specific needs of the mentee.



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## New Teacher Orientation

FROM PVFT/PVCSO CONTRACT:

**Article VI. E. 1. c.** “...all newly hired faculty are required to attend up to a five (5) orientation/ in-service session. These days shall be six hours in length, inclusive of lunch and shall be compensated at the curriculum rate of pay for a 6 hour day.” Page 14.

## ORIENTATION EXAMPLE

The agenda below is to serve as an example

### **\*Day 1:**

#### **Superintendent’s Greeting**

**Superintendent’s Report** - District & community culture, demographics, policies, ice-breaker activities  
Lunch (Together)

**PVFT President’s Welcome:** Contract Basics/Questions

**Assistant Superintendent for Pupil Personnel and Human Resources-** District Employee Handbook,  
District policies, forms & procedures etc.

**District Treasurer/Business Office** - forms and procedures

**Director of Facilities-** Health & safety protocols and procedures

*\* Superintendent, PVFT President, mentors*

### **\*Day 2:**

#### **Director of Learning and Innovative Educational Opportunities (curriculum, instruction, & technology)**

Presentation on “Successful First Days of School” /Effective Instruction/APPR and Observation Process  
More Ice Breakers

**Assistant Superintendent for Pupil Personnel and Human Resources-** How to read an IEP,  
effective strategies for special education, co-teaching expectations etc.

Lunch (with your mentors)

**Building Administration/Mentors-** Applicable building tours and time with  
building administration and building mentors

*\* Director or Tech & Learning, Special Education Administrator/ENL Rep, Building Admins, Mentors*

### **\*Day 3**

**Technology Department-** Laptop distribution. Powerschool, Powergrade, My Learning Plan,  
Google Classroom, gmail, IEP direct etc.  
Smart Boards

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## Bus Tour of Putnam Valley!

### Classroom Visitations\*

Mentors and Mentees can request release time from the building principal for classroom visitations.

#### 1) **The Mentee VISITS the Mentor**

The Mentee might wish to visit the Mentor teacher in order to observe classroom management, room management, curriculum ideas, or just to see another person work.

#### 2) **The Mentor VISITS the Mentee**

The Mentor might find it helpful to visit the Mentee, permitting feedback. The discussion could focus on the areas that would be most helpful to the mentee.

#### 3) **The Mentor and the Mentee VISIT a third teacher**

The Mentor and Mentee might wish to visit the class of another teacher. This third teacher would give the Mentee an opportunity to observe someone other than the Mentor, would expose the Mentee to more resources, and would allow for an extra support system.

\* It is an expectation that inter-visitations occur a minimum of three (3) times during each school year within each partnership.



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## NTM APPLICATION PROCESS

Any interested full-time teacher should apply through the [Mentor Classroom](#) on Google. Interviews will be conducted by the HBM and Building Principal.

### Mentor Google Classroom

Administered by: Superintendent's Designee and PVFT Mentor Coordinator  
(All mentor forms are located in the MENTOR GOOGLE CLASSROOM.)

### Forms located in the Google Classroom:

- 1) New Teacher Mentor Application Process
- 2) New Teacher Help Desk
- 3) New Teacher Mentor LOG