ELMONT UNION FREE SCHOOL DISTRICT

MENTOR PROGRAM

HANDBOOK

Program Goals

The goals of the Elmont Union Free School District's mentoring program are to contribute to the achievement and well-being of teachers and students by:

- Supporting new teachers as they are inducted into the school and community,
- Providing professional development activities that strengthen the performance of teachers who are new to the district,
- Establishing forums for teachers who are new to the district to share their educational insights with established staff members, and
- Fostering a professional community that values continuous improvement

Program Design

The district's mentoring program, ensures that:

- individual mentors and school-based mentoring teams are prepared to fulfill their roles,
- adequate time is allocated to the program,
- a semi-annual needs assessment of mentors and their mentees is conducted, and
- the design of the program is evaluated annually and revised as needed.

District-based Mentoring Meetings

District-based mentoring meetings will be held at the discretion of the Director of Curriculum and Instruction and will be presented in collaboration with a representative of the Elmont Leadership Team. At the first District-level mentoring meeting, teachers will be asked to identify topics for future meetings in an effort to best meet the needs of the new teachers in any given year.

Topics to be discussed during District-based mentoring meetings may include:

- District-level goals and initiatives
- Common challenges experienced by teachers who are new to the profession or new to the district
- Reflection activities (analyzing student performance information and student work, etc.)
- Parent/teacher relationships
- Professionalism (establishing a professional identity, making a commitment to lifelong learning, setting high expectations for self and students, etc.)

School-based Mentoring Meetings

School-based mentoring meetings will be held at the discretion of the building principal. Topics to be discussed during school-based mentoring meetings include:

- Curriculum and instruction (instructional strategies, curriculum design, lesson planning, etc.)
- Professional challenges (goal setting, problem-solving, etc.)
- Reflection activities (analyzing student performance information, and student work, etc.)
- Management topics (staff evaluation procedures, attendance policies, time management topics, etc.)
- Parent/teacher relationships (communicating curricular expectations, discussing student progress, writing reports, etc.)
- Professionalism (establishing a professional identity, making a commitment to lifelong learning, setting high expectations for self and students, etc.)

Curriculum Leaders

Curriculum leaders will support new staff members by:

- providing new teachers with curriculum maps and other curriculum materials (e.g. benchmarks, rubrics, examinations used in past years, state standards documents, state examination results, etc.),
- assisting in using these documents to design and manage instruction, and
- assisting in annually updating curriculum maps and designing new curriculum materials

Administrators

The administrative staff will support new staff members and the mentoring program by:

- monitoring teaching responsibilities so that the new staff members are given a balanced assignment of classes (e.g students with learning disabilities/behavioral issues will be equitably assigned to new and established staff members),
- when possible, placing mentors and mentees in close proximity,
- meeting with new teachers early in the school year to describe the supervisory/evaluation/tenure process,
- visiting the classrooms of new staff members and providing informal feedback, and
- providing assistance with curriculum-related matters in the absence of an appointed Curriculum Leader.

Consultants

Consultants, both from within (school psychologists, guidance counselors, instructional coaches, teachers with expertise in classroom management, etc.) and from outside the district (e.g. subject area specialists, technology experts, etc.), provide additional support for non-tenured teachers.

One-to-One Mentoring

Individual mentors will be provided for the period of one year for all teachers who possess *Initial* certification and have not yet completed two years of teaching. In addition, the building principal will have the option of assigning one-to-one mentors to other new staff members or a veteran staff member when a need is identified. The function of these mentors will be to supplement the district's mentoring programs with a minimum of 45 minutes per week of one-to-one mentoring. These sessions will address:

- curriculum (e.g. curriculum maps, instructional programs, assessments, etc.)
- classroom management, and
- instructional strategies.

Individual mentors have a non-supervisory, non-evaluative role. Individual mentors will be paid a stipend/honorarium at the rate of $50.00 per hour for 5 of 40 required hours for each teacher that they mentor.

Both mentors and mentees will submit logs monthly through My Learning Plan. These logs will contain meeting date(s) and topics addressed.

Building principals in collaboration with the Director of Curriculum and Instruction interview, select and match individual mentors with their mentees. Every effort will be made to pair each new staff member with a mentor who shares a similar teaching assignment.

Mentors will be selected based on the following criteria:

- The applicant is a tenured teacher in the Elmont Union Free School District.
- The applicant is willing to attend mentor district- and building-level seminars during their tenure as a mentor.
- The applicant is willing to meet with their mentee outside the school day.
- The applicant has demonstrated exceptional skill in developing curriculum and designing instructional strategies.
- The applicant is committed and qualified to helping new staff members achieve the mentoring program goals.

All other qualifications being equal, preference for mentor/mentee partners will be given to teachers who teach the same subject area and/or grade level. The building principal, in collaboration with the Director of Curriculum and Instruction, has the authority to disband unsuccessful mentor/mentee partners.

The following are statements from the EETA contract (2025) regarding Professional Development.

- **In-Service Courses:** Teachers on probation may be required by the Superintendent to take one (1) in-service course per year while they are on probation. The association will cooperate with the Superintendent in recommending the taking of in-service courses by staff members to facilitate program development. Such cooperation shall include such items as the following: advising the Superintendent, recommending taking of courses in the association bulletin, making a presentation at faculty meeting, etc.

- **Online Courses** used for professional development shall be given by state-approved vendors and require pre-approval of the Superintendent or the Superintendent's designee.

- Teachers shall be permitted to take online courses for the purpose of lane movement with a minimum of one (1) other teacher taking the same course at the same time. Such course shall require the prior approval of the building principal and the Superintendent or Superintendent's designee.

Topics for New Teacher Orientation

AUGUST
• Mission, Vision & Guiding Principles • Tour of the District • Teaching, Learning & Areas of Focus • District-Wide Expectations & Procedures • Response to Intervention & Special Education • Technology • Building Expectations & Procedures • Mentor Program Review • Questions & Topics for subsequent meetings

Calendar of Suggested Topics for Mentor-Mentee Meetings

SEPTEMBER
• Balancing demands on time • Home-School Connection • Parent Communication • Back-to-School Night and Parent Conferences • Classroom Management • Materials Management • Data Collection, grading and report cards • Relationships with colleagues and support staff (guidance counselors, special education, grade-level team, psychologists, instructional coaches, etc.) • Extra-Curricular Opportunities • Professional Growth (Workshops, intervisitations within colleagues' classrooms and schools within the Elmont School District, etc.) • Assessment schedule including local and NYS assessments • Field Trip Procedures • Review of District Calendar (District & Building Events) • Library • Copy Machine Procedures • Other topics identified by the mentor or mentee

OCTOBER
• Classroom Management • Student discipline procedures • RTI • Parent conferences • Budget Presentation • Report Cards (1st Marking Period) • Questions & Topics for subsequent meetings

NOVEMBER

- Time Management
- Holiday celebrations
- Assessment schedule including local and NYS Assessments
- Parent communication regarding report cards and student progress (Parent-Teacher Conferences)
- Visiting colleagues' classrooms
- Budget Preparation
- Other topics identified by the mentor or mentee

DECEMBER

- Holiday celebrations
- Concert Schedules
- Mid-Year Assessments
- Progress/Concerns with Supervision/Observation and APPR process
- Mid-year self-reflection/goal setting
- Other topics identified by the mentor or mentee

JANUARY

- Mid-Year Assessments
- Mid-Year Reflection/goal setting
- Visiting colleagues' classrooms
- Other topics identified by the mentor or mentee

FEBRUARY

- Annual Review Process
- Report Cards (2nd Marking Period)
- Other topics identified by the mentor or mentee

MARCH

- Preparation for NYS Assessments
- Professional Development opportunities
- Mid-Year Self Reflection
- Other topics identified by the mentor or mentee

APRIL
• Mid-Year Self-Reflection • Preparation for NYS Assessments • Other topics identified by the mentor or mentee

MAY
• Preparation for NYS Assessments • End of Year celebrations and activities • Report Cards (Final Marking Period) • Other topics identified by the mentor or mentee

JUNE
• End-of-the-year Self-Reflection • Placement Procedures • End of Year Procedures • 6th Grade Graduation Activities • Other topics identified by the mentor or mentee

Elmont Union Free School District

CULTIVATING SCHOLARS AND GLOBAL CITIZENS

AL HARPER
Interim Superintendent of Schools

WELLINTHON GARCÍA-MATHEWS, Ed.D.
Director of Curriculum and Instruction

August 2023

Dear Colleagues,

The Elmont UFSD has adopted a web-based service for tracking professional development courses. Teachers will receive an email invite from Frontline to create their account. Your user name will be your Elmont e-mail address, first initial last name (i.e.jsmith@elmontschools.org), and the password, **changeme**, to log on to the site to register for courses, evaluate in-service workshops, track professional development hours and maintain mentor logs. You can familiarize yourself with this service at any time by going to frontlineeducation.com

As always, please feel free to call with any questions or concerns.

Sincerely,

Dr. García-Mathews
Director of Curriculum & Instruction

Frontline

(My Learning Plan)

Welcome to Frontline (frontlineeducation.com)

- Frontline (frotlineeducation.com) is a web-based service for tracking Professional Development activities for educators.
- Teachers use their private "ID" and password to maintain records of all activities, setup and view their individual learning plan/portfolio, participate in online learning modules, and print completion certificates.
- School administrators use this site to approve activities and print reports.
- All users benefit from a streamlined workflow, which automates many tasks and provides better, faster access to records and information.

Features Available to you on Frontline (frontlineeducation.com)

My Info:
- My Portfolio
- My Personal Goals
- My Certificates
- My File Library

Activity Catalogs:
- District Catalog
- WSB Catalog
- Nassau BOCES
- Eastern Suffolk BOCES
- Calendar

Fill-In Forms:
- Graduate Request Form
- In-service Request Form
- Conference Request Form
- Professional Development Log Form

Activity Proposals:
- Activity Proposal

Account Options:
- My User Profile
- Change Password

FRONTLINE HELPFUL HINTS

My Info: My Portfolio- lists all activity on your account. It is a summary of your portfolio.

Activity Logs: District activities, BOCES activities, a calendar of all District activities in progress.

Fill In Forms: Graduate requests, in-service requests, conference requests, professional development log.

Account Options: If you want to change your password or view your profile.

FRONTLINE GUIDELINES

- All courses must be submitted for prior approval at least **10 days prior** to the start of the course.

- Courses listed in the district catalog should be submitted on the **in-district in-service request** form
(It will be completed automatically when you submit the course for approval.)

- In-service not provided by the District should be submitted on the **in-service request form** (on the side bar menu- it will say **out-of-district in-service course approval** on the top of the form)

- Conference forms should be submitted on the **conference request form**.

- All graduate courses should be submitted on the **graduate request form**.

- All out of district on-line courses must be taken with **1 colleague**. **On the in-service request form, you must indicate the other members of your group.**

- Once you complete a course, you **must mark complete and submit** this course for final approval by your principal and Dr. Garcia-Mathews. Make sure you have a <u>transcript or certificate of completion</u> sent to Kathleen Lo Castro in the Personnel Office. Your course will not show final approval or completion until personnel receives your Certificate of Completion. Print out the Certificate of Completion/Attendance and email or interoffice to the Curriculum Office.

- Professional development hours must be logged and submitted to your principal on a regular basis. Professional development hours include: faculty meetings, mentor meetings, staff curriculum meeting, grade level meetings, pre and post observation meetings with your principal, Superintendent's Conference Day, professional development meetings, etc. Please make sure you check all boxes that apply to your professional development in the purpose area of all forms (probationary requirements, 175-hour requirements, new teacher requirements, CTLE 100-hour requirement, professional development, mentoring hours and/or salary advancement).

- **If you submit a course for final approval and do not see the final approval within 30 days, please make sure your certificate was sent to personnel.**

- Please check your **District e-mail on a regular basis.** Any changes or class cancellations will be sent   via e-mail.

Mentoring Hours

Teachers with NYS Initial teaching certificates must complete a mentoring experience in their first year in the teaching profession. If the Initial certificate holder is in his or her first year of teaching and is employed in the district for more than 40 days (approximately .22 FTE), the district must provide mentoring to such long-term substitute teachers. 10% of 180 days= 18 Days (126 instructional hours)

2	**New Teacher Orientation**	5.0 hrs. per day	10 hours
3	**Conference Days**	6.5 hrs. per day	19.5 hours
	District New Teacher Workshops	1.5 hrs. each	15 hours
	Faculty Meetings (1 per month)		10 hours
	Curriculum Meetings (1 per month)		10 hours
	Subtotal		64.5 hours
	One to One Mentoring		**5 hours (max)**
	Grade Level Meetings (2 per month)		30 hours
	Mentor/Mentee Meetings (fourth Wed. or designated day)		10 hours
3	**Observations per year** (30 minutes pre ob/ 30 minutes post ob)		3 hours
	Common planning time (40 min. per week= 160 min. per month X 10= 1600 min. =		26 hours
	Subtotal		138.5 hours

Other Possible Hours:
Building Training -(Smartboard/BOCES etc.)
Interclass or school visitations