# Bath Central School District

Professional Mentoring Plan

2018-2020



Approved by the Board of Education - May 2018

# Professional Mentoring Plan

Reviewed by

Bath CSD Professional Development Council

Spring 2018

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Jackie Havens Teaching Assistant-Haverling High School

Matt Hill Teacher-Haverling High School

Ray Kashalk Teacher-Haverling High School

Erik Levanowitz Teacher- Haverling High School

Carrie Isaman Teacher-DLL Middle School

Murray Wright Teacher - Haverling High School

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Joni Mackoweic GST BOCES-Staff Dev. Coordinator

## **Bath Central School**

***NEW STAFF INDUCTION AND***

***PROFESSIONAL MENTORING PROGRAM***

**THE PURPOSE:**

The Bath Central School District believes that teaching is a continualprocess and educators are lifelong learners. Bath CSD is committed to supporting professional growth for all staff and has established an extensive staff development program to support all of its participants in both instructional issues and technology.

As part of their commitment to Staff Development, the Bath Central School, in collaboration with the Haverling Teachers’ Association, provides a four year induction and mentoring program for new professional staff. The goal of this cooperative venue is to support new participants as they enter the education community and to help provide them with the knowledge, skills, and support needed. This program also helps to integrate beginning participants into the social culture of the school, the school district and the community.

In order to help prepare and retain quality participants, the Bath Central School seeks to establish an induction and mentoring program, which will:

* Give participants a sense of establishing professional self-awareness.
* Acquaint new participants with district building policies, procedures, school culture, and community.
* Provide support in a non-judgmental environment.
* Provide samples/models for day-to-day management and instructional techniques, and encourage professional practice aligned with New York State standards for teaching and learning.

### PROGRAM PARTICIPANTS

In compliance with New York State Regulations of the Commissioner of Education, it is an expectation of the Bath Central School District that all new professional staff hired will participate in the Professional Mentoring Program. This information is communicated to new participants when hired and materials and orientation schedules are provided at that time.

Participants in the induction and mentoring program include those who are required to hold New York State certifications and/or licenses. This may include but is not limited to teachers, teaching assistants, school social workers, guidance counselors, school psychologists and other professional service providers as designated by the Superintendent. In certain instances, the Superintendent may waive participation in part or all of the induction and mentoring program. Examples of these exceptions may include: a teacher new to the district who was previously tenured in another New York State district; a person who has been employed with the district in another tenure area transferring into a different tenure area; or a new teacher who was previously a teaching assistant in the district. (See Appendix C.)

### MENTORING

The Professional Mentoring Program is overseen by the Superintendent/designee and facilitated by the Staff Development Specialist. The Staff Development Specialist is a current teacher appointed by the Board of Education and an HTA stipend position that works as a mentor for all new professional staff.

In addition to the Staff Development Specialist, a Staff Development Trainer is part of the Professional Mentoring program. The Staff Development Trainer is Board Appointed and an HTA stipend position which supports the Staff Development Specialist. At the discretion of the Superintendent, the Staff Development Trainer will assist with all aspects of the program. For the purpose of this plan, the term mentor will refer to the Staff Development Specialist and/or Staff Development Trainer. The Staff Development Specialist and Staff Development Trainer are under the direction of the Superintendent/designee.

####  **The Staff Development Specialist will:**

* Share information with the mentee related to school and district procedures, guidelines, policies and expectations
* Link the mentee to appropriate resources, both human and material
* Conduct workshops on classroom management, discipline, cooperative learning, parent-teacher communications and other topics relevant to effective teaching and learning.
* Observe the mentee teaching lessons; share and discuss the lessons with the mentee for non-evaluative purposes.
* Promote self-reflection as a means of evaluation for the mentee
* Share teaching strategies and information about the instructional process
* Offer support through listening and sharing
* Give guidance related to management, scheduling, planning and organizing
* Assist the mentee in setting and meeting realistic goals and reevaluating these goals periodically
* Provide summer training and orientation for new staff (up to three days)
* Support professional partners in their role
* Maintain records on the mentoring program including names of beginning participants, types of mentoring activities, pairings of Professional Partners, and a year-end collective report on number of mentoring hours each beginning teacher received
* Facilitate opportunities for mentees to observe master educators within their classrooms
* Evaluate the program and administer year-end formal evaluations by participants
* Maintain confidentiality and professionalism
* Collaborate with the Staff Development Trainer to train and support Professional Partners

####  **The Staff Development Trainer will:**

* Share information with the mentee related to school and district procedures, guidelines, policies and expectations
* Link the mentee to appropriate resources, both human and material
* Assist in mentoring workshops
* Observe the mentee teaching lessons; share and discuss the lessons with the mentee for non-evaluative purposes.
* Promote self-reflection as a means of evaluation for the mentee
* Share teaching strategies and information about the instructional process
* Offer support through listening and sharing
* Give guidance related to discipline, scheduling, planning and organizing
* Assist the mentee in setting and meeting realistic goals and reevaluating these goals periodically
* Assist in summer training and orientation for new staff (up to three days)
* Support professional partners in their role
* Facilitate opportunities for mentees to observe master educators within their classrooms
* Evaluate the program and assist in administering year-end formal evaluation by participants
* Maintain confidentiality and professionalism
* Collaborate with the Staff Development Specialist to train and support Professional Partners

***The Superintendent/Designee will:***

* Ensure that the district meets all federal, state and district policies concerning the mentoring of all professional staff
* Provide guidance to the Staff Development Specialist in the planning of curriculum and activities for the program
* Collaborate with Staff Development Specialist to facilitate workshops and focus sessions with new staff
* Assure each untenured staff member is observed at least twice each year during the non-tenured years
* Support the development of and implementation of improvement plans for all staff in conjunction with the building principal
* Maintain the district’s records of staff retention rate
* Oversee budget for staff development including Professional Mentoring Program
* Maintain Professional Partner Quarterly Reports received from Staff Development Specialist for district records
* Oversee the implementation of the Portfolio Evaluation Review by building principals

####  **The Mentee will:**

* Be open to suggestions and feedback
* Be willing to ask questions and seek help when needed
* Self-evaluate agreed upon lessons and share with mentor
* Attend summer training and orientation for new staff
* Participate in workshops and focus sessions set for new staff
* Maintain individual record of activities and number of hours involved with mentoring activities (including New Teacher Workshops and Focus Sessions, Mentor and Professional Partner sessions, and classroom visitations)
* Maintain professional confidentiality of both written and spoken communications
* Participate in observations of master educators and reflect on that experience
* Make a commitment to the Professional Staff Induction and Mentoring Program and utilize the resources that the program offers
* Understand the components required of the professional performance portfolio as outlined in New York State Regulations and the Bath Central School District Annual Professional Performance Review Plan. Accumulate these components electronically using Frontline and other electronic files.
* Be encouraged to be AED/CPR certified and to continue to keep that certification up-to-date during his/her employment with the district.

###  PROFESSIONAL PARTNERS

Each new staff member is also matched one-on-one to a Professional Partner from his/her subject area/grade level. The Bath District and the Haverling Teachers Association (HTA) work in unison to select Professional Partners. The Staff Development Specialist and Trainer work with building principals to match new staff with Professional Partners. Professional Partners are chosen to be mentors based on their willingness to fulfill this role, their teaching and interpersonal skills, and their availability. Professional Partners are generally assigned to mentees based on their proximity in both teaching assignment and location.

 ***The Professional Partner will:***

* Meet with the new staff mentee prior to the start of school to aid in the transition to his/her teaching assignment
* Familiarize his/her mentee with information pertinent to his/her grade level/department and the building
* Share curriculum/NYS learning standards information for subject area
* Link the partner to appropriate resources, both staff and materials
* Assist the partner with day to day questions that arise
* Offer support through listening, sharing and discussions
* Allow the mentee to observe your class and discuss strategies utilized
* Share information related to grading procedures, attendance procedures and other necessary record keeping
* Document a list of general topics addressed with mentee on a Quarterly Report Form (provided by Staff Development Specialist)

New Professional Partners will be required to attend a training session prior to assuming their role in the Professional Mentoring Program. Staff who have previously served as a Professional Partner will participate in training sessions as needed. The training session workshop will provide a repertoire of skills for working non-judgmentally with a colleague and peer coaching techniques will be discussed.

The duties of the Professional Partners are above and beyond the regular work day expectations. Therefore, Professional Partners are compensated through the district’s In-Service program. Professional Partners will be compensated for two hours for the summer training and two hours for each quarter of the school year that they are assigned a mentee.

### PROFESSIONAL MENTORING SCHEDULE

#### **Year One**

As previously described, new hires are involved in a formal year-long professional mentoring program. This begins with a training and orientation for new staff prior to the beginning of the new school year. In addition, new hires are required to attend monthly focus sessions and two full day workshops during the school year. They are also required to have at least one informal classroom observation and reflection discussion with the Staff Development Specialist or the Staff Development Trainer.

 **Electronic Portfolio Elements accumulated during year one:**

Professional development log of activities started

Professional goals and reflections

Personal reflection of classroom performance for the year

Informal observation by SDS or Trainer and notes

At least one written lesson/unit plan

Annual Professional Performance Review - with two observations

#### **Year Two**

In the second year, the mentoring program focuses on tools to enhance the professional’s effectiveness in education. Year 2 staff attend Quarterly Focus Sessions and a full day workshop. Additionally, all Year 2 staff are expected to complete an observation of a master teacher and reflection page of the observation.(Appendix D)

**Electronic Portfolio Elements accumulated during year two:**

 Professional development log of activities continues

 Professional goals and reflections

 Observation of master teacher with written reflection

 SELECT TWO:

Samples of student work collected

 Documentation - pictures of classroom activities/projects

 Documented participation in curriculum development work

 Samples of student assessment instruments

 Annual Professional Performance Review - with two observations

#### **Year Three**

 The mentoring program for Year 3 staff is more informally structured to provide support according to individual needs. Staff use self-evaluation and reflection to set individual professional growth goals and the plan for their attainment. In the fall of the third year of employment, staff will meet with the Staff Development Specialist to discuss that year’s mentoring program expectations.

**Electronic Portfolio Elements accumulated during year three:**

 Professional development log of activities continues

 Professional goals and reflections

Year 3 staff are expected to **complete two** experiences from the following menu of professional development opportunities. Staff should file a document of completion of hours with the Staff Development Specialist prior to the end of the third year. (Appendix E)

Year 3 Professional Development Menu: (choose two to complete)

1. Two hours of professional development course offered by the district, Teachers’ Center, college course, etc…
2. Complete an observation of a Master Teacher
3. Professional book study
4. Record a classroom lesson you taught and complete reflection questions

 Annual Professional Performance Review - with two observations

#### **Year Four**

The fourth year of the mentoring plan is the most independent and least structured. Individuals are encouraged to be self-directed learners seeking support as needed. The Staff Development Specialist, Staff Development Trainer, as well as their former professional partner and other colleagues are available to support as needed. In the fall of the fourth year of employment, staff will meet with the Superintendent, the HTA president, and the Staff Development Specialist to discuss that year’s mentoring program expectations.

 **Electronic Portfolio Elements accumulated during year three:**

 Professional development log of activities continues

 Professional goals and reflections

Annual Professional Performance Review - with two observations

Additional items as determined necessary by building principal

***Improvement Plans***

For staff needing more structured support, an Individual Improvement Plan is used. This is a structured individualized plan written with a teacher by their supervising Administrator. The Staff Development Specialist and/or Staff Development Trainer may be involved to support a teacher in specific areas needing further professional growth.

***Special Circumstances***

When an employee within our district moves to a new position, grade level, tenure area and/or building, a special circumstance may arise where a mentor may be assigned. These circumstances will be decided upon by the building administrator and the Staff Development Specialist with final approval coming from the Superintendent.

### PROFESSIONAL MENTORING PROGRAM EVALUATION

Program evaluation takes place on an ongoing basis through feedback forms completed by the participants. Additionally, the Staff Development Specialist/Trainer meet personally with all participants for the purpose of soliciting their opinions concerning the program’s successes and their recommendations for improving the program. The Professional Development Council considers all feedback and input and looks at modifications to the program that it deems appropriate and in line with the program’s goals.

*APPENDIX A*

*Sample of New Employee Form*

**Bath Central School District – New Employee Form**

**NAME**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Position**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Accepted**: \_\_\_\_\_\_\_\_\_\_\_ **Date of BOE appointment**: \_\_\_\_\_\_\_

**Conditions of Hire and continued employment:**

**1.** Attendance at three day **Summer Orientation**:

 DATES: August TBD August TBD August TBD

**2**. Participation in **Mentoring Program**:

 Year 1: Monthly Focus Sessions

 Two full day workshops

 Informal Observation by Staff Development Specialist/Trainer

 Year 2: Quarterly Focus Sessions

 One full day workshop

 Observation of Master Teacher with written reflection

 Year 3: Two professional learning experiences – from options provided

 Year 4: Meeting with Superintendent, HTA president, Staff

 Development Specialist

If either of the above conditions are not successfully completed, continued employment in the district will be in jeopardy.

The following documents have been reviewed and received:

Employee School Official Date

 1. Contract \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

 2. Code of Conduct \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

 3. Code of Ethics \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

 4. AUP \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

 5. Salary Agreement \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

I understand the conditions of hire, responsibilities explained, and expectations for staff members employed by the Bath CSD as explained during this meeting and in the documents provided to me.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 New Employee Superintendent (or Designee)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 DATE

*APPENDIX B*

*SAMPLE WELCOME LETTER FOR NEW STAFF*

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Welcome to the Bath Central School District! Professional staff in our district will meet for Orientation on **Monday, Tuesday, and Wednesday August 25-27** as part of Professional Mentoring Program. This is an opportunity for orientation and professional growth, as well as a time to become acquainted with other new staff members.

The program will begin each day at 8:30am in the Haverling High School Library. The first day of orientation to our district will include time with our Business Office Staff. Additionally, the day will include hands-on technology sessions to familiarize you with attendance procedures, district email accounts, classroom phone systems, and other district technology initiatives.

The second and third days of training will be centered on professionalism, time management, classroom procedures and routines, curriculum information, advanced technology instructional training and other supports to ensure a successful start to the school year. A presentation by the Special Education Department and a welcome from the Haverling Teachers’ Association will be included as well.

At the conclusion of our final morning together there will be a luncheon with the Bath CSD Administration and your professional partner (individual colleague mentor from your corresponding grade level/subject area). Following the luncheon, each new staff member will have the opportunity to work individually with their professional partner within their respective buildings and familiarize themselves with the workings of their school and their curriculum. Building principals will be available to answer questions you may have.

Please do not hesitate to contact your respective offices prior to orientation if you wish to get a head start on your classroom.

I hope you are enjoying your summer. I look forward to meeting with you in August. Please feel free to contact me by phone (Home-776-3991 or Cell 607-7684-4342) or email at bwright@bathcsd.org if there is anything I can help you with before our summer orientation days.

Sincerely,

Brenda Wright Nina Warriner

Bath CSD Staff Development Specialist Bath CSD Staff Development Trainer

\*\*\* Directions to HS Library- Use **Robie Street** entrance to access back parking lot of the high school. Park in designated area near the football field and enter via the back door of the school. The library is immediately to your left. (it is the semi-circular window area facing the football field)

*APPENDIX C*

*SAMPLE LETTER FOR RETURNING STAFF*

 Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Greetings from Bath Central School District! Bath CSD will hold three special staff development days this summer as a part of our comprehensive Professional Mentor Program. It is the expectation of the district that all new staff will participate in the summer orientation and staff development training during their first year employed. *Recognizing your familiarity with the campus and district procedures, your attendance on the first day of orientation has been waived. However, on the second and third day of summer training-* ***Tuesday, and Wednesday- August 25th, and 26th*** *beneficial staff development for faculty returning to campus is planned. Your attendance at these two sessions is required as per condition of hire.*  This is an opportunity for professional growth, as well as a time to become acquainted with new staff members.

The program will begin each day at 8:30 in the Haverling High School library. The second and third days of training will be centered on active learning, professionalism, time management, classroom procedures and routines, curriculum information, advanced technology instructional training and other supports to ensure a successful start to the school year. A presentation by the Special Education Department and a welcome from the Haverling Teachers’ Association will be included in the second and third days.

At the conclusion of our morning on the 26th, there will be a luncheon with Bath CSD Administration. Following the luncheon, you will have the opportunity to work on individual curriculum strategies. Building principals and Staff Development Specialist & Trainer will be available to assist and answer questions you may have.

If there is anything I can help you with before our summer workshop days, please feel free to contact me by phone (Home-776-3991 or Cell 607-684-4342), or email at bwright@bathcsd.org.

Sincerely,

Brenda Wright Nina Warriner

Staff Development Specialist Staff Development Trainer

*APPENDIX D*

*MASTER TEACHER OBSERVATION REFLECTION GUIDE*

**MASTER TEACHER OBSERVATION GUIDE**

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher Observing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_ Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* LEARNING OBJECTIVE for lesson:
* BEHAVIOR the students will do to demonstrate learning:
* Today my focus is on:

\_\_\_ Management Procedures and Techniques

 \_\_\_ Engaging Students in Learning

 \_\_\_ Use of Questioning and Discussion Techniques

 \_\_\_ Closure (Students Demonstration of Learning Goal)

 \_\_\_ Organization of Student Groups

 \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Notes from my observation:

* How this might affect my instructional practices:

*APPENDIX E*

*DOCUMENT FOR PROFESSIONAL DEVELOPMENT YEAR 3*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Year 3 Professional Development Menu: (complete two)***

***Documentation to be submitted to Staff Development Specialist prior to end of Year 3.***

\_\_\_\_\_ 1. Participation in two hours of a professional development workshop offered by either Bath CSD, New Staff Focus Sessions, the Teachers’ Center, college course, etc… (Provide documentation of date, provider, course title, hours.)

\_\_\_\_\_ 2. Complete an additional observation of a Master Teacher (Write a one page observation reflection noting strengths of lesson, routines and procedures used, total involvement strategies observed, classroom management strategies used, and something you might try in your classroom.)

\_\_\_\_\_ 3. Professional book study (Write one page reflection noting implications on education or instruction in your classroom.)

\_\_\_\_\_ 4. Record one of your classroom lessons and write a one page reflection noting strengths of lesson, routines and procedures, instruction effectiveness, total involvement strategies used, classroom management strategies, areas to improve.