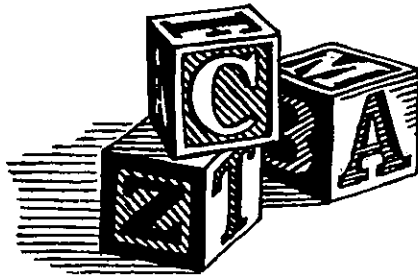


Mentor Eligibility

The South Colonie Central School District recognizes the importance of the role of the mentor and will select candidates that will benefit the Mentor Program and the various stakeholders that it serves.

To become a mentor, candidates must demonstrate the following:

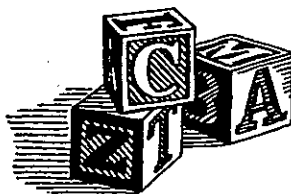
- ◆ Tenured in the district
- ◆ Success in the classroom as determined by the Steering Committee
- ◆ Effective communication skills
- ◆ The knowledge and implementation of current educational pedagogy
- ◆ The willingness and desire to share their expertise
- ◆ Knowledge and understanding of district/state goals
- ◆ Ability to maintain confidentiality
- ◆ Enthusiasm for the job
- ◆ Commitment to the profession
- ◆ Respect of colleagues and administration



The Mentor's Role and Responsibilities

The mentor can fulfill a variety of roles for the novice: guide, advocate, confidante, subject expert, "critical friend," and reflective partner, all of which can be considered in light of the overall goals of the program. The following activities will be common:

- The mentor will participate in training activities and support sessions designed by the program.
- The mentor will meet at least one hour per week with his/her mentee to provide support and coaching.
- The mentor will open his/her classroom for visitations by the mentee.
- The mentor will model techniques and behaviors for the benefit of the mentee.
- The mentor, in conjunction with the mentee, will set goals as determined by the needs assessment questionnaire.
- The mentor will orient the mentee to the school district and community.
- The mentor will link new teachers to multiple resources.
- The mentor will enable the new teacher to analyze and reflect on their own teaching practices.
- The mentor will facilitate or assist in the professional development of his/her mentee.
- The mentor will participate in an evaluation of the Peer Mentor Program.



The Mentee's Role and Responsibilities

- The new teacher will complete a Needs Assessment Questionnaire jointly with the assigned mentor, and a mentor plan will be developed based on the data obtained.
- The new teacher will review the Needs Assessment in January with the mentor to assess and modify the new teacher's plan if necessary.
- New teachers will meet with mentors for at least one hour per week.
- New teachers will visit the classroom of their mentor and the classrooms of other colleagues in the school and district when feasible.
- New teachers will plan with their mentor a program which will assure them of meeting the requirements for the professional certificate.
- New teachers will complete a program evaluation in May.
- New teachers will complete a confidential mentor evaluation survey.

