



# New Teacher Mentoring

## School Based Mentor Certification Course 1

### Module 1

## Resource Packet

Your Name:



# New Teacher Mentoring

## School Based Mentor Certification Course One Module 1

### Agenda

- ❖ Vision for Mentoring
- ❖ Building a Trusting Relationship and Maintaining Confidentiality
- ❖ Adult Learning
- ❖ Mentor Tracking System
- ❖ Roles and Responsibilities

### Outcomes

- ❖ Build collaborative, trusting relationships with mentees
- ❖ Use the Mentor Tracking System (MTS) to document your mentoring interactions

# Our Vision

Centering the connection between new teachers and their students, and recognizing the dynamic that is grown from that relationship, our vision is to foster learning environments where each student's identity is visible, valued and vital to providing equitable outcomes for all students, especially Black, indigenous and Students of Color.



# Building Trust

## Directions:

1. Review *Building Trust Words and Actions*.
2. Add any points of your own.
3. Discuss and record: *In order to build trust with my teacher(s), I will...*

Trust Builders	Trust Busters
<ul style="list-style-type: none"> <li>• <b>Paying attention:</b> attentive and empathetic listening; open posture; friendly gestures, expression, tonality, and language; being present</li> <li>• <b>Pausing:</b> taking time to pause and think before responding</li> <li>• <b>Paraphrasing:</b> showing you have heard and understood</li> <li>• <b>Probing for specificity:</b> focusing thinking, eliciting precision in thought and language, seeking to understand</li> <li>• <b>Being open:</b> listening with empathy and without judgment</li> <li>• <b>Inquiring:</b> broadening thinking, viewing learning as mutual</li> <li>• <b>Upholding</b> confidentiality</li> <li>• <b>Keeping</b> agreements</li> <li>• <b>Maintaining</b> integrity</li> <li>• <b>Ensuring</b> equity of voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Judging:</b> calling things “right” or “wrong,” telling what they “should” or “should not” do, showing impatience or annoyance</li> <li>• <b>Arguing:</b> disagreeing with instead of encouraging the teacher; using a stern tone</li> <li>• <b>Lecturing:</b> telling what to do in a self-righteous way; having an authoritative manner</li> <li>• <b>Story-telling:</b> relating long-winded personal narratives that are not relevant or helpful</li> <li>• <b>Being</b> dishonest</li> <li>• <b>Breaking</b> confidentiality</li> <li>• <b>Lacking</b> follow-through</li> </ul>

*In order to build trust with my teacher(s), I will...*


# Adult Learning Principles

1. Adults have a drive toward competence, which is linked to self-image and efficacy.
2. Learning is enhanced when adults are active, involved, and self-directed.
3. What is to be learned must hold meaning; it must connect with current understandings, knowledge, experience, and purpose.
4. We don't learn from our experience as much as from processing our experience, both successes and failures. Self-reflection, self-assessment, and self-direction are critical to learning and development.
5. Learning is both an opportunity and a risk; it requires dissonance and change.
6. Learning is the continual process of identity formation or growing into more of who we are becoming.

# Human Response Behaviors

Responses	Characterized by...
<p><b>Survival Responses</b></p>	<p><b>Fight, flight, or freeze</b></p>
<p><b>Reactive Responses</b></p>	<p><b>Moving away</b> <i>Stubbornness, indifference, silence, hiding, and/or withdrawal</i></p> <p><b>Moving toward</b> <i>Sweetness and politeness, appeasing and pleasing</i></p> <p><b>Moving against</b> <i>Confrontation, anger, and intimidation</i></p> <p><b>Moving into powerlessness</b> <i>Helplessness, unable to act</i></p>
<p><b>Conscious Responses</b></p>	<p><b>Emotional regulation</b> <i>Caring, empathetic, respectful, thoughtful, neutral, aware</i></p> <p><i>Mindful of inner feelings, reactions, and needs</i></p>

Adapted from "Moving from Resistance to Resilience," Andrea Wells, MA, MFT, 2000  
Adapted from "Biological Responses," Deepak Chopra, 2010

A silver laptop is open on a light-colored wooden desk. The laptop screen displays the text "Logging Interactions on the Mentor Tracking System" in a large, black, sans-serif font. To the left of the laptop is a plain white ceramic mug. To the right is a silver mesh pencil holder containing a yellow ruler, a pair of green-handled scissors, and several pens and pencils. The background is a plain, light-colored wall.

# Logging Interactions on the Mentor Tracking System

MTS is an on-line tracking system designed to document...

- new teacher mentoring
- supervisory mentoring

NYS regulation states that holders of Initial Certification must be mentored during their first-year of service and in order to qualify for their Professional Certificates. MTS keeps record of new teacher mentoring interactions

## **What is the Mentor Tracking System (MTS)?**



## Mentor

- Assigned by admin. within the first 2 weeks of school
- Meet a minimum of 2 periods a week over 10 months
- Collect data based on the needs of the New Teacher
- Log interactions on Mentor Tracking System
- Share responsibilities

## New Teacher

- Mentor assignment by Mid-Sept. if not, **inquire**
- Collaborative partnership driven by **“Your Needs”**
- Appointments are sacred
- Be open to visitors
- Seek help as needed
- Access to view interactions on MTS



**“Confidential” / risk-free relationship**

Mentor Model

Mentor Tracking System  
URL:

<https://www.nycenet.edu/Offices/DHR/ntims/>

chrome

Cell  
phones  
might not  
display  
information  
correctly

## Receiving Automated Emails: You've Been Matched

“This is notification that Mentor: \_\_\_\_\_  
has been assigned to mentor New Teacher:  
\_\_\_\_\_.”

The Mentor Tracking System, MTS, is the on-line system <http://www.nycenet.edu/offices/dhr/ntims> in which mentors must document mentor interactions occurring between mentors and each of their new teachers. New teachers should receive two-periods of mentoring each week in order to adequately meet the State's mentoring requirement.”



# Receiving Automated Emails: Minimal Mentoring Time has Not Been Met

“Please be reminded: For the current month, you have two-hours or less documented for your new teacher\_\_\_\_\_.

Your new teacher (s) should receive two-periods of mentoring each week in order to adequately meet the State’s mentoring requirement.”



# Receiving Automated Emails: Mentoring Requirement Has Been Satisfied

Dear Mentor,  
New Teacher: \_\_\_\_\_ has satisfied his/her mentoring requirement. \_\_\_\_\_ received an automated email informing him/her of this. In the event the principal decides that you are to continue with the mentoring relationship, please know the additional support cannot be documented in the Mentor Tracking System.



## Mentors are not able to log interactions when...

**Principal Match:** Mentor can only begin to log in MTS the following date after the match. Mentor cannot backlog (*Except: Sept. Hires*)

**60-Day Window:** For any given month, at the close of that month, you have until the end of the following month to enter interactions pertaining to the prior month.

**Example.** It is Sept. 30<sup>th</sup>, you will have until October 31<sup>st</sup> to enter interactions that occurred in September. Effective Nov. 1<sup>st</sup>. You will not be permitted to enter interactions pertaining to the month of September.

**Suggestion:** Log interactions weekly.....minimally monthly.



## Mentors are not able to log interactions when...

- Teachers on-leave
- July & August
- Previous: physical/calendar year
- More than 10 hrs. per month
- For a future date



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https://www.nyc.gov/education/offices/DHR/NTIMS/Apps/frmHome.aspx

Apps Imported From IE DOE 2 MTS New York City Department of Education SY 18-19 Course Tracker Other bookmarks

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Mentoring Tracking System

Mentoring Tracking System

Home Page  
Enter Mentor Interactions  
View Teacher Reports  
Change Password  
Contact Support  
Teacher MTS Support/User Module  
Sign Out

**You signed in as:**  
**Name:** Calliste, Lesley  
**Role:** New Teacher Mentor  
**E-mail:**

At the beginning of the school year, teachers who are new to the teaching profession are assigned to a mentor so that they can receive personalized support through their first year of teaching. The mentoring program incorporates the components recognized in current research on effective new teacher induction models, and each new teacher will be matched with a skilled mentor. Every effort is made to match new teachers with mentors in their content and certification areas.

**Please use the options on the menu bar at the left or click any of the links below to access the application functionalities.**

**Enter Mentor Interactions**

Use this section to view, edit or enter New Teacher Interactions. [Click Here](#)

**View Reports**

Use this section to view Reports. [Click Here](#)

**For Outlook User ID and Password issues, contact Help Desk at (718) 935-5100.**

**For non-technical issues, contact [MTSupport@schools.nyc.gov](mailto:MTSupport@schools.nyc.gov)**

Please be advised that the Mentoring Tracking System is intended for users with [Internet Explorer](#) browser. If you are not using the Internet Explorer browser, you may experience problems.

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What you'll see when you log in



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https://www.nycenet.edu/Offices/DHR/NTIMS/Apps/frmNTMMentorViewInteractions.aspx

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Mentoring Tracking System

Mentoring Tracking System

### Mentor Interactions

Use this page to view mentor interaction history and to add / edit mentor interactions.

**Your principal has scheduled a minimum of two-periods weekly for both mentor and New Teacher to meet.**

Mentor:  New Teacher:

Period From:  To:

[View Interaction Summary](#) [Add New Interactions](#)

>To Display the Interaction History:  
1. Select the New Teacher, 2. Select the Interaction period - From and To dates, 3.Click "View Interaction Summary".

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After you select enter interaction, this is what you will see. Use the drop down box to select the teacher that you want to enter an interaction for.

- Home Page
- Enter Mentor Interactions
- View Teacher Reports
- Change Password
- Contact Support
- Teacher MTS Support/User Module
- Sign Out

**You signed in as:**  
**Name:** Calliste, Lesley  
**Role:** New Teacher Mentor  
**E-mail:**

### Add/Edit Mentor Interactions : Interaction Type

Use this page to add Interaction Types to log a new mentor interaction.

Mentor:  New Teacher:  Date Submitted: 10/22/2018  
Interaction Date:  Duration (hrs):

Please select one or more of the following Interaction Type(s):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Conference (One-to-one meeting with teacher) | <input type="checkbox"/> Inter-visitation | <input type="checkbox"/> Meet with Coach                                |
| <input type="checkbox"/> Visit Classroom                              | <input type="checkbox"/> Telephone        | <input type="checkbox"/> Learning Walks                                 |
| <input type="checkbox"/> Co-Planning                                  | <input type="checkbox"/> E-mail           | <input type="checkbox"/> Attend PD, debrief and plan for implementation |
| <input type="checkbox"/> Modeling                                     | <input type="checkbox"/> Absent           |   |

Click "Save and Exit" to save your changes and navigate back to the Mentor Interactions page.  
Click "Save and Continue" to save your changes and add another Interaction.  
Click "Cancel" to discard your changes and navigate back to the Mentor Interactions page.

**To add an Interaction Type:**

1. Select the Interaction date.
2. Select the Duration.
3. Check as many interaction type(s) as needed.
4. Click "Save and Exit" or "Save and Continue".

1

2

3

1. Identify the Interaction Date
2. Select the Duration (amount of time)
3. Select the type(s) of interactions you and your mentee had

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https://www.nycenet.edu/Offices/DHR/NTIMS/Apps/frmNTMEnterInteractionStep1.aspx?sMode=Add&nInteraction=0&nTeacherId=88231&sTeac...

www.nycenet.edu says  
SUCCESS: Data has been saved.  
OK

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Mentoring Tracking System

### Add/Edit Mentor Interactions : Interaction Type

Use this page to add Interaction Types to log a new mentor interaction.

Mentor: Calliste, Lesley      New Teacher: ARZU AREINI      Date Submitted: 10/22/2018  
Interaction Date: 10/01/2018      Duration (hrs): 0.25 (15 mins)

Please select one or more of the following Interaction Type(s):

- Conference (One-to-One meeting with teacher)
- Inter-visitation
- Meet with Coach
- Visit Classroom
- Telephone
- Learning Walks
- Co-Planning
- E-mail
- Attend PD, debrief and plan for implementation
- Modeling
- Absent

**4** → Save and Exit   Save and Continue   Cancel

Click "Save and Exit" to save your changes and navigate back to the Mentor Interactions page.  
Click "Save and Continue" to save your changes and add another Interaction.  
Click "Cancel" to discard your changes and navigate back to the Mentor Interactions page.

**To add an Interaction Type:**  
1. Select the Interaction date. 2. Select the Duration. 3. Check as many interaction type(s) as needed. 4. Click "Save and Exit" or "Save and Continue".

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4. If you are finished entering interactions hit "Save and Exit"
5. To save an interaction and enter more hit "Save and Continue"
6. Make sure after you save you get a "Data has been saved message"



## Roles and Responsibilities of School-Based Instructional Mentors

### Why Mentoring?

The mentor's role is to promote the growth and development of the beginning teacher to improve student learning for all students; particularly Black, Indigenous, and people of color. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and ability to teach with **Culturally Responsive Sustaining Education** at the fore. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience.

### When is Mentoring Required?

New teachers usually begin teaching with Initial or Transitional certification, issued by the State. One year of mentoring (two periods per week over 10 months) is a requirement to move to Professional certification

### How are matches made?

A principal or assistant principal matches the new teacher with a mentor in the Mentor Tracking System, MTS, our online mentor documentation system. Upon the match, two automated e-mails go out to both the new teacher and mentor informing them of the match. Additionally, the mentor's email includes a link to the MTS and information pertaining to guidelines for documenting new teacher mentor interactions in MTS.

### How are School-Based Mentors (selected) recommended?

The New Teacher Induction Committee is comprised of the principal or designee; the chapter leader or designee; teachers (which make up a majority of members); and representatives of constituent groups. The committee interviews applicants and recommends mentor and new teacher matches. The final matching decision is made by the principal.

### What are the minimum requirements for Mentors?

The minimum preferred requirement for mentors is 5 years of teaching in the New York City public schools. Mentors should also demonstrate mastery of pedagogical and subject matter skills;



evidence of excellent interpersonal skills; knowledge of critical race theory and a commitment to participate in professional development. Please be aware that MTS will not allow supervisors and administrators to serve as new teacher mentors.

### **Role of the Mentor:**

One of the mentor's initial responsibilities is to establish a trusting relationship with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential<sup>1</sup>. Confidentiality invites honesty, risk taking, and self-reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content, and strategies can be shared with administrators.

### **Mentor Activities**

#### ***Types of Interactions***

The mentor meets with the beginning teacher for regularly scheduled structured meetings for a minimum of two periods per week. Meetings must include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher's practice, there is a mutually agreed upon purpose, driven by the needs of the beginning teacher, and the mentor shares objective non-judgmental data about classroom practice.

When the mentor meets one-on-one with the beginning teacher, it's for the purpose of holding reflective planning and debriefing conferences that build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps.

#### ***Strategies...***

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<sup>1</sup> According to NYS regulations, "information emerging from mentoring activities and the mentoring relationship is confidential... The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher..."



A wide range of strategies are available to the mentor in working with the beginning teacher. A list of some strategies is included below:

- introduce and orient the new teacher to the school
- use a research-based framework to guide the new teacher's growth and development
- use structured tools to guide interactions and keep the conversation focused
- observe new teacher's classroom to provide objective non-judgmental data
- arrange reciprocal classroom visits
- model and conduct demonstration lessons
- co-teach with the new teacher
- guide the new teacher to...
  - identify and access school and community resources
  - learn about the students in the classroom
  - co-develop classroom rules and routines
  - implement city-wide Instructional Expectations
  - co-plan standards-based lessons that are centered around culturally responsive and sustaining education principles
  - implement formal and informal assessment strategies
  - conduct analysis of student work and differentiation of instruction
  - understand and use the curriculum and supplement as necessary
  - develop short and long term goals
  - support new teachers around both formal and informal feedback they have received
  - engage families as a crucial partner in developing their classroom culture
  - support new teacher in fulfilling administrative requirements

***Protocols for Mentoring Conversations...***

A key way to extend and deepen thinking is by posing questions. Your questions before a classroom visit can help clarify goals for student learning, explore teaching strategies, and identify



a focus for data collection. Summarize or paraphrase key ideas and feelings that emerge in the pre-conference, and agree to follow up. In the reflecting conference, you may ask questions such as these:

- How do you think the lesson went?
- In what ways did all students meet or not meet your learning goals?
- How do you know?
- What do you notice in the observation data (consider race, gender, language, special needs)?
- How might you follow this lesson?
- What are your thoughts about this process and our work together?

### **Documentation**

Each school must maintain official records for documenting mentoring experiences. The names of the new teachers, the names of the mentors assigned, the type of mentoring activities, and the number of hours of mentoring provided to each new teacher are the baseline items of information required by New York State. The *Mentor Tracking System* ([MTS](#)), is a citywide on-line tracking system for documenting mentoring interactions in order to apply for Professional Certification.

Mentors are required to document in MTS. The structures built into MTS ensure accountability at all levels—School, Borough, and the Central Office.

Just as important as maintaining official records of the mentoring experience is the use of data to inform support for the new teacher. Using MTS, School-Based Mentors can log the type of interactions, topics discussed, and the date and the duration of each interaction with their new teachers. Mentors, assistant principals, and principals can download summary reports to review past work and better inform future work with the new teacher.

The Mentor's Guide to MTS can help you navigate the required documentation process.







# Contact Us

General Support Email:  
[MTSSupport@schools.nyc.gov](mailto:MTSSupport@schools.nyc.gov)

Visit our Website:  
[www.nycnewteachermentoring.org](http://www.nycnewteachermentoring.org)

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