

*"The Child First and Foremost: Building a Foundation for the Future"*

## ***Putnam Valley Federation of Teachers & Central School District Mentoring Plan 2021-2022***

The Putnam Valley Federation of Teachers (PVFT) in partnership with the Putnam Valley Central School District (PVCSD), will provide support and guidance to teachers new to the district, profession, building, and/or position. Mentoring can lead to more effective teaching, a culture of collegiality that encourages professional growth, and a strong network of collaborative educators to call upon. To be effective, this mentoring plan requires trust and mutual respect in order to address the questions, needs, and concerns of the teachers it supports. Through confidential, non-judgmental interactions, experienced mentors will meet regularly with mentees to nurture their growth, learning, and development. Each year, all plan participants shall read the Mentoring Plan to understand the roles and responsibilities detailed therein. The mentor/mentee relationship will *not* be used as an evaluative tool.

### **Mentoring Roles & Terms**

**HBM:** Head Building Mentor

**NTM:** New Teacher Mentor

**NT:** Newly Hired Teacher (Year 1)

**LTS:** Long Term Sub (Over 40 days)

**LR:** Leave Replacement (Over 40 days)

**BC:** Building Changer (Tenured)

**PT:** Probationary Teachers (Year 2-4)

**GLC/DC/TL:** Grade Level Coordinator, Department Coordinator, Team Leader

### **Goals of the Mentoring Plan**

1. To enhance pedagogical knowledge, classroom management, and instructional strategies in order to improve student achievement.
2. To provide a model of exemplary teaching and educational practices necessary to acquire and maintain excellence in teaching.
3. To welcome new teachers to the district, school, and/or profession.
4. To guide and encourage professional growth.
5. To ensure the understanding of both state and local standards and goals.

6. To assist with district/building assessment and observation procedures.
7. To help with instructional planning.
8. To maintain regular contact with mentees.
9. To provide leadership opportunities to teachers in our local union.
10. To introduce new teachers to the staff and community.
11. To provide or suggest opportunities for professional learning and/or development.
12. To offer positive support and encourage self reflection.
13. To assist in the development of professional identity.

### **Governance of the Plan**

The Superintendent/or designee will send a communication to all tenured 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. The building principals and HBM will collaborate to make mentor/mentee matches by choosing from an established pool of mentor candidates. Annually, the Superintendent/or designee and PVFT Mentor Coordinator will review the Mentoring Plan, the organization of mentor training (including New Teacher Orientation), and mentee staff development offerings. Training will be offered to all *Head Building Mentors*. In-service training for all *mentors* can be in-house and administered by the Mentor Coordinator and HBMs. The PVFT/PVCSD contract will be followed as it relates to in-service/training.

### **Positions in the PVCSD Mentoring Plan**

- **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 (FULL YEAR):** Appointed by PVCSD and the PVFT, standard hiring practice, \$500 stipend (provided by PVFT) & in-service hours (from district): up to 20 hours.
- **New Teacher Mentors (PART-TIME):** Appointed by PVCSD and the PVFT, standard hiring practice, 2 hours of in-service credit per month of mentoring/mentee employment.
  - All NTM are required to complete a Mentoring Log. HBM will review NTM logs in January. Mentoring Logs will document (coded) interactions between mentors and mentees, and the purpose and outcome of each meeting. This log will serve to keep track of the 20 in-service hours (outside of the contractual day). In June, Mentors will submit their completed logs via the approved District electronic platform.

## **Roles/Positions:**

**Superintendent/or designee and PVFT Mentor Coordinator:** The Mentor Plan is governed by the Superintendent/or designee and PVFT Mentor Coordinator. These individuals work together to oversee the policies and procedures of the plan. The Mentoring Plan will be revisited yearly and revised/as needed.

### **1. Building-level Administration:**

Work in collaboration with the Superintendent/or designee to:

- a. interview and select a Head Building Mentor each year.
- b. plan and schedule New Teacher Informational Meetings/Training Sessions with HMB.
- c. oversee Head-Building Mentors in respective buildings.
- d. Work closely with their HBM to pair new teachers with appropriate NTMs.

### **2. Head Building Mentors (HBM):**

There shall be one (1) HBM per building. They shall be responsible for:

- a. collaborating with building administration to schedule, design, and facilitate building-level informational meetings/training sessions (*at least 4 per year*) for NT, BC, LR, and LTS.
- b. working with GLCs/DCs/TLs to mentor BC and probationary teachers.
- c. collaborating with building administration to pair new teachers with appropriate New Teacher Mentors (NTM).
- d. working with NTMs to support building-level initiatives.
- e. facilitating mentoring meetings for PT in years 2-tenure year (2 per year)

### **3. New Teacher Mentors (NTM):**

There shall be one (1) NTM for every new teacher (NT), and full year LTS/LR hired in the PVCSD. New Teacher Mentors shall:

- a. establish a supportive, trusting, and confidential relationship with mentees.
- b. model good teaching practices and help coordinate peer visitations.
- c. acquaint each mentee with district and building culture (i.e. policies, procedures and school-wide systems and structures).
- d. meet regularly with the mentee throughout the year and outside of the contractual day (for up to 20 in-service hours).
- e. provide curriculum and technology support in areas that need improvement.
- f. model professional conduct
- g. assist with establishing effective classroom management practices.
- h. participate in joint lesson planning.

- i. encourage self-reflection and assist with goal setting.
- j. celebrate successes and help with strategies to meet challenges and practice self-care.
- k. collaborate with Head Building Mentor and GLC/DC/TL to best meet the mentoring needs of the mentee.
- l. encourage mentees to attend new teacher events and union activities.

\*Long-term subs and leave replacements working over 40 days will be assigned a *part-time* NTM who will receive 2 hours of in-service credit per month of mentoring/mentee employment. New, part-time teachers employed .5 or less will not receive a NTM, but will have access to support from the HBM and GLC/DC/TL.

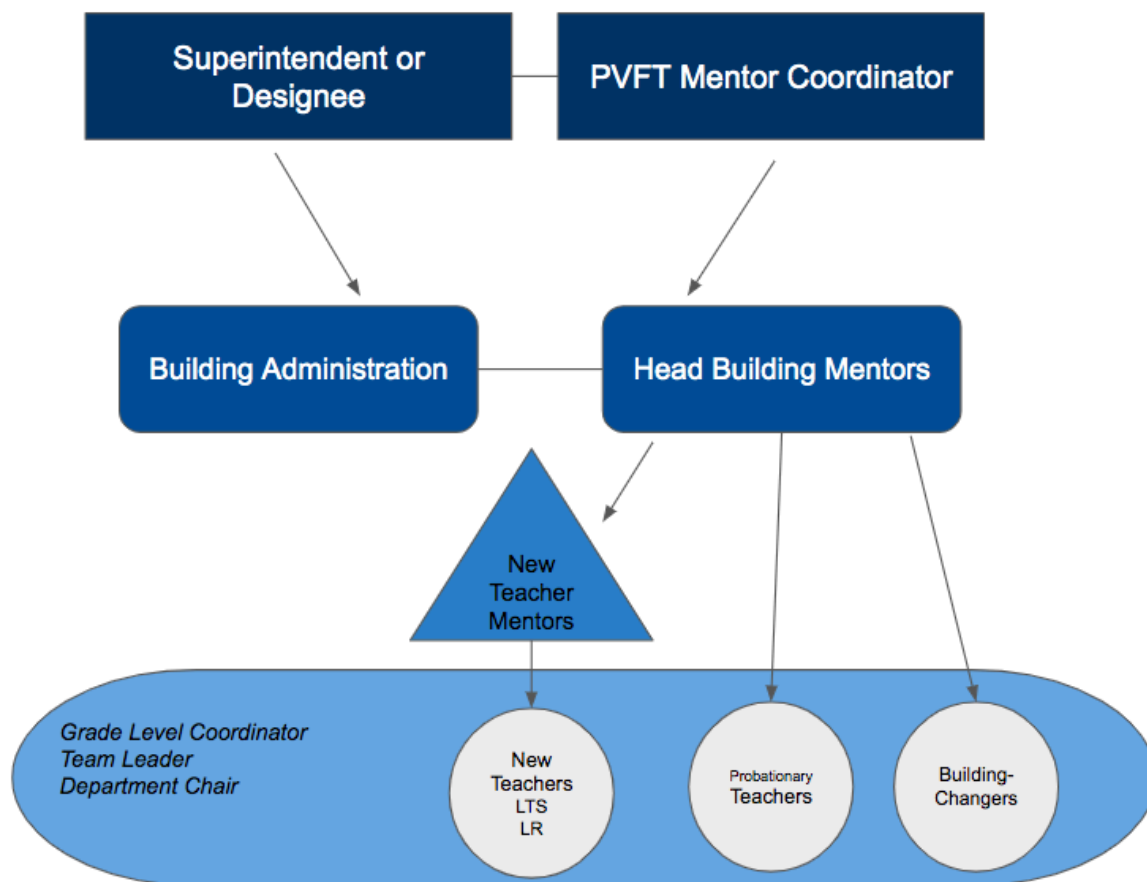
### **Leave Replacements/Long-Term Subs\***

All full-year Leave Replacements/LTS will receive a New Teacher Mentor. All part-time Leave Replacements/Long Term Subs that work more than 40 consecutive days will receive temporary district-supported mentor to be compensated with in-service credit hours (at a rate not to exceed 2 hours/month). Part-time Leave Replacements/Long Term Subs who work less than 40 consecutive days will NOT receive formal mentoring services as detailed under this plan. However, it is the expectation that HBMs will work with Department Coordinators, Team Leaders, and Grade Level Coordinators to provide support as needed to all Part Time Leave Replacements/Long-term substitutes.

*\*NYSED Regulations*

### **APPR/Observation Procedures:**

1. Each mentee will be given the option to have their mentor involved in the formal pre-observation and post-observation process. (Note: Mentors will NOT attend or participate in 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 and write-up. The focus of support is based on specific evidence gathered from the administrator's written observation.



### **Orientation**

The District will provide appropriate new teacher orientation in conjunction with this plan.

### **Probationary Teacher Notice and Conferences**

- a. The building principal will conduct at least two (2) formal conferences, one per semester, with probationary teachers to discuss performance.
- b. Any probationary teacher who is not to be re-employed shall be notified by May 1.

### **New Teacher Classroom Visitations\***

Mentors and Mentees may request release time from the building principal for classroom visitations. Classroom visitations should be arranged in collaboration with the building administration, and every attempt should be made to schedule visitations during non-instructional times. Inter-visitations may occur up to 3 times during each school year and may be structured as follows:

#### **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 Mentee and/or VISIT a colleague**

The Mentor and Mentee might wish to visit the class of another teacher. This 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.

\* These visitations may be scheduled in response to items for reflection or improvement as discussed during the post-observation conference, or proactively based upon an area of interest. Probationary teachers may schedule peer visitations at the discretion of the building administrator.

**NTM POOL**

Any interested full-time tenured teacher may be included in the prospective NTM pool. Teachers have the right to decline a proposed mentorship opportunity. The Mentor Coordinator will provide building-level administrators with an updated list of teachers in the mentoring pool each year.

**Mentoring Google Classroom**

Managed by: Superintendent's Designee and PVFT Mentor Coordinator

Pertinent mentoring information and resources will be posted in the Mentor Google Classroom.