

# Clarence Central School District



Mentor Plan 2022-2023

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## Introduction

Tradition, innovation, and teamwork are hallmarks of the Clarence Central School District, but key to our success is a competent, talented, and dedicated faculty. Thanks in large part to our teachers, Clarence is a recognized leader in meeting and, in many cases exceeding, the learning standards and graduation requirements established by the New York State Board of Regents.

The Clarence Central School District is dedicated to providing our students with an excellent education. Our district vision, "Together We Make Learning a Way of Life," calls attention to the sense of partnership and the shared responsibility of parents, students, educators, and the community needed to achieve this goal.

The Clarence Mentor Committee convened to revise the District Mentor Plan in the Winter of 2017. The committee recognizes the need for a comprehensive mentoring program that supports the needs of new teachers not just in the initial year of instruction, but throughout the entire induction period. The Mentor Plan was designed to establish a dynamic and effective mentoring program and to serve as a resource for all teachers and administrators.

## District Mentor Plan Philosophy

We believe a successful mentoring/induction plan:

- provides interns with explicit differentiated expectations, training in those expectations, and coaching/ feedback to implement and master techniques related to those expectations.
- involves all members of the educational community.
- enhances recruitment and retention of newly-hired teachers.
- provides a structured system for teachers to gain new ideas, share their experiences, and seek advice.
- provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
- contributes to student success through the use of best practice instructional methods.
- promotes the restructuring of schools by establishing norms for professional interactions and the work of educators.
- promotes multiple instructional strategies based on student achievement level, skill of application by the teacher, and contextual factors.
- promotes the development of a common vocabulary relative to effective teaching practices.
- respects the confidential nature of the relationship between teachers participating in the mentoring program as essential to its success. It is incumbent upon all members of the school community, especially those integrally involved in the program, to respect the privileged nature of the mentor-intern relationship.
- creates mentor and intern activities separate and distinct from the teacher evaluation process.

## **Mentor Program Goals**

### **Interns**

- Consistently plan and deliver effective, sound, and fundamental lessons/instruction
- Develop confidence in classroom strategies and behaviors
- Be able to verbalize a clear understanding of effective teaching and learning
- Assess student learning and adjust as needed
- Confidently practice strong classroom management skills
- Clearly enjoy being with students
- Have a clear understanding of what it means to be a Clarence teacher
- Be an integral part of the Clarence Professional Learning Community
- Feel valued and supported by the entire school community
- View mentoring as a positive experience
- Understand the commitment needed to be a professional educator
- Become more comfortable with the Annual Professional Performance Review and the teacher evaluation process

### **Mentors**

- Provide and maintain a high level of confidentiality at all times
- Model and encourage professionalism
- Provide guidance on state and federal mandates (APPR, CTLE, DASA, etc.)
- Model a variety of teaching techniques for the Intern
- Provide coaching, feedback, and professional support
- Assist the Intern with the use of district software and instructional technology
- Assist the Intern in the creation and review of lesson plans that follow the New York State Learning Standards and Marzano Framework for Teaching
- Model and encourage communication with parents, colleagues, and the school community
- Provide information about school culture and climate and clarify information about policies and procedures for the specific buildings in which they teach

### **Who Shall Be Mentored?**

All teachers in their first four years will be part of the Mentoring Program.

During the 2022-23 school year, individual mentors will be assigned to:

- Newly hired first-year probationary teachers.
- Newly hired long-term substitute teachers who will be teaching in the district for at least half the year.

Second, third, and fourth year non-tenured teachers will continue to be supported through district and building-based activities as part of the induction process. These teachers will not be paired with a mentor unless deemed necessary by the building principal at the conclusion of the first year of teaching.

# ELEMENTS OF THE MENTORING PROGRAM

## Mentor Selection & Matching Process

The mentor selection process and training will be coordinated by the Assistant Superintendent for Curriculum and Instruction. As a guideline for identification and selection, a description of the qualifications and characteristics of the ideal Clarence mentor has been developed.

### ***General Professional Qualifications***

- Tenured Clarence faculty member with a minimum of three years of successful teaching service
- Reflective practitioner with a history of teaching excellence
- Knowledge of current pedagogy and effective instructional practices
- Ability to work with adults and provide tactful, constructive feedback
- Willingness to devote regularly scheduled time for intern development
- Viewed by peers as professional and competent
- Participant in school-based and/or district-wide activities and programs
- Ability to maintain confidentiality

### ***Characteristics of Effective Mentors***

<p><b>Attitude and Character</b></p> <ul style="list-style-type: none"> <li>• Primary motivation is a love of the profession and a desire to give back</li> <li>• Possesses a clear understanding of the Clarence philosophy of teaching and learning</li> <li>• Willing to be a role model for other teachers</li> <li>• Exhibits strong commitment to the teaching profession</li> <li>• Willing to advocate on the behalf of colleagues</li> <li>• Willing to receive training to improve mentoring skills</li> <li>• Reflective and able to learn from experiences</li> <li>• Eager to share information and ideas with colleagues</li> <li>• Resilient, flexible, persistent, and open-minded</li> <li>• Exhibits good humor and resourcefulness</li> </ul>	<p><b>Professional Competence and Experience</b></p> <ul style="list-style-type: none"> <li>• Regarded by colleagues as an outstanding teacher</li> <li>• Has excellent knowledge of pedagogy and subject matter</li> <li>• Has confidence in his/her own instructional skills</li> <li>• Demonstrates excellent classroom management skills</li> <li>• Feels comfortable being observed by other teachers</li> <li>• A meticulous observer of classroom practice</li> <li>• Collaborates well with other teachers and administrators</li> <li>• Willing to learn new teaching strategies to share with and model for new teachers</li> <li>• Can model expected practice</li> <li>• Can verbalize teaching/learning expectations</li> </ul>
<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Able to articulate effective instructional strategies</li> <li>• Listens attentively</li> <li>• Asks questions that prompt reflection and understanding</li> <li>• Provides feedback in positive/productive ways</li> <li>• Conveys enthusiasm and a passion for teaching</li> <li>• Discreet and maintains confidentiality</li> <li>• Practices effective principles of feedback</li> </ul>	<p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Able to maintain a trusting professional relationship</li> <li>• Approachable; easily establishes rapport with others</li> <li>• Exhibits patience</li> <li>• Expresses care to support others emotionally and professionally</li> </ul>

### ***Identification of Potential Mentors***

The District will create a pool of eligible mentors. To become an eligible mentor, interested teachers must complete the following tasks:

- Submit a letter of interest to Assistant Superintendent for Curriculum and Instruction that highlights the candidate's qualifications.
- Submit a letter of recommendation from an administrator or colleague.
- Participate in an interview conference with the Assistant Superintendent for Curriculum and Instruction and the Mentor Liaison.

### ***Mentor Training***

All eligible mentors must complete a one-time, **two-hour introductory mentor training** provided by the Curriculum Office. This training will be compensated time as per § 6.02 of the CBA.

Paired mentors will make every effort to attend the **summer training session during New Teacher Orientation** with matched interns. If unavailable, the paired mentor will coordinate with the Mentor Liaison for a substitute to attend the summer training session. The substitute will be compensated as per §6.02 of the CBA.

In order to remain eligible, mentors must attend a total of **9** hours of approved professional development training every three years. Training opportunities will be available through the Clarence Professional Development Catalog. Unpaired mentors will be invited to attend meetings during unpaired years and accept intern observations of classrooms and instruction.

### ***Matching Mentors & Interns***

A team including the Assistant Superintendent for Curriculum and Instruction, Mentor Liaison, and building principal will match interns and mentors. Mentors and interns will be matched based upon the following criteria:

- Common building
- Common certification
- Common teaching assignment

It is the intent of the Mentor Program to create matched pairs based upon the greatest number of criterion matches. The team will also give consideration to the needs of interns and the specific talents/resources of the mentors.

### **Role and Responsibilities of the Mentor**

Clarence mentor teachers will work in a collegial role to provide guidance and support to probationary teachers in their first full year of teaching in Clarence and to regular substitutes appointed for one full semester or longer. The confidentiality of information obtained by the mentors in their work with first year teachers must be maintained. Board of Education Policy 6110, *Code of Ethics for All District Personnel*, covers the issue of confidential information.

#### **The responsibilities of the Mentor include, but are not limited to:**

- Meet with the Intern a minimum of 6 hours prior to the start of the school year.
- As part of the 6 hours of meeting time required prior to the start of the school year, attend new teacher summer orientation with your Intern.

- Meet with each intern a minimum of 2 hours per month before or after school to discuss the following activities:
  - Lesson design feedback/co-planning
  - Instructional Framework (Marzano)
  - Assessment design/analysis
  - Classroom management strategies/case studies
  - Relationship building
  - Routines and procedures
  - Individual needs and possible resources
- Observe the Intern's classroom a minimum of two times. The observation should include conferencing with the intern to debrief, coach, and provide feedback.
- Participate in a minimum of three district meetings with all Interns and Mentors.
- Submit Mentor Log entries on a monthly basis to the designated electronic recordkeeping form in the district professional development management system (My Learning Plan).

## **Roles and Responsibilities of the Intern**

For those seeking a professional certificate, New York State requires a full year of mentored experience for all candidates in their first year of teaching.

All teachers new to the district need to attend New Teacher Orientation and Marzano Teaching Framework Training.

All interns have responsibilities within the Mentor Program as part of the Clarence Professional Development Plan.

### **Interns in their first-year teaching experience will participate in the following ways:**

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors (these meetings WILL NOT count toward the 20 hours per year minimum requirement).
- Attend workshops and programs designed for Interns as need and interest dictates.
- Be proactive in choosing options provided by the Mentor such as in-service training, resources, and observation experiences, based on perceived need.
- Commit to reflection and self-evaluation with respect to his/her role as an educator.
- Complete program evaluation forms at the end of the school year for review by the Mentor Liaison (Appendix I).
- Become well-versed in all applicable NYS/district curricula as well as district procedures, policies, district software, and instructional technology.
- Meet with Mentor a minimum of **6** hours prior to the start of the school year (Appendix I) and monthly from September through June for a minimum yearly total of **20** hours.
- Document two release days to engage in mentoring. These can include, but are not limited to:
  - lesson planning, peer coaching, and/or team teaching
  - visiting other classrooms or programs or collecting and analyzing data
  - work with his/her Mentor to set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations
 (This requirement may be met by utilizing full or half day release sessions)

- Complete a monthly log to document ALL meeting times in the district professional development management system (i.e. *My Learning Plan*).

**Interns in their second-year teaching experience will participate in the following ways:**

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors.
- Attend workshops and programs from the District Professional Development Catalog designed for Interns as need and interest dictates.
- Set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations.
- Log professional development opportunities and reflection on professional practice on a bi-monthly basis to the designated electronic recordkeeping form in the district professional development management system (*My Learning Plan*).

**Interns in their third-year teaching experience will participate in the following ways:**

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors.
- Attend workshops and programs from the District Professional Development Catalog designed for Interns as need and interest dictates.
- Set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations.
- Log professional development opportunities and reflection on professional practice on a bi-monthly basis to the designated electronic recordkeeping form in the district professional development management system (*My Learning Plan*).

## **Confidentiality**

Confidentiality and trust are critical factors in maintaining the integrity of the Mentor-Intern relationship and of the Mentoring Program itself. To assure confidentiality is maintained, the following measures will be taken:

Mentor training sessions will stress the importance of confidentiality in the Mentor-Intern relationship to build trusting, supportive relationships between Mentors and Interns.

Data collected by the Mentor during peer coaching sessions shall not be shared with anyone without the express consent of the Intern, nor may it be used at any time for evaluation of teacher performance. Evaluation of teaching performance for the purpose of tenure or retention shall be based solely on the district's Annual Professional Performance Review (APPR).

The Mentor Liaison will meet with all stakeholders to explain the Mentor Program and the role confidentiality plays in maintaining a viable Mentor-Intern relationship.

Concerns noted by an administrator regarding the Intern's skill, knowledge, or performance should be discussed directly with the Intern, who may choose to share them with the Mentor.



## **Mentor/Intern Relationship**

Effective mentoring programs are built upon the quality of the relationship between the Mentor and the Intern. This plan recognizes the significance of that relationship as well as the possibility that matches between mentors and interns may not prove beneficial to one or both parties and, thus, need changing. In these cases, either the Mentor or the Intern can initiate action for change by approaching the Mentor Liaison. The Mentor Liaison will work with both participants to remedy any issues interfering with the effectiveness of the relationship. Should differences prove irreconcilable, the Mentor Liaison will work with the Assistant Superintendent for Curriculum and Instruction and the building principal to facilitate the change process and new Mentor match.

## **Mentoring Activities**

In working with new teachers, mentors will focus on the components of professional practice in both the Marzano Art and Science of Teaching Framework model and the New York State Teaching Standards.

### **New Teacher Orientation**

The 3-day orientation training prior to the start of the school year for interns will focus on the following components of the Teaching Framework and New York State Standards:

- Welcome and Introduction to the Clarence Central School District
- New Teacher Handbook and Intern Responsibilities
- Annual Professional Performance Review
- Introduction and Overview of the Marzano Art and Science Teaching Framework:
  - **Domain 1: Classroom Strategies and Behaviors**
  - **Domain 2: Planning and Preparation for Instruction**
  - **Domain 3: Reflecting on Teaching**
  - **Domain 4: Collegiality and Professionalism**

### **Year 1**

Mentors will assist new teachers in preparing for their annual professional performance review. As part of that preparation and follow-up, mentors will offer opportunities for interns to observe quality teaching. Mentors will also observe their intern(s) twice and provide feedback.

Mentors will meet with intern(s) on a regular basis throughout the first full year (or term of appointment for regular substitutes appointed for one full semester or longer) and log activities in the District electronic recordkeeping professional development management system (My Learning Plan) as required under Section VII- Mentoring Activities.

Mentors will encourage regular reflection on the part of the Intern on the practice of teaching.

## **Year 2**

Second year interns will continue to work on engagement strategies and cooperative learning practices in the classroom. Focus for year two interns should be based on the structures of Marzano domain 1, which address classroom strategies and behaviors. In addition, interns should continue to explore technology integration in the classroom. Successful integration of technology allows students to feel actively engaged in projects when technology tools are a seamless part of the learning process. Another area of focus for second year interns is meeting the needs of Special Education Students. Implementing and following IEP documents is integral to the success of any classroom.

## **Year 3**

Third year Interns will continue to work on engagement strategies and cooperative learning practices in the classroom. Focus for year three interns should be based on the structures of Marzano domain 1, which address classroom strategies. In addition, interns should continue to explore technology integration in the classroom. Successful integration of technology allows students to feel actively engaged in projects when technology tools are a seamless part of the learning process. A further area of focus for third year interns is meeting the needs of Special Education Students. Implementing and following IEP documents is integral to the success of any classroom.

## **Documentation**

It is understood that guiding and supporting a new teacher requires a significant commitment of time on the part of the Mentor. Mentors will be required to keep a log of all mentoring activities and the number of clock hours of mentoring provided to each new teacher assigned to them. This log will be maintained in compliance with state documentation requirements and district recordkeeping procedures.

A minimum of **20** clock hours (from August-June) of “face to face” Mentor-Intern meetings, in addition to scheduled release time hours (if requested) must be provided and logged in the district professional development management system (i.e. My Learning Plan) for each intern during the first full year of teaching. District-wide meetings WILL NOT count toward the twenty-hour total. Mentor-provided orientation activities which take place prior to the start of the teacher work year CAN be included in this total.

## **Role and Responsibilities of the Building Principal**

The building principal is key to a successful mentoring program. The principal will recommend mentors who meet the criteria as outlined in the program. The administrator responsible for the evaluation of the Intern, as well as the Mentor Liaison and the Assistant Superintendent for Curriculum and Instruction, will reach consensus on final Mentor/Intern matching. The building principal will, in conjunction with the Mentor Liaison, assist and facilitate release time for the Mentor and Intern. It is the principal's responsibility to maintain confidentiality with the Mentor/Intern pair at all times. The principal will utilize the Marzano annual review process and complete observations in a timely manner to enable the Intern to benefit from constructive feedback and facilitate the Intern's professional growth.

Additionally, to support new teachers, the principal will:

- carefully consider each intern's teaching schedules to provide for an optimal chance of success.
- be cognizant of the tremendous time pressures placed on interns when recruiting extracurricular advisors and coaches.
- reduce extra duties when possible, to enable interns to focus on instruction.
- assist in providing interns with the resources they need.
- make interns feel welcome and make himself/herself available to address any questions or concerns.
- be available to meet, upon request, with Mentor/Intern pairs.
- attend new teacher orientation sessions when possible.

## **Time Allocation and Compensation**

It is understood that mentoring requires a significant commitment of time. Optimally, the Mentor-Intern relationship will be one-to-one. No mentor will be assigned more than two interns in a given school year. Extraordinary circumstances should be brought to the attention of the Assistant Superintendent for Curriculum and Instruction for review.

When the appointment of interns occurs prior to the start of the school year, mentors are expected to meet with their assigned intern(s) prior to the start of the teacher calendar year to provide a comprehensive orientation to the district and to the school(s) where the new teacher is assigned. When the appointment occurs after the start of the school year, the orientation activities must take place as soon as possible after that appointment.

Mentors are expected to meet with their assigned intern(s) on a regular basis throughout the year during a planning period or at a time outside of assigned teaching responsibilities. If possible, common planning time will be considered to facilitate this process.

Each mentor will have up to a total of 20 hours of release time, with a substitute provided as needed, to observe classroom instruction, participate in training, or for mentoring activities with their intern(s) that can only take place during the regular work day. This release time will be planned collaboratively with the building principal.

Mentors are to assist interns to plan and schedule observations, visitations, etc. that occur during the regular school day. When this involves release time for the intern, the dates and times will be planned collaboratively with the building principal.

Mentors will receive a stipend for each intern they serve. It is understood that this stipend will be prorated for a partial year of service. If a mentor assists more than one intern in a given year, the stipend for the additional intern will be at a lesser rate since many mentoring activities are carried out in small groups. This stipend will be paid in accordance with the Negotiated Agreement with the Clarence Teachers' Association.

### **CBA Mentor Stipend**

- As per collective bargaining agreement

### **Program Coordination**

The Clarence Mentor-Intern Program will be administered by the Assistant Superintendent for Curriculum and Instruction.

On an annual basis, a Clarence mentor teacher will be appointed to serve in a Mentor Liaison role in collaboration with the Assistant Superintendent for Curriculum and Instruction. This role will include, but not limited to, such duties as planning professional development activities, communicating with mentors, serving as a liaison with external groups or organizations that focus on mentoring issues, and assisting in the preparation of materials used in the district program.

## **The Role and Responsibilities of the Mentor Liaison**

- Facilitates 3 districtwide meetings with all Interns and Mentors with the Assistant Superintendent for Curriculum and Instruction
- Meets all qualifications of a Mentor
- Participates in training necessary for role as Mentor Liaison
- Contributes to the development of the District Professional Development Plan
- Works collaboratively with administration to identify and select Mentors
- Assists administration in planning and implementing the New Teacher Orientation
- Provides in-service training/workshops to Mentors or arranges such support with trainers
- Provides materials to Mentors and Interns to familiarize them with program components and expectations
- Works with administrators to facilitate release time for Mentors and Interns
- Meets with each Mentor/Intern pair in the NYS Mentor-Teacher Internship Program
- Oversees the use of Mentor/Intern meeting and release time, as reported in the District electronic record-keeping system (My Learning Plan). Initially/Professionally certified teachers' documentation will be submitted to the personnel office as required by SED.
- Attends building support group meetings as needed
- Facilitates a support group/training for Mentors
- Establishes criteria for program evaluation
- Evaluates program annually (all stakeholders) and reviews feedback to determine program modifications/direction and future program goals
- Summarizes and reports results of annual program evaluation to all stakeholders as well as central administration and the Board of Education
- Reviews Mentor plan annually with the Mentor Committee and revises/updates as necessary
- Summarizes and submits attendance for in-service compensation for all Interns to district office annually

The stipend for this role will be paid in accordance with the Negotiated Agreement with the Clarence Teachers' Association (See Section IX. Time Allocation and Compensation)

## Program Evaluation

A primary goal of the Clarence Central School District's Professional Development Plan is to develop and implement strategies to enhance quality of instruction. This is accomplished through consistent evaluation of the Intern in conjunction with an effective Mentor Program. A formalized mentoring program properly and continuously evaluated helps to ensure quality teaching and instructional continuity by retaining talented teachers. Retention is most often achieved when new teachers are supported in their role as independent educators, feel valued by their colleagues and supervisors, and are given guidance and specific feedback which enables professional growth. While Mentor Programs are primarily designed to meet the needs of the Intern, a well-run program also benefits Mentors. Past experience indicates that Mentors, as well as Interns, derive benefits and experience professional growth as well as a feeling of satisfaction from the Mentor-Intern relationship. Through ongoing assessment, the district will evaluate the benefit of the program to Mentors and Interns, the effectiveness of the program as a whole, and the impact of the program on all stakeholders in the following ways:

- Mentors and interns will participate in an evaluation process at the conclusion of the year at which time they will be encouraged to provide a critical assessment of the program in writing to the Mentor Liaison. This assessment will be used to evaluate the program in general, make necessary program changes if warranted, and provide direction for the following year's program.
- Data will be collected to assess the effectiveness of training workshops that were derived and developed out of the expressed needs of the Mentors and Interns (e.g. District/building level-specific technology support; teacher certification issues or classroom management workshops) as well as those scheduled by the Mentor Liaison.
- Feedback will be sought by the Mentor Liaison from administrators, Mentors, and Interns to determine the effectiveness of scheduling and release time in an attempt to maintain continuity of instruction for students.
- The Assistant Superintendent for Curriculum and Instruction will meet with the Mentor Liaison in October and June concerning the effectiveness of the program.
- The Mentor Liaison will evaluate the program in consultation with the Curriculum Team with a focus on program effectiveness, efficiency of Mentor recruitment procedures as outlined in the Mentor plan and overall program management.
- Formal evaluation of the program will be distributed to District Leadership and all active mentors.
- The Mentor Liaison may conduct individual exit interviews when Interns and/or non-tenured teachers leave the district. If this is not feasible, a completed exit interview form will be requested from those leaving the district.

## **Appendix A**

### **Suggested Mentor/Intern Activities**

#### **New Teacher Courses in the District Professional Development Catalog**

##### **Year 1**

Teacher Success Series Workshops (based on the Marzano Framework) (Marzano Domain 1)

Observations and Evaluations (Marzano Domain 1)

Classroom Management (Marzano Domain 1)

##### **Years 2 and 3**

Engagement Strategies/Cooperative Learning Structures (Marzano Domain 1)

Technology Integration (Marzano Domain 2)

Meeting Needs of Special Education Students (Marzano Domain 2)

## Appendix B

### Marzano Art and Science Teaching Framework and New York State Learning Standards Alignment

#### **Domain 1: Classroom Strategies and Behaviors**

Design Question 1: Communicating Learning Goals and Feedback  
Design Question 2: Helping Students Interact with New Knowledge  
Design Question 3: Helping Students Practice and Deepen New Knowledge  
Design Question 4: Helping Students Generate and Test Hypotheses  
Design Question 5: Engaging Students  
Design Question 6: Establishing Rules and Procedures  
Design Question 7: Recognizing Adherence to Rules and Procedures  
Design Question 8: Establishing and Maintaining Effective Relationships with Students  
Design Question 9: Communicating High Expectations for All Students

#### **New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 1)**

**NYS Teaching Standard 1.3-** Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

**NYS Teaching Standard 2.1-** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, [and] structures and current developments within their discipline(s).

**NYS Teaching Standard 2.2-** Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.

**NYS Teaching Standard 2.3-** Teachers use a broad range of instructional strategies to make subject matter accessible.

**NYS Teaching Standard 2.4-** Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

**NYS Teaching Standard 2.5-** Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

**NYS Teaching Standard 3.1-** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards driven instruction that motivates and engages students in learning.

**NYS Teaching Standard 3.2-** Teachers communicate clearly and accurately with students to maximize their understanding and learning.

**NYS Teaching Standard 3.3-** Teachers set high expectations and create challenging learning experiences for students.

**NYS Teaching Standard 3.4-** Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

**NYS Teaching Standard 3.5-** Teachers engage students in the development of multi - disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

**NYS Teaching Standard 3.6-** Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

#### **Domain 2: Planning and Preparing for Instruction**

Planning and Preparing for Lesson and Units  
Planning and Preparing for the Needs of English Language Learners  
Planning and Preparing for Needs of Students Receiving Special Education  
Planning and Preparing for Needs of Students Who Lack Support for Schooling  
Planning and Preparing for Use of Resources and Technology

#### **New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 2)**

**NYS Teaching Standard 1.1-** Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

**NYS Teaching Standard 1.2-** Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

**NYS Teaching Standard 1.4-** Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

**NYS Teaching Standard 1.6-** Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

**NYS Teaching Standard 2.6-** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

**NYS Teaching Standard 4.3-** Teachers manage the learning environment for the effective operation of the classroom.

**NYS Teaching Standard 4.4-** Teachers organize and utilize available resources (e.g. physical space, time, technology) to create a safe and



productive learning environment.

**NYS Teaching Standard 5.5-** Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

**Domain 3: Reflecting on Teaching**

Developing and Implementing a Professional Growth Plan

Evaluating Personal Performance

**New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 3)**

**NYS Teaching Standard 5.1-** Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

**NYS Teaching Standard 5.2-** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

**NYS Teaching Standard 5.3-** Teachers communicate information about various components of the assessment system.

**NYS Teaching Standard 5.4-** Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

**NYS Teaching Standard 7.1-** Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

**NYS Teaching Standard 7.2-** Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

**NYS Teaching Standard 7.3-** Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

**NYS Teaching Standard 7.4-** Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

**Domain 4: Collegiality and Professionalism**

Promoting a Positive Environment

Promoting District and School Development

Promoting Exchange of Ideas and Strategies

**New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 4)**

**NYS Teaching Standard 4.1-** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

**NYS Teaching Standard 4.2-** Teachers create an intellectually challenging and stimulating learning environment.

**NYS Teaching Standard 6.1-** Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

**NYS Teaching Standard 6.2-** Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

**NYS Teaching Standard 6.3-** Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

**NYS Teaching Standard 6.4-** Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

**NYS Teaching Standard 6.5-** Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

## Appendix C

### Mentor Program Reflective Practitioner Survey

Role:

- Mentor                       Intern

#### ***SUPPORTING BEGINNING TEACHERS***

Traditionally, beginning teachers transition through five phases during their first year of teaching, including the following: (1) anticipation, (2) survival, (3) disillusionment, (4) rejuvenation, and (5) reflection. Awareness of the phases can help school leaders and mentors provide appropriate support for beginning teachers and reduce teacher attrition. (Boogren, 2018).

#### **ANTICIPATION PHASE - PREPARATION & PHYSICAL SUPPORT PRIOR TO AND DURING THE FALL OF THE ACADEMIC YEAR**

Physical support involves helping new teachers with the practical or logistical aspects of teaching, such as organizing the classroom, gathering supplies, learning school policies, and navigating the school building.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the ANTICIPATION phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the ANTICIPATION phase:

#### **SURVIVAL PHASE - INSTRUCTIONAL SUPPORT IN CLASSROOM INSTRUCTION & MANAGEMENT**

Instructional support involves coaching new teachers in planning and preparing lessons/units and developing classroom strategies and behaviors.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the SURVIVAL phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the SURVIVAL phase:

#### **DISILLUSIONMENT PHASE - COLLEGIAL AND PROFESSIONAL SUPPORT**

Support in the disillusionment phase may require strategies to address any of the four domains in the art and science of teaching framework. Mentors assist in promoting a positive environment, problem-solving, and identifying resources helpful to new teachers.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the DISILLUSIONMENT phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the DISILLUSIONMENT phase:

## **REFLECTION/ REJUVENATION PHASES - SUPPORT FOR GOAL SETTING AND PRACTICES OF LIFELONG LEARNING**

Support in the reflection and rejuvenation phases includes opportunities for professional reflection, celebration of successes, and end-of-the year activities to assess the new teacher's growth and learning.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the REFLECTION/REJUVENATION phases:
2. An **improvement** to the Mentor Program in supporting new teachers in the REFLECTION/REJUVENATION phases:

## **CLARENCE MENTOR PROGRAM GOALS**

Please assess the extent to which the articulated goals of the Clarence Mentor Program describe your experiences and final assessment as a Mentor or Intern during the 2022-2023 academic year. Use the following scale:

- 5 - STRONGLY AGREE
- 4 - AGREE
- 3 - SOMEWHAT AGREE
- 2 - SOMEWHAT DISAGREE
- 1 - DISAGREE

### **My Intern can / As an Intern, I**

- Consistently plan and deliver effective, sound, and fundamental lessons/instruction
- Am confident in myself, my practices, and my place in the classroom
- Verbalize a clear understanding of effective teaching and learning
- Assess student learning and make adjustments as needed
- Confidently practice strong classroom management skills
- Clearly enjoy being with students
- Have a clear understanding of what it means to be a Clarence teacher
- Am an integral part of the Clarence Professional Learning Community
- Feel valued and supported by the entire school community
- View mentoring as a positive experience
- Understand the commitment needed to be a professional educator
- Am comfortable with the Annual Professional Performance Review and the teacher evaluation process

### **My Mentor does / As a Mentor, I**

- Provide and maintain a high level of confidentiality at all times
- Model and encourage professionalism
- Provide guidance on state and federal mandates (APPR, CTLE, DASA, etc.)
- Model a variety of teaching techniques for the Intern
- Provide coaching, feedback, and professional support

- Assist the Intern with the use of district software and instructional technology
- Assist the Intern in the creation and review of lesson plans that follow the New York State Learning Standards and Marzano Framework for Teaching
- Model and encourage communication with parents, colleagues, and the school community
- Provide information about school culture and climate and clarify information about policies and procedures for the specific buildings in which they teach

### **CLARENCE MENTOR PROGRAM REQUIREMENTS**

Mentors and interns significantly invested in the program through a summer and monthly commitment of time, district-wide meetings, logs, and observations.

Please finish with final suggestions regarding the requirements of the program, using one or more of the following prompts:

The most valuable part of the mentoring program is . . .  
I benefited most from . . .

Other thoughts I have about this experience . . .  
An idea I have to improve the program is . . .