

# **Berlin Central School District**



## **New Teacher Induction & Mentor Teacher-Internship Program**

Revised June 2007

## Table of Contents

Introduction.....	3
Goals of the Mentor Program.....	3
Mission Statement.....	4
Program Rationale.....	5
Program Beliefs.....	5
Mentor Program Steering Committee.....	6
Roles and Responsibilities of the Mentor Program.....	7
Mentor Teacher Selection.....	10
Mentor Teacher Training.....	11
Intern Qualification and Training.....	11
Professional Development.....	11
Mentor/Intern Meeting Times.....	12
Resources/Funding.....	12
Program Evaluation.....	12
Program Celebration.....	12
Timeline.....	13
Budget.....	13
References.....	14
Appendix.....	15

## ***Introduction***

The Berlin Central School District recognizes the importance of integrating and mentoring newly hired teachers into the school community, as well as meeting their professional development needs. With the support of the Board of Education, the Teachers Association, and the district's dedicated and caring teachers, this document and resulting program will serve as a way to induct, mentor, and support new teachers, while recognizing exceptional experienced teaching staff. This program will continuously be evaluated and revised as needed as we work toward realizing the goals of the program.

## ***Goals of the Mentor Program***

The goals of the mentoring program are reflective of higher educational standards and necessity for continuous professional growth in the field of teaching. The goals set for the Berlin Central School District Mentoring Program include:

- Integrate new teachers into the social system of the school, the district, and the community.
- Develop the knowledge, skills, attitudes, and values that are vital to teacher effectiveness and therefore impact student success in learning through researched based and reflective practices
- Enhance new teachers' personal and professional development, enabling them to attain higher instructional competence.

## **Mentor Program Mission Statement**

The purpose of the mentoring program is to retain highly qualified and effective educators in the Berlin Central School District through a supportive and collegial environment. Mentoring is most successful when the school community invests in and contributes to continued professional growth which translates into improved instructional practices and increased student achievement.

## ***Program Rationale***

A quality mentor program is essential to ensure the attraction, promotion, and retention of high quality professional teachers.

A quality mentor program will:

- Promote a supportive, collaborative, and collegial environment
- Directly impact the quality of education at Berlin CSD
- Contribute to improved school climate
- Heighten awareness of best practice and professionalism
- Recognize district responsibility to contribute to professional growth and certification of new teachers

## ***Program Beliefs***

It is our belief that a mentoring program will support mentor teachers and beginning teachers toward continuous growth.

We believe beginning teachers deserve the time and effort spent on developing a quality mentor program.

We believe that quality mentor teachers provide the professional collegial support critical to the success of beginning teachers.

We believe that mentoring is vital to welcoming new teachers to the school community for the purpose of providing a supportive professional environment.

We believe that a mentor program is crucial to fostering effective teaching practices that result in increased student performance.

## ***Mentor Program Steering Committee***

The Steering Committee is comprised of teacher, administrative, and teacher bargaining unit representation. All members also serve on the Professional Development Committee. These members, appointed by the teacher bargaining unit, will include:

- BTA Officer Representative  
President or designee
- Secondary Administrator
- Elementary Administrator
- Grafton Elementary School Representation
- Stephentown Elementary Representation
- Berlin Elementary Representation
- Middle School Representation
- High School Representation
- Previous year's Coordinators

Each representative will have a designated alternate for attendance at meetings.

\*The program will have co-coordination comes from within the teacher membership of the committee.

# ***Roles and Responsibilities of Mentor Program Participants***

## ***Mentor:***

- Participate in all Mentor Teacher training/meetings
- Participate in planning and delivering beginning of the year orientation for newly hired teachers (first years)
- Attend quarterly Mentor Teacher meetings to plan staff development
- Help new teachers make a smooth transition in to teaching and the school community (i.e. calendar events such as open house, parent conferences)
- Provide guidance and emotional support
- Help beginning teachers develop and maintain a commitment to teaching and participation in school community and mentor program
- Provides a broad variety of professional experiences for the beginning teacher
- Provide leadership at monthly mentor program meetings (staff development)
- Provide on-going coaching, encouragement, and professional support
- Foster self-reliance and self-confidence of beginning teachers
- Help beginning teacher improve instructional practices, classroom management techniques through facilitating classroom observations
- Help beginning teachers understand and implement curriculum components
- Promote reflective process with constructive recommendations and feedback
- Assist in problem solving
- Share and link beginning teachers to materials, resources and collegial support
- Non-evaluative non-judgmental relationship with intern
- Complete mentor program evaluation to inform revision process
- Confidentiality (Confidentiality is a critical component of the mentor and the new teacher partnership because trust is fragile. Trust comes from the security of knowing that your actions and words will not be public knowledge. The sharing of a confidence with an administrator or colleague can undermine the entire relationship. Therefore, all shared confidences should be kept between the mentor and new teacher. Mentors will never make evaluative reports about new teachers to administrators or colleagues, and vice versa)
- Model collegiality and research based practice

## ***Intern:***

- Complete a needs assessment in September and January
- Participate in professional dialogue in order to improve teaching practices and share knowledge of new instructional practices with colleagues
- Observe and learn from colleagues and mentor coaching and counseling
- Participate in training and staff development
- Complete mentor program evaluation to inform revision process
- Actively seek help and support from mentors and other faculty
- Apply what is learned through mentor program participation to teaching practices
- Active participation in school, community, and Mentor program

***Superintendent:***

- Jointly review and assign mentor teachers to new teachers with building administrator and program co-coordinators based on the recommendations from the BTA and Steering Committee
- Support and advocate for mentor program needs
- Act as liaison for the Board of Education regarding the mentor program and budgeting needs

***Administrator/Principal:***

- Participate in designing the Mentor/Induction program
- Facilitate the retention of resources for the mentor program including and materials and resources needed by beginning programs
- Attempt to assign first year teachers a reasonable class assignment (i.e. disadvantaged, behavioral, Special needs) and a schedule attuned with the mentor's
- Support and advocate for mentor program needs
- Advocate for the coordination for mentor program activities with other programs in the school/district (i.e. other district level committees)
- Promote and develop a supportive school community for first year teachers
- Celebrate and express appreciation for mentor program and participants
- Assist with finding time for mentors and interns to meet for classroom visitations and follow-ups
- Respect confidential relationship between mentor and intern

***Mentor Program Co-Coordinators:***

- Manage entire program
- Thoroughly understand roles and responsibilities of participants
- Clearly understand purpose and goals of the program
- Be familiar with all aspects of the school district
- Available to mentors for support and guidance
- Be accountable to Mentor Steering Committee
- Efficiently handle day to day issues
- Troubleshoot
- Facilitate quarterly mentor teacher meetings to plan staff development sessions with mentor teachers
- Manages the district mentor funding/budget
- Reviews mentor plan annually with the PDP/Mentor Steering Committee and revises/updates as needed
- Annually evaluates program and reviews feedback and input to inform program modifications/direction
- Prepares the master schedule for mentor/intern release time and facilitates selection of replacement teacher substitutes
- Schedule necessary staff development and training for the mentor program and is program liaison to the Professional Development Committee
- Provides overall coordination for:
  - Schedule meeting rooms
  - Arrange for training and materials and equipment use
  - Monitor activities

- Keep track of logs, journals, meetings, evaluation forms
- Provide date for program evaluation to Steering Committee
- Organize and direct a new teacher orientation

***Steering Committee:***

- Review mentor applications and make recommendations
- Recommend Mentor Teacher candidates
- Conduct annual evaluation of program and make recommendations for changes to the District and BTA
- Identify necessary training and staff development for the mentor program
- Make recommendations for professional development to the Professional Development Committee
- Problem solve issues related to the mentor program as they arise
- Attendance at scheduled meetings

***Other Staff Members:***

- Participate in efforts to support beginning teachers
- Contribute resources to mentors and beginning teachers
- Share in supporting the mentor program and its goals
- Volunteer to share professional knowledge and expertise
- Invite new teachers for classroom observations

# *The Program*

## **Mentor Selection:**

Mentor teacher positions are open to all tenured teachers who meet the criteria identified in the program plan. The goal of the district is to have an established pool of mentor teachers and to add to the pool on an ongoing basis. Prospective mentors will apply to the program using the Teacher Mentor Application. Once the need for mentor teachers is known at any point in the school year and over the summer, mentor teachers are recruited and selected for a mentor/intern pairing based on the following considerations:

- Number of years of teaching and experience
- Grade Level/Content Area and knowledge of subject matter
- Interpersonal relationships
- Experience and involvement with the district mentoring program
- Motivation and availability to participate as a mentor
- Demonstration of professional growth

The Mentor Steering Committee will review the existing pool of mentor teachers and recent applicants and make recommendations for mentor/intern pairings. The program co-coordinators, building principal (for intern) and the Superintendent will jointly reach agreement on the mentor/intern pairings.

Annually, the co-coordinators for the mentor program will meet with faculty across the district to provide information about the mentor program. The qualifications, roles and responsibilities of mentor teachers will be provided and new applicants will be recruited.

## ***Criteria: Traits, skills, and characteristics of Mentors:***

### **Professional:**

- Committed to effective training and coaching strategies
- Engages in effective team teaching and team planning
- Models continuous learning
- Experienced educator who has manifested effective teaching practices
- Certified in teaching area
- \*\*Particular consideration will be given to National Board Certified Teachers

### **Personal:**

- Participates in the “life” of the school
- Accepting
- Communicates hope and optimism
- Supportive
- Commitment to provide personal time and attention to beginning teacher
- Diversified interests and activities
- Respectful
- Dedicated
- Eager and enthusiastic
- Patient
- Possess effective communication skills

**Instructional:**

- Skilled at accessing materials and resources
- Skilled at providing instructional support
- Solid working knowledge of curriculum area and current district goals and initiatives
- Child centered with knowledge of different learning styles

**Logistical:**

- Tenured in the district
- Organized
- School system wise

**Mentor Training**

**Level One Mentor Training:** For new mentors (fifteen hour course). This training offers the new mentor a chance to build the understanding of the power of mentoring to assist first year teachers. This includes building professionalism and trust. Level One Training teaches the components of a mentoring program and the mentoring process. It offers insight into the roles of all involved: the mentor, the intern, the administration, and the school community. A major focus is the stages of teacher development, the use of effective communication skills, and reflective practice.

**Level Two Training**—Encouraging Reflective and Supportive Practice for the New Professor is offered throughout the year as the mentor and intern work together. It is also a fifteen hour course. Continuous meaningful reflection over a professional's career is the focus of this training. This training supports the mentor and intern teachers in their interactions as well as individually as the intern works towards becoming an accomplished professional. Three stages of development of the intern as a reflective practitioner are emphasized and gives mentor and intern specific areas of focus as the teacher becomes more comfortable and more confident.

**Level Three Training**—Coaching Skills for Mentors is a fifteen hour summer training. A significant role of the mentor is that of a coach, class visitations and immediate feedback to interns are invaluable techniques for helping the new teacher to closely reflect upon their practice and learn to focus on skills to be developed or sharpened. This includes fine tuning questioning skills, recording data, and determining appropriate feedback. It offers strategies and modeling through video and live practice to take an intern through three stages of coaching process pre-conference, and visit, and post conference. Having three levels of training ensures mentors keep growing and developing in their role and keeps the focus on specific changing needs of an intern with the end result becoming an accomplished teacher

**Timeline:*****Summer 2007***

15 hour Level One Training for new Mentors

15 hour Level Three Training for continuing Mentors

***September – May 2007/2008***

15 Hour Level Two Training provided throughout the school year during mentor teacher meetings and mentor/intern monthly meetings.

Opportunities for further professional development for mentors will be arranged throughout the school year based on needs assessments and evaluations.

### **Intern Qualification:**

Intern refers to:

- First Year teacher new to the profession
- Experienced teacher new to the district
- Administrative recommendation for non-tenured teacher
- Request from second year teacher if desired and resources are available
- New to the level within the district (i.e. elementary, secondary)

### **Intern Training:**

Training for the intern includes NYSUT's New Member Workshops—three hour trainings which three of the following will be chosen dependent on results of End of Year new teacher and mentor surveys:

- Creating a Positive Environment
- Student Success—Find and Play to Their Strengths
- Motivating Student Thinking
- Study Skills
- Discipline Strategies

We will also offer training in Berlin Central School District Professional Development Plan initiatives:

- Understanding by Design
- Curriculum Mapping based on Heidi Hayes Jacobs
- Brain based learning
- Differentiated Instruction
- Balanced Literacy for elementary teachers
- Reading Across the Content Areas for intermediate teachers
- Technology Integration
- Analyzing Data to Inform Instructional Practice
- Everyday Mathematics for K-5 teachers

A combination of experienced district personnel and in-house facilitators will ensure the experts from within are accessed and NYSUT Education Learning Trust, outside consultants and agencies and local colleges and universities, and Greater Capital Region Teacher Center will also be hired based on intern needs.

Intern training will be ongoing throughout the year at the required after school monthly mentor program meeting. Mentors will also attend these meetings. This is an opportunity for the mentor coordinators, the mentors, and interns to look closely at the specific individual needs of interns. The training is defined by the unique needs of the particular group of new teachers. Paying close attention to the stages of development of first year years and the framework for teaching rubric results the monthly training will be revise dependent on intern specific needs. The proposed timeline and professional development offering could change as needs arise.

## **September:**

Interns will attend a two-day orientation the week before school starts. This orientation will prepare interns for the beginning months of the school year by emphasizing strategies to ensure success and will include interaction with their Mentors, review the Mentor Program Handbook, and overview of District policies and procedures.

Overview of district policies and procedures, review of mentor program handbook, preparation for beginning months with emphasis on strategies to ensure success, building relationship and interaction collaboration w/ mentors, meet and greet all district resource people, superintendent and administrative team, school psychologist, student assistance, transportation, building and grounds, and curriculum coordinators.

## **Professional Development for Mentors and Interns:**

Professional development will be ongoing throughout the school year. Each month mentors and Interns will be required to attend an after-school session as part of the Mentoring Program. These sessions will be arranged according to anticipated needs of the Interns. Topics for sessions may include:

Monthly Mentor/Intern Professional Development Topics:

<b>September</b>	-	Open House
<b>October</b>	-	Parent Teacher Conferences
<b>November</b>	-	Classroom Management
<b>December</b>	-	The Instructional Support Team process and Committee on Special Education Process
<b>January</b>	-	Brain Based Learning
<b>February</b>	-	Motivating Student Thinking
<b>March</b>	-	Professional Development and Teacher Certification Requirements
<b>April</b>	-	Understanding by Design – unit development
<b>May</b>	-	Progress monitoring, assessment and rubric development
<b>June</b>	-	End of Year Celebration and Program Evaluation

## **Mentor/Intern Meeting Times:**

- Mentor/Intern will establish weekly meeting times averaging a minimum of one hour
- Twice monthly substitutes for Mentor/Intern release time

## **Resources/Funding**

- Board of Education Budgeted
- District In-Service Credit Program
- Teachers Association
- Apply for NYSED MTIP Grant

### **Program Evaluation:**

Evaluation of the program will happen in a variety of ways. Mentors and Interns will keep written logs, complete needs assessments, and complete mid and end of the year written and checklist questionnaires/evaluations, and a formal evaluation of the overall program annually. Feedback from all mentors, interns, administration, faculty as whole will also be collected.

All information will be confidential and used to make constructive revisions to the program to ensure success and achievement of goals. All data will be collected and an evaluation report will be submitted to district office and BOE.

### **Program Celebration:**

We will celebrate the program at the first meeting with a Mentor/Intern breakfast at the end of the school year.

### **Timeline for implementation:**

<b>May-June</b>	Identify number of new teacher hires and 2 <sup>nd</sup> year mentoring needs Evaluation of program plan Initiate mentor teacher application process
<b>July</b>	Review mentor teacher list and committee makes recommendations for mentor/intern pairings Mentors contact Interns Mentor Training Plan orientation and mentor program breakfast Order mentor program materials and supplies Create mentor program calendar
<b>August</b>	Mentor/Intern Orientation and breakfast
<b>September</b>	Needs assessments completed Monthly Professional development sessions begin September
<b>Ongoing</b>	Coordinators collect needs assessments, logs and evaluations Monthly professional development sessions Quarterly mentor teacher meetings
<b>End year</b>	Steering Committee reviews data and notes possible revisions Revisions Plan implementation process for upcoming year

### **Budget:**

Mentor Teacher Stipend: 8X \$500.00.....	\$4,000.00
Program Coordination Stipend.....	\$5,590.00
Professional Development/Training.....	\$2,300.00
Materials and Supplies.....	\$2,500.00
Substitute Teachers for Release Time.....	\$12,000.00
Travel/Mileage.....	\$600.00

# References

Designing a Mentoring Program the New York Way: Mentoring From the Heart, Carol Scarce

Draft Guidelines for Implementing a District Based Teacher Mentoring Program

[www.highered.nysed.gov/tcert/resteachers/guidemenprog.htm](http://www.highered.nysed.gov/tcert/resteachers/guidemenprog.htm)

Educational Leadership: The Good Mentor by James B. Rowley New

Volume 56, Number 8, May 1999

New Teacher Center University of California, Santa Cruz J. Gless, B. Davis 1998

Characteristics of Beginning Teachers In An Induction Context by Sandra J. Odell Teacher Induction copyright  
1989 NEA Professional Library

A Better Beginning

[www.ascd.org/readingroom/booksscherer99.html](http://www.ascd.org/readingroom/booksscherer99.html)

Greater Capital Region Teacher Center

Alexia Ryan, Program Specialist

# APPENDIX

**Berlin Central School District  
Mentor  
Needs Assessment Questionnaire**

**Part A**

Please choose the response for each item that most nearly indicates your level of need for assistance in the area described in the item. This questionnaire will help direct the focus of our mentor program and help identify need areas for professional development. **This is not meant as an evaluation.**

**Possible responses**

1. Little or no need for assistance in this area
2. Some need for assistance in this area
3. Moderate need for assistance in this area
4. High need for assistance in this area
5. Very high need for assistance in this area

- \_\_\_ Learning more about what is expected of me as a mentor
- \_\_\_ Collecting classroom observation data
- \_\_\_ Diagnosing needs of my intern
- \_\_\_ Interpersonal skills
- \_\_\_ Assisting my intern with classroom management
- \_\_\_ Helping my intern develop a variety of effective teaching strategies
- \_\_\_ Using principles of adult learning to facilitate the professional growth of my intern
- \_\_\_ Socializing my intern into the school culture
- \_\_\_ Helping my intern maintain student discipline
- \_\_\_ Helping my intern design a long range professional development plan
- \_\_\_ Finding resources and materials for my intern
- \_\_\_ Providing emotional support for my intern
- \_\_\_ Co- teaching with my intern
- \_\_\_ Managing my time and work
- \_\_\_ Problem solving strategies
- \_\_\_ Helping my intern motivate students
- \_\_\_ Helping my intern assist students with special needs

\_\_\_\_ Helping my intern diagnose student need

\_\_\_\_ Helping my intern with individual differences among students

\_\_\_\_ Helping my intern evaluate student progress

\_\_\_\_ Engage in expert coaching of my intern

**Part B: Please respond to the following items:**

List any needs you have as a mentor that are not addressed by the preceding items.

---

---

---

---

What types of support, not currently available, would benefit you and other mentors?

---

---

---

Mentor Name: \_\_\_\_\_

Date: \_\_\_\_\_

From: How to Help Beginning Teachers Succeed

# Berlin Central School District Beginning Teachers

## ***Needs Assessment Questionnaire***

**Part A.** Please choose the response for each item that most nearly indicates your level of need for assistance in the area described in the item. This questionnaire will help direct the focus of our mentor program and help identify areas of need to help you develop a plan with your mentor.

**This is not meant as an evaluation.**

### **Possible Responses**

1. Little or no need for assistance in this area
2. Some need for assistance in this area
3. Moderate need for assistance in this area
4. High need for assistance in this area
5. Very high need for assistance in this area

**Please make 2 copies of this form as you will complete and submit one in for September and January. These will be collected at the September and January Staff Development sessions.**

- \_\_\_\_\_ Finding out what is expected of me as a teacher
- \_\_\_\_\_ Communicating with the principal
- \_\_\_\_\_ Communicating with parents
- \_\_\_\_\_ Organizing and managing my classroom
- \_\_\_\_\_ Maintaining student discipline
- \_\_\_\_\_ Obtaining instructional resources and materials
- \_\_\_\_\_ Planning for instruction
- \_\_\_\_\_ Managing my time and work
- \_\_\_\_\_ Diagnosing student needs
- \_\_\_\_\_ Evaluation student progress
- \_\_\_\_\_ Motivating students
- \_\_\_\_\_ Assisting students with special needs
- \_\_\_\_\_ Dealing with individual differences among students
- \_\_\_\_\_ Understanding the curriculum
- \_\_\_\_\_ Completing administrative paperwork

- \_\_\_\_\_ Using a variety of teaching method
- \_\_\_\_\_ Facilitating group discussions
- \_\_\_\_\_ Grouping for effective instruction
- \_\_\_\_\_ Administering standardized achievement tests
- \_\_\_\_\_ Understanding the school systems teacher evaluation process
- \_\_\_\_\_ Understanding my legal rights and responsibilities as a teach
- \_\_\_\_\_ Dealing with stress
- \_\_\_\_\_ Dealing with union -related issues
- \_\_\_\_\_ Becoming award of special services provided by the school district

**Part B.** Please respond to the following items.

List any professional needs you have that are not addressed by the preceding items:

---

---

---

---

---

What types of support, not currently available, would benefit you and the other beginning teachers?

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

From: How to Help Beginning Teachers Succeed

## **Berlin Central School District Mentor Teacher Application Procedure**

At this time we are accepting applications for Mentor Teachers. Please review the mentor teacher roles and responsibilities. A completed application must be turned in to your building principal or immediate supervisor for review and recommendation.

### **Mentor Roles and Responsibilities:**

- Participate in required in Mentor Teacher training
- Participate in planning and delivering beginning of the year orientation for newly hired teachers (first years)
- Attend quarterly Mentor Teacher meetings to plan staff development
- Help new teachers make a smooth transition in to teaching and the school community (i.e. calendar events such as open house, parent conferences)
- Provide guidance and emotional support
- Help beginning teachers develop and maintain a commitment to teaching and participation in school community and mentor program
- Provides a broad variety of professional experiences for the beginning teacher
- Provide leadership at monthly mentor program meetings (staff development)
- Provide on-going coaching, encouragement, and professional support
- Foster self-reliance and self-confidence of beginning teachers
- Help beginning teacher improve instructional practices, classroom management techniques through facilitating classroom observations
- Help beginning teachers understand and implement curriculum components
- Promote reflective process with constructive recommendations and feedback
- Assist in problem solving
- Share and link beginning teachers to materials, resources and collegial support
- Confidentiality
- Non-evaluative non-judgmental relationship with Intern
- Complete mentor program evaluation to inform revision process

If you are considering becoming a Mentor Teacher, please complete and submit an Application Form (See attached)

**Please submit by \_\_\_\_\_**  
Date

**BERLIN CENTRAL SCHOOL DISTRICT  
MENTOR APPLICATION**

**Contact Information**

Name \_\_\_\_\_ Building Principal \_\_\_\_\_

Street Address \_\_\_\_\_ School \_\_\_\_\_

City \_\_\_\_\_ School Phone(\_\_\_\_) \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_ Home (\_\_\_\_) \_\_\_\_\_

School e-mail \_\_\_\_\_ Cell(\_\_\_\_) \_\_\_\_\_

Home e-mail \_\_\_\_\_

**Professional Profile**

Area(s) of Certification \_\_\_\_\_ Content Specialty \_\_\_\_\_

Years of experience in BCSD \_\_\_\_\_ Grade levels taught \_\_\_\_\_

Years of experience elsewhere \_\_\_\_\_ Related experience \_\_\_\_\_

**Have you received:**

Tenure in Berlin Central School District \_\_\_\_\_

NYS permanent certification \_\_\_\_\_

Mentor Training \_\_\_\_\_

**Have you:**

Mentored previously \_\_\_\_\_ Supervised Student Teachers \_\_\_\_\_

Been part of an Interdisciplinary Team \_\_\_\_\_

**Administrative recommendation**

**Recommend ( )**

**Not recommended at this time ( )**

\_\_\_\_\_  
Building Principal's Signature (Date)

\_\_\_\_\_  
Teacher Signature (Date)

\_\_\_\_\_  
Please return completed and signed application to Mentor Steering Committee

Name \_\_\_\_\_

**Professional Reflection**

***A) Directions: Please address each of the following two (2) questions.***

- 1. Identify and describe *three personal qualities/characteristics* that will make you an effective mentor.**

---

---

---

---

---

---

---

- 2. What strategies you use currently to *customize instruction to meet the needs of diverse learners* will you share with a new teacher?**

---

---

---

---

---

---

---

Name \_\_\_\_\_

**B) Directions: Please choose and answer any 2 of the following five (5) questions.**

**1. Provide an example of a *collaborative work experience* that has impacted your students academic achievement and/or social/emotional development.**

---

---

---

---

---

**2. Describe your most recent professional development experience *that has influenced your teaching and impacted student achievement.***

---

---

---

---

---

**3. What assessments are you currently using to *evaluate student progress toward meeting NYS Learning Standards?***

---

---

---

---

---

Name \_\_\_\_\_

**4. How have you engaged *the home and community* in your instructional program?**

---

---

---

---

---

---

---

**5. How will you support a new teacher in *developing an effective time management plan*?**

---

---

---

---

---

---

---

Page 2

**Mentor-Intern  
Staff Development Planning**

Please complete and submit this form to your Mentor by the end of each month.

Date: \_\_\_\_\_

**Staff Development need:** \_\_\_\_\_

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

**Mentor Program information needs:** \_\_\_\_\_

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

**BERLIN CENTRAL SCHOOL DISTRICT  
MENTOR PROGRAM**

**CONTINGENCY PLAN FOR MENTOR/MENTEE ADJUSTMENTS**

**Request for No-Fault Separation where both Mentor and Intern are “held harmless”.**

Mentor Name: \_\_\_\_\_

Intern Name: \_\_\_\_\_

Intern Name: \_\_\_\_\_

I \_\_\_\_\_ am requesting a No-Fault Separation.

At the identification of issues/problem, the Coordinator(s) were notified and a non-evaluative confidential intervention occurred to negotiate possible solutions.

At this time, it has been determined that this Mentor/Internmatch is incompatible. Please accept my request.

Separation effective on \_\_\_\_\_  
Date

Signatures:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BERLIN CENTRAL SCHOOL DISTRICT  
MENTOR/INTERN RELEASE TIME REQUEST**

Please fill out this document as completely as possible when requesting release time

\_\_\_\_\_  
Intern Name

\_\_\_\_\_  
Mentor Name

\_\_\_\_\_  
Purpose of release time day

\_\_\_\_\_  
Date submitted

\_\_\_\_\_  
If less than full day indicate  
Coverage/substitute needed

\_\_\_\_\_  
Date of Release time day

How does this relate to your Mentor/Intern goals?

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

# Evaluation

## Mentor-Intern Summary

Briefly summarize this reporting period as follows:

***What's going well?***

MENTOR: \_\_\_\_\_

---

---

INTERN: \_\_\_\_\_

---

---

---

***What will your focus be next?***

MENTOR: \_\_\_\_\_

---

---

---

INTERN: \_\_\_\_\_

---

---

# Program Evaluation

## Mentor/New Teacher Program

---

This program evaluation is a tool created to define important issues regarding the Mentor/New Teacher Program. It is not meant to be an evaluation of individuals, only an evaluation of the program. It is imperative that you take time to fully complete all parts below. All responses will remain confidential. Results will be tabulated and analyzed by the Mentor/New Teacher Committee and used to make program modifications.

### A. Compatibility

Please use the following rating scale to indicate your responses to the following items:

1. Unsatisfactory
2. Fair or inconsistent
3. Good, meets or exceeds needs
4. Outstanding

How compatible is your mentor/intern team in the following areas:

Certification	_____	General teaching style	_____
Grade level	_____	Scheduling/availability	_____
Building assignment	_____	Personality/style	_____

What characteristics of the mentor/intern pairing are most important to you?

---

---

---

---

Comment on the characteristics of the pairing that have been difficult for you. If possible suggest how these problems might be addressed in the future.

---

---

---

List any positive outcomes of the mentor/intern relationship for you personally or professionally.

---

---

---

---

**B. Program**

Describe significant demands that you may have faced as a participant in the program. If you have discovered strategies to meet them, please identify what has been effective for you.

---

---

---

---

Describe frustrations that you may have had with the program. Add suggestions on how these may be addressed or overcome in the future.

---

---

---

---

Describe issues that arose during the first semester *for* which you felt unprepared.

---

---

---

---

**C. Time/Meetings**

We know that time to meet is one *of* the biggest issues. The pilot program outline indicates that mentors and interns should meet at least an hour a week.

Have you been able to meet *for* at least an hour per week? YES NO

Is an hour a week enough time? Why or why not? Please comment. YES NO

---

---

---

---

Which of the two choices below best fits the way the mentor/intern team has been able to meet.

- Formal meetings arranged ahead *of* time
- Informal meetings occurring spontaneously

When are you most likely to meet with the mentor/intern?

(1 - least likely, 5- most likely)

- Before school
- After school
- Planning periods
- Lunch
- Weekends
- Email
- Other

Indicate "other"

---

What topics were most important to discuss at your meetings?

---

---

---

---

What has been the most valuable part of your meetings?

---

---

---

---

Would you like:

More large group meetings involving both mentors and interns?      YES   NO

Topic suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

More small group building level support group meetings with both groups?   YES   NO

Topic suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

More intern **or** mentor only meetings?      YES   NO

Topic suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. Observations**

Have you had your intern observe you during the first semester? YES NO  
If so, how many times?

Have you observed your intern? YES NO  
If so, how many times?

What format did you use to facilitate the observation?

---

---

---

---

Have you utilized release time to participate in an observation? YES NO  
If so, have you used the whole day you were allotted? YES NO  
Would more release time be valuable? YES NO

If yes, how many release days would be reasonable? \_\_\_\_\_

**E. Log:**

Have you been able to maintain the log on a regular basis? YES NO

If not, please explain the factors that contributed to not maintaining the log.

---

---

Name: \_\_\_\_\_ (optional)

**Level: Elementary Middle High**

Thank you for completing this Program Evaluation.