

HAMBURG CENTRAL SCHOOL DISTRICT

MENTOR PROGRAM

HAMBURG TEACHERS' ASSOCIATION
NYSUT

NEAFT PARTNERSHIP

Description of Program

In May 2004, the Board of Education approved the Hamburg Mentor Program to provide support, guidance and evaluation of new teachers during their first year of teaching. The program was collaboratively developed by teachers, administrators, and union officers and was presented to various constituency groups [Article VII Committee, Hamburg Teachers' Association (HTA), administrators] for their information, feedback and endorsement.

Mentor teachers serve in a full-time capacity, working with a maximum of twelve teachers during, before and after the school day. The mentor teacher's role includes supporting the first year teacher as he/she educates students in meeting learning standards, providing staff development and conducting observations and evaluations. These evaluations are presented to the Mentor Review Panel who considers the recommendations in determining the teacher's second year status. Mentor teachers also aid new staff in developing a professional growth plan.

Hamburg's Mentor Program is an extension of the Peer Coaching Program that has been in practice since 1990. Working with teachers on a release time basis, peer coaches continue to provide support and guidance for non-tenured teachers during their second and third years in the district.

Upon completion of the Mentor Program, each new teacher is asked to critique the program.

Past participants have said:

I feel so much more confident and prepared.

I was impressed with the content, presentation, and organization of the program.

Helpful, comprehensive, and appropriate...

The Hamburg Mentor Program provided me with a support system, along with a knowledgeable and experienced team that ensured a successful first year and future. I am appreciative and thankful that I had the opportunity to be a part of that experience.

Excellent in all respects...my mentor was always available to help me work on lesson or unit plans, to chat about long-term goals, or to give me information no one else was able to provide.

To say the experience was valuable is an understatement. This program impacted so many aspects of my role as an educator and influenced my success as an effective member of the staff. The mentor program provides opportunities for growth and professional development, as well as a sense of community and a support group. I found

the in-service sessions and guest speakers to be diverse, unique, interesting, and very relevant to what goes on in today's classrooms.

The mentoring made me a better teacher in the classroom. I grew as a teacher and will continue to grow because of everything that was provided for us.

...an amazing opportunity to continue learning, teaching, reflecting, and living.

The most important thing I have learned about education is that kids come first. What a better way to put students first than by equipping new teachers with all the tools we can in order to make them better teachers.

Staff Development

Orientation

- District Information
- Classroom Management
- Instructional Strategies
- Creating a Learner Centered Environment

RELEASE TIME SESSIONS

- Classroom Management
- Special Education Services
- Differentiated instruction
- Instructional Strategies
- Classroom Visitations

EVALUTAION

The observation and evaluation of new teachers is based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and is a reflective, supportive assessment process designed to assist beginning teachers' growth in their profession. Formative assessment is an ongoing cycle: planning, teaching, reflecting and applying. Significant components in this process are:

1. A framework for teaching, or what teachers should know and be able to do—this framework is divided into four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities.
2. Evidence of how the teacher demonstrates his/her skill in the different components of the framework.
3. Levels of performance that describe the quality of a teacher's performance and growth in relation to the framework.

Based on specific components of professional practices, the process provides a meaningful way for the mentor to work with the beginning teacher to identify his/her teaching strengths and areas for growth.

Mentor Process

The governing body of Hamburg's Mentor Program is a seven member review panel composed of four HTA appointees and three persons named by the Superintendent of Schools. Chairmanship of the review panel is rotated between the President of the HTA and the Director of Instruction.

The mentor teachers report to the review panel in the months of October, January and April. The progress of each new teacher is analyzed and discussed at the April meeting. After the mentors share their final observation and evaluations, it is the review panel's responsibility to recommend the future employment status of each new teacher to the Superintendent of Schools.

For more information, please contact:

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HAMBURG CENTRAL SCHOOLS

Schools Within the District

Armor Elementary School

5301 Abbott Road, Hamburg, 446 Students

Boston Valley Elementary School

7476 Back Creek Road, Hamburg, 288 Students

Charlotte Avenue Elementary School

301 Charlotte Avenue, Hamburg, 279 Students

Union Pleasant Elementary School

140 Pleasant Avenue, Hamburg, 748 Students

Hamburg Middle School

360 Division Street, Hamburg, 995 Students

Hamburg High School

4111 Legion Drive, Hamburg, 1233 Students

Prekindergarten Program

301 Charlotte Avenue, Hamburg, 164 Students

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District Web Site: www.hamburgschools.org