Administrator Mentor Plan (AMP)
Lake Shore Central School District

September 1, 2023 - August 31, 2027

Reviewed Annually by
Administrative Mentoring Steering Committee

I. Statement of Administrator Mentor Plan

The Administrator Mentor Plan (AMP) in Lake Shore Central School District allows a trained mentor administrator to work with a Lake Shore Central administrator (mentee).   Administrators eligible to participate as a mentee may include administrators who are new to administration, new to Lake Shore Central School District, have been placed on a Principal Improvement Plan (PIP) or are transitioning between job assignments or buildings.

The mentor program is designed to support administrators as they grow/transition into a new position by facilitating relationship building and moving the mentee along the continuum of proficiency according to the MPPR (Multidimensional Principal Performance Rubric), the district's adopted APPR rubric for administration.   Mentees are provided with opportunities for support and effective feedback by using systematic, proactive, and collaborative activities within a confidential mentor / mentee relationship. Mentors provide consistency, access, confidentiality and availability for the mentee. This program will comply with all New York State Education Department (NYSED) Commissioner's Regulations.

The primary goal for the AMP is to develop highly effective leaders which leads to improved student achievement through the MPPR (Multidimensional Principal Performance Rubric), the district's adopted APPR rubric for administration including:
1. Shared Vision of Learning
2. School Culture and Instructional Program
3. Safe, Efficient, Effective Learning Environment
4. Community
5. Integrity, Fairness, Ethics
6. Political, Social, Economic, Legal and Cultural Context
7. Goal Setting and Attainment

II. Mentor Steering Committee

The Lake Shore AMP (Administrative Mentoring Program) is governed by the Administrative Mentor Steering Committee (AMSC). The committee administers the practices and procedures of the program. To the extent practicable, the committee will be composed of three administrators and the Assistant Superintendent for Instruction. To the extent practicable, the committee should represent the elementary level, secondary level and one non-instructional member as needed. The committee is chaired by an administrative member selected by the committee; the AMSC Facilitator.

Each year, the AMSC will:

- Review and update the Administrative Mentoring Program
- Provide training to all potential administrative mentors
- Determine who the AMSC Facilitator is for the year

Members of the 2023-2027 Mentor Steering Committee are:
Melissa Bergler, Assistant Superintendent for Instruction
Katy Berner-Wallen, Principal
Jill Clark, Principal
Christine Starks, AMSC Facilitator, Building/Program Administrator

III. Mentor and Mentee Time and Accessibility

An effective mentoring relationship requires frequent contact (i.e.: weekly, bimonthly, monthly). Since mentors and mentees most likely are not assigned to the same building, communication is expected via phone, email, virtually, or in person (most beneficial). Both mentor and mentee are expected to initiate contact. Contact is both scheduled and impromptu and should average 4 hours per month together. More time may be needed initially and should be adjusted accordingly.

IV. Setting Directions and Training

Each year, the committee will determine the need to train administrative team members in mentoring. The training will be facilitated by the AMSC Committee, the Assistant Superintendent for Instruction and/or designee(s). This training is offered in tiers and aims to respect the important role of mentoring. Training could include, but is not limited to:

- Identifying the direction of the mentoring relationship
- MPPR topics
- Self-Reflection
- Goal setting
- Cognitive Coaching
- Appropriate Learning Standards (NYS, CCLS, NextGen)
- Training in Staff Evaluation/Danielson
- Networking opportunities
- Confidentiality
- New Teacher Orientation (includes SNI tour)
- Lake Shore Introduction to Administrative Team Contacts

- District Initiatives, Policies and Procedures
- Native American Culture
- Special Education
- Crisis Prevention-Intervention
- BOE Visits and Presentations
- Safety Drills
- Budget
- End of Year procedures/events

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. The AMSC will be responsible for ensuring that all administrative team members understand the role and expectations of mentoring.

In addition to the mentor, the mentee will have scheduled meetings with the Assistant Superintendent of Instruction, the Director of Pupil Personnel and the Building/Program Administrator. The purpose of these meetings is to extend conversations that have taken place with the mentor and to give expertise and detailed information regarding topics such as: special education and the Part 200 Regulations, CTLE and certification requirements, LSCTA contractual obligations including Professional Learning, and other areas the mentee would like to inquire about.

Should a mentor be deemed ineffective with a mentee or found unable to fulfill mentoring duties, or if a mentee is dissatisfied with the mentor assignment, the mentor or the mentee may request an end to the partnership using the "No Fault, Easy Out" Procedure form (appendix). This form is utilized as a last resort, after the mentor, the mentee, or both meet with the AMSC Facilitator.

V. Mentor Selection

A mentor is selected by the superintendent or designee in collaboration with the Administrative Mentoring Steering Committee. The administrative team will receive annual training and understand the role of mentor with a strong respect for confidentiality. It is preferred that a mentor have tenure, but is not a requirement in the program. The goal is to best match a mentor and mentee with similar experiences if applicable. It is preferred that the last three MPPR reports have included an overall rating of "effective" or "highly effective". Mentors 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.

A mentor is assigned in a timely manner to an intern under one of these six scenarios:

- The leader is a new leader in the district
- The leader has initial certification
- The leader has initial certification, is in the first year of an administrative position and is employed in the district for more than 40 contiguous days (long term substitute)
- The leader is making a significant shift in assignment ("significant" will be determined by the AMSC)
- The leader is returning to the district after a leave (and needs a mentor, as determined by the AMSC)
- The leader is on a PIP and the plan requires a mentor assignment

Mentoring should be for one full year.

Once mentor-intern assignments are made, the Assistant Superintendent for Instruction (or designee) will send letters of notification to each mentor and mentee. The Assistant Superintendent for Instruction and the AMSC Facilitator will maintain contact with each pair to ensure continued progress and identify possible needs that will further support their partnership.

VI. Role of the Mentor

The mentor will communicate guidance to mentee to promote understanding of the following:

- NYS Educational Law including APPR and MPPR requirements
- NYS Learning Standards and State assessments
- The intricacies of the school and community organization
- Professional opportunities and responsibilities

A **Mentor Intern List of Talking Points** (appendix) has been developed to guide the mentor and intern.

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

- provide guidance, support and encouragement to the mentee
- invite the mentee to observe instruction together

- use the skills obtained in training to facilitate conversations and conference together
- model best administrative practices and behavioral management strategies
- collaborate with the mentee in goal setting and goal implementation
- offer suggestions and resources to support the intern and seek out workshops to help the mentee reach his/her goals.

The mentor will be a colleague, working with another professional to implement a smooth transition from a novice administrator to a highly effective, competent administrator. The role of the mentor is, at all times, non-supervisory. Meeting with the mentee frequently and being available before and after school are a part of a good mentor's work. Frequency is a must.

Confidentiality is mandatory.   The mentor will collaborate with the mentee to provide assistance and support. There is no supervisory role. No interactions between mentors and mentees will be discussed with anyone else on staff. Each mentor and mentee will be given careful instructions to this effect and will be expected to strictly adhere to the plan for confidentiality (appendix).   No information obtained by the mentor through interaction with the mentee will be made available to any person, nor will it be used in the mentee's evaluation process. 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 mentees.

The only exception to the component above is: information obtained by a mentor through interaction with a new administrator while engaged in mentoring activities of the program shall not be used for evaluation or discipline, 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 administrator has been convicted of a crime.

VII. Role of the Superintendent

The Superintendent, in collaboration with the Assistant Superintendent for Instruction, will oversee the implementation of the Administrator Mentoring Program.

The Superintendent or designee is recommended to provide a site visit for the mentee once before January during the mentee's first year to the extent practicable. This early visit will allow for improvement and reflection by the

mentee. The Superintendent will honor the confidentiality of the mentee/mentor relationship.

VIII. Role of the Mentee

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

Finally, the mentee will honor the confidentiality of the mentee/mentor relationship.

IX. Program Evaluation

 The District will assess the extent to which the program has benefited both mentors and interns in several ways.

The AMSC facilitator will review all materials pertaining to the program and facilitate the review of the program each year in order to update the plan for Board of Education approval.   Identification of problem areas, suggestions for future improvements, notable accomplishments and any adjustments suggested by the Administrator Mentor Steering Committee (AMSC) and feedback received from mentors and mentees in the form of a formal survey, as well as any non-solicited, informal feedback AMSC members have received, will be implemented in collaboration with the Assistant Superintendent for Instruction. Changes critical to program improvement will be made prior to the beginning of the following school/program year.

NO FAULT, EASY OUT PROCEDURE

This form should be filled out by any member of a mentoring partnership (mentor or mentee) who for any reason wishes to discontinue his/her current responsibilities. When the form is completed, it is to be given to the superintendent or designee.

Note: All information on this form will be regarded as confidential. The superintendent or designee will assign a new mentor intern pairing.

Your Name: _____ Date: _____

Name of Mentoring 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:

Administrative Mentor Mentee Talking Points
Lake Shore Central Schools

The following information and/or forms are topics to be shared and discussed between the mentee and mentor. Mentees would identify topics that are priorities for discussion.

Safety/Emergency Procedures
____Fire drills
____Procedures for shelter in place, lockdown and lockouts
____Who to communicate to and what to share
____Emergency plans and procedures
____Fire extinguishers and alarm locations
____Accident reports
____Medical emergencies
____Medication procedures
____ Safety Classroom Expectations (Windows closed, sill clear, door closed and locked, hanging paper from ceiling or near doors)

Building Routines and Procedures
____Parking
____Normal working hours
____Announcements
____Open House
____Introductions to staff throughout the buildings
____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
____ Code of Conduct
____Money collection - policy/ procedures
____Communication (Global Connect, Social Media, Website)
____Excuses, Bus Passes
____Early dismissal
____Late bus passes
____Elevator
____Doors to enter after bell

Staff Absences/Personal
____Arranging for a substitute
____Who to notify/AESOP
____Applying for sick or personal leave

____Keys/Swipe Card/Doors to enter
____Wearing ID ("What if I lose it?")
____Building Tour
____Maintenance Request
____Procedures for student absence/ tardiness
____Office procedures, copy machine, etc.
____Room Reservations
____What if I need to leave my building?
____Playground procedures
____Chaperoning
____Employee dress and appearance
____Guest Speakers
____Supplies (budget/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 Development
____Workshops/Conferences/Meetings
____Procedures (How to register)
____Course Credit Requests (College)
____Claiming mileage
____MPPR Requirements
____Claim Forms
____CTLE
____ Safe Schools Training
____Fund Raising
____Collecting money from students
____Taking responsibility of personal PD

Student Matters
____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

____Conferences/Jury Duty
____"Other" – type reason in notes to admin
____Sub folders
____Teacher coverage
____Contractual Obligations

Telephone System
____Setting up voicemail/name
____Accessing voicemail
____Outgoing calls
____Long distance calls

Cafeteria procedures
____What is my role?
____Where can I get lunch?
____Role of monitors
____No shame policy

Technology/Audio Visual
____ District Technology Support Center
____ Computer access, computer labs, laptop carts, I-pad carts, projectors
____What is available?
____Where is it?
____Point people in building and district
____Technology Integration
____PowerSchool and Logs
____VPN/Remote Access
____E-Mail (Acceptable Use Policy)
____Cell Phone Usage (Student and Faculty)
____Social Media & School Responsibility

Curriculum Questions
____New York State Standards
____Elementary Core Curriculum Leaders
____Department Chairs
____RtI
____Data Leader
____Assessments

____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
____Family Support Center
____Relationships with students
____Grading and homework guidelines or policies, documenting grades
____ Report Cards
____ Roles and responsibilities of a teacher aide, teaching assistant
____ Approval to use written materials for publication
____Mandated Reporter
____Dignity for All Students Act (DASA)
____Role of school counselor & social workers

Budget Process
___ Timelines/Expectations
___ WinCap

Other
____ Coaching
____ Extracurricular opportunities
____ Questions about the LSCTA, Teamster & LSCASA contracts
____ APPR, pre and post observation process, evaluation tool, TIP
____Business Office
____Medical/Flex Plans/105H
____Bus Duties/Breakfast Duties
____Confidentiality
____Option of visiting other buildings
____Role of secretary
____Ordering agendas
____Teacher grievances
____Budget/timeline/WinCap/timesheets
____Annual Goal setting