

CORTLAND ENLARGED CITY SCHOOL DISTRICT

Mentoring Program and Handbook

2015-2016



District Mission Statement: The Cortland Enlarged City School District values all community members as partners in creating a positive learning environment for all students. This environment prepares all students to reach their fullest potential in becoming life-long learners and successful, contributing members of the society in which they live.

Cortland Enlarged City School District Mentoring Program Committee

Kristie Bliss

Kenneth Brafman

Eileen Fitzgerald-Spiehs

Cliff Kostuk

Cindy Henderson

Michele Hughes

Steve McSweeney

Penny Pomeroy

Gail Renninger-Smith

Tina Ricottilli

Cara Smith

Michael J. Hoose, Superintendent of Schools

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PROGRAM PHILOSOPHY

Cortland Enlarged City School District (Cortland) recognizes the importance of continuous, systemic support of the professional learning process for all staff. When adults participate in continuous professional learning, students are better prepared to graduate from high school with the skills and knowledge needed for a successful transition to college and career choices.

PROGRAM PURPOSE

As a result of this philosophy, the Cortland Mentoring Program is developed to meet the *NYS Standards for Effective Mentoring*¹, align with both the NYS Teaching Standards and Charlotte Danielson's *Framework for Teaching*, and engage new staff in a mentor-mentee process that supports:

- transition between teacher preparation programs or prior education programs and the new contexts of Cortland;
- professional learning as an essential component of a highly-effective career path;
- collaboration as a Cortland expectation in a systems approach to learner-focused practices that support student cognitive and emotional growth;
- selection and professional learning of a collaborative cadre of mentor teachers;
- allocation of resources that support the Cortland Mentor Program as an induction practice of Cortland professional learning systems.

PROGRAM OVERVIEW²

Cortland supports the continued professional learning of staff members who are new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link new staff members with veteran staff members who provide new staff with assistance and guidance. During the mentoring period, ongoing collaboration will facilitate the growth of the new staff member for the purpose of achieving effective and highly effective levels of professional practice during the first few years of employment with the district. The impact of this program will result in more effective transition to the Cortland environment for new staff, increased retention of new staff, continued professional learning for mentoring staff, and equitable learning opportunity for students. The Cortland Mentoring Program provides a mentoring partnership for new staff members who are employed under the provisions of the teacher contract.³

¹ See Appendix A: NYS Standards for Effective Mentoring

² Cortland Mentoring Program references the *Foxborough Public Schools Mentoring Program* as an exemplar provided by NYSED, 2014

³ Cortland nurses embed alternate mentoring practices for new school nursing staff.

New Instructional Staff Mentoring Program

During the first year of employment with the Cortland district, the Mentoring Program is designed to build collaboration among the cohort of new staff members and support the specific learning of new staff members on both an individual and a departmental level.

For teachers, the Cortland Mentoring Program focuses on the following:

- Annual Professional Performance Review (APPR) criteria
- Emotional and personal support
- Orientation to the school, policies, and procedures

For Pupil Personnel Staff (PPS) staff members, the Cortland Mentoring Program focuses on the following:

- Professional Growth and Assessment Plan (PGAP) criteria
- Emotional and personal support
- Orientation to the school, policies, and procedures

Confidentiality Statement

It is important for the new staff member to be able to discuss problems openly with the mentor so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the new staff member; she or he is a collaborator with the new staff member. As a result of this relationship, the mentor is not expected to share specific written or verbal information with any evaluator or administrator.

PROCESS FOR MENTOR SELECTION AND MENTEE-MENTOR PAIRING

During the first week of May, the building principal will develop a list of mentoring positions that may be available during the following school year. By the end of the first week in June, Principals and Department Leaders, Grade Level Leaders, or program specialists will collaboratively select mentors that may be paired with potential new staff members.

Mentor Qualifications

The following qualifications will be used in the selection of mentors:

- A minimum of five (5) years of experience, with tenure in the Cortland district.
- Voluntary participation in the mentor training program.
- Accessibility to the new staff member and a commitment to support the mentee.
- Knowledge of and adherence to the relevant program standards and expectations.
- Experience with and understanding of the *Danielson Framework for Teaching* or other relevant program criteria.
- Ability to support the cognitive and emotional learning needs of diverse learners.
- Knowledge of the resources of the school, district, and community.

- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the mentoring relationship.
- Ability to maintain a confidential relationship.

Mentor-Mentee Pairing Factors

The following factors are helpful in determining a good match of mentors with new staff:

- Program experience
- Grade or building level
- Content or program area
- Availability of common time for collaboration
- Physical proximity of work location
- Complementary program work style and philosophy
- Common interests

Mentor-Mentee Relationship

It should be stressed from the onset that no match is permanent and can be changed at the request of either the mentor or the mentee. A mentoring relationship that is not supporting increased learning should not be considered a failure, but rather a match that is not supportive of the mentee's learning due to such factors as proximity, availability, or style.

Mentor Teams⁴

Just as the Mentor Program goals include opportunity for new staff to develop a cohort relationship, as the list of trained building or program mentors develops, the Mentor Program goals include development of teams of mentors within buildings and/or programs. The relevant team of mentors will be available to support one another in the mentoring process and will also be available to support the learning of new staff members within the Team's building or program. The team mentoring approach provides differentiated and supplemental support for new staff members as well as collaborative support for the mentors. Increased opportunity for specific support increases the new staff member's learning as it supports student achievement.

Mentor Professional Learning

The district will offer each mentor professional training that supports the role of mentor through training in the skills of effective mentoring and strategies for supporting new staff to be successful in their programs. This training will be managed at the district level to ensure comparable learning for all mentors. Professional learning for mentors will be selected based on the needs of the mentors and availability of experienced mentors or consultants who can support the learning needs of the mentors.

⁴ See Appendix D: List of New Staff and Mentors by Building

Elements of professional learning for mentors may include, but not be limited to, the following topics:

- The role of a mentor
- Analysis of program strategies
- Observation skills
- Strategies for conferencing and providing effective feedback
- Diagnosing and analyzing classroom or program management issues
- Problem-solving skills
- Reflective practice
- Use of student work to evaluate and inform practice
- Classroom or specific program management skills

COMPENSATION

Credit for Professional Learning

New staff members and mentors will be credited with professional development hours as indicated on My Learning Plan (MLP). Hours for participation in the mentoring program will be credited in June of the corresponding school year.

Fiscal Compensation

Mentee Staff

New staff members participate in the Mentor Program as a condition of employment.

Mentor Staff

Upon satisfactory completion of the Mentor Program, mentor staff members will receive a stipend based on the language in the current teacher contract. This stipend will be issued in June of the corresponding school year.

MENTOR PROGRAM EVALUATION:

In late January and early May, all mentors and new staff will be asked to complete an online survey to help the district evaluate the quality of the mentoring program. The survey will assist the district in identification of strengths and areas for improvement.

In addition, all year one new staff will complete an individual needs assessment to help personalize continual improvement.⁵

ROLES AND RESPONSIBILITIES

As possible, all involved will meet before the beginning of the school year with the new staff members to provide an initial orientation and to schedule activities for the new school year.

During the school year:

New Staff will:

- play an active role in the mentoring relationship.
- critically reflect on their own practices.
- observe experienced staff members at work.
- participate in programs organized for new staff members.
- remain open to feedback as a means of professional learning.
- attend required Mentorship Meetings.
- participate as a condition of employment in required professional workshops.⁶

The Mentor will:

- ensure a strong start to the year.
- observe the new staff member at work.
- provide program support.
- provide professional support.
- provide personal support.
- maintain a confidential relationship with the new staff member.
- maintain a comprehensive mentoring log.⁷
- acquire a thorough knowledge of the mentoring program.
- serve as a resource.
- attend Mentorship Meetings when possible.

⁵ See Appendix L and Appendix M: The Reflective Teacher's Self-Reflection; The Reflective PPS Member's Self-Reflection

⁶ First year elementary teachers are required to participate in a *Responsive Classroom* workshop as a condition of employment.

Second year teachers are required to participate in a *Standards Based Instruction* workshop as a condition of employment.

To optimize instructional time, the teacher should register for summer workshops whenever possible.

⁷ See Appendix K: Cortland Enlarged City School District Mentoring Log

The Mentor Program Committee will:

- explain the mentoring process to the faculty.
- plan/provide optional mentor training.
- plan/provide New Staff Orientation.⁸
- plan/provide Mentoring Program Calendar.⁹
- plan/provide Mentorship Meeting Schedule¹⁰
- make available mentoring resources.
- collect updated mentor/mentee lists from principals.
- plan and oversee Mentee/Mentor meetings throughout the year.
- administer, collect, and analyze Mentor Program surveys.
- update and revise mentoring program handbook.
- make appropriate recommendations to the Professional Development Committee.
- Meet with the Director of Curriculum & Instruction as needed throughout the school year.

The Principal will:

- establish a collegial school culture.
- ensure reasonable working conditions for the new staff.
- participate in the evaluation program according to the requirements of the APPR or PGAP plan.
- coordinate the selection of mentors.
- respect the confidential relationship between the new staff member and mentor.
- notify the Director of Curriculum & Instruction of mentor/mentee changes throughout the school year.

The Professional Development Committee will:

- provide ongoing professional learning opportunities as identified by mentors or mentees.

⁸ See Appendix B: New Staff Orientation Agenda

⁹ See Appendix G: Mentoring Program Calendar

¹⁰ See Appendix F: District Mentorship Meeting Schedule

APPENDICES

Appendix A: NYS Standards for Effective Mentoring

Appendix B: New Staff Orientation Agenda

Appendix C: 2015-2016 District Calendar

Appendix D: List of New Staff and Mentors by Building

Appendix E: 2015-2016 Teacher Leaders by Building

Appendix F: District Mentorship Meeting Schedule

Appendix G: Mentoring Program Calendar

Appendix H: Mentor/Mentee Checklist

Appendix I: Mentoring Monthly Suggested Topics for Teachers

Appendix J: Mentoring Monthly Suggested Topics for PPS

Appendix K: Cortland Enlarged City School District Mentoring Meeting Log

Appendix L: The Reflective Teacher's Self-Reflection

Appendix M: The Reflective PPS Member's Self-Reflection

Appendix A

NYS STANDARDS FOR EFFECTIVE MENTORING

Standard 1: Program Philosophy and Purposes

NYSTS II, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development.

Standard 2: Program Design

NYSTS I, II, III, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture.

Standard 3: Program Implementation

NYSTS I, II, VI and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers.

Standard 4: Mentor Selection Process and Criteria

NYSTS I, II, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience.

Standard 5: Mentor Development

NYSTS I, II, V, VI and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: Mentoring is a professional practice with its own knowledge and research base, strategies and best practices.

Standard 6: Mentors Have Clearly Defined Roles and Responsibilities

NYSTS I, II, III, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct.

Standard 7: Mentoring Skill and Knowledge

NYSTS I, II, III, V, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development.

Standard 8: Shared Leadership and Administration

NYSTS I, II, III, V, VI, and VII

Standard: Leadership of the mentoring program is a shared responsibility among all stakeholders.

Standard 9: Beginning Teacher Knowledge, Skills, and Dispositions

NYSTS I, II, III, IV, V, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.

Standard 10: Program Evaluation

NYSTS I, II, III, IV, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

Standard: The mentor program includes a comprehensive system of formative and summative assessments.

DRAFT



Appendix B

New Staff Orientation Agenda

Day 1: Tuesday, September 1, 2015

Cortland Junior Senior High School (JSHS) Library Media Center (LMC)

- 8:00 a.m. – 8:30 a.m. Morning Refreshments
- 8:30 a.m. – 9:15 a.m. Welcome, Introductions and District Vision
Michael Hoose, Superintendent
Eileen Fitzgerald-Spiehs, CUT President
Lisa DeRado, Cortland County Teacher Center
- 9:15 a.m. – 11:15 a.m. OUR Community – Field Trip: Cortland Community Bus Tour
Janet Griffin and Cliff Kostuk, Tour Guides
- 11:30 a.m. – 12:30 a.m. Cortland Professional Support
Eileen Fitzgerald-Spiehs and Kristie Bliss, JSHS Library
- 12:30 p.m. – 1:30 p.m. Luncheon
Sponsored by Cortland United Teachers' Association, JSHS Library
- 1:45 p.m. – 2:15 p.m. PGAP/APPR
Brief Overview of the Process – Split Session
PGAP & Questions: Abe Brafman: JSHS Library Media Center
APPR & Questions: Kevin Yard: JSHS Academic Center
- 2:15 p.m. ID Badges
Maria Thorn, Room 224, Upstairs at the JSHS

Day 2: Wednesday, September 2, 2015 JSHS – Computer Lab #190

- 8:00 a.m. – 11:00 a.m. New Staff Resources Orientation
JSHS Computer Lab #190
Denise Fox
- 11:00 a.m. – 1:00 p.m. Infinite Campus (Student Information System/Attendance)
Dianna Joslyn, Ed Porter
- 1:00 p.m. – 2:30 p.m. JSHS New Staff: Building Orientation – Abe Brafman
Lunch provided

Appendix C 2015-2016 District Calendar



Approved by Board - 02/10/2015

JULY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER	
7	Labor Day
8	1 st Day Staff & Students (2 Hour Delay)

OCTOBER	
12	Columbus Day
23	Prof. Development Day

NOVEMBER	
11	Veterans Day
16	K-6 Parent Conf. Day 7-12 Prof. Dev. Day
26-27	Thanksgiving Recess

DECEMBER	
24 - Jan. 1	December Recess

JANUARY	
4	Classes Resume
18	Martin Luther King Day
26-29	Regents
29	Staff Work Day

FEBRUARY	
15	President's Day
15-19	Winter Recess

MARCH	
25	Prof. Development Day

APRIL	
25-29	Spring Recess

MAY	
30	Memorial Day

JUNE	
1	Regents
14-22	Regents
17	½ Elem. Work Day PM
22	½ Elem. Work Day PM
22	Last Day Elem. Students 12:30 PM Dismissal
23	Rating Day
24	Staff Work Day

KEY	
Holiday/Vacation	
Staff Work Days	
Supt./Prof. Dev. Days	
Rating Day	
Regents	

JANUARY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

MARCH				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

186 Faculty/181 Student Days

Important Notes: Rating Day counts toward student required days, but students do not attend.
Should we exceed our allotted emergency closing days, additional days will be taken in this order:
April 29, 28 and 27. Please plan accordingly.

Appendix D

List of New Staff and Mentors by Building – Who We Are!

<i>New Staff Member</i>	<i>Department/Subject</i>	<i>Building</i>
Catrina Loomis	Special Education	Barry
Sarah Smith	Special Education	Barry
Jena Annable	Occupational Therapy	District
Melissa Martin	Occupational Therapy	District
Amanda Silva	Languages Other Than English: French	Junior-Senior HS
Andrea Tutino	Guidance	Junior-Senior HS
Bryn Shepard	Special Education/English Language Arts	Junior-Senior HS
Carynn Rich	Mathematics	Junior-Senior HS
Erika Stanton	Mathematics	Junior-Senior HS
Keith Palm	Languages Other Than English: Spanish	Junior-Senior HS
Meghan Slack	Technology	Junior-Senior HS
Nicole Latham	Science	Junior-Senior HS
Sarah Bertram	English Language Arts	Junior-Senior HS
Jessica Young	Special Education	Randall
Max Benz	Psychologist	Smith
Meghan Gallagher	Music	Smith

Appendix E
2015-2016 Teacher Leaders by Building – Who's Who?

Department Leaders

<i>Department Leader</i>	<i>Department</i>	<i>Building</i>
Jon Marks	English	Junior-Senior HS
Dianna Joslyn	Science	Junior-Senior HS
Abbey Albright	Mathematics	Junior-Senior HS
Lois Meyer	Social Studies	Junior-Senior HS
Rick Eleck	Music	Junior-Senior HS
Robin Jackson	Art	Junior-Senior HS
Jill Pace	Health/Family Consumer Science	Junior-Senior HS
Linda Slade	Foreign Language (LOTE)	Junior-Senior HS
Kim Hay Annette Herbert	Library Media Science	Parker ES Smith ES
Chuck Petit	Technology and Business	Junior-Senior HS
Michele Hughes	Guidance	Junior-Senior HS
Jennifer Spaulding Lynn Thompson	Speech	Barry ES Smith ES
Cara Smith	Psychology	Virgil ES
Jill Pace	District Wellness Coordinator	Junior-Senior HS
Sherlyn Pallassino Mary Kate Ticknor	Secondary Special Education Elementary Special Education	Junior-Senior HS Randall ES
Karen Avery	Reading	Virgil ES

Elementary Grade Level Leaders

<i>Grade Level Leader</i>	<i>Grade</i>	<i>Building</i>
Eric Comtois	Kindergarten	Smith ES
TBD	Grade 1	
Tom Dovi Bonnie Meldrim	Grade 2	Randall ES
Theresa Quail Kelly Comtois	Grade 3	Barry ES Parker ES
Karen Curran Lisa Riley	Grade 4	Randall ES
Karren Matteson Tina Ricottilli	Grade 5	Barry ES
James Wallis	Grade 6	Parker ES

Building Union Reps

<i>Building Representative</i>	<i>Building</i>	<i>Telephone Extension</i>
Steve McSweeney	Junior-Senior HS	Ext. 1223
Shawn Whittaker	Junior-Senior HS	Ext. 1285
Caroline Perks	Barry ES	Ext. 5170
Tina Ricottilli	Barry ES	Ext. 5120
Katie Swanson	Parker ES	Ext. 6231
Tom Dovi	Randall ES	Ext. 3754
Gail Renninger-Smith	Smith ES	Ext. 8180
Nate MacLean	Virgil ES	Ext. 3227

Appendix F
District Mentorship Meeting Schedule

District Mentorship Program Mentorship Monthly Meetings 2015-16			
Date	Time	Topic (Subject to Change)	Location
September 17, 2015	3:30 – 4:30 p.m.	Mandated Reporting	Kaufman Center
October 15, 2015	3:30 – 4:30 p.m.	Teaching: Parent Engagement PPS: Community Resources	Kaufman Center
November 19, 2015	3:30 – 4:30 p.m.	Everything CSE	Kaufman Center
January 21, 2016	3:30 – 4:30 p.m.	Mid-Year Celebration Take Care of Yourself	Kaufman Center
March 17, 2016	3:30 – 4:30 p.m.	Book Chat	Kaufman Center
April 21, 2016	3:30 – 4:30 p.m.	Financial Planning	Kaufman Center
May 19, 2016	3:30 – 4:30 p.m.	Program Evaluation Book Chat	Kaufman Center

**Mentors are welcome,
not required, to attend the monthly mentorship meetings.**

Appendix G
Mentoring Program Calendar

DATE	ACTIVITY
September 1, 2015	New Staff Orientation Day 1
September 2, 2015	New Staff Orientation Day 2
September 17, 2015	Mentorship Meeting #1
October 15, 2015	Mentorship Meeting #2
November 19, 2015	Mentorship Meeting #3
January 2016	Submit Online Survey – Program Evaluation
January 21, 2016	Mentorship Meeting #4: Half-Year Celebration – Take Care of Yourself!
March 17, 2016	Mentorship Meeting #5
April 21, 2016	Mentorship Meeting #6
May 2016	Submit Online Survey – Program Evaluation
May 19, 2016	Mentorship Meeting #7
May 2016	Year One Teachers and PPS members submit Self-Reflection
June 2016	Mentors Submit Mentoring Log
Required Workshops	Check MLP: OCM BOCES Catalog to Register
Condition of Employment	Year One: Elementary Teachers Register & Take Workshop: Responsive Classroom: Preference is given to summer registration in order to increase the teacher's instructional time with students.
Condition of Employment	Year Two Teachers Register & Take Workshop: Standards Based Planning for All: Preference is given to summer registration in order to increase the teacher's instructional time with students.

Appendix H

Mentor/Mentee Checklist

SCHOOL LAYOUT

- ☐ washrooms
- ☐ staff work areas/copiers
- ☐ staff lunch area
- ☐ main office/secretaries
- ☐ supply room
- ☐ custodians/custodians' office
- ☐ school forms
- ☐ library/Library Media Specialist
- ☐ bus entrance/loading
- ☐ staff parking
- ☐ nurse's office
- ☐ guidance/social worker/psychologist office
- ☐ resource officer/office
- ☐ music rooms
- ☐ art rooms
- ☐ gymnasium
- ☐ health rooms
- ☐ language rooms
- ☐ mailboxes

BUILDING PROCEDURES

- ☐ staff meetings
- ☐ working hours/contract
- ☐ extra duties
- ☐ clubs and activities
- ☐ field trips (busses/chaperones/approved volunteer list)
- ☐ homeroom procedures
- ☐ attendance procedures
- ☐ Open House/Meet the Teacher
- ☐ Parent-Teacher conferences
- ☐ movement of students (exits, lunch, hallways, etc.)
- ☐ dress codes (staff and students)
- ☐ District/School Building Safety Plan
- ☐ lunch supervision
- ☐ student accidents/emergencies
- ☐ specific building issues
- ☐ cafeteria procedures
- ☐ IST/PST
- ☐ Fire/Safety drills
- ☐ computer lab/classroom computers
- ☐ mandated reporting procedures
- ☐ faculty handbook
- ☐ building access

ORGANIZATION OF CLASSROOM/OFFICE

- ☐ options for room arrangement
- ☐ student traffic patterns
- ☐ storage and access of classroom/office materials
- ☐ displaying emergency procedures/emergency folders
- ☐ classroom learning centers

ACCESS TO RESOURCES/RESOURCE PEOPLE

- ☐ supply requisitions
- ☐ technology equipment
- ☐ computer access for staff/students
- ☐ textbooks/consumables
- ☐ ordering textbooks/consumables
- ☐ building technical support person
- ☐ instructional technology
- ☐ Department Leaders/Grade Level Leaders

CURRICULUM

- ☐ review of text and materials
- ☐ review of district curriculum
- ☐ central office curriculum staff
- ☐ management/pacing of curriculum
- ☐ lesson plan procedures/expectations
- ☐ subject matter 'experts' on staff
- ☐ teaching teams
- ☐ grading procedures
- ☐ homework/assessment policy
- ☐ report cards/progress reports
- ☐ opening day schedule, plans, procedures
- ☐ first week of planning/first six weeks
- ☐ substitute plans folder
- ☐ assessment dates
- ☐ RtI/AIS overview

SPECIAL EDUCATION

- ☐ IEP/504 process and services
- ☐ review of IEPs and 504s
- ☐ Special Education procedures
- ☐ consult meetings/liaisons
- ☐ CSE/504 meetings/procedures
- ☐ CSE/504 responsibilities

DISCIPLINE PROTOCOL/PROCEDURES

- ☐ establishing expectations for classroom behavior
- ☐ what works for the mentor
- ☐ behavior expectations of students outside of class
- ☐ formal discipline procedures/referral process
- ☐ Code of Conduct

PERSONAL & PROFESSIONAL PROCEDURES

- ☐ review of teachers' contract (CUT contract)
- ☐ review of Mentoring Handbook
- ☐ snow days/call list/Robo Call
- ☐ procedures for calling in sick
- ☐ securing guest/substitute teacher
- ☐ personal & professional days
- ☐ professional learning opportunities/MLP
- ☐ confidentiality of student & collegial issues
- ☐ evaluation process (see contract)
- ☐ union (CUT) issues/building representatives

Appendix I

Mentoring Monthly Suggested Topics for Teachers

August	<p>Half-Day Q & A Session</p> <ol style="list-style-type: none"> 1. Parent interaction 2. Classroom management 3. Planning, curriculum pacing, curriculum materials 4. Assessment & grading 5. Retirement 6. Chain of Command 7. Technical support – Who? What? When? 8. Resources 9. School procedures & policies 10. Discuss mentor program/handbook/requirements 11. Introduction to staff 12. Review district/building rules 13. Set up weekly meeting time 14. Extra-curricular opportunities
September	<p>Meet once a week or more as needed</p> <ol style="list-style-type: none"> 1. Reflections of what went well and what needs improvement – how the week went 2. Progress report and discuss any issues 3. In-depth discussion of: planning, classroom management, curriculum, parent relation, “how-to” for Open House/Meet the Teacher, and curriculum nights, etc. 4. Review any curriculum questions 5. Address initial concerns 6. Start looking ahead at the coming months (e.g., standardized tests, events) 7. Mentor and teacher can collaborate on lessons 8. Share ideas for classroom environment (e.g., bulletin boards, traffic patterns)
October	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. Grading/progress reports 2. Parent/teacher conferences 3. In-depth resource guidance 4. How to address each child on the report card, parent conference, Open House 5. How does the district/school handle holidays? (October/November) 6. Observation by mentor (October/November)
November	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Report cards/parent-teacher conferences 2. Extra help in? 3. Review holiday /party policies/practices
December	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Review curriculum and pacing 2. Help with the holiday celebrations/projects

	3. How to keep the students focused during the holidays
January	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Regaining classroom management 2. Help with grades and report cards 3. CSE referrals and IEP goals 4. Check to make sure you're on track with your curriculum 5. Mid-year assessment schedules
February	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Meet with principal to review professional goals and progress with APPR
March	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Start looking toward the end of the year 2. For standardized/end-of-year assessments
April	<p>Meet as needed</p> <ol style="list-style-type: none"> 1. Standardized tests 2. Placement for next year
May	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. End-of-year procedures 2. Elementary summer school 3. End-of-year field trip procedures/practices 4. Begin housekeeping 5. Tips for dealing with students who are excited about summer 6. Notes home about materials/charges
June	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. Permanent records/paperwork 2. Pass/fail criteria 3. Student classroom placement 4. Preparing for the next year 5. Any questions/concerns 6. End-of-year/check out procedures 7. What to do on the last day with students 8. What should next year's students do over the summer? 9. Summer building hours and classroom access

Appendix J
Mentoring Monthly Suggested Topics for PPS

<p>August or When Identified Prior to First Day of School</p>	<p>Half-Day Q & A Session</p> <ol style="list-style-type: none"> 1. Initial Consultation 2. Exchange Phone Numbers/Contact Information 3. Procedures for ordering supplies 4. Copies of curriculum guides 5. Copies of Mentoring Program Handbook 6. Review Mentor Handbook with new staff member 7. Building handbook 8. Contract 9. Code of Conduct 10. Student Handbook 11. New Staff Orientation 12. Building layout 13. Tour of Machines (e.g., copier) 14. Fire/Emergency Drill procedures 15. Building accessibility/Reserving rooms for activities 16. Electronic calendar 17. Confidentiality issues 18. Office organization 19. New Student Orientation (JSHS) 20. Cafeteria procedures 21. Recess/bathroom/hallway procedures 22. Before school procedures 23. Dismissal procedures 24. Mailbox and E-mail procedures 25. Late Bus schedule 26. Substitute/Guest teacher system procedures 27. Specific building issues 28. Duties 29. Meeting schedule with mentee/mentoring log 30. Student and Staff dress code/expectations 31. Staff hours 32. IEP/504 student lists 33. IEP/504 counseling lists
<p>September</p>	<p>Meet once a week or more as needed</p> <ol style="list-style-type: none"> 1. My Learning Plan 2. Review Evaluation Forms/Professional Development Goals 3. Review Open House/Meet the Teacher procedures 4. Parent communication/contact log 5. Review IEPs/Special Education forms 6. Community agencies 7. Mentor Meeting Schedule

October	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. Observation process/portfolio 2. Prepare for Progress Reports 3. Staff Professional Development Day 4. Extra-curricular activities 5. Discuss personal days 6. Identify accommodations for NYS Testing 7. Mentor Meeting
November	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for parent conferences (elementary) 3. Prepare for close of Quarter 1 grades 4. Early Release Day Policies (Parent Conference Days) – elementary 5. Extended school year procedures (psychologists) 6. Mentor Meeting
December	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for Quarter 2 Progress Reports 3. Prepare for vacation 4. Review scheduling process (school counselors)
January	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for Quarter 2 report cards 3. Half-way celebration! 4. Mid-year evaluation of mentor program 5. Mid-term exam (JSHS) 6. Prepare for 6th-7th grade transition meetings (Elementary, Junior High) 7. Mentor Meeting
February	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Discuss Standardized Testing 3. Prepare for vacation 4. Extended school year procedures (psychologists) 5. CSE/504 test accommodations for testing (elementary_ 6. Mentor Meeting
March	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for Progress Reports 3. Mentor Meeting

April	<p>Meet as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for Report Cards 3. Prepare for vacation 4. Order materials 5. Review NYS testing procedures 6. Mentor Meeting
May	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. Observe and give feedback 2. Prepare for Progress Reports 3. Placement input/Retention 4. NYS Testing 5. Complete mentorship survey 6. PGAP Self-Reflective Narrative 7. Mentor Meeting
June	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> 1. Review End-of-Year procedures and activities 2. Prepare for Report Cards 3. Complete Student Files 4. Review and reflect on the year 5. Discuss and prepare for next year 6. Review 'Last Day of School for Students' procedures 7. Notify principal about intention to mentor 8. Goals for next year 9. Mentor Meeting

Appendix K

Cortland Enlarged City School District Mentoring Meeting Log

Explanation and Sample Format

The format for log entries is standard for all new teaching and pupil/personnel staff and mentors.

The Mentoring Log page may be copied as needed throughout the year. Each new page should have the heading completed and the entries completed with:

- Names of mentor and new staff member
- Date and time of meeting
- Length of meeting
- Topic(s) discussed (Be specific about topics, but do not record details of the discussion or resolutions.)

The mentor must submit the completed Mentoring Logs to the Director of Curriculum & Instruction in order to receive compensation. If the mentor has any questions about log format or content, s/he should discuss the issue with a member of the Mentoring Committee or the Director of Curriculum & Instruction.

Mentor Logs are used to help the Mentor Committee and the district identify common themes that arise and could be addressed through professional development or other resources.

These logs are not used for evaluation purposes and are kept confidential.

SAMPLE MENTORING LOG

New Staff Member: Ima Newbie

School Year: 2015-2016

Mentor: Ben Thar

Building: M.Y.Kool School

DATE	TIME	TOTAL CONFERENCE TIME	TOPICS DISCUSSED
9/24/15	2:30 p	1 hour	<ul style="list-style-type: none">▪ Reviewed meeting schedules▪ Discussed areas of concern▪ Assessed classroom needs▪ Answered questions related to IEP software
10/20/15	9:15 a	45 min	<ul style="list-style-type: none">▪ Discussed reading group strategies▪ Discussed reading strategies

MENTORING LOG

New Staff Member: _____

School Year: _____

Mentor: _____

Building: _____

[illegible]

Appendix L

The Reflective Teacher's Self-Reflection

Name: _____

Consider your own development as a beginning teacher. Describe your development using the following items. This information will not be used as an evaluative tool by anyone. The information you collect here through your own reflection will help to shape your mentor/mentee experience. The areas of expertise are the *Framework for Teaching* Domain Components. Using the following continuum, circle the number that best corresponds with where you would place your level of expertise with each component.

Please rate yourself in the following areas

1 = Novice – I have a general idea of what needs to be done.

2 = Proficient – I am comfortable with responsibilities but I have room to grow.

3 = Expert – I have reached mastery of the area and could train others or share my expertise.

Domain Component		Rating Scale
1a	Demonstrating knowledge of content and pedagogy	1 2 3
1b	Demonstrating knowledge of students	1 2 3
1c	Setting effective instructional outcomes	1 2 3
1d	Demonstrating knowledge of instructional resources	1 2 3
1e	Designing coherent instruction	1 2 3
1f	Designing student assessments	1 2 3
2a	Creating an environment of respect and rapport	1 2 3
2b	Establishing a culture for learning	1 2 3
2c	Managing classroom procedures	1 2 3
2d	Managing student behavior	1 2 3
2e	Organizing physical space	1 2 3
3a	Communicating with students	1 2 3
3b	Using questioning and discussion techniques	1 2 3
3c	Engaging students in learning	1 2 3
3d	Using assessment in instruction	1 2 3
3e	Demonstrating flexibility and responsiveness	1 2 3

4a	Reflecting on teaching	1	2	3
4b	Maintaining accurate records	1	2	3
4c	Communicating with families	1	2	3
4d	Participating in a professional community	1	2	3
4e	Growing and developing professionally	1	2	3
4f	Showing professionalism	1	2	3

After working through this self-evaluation, consider what growth goals you might set for yourself next year.

Appendix M

The Reflective Guidance Counselor, Social Worker, or Psychologist

Name: _____

Consider your own development as a beginning guidance counselor, social worker, or psychologist. Describe your development using the following items. This information will not be used as an evaluative tool by anyone. The criteria used for self-reflection references Danielson's *Framework for Specialist Positions*. The information you collect here through your own reflection will help to shape your mentor/mentee experience. Using the following continuum, circle the number that best corresponds with where you would place your level of expertise with each professional item.

Please rate yourself in the following areas

1 = Novice – I have a general idea of what needs to be done.

2 = Proficient – I am comfortable with responsibilities but I have room to grow.

3 = Expert – I have reached mastery of the area and could train others or share my expertise.

Criteria	Rating Scale
Demonstrating knowledge of program theory and techniques	1 2 3
Demonstrating knowledge of child and adolescent development	1 2 3
Establishing goals for the program that are appropriate to the setting and the students being supported	1 2 3
Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	1 2 3
Planning the program, integrated within the overall school program, to meet the needs of individual students	1 2 3
Developing a plan for evaluating the impact of your work	1 2 3
Creating an environment of respect and rapport	1 2 3
Establishing a culture for productive communication and school-wide developmental health	1 2 3
Managing routines and procedures	1 2 3
Establishing standards of conduct and contributing to the culture for student behavior throughout the school	1 2 3
Organizing physical space	1 2 3
Assessing students needs	1 2 3
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	1 2 3

	Using supportive program techniques in individual and classroom programs	1	2	3
	Using community resources to meet student needs	1	2	3
	Demonstrating flexibility and responsiveness to meet changing student needs	1	2	3
	Reflecting on practice	1	2	3
	Maintaining records and submitting them in a timely fashion	1	2	3
	Communicating with families	1	2	3
	Participating in a professional school community	1	2	3
	Engaging in professional development	1	2	3
	Showing professionalism	1	2	3

After working through this self-evaluation, consider what growth goals you might set for yourself next year.