



Mentor-Intern Program

MAY 2007

In February 2004, the Commissioner of Education required that a mentorship program for new teachers be established in each school district and BOCES in New York State.

In response to this mandate, members of the teaching and administrative staff from the Career and Technical Education Center and Special Education programs met and outlined the Mentor-Intern program for Orange-Ulster BOCES. Several work sessions took place during the 2004 school year.

Best practices related to mentoring programs were researched and committee members sought input from educational professionals both inside and outside of Orange-Ulster BOCES. A final program description will be submitted to the Orange-Ulster BOCES Board of Education.

The following staff members were involved in the development of the original Mentor-Intern Program:

**Marguerite Flood
Mary Bloom
Alice Frambach
Rose Marie Mastrocola**

**Lisa McIntyre
Brent Rosenberger
Jodie Yankanin**

Each year, a Mentor-Intern Advisory Council reviews feedback from professionals participating in the program. This feedback is used to evaluate the need for changes to the program.

The following staff members were involved in the revisions of the 2007-2008 Mentor-Intern program:

**Michael Bassett
Mary Bloom
Martha Bremer
Erin Clair**

**Lisa Czajka
Colleen Dolan
Nancy Donohue
Marguerite Flood**

**Terry Kaufman
Patricia Kehoe
RoseMarie Mastrocola
Marie Morey**

**Mary Pobedinsky
Paula Ray
Kathy Santiago**

Philosophy

Recognizing the critical challenges faced by certified staff new to the field and in alignment with the New York State Education Department mandates, Orange-Ulster BOCES is committed to lending proper guidance, support, and encouragement in order for teacher-interns to reach their full potential as professional educators.

Goal

The goal of the Mentor-Intern Program is to enable all interns to be successful in meeting the diverse needs of their students. It is also designed to support the continued professional growth of teacher-mentors as well as strengthen collaborative relationships between staff.

Function

The function of the Advisory Council will be to monitor and evaluate the effectiveness of the Mentor-Intern Program on a yearly basis. The Advisory Council Sub-Committee for Special Education and CTEC, in consultation with the appropriate building administrator, assumes responsibility for disseminating and receiving the mentor applications and intern information forms, selecting the Mentors, coordinating the Mentor-Intern matches, and evaluating the specific Mentor-Intern relationships.

Objectives

The objectives of the Mentor-Intern program include:

Mentor	Intern
To provide experienced certified staff with training and ongoing assistance to serve as mentors	Applying theoretical knowledge
The mentor will be responsible for providing knowledge of state standards, district-wide performance standards and district curriculum guides	Developing effective instructional strategies
Providing instructional assistance, support and general guidance	Meeting individual students' needs
Offering experienced teachers the opportunity to serve as mentors to share their knowledge and skills with new teachers entering the field	Incorporating changing curriculum frameworks
	Developing effective assessments
	Integrating emerging technology
	Remaining sensitive to societal issues
	Developing professional relationships

Advisory Council Members

Certified staff members – 4 (2 from CTEC and 2 from Special Education)

Program administrators – 2 (1 from CTEC and 1 from Special Education)

Division administrator – 1

Central administrator – 1

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Professional Competencies of a Mentor

- Has indicated a willingness to participate in the program as a mentor
- Has demonstrated the ability to work as a collaborative team member
- Has exhibited exemplary instructional and behavior management skills
- Has professional contacts and networks for advancing understanding of current requirement, changes and trends in their field
- Views the mentor-intern experience as a learning opportunity
- Has master level pedagogical practices and knowledge of content, curriculum and NYS Learning Standards
- Has demonstrated the effective use of technology
- Welcomes the opportunity for others to observe his/her class and observes others as well
- Has focused on enhancing teacher performance and student learning
- Recognizes and clarifies the professional boundaries of the mentor-intern relationship

Attitude and Character of a Mentor

- Supportive, caring and positive toward colleagues
- Works efficiently to solve problems and enjoys professional challenges
- Demonstrates the ability to self-monitor, correct and reflect
- Shares ideas and information with peers on a consistent basis
- Maintains a sense of humor, is flexible, positive and open-minded
- Welcomes the opportunity to receive training to improve mentoring skills
- Welcomes the opportunity to be a role model for other staff

Communication Skills of a Mentor

- Is an effective listener
- Demonstrates strong interpersonal and written skills
- Offers constructive criticism in a supportive manner
- Is able to discuss and frame instructional strategies in an understandable format

Interpersonal Skills of a Mentor

- Maintains discretion and confidentiality
- Works effectively with social and cultural differences
- Supports the intern's diverse and professional needs
- Understands and appreciates the diversity within his/her respective programs

Selection of Mentors

- Prospective mentors must apply in writing
- The Mentor-Intern Program Advisory Council will select and assign mentors with input from administrators
- Every effort will be made to match the mentor and the intern according to program or curriculum area, building and individual needs
- If a match proves to be incompatible, the advisory council subcommittee and the program administrator will select another mentor for the intern

The Mentor will

- Provide the intern with support related to curricula, instructional strategies, classroom management, policies, building procedures, parental contacts and other topics important to the performance of the intern
- Share information related to discussions, observations and other contacts regarding the intern solely with the members of the Mentor-Intern Program
- Attend two (2) days of training prior to the start of the school year. Returning mentors will participate in a one day refresher course
- Meet with the intern a minimum of one (1) hour per week
- Provide opportunities for the intern to observe other highly qualified staff
- Observe the intern according to a schedule developed with the program administrator
- Maintain a log of all contacts with the intern using the official log form or My Learning Plan
- Participate in an evaluation of the Mentor-Intern Program
- Participate in meetings coordinated by the Mentor-Intern Advisory Council
- Access the Mentor-Intern List Serv as needed
- Schedule a time to meet with their assigned intern within the first two days of school

Intern Eligibility

Any certified staff who...

- is new to the Orange-Ulster BOCES
- has transferred to a different content area
- has transferred to a different tenure area
- is non-tenured
- is employed more than 30 consecutive days within a school year
- requests additional guidance and support
- is recommended by an administrator to receive additional guidance and support

The Intern will

- Attend orientation programs and all meetings as determined by Orange-Ulster BOCES
- Meet with mentor on regular basis to discuss all matters that are necessary for his/her professional enhancement
- Observe other staff as determined by mentor and/or program administrator
- Remain in the Mentor-Intern Program for at least one full year unless additional time is warranted
- Participate in an evaluation of the Mentor-Intern Program

Orange-Ulster BOCES

Mentor-Intern Contact Log

Mentors are to use this log to record conversations, meetings, e-mails or other times when assistance is provided to the intern. Mentors and interns can receive additional support through the Mentor/Intern List Serv.

Mentor:		Intern:	
Program Administrator:			
Date	Time	Topics	Summary
Total Number of Contacts:		Total Number of Contact Hours:	

*See attached print screen of the Mentor Log from My Learning Plan.

Orange-Ulster BOCES
Mentor-Intern Program

Mentor Application

School Year 2007 - 2008

If you are interested in being considered to serve as a Mentor,
please complete this application and return it to Marguerite Flood.

Please print or type all information:

Name:		
Program:		Subject/Grade:
Home Address:		
Home Phone		E-mail Address:
Number of Years Teaching/Support Services/Related Services (including current year):		
Number of Years at Orange-Ulster BOCES:		
Grade(s) Taught:		
Subject(s) Taught:		
Type of Certification:		
Certification Area(s):		
Trade or business experience:		
# of years in the trade:		
Previously served as a Mentor: (circle one)	Yes	No
Dates:		

Please describe any qualifications/personal attributes you possess that might enhance your role as a Mentor (i.e. teaching strengths, areas of expertise, recent coursework, past teaching experiences, membership in professional organizations, professional honors, etc.).

* Stipend for 2007-2008 - \$1,000

Orange-Ulster BOCES
Mentor-Intern Program

Intern Information Form

School Year 2007 - 2008

Please complete this application and return to the Assistant Superintendent for Personnel and provide a copy to your program administrator.

Please print or type all information:

Name:	
Program:	Subject/Grade:
Home Address:	
Home Phone	E-mail Address:
Number of Years Teaching (including current year):	
Number of Years Teaching in Orange-Ulster BOCES:	
Grade(s) Taught:	
Program Experience/Courses Taught:	
Type of Certification:	
Certification Area(s):	
Trade or business experience:	

Please describe any strengths you possess as an educator as well as areas in which you would like additional assistance or support.



LEAD MENTOR

- Lead mentor should be within the program/division/academy
- Lead mentor will facilitate meetings between the mentors in their program/division/academy
- Lead mentors will be designated for Occupational Therapy and Physical Therapy
- Lead mentors will be required to meet on a regular basis with their interns and other lead mentors
- Lead mentor will not have an intern

COMPETENCIES OF A LEAD MENTOR

- Must meet all the competencies of a mentor
- Participated in yearly mentor training
- Ten years of classroom or related service experience
- Two years experience as a mentor
- Participated as a mentor within the last two years
- Ability to solve problems
- Ability to facilitate a group
- Exemplary organization skills
- Required three hours of advisory/office time per week
- Monthly mentor meeting within their program/division/academy
- August, November, February, May (Lead Mentor Meetings)

SELECTION OF LEAD MENTORS

- Prospective lead mentors must apply in writing each year
- Directors, Principals and the Assistant Superintendent for Personnel will select and assign lead mentors
- Requires a recommendation from your administrator
- Every effort will be made to match the lead mentor and the mentors according to program or academy

Orange-Ulster BOCES
Mentor-Intern Program

Lead Mentor Application

School Year 2007 - 2008

If you are interested in being considered to serve as a **Lead Mentor**, please complete this application and return it to Marguerite Flood.

Please print or type all information:

Name:		
Program:		Subject/Grade:
Home Address:		
Home Phone		E-mail Address:
Number of Years Teaching/Support Services/Related Services (including current year):		
Number of Years at Orange-Ulster BOCES:		
Grade(s) Taught:		
Subject(s) Taught:		
Type of Certification:		
Certification Area(s):		
Trade or business experience:		
# of years in the trade:		
Previously served as a Mentor: (circle one)	Yes	No
Dates:		

Please describe any qualifications/personal attributes you possess that might enhance your role as a Lead Mentor (i.e. years of mentoring, teaching strengths, areas of expertise, recent coursework, past teaching experiences, membership in professional organizations, professional honors, etc.).

*Stipend for 2007-2008 - \$1,500.00

Orange-Ulster BOCES

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Mission Statement

The mission of the Orange-Ulster Board of Cooperative Educational Services (BOCES) is to serve our component districts and community in the development of continuous learners who will be successful in meeting the challenges of living in our society today and in the future. We will accomplish this mission in a cost-effective manner with a dedicated, skilled, caring staff providing quality educational programs in a safe, nurturing and accessible environment.