

Mentoring Plan

2026 - 2029

Haldane Central School District
&
Haldane Faculty Association

Table of Contents

Mission Statement..... 1

Program Goals 1

Program Description 1-2

Governance of Program 2

Mentor Application Process 2

HMC HFA Representative Criteria & Term Limits 3

Mentor Criteria 3

Mentor Responsibilities 3

Mentor/Mentee Joint Responsibilities 4

Breakdown of Log Requirements 4

Suggested Areas for Discussion with New Teachers/TAs 5

New Mentor Training 6

Mentor Re-Certification/Refresher/Permanent Certification 6

Mentor Application 7- 8

Mentee Questionnaire .....9 - 10

Mission Statement

The purpose of mentoring is to provide support and reflective guidance to new Teachers/Teaching Assistants both to the profession and to the district. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. Mentoring can lead to more effective teaching, a collegial atmosphere that encourages professional growth, a celebration of success and a comfortable transition for new teachers/teaching assistants into the culture of the Haldane Central School District.

An effective mentor program needs trusting relationships in order to address questions, needs, and concerns of new teachers/teaching assistants. Through confidential, non-judgmental interaction, veteran professionals meet regularly with new teachers/teaching assistants to support their growth and development. The Mentor/Mentee relationship will NOT be used as an evaluative tool. The Teacher Mentoring Program should be evaluated each year by the mentor committee and administration.

The attached Mentor Plan will be described in the District's Professional Development Plan.

Program Goals

- To acclimate new teachers/teacher assistants to the school and profession
- To guide professional growth
- To ensure the understanding of both state and local standards/goals
- To help with instructional planning and student assessment
- To foster a positive role for teachers/teaching assistants in the HFA
- To improve classroom management skills
- To introduce/socialize new teachers/teaching assistants to the staff and community
- To provide positive support and self reflection
- To provide a good model of teaching
- To provide HFA members leadership opportunities in the district

Program Description

Both the Haldane Faculty Association and the Haldane School District, in an effort to provide support and reflective guidance to its new teachers/teaching assistants, will oversee and manage a Teacher/Teacher Assistant Mentoring Plan. The mentoring program focuses on *new* teachers/teaching assistants to the profession as well as teachers/teaching assistants *new* to the district.

There will be one New Mentee for every one Mentor.
A new teacher/teaching assistant is defined by this plan as any teacher/teaching assistant who is new to the Haldane School District. If a new teacher/teaching assistant to Haldane has received tenure from another district, they will receive a mentor at the discretion of the HMC. New teachers/teaching assistants will receive 1 year mentor training and the 2nd year will be at the discretion of the committee or the request of the mentee.

A Full Year Mentor will be provided for Part Time Employees as well as for those teachers who are given Tenure Area Changes.

Mentors will be provided for Leave Replacements that are full year positions.

Providing Mentors for Leave Replacement Positions that are six months or less will be discussed and decided upon by the Mentor Committee on a case by case basis.

HFA Members moving into TOSA positions will not receive a Mentor.

Compensation for Mentors/HMC HFA members will be as per the contract between the BOE and the HFA. Please refer to Appendix A-2.

Governance of the Program

The Mentor Program is governed by Administration and the Haldane Faculty Association. These individuals comprise the Committee and administer the policies and procedures of the program. This committee will be known as the Haldane Mentor Committee (HMC).

Mentor Application Process

The HMC will ensure the following application process for open positions:

- Distribute, collect and review applications and select the mentors
- Make mentee/mentor matches - this will take place at a meeting with the full HMC at the beginning of June (teachers and administration)
- Will notify teachers/teaching assistants that they have been selected as a mentor
- Will conduct 10 annual meetings
- Collect, review and secure Mentor/mentee logs
- Provide oversight, guidance and mediation if necessary between mentees and mentors to help all parties maximize the HMC experience
- Organize and schedule mentor training for new HFA Members (sources for training on page 6).

HMC HFA Representative Criteria and Term Limits/District Representation
***The HMC will be comprised of*:**

- 4 tenured teachers approved by HFA (serving 3 years)
- Each of these 4 HFA Representatives will serve 3 year staggered terms. Meaning 2 HFA Representatives for the Mentor Committee will be appointed every two years by the current members of the HMC.
- Each of the HFA Representatives on the HMC MUST meet the requirements listed under "New Mentor Training" and have been a mentor at least once.
- Up to 3 Administrators to represent the District

Mentor Criteria
In order to be eligible to be a Mentor, an HFA Member MUST have the following:

- Tenure
- Interested HFA Members must respond to the HMC's email each year about interest and availability to serve as a mentor.
- MUST- meet the requirements listed under "New Mentor Training" and have been a mentor at least once.
- The ability and promise to maintain confidentiality.
- The ability to model professional experiences and practices.

Mentor Responsibilities
Mentors MUST

- Meet with the Mentee formally at least 20 times throughout the year
- Meet informally 1 time per week during the first month of school or as needed.
- Attend the New Teacher/Teaching Assistant Orientation Luncheon (during the summer)
- Provide curriculum support as well as support in areas that need improvement.
- Establish supportive and trusting/confidential relationship with their Mentee
- Maintain regular contact with Mentees
- Acquaint each Mentee with the District and building culture
- Celebrate Mentee successes and strategize to meet any challenges that may arise
- Model good teaching practices and encourage classroom visitations to their Mentees
- Encourage their Mentees to attend new teacher events and union activities
- Collaborate with the Mentor Committee to best meet the needs of the mentees

Mentor/Mentee Joint Responsibilities

The Mentee/Mentor will hand in a total of **20** logs to the HFA members on the HMC. Three of the 20 Meeting Logs must be reflections on the following visitations:

1. **The Mentee VISITS the Mentor**- The Mentee will visit the Mentor teacher/teaching assistant in order to observe classroom management, room configuration, curriculum ideas, or just to see another person work.

2. **The Mentor VISITS the Mentee**-The Mentee might find it helpful to visit a Mentor, permitting feedback. The discussion could focus on the areas that would be most helpful to the Mentee.

3. **The Mentor and Mentee VISIT a third teacher**- The Mentor and Mentee will visit the class of another teacher/teaching assistant. This observation of a third teacher/teaching assistant would give the Mentee an opportunity to observe someone other than the Mentor. This experience will expose the Mentee to more resources, and would allow for an extra support system.

Breakdown of Log/Meeting Requirements between Mentors and Mentees-

The first 10 Mentor/Mentee logs will be handed in by January and the remaining 10 in June and communicated by the HMC to the Mentors.

The Mentor/Mentee logs must reflect discussions on the suggested areas for discussion or any other topics that were discussed with new teachers/teaching assistants. **See p. 5 "Suggested areas for Discussion w/ New Teachers/Teaching Assistants."**

The District will provide substitute coverage for a minimum of 3 visitations including those listed above.

All Mentor/Mentee logs will be archived in HFA files and stored by the President of the HFA. The Logs will be given to the President to archive by June 15th by the HMC Members. The Logs will be kept for 3 years.

Suggested Areas for Discussion with New Teachers/Teaching Assistants

The following are suggestions of topics which might be discussed:

- CTLE Hours - STATE Requirements
- APPR/PLP Requirements
- Lesson Planning across the Domains
- Being in touch with the Strategic Plan

- Ordering Supplies/New Materials/Grants
- Faculty/Grade Level Meeting
- Building Use Forms/duties
- Field trip procedures; permissions slips; chaperones
- Obtaining Maintenance Work
- Keeping track of personal absences, workshop/conference attendance, courses taken
- Taking Graduate/Inservice Credits and compensation procedures
- Applications to take workshops
- Cafeteria procedures

- What CSE and CST, etc. stand for and the role of the classroom teacher/teaching assistant
- Parental contacts
- Suggestions for Parent teacher conferences and the role of the Teaching Assistant
- Suggestions for Curriculum Night and working with classroom teacher
- Assessment requirements
- Implementation of Alternative assessments
- Report card grading
- Requirements for cumulative records

- Discipline policy
- Appropriate and effective log entry via PowerSchool
- Homework policy
- Classroom organization/management techniques
- Professional responsibilities requirements
- Involvement in Haldane and Cold Spring Community activities

New Mentor Training

The 3 hour ELT Mentor Training and the 3 hour Peer Partnering for Paraprofessionals Training for Teaching Assistants are designed to assist both prospective Mentor Teachers/Teaching Assistants and Mentor Committee Members in defining the Mentor role and its relationship to the new teacher/teaching assistant. The HFA Mentor Candidates will discuss topics at the ELT training that are related to mentoring. (Refer to page 7). Some of the topics to be discussed will include but not be limited to; assessments, problem solving, classroom visits, confidentiality, classroom management, and communications skills.

Mentor Certification Refresher for Tenured Teachers with Sufficient Training

Once HFA members have met **one** of the following requirements below, they do not need to take the ELT mentor training again:

- Past ELT Training (taken at least once) + Mentored at least once before
- Past ELT Training (taken at least twice)

Teachers who meet the above criteria will only have to recertify through a refresher training every 7 years.

This refresher may be offered after school hours or during the Summer.

"Sources for other training may be distinct-based or from BOCES, Teacher Centers, institutions of higher education, and vendors." NYS Professional Standards and Practices Board.

The HFA Members will attend the ELT training or the Peer Partnering for Paraprofessional Training which may be offered on a Superintendent Conference Day or after school hours throughout any school year. The HFA Members who attend either training will receive 3 ASSD hours if the training is offered after school hours during the school year and CTLE hours if it is on a SCD.

HFA President: Thomas Vingiello Date: 9/22/26

Haldane Superintendent: Date: 9/21/26