

EASTPORT-SOUTH MANOR CENTRAL SCHOOL DISTRICT

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ESM Mentoring Guidelines 2018-19

Permanent Substitutes with Initial Certificates Only

NYSED Regulations:

If the Initial certificate holder is in his or her first year of teaching and is employed in the district for *more than 40 contiguous days* (approximately .22 FTE), the district must provide mentoring to such long-term substitute teachers. If the Initial certificate holder is in his or her first year of teaching and is employed in the district *40 days (approximately .22 FTE) or less*, the district is *not* obliged to provide mentoring to such short-term substitute teachers.

Philosophy:

Mentors are the "go to" person for new teachers. When they don't even know who to bring a question or problem to, the Mentor is the first person they can see for guidance. Regarding the unique aspects of a permanent substitute, the mentor functions as:

- A point of contact for questions and concerns
- The mentor may assist the permanent substitute in gaining a firm understanding of the ESM community and policies at both the district and building levels
- The mentor may guide the permanent substitute through the process of procuring a classroom teaching position

Meeting Times:

Mentors meet with participants regularly every 2 weeks before or after school for at least 40 minutes

NYSED Mentoring Requirements

1. The following collaborative support activities may occur:
 - a. Jointly attending essential conferences and workshops.
 - b. Implementing technology.
 - c. Becoming familiar with school, department, and district level expectations, policies, and procedures.
2. Mentors and interns will collaboratively maintain an official program log of topics discussed and cumulative hours spent in collaborative activities. The official log must be submitted to the Mentoring Committee by June 1st with a copy to be placed in the intern's personal file. This documentation should act as the necessary mentoring requirement for permanent certification.
3. In addition, the purpose of such logs will be to collect data as the program moves forward and to serve as a foundation for subsequent additions to and alterations of the program.

4. The Official program log will include:
 - a. the name of the professional certificate holder
 - b. his or her certificate identification number
 - c. number of hours completed and the date and locations of the meetings.
5. The records shall be retained by the school district for at least seven years from the date of completion.
6. A Program Coordinator will be recommended by the Mentoring Committee for consideration by the Superintendent and appointed by the Board of Education.
 - a. The Program Coordinator should not be a member of the Mentoring Committee.
 - b. The Program Coordinator will facilitate all program activities.
7. All provisions of this program are subject to the collective bargaining agreement.

Expectations:

1. Mentors and interns will meet formally biweekly outside of the school day to discuss: classroom management, lesson plan design, questioning technique, school policy, content, student assessment, grading practices, grade book protocol, levels of expectation of students and staff, professional development, instructional strategies.
2. Mentors and interns can schedule informal meetings at a mutually agreeable time.
3. The mentor will undertake various roles such as: listener, supporter, advisor, guide, counselor, role model, friend, and nurturer.
4. The intern's roles may include: listener, observer and initiator. In addition, other roles may emerge from the mentoring relationship.
5. The Mentor/Intern ratio will not exceed 1:4.
6. Mentors and interns will meet with Mentoring Committee as required.
7. Mentor Selection Criteria:
 - a. Mentors must be tenured and willing to participate in the program.
 - b. Mentors can be retirees from the district as long as they are active members of the Teachers' Association.
 - c. Evidence of superior teaching abilities and excellence in the teaching.
 - d. Demonstrated his/her mastery of pedagogical and subject matter skills in content area.
 - e. Completion of mentor training.
 - f. Familiarity with the district and school community.
 - g. Given evidence of superior interpersonal relationship qualities and ability to work collegially.
 - h. Evidence of continued development in the profession.
 - i. A willingness to fulfill all roles and responsibilities as described in the Mentor Plan.

Suggested Topics for Discussion for Mentors and Permanent Substitute Interns

1. Classroom Management

- a. How to handle disruptive students in the classroom
- b. Consistency
- c. PBIS - building-level polices
- e. Motivating uninterested students.
- f. Strategies to deal with how students test new teachers.
- g. Lock-down/Lock-in and School Safety Polices

2. Differentiated Instruction

- a. Meeting the needs of all students
- b. Understanding IEPs

3. The Teacher Persona

- a. Dress, attitude
- b. Timeliness
- c. Professionalism
- e. Social Media

4. Certification

- a. Clarifications
- b. Submission Timelines
- c. Monitoring hours after professional certificate is issues

5. Tenure

- a. Clarification
- b. Acquisition
- c. Limitations of tenure
- d. New changes to Education Law in 2015 and beyond

6. Procurng a Position at ESM

- a. Understanding the ESM District - Community and Initiatives
- b. What ESM looks for in prospective teachers
- c. Interview questions - how to prepare