

Mentor Teacher/Intern Program

Three-Year Plan

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Master Mentor for Career and Tech: Josephine Scala, Ext. 482

The Mentor Teacher/Intern Program (MTIP) is designed to support teachers who are new to Putnam/Northern Westchester BOCES and who are either new to the profession or working under a new certification. The mission of the program is to provide teachers during their probationary period with the necessary assistance that will enable them to be successful in their new teaching role. The program will support teachers for either two or three years, depending upon the length of their probationary period. In addition, the program strives to increase the retention of promising teachers and build a community of professional learners, while meeting the regulations of the New York State Education Department. MTIP is jointly funded by a grant from the NY State Education Department's Office of Teaching Initiatives and Putnam/Northern Westchester BOCES.

First year

Each Intern will be assigned an individual Mentor, trained in Laura Lipton's **Learning Focused Mentoring**. Whenever feasible, the Mentor will be certified in the same subject area as the Intern and located in close physical proximity. If the pairing takes place before the beginning of the school year, the Intern will meet his/her Mentor during the August New Employee Orientation.

The Mentor and Intern are expected to meet a minimum of 60 minutes per week. This time will be used for collaborative planning, visits to the classrooms of master teachers, curriculum development, analyzing and reflecting on teaching practices and student achievement, and dissemination of BOCES policies and procedures. These meetings will take place as often as needed to meet the needs of the individual Intern and to comply with the mandated 10% release time as specified in the MTIP grant.

The Intern will also attend professional development workshops identified as being helpful to teachers who are new to the organization, teaching, or the particular certification area. The number and content of these workshops will be determined on a yearly basis, depending upon the needs of the Interns.

Second Year

The second-year intern will work with a Master Mentor, one for Special Education and one for Career and Tech. He/She will have monthly meetings with the Master Mentor, or more often as needed. The Master Mentor will support the Intern in the same areas as described for the first year. The magnitude of this support will depend upon the needs of the individual Intern.

The Intern will also attend workshops that will support their professional growth. The number and subject of workshops will be determined on a yearly basis.

Third Year

In the third year of the program, the Intern will formulate a professional development plan based upon recommendations made by administrators in the observations conducted during the first two years of the probationary period, as well as his/her personal goals for professional growth. The plan will be submitted to his/her immediate supervisor at the beginning of the third year. The Mentor Program will facilitate choosing appropriate workshops and trainings to assist the Intern in meeting the goals set forth in the plan. These courses, trainings, or workshops may be provided by the Hudson River Teacher Center, NYSUT, or the Mentor Teacher/Intern Program. If a tenure portfolio is required, the Mentor Program will provide additional support to the Intern in its development and presentation.

An Intern in the third year will also have the opportunity to meet with a Master Mentor on an as-needed basis.