NYSED MENTORING REQUIREMENT

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION 1. Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education – March 28, 2019

RE: required district annual learning plans mentoring section

(iv) [for plans covering the time period February 2, 2004 and thereafter,] provision for a mentoring program consistent with the following requirements:

(a) The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service and new school leaders in order to ease the transition from teacher/leader preparation to practice, thereby increasing retention of teachers/leaders in the public schools, and to increase the skills of new teachers/leaders in order to improve student achievement in accordance with the State learning standards. Districts/BOCES should consider evidence-based mentoring practices and standards that have been shown to improve the retention and early career effectiveness of educators, as well as the role of first-year mentoring as one component of a more comprehensive induction model that provides differentiated supports to educators during their early careers.

(b) The professional [development] learning plan shall describe how the school district or BOCES will provide a mentoring program for teachers in the classroom teaching service and leaders in the educational leadership service who must participate in a mentoring program to meet the [teaching experience] requirement for the professional certificate, as prescribed in sections 80-3.4 and 80-3.10 of this Title.

(c) …

(d) The information obtained by a mentor through interaction with the new teacher/leader while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher/leader, unless withholding such information poses a danger to the life, health, or safety if an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher/leader has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's/leader’s moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through intervention with the new teacher/leader while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher/leader.

(e) The professional [development] learning plan shall describe the following elements of the mentoring program:

(1) …

(2) the role of the school leader and/or district administrator(s) in supporting effective mentoring practices;

(3) the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher/leader;

[(3)] (4) the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher/leader development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;

[(4)](5) types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher/leader, peer coaching, team coaching, culturally appropriate and responsive practices, and orienting the new teacher to the school culture; [and]

[(5)](6) time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher/leader from a portion of their instructional and/or noninstructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions[.]; and

(7) the actions that the school district or BOCES will take to assess the effectiveness of its mentoring program for teachers and school leaders and make revisions to its program, where necessary.