The purpose of NYS Program Guidance and Standards for Mentoring is to offer program guidance and a set of standards to build a system of supports to retain and help new educators thrive in their local context and the profession.

Mentoring is a crucial component of the induction of all educators into the profession and their new position. In New York State, mentoring is required for individuals seeking teacher or leader professional certification in public schools, BOCES, and special act

Mentoring Program Guidance

Program Intent and Entity Responsibilities. The [Professional Learning Plan](#) shall describe how the entities will provide a mentoring program for teachers and leaders who are required to participate for New York professional certification.

The Professional Learning Plan, which encompasses the mentoring plan, must be developed through collaboration with a professional learning team and be consistent with collective bargaining agreements. The team members shall be approved by the local board of education or the New York City Chancellor or their designee. A majority of the members shall be teachers appointed by the collective bargaining unit.

Regulations allow for an array of configurations that entities might employ to ensure that

- Program implementation
  - ○

Mentor Standards

1. **Qualities and Dispositions of an Effective Mentor**.

onboard, engage, inspire, assist, encourage and advance the professional learning of a new teacher. The mentor as a teacher/leader serves as a model of professional conduct and exemplifies excellence in teaching.

1.1 -

1.5. Understand how to connect with people across differences in background, generations, experiences, cultures, etc.

Performance Indicators:
   a) Mentors value diversity as a strength and seek to support a diverse community of teachers and learners.
   b) Mentors understand and engage in culturally and linguistically responsive teaching.
   c) Mentors engage in critical reflection to identify and interrupt bias in personal and institutional interactions.
   d) Mentors support mentees in developing strong relationships with students, families, peers, and the community.

2. Professional Practice. As accomplished and respected educators, mentors draw upon professional teaching standards and appropriate content area standards to focus support on instructional growth and help mentees develop and improve their practice.

2.1. Support mentees in developing their practice.

Performance Indicators:
   a) Mentors collaborate with mentees to develop goals for the duration of the mentorship.
   b) Mentors support mentees in developing their use of a variety of instructional and assessment strategies to foster supportive, equitable and inclusive learning environments for all students.
   c) Mentors model how to develop awareness and support of the social and emotional needs of students.
   d) Mentors demonstrate and articulate their use of subject knowledge, content standards, and assessments.
   e) Mentors know and articulate state thal grow/t3(2sdh)-elpem3(itye)]pvtsu12 792 rden912 0 612 792

e) Mentors acquaint mentees with their rights and responsibilities included in the collective bargaining agreement and share the structure of their local union leadership.

3. **Knowledge of Mentee**. Mentors recognize that mentees bring valued knowledge, skills and dispositions to their classrooms, schools, and districts. They use this knowledge to support their mentees.

3.1. Know and understand the needs of mentees, including beginning educators and veteran educators new to a position.
Performance Indicators:
  a) Mentors welcome their mentees into the school community.
  b) Mentors use the prior learning and experiences of their mentees to inform their mentoring practice.
  c) Mentors understand the needs of mentees at various stages of induction.

3.2
Performance Indicators:
  a) Mentors use informal and formal strategies to assess the needs of mentees such as discussions, surveys, and observations.
  b)
    them in a timely manner.

4. **Knowledge and Skills of Mentoring in Practice**. Mentors must be familiar with policies, processes, and procedures that support the development of their mentees. These include, but are not limited to,

4.3 Provide support through constructive feedback and recommendations regarding

Performance Indicators:
   a) Mentors create safe environments and build trusting relationships that promote the sharing of constructive feedback.
   b) Mentors use questioning techniques that encourage the mentee to think critically and reflect on their practice.
   c) Mentors provide timely and meaningful feedback.
   d) Mentors collaborate with mentees to discuss feedback and develop actionable next steps

4.4 Identify and implement strategies to support the success and retention of mentees.
Performance Indicators:
   a) Mentors promote positive strategies for a successful teaching career such as lifelong learning, self-care, and time management.
   b) Mentors encourage and model collegial, non-judgmental conversations surrounding teaching practice in a safe and professional environment.
   c) Mentors support mentees engaging in innovative and courageous teaching.
   d) Mentors guide mentees in developing and maintaining appropriate boundaries between teacher and students and their families.