



OCM BOCES Mentoring Handbook

**Teaching Assistants
Information Packet**

Welcome Letter

Dear Mentoring Program Participants:

Welcome to the OCM BOCES mentoring program. This program seeks to support new OCM BOCES employees both professionally and personally as they begin their careers with our organization.

Research indicates that employee success depends, in part, on fostering growth and creating a workplace where every employee feels valued, listened to, and has access to clearly defined expectations. The purpose of this program is to connect new employees with a mentor. It is our sincere hope that each employee develops a professional relationship with their mentor based on trust and integrity.

Through the OCM BOCES mentoring program, mentor/mentee teams will meet together a few times a year with others in the program to build a network of support, become acclimated to both OCM BOCES and their specific departments, build knowledge and confidence in their positions, and become effective, efficient and satisfied employees. Sharing experiences, knowledge, resources, ideas, thoughts, and procedures will make the first year much less stressful and lead to higher employee satisfaction and retention.

We wish you great success in building a strong partnership with your mentor/mentee and stand ready to assist you in any way possible to ensure that your participation in this program is both rewarding and beneficial. Please contact your supervisor at any time for additional information and if you have any questions, ideas, or concerns.

Sincerely,



Matthew L. Cook, Ed.D.
District Superintendent



Colleen Viggiano
Deputy Superintendent

Welcome to our Mentorship Teams!

The Mentor/Mentee Partnership

A mentor is defined as a consultant and advisor whose role is to support and guide, not to evaluate the new employee. Mentors work collaboratively and non-judgmentally with their mentees to help assure an enjoyable and successful OCM BOCES experience. This packet provides the mentor/mentee teams with an outline of the responsibilities of each partner with the expectation that they will work together for the entire school year and, hopefully, beyond.

Mentor Roles & Responsibilities

Roles:

- To listen
- To be available for consultation and assistance
- To establish lines of communication
- To support the incoming employee as both an advocate and professional confidant
- To help schedule and agree to meet with the mentee(s) monthly at a time and place mutually agreed upon
- To help the mentee(s) understand policies and procedures
- To guide the mentee(s) in learning all aspects of their positions
- To familiarize the mentee with available resources and training opportunities
- To share personal experiences and insights that may benefit the new employee
- To help the mentee(s) with aspects of their positions that may be new and to be of assistance in providing guidance on accessing the resources and people they need to be successful
- To help the employee set realistic goals and targets that will help the first year be a success.

Responsibilities:

- To sign the Mentor-Mentee contract
- To commit time to work with the mentee(s) for one year
- To meet with the mentee(s) at least once a month (in person or virtually) at scheduled times throughout the year
- To discuss in detail the monthly issues outlined in the handbook
- To keep a log of meetings and contact times to submit at the end of the year
- To complete a survey at the end of the school year that will be used for assessment and improvement of the program

Mentee Roles & Responsibilities

- To attend scheduled mentor/mentee meeting
- To ask questions, exchange ideas, and seek advice and information from the mentor
- To meet with the mentor at least once a month (in person or virtually), at scheduled times throughout the year, as agreed upon by both parties
- To keep a log of meetings and contact times to submit at the end of the year
- To be willing to learn and open to feedback from mentor.
- To be willing to express ideas, suggestions and concerns throughout the year regarding the workshops offered and the mentoring experience.
- To complete a survey at the end of the school year that will be used for assessment and improvement of the program

OCM BOCES Roles & Responsibilities

- Pair mentors and mentee teams as appropriate and in a timely manner, giving consideration to building configurations, programs, and geographic location
- Provide support for both the mentor and the new employee
- Provide documentation for CTLE credit and a stipend for each mentor
- Provide professional development opportunities for each partnership
- Continually work with teams to assess partnerships. If necessary make changes in mentor/mentee pairings based on feedback.
- For employees that join the organization at various parts of the year, the Mentor program supervisors will ensure that mentor/mentee pairings are made and appropriate trainings take place.
- Create and assess the end-of-year survey to continue to make improvements to the program

Mentor/Mentee Contract

This is to certify that _____ (mentee) and _____ (mentor) have agreed to work collaboratively throughout the current school year, in conjunction with the OCM BOCES mentoring program.

By signing, the mentee and mentor both agree to the following requirements:

- 1. To attend the partnering orientation session*
- 2. To meet at least monthly, at the place(s) and the time(s) mutually agreed upon by both parties for the purposes of collaboration and consultation*
- 3. To document the meetings and contact times on the provided log sheet so that professional development hours can be recorded*
- 4. To complete and submit an end-of-year survey to help assess and develop the OCM BOCES mentoring program.*

Mentee's signature

Mentor's signature

Date

Date

Documentation Log

OCM BOCES Mentoring Program

Mentor: _____

Mentee: _____

| Date | Start Time | End Time | Mentoring Activity | Type of Contact | Hours |
|------|------------|----------|--------------------|-----------------|-------|
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Documentation Log

OCM BOCES Mentoring Program

Mentor: _____

Mentee: _____

| Date | Start Time | End Time | Mentoring Activity | Type of Contact | Hours |
|------|------------|----------|--------------------|-----------------|-------|
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Documentation Log

OCM BOCES Mentoring Program

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Mentee: _____

| Date | Start Time | End Time | Mentoring Activity | Type of Contact | Hours |
|------|------------|----------|--------------------|-----------------|-------|
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Suggested Topics for Discussion- Teaching Assistants

| Month | Topics | Small Group |
|------------------|--|--------------------|
| September | <ol style="list-style-type: none"> 1. Overview of Building/Program & Student Population (IEPs, BIPs, Data Collection, Staff Hours/Location, Confidentiality) 2. Getting to Know Mentor/Mentee | X |
| October | <ol style="list-style-type: none"> 1. Behavior Strategies/Safety Procedures 2. Supporting Instruction (Building/Program Specific including roles) | X |
| November | <ol style="list-style-type: none"> 1. Wellness/Self-Care 2. PD Opportunities 3. Certification Requirements | X |
| December | <ol style="list-style-type: none"> 1. Building Rapport with Students (Impact of Holidays on Students) 2. Reinforcing PD Opportunities (own learning, continuation/implementation of new learning, etc), MLP Training | X |
| January | <ol style="list-style-type: none"> 1. Supporting Initiatives & Resources 2. Role in supporting testing (CTE Certification & State Testing, Testing Accommodations) | X |
| February | <ol style="list-style-type: none"> 1. Team Dynamics (building Positive Learning Community - Staff & Students) 2. Review of Behavioral Strategies | X |
| March | <ol style="list-style-type: none"> 1. PD Opportunities - Supporting Staff Learning 2. Refresher on Supporting Data Collection & Instructional Practices | X |
| April | <ol style="list-style-type: none"> 1. ESY opportunities 2. Reflective Conversations | X |

| Month | Topics | Small Group |
|--------------|---|--------------------|
| May | <ol style="list-style-type: none"> 1. Supporting transitions/ ways to increase independence 2. End of the year celebrations | X |
| June | <ol style="list-style-type: none"> 1. Reflective conversations 2. Survey feedback | X |

Mentor/Mentee Shared Information Form

| Personal Information |
|----------------------|
| Your Name: |
| Department: |
| Program: |
| Building: |
| School Phone #: |
| Home or Cell #: |
| Email: |

Do you have a preferred method of contact?

What is the best time of the day to contact you?



*"Learning is an individual activity, but not a solitary one.
It is more effective when it takes place within a supportive
community of learners."*

~Harry & Rosemary Wong