

DCMO BOCES Mentoring Committee

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About the BOCES Mentoring Program

Purpose

It is required by law that all professionals with an “initial” teaching certificate (issued beginning February 2004) participate in a one-year, documented mentored teaching experience during their first year of teaching in order to qualify for their professional certificate. This includes teachers, counselors (MSWs), and speech therapists with initial teaching certificates. In addition, although not mandated under the regulations, the Mentoring Advisory Committee recommends that Occupational Therapists and Physical Therapists be included in the Mentoring Program. This recommendation is based on the rationale that these individuals are often providing services in a component school district and would benefit from formal connections with the BOCES. In addition, this group is part of the BTA and should receive benefits commensurate with others in the BTA.

The DCMO BOCES organization views mentoring as an opportunity to fully utilize our rich human resources, experiences and commitment to professional growth. Our Mentoring Program is designed to provide meaningful, constructive and *non-evaluative* support, insight and guidance to mentees in a *confidential* environment so that they can more easily transfer their professional preparation into quality teaching that results in enhanced student achievement. The program also aims to increase the retention of promising teachers by developing highly effective professionals who are eager to remain at BOCES and maintain its culture of excellence.

The Advantages of Being a Mentor

The mentoring relationship offers opportunity for reciprocal growth and learning. After all, to teach is to learn! Thoughtful conversations about educational practice establish forums for learning. Most experienced teachers who are motivated to become mentors for altruistic reasons find that they “get as much as they give.” Not only do teachers find that they learn more about their own teaching as they convey what they know to new teachers, they also find that peer coaching enables them to go deeper into their own practice. The learning is thereby reciprocal, adding renewal for experienced teachers and increased confidence for novices.

If that isn't enough to convince you, documented time spent in mentoring activities, for both mentors and mentees, can be counted toward required

Professional Development hours. Furthermore, serving as a Mentor can also serve as an allowable Alternative Supervision project.

Mentor Criteria

Individuals selected to be a mentor should:

- Be tenured, or have been previously tenured and be at least in their second year of their assignment with BOCES
- Have completed or committed to completing the core professional development programs required of all new teachers at BOCES
- Be respected as an effective colleague
- Possess the ability to ask the right questions of a mentee, not just provide the right answers
- Accept and encourage alternative ways of doing things and avoid temptation to mold the mentee to “their way of doing it”
- Express a desire to see the mentee go beyond present levels of performance, even if it means the mentee is able to do some things better than the mentor
- Demonstrate perseverance and confidence building with all students
- Have a communication style that adapts to individual differences
- Demonstrate behaviors that show commitment to continuous learning about the craft, collegiality, and experimentation in one’s position/work

Mentor Selection

During the school year the Mentoring Coordinator solicits applicants from members of the current teaching/related service staff of the DCMO BOCES who wish to become mentors. Applications are reviewed against the above criteria to determine those best suited for a mentoring role.

The following steps will be used to select mentors:

- Step 1: Prospective Mentor requests/receives application materials
- Step 2: Prospective Mentor submits application to his/her immediate supervisor (see Application for Prospective Mentor form, pp. 7-8)
- Step 3: Prospective Mentor requests a letter of recommendation from two colleagues (see Letter of Recommendation Forms, pp. 9-10)
- Step 4: Supervisor recommends prospective mentor to Mentoring Coordinator
- Step 5: Mentoring Coordinator confirms appointment with identified mentors

- Step 6: Mentoring Coordinator ensures mentor receives required training (see Professional Development for Mentors, pp. 3-5)
- Step 7: Upon successful completion of training or expressed commitment to participate in required training, the Mentoring Coordinator, in consultation with the appropriate program administrator, matches mentor and mentee based upon established criteria (see below)

Mentors are assigned each August/September and during the year as soon as practical after hiring of mentee.

Mentor and Mentee Matches

The following considerations will help determine the matching of mentor and mentee:

- Location
- Tenure Area
- Availability
- Any self-identified mentee needs

It is understood and anticipated that not all matches, as initially determined, will work to the mutual benefit of mentor and mentee. A confidential process for appealing or renegotiating a match is in place through the Mentoring Coordinator. The final decision to remain together belongs with the mentor, mentee, and Mentoring Coordinator

Professional Development for Mentors

Prior to establishing the Mentor/Mentee relationship, Mentors must participate in (or commit to participate in) 2 days (or equivalent) of mentor training on the following content/material:

The Role of the Mentor

- Support v. Evaluation
- Confidentiality

The Beginning Teacher

- Drawn partially from “A Better Beginning” (Scherer)
- What do new teachers need?
- Easing the way for new teachers
- Not “survive” but “thrive”

Peer Coaching Techniques

- Research and Best Practices on peer coaching theories, including cognitive coaching.
- Use of the reflective conversation
- Practice using coaching techniques to problem-solve, reflect on goals, and examine instructional strategies

Adult Learning Theory

- How to effectively teach adults
- Summary of the research
- Recognition of the uniqueness of adult students:
Emotionality, openness to learning, role of student vs. leader, physical surroundings

Framework for Teaching

- Based on Danielson
- Tools for the mentor to help the new teacher with:
 - Planning and preparation
 - Classroom environment
 - Professional responsibility
 - Instructional techniques

During the course of the year, while in the mentor/mentee relationship, Mentors will be also required to participate in the following professional development to continue to develop Mentoring skills:

- Study Group/Book Talk sessions for Mentors
- BOCES-Wide Mentor/Mentee shared meetings

Other Opportunities

In addition to the required trainings, the following are opportunities that may be provided to further support Mentors

- 5 Day Cognitive Coaching Training
- Workshops in identified areas of Mentee needs to be attended as a Mentor/Mentee pair

The content of trainings, over time, may be adapted based upon participant feedback. The requirement for this training will be applied flexibly, understanding that some staff members have already been trained on some of these topics (i.e. A

Framework for Teaching). Individuals would not be required to repeat any trainings. Daytime and evening training opportunities will be available.

Mentor Expectations

Mentors will:

- Complete, in the first year, required professional development for mentors (see above)
- Engage in subsequent years of advanced mentor training as identified by a needs-based assessment
- Be available for a minimum of one to two hours per week to work with mentee and document a minimum of 30 hours of contact time over the course of the year. Contact may include:
 - observation of one another's classes (minimum of 5 per year; for mentor/mentee pairs that are not in close proximity, this may be augmented by using videotaped lessons that are viewed and discussed together);
 - appointments for weekly, one-on-one conferences to check in and engage in troubleshooting or coaching;
 - journaling;
 - email; and
 - shared professional development opportunities.

These expectations should be applied flexibly. What is necessary is that the mentor connects with the mentee often; this may look different in any given week. A contact plan, outlining contact strategies, will be developed by the mentor and mentee and submitted to the Mentor Coordinator for review.

- Take turns leading study groups on topics of need, concern or interest to the mentees as a group
- Demonstrate lessons or management techniques on request
- Link mentees with other resource people, as needed

Mentoring Program Expectations

Mentors

Classroom/lab Setting – The mentor shall:

1. Provide information regarding procedures, routines, and guidelines of the division/program/department, the building, and the BOCES organization

2. Assist with the physical layout of the classroom/lab in accordance with sound pedagogical practices, student needs and mentee comfort level
3. Provide direction in collecting, organizing, creating and using materials and resources for instructional purposes

Development – The mentor shall:

1. Facilitate participation in study groups/team meetings/faculty meetings, professional development workshops especially the “core 5”, and required graduate study
2. Provide/recommend resources, both internal and external, for professional development opportunities that will enhance the individual skills of the mentee
3. Schedule time for collaborative planning
4. Share effective ideas, practices, and strategies, which may include visits to another classroom-in-action
5. Participate together in various conferences and related activities
6. Assist with goal setting and reflection (monitor and adjust)
7. Maintain the Record of Mentoring Contact form and submit it to the Mentoring Coordinator at monthly group meetings

Support – The mentor shall:

1. Provide encouragement
2. Advocate for the mentee
3. Help establish a network of instructional and emotional support.
4. Engage in discussions and provide feedback.
5. Be aware of and address the mentee’s individual needs and concerns.

Mentees

Classroom/lab Setting – The mentee shall:

1. Work with mentor and colleagues to learn the procedures, routines and guidelines of the division/program/department, the building, and the BOCES organization
2. Develop the physical layout of the classroom/lab in accordance with sound pedagogical practices, student needs and personal comfort level
3. Be open to direction in collecting, organizing, creating and using materials and resources for instructional purposes

Development – The mentee shall:

1. Participate in study groups/team meetings/faculty meetings, professional development workshops especially the “core 5”, and required graduate study
2. Review professional development resources shared by the mentor for possible participation
3. Participate in collaborative planning
4. Identify effective ideas, practices, and strategies to be implemented
5. Participate together in various conferences and related activities
6. Participate in goal setting and reflection (monitor and adjust)
7. Review and sign the Record of Mentoring Contact form prior to submission to the Mentoring Coordinator

Support – The mentee shall:

1. Accept encouragement.
2. Advocate for the mentoring team.
3. Establish a network of instructional and emotional support.
4. Engage in discussions and accept feedback.
5. Be aware of and inform the mentor of his/her individual needs and concerns.

Mentoring Coordinator

1. Facilitate the implementation of the mentoring program
2. Complete an evaluation of the mentoring plan with the Mentoring Advisory Committee
3. Meet with administrator(s) to establish mentor lists and designate appropriate matches with mentees
4. Organize the mentoring network by providing:
 - a. Mentee/mentor assignments
 - b. Contact lists
 - c. Yearly plan of events
 - d. Communication/updates
 - e. Best practice information in support of mentor/mentee roles
5. Facilitate mentee/mentor relationships; problem solve, mediate, and re-assign mentors or mentees as necessary
6. Facilitate communication and resolve problems with mentors, mentees and their supervisor (s) to provide a mentoring program to meet the needs of each mentee
7. Collect, organize and make available all forms necessary for the process
8. Maintain yearly updated list of available mentors following receipt of commitment letters from trained mentors

Support – The coordinator shall:

1. Provide encouragement.
2. Advocate for the mentoring program.
3. Help establish a network of instructional and emotional support.
4. Engage in discussions and provide feedback.
5. Be aware of and address the mentoring team’s individual needs and concerns.

Administrators

1. Promote, support and champion the Mentoring Program through words and actions
2. Review mentor applications and recommend candidates to Mentoring Coordinator
3. Meet with Mentoring Coordinator and designate appropriate matches with mentees

4. Provide release time for mentors and mentees under their supervision, based on the mentee's needs and the specific circumstances
5. Meet, as needed, with mentors to suggest topics of focus that are common needs for new teachers
6. Mentee supervisor will meet regularly with the mentoring team to provide support and guidance throughout the school year
7. Provide training to mentors and mentees via Instructional Support Services

Support – The administrator shall:

1. Provide encouragement.
2. Advocate for the mentoring program.
3. Help establish a network of instructional and emotional support.
4. Engage in discussions and provide feedback.
5. Be aware of and address the mentoring team's individual needs and concerns.

Mentoring Advisory Committee

1. Collaboratively monitor, evaluate and revise the Mentoring Program to assure that it achieves its intended purposes
2. The committee will meet at least annually.

Support – The committee shall:

1. Provide encouragement.
2. Advocate for the mentoring program.
3. Help establish a network of instructional and emotional support.
4. Engage in discussions and provide feedback.
5. Be aware of and address the mentoring program's needs and concerns.

Phases for First Year Teachers

Anticipation Phase: New teachers enter with a tremendous commitment to making a difference! This feeling of excitement carries into the first few weeks of school.

Survival Phase: The first month is very overwhelming for new teachers. They are bombarded with a variety of problems and situations they had not anticipated. The realities of teaching may catch you off guard!

Disillusionment Phase: After 6 to 8 weeks of non-stop work new teachers enter this phase. The intensity and length varies among new teachers. Teachers begin questioning their commitment and their competence. Some even become physically ill! To compound it teachers are confronted with several new events during this time frame. They may face parent night, report cards, and evaluations by administrators for the first time. This can be very stressful! Ask for help as this can be the toughest challenge you will face as a new teacher!

Rejuvenation Phase: This phase is characterized by a slow rise in attitude toward teaching and usually begins around January. The winter break can make a tremendous difference and will allow you to resume a more normal lifestyle with plenty of rest. It also gives you time to organize and plan so you can start the year with renewed hope. This is a good time to focus on curriculum development, long-term planning and teaching strategies. This is apt to last into spring with ups and downs along the way.

Suggested Partner Activities

Share Resources

- Share textbook and supplemental resource ideas
- AV equipment requests
- Library/media acquisitions
- Computer access
- Keys

Building tour

- Parking
- Cafeteria
- Custodian
- Lounge
- Office
- Nurse etc.
- Administrative offices

Procedures

- Notifying home
- Hall, lunch expectations
- Classroom behaviors

- Consequences
- Sub folder
- Meetings
- Progress reports
- Report cards
- Dates
- Attendance
- Dress code
- Opening day schedule

Checklist of Topics

Before School:

- Mission and values of BOCES
- NYS Standards
- Time schedules
- Classroom management
- Procedures
- Grading policies
- Discipline referrals
- Use of copy machines
- Fire drills
- Supplies and materials
- Insight into effective instruction
- Review lesson plans for the first week.
- Teacher handbook

Early in the Year

- Explain formal observation process
- Help preparing for administrative observation
- Model lesson plans
- Model assessment
- Explain role of support staff including therapists and nurses.
- Explain policies on personal and sick leave.
- Suggest strategies for dealing with difficult students or classes
- Explain and plan for professional development opportunities
- Model various styles and vehicles of communication with home

- Offer advice for parent conferences
- Discuss IEP implementation, adapting the curriculum and test modifications.
- Explain policies and procedures for field trips
- Offer assistance in all contractual and union matters including benefits
- Review due dates for progress reports
- Explain snow day procedures
- Review faculty handbook
- Help complete BEDS forms

As the Year Goes On

- Encourage professional growth
- Continually readdress areas of concern or need
- Explain requisitions procedures
- Explain state assessment procedures
- Explain end of the year procedures

Ways to Work Together

- Journals
- E-mail
- Online forums
- Attend professional development together
- Meet regularly
- Observe each others classroom
- Visit someone else's room together
- Provide mentee with other human and material resources

TEACHER TIPS

CLASSROOM MANAGEMENT:

- Be prepared but be flexible.
- Create a trusting and caring atmosphere.
- Be consistent.
- Make consequences for behavior that you can carry out.
- Follow through on all consequences.
- Get to know your students.
- Have clear academic and behavioral expectations.
- Have a well communicated classroom management plan.

- Address problem behavior directly and immediately.
- Have structured consistent rules
- Have listed student and staff schedules

Getting students to behave:

- Create a warm and positive climate
- Be firm, consistent and fair
- Use IEP or curriculum driven activities.
- Have an accurate data collection method.
- Make sure the boundaries in your classroom are clear for students
- Do not be afraid to have an “active” classroom.
- Create a classroom atmosphere that emphasizes responsibility and cooperation.
- Give students the power to make decisions about their behavior.

Keep the classroom running smoothly:

- Teach procedures!
 - Attendance
 - Entering and leaving
 - Use of bathroom
 - Homework
 - Pencil sharpening
 - Fire drills
 - Hall
 - Learning Centers
 - Reading time
 - Transition between activities
 - Instruction verses working time
 - Computers
 - Other routines

General Advice

- Overplan!
- Make day of the week folders.
- Consult available handbooks.
- Learn your mentor’s procedures.
- Have a substitute folder ready.
- Posters of rules, consequences and schedules.
- Organize files.

- Keep photocopies of important documents.
- Keep attendance and plan books in secure location.

Classroom Expectations

- Should I use rows or groups or desks?
- Should I use tables?
- Should I have a reading corner?
- Should I have a special place for centers?
- Should I have a time out area?
- Is the room arrangement safe?
- Will supplies and equipment be secure?

Keeping Students and Parents Informed:

- Let both know what is expected academically and behaviorally. Regularly keep them informed of progress.
- Discuss academic codes of conduct.
- Post assignments and due dates.
- Explain evaluation criteria at the time work is assigned.
- Send home progress reports.
- Communicate successes as problems.
- Maintain a log of all parent communication.

Advice to Mentors:

- Always be positive and supportive.
- The mentee determines how much help you can be.
- Be willing to back off.
- Don't take rejection personally.
- Continually reinforce the confidential nature of your relationship.
- Recognize the need for the time outside of school.
- Be cautious about discussing the mentee with administration.
- Plan ahead so you are available during the busy times.
- Focus on the mentee's needs.
- Motivate mentee's thinking for their selves.
- Plan ways to spend time together.



Application for Prospective Mentor

Directions: This application must be completed in full. Once completed, please submit this application to your immediate supervisor. Two letters of recommendation from colleagues, using the form provided, should be submitted separately, also to your immediate supervisor. Upon review of your application and two letters of recommendation, your immediate supervisor must sign your application, thereby indicating his/her recommendation and approval for you to serve in this capacity. Your immediate supervisor also has room for comment regarding your application. Your immediate supervisor will then forward all application materials (application and two letters of recommendation) to the Mentoring Coordinator.

Name _____ Date _____

Position _____ Tenure Area _____

Campus/Building _____

BOCES Department _____ Immediate Supervisor _____

Years of Experience at BOCES _____

Years of Experience at Other Educational Organizations

Location: _____ Years: _____
Location: _____ Years: _____
Location: _____ Years: _____
Location: _____ Years: _____

Have you ever participated in a Mentoring program before? [] Yes [] No

If yes, please describe your experience: _____

Why do you wish to become a mentor? _____

What strengths and skills can you bring to the mentoring relationship? _____

Have you completed any of the following Professional Development Trainings? If yes, provide date and location.

- [] The Role of the Mentor - Date/Location: _____
[] The Beginning Teacher - Date/Location: _____
[] Peer/Cognitive Coaching - Date/Location: _____
[] Adult Learning Theory - Date/Location: _____
[] A Framework for Teaching/Danielson - Date/Location: _____
[] Other Mentor Training - Topic/ Date/Location: _____

The following section must be completed by the applicant's immediate supervisor and then forwarded, with two letters of recommendation from applicant's colleagues, to the Mentoring Coordinator:

- I recommend this individual to serve in a mentoring capacity.
- I do not recommend this individual to serve in a mentoring capacity.

Comments: _____

Immediate Supervisor's Signature: _____ Date: _____



Prospective Mentor Application – Letter of Recommendation

Directions to Applicant: Complete, sign, and date the statement below waiving your right to see the letter of recommendation written on your behalf. Print or type your name, as applicant, as well as the name of your immediate supervisor, as indicated, in the section below the signed waiver. Provide a copy of the signed form to two individuals willing to provide a letter of recommendation on your behalf. The recommendation, once written and signed, should be submitted by the author directly to your immediate supervisor.

WAIVER: I waive the right to see the letter of recommendation written for me by _____.
Applicant’s Name _____ Signature _____ Date _____

Directions to Author of Recommendation: _____ has referred to you as one acquainted with his/her personal/professional qualifications for serving as a Mentor as part of the BOCES Mentoring Program. We would appreciate a statement expressing your opinion of this candidate’s qualifications for this role. We ask that your recommendation be typed or neatly printed. You may use the reverse side, if necessary. Once completed, please submit directly to _____, the applicant’s immediate supervisor.

Signature _____ Title _____
Typed Name _____ Phone/Extension _____
Date _____



Prospective Mentor Application – Letter of Recommendation

Directions to Applicant: Complete, sign, and date the statement below waiving your right to see the letter of recommendation written on your behalf. Print or type your name, as applicant, as well as the name of your immediate supervisor, as indicated, in the section below the signed waiver. Provide a copy of the signed form to two individuals willing to provide a letter of recommendation on your behalf. The recommendation, once written and signed, should be submitted by the author directly to your immediate supervisor.

WAIVER: I waive the right to see the letter of recommendation written for me by _____.
Applicant’s Name _____ Signature _____ Date _____

Directions to Author of Recommendation: _____ has referred to you as one acquainted with his/her personal/professional qualifications for serving as a Mentor as part of the BOCES Mentoring Program. We would appreciate a statement expressing your opinion of this candidate’s qualifications for this role. We ask that your recommendation be typed or neatly printed. You may use the reverse side, if necessary. Once completed, please submit directly to _____, the applicant’s immediate supervisor.

Signature _____ Title _____
Typed Name _____ Phone/Extension _____
Date _____

Mentor/Mentee Pair:

Year:

Locations:

Mentor Checklist

Activity:

Date:

Initial Contact with Mentee

Required Training

Developed and submitted mentoring plan

Participated in Quarterly Meetings

5 Observations

Contact logs submitted

End of the Year Survey submitted

Completed and submitted quarterly report

Other as listed below:

DCMO BOCES Mentoring Program Mentor/Mentee Plan

Mentee:

Mentor:

Date Prepared:

Updates:

Goals:

- 1.
- 2.
- 3.

Activities (how we will meet goals)

1. **Observations:**
- 2.
- 3.

Timeline: (approximate months)

Progress Toward Goals: Please file a quarterly report on progress.

DCMO BOCES Record of Mentoring Contact

Mentee: _____

Mentor: _____

Start Date: _____

Date	Type of contact: phone, e-mail, classroom, observation, meeting etc.	Purpose of contact	Amount of time per contact	Mentor signature	Mentee Signature
Total contact time/hours	NA	NA		NA	NA

DCMO BOCES Mentoring Program Needs Assessment for Mentees

Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Part A. Possible Responses:

- A. Little or no need for assistance
- B. Some need for assistance
- C. Moderate need for assistance
- D. High need for assistance
- E. Very high need for assistance

1. ___ Finding out what is expected of me as a teacher.
2. ___ Communication with Administration, secretaries, staff and other teachers.
3. ___ Communicating with parents.
4. ___ Organizing and managing my classroom.
5. ___ Maintaining student discipline.
6. ___ Obtaining instructional resources and materials.
7. ___ Planning for instruction.
8. ___ Managing my time and work.
9. ___ Diagnosing student needs.
10. ___ Evaluating student progress.
11. ___ Motivating students.
12. ___ Assisting students with special needs.
13. ___ Dealing with individual differences among students.
14. ___ Understanding the curriculum.
15. ___ Completing administrative paperwork
16. ___ Using a variety of teaching techniques.
17. ___ Facilitating group discussions.
18. ___ Grouping for effective instruction.
19. ___ Administering standardized achievement tests.
20. ___ Dealing with stress
21. ___ "Mapping out" the year..
22. ___ Grading expectations.
23. ___ Utilization of technology for myself and within my classroom.

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

DCMO BOCES Mentoring Program

Mentee End of the Year Survey

Choose the response for each item that most closely indicates your level of agreement.

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Disagree
- E. Strongly Disagree

- I understand what was expected of me as a new teacher.
- I communicated often with my mentor.
- My mentor was helpful in planning lessons
- My mentor observed lessons and provided feedback on my teaching.
- I had time to observe my mentor teaching.
- I felt personally supported by my mentor.
- I felt prepared to work and communicate with parents.
- I received adequate assistance in securing needed resources.
- I improved my classroom management.
- I improved my teaching.
- I improved my ability to reflect on my teaching.
- My mentor and I had ample time together.
- I became part of the BOCES culture.
- I am glad that I was a part of the mentoring program this year.

Please respond to the following:

As a beginning teacher, did you have needs that were not addressed by the mentoring program?

What types of additional support should BOCES provide to beginning teachers?

DCMO BOCES Mentoring Program

Mentor End of the Year Survey

Choose the response for each item that most closely indicates your level of agreement.

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Disagree
- E. Strongly Disagree

- _____ I understood what was expected of me as a mentor.
- _____ I communicate often with my mentor.
- _____ I helped my mentee plan lessons
- _____ I observed lessons and provided feedback on my mentee's teaching.
- _____ I observed my mentee teaching at least 5 times.
- _____ I felt prepared to be a mentor.
- _____ My mentee improved his/her ability to work and communicate with parents.
- _____ My mentee improved his/her classroom management.
- _____ My mentee improved his/her teaching.
- _____ My mentee improved his/her ability to be reflective.
- _____ My mentee and I had ample time together.
- _____ I helped my mentee become part of the BOCES culture.
- _____ I am glad that I was a part of the mentoring program this year.

Please respond to the following:

As a mentor, did you have needs that were not addressed by the mentoring program?

What types of additional support should BOCES provide to mentors?

DCMO BOCES Mentoring Program Employee Exit Survey

Name:	Level/subject
SS #:	Supervisor
Division:	Hire date:

What made you decide to leave your current job? (check all that apply)

Primary	Secondary	
_____	_____	Retirement
_____	_____	Teach elsewhere
_____	_____	Employed in education but not teaching
_____	_____	Family reasons
_____	_____	Return to school
_____	_____	Moved/Relocated
_____	_____	Health reasons
_____	_____	Job dissatisfaction
_____	_____	Not satisfied with wages
_____	_____	Issues with supervisor
_____	_____	Lack of advancement opportunities
_____	_____	Non-renewal
_____	_____	End of contract
_____	_____	Reduction in force
_____	_____	Other _____

What did you like most about your job?

Do you feel training opportunities were made available to you?

**DCMO BOCES Mentoring Program
Mentoring Meeting Log**

Mentee: _____ **Mentor** _____

Date:

Description of meeting/observation:

Future Orientation:

- continue same topic for next meeting
- topic completed satisfactorily
- new topic to be addressed

Anticipated topics for next meeting:

- 1.
 - 2.
 - 3.
-

Date:

Description of meeting/observation:

Future Orientation:

- continue same topic for next meeting
- topic completed satisfactorily
- new topic to be addressed

Anticipated topics for next meeting:

- 1.
- 2.
- 3.

**DCMO BOCES Mentoring Program
Reflection Journal Suggestions (self)**

Significant events for me this week were.....

As a result of these events, I have learned.....

I realize that I need to know more about.....

This week I feel best about my.....

I am excited about the opportunity to.....

I have noticed that I am doing well with...

I am curious about.....

**DCMO BOCES MENTORING PROGRAM
Reflection Journal Suggestions (task)**

Reflecting on my classroom management, I realize that when I...

Strategies I want to remember include.....

At this point I know I can control.....

At the end of the year, I will be able to....

Managing paperwork and other tasks is easier for me when...

In thinking about school goals and projects, I need to know more about...

Regarding my use of time, I have noticed....

My biggest concern about feeling professionally in control is....

**DCMO BOCES Mentoring Program
Reflection Journal Suggestions (impact)**

As a result of my instruction this week, my students can....

For my class, I am thinking about the following changes in curriculum...

If I could relive one day or class this week, it would be...

Given what I know now, I would change....

**DCMO BOCES Mentoring Program
Mentor/Mentee Dialogue Journal**

Mentee: _____ **Mentor:** _____

Successes/Concerns/Needs:

Summary of discussion:

Suggested Plan of Action:

Completion Date: _____