

**Onondaga-Cortland-Madison
Board of Cooperative Educational Services
Mentoring Program Plan for 2025-2026**

Purpose

The purpose of the mentoring program is....”to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers...and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.” (Commissioner’s Regulations section 100.2) In this mentoring program new teachers will be paired with veteran teachers who will be referred to as mentors.

Mentor Selection

The administrator of the program will select mentors for the new teachers. The administrator shall select mentors who have the background, training and experience necessary to be of value to the new teacher. At a minimum the mentor must have: NYS certification, at least three years of teaching experience at OCM BOCES or elsewhere; and completed training in mentoring or coaching provided by OCM BOCES. Either the new teacher or the mentor may request a change in mentoring assignment at any time in the process.

Who will participate?

- (1) First year teachers with initial certificates
- (2) Experienced teachers who are new to OCM BOCES

All instructional staff new to OCM BOCES will participate in New Staff Orientation and receive training on the following:

- The vision, philosophy, and mission of OCM BOCES
- Services provided by the various departments within OCM BOCES
- Utilizing technology, accessing information via the OCM BOCES website, and how to use lotus notes email for communication
- Applicable policies
- School Library System as a resource for improving literacy and accessing information
- Employee evaluation process
- Proactive classroom management
- Professional development opportunities throughout the year
- Building level procedures, protocols, scheduling, etc.

Mentoring Activities

1. The supervisor will schedule a time during the workday for the mentor and new teacher to meet to address the new teacher’s questions and concerns. The mentoring activities including classroom observations and coaching should be carried out according to the schedule presented below:

September: 45 minutes weekly as soon as mentors and new teachers are matched

October: 45 minutes weekly
November: 45 minutes every other week
December: 45 minutes every other week
January: once a month
February: once a month
March – June: as required by new teacher

2. The mentor and new teacher will meet with the supervisor, as needed, to discuss any concerns. A meeting with the administrator can be requested by the new teacher or mentor to discuss how the mentoring process is working, including any issues or concerns that need to be addressed.

3. The mentor and new teacher should use their mentoring time engaged in one or more of the following activities:

- Curriculum planning
- Modeling instruction
- Observation
- Team teaching
- Peer Coaching
- Professional learning
- Learning the system (examples: procuring supplies and materials; finding needed information; dealing with student problems; etc.)
- Other appropriate activities

4. By January 1st, the supervisor will have a meeting with all new teachers and mentors to assess the process.

Mentor Training

Training opportunities will be provided for both mentors and new teachers. Supervisors will meet with the mentors and provide a brief overview of the mentoring process information such as expectations for the mentors, schedules, and required forms.

Supervisor's Role

The supervisor is the key to a successful mentor – new teacher relationship.

- The supervisor must make a good match between the mentor and the new teacher.
- The supervisor must attend to the scheduling of meetings, providing coverage/substitutes as needed so the mentor and new teacher can meet.
- The supervisor must meet periodically, at least on a quarterly basis, with the new teacher and mentor to provide support and seek information on how the process is going.
- The supervisor may make suggestions for improvement of teacher skills to the mentee.
- The supervisor will provide a schedule of workshops to address concerns of the new teacher.

Mentoring Documentation Process

Both mentors and new teachers will keep track of their meetings/contacts utilizing the attached “Mentoring Planning Guide” and “Mentoring Activity Sheet”. The mentoring activity sheet must be filled out monthly. They must include:

- The name of the new teacher and his or her teacher certificate identification number
- The name of the mentor and his or her teacher certificate identification number
- The number of clock hours successfully completed in the mentoring activity
- The type of mentoring activities completed

These forms will be used by the mentor, new teacher, and supervisor to examine areas of concern, growth, and will help the new teacher identify areas where they would like additional training opportunities as well as areas where they may be a resource for other staff members. The mentoring activity sheets must be sent to the Personnel Office and kept on file for seven years. (CR 100.2)

Mentor Stipend

Mentors will receive a stipend to be agreed upon in a separate memorandum of understanding (MOU) by the OCM BOCES and OCMBFT.

Mentoring Planning Form

<u>Month</u>	<u>Number of Contacts</u>	<u>Documentation</u>
September	Set up of schedule, once a week after start	Planning & Activity Forms
October	Once a Week	Activity Form
November	Twice a Month	Activity Form
December	Twice a Month	Activity Form
January	Once a Month	Activity Form
February	Once a Month	Activity Form
March through June June 1, 2025	As Needed	Activity Form Summary/Evaluation Form

Mentor

New Teacher

New Teacher's Program and Building

This is a planning document that may be modified at any time by the mentor and new teacher.

The purpose of our mentoring meetings will be: (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Administrative concerns and/or requests | <input type="checkbox"/> Extra-curricular planning/activities |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Curriculum/Curricular Planning |
| <input type="checkbox"/> Goal-setting | <input type="checkbox"/> Individual students (non-disciplinary) |
| <input type="checkbox"/> Interactions with other students | <input type="checkbox"/> Interaction with parents |
| <input type="checkbox"/> Physical setting of classroom | <input type="checkbox"/> Resources, materials, and ideas |
| <input type="checkbox"/> School/district procedures,
guideline expectations | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Teaching strategies and/or techniques | <input type="checkbox"/> Testing |
| <input type="checkbox"/> Other (please explain) | |

Participation in:

- | | |
|---|--|
| <input type="checkbox"/> Informal or social interactions | <input type="checkbox"/> Planning or reflecting conference |
| <input type="checkbox"/> Professional organization | <input type="checkbox"/> Supportive listening, sharing, counseling |
| <input type="checkbox"/> Visitation of mentee's classroom
by mentor | <input type="checkbox"/> Visitation of mentor's classroom by
mentee |
| <input type="checkbox"/> Workshop, meeting, conference or training session: in-district | |
| <input type="checkbox"/> Workshop, meeting, conference or training session: out-of district | |
| <input type="checkbox"/> Other (please explain) | |

Mentoring Planning Form

We plan to meet:

Other Comments:

Mentoring Activity Form

New Teacher: _____

New Teacher's Program
and Building: _____

Mentor: _____

Program: _____

Date of Report: _____

Please fill in the following information related to your mentoring experience. This form should be completed monthly, signed and returned to your supervisor. It will be filed pursuant to the Commissioner's Regulations.

We met on the following days:

Dates	Duration
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The type of activities that took place at the times specified above (check all that apply)

- Modeling Instruction
- Observing Instruction
- Instructional Planning
- Peer Coaching
- Orientation

Other: _____

New Teacher: _____
Signature

Date: _____

Mentor: _____
Signature

Date: _____

Mentoring Summary/Evaluation Form

Mentor: _____

New Teacher: _____

Program: _____

Reflect on the success, difficulties, and questions that you have seen/experienced by being a part of this mentoring program. Fill out the form together as a mentor-new teacher team.

1. What was the most valuable aspect of mentoring?

2. Have any techniques or strategies been applied to instruction as recommended by the mentor?

Explain:

3. What changes have you made in the classroom after being involved in the mentoring program?

4. Do you feel that the mentoring program allowed sufficient time to meet the needs of the new teacher?

Explain:

Mentoring Summary/Evaluation Form

5. Additional comments/recommendations:

Signature of New Teacher

Date

Signature of Mentor

Date