

# McGraw Central School



## Professional Development:

The opportunity offered to educators to develop new knowledge, skills, approaches, and dispositions to improve their effectiveness in their classrooms and organizations.

## Plan for Professional Development

The McGraw Central School Professional Development Plan has been formulated by the District's Curriculum Advisory Team. This team is made up of eight teacher representatives, the Superintendent, the Secondary Principal, and the Elementary Principal.

## Members of the 2008-09 Curriculum Advisory Team

Dan Briggs, Beth Carsello, Pam Coombs, Rebecca Cornell, Rick Cowit, Mark Dimorier, Maria S. Fragnoli-Ryan, Beth Kanalley, Tane McGuinness, Jenny Tucker, Terri Valentine, and Michelle Wehrman

## Purpose:

The purpose of professional development is to help educators better meet the McGraw Central School District Mission Statement:

"The Mission of the McGraw Central School District is to pursue the maximum fulfillment of each student's potential. We will accomplish this by identifying student outcomes based on excellence, fostering and enhancing student opportunities, emphasizing student enthusiasm, and promoting parent, school, and community involvement."

## **We believe:**

- All professional development should have a positive effect in the classroom.
- The improved skills and knowledge of teachers will have a positive impact on student performance.

- Professional educators are obligated to continue to develop and integrate skills and knowledge in their profession and should be involved in staff development throughout their professional lives.
- Professional educators need to take part in broad-based educational programs and more narrowly based training programs which include both the theoretical and practical components of pedagogy.
- The district has an obligation to help educators develop new skills and knowledge in their regularly changing field, while being aware that significant change in educational practice takes considerable time and necessitates patience and support.
- The district has an interest in providing new faculty with opportunities to maintain their professional certification.
- Building administrators actively support the professional development of instructional staff members.
- District-offered professional development programs should be aligned with the NYS Learning Standards and assessments and have long-term goals for pupil achievement.
- Opportunities for professional development are devised to meet the needs of the student and the classroom and are driven by current research on teaching and learning.
- Professional development is continuous and benefits from follow-up support.
- Faculty and staff need to have resources and strategies available which help promote a safe and productive environment in the classroom and school.
- The entire school community has a responsibility to share in efforts to identify ways for implementing strategies to increase student achievement.
- Professional development includes opportunities for educators to share skills and knowledge.
- Professional development programs will be offered to school personnel who work with students with disabilities.
- New teachers benefit from a mentoring program in their 1<sup>st</sup> year of teaching (and in their 2<sup>nd</sup> and 3<sup>rd</sup> years as needed).

### **Recommended Formal Avenues of Professional Development**

- In-service workshops and courses offered by the Cortland County Teacher Center held after school, evenings, or during school vacations.
- Workshops of varying length conducted by professional educational organizations such as BOCES, NYSUT, SETRIC, the New York State Education Department, and colleges and universities.
- Staff Development Days offered in the district during the school year.
- Summer Grants awarded by the District's Curriculum Advisory Team.
- Graduate course work for faculty supported by salary increments.
- District sponsored participation in the writing and updating of curriculum.
- Approved online or distant learning courses.
- Peer assistance programs which allow skilled teachers to share their expertise and knowledge with teachers who have had unsatisfactory evaluations.
- Mentoring program which allows for in-district and out-of-district support.

### **Recommended Independent Avenues of Professional Development**

- Teacher visitations to other school districts.
- Membership in a variety of local, state, and national education organizations.
- Attendance at professional conferences supported by reimbursement and release time.
- Mentoring opportunities where teachers formally share expertise and knowledge regarding teaching and learning. (see Appendix A)
- Independent study approved by the building principal (such as professional reading, peer coaching, related travel, etc.).

### **Needs Assessment**

- The Curriculum Advisory Team will conduct an annual survey to assess the interest and needs of instructional staff regarding programs to improve instruction and student achievement. The compiled information will be given to each building administrator.

- Student performance on NYS tests and other assessments will be used to determine areas which need instructional development and/or curriculum revision to meet the learning needs of students.
- The results of District curriculum audits, curriculum development cycles, action plans, and other related documents will be used in the decision making process.

### Evaluation

1. In district professional development
  - evaluation summary forms will be provided at the conclusion of each staff development activity. These forms will be submitted to the Curriculum Advisory Council.

Participants will complete an evaluation form that includes self-evaluative sections and summarize how the skills/activities learned/presented will be used in the classroom.

2. Out of district professional development

Faculty members who attend a conference/workshop:

- are to submit a summary of the conference to the administrative supervisor which shows how learned strategies will be incorporated into the classroom.
- may be asked to discuss conference at an appropriate meeting.

Approved by BOE 1/12/09  
revised 10/06  
revised 11/08

McGRAW CENTRAL  
SCHOOL DISTRICT

MENTORING

PROGRAM

5/08

## Mentoring Program Committee Membership

|   |            |
|---|------------|
| Maria S. Fragnoli-Ryan, Superintendent        | 03-present |
| Joan Bruckel, Coordinator of Special Programs | 00-05      |
| Mark Dimorier, Secondary Principal            | 03-04      |
| Mike Doughty, Interim Secondary Principal     | 07-08      |
| Jim McGuinness, Elementary Principal          | 03-07      |
| Trish Plata, Secondary Principal              | 04-06      |
| Mary Beatty, Faculty                          | 00-06      |
| Cathy Boland, Faculty                         | 08-present |
| Anne Doughty, Faculty                         | 03-05      |
| Lissa Lipfert, Faculty                        | 00-present |
| Nancy Lovell, Faculty                         | 08-present |
| Beth MacRae, Faculty                          | 03-07      |
| Mary Reagan, Faculty                          | 04-08      |
| Robert Schlicht, Faculty                      | 00-present |
| Susan Urban, Faculty                          | 00-03      |
| Michele Whalen, Faculty                       | 03-06      |

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## **I. DESCRIPTION OF THE PROGRAM**

School districts are required to follow mentoring programs for those in their first year of teaching. Mentoring new teachers in a program that defines responsibilities for the mentor and the mentee provides a structured mentoring procedure rather than the "buddy system" (that has previously been used.) An experienced teacher who is new to the district may request or be assigned a mentor.

## **II. GOALS OF MENTORING PROGRAM**

- A. Increase retention rate of new teachers by instilling a sense of community
- B. Improve student achievement
  - 1. research-based results
  - 2. high correlations with student achievement and mentored teacher
- C. Increase the opportunity for professional growth of veteran teachers
- D. Expose new teachers to diversified instruction and classroom management techniques
- E. Integrate new teachers into school culture

### **III. COMPONENTS OF THE MENTORING PROGRAM**

#### **A. Orientation**

New teacher orientation has been a standard practice for many years. This program will be collaboratively planned by the mentoring program committee. The date for this orientation will be set in June.

#### **B. Key Principles**

The two key principles of any partnership must be respect for individuality and confidentiality.

**Individuality** - Teachers have individual learning and teaching styles. It is important that both mentors and new teachers recognize and respect these differences. The purpose is not to develop teachers who teach identically. The purpose of the program is to help new teachers reach their full potentials and utilize their unique characteristics.

**Confidentiality** - Confidentiality is a critical component of the "mentor-new teacher partnership" because trust is fragile. Trust comes from the security of knowing that actions and words will not become public knowledge. The sharing of a confidence with an administrator or colleague can undermine the entire relationship. Therefore, shared confidences should be kept between the mentor and the new teacher. Mentors will never make evaluative reports about the new teacher for administrators or colleagues.

Exceptions to this confidentiality include:

- o Where an evaluative role for the mentor is stipulated contractually
- o Where withholding the information would pose a danger to the life, health, or safety of students or school staff

- o Where information emerges that the new teacher has been convicted of a crime
- o Where information emerges that raises a reasonable question regarding the new teacher's moral character.

### C. Roles/Responsibilities of Mentor, Mentee, and Administrator

#### 1. Mentor

##### General:

- Builds trust and rapport with the mentee
- Respects individuality
- Communicates about the school's culture and operating procedures
- Provides resources (emotional support and teaching materials)
- Agrees to function as a sounding board and mirror for the mentee
- Collaborates in problem solving
- Does not evaluate
- Provides curricular, instructional and classroom management techniques and strategies with guidance and support
- Creates opportunities for the mentee to access the expertise of other faculty members
- Functions as a professional role model in all aspects of school life
- Continues to develop skills as a mentor by attending conferences and workshops

##### Specific:

- Attends mentor training which includes but is not limited to:
  - o Adult Learning Theory
  - o Theory of Teacher Development
  - o Elements of Mentoring Relationship
  - o Peer Coaching Techniques
  - o Time Management Methodology
- Maintains a record of hours and activities (see page 12)

- Attends new teacher orientation if mentoring a first year teacher or a teacher new to the district
- When possible, agrees to set up meeting time with mentee prior to start of school year

## 2. Mentee

### General:

- Participates in the mentoring program
- Is willing to listen and learn from mentor
- Is willing to share with mentor

### Specific:

- Is required to attend new teacher orientation if a first year teacher
- Is encouraged to invite mentor to attend any post observation or similar conference
- When possible, agrees to attend meetings with mentor prior to start of school year
- Maintains a record of hours and activities (see page 12)

## 3. Both

Mentors and mentees will use four  $\frac{1}{2}$  days to visit and conference with each other. The mentor is required to visit the new teacher for a full lesson/class period. Following the visitation, the mentee will conference with the mentor for a minimum of a full lesson/class period. Other arrangements may be made by submitting a written proposal for the approval of the principal.

## 4. Building Administrator

### General:

- Assumes the role of "first mentor"; sets the tone
- Makes mentoring a priority

- Provides time
- Shows support explicitly and symbolically
- Encourages mentoring activities
- Attends mentoring training
- Keeps supervision and evaluation separate from mentoring
- Recognizes efforts of mentors, mentees, and staff
- Shows interest in and checks on program
- Communicates the vision of the mentoring program to the staff
- Makes time for problem solving

Specific:

- Schedules and attends four group meetings with the mentors using the following timeline:
  - 1<sup>st</sup> meeting prior to 11/15
  - 2<sup>nd</sup> meeting prior to 1/31
  - 3<sup>rd</sup> meeting prior to 5/15
  - 4<sup>th</sup> meeting prior to end of school year
- Schedules four meetings with mentees (optional invitation by mentee for mentor to attend)
- Communicates concern(s)
  - first to mentee
  - second to mentor with mentee permission

#### D. Identification of Workshops for Professional Growth

Mentors will suggest areas that would increase knowledge base for the mentees. Suggestions may include but are not limited to: a workshop, a conference, or an observation of another teacher or program (within or outside of the district). These suggestions would be made to the curriculum coordinator or the building principal.

## E. Identification and Pairing of Mentors

1. The building principal will distribute a memo indicating the need for mentors. Any interested tenured teachers must submit their name to the main office.
2. A selection committee for each building will be comprised of two tenured faculty (one selected by MFA and one selected by administration), and the building principal. This committee will select and pair mentors.
3. The building principal will follow up in writing with those teachers who volunteered to mentor and were not selected.
4. Under extenuating circumstances, any party may request continuation into the second year. The final decision will be made by the building principal after consulting with the superintendent.
5. Any party may request discontinuation of the partnership at the end of a quarter. This request will be reviewed and determined by the selection committee.
6. The characteristics and qualifications of mentors should include:
  - Is an approachable person
  - Acts as a positive role model
  - Supports people, (not just talents)
  - Encourages growth and achievement for students and colleagues
  - Honestly collaborates with colleagues and administrators
  - Possesses strong communication skills
  - Shares in the district/building vision
  - Helps other people advance and locate resources
  - Coaches in order to ensure the new teacher's ability to meet the demands posed by various situations

*"In short, mentors use their experiences and feeling for humanity to help protégés grow to the maximum potential."*

Judy-Arin Krupp

## F. Provisions

If financially possible, a supply budget will be maintained by the Coordinator of Special Programs. This will be for the sole purpose of providing resources for mentees.

## G. Compensation for Mentors

Mentors will be compensated a stipend of:

\$350.00 for mentoring a first year teacher

\$250.00 for mentoring a second year teacher

## H. Annual Evaluation of Program

- Dialogue at mentor/administrative meetings throughout the year
- Dialogue at mentee/administrative meetings throughout the year
- Time Log of Mentor/Mentee Activities

## I. Success Quote

*"We must build organizations where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning together."*

- Peter Senge

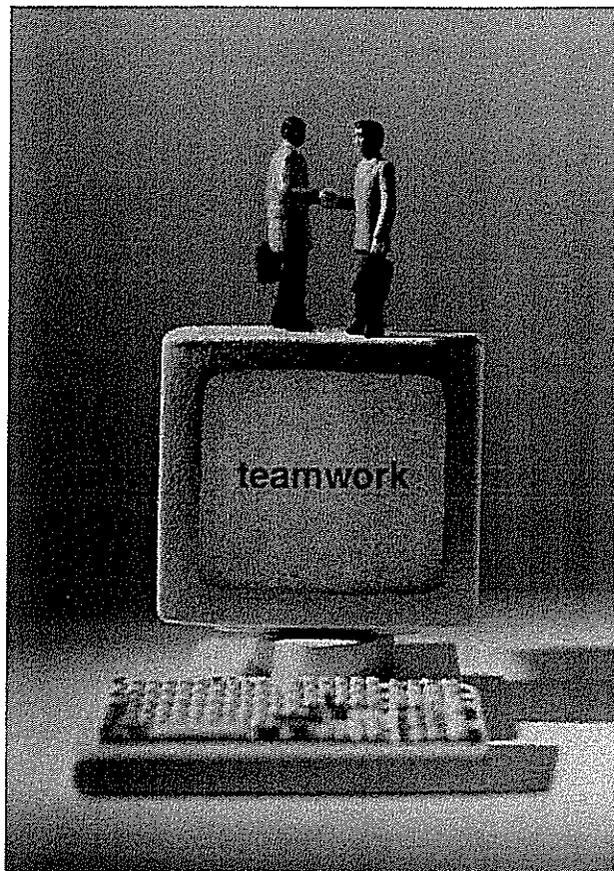
### J. Mentor/Mentee Log

|    | A            | B     |     | C               | D               |
|----|--------------|-------|-----|-----------------|-----------------|
|    | Mentor Name: |       |     |                 |                 |
|    | Mentee Name: |       |     |                 |                 |
|    | DATE         | TIME  |     | Initials Mentor | Initials Mentee |
|    |              | Begin | End |                 |                 |
| 1  |              |       |     |                 |                 |
| 2  |              |       |     |                 |                 |
| 3  |              |       |     |                 |                 |
| 4  |              |       |     |                 |                 |
| 5  |              |       |     |                 |                 |
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| 30 |              |       |     |                 |                 |
| 31 |              |       |     |                 |                 |
| 32 |              |       |     |                 |                 |
| 33 |              |       |     |                 |                 |
| 34 |              |       |     |                 |                 |

*Note: Identify, on this sheet, the dates of each four ½ days used to visit/conference and the day a full lesson/class period was observed.*

# McGRAW CENTRAL SCHOOL DISTRICT

## MENTORING PARTNERSHIP PROGRAM



## MENTOR TRAINING GUIDE

## Mentoring Functions

### **MENTORING FUNCTION ONE - Relating**

**Mentors build and maintain relationships with their mentees based on mutual trust, respect, and professionalism.**

- **Mentors Teachers will**

## MENTORING FUNCTION TWO - Assimilating

Mentors gather data about their mentees' ways of teaching and learning; determining their mentees' competency and confidence to handle a given situation; and identifying unique aspects of the school and community culture.

### Assimilation Tool

1. \_\_\_ Finding out what is expected of me as a teacher
2. \_\_\_ Communicating with the principal
3. \_\_\_ Communicating with other teachers
4. \_\_\_ Communicating with parents
5. \_\_\_ Organizing and managing my classroom
6. \_\_\_ Maintaining student discipline
7. \_\_\_ Obtaining instructional resources and materials
8. \_\_\_ Planning for instruction
9. \_\_\_ Managing my time and work
10. \_\_\_ Diagnosing student needs
11. \_\_\_ Evaluating student progress
12. \_\_\_ Motivating students
13. \_\_\_ Assisting students with special needs
14. \_\_\_ Dealing with individual differences among students
15. \_\_\_ Understanding the curriculum
16. \_\_\_ Completing administrative paperwork
17. \_\_\_ Using a variety of teaching methods
18. \_\_\_ Facilitating group discussions
19. \_\_\_ Grouping for effective instruction
20. \_\_\_ Administering SED assessments
21. \_\_\_ Understanding the school system's teacher evaluation process
22. \_\_\_ Understanding my legal rights and responsibilities as a teacher
23. \_\_\_ Dealing with stress
24. \_\_\_ Dealing with union-related issues
25. \_\_\_ Becoming aware of special services provided by the school district

From: How to Help Beginning Teachers Succeed by Stephen Gordon  
1991, ASCD, Alexandria, VA

## MENTORING FUNCTION THREE - Coaching

Mentors help their mentees fine-tune their professional skills, enhancing their grasp of subject matter, locate and acquire resources, and expand their repertoire of teaching modalities.

### *Out of Class Activities*

Problem Solving

Study Groups

Curriculum Development

Co-Planning Lessons

Storytelling about  
Teaching Practices

Interdisciplinary Planning

Videotape Analysis

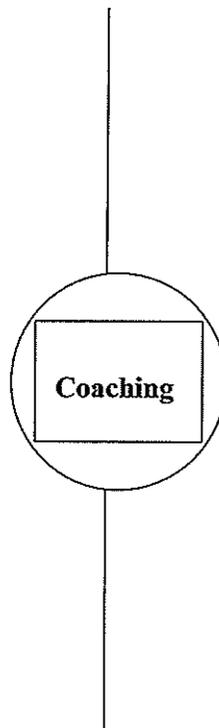
### *In-Classroom Activities*

Co-Teaching

Mentor as a Collaborative  
Planner

Mentor as an  
Expert Advisor

Mentor as a  
Classroom Mirror



## MENTORING FUNCTION FOUR - Guiding

Mentors move their mentees toward **independence** by guiding them through the process of reflecting on decisions and actions for themselves and encouraging them to construct their own informed teaching and learning approaches.

### Excellence is Possible

"We have work to do, but not impossible work. It is a matter of focus. It is a matter of appropriate criteria. It is a matter of communication. It is a matter of collaboration. It's a matter of will."

Reflecting on your work, thoughts, experiences, and insights what will you do to make excellence possible?

## New Teacher Orientation Components

### Welcome

- o Mentors introduce mentee
  - Mentor will have a pre-written biography on each mentee
- o Superintendent's comments

Union Representative(s)

(30 minutes)

Bus Tour of District

Installation of Voice Mail (specified time)

Technology (Technology Coordinator)

Students with Disabilities (Director Special Education)

Curriculum/Essential Questions (Curriculum Coordinator)

### District Responsibilities

Lesson Planning/Curriculum Document

District Expectations: student supervision  
(leaving students in an emergency)

Overview of Faculty Handbook

Classroom management

Discipline Parameters (detentions what  
merits a referral)

Handling parents – phone, in person

Student attendance: record keeping

Student concerns: Academic Intervention  
Team

### Mentor Responsibilities

Tour of building (Xerox machines,  
telephones, computer access)

Teachers' Hours –Time In & Time  
Out

Student Attendance list

E-mail

Keys

Library usage

Computer room use

Teacher attendance - general  
leave forms

Student of the Month

Student Failure List Expectations  
(high school)

Note: Open Invitation to all Staff

**McGraw Central School**  
**Mentor Program**  
**End of the Year – Mentor / Mentee Survey**

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle One: Mentor    Mentee

Please rate the following aspects of the McGraw Mentoring Program (MMP) on a scale of one to five. 5 means you "strongly agree" and 1 means you "strongly disagree".

**ORIENTATION AND RESPONSIBILITIES:**

(1) I understand my role as a mentor/mentee.

**(Strongly Agree)**

**(Strongly Disagree)**

5                      4                      3                      2                      1

Comments:

(2) When I first knew that I would be part of the MMP, I recognized the benefits of such a relationship.

5                      4                      3                      2                      1

Comments:

**ASSESSING RESOURCES:**

(3) The MMP helped me develop a better use and understanding of resources in the school.

5                      4                      3                      2                      1

Comments:

(4) The MMP helped the mentee understand the budgeting process and their responsibilities for obtaining resources needed for the following year.

5                      4                      3                      2                      1

Comments:

## WORKING WITH STUDENTS

(5) The MMP helped the mentee understand the district's expectations in understanding school routines and procedures.

**(Strongly Agree)**

5

4

3

2

1

**(Strongly Disagree)**

Comments:

(6) The MMP helped the mentee understand what resources the district provides in regards to discipline.

5

4

3

2

1

Comments:

## INFORMATION/ POLICY AND PROCEDURES

(7) The MMP helped the mentee understand the district's paperwork and deadlines.

5

4

3

2

1

Comments:

(8) The MMP developed ways to provide communication for parents.

5

4

3

2

1

Comments:

## MENTEE / MENTOR RELATIONSHIPS

(9) By September, the MMP began to provide a means for developing a strong, supportive relationship.

5

4

3

2

1

Comments:

(10) By mid-year, the MMP was serving (or continuing to serve) as a strong supportive relationship for me.

5

4

3

2

1

Comments:

(11) By the end of the school year, the MMP was serving (or still continuing to serve) as a strong, supportive relationship for me.

**(Strongly Agree)**

**(Strongly Disagree)**

5                      4                      3                      2                      1

Comments:

(12) I predict that the mentor/mentee relationship that has formed will continue to influence my teaching in the years to come.

5                      4                      3                      2                      1

Comments:

## TIME

(13) The half days scheduled for the MMP were a good use of time.

5                      4                      3                      2                      1

Comments:

(14) The half days were set up periodically throughout the year.

5                      4                      3                      2                      1

Comments:

(15) The amount of time that I have been given for the MMP relationship has been sufficient.

5                      4                      3                      2                      1

Comments:

(16) Most of the time spent with my mentor/mentee in the MMP has been spent:

(Check all that apply.)

- Planning instruction
- Learning about building and/or district policies or procedures
- Discussing classroom management
- Discussing particular student needs
- Attending conferences or other staff development
- Visiting each other's classrooms
- Discussing lessons pre and post classroom visitations
- Developing instructional materials
- Working together to develop assessments within departments
- Working with parents
- Working on issues regarding special programs or Special Education

(17) Please rank the following in order of their importance in your mentor/mentee relationship (1 being the most important or beneficial)

- \_\_\_\_\_ small details and reminders
- \_\_\_\_\_ management/organizational procedures
- \_\_\_\_\_ implementation of programs/curriculum
- \_\_\_\_\_ larger philosophical/considerations or issues
- \_\_\_\_\_ social professional relationships

## **Suggestions for Next Year:**

(18) What changes in the MMP would you like to see?

(19) What do you think worked especially well for you and your partner in the MMP?

(20) What could have been done better?

(21) Overall, I would rate my experience in the MMP as: (check one)

- Very positive
- Postive
- Neutral
- Somewhat negative
- Very negative

(22) I (would / would not) consider acting as a mentor in the future.

(23) I (would / would not ) recommend that others participate in the project.