



New York State  
EDUCATION DEPARTMENT

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Knowledge > Skill > Opportunity

**2022 Mentoring Standards and Program Guidance  
S/CDN – June 2023**

# Purpose of Mentoring Programs

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- **A mentoring experience is a requirement for educators to progress from the initial certificate to the professional certificate.**
  - Each school district and BOCES must have a mentoring program.
  - This program is described in your LEA's professional learning plan and must be consistent with the requirements of the Commissioner's regulations (100.2(dd)).
- **Mentoring is an essential component of an LEA's induction system for new educators.**
- **Mentoring is designed to assist new educators in making important connections between educational theory and practice and should be part of a system of supports designed to retain and support the growth of educators.**

# Mentoring Program Guidance

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- **Selection and Matching**
  - Formalized process that involves multiple stakeholders; may include a nomination process, applications, and/or interviews
  - Should consider content/certification areas, grade levels, building assignments, and mentee needs
- **Mentor Training**
  - Standards aligned, research-based, and reflective of best practices
  - Adult learning theory, teacher and school leader development, the mentor/mentee relationship, peer coaching techniques, and time management

# Mentoring Program Guidance

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- **Roles and Responsibilities**
  - Clearly defined roles for all parties involved in the mentoring program should exist, and the responsibilities that correspond to those roles should be well-articulated
- **Timelines and Recordkeeping**
  - A process for documenting completion of mentoring activities and clock hours should exist
- **Program Evaluation**
  - Prior to implementing a mentoring program, there should be criteria for evaluating the effectiveness of the program
  - Information should then be collected to determine whether the program is having the intended impact
  - There should also be a process in place to revise the program based on the evaluation

# Mentor Standards

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- **Qualities and Dispositions of an Effective Mentor**
  - **Committed to the professional learning of all mentees**
  - **Committed to their own professional learning as a reflective educator and an active participant in the profession**
  - **Connected to and aware of the educational landscape beyond the classroom**
  - **Possesses effective interpersonal skills and commits to creating inclusive environments**
  - **Understands how to connect with people across different backgrounds, generations, experiences, cultures, etc.**

# Mentor Standards

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- **Professional Practice**
  - Supports mentees in developing their practice
  - Connects mentees to other expertise and resources
- **Knowledge of Mentee**
  - Knows and understands the needs of mentees, including beginning educators and veteran educators new to a position
  - Assesses and responds to mentee's needs
- **Knowledge and Skills of Mentoring in Practice**
  - Understands and communicates the roles and responsibilities of mentors and mentees
  - Initiates visitations, observations, meetings, and other supports as required
  - Provides supports through constructive feedback and recommendations
  - Identifies and implements strategies to support the success and retention of mentees

# Resources and Questions

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[Program Guidance and Mentor Standards](#)

Email us: [EducatorQuality@nysed.gov](mailto:EducatorQuality@nysed.gov)

# Appendix: Mentoring Program Requirements

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- The purpose of the mentoring program shall be to provide support for educators who hold an initial certificate in the classroom teaching service or as a school building leader in order to ease the transition from teacher and school building leader preparation to practice, thereby increasing retention of teachers and school building leaders in the public schools, and to increase the skills of new teachers and school building leaders in order to improve student achievement in accordance with the State learning standards.
- Districts/BOCES should consider evidence-based mentoring practices and standards that have been shown to improve the retention and early career effectiveness of educators, as well as the role of first-year mentoring as one component of a more comprehensive induction model that provides differentiated supports to educators during their early careers.



# Appendix: Mentoring Program Requirements

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The mentoring program description must include:

1. the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;
2. the role of the school building leader and/or district administrator(s) in supporting effective mentoring practices;
3. the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher or school building leader;
4. the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher or school building leader development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;

# Appendix: Mentoring Program Requirements

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- 5. types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher or school building leader, peer coaching, team coaching, culturally appropriate and responsive practices, and orienting the new teacher to the school culture;**
- 6. time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher or school building leader from a portion of their instructional and/or noninstructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions; and**
- 7. the actions that the school district or BOCES will take to assess the effectiveness of its mentoring program for teachers and school building leaders and make revisions to its program, where necessary.**