

Mentor Teacher Internship Program (MTIP)

Lake Shore Central School District 2021-2022

Reviewed Yearly by
Mentor Steering Committee
Updated: June 2021

I. Statement of Mentor Teacher Internship Program

The Mentor Teacher Internship Program (MTIP) in Lake Shore Central School District will allow a trained mentor to work with a Lake Shore Central new teacher (intern). This may include teachers who are new to teaching, new to Lake Shore Central School District, or have been placed on a Teacher Improvement Plan (TIP). This may include other teachers who could benefit from the resources of a mentor when moving between grade levels, subject areas, job assignments, or buildings. In this program an intern is provided with opportunities for both encouragement and effective feedback using systematic, proactive, and collaborative activities within a confidential mentor / intern relationship. This program will comply with all New York State Education Department (NYSED) Commissioner's Regulations Part 80 Requirements for Teachers' Certificates and Teaching Practice.

The primary goal for the MTIP is to improve student achievement. Additionally, the goal of the program is to develop highly effective teachers through Charlotte Danielson's *A Framework for Teaching*:

1. Demonstrating Knowledge of Content and Pedagogy
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

II. Mentor Steering Committee

The Lake Shore MTIP is governed by the Mentor Steering Committee (MSC). The committee administers the practices and procedures of the program. The committee will be composed of administrators and a minimum of 51% LSCTA members, representing all three elementary buildings, the middle school and the high school. The committee is chaired by the Assistant Superintendent for Instruction (or the designee) and the MTIP facilitator. Each year, the MSC will:

- Recruit potential mentors (including retired teachers in high-need content areas)
- Accept applications from qualified LSCTA members (or qualified, former/retired employees or comparable qualified mentors)
- Create a pool of mentors available to match with interns
- Review and update the Mentor Teacher Internship Program

Members of the Mentor Steering Committee are:

Melissa Bergler, Assistant Superintendent for Instruction
Michael Drezek, Technology Integrator
Brian Dziewa, Middle School Psychologist
Paula Eastman, J.T. Waugh Principal
Abigail Fetterick, High School Teacher
Peggy Koch, A.J. Schmidt Teacher
Katrina Kaminski, High School Teacher
Denise Kushner, J.T. Waugh Teacher
Deann Poleon, Technology Integrator
Katherine Pope, Highland Library Media Specialist
Chuck Ruffino, A.J. Schmidt Teacher
Alexandria Salansky, A.J. Schmidt Teacher
Theresa Scholl, A.J. Schmidt Teacher
Christine Starks, W.T. Hoag Building/Program Administrator
Lori Wunder, A.J. Schmidt Teacher, MTIP Facilitator

III. Mentor and Intern Release Time

In order for the mentor and the intern to conference, observe, joint plan and reflect, both the mentor and the intern will be released for a minimum of 10% of their instructional time. This release time is equivalent to an average of 6 hours per month. The mentor and intern will complete a joint Mentoring Log each month to track their hours and document their professional learning /mentoring activities during that month, both during the instructional day as well as during the non-instructional day. To support the instructional-day release time, replacement teachers will be hired from the district substitute list. Mentor/intern pairs will utilize the **“Request for Mentoring Release”** form (appendix) to schedule their replacement days and avoid high demand dates.

IV. Setting Directions

Each mentor/intern pair will meet initially to determine the needs of the intern and the direction of the mentoring relationship. The meeting will include specialized topics including the four domains from *The Framework for Teaching* and goal writing. Each intern will complete the **Four-Domain Self Reflection** (appendix), a tool to reflect on practice and self-assess. This reflection rubric facilitates a mentor/intern dialogue about the four domains and how the components of the domains impact student achievement. Data from this tool helps the intern identify a domain for the intern to build on and a domain for the intern’s development. **The Intern Goals Worksheet** with the **Intern Goal-Setting Directions** (appendix) is a collaborative tool for the intern and the mentor. The intern sets one goal to build on (an area of strength in the domains) and a second goal to develop upon (an area that needs development). These important forms are available at www.lakeshorecsd.org/page/7148. These goals should be specific and measurable. The evidence for each goal is the data used to determine whether the goal is being attained. (Some examples of data are mentor observations, walk through observations, quantitative student data –

STAR results). The worksheet is a tool for discussion, reflection and the implementation of a goal-directed plan to move along the continuum to highly effective. The process supports differentiation by allowing the mentor and the intern to design a plan that best fits the intern's needs and to modify and adjust quarterly as needed using the template provided. If the intern is not adequately progressing toward reaching the goal, the mentor will provide ideas to improve and/or resources to assist the intern, including specific professional learning.

Interns and mentors will review student learning data from pre-assessments, formative assessments, Star Literacy (as applicable) and benchmark testing. Professional learning will be designed to fit the needs accordingly. The use of historical data will be used when available or applicable pending a teacher assignment. Progress monitoring data will be used for the purpose of Response to Intervention and IEP Goal implementation and data collection. These materials will be integral in elevating the level of instruction and improving student learning.

V. Mentor Training

The role of the mentor is significant in the Lake Shore Central School District organization for thorough induction of new professionals and effective professional learning.

Assigned mentors will receive professional learning throughout the school year. Topics include:

- Charlotte Danielson's Framework for Teaching (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities)
- Review of guidelines of confidentiality, the MTIP grant process, the use of the **Mentoring Log** (appendix) and the importance of goal setting
- Cognitive Coaching Skills and Practice and the use of the **Mentor Skills Rubric** (appendix)
- Review of the MTIP expectations
- New York State Learning Standards - professional learning as applicable and needed, dependent on previous training

- Data-Driven Instruction (district review of data, data collection by building, Rtl teams)
- Tools and techniques for observing including evidence-based observation, pre-observation tools and templates for planning with an intern, and data collection during an observation
- Best practices for mentoring, including a review of the **Mentoring Library** (appendix)
- The Mentoring Mindset
- Reflection
- Networking

Mentors will meet to review expectations, confidentiality and self-assess using the Mentor Skills Rubric. From this tool, the MTIP facilitator will be provided with future training needs for mentors.

Mentors go through a rigorous selection process. Should a mentor be deemed ineffective with an intern or found unable to fulfill mentoring duties, or if an intern is dissatisfied with the mentor assignment, the mentor or the intern may request an end to the partnership using the **“No Fault, Easy Out” Policy** form (appendix). This form will be utilized as a last resort, after the mentor, the intern, or both meet with the MTIP facilitator.

VI. Mentor Selection

Mentors will be selected in a published procedure made available to staff of the school district and upon request of the public. LSCTA professionals interested in being mentors will be recruited in the spring for the following school year. District staff representing all building and instructional areas will be invited to enter the pool of potential mentors. Recruitment/application opportunities will target those particular buildings or certification areas that align with the predicted new hires/teachers in need of mentors for the following school year. With the intent of moving new teachers along the continuum to highly effective and in alignment with the spirit of the New York State MTIP grant, retired teachers with experience in needed certification / content may be invited to enter the mentor pool. Mentor training will be offered at

various times through the year to accommodate those professionals interested in mentoring. These mentors will have completed the **Application for Mentoring** (appendix). Applicants will have a minimum of 5 years of teaching experience. Their last three Annual Professional Performance Review reports must have included an overall rating of “effective” or “highly effective”. Potential mentors must be willing to sign a confidentiality agreement. Applicants must show evidence of accurate record keeping, reflective practice, communication with families, a lifelong learner, a collaborative partner with colleagues, and have a reputation for someone who can be trusted and is often sought as a sounding board.

The Mentor Steering Committee’s selection criteria incorporate the **10 NYS Standards of Effective Mentoring** (appendix) as follows:

- Mentors are recruited and selected through a rigorous and transparent process by criteria that consider the mentor candidate’s commitment to the profession and teaching experience (#4). All staff are encouraged to apply to be mentors. However, effective and highly effective teachers are chosen based on evidence of commitment to the profession and teaching experience. Teachers must have a minimum of five years of teaching experience, and applications are accepted from qualified LSCTA members (or qualified, former/retired employees or comparable qualified mentors).
- Mentors must have evaluation ratings and observations that are effective and highly effective, and beyond the committee, they must have full support of the principal in order to be a mentor.
- Through observation, mentors must be skilled and show evidence of research-based practices, data analysis, and technology (#7) that promote student learning at the various stages of development. With assistance from the Mentor Steering Committee and the principal, it will be documented that mentors have been trained and will immerse themselves in best practices of mentoring.
- Mentors demonstrate leadership (#8). They fully participate in training and have a shared sense of responsibility to retain our very best teachers. In the classroom, they provide evidence of

effective instruction and a model for interns to observe throughout the year.

- Mentors have been trained (#5) in cognitive coaching, evidence-based observation, *The Framework for Teaching*, and maintain a mentor/intern log of active participation in the mentoring program.
- Mentors have clearly defined roles and responsibilities. In our application process, mentors must review the roles and responsibilities and sign off that they agree to the expectations, including a confidentiality agreement.

A mentor is assigned to a teacher under one of these six “intern” teacher scenarios:

- The teacher is a new teacher in the district
- The teacher has initial certification (an exception applies to initial certificate holders who have at least two years of teaching experience prior to receiving the initial certificate)
- The teacher has initial certification, is in the first year of teaching and is employed in the district for more than 40 contiguous days (long term substitute teaching)
- The teacher is making a significant shift in assignment (“significant” will be determined by the MSC)
- The teacher is returning to the district (and needs a mentor, as determined by the MSC)
- The teacher is on a TIP and the plan requires a mentor assignment

Mentoring can be pro-rated and does not need to be a full year.

A Mentor Steering Committee Slice Group will convene to match a specific mentor with a specific intern. The Slice Group will be comprised of a building principal, one or more LSCTA members from that building, and the MTIP facilitator. This Slice Group will give consideration to the following criteria:

- Immediate needs of potential interns

- Potential mentors who have participated in mentoring workshops
- Subject area/certification that complements that of the intern
- Proximity of mentors and interns
- Most pressing need of the district
- Funding available

Once mentor-intern assignments are made, the Assistant Superintendent for Instruction (or designee) will send letters of notification to each mentor and intern involved and notify the immediate supervisors and the MTIP Facilitator. The Assistant Superintendent and the Facilitator will maintain contact with each pair to ensure continued progress and to identify possible needs. The facilitator will monitor the monthly Mentoring Logs to ensure compliance of the expectations.

If at any time during the mentoring year, there needs to be a re-assignment to a mentor or intern, the MSC Slice Group will assign a trained mentor that meets the immediate needs of the intern. Either the mentor or the intern may initiate the “No Fault, Easy Out” option only after the mentor or the intern initiating the process has met with the MTIP Facilitator.

VII. Role of the Mentor

Interns will receive mentor guidance to promote understanding of the following:

- Lesson planning and record keeping (Planning and Preparation)
- Classroom management and communication skills (The Classroom Environment)
- Pedagogical skills (Instruction)
- NYS Educational Law including APPR requirements
- NYS Learning Standards and State assessments
- The intricacies of the school and community organization
- Professional opportunities and responsibilities

A **Mentor Intern Checklist** (appendix) has been developed to guide the mentor and intern.

The mentor must help the intern create a safe, confidential and proactive environment necessary for honest exchanges and reflections to occur. The mentor's primary concern is to aid and support the intern. In this supportive relationship, the mentor shall:

- provide guidance, support and encouragement to the intern
- invite the intern to observe the mentor's classroom
- use the skills obtained in training to facilitate conversations
- model best instructional practices and behavioral management strategies
- collaborate with the intern in goal setting and goal implementation
- offer suggestions and resources to support the intern and seek out workshops to help the intern reach his/her goals.

The mentor will be a colleague, working with another professional to implement a smooth transition from a novice teacher to an effective, competent instructor. The role of the mentor is, at all times, non-supervisory.

The mentor shall complete the Mentoring Log with the intern. This log will document all the various mentoring professional learning opportunities that the mentor and intern have participated in throughout the month. The Mentoring Log should reflect that the intern and mentor have engaged in mentoring activities for 10% of their instructional day on average each month. Meeting with your intern frequently and being available before and after school are a part of a good mentor's work. Frequency is a must.

Confidentiality is mandatory in the MTIP. The mentor will collaborate with the intern to provide assistance and support. There is no supervisory role. No interactions between mentors and interns will be discussed with anyone else on staff. Each mentor and intern will be given careful instructions to this effect and will be expected to strictly adhere to the policy of confidentiality, both during the mentoring year

as well as after the mentoring year. Written evidence in the Mentoring Log will contain nothing except dates, places, and generic descriptions of activities and whether the activity occurred during the instructional day or outside the instructional day. No information obtained by the mentor through interaction with the intern will be made available to any person, nor will it be used in the intern's evaluation process. Mentors and interns will sign a confidentiality agreement that applies to the mentoring year and beyond. This procedure will be fully explained to everyone in the organization and will be complied with in all circumstances, contributing to an atmosphere of mutual trust and respect between mentors and interns.

The only exception to the component above is: information obtained by a mentor through interaction with a new teacher while engaged in mentoring activities of the program shall not be used for evaluating or disciplining a new teacher, unless withholding such information poses a danger to the life, health or safety of an individual, including but not limited to students and staff of the school, or unless such information indicates that the new teacher has been convicted of a crime.

VIII. Role of the Superintendent

The Superintendent, in collaboration with the Assistant Superintendent for Instruction, will oversee the implementation of the Mentoring Program. An annual written report of the MTIP program will be provided to the Superintendent and Board of Education. The Superintendent will communicate the benefits of the program with school community stakeholders and the media, using the district website, *The Eagle Express*, and *The Superintendent's News and Notes*.

The Superintendent or designee is recommended to evaluate the intern once before January during the intern's first year to the extent practicable. This early observation will allow for improvement and reflection by the intern. The Superintendent will honor the confidentiality of the intern/mentor relationship.

IX. Role of the Principal

The Building Principal has an integral role in the implementation of MTIP. The Building Principal will serve on the MSC Slice Group that matches an intern with a mentor. The Building Principal will attend the New Teacher Orientation in August. It is recommended that the Building Principal conduct a formal observation of the intern before November. The Building Principal will honor the confidentiality of the intern/mentor relationship.

X. Role of the Intern

All new teachers are provided a mentor through our Mentor Steering Committee using the guidelines as stated above to determine the greatest benefit from the mentor-intern experience.

Interns will be responsible for working with assigned mentors in a manner that enhances a program of professional growth and instructional excellence. The intern will be responsive to suggestions, articulate and be eager to adopt new techniques into his/her teaching skills repertoire. Success in the mentor-intern program is equally dependent upon both interns and mentors. Interns will work with the program facilitator, respond to self-evaluations, attend seminars, workshops and programs identified as useful in the educational/certificate field, and participate fully in the induction process.

All interns will receive a variety of professional experiences, including learning opportunities listed on both the **Mentoring Log Activities** (appendix) and the **Mentor Intern Checklist** (appendix).

In addition to the above listed supportive experiences, interns engage in self-assessment of progress at regular intervals throughout the year. Goal setting that results in professional growth will begin during one of the first meetings and continue throughout the school year with opportunities to modify and adjust along the way to meet the needs of the intern. Through the mentor relationship, interns will gain confidence in their ability to conduct a class in a manner that is conducive to learning and that establishes the groundwork for a productive professional career.

Finally, the intern will honor the confidentiality of the intern/mentor relationship and like the mentor, will sign a confidentiality agreement.

XI. Program Evaluation

The District will assess the extent to which the program has benefited both mentors and interns in several ways. All interns and mentors will complete quarterly questionnaires and feedback surveys regarding perception and value of the program. During the school year and upon completion of the program, mentors and interns will offer concrete suggestions for program improvements and will document progress in the program through self-evaluation (using the Mentor Rubric and the Intern Self-Reflection). This anecdotal record will provide how mentors and interns have benefitted from the program and not breach confidentiality.

The mentoring facilitator will review all materials pertaining to the program (handouts, feedback sheets, workshop feedback and anecdotal data from intern and mentor program feedback), noting any changes observed as a result of mentor-intern activities. This knowledge will guide the planning prior to courses and seminars presented to mentor-intern pairs. Identification of problem areas, suggestions for future improvements, notable accomplishments and any adjustments suggested by the Mentor Steering Committee will be implemented in collaboration with the Assistant Superintendent.

Each training session will be evaluated by participants, where all components of training will be reviewed by the program facilitator, including planning, goals, objectives, utilization of leadership training, time utilization and outcomes. Information received as a result of these reviews will be shared with the Mentor Steering Committee. The feedback surveys completed by the mentors and interns will be

reviewed by the Mentor Steering Committee to ascertain areas which have proven most successful and those which may need modification.

Each survey will be thoroughly examined and an overall assessment will be compiled and presented to the Mentor Steering Committee and Superintendent. A written report, prepared by the mentoring facilitator, will incorporate the committee's recommendations for revisions and will be shared with the superintendent. Changes critical to program improvement will be made prior to the beginning of the following school/program year.

The New York State Mentoring Standards will be incorporated into the program. The Mentor Steering Committee will conduct a dialogue on essential program components, addressing the following concerns. Based on program feedback,

1. In what ways did the release time configuration promote or constrain the mentor-intern relationship?
2. In what ways did the mentor-intern training empower mentors to work successfully with interns?
3. To what extent did interns increase their repertoire of instructional practices? How did classroom visitations promote innovations in teaching strategies and enhance student performance?
4. What criteria for selection of mentors and interns should be implemented that was not originally suggested?
5. How might the committee further support the mentor-intern relationship?
6. How might our plan for mentoring change to better reflect our program philosophy and purposes?
7. How might we continue to better clarify roles for mentors and interns?
8. What professional learning opportunities are integral for mentors and interns in year 1 and year 2?
9. What data might we collect next year to better inform our needs and program effectiveness?

10. In what ways might we encourage more mentor applications to prevent variances in mentor intern pairings?

In order to best determine the impact of program factors, the district will use the deliverable metrics as guides as distributed by NYSED.

Forms are also available online at
<http://www.lakeshorecsd.org/Domain/536>

Form	Page
Four-Domain Self-Reflection	16
Intern Goal- Setting Directions	17
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Request for Mentoring Release Time	33

LAKE SHORE CENTRAL SCHOOLS FOUR-DOMAIN SELF REFLECTION
NAME: _____ **DATE:** _____

KEY :	H-Highly Effective (4)	E-Effective (3)	D-Developing (2)	I-Ineffective (1)
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	H	E	D	I	Comments
a. Demonstrates knowledge of the content and content-related pedagogy					
b. Demonstrates knowledge of students					
c. Setting instructional outcomes					
d. Demonstrating knowledge of resources					
e. Designing coherent instruction					
f. Designing student assessments					
	H	E	D	I	Comments
a. Creating an environment of respect and rapport					
b. Establishing a culture for learning					
c. Managing classroom procedures					
d. Managing student behavior					
e. Organizing physical space					
	H	E	D	I	Comments
a. Communicating clearly and accurately					
b. Using questioning and discussion techniques					
c. Engaging students in learning					
d. Using assessment in instruction					
e. Demonstrating flexibility and responsiveness					
	H	E	D	I	Comments
a. Reflecting on teaching					
b. Maintaining accurate records with student contribution					
c. Communicating with families					
d. Participating in professional community					
e. Growing and developing professionally					

f. Showing professionalism					
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Available at www.lakeshorecsd.org/Page/7148

Intern Self-Reflection/Goal Setting Directions
Available at www.lakeshorecsd.org/Page/7148

The **Four Domain Self-Reflection** provides interns with a tool to reflect on practice and self-assess. The assessment allows the mentor and the intern to facilitate a reflective dialogue and to identify an area for the intern to build on and an area for development.

The intern completes the rubric at an initial meeting with the mentor and uses the results to set 2 goals for the school year.

The Self-Reflection Goal Worksheets are completed by the intern and the mentor collaboratively. The intern sets one goal to build on (an area of strength in the domains) and a second goal to develop upon (an area that needs development). These goals should be specific and measurable. The evidence for each goal is the data used to determine whether the goal is being attained. (Some examples of data are mentor observations, walk thru observations, quantitative student data – STAR results).

At 3 times over the course of the school year, the intern and mentor return to the goal worksheets to add/reflect on the evidence. The worksheets are a tool for discussion, reflection and creation of a plan to move along the continuum to highly effective.

The Mentor Intern contact log is available online.

Mentors and Interns are required to track meeting hours and their purpose monthly.

Contact your Mentor Facilitator for more information.



Mid-Year Mentor Reflection

This Self-Evaluation is used in conjunction with the Mentor Skills Rubric.

Mentor Name _____

Date Completed _____

1. What are some of your mentoring accomplishments this school year?
2. Using the Mentor Skills Self-Evaluation Rubric, identify goals based on areas in which you believe you need to develop.
3. How might Lake Shore Central School District help you achieve your professional goals as a mentor?

Please return to Lori Wunder by _____.

Mentor's Signature _____ Date _____

Year-End Mentor Reflection
Please complete at the end of your mentoring.

1. What are some ways you helped your intern develop in the following four domains:
Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities?
2. Describe your activities as a mentor that have led to improved student outcomes.

Please return to Lori Wunder by _____.

Mentor's Signature _____ Date _____

Mentor Skills Self Evaluation Rubric



Mentor's Signature _____ Date _____

5=Flexibly and Fluently 3=Consciously Skilled 1=Consciously Unskilled

ATTENDS FULLY	Date:	Date:	Date:
Uses effective physical alignment (sits next to the intern)			
Uses nonjudgmental body language (eye contact, nodding of head, smiling, etc.)			
Listens without interruption			
Listens non-judgmentally without personal referencing, personal curiosity, personal certainty			
Listens for assumptions, inferences, perceptions, perspectives			
Checks in frequently			
INVITES THINKING Uses Invitational stems that include:			
Exploratory Language (How might...)			
Plural Forms (What are some ways...)			
An approachable voice (intonation)			
Uses confirming statements, acknowledges intern's successes			
SUSTAINS THINKING Through pausing and paraphrasing			
Pauses <ul style="list-style-type: none"> • After asking a question • After hearing a response • Before making a response or asking a question 			
Paraphrases <ul style="list-style-type: none"> • To acknowledge and clarify emotion • To acknowledge and clarify content • To summarize/organize content • To shift level of abstraction 			
SUSTAINS THINKING THROUGH QUESTIONING	Date:	Date:	Date:
Uses Inquiry Questions to			

Open Thinking Avoids yes/no format E.g. Avoid "Do you think cooperative learning is a good strategy?"			
Uses Inquiry Questions to Open Thinking Asks questions that produce new insights E.g. "How might this strategy keep your students more engaged?"			
Uses Inquiry Questions to Open Thinking Uses language to focus on specific cognitive process E.g. "How might you compare today's mini-lesson to yesterday's mini-lesson?"			
Uses Probing Questions to Focus Thinking Asks questions to clarify explanations and ideas E.g. "In what ways was it better?"			
Uses Probing Questions to Focus Thinking Surfaces specific examples E.g. "What are some examples of student learning that took place?"			
Uses Probing Questions to Focus Thinking Asks questions to examine implications, consequences, inferences, or assumptions E.g. "How might this strategy impact the way you plan your future lessons?"			
EXTENDS THINKING			
Provides Information			
Provides Resources			
Frames Expectations			
SHIFTS ON THE CONTINUUM			
Coaching---Collaborating---Consulting			



Mentoring Committee

Mentoring Library Resources

(a work in progress)

Books

Coppola, Albert J., Scricca, Diane B. & Connors, Gerard E. **Supportive Supervision: Becoming a Teacher of Teachers**

Correia, Marlene P. & McHenry, Jana M. **The Mentor's Handbook: Practical Suggestions for Collaborative Reflection and Analysis 2nd Edition** (3 copies)

Danielson, Charlotte **Enhancing Professional Practice: A Framework for Teaching 2nd Edition** (4 copies)

Podsen, India J. & Denmark, Vicki M. **Coaching & Mentoring First-Year & Student Teachers**

Rutherford, Paula **The 21st Century Mentor's Handbook**

Udelhofen, Susan & Larson, Kathy **The Mentoring Year: A Step-by-Step Program for Professional Development**

Lemov, Doug **Teach Like a Champion**

Kristin Souers with Pete Hall **Fostering Resilient Learners – Strategies for Creating a Trauma-Sensitive Classroom**

Fred Jones **Tools for Teaching**

NO FAULT, EASY OUT POLICY

This form should be filled out by any member of a mentoring partnership (mentor or intern) who for any reason wishes to discontinue his/her current responsibilities. When the form is completed, it is to be given to the Mentor Teacher Internship Program (MTIP) Facilitator.

Note: All information on this form will be regarded as confidential. The Mentor Steering Committee (MSC) will assign a new mentor intern pairing.

Your Name: _____ Date: _____

Name of Mentoring/Intern Partner:

_____ I have a personal concern with the effectiveness of the mentoring partnership. (Please provide a brief explanation.)

_____ I have a professional concern with the effectiveness of the mentoring partnership. (Please provide a brief explanation.)

_____ I am taking a temporary leave of absence from mentoring or from my job. (Please provide anticipated starting and ending dates.)

_____ Other concern with a brief explanation:

Evans-Brant Central School District
Lake Shore Central Schools

Application for Appointment as a Mentor Teacher

**Go to our website for the latest
application.**

www.lakeshorecsd.org/domain/536

There are ten standards for effective mentoring.

1. *Program Philosophy and Purposes:* The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development. The mentoring program facilitates the transition of the beginning teacher from success in preparation programs to effective practice in new contexts of the classroom and school district.
2. *Program Design:* The mentoring program is designed as a critical component of a comprehensive induction plan and is embedded in an integrated professional culture. The design supports a district's mission and vision and is consistent with school, district and state standards in addressing Pre-K -12 learning standards.
3. *Beginning Teacher Knowledge, Skills, and Dispositions:* Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed. The beginning teachers must display a readiness to continue learning about teaching, and invite collaborative support and guidance.
4. *Mentoring Skill and Knowledge:* Mentors must be familiar with research-based practices that promote student learning and growth at the various stages of development. Additionally, mentors should be immersed in the knowledge, research base and best practices of mentoring.
5. *Mentors Have Clearly Defined Roles and Responsibilities:* The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher. The mentor as a teacher/leader serves as a model of professional conduct and embodies a vision of excellence in teaching.
6. *Mentor Development:* Mentoring is a professional practice with its own knowledge and research base, strategies and best practices. Mentor development is a comprehensive and continuous program extending from initial preparation through ongoing professional learning.
7. *Shared Leadership and Administration:* Leadership of the mentoring program is a shared responsibility among all stakeholders. Administrative processes that provide instructional support to both beginning teachers and mentors are embedded within the comprehensive induction program.
8. *Program Implementation:* The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers. An infrastructure (resources, time, staff, and preparation) is established to help ensure that beginning teachers receive the continuum of support and development necessary to foster effective teaching and learning.
9. *Mentor Selection:* Mentors are recruited and selected through a rigorous and transparent process using well-articulated and accepted criteria that consider the mentor candidate's commitment to the profession and teaching experience. The mentor selection process is aligned with a district's needs as well as those of the beginning teacher.
10. *Program Evaluation:* The mentor program has a comprehensive system of formative and summative assessments that evaluates and analyzes program concepts, involves program participants and other stakeholders, and leads to substantive and continual improvements.

For the full document, go to:

<http://www.highered.nysed.gov/tcert/pdf/mentoringstds10032011.pdf>

Mentor/Intern Checklist

The following information and/or forms are **recommended** topics to be shared and discussed between the intern and mentor. Please note that some of these items may have been shared with the intern during orientation.

MTIP

___ <http://www.lakeshorecsd.org/Domain/536>

Safety/Emergency Procedures

- ___ Fire drills and lock-downs
- ___ Emergency plans and procedures
- ___ Fire extinguishers and alarms
- ___ Accident reports
- ___ Medical emergencies
- ___ Medication procedures
- ___ Windows closed, sill clear
- ___ Door closed and locked
- ___ Hanging paper from ceiling or near doors
- ___ Opening locked doors for others
- ___ Masks/sanitizing/social distancing

Building Routines and Procedures

- ___ Parking
- ___ Normal working hours
- ___ Announcements
- ___ Open House
- ___ Introductions to secretaries, and custodians, and nurse
- ___ Incoming and outgoing mail boxes
- ___ Lake Shore Central School/Faculty Handbook
- ___ School policy regarding snacks or drinks in classrooms for staff/students
- ___ Assemblies – procedures
- ___ Using the courtyard
- ___ Field Trip Arrangements
- ___ Smoking Policy
- ___ Money collection - policy/ procedures
- ___ Newsletter
- ___ Excuses, Bus Passes
- ___ Early dismissal
- ___ Late bus passes
- ___ Learning Target (objective visible)
- ___ Elevator
- ___ Doors to enter after bell

Staff Absences

- ___ Arranging for a substitute
- ___ Who to notify/AESOP
- ___ Applying for sick or personal leave

Building Routines and Procedures

- ___ Phone Tree
- ___ Keys/Swipe Card/Doors to enter
- ___ Wearing I.D.'s
- ___ Building Tour
- ___ Maintenance Request
- ___ Procedures for student absence/tardiness
- ___ Office procedures, copy machine, etc.
- ___ Room Reservations
- ___ What if I need to leave my classroom?
- ___ Playground procedures
- ___ Leaving the building
- ___ Chaperoning
- ___ Employee dress and appearance
- ___ Use of the library for class projects
- ___ Guest Speakers – getting approval
- ___ Supplies (budget items vs. school-supplied items) Central Store Usage

Meetings (faculty, department, grade level, CSE, RTI, parent, team meetings)

- ___ What are they?
- ___ What should I expect?
- ___ Who will let me know the schedule?
- ___ Expected length
- ___ What if I can't be there?
- ___ Roles and expectations

Professional Learning

- ___ Workshops/Conferences/Meetings
- ___ Erie/Catt Teacher Center
- ___ Procedures (How to register for PD classes)
- ___ Course Credit Requests (College)
- ___ Claiming mileage
- ___ APPR Requirements
- ___ Claim Forms
- ___ Required PD hours
- ___ CTLE (pink pd sheet)
- ___ 100 hours every 5 years
- ___ SAFE Schools Training
- ___ Fund Raising
- ___ Collecting money from students
- ___ Taking responsibility of personal PD

Student Matters

- ___ Conferences
- ___ "Other" – type reason in notes to admin
- ___ Preparing for an absence (sub folder)

Telephone System

- ___ Accessing voicemail
- ___ Outgoing calls
- ___ Setting up voicemail
- ___ Long distance calls

Cafeteria procedures

- ___ What is my role?
- ___ Where can I get lunch?

Technology/Audio Visual

- ___ District Technology Support Center
- ___ Computer access, computer labs, laptop carts, I-pad carts, projectors
- ___ What is available?
- ___ Where is it?
- ___ How do I reserve it?
- ___ Technology Integration
- ___ Tech Integrator
- ___ PowerSchool
- ___ Remote Storage
- ___ E-Mail (Acceptable Use Policy)
- ___ Cell Phone Usage (Student and Faculty)
- ___ Social Media

Curriculum Questions

- ___ New York State Standards
- ___ Lake Shore Central School Curriculum
- ___ Elementary Core Curriculum Leaders
- ___ Department Chairs
- ___ Learning target (visible objective)

- ___ Handling a fight between students
- ___ Reporting a discipline problem
- ___ Reporting serious problems with a student (health or behavior)
- ___ Handling confidential information
- ___ IEP/CSE/504 Plans
- ___ Student records – attendance, phone log, grades
- ___ Parental contact – procedures for incoming and outgoing (phone log, e-mail log, letters, conferences, potential problems)
- ___ Photo release of students
- ___ Student Code of Conduct
- ___ Relationships with students
- ___ Grading and homework guidelines or policies, documenting grades
- ___ Report Cards
- ___ Roles and responsibilities of a teacher aide, teaching assistant
- ___ Approval for notes home
- ___ Approval to use written materials for publication
- ___ Mandated Reporter
- ___ Dignity for All Students Act (DASA)

Other

- ___ Coaching
- ___ Extracurricular opportunities
- ___ Questions about the LSCTA contract
- ___ APPR, pre and post observation process, evaluation tool, TIP
- ___ Business Office
- ___ Medical/Flex Plans/105H
- ___ Bus Duties/Breakfast Duties
- ___ Confidentiality
- ___ Reviewing Faculty Handbook
- ___ Option of visiting other classrooms, including specials
- ___ Other

Mentor Log Activities

Record **6 hours** of **instructional release time** every **month**.

Activities to include on your log:

W/C: Workshop/conference

- Teacher center classes
- PD workshops
- LS Trainings
- Out of District Trainings

SM: Scheduled Meetings

- Department meetings
- Grade level meetings
- Faculty meetings – Instructional or Non-Instructional - Mandatory
- LSCTA Meetings
- Committee Meetings

-Completing Mentoring Paperwork

(log, surveys, goal reflections, etc.)

CO: Classroom Observations

- Superintendent
- Principal
- Mentor teacher
- Intern Observations
- Third Party Teacher
- Visit another School
- Parent teacher conference

HDR: Half Day Release

- to attend conferences
- workshops
- observations

FDR: Full Day Release

- to attend conferences
- workshops
- observations

DV: Visit to another district

IM: Impromptu Meeting

E: E-mails

P: Phone Calls

GM: Google Meets

O: Other

- chaperoning
- school functions
- Club Advisor Meetings
- Field Trips
- Rtl Meetings
- CSE/504 Meetings
- Open House Preparation

MTIP Confidentiality Updates and Process June 2021

Description of Update

- The Confidentiality section (page 10) of the *MTIP Plan 2021-2022* has been expanded to include the ongoing expectation of confidentiality between both participants, beyond the mentoring year.

[Mentor Teacher Internship Plan 2021-2022](#)

- The 2021-2022 MTIP Mentor Application has been updated to include a checkbox that the applicant agrees to sign a confidentiality agreement.

[Application for Mentor Teacher 2021 - 2022 update 5.21.xlsx](#)

- A Confidentiality Agreement has been developed that will be signed by each participant.

A copy will be given to the mentoring partner.

[MTIP Confidentiality Agreement](#)

To Do

**Upload plan
on MTIP
website.**

**Upload
application
on website.**

**Make 3
blank copies
per NTO
participant
folder**

Confidentiality Process

- Mentors complete a Mentoring Application and agree to sign a confidentiality agreement.

- When a mentor is assigned to an intern and receives notification from Melissa Bergler, mentor again agrees to sign a confidentiality agreement.

**Update
notification
from ASI**

- At **New Teacher Orientation**, Lori Wunder emphasizes the importance of both mento and intern confidentiality, reading the confidentiality excerpt from the MTIP plan.

Then, the Confidentiality Agreements are signed and exchanged in this “public forum”.

Each participant signs 3 copies of the confidentiality agreement:

1 copy for Lori Wunder - Lori collects

1 copy for the mentoring partner - partners exchange

1 copy for the participant to keep.

This same procedure applies at “Welcome to MTIP” meetings throughout the year.

- Confidentiality Agreements remain on file.

MTIP Participant



Confidentiality Agreement

For an effective mentoring relationship to develop, both the mentor and the intern must trust that all mentoring interactions, especially discussions of private issues or problems, are being handled with discretion. The purpose of this agreement is to protect both the mentor and the intern from a breach in confidentiality during and after the mentoring process.

I, _____, agree to keep confidential the specifics of my discussions with my mentor/intern. I will maintain confidentiality about our interactions, both during the mentoring year as well as after the mentoring year.

I will discuss my mentoring experience only with the Lake Shore MTIP Facilitator and only if the need arises. The MTIP Facilitator will maintain confidentiality unless a breach of confidentiality is necessary to maintain someone's life, health or safety.

I understand that a copy of this agreement will be given to my intern/mentor and I will also receive a copy of his or her signed agreement.

Signature

Date

I am the mentor/intern (circle one)

Mentoring Partner

Date

I am the mentor/intern (circle one)

- **Names** _____
- **Circle Time** Half Day am Half Day pm Full Day
- **Circle Activity** Mentoring Observing Training
- **Activity Location** _____
- **Activity Date** 1st Choice _____
 2nd Choice _____
 3rd Choice _____

(Please be sure to submit this request **at least 2 weeks before** your earliest choice.) *Paper request*

- **# of Substitutes Needed Circle One** 0 1 2

Please sign and submit to **Melissa Bergler at District Office**

You will receive an approval from Melissa Bergler

with one of your Activity Date choices circled.

Enter in Aesop as “other” and indicate “MTIP mentoring” in notes.

Note: If you don’t have a substitute, you may be asked to postpone your mentoring time.

_____	_____	_____
Mentor	Intern	Melissa Bergler