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# INFORMATION BULLETIN

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## Comparison of Mentoring Program Models

This briefing bulletin is intended to make you aware of the various mentoring models and funding sources available to support district based-mentoring programs. Under Part 80-3 of the Regulations of the Commissioner, beginning September 2004 districts must provide mentoring to beginning teachers as a requirement for professional certification. While the regulations require mentoring programs to be collectively bargained consistent with Article 14 of the Taylor law, they do not prescribe one single mentoring model or program design for districts to follow. Many decisions about which program elements to include in the mentoring program will be decided through both the planning process and collective bargaining that will occur between the local district and teachers' union. The information contained in this bulletin should help you understand the different elements and requirements of the mentoring models and or funding sources available as you begin the process of structuring a mentoring model given the specific needs of your district.

Currently, the mentoring experience for beginning teachers varies greatly around the state, from district to district. In some cases, teachers in the same building may have quite different experiences based on the requirements of a particular program. For example, alternative certification programs initially provide 40 days of daily mentoring and teachers receive support from a mentoring team comprised of a mentor/veteran teacher, administrators and college faculty, while interns in the New York State Mentor Teacher Internship Program (MTIP) receive mentoring over the course of the school year. Following are brief descriptions of the various mentoring models and funding sources and a chart that compares and identifies the key elements or features of each program. For more information on the programs described below, please visit the NYSUT website at [www.nysut.org](http://www.nysut.org).

### Comparison of Program Elements for the Various Mentoring Models

#### ◆ District-based Mentoring Programs

##### *Part 80-3 of the Commissioner's Regulations*

Commissioner's regulations require districts to implement a mentoring program for new teachers as a requirement for the professional certificate. The mentoring program must be collectively bargained and part of the district's professional development plan. In a November 22, 2002 memo to superintendents, SED stated that the "*PDP is intended to guide ALL professional development in a district regardless of funding source. Resources for professional development from federal funds, including NCLB, should be used within the framework of the PDP*". Under the new regulations the following elements--the procedure for selecting mentors, the role of the mentors, the preparation of mentors, types of mentoring activities, and time allotted for mentoring--shall be described in the professional development plan. In order to implement an effective mentoring program, given the unique needs and situation of the district require collaboration between the district and teacher's union.

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◆ NYS Mentor Teacher Internship Program (MTIP)

*Section 3033 of New York State Education Law*

*Part 85 of the Regulations of the Commissioner*

The MTIP program is a competitive grant program that provides guidance and support to beginning teachers. Initiated in 1986 and funded by the State Legislature with strong support from NYSUT. According to the law and regulation, teachers unions and school district are to be partners in the development and implementation of the MTIP program. The MTIP is a prescriptive model which requires a 10% reduction in the classroom assignment of the mentor and intern for mentoring activities to occur. MTIP is a best practices mentoring model because it consists of those elements: funding, release time, training, mentor matches based on certification area that research suggests are essential to a high quality mentoring experience. Applications are usually issued in the spring. In 2007-08, eighty-seven districts and BOCES received a portion of the \$10 million available in grant funds.

◆ No Child Left Behind (NCLB)

*No Child Left Behind Act SEC. 1116, (b), (3), (x) and SEC. 9101, (42)*

The No Child Left Behind Act of 2001 requires schools identified for improvement to develop a two-year school improvement plan. Under NCLB "the school improvement plan *shall* incorporate a mentoring program. See Section 9101 (42) (below) for a definition of teacher mentoring. NCLB has identified mentoring as an effective strategy to help the school address the problems that caused the school to be identified for school improvement in the first place. The district can use Title I and Title II funds to support a broad range of mentoring activities for the teacher mentor program. Mentoring activities can be provided to both beginning and veteran teachers with a focus on developing their instructional skills.

Under NCLB, the term "TEACHER MENTORING" means activities that:

"(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that:

"(I) are designed to help the teachers continue to improve their practice of teaching and to develop part of an ongoing developmental induction process

"(II) involve the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and

"(III) may include coaching, classroom observation, team teaching, and reduced teaching loads; and

"(B) may include the establishment of a partnership by a local educational agency with an institution of higher education, another local educational agency, a teacher organization, or another organization.

◆ NYSUT's Professional Partner Program

This NYSUT sponsored program will provide assistance and support to a new teacher member in the district. Union partners help new members "learn the ropes" through partnerships with their union colleagues. The union's partner is an experienced veteran education professional. The primary purpose of the program is to educate new members about the role of the union in their professional lives while helping further develop their profession. Through a series of activities, the partner helps the new member become a more effective teaching professional, while learning about collective bargaining, professional and leadership development, and terms and conditions that affect the quality of their work life. Partner activities can range from simple "buddy" relationships to informal support activities and a structured formal mentoring relationship.

◆ Alternative Teacher Certification Preparation Program or Transitional B

Commissioner's regulations require participants in alternative certification programs leading to a Transitional B certificate to receive mentoring. New York State offers alternative preparation programs are aimed at mature, second career professionals. Alternative programs are offered by colleges with local school partners. Alternative certification programs feature an accelerated introductory component, followed by paid employment, with extensive mentoring, coursework and other supports from the college and school district.

Although candidates complete their programs in two to three years, they must meet all the requirements for the initial teaching certificate by the end of their programs. A list of institutions offering Alternative Teacher Certification Preparation Programs is attached.

Comparison of Mentor Program Elements

Program Elements	District-based Mentoring	State (MTIP)	Federal (NCLB)	Union Partner Program	State Alternative Certification
Collectively bargained	yes	yes	NA	no	no
Funding	Local funds	Competitive grant	Federal	Negotiated	yes
Meets certification requirements	yes	yes	yes	N/A	Yes
Length of Internship	1 yr.	1 yr.	varies	1 yr.	40 plus days
Serves beginning teachers	yes	yes	yes	+ SRP's	yes
A multi-year program	no	no	2 yrs.	varies	Yes
Serves veteran teachers	Negotiable	no	yes	no	no
Mentor's role is guidance and support	yes	yes	NA	yes	yes
Release time	not prescribed	10% for mentor/intern during instructional day	NA	no	NA
Confidential relationship	yes	yes	yes	yes	yes
Mentor's role is non-evaluative unless collectively bargained	yes	yes	yes	yes	yes
Mentors selected by a majority of teachers	Negotiable	Selected by the union	NA	Union plan	NA
Mentor training	yes	yes	NA		NA
Program Coordinator	NA	Not required	NA		NA
Program Evaluation	NA	yes	NA	no	NA
Administrator's role clearly defined	NA	yes	NA	N/A	Yes
Time allotted for mentoring activities	Not defined	yes	NA	According to Union plan	NA
Focus on teaching practice	According to local plan	yes	yes	Focus on support and unionism	yes
Requires partnership with higher education institutions	NA	yes	NA	No	yes

NA= not specified in Commissioner's regulations, statute or law.

Institutions with Registered Alternative Teacher Preparation (Transitional B) Programs		
Institution	Location	Certificate Areas
<a href="#">SUC Buffalo</a>	Buffalo	Physics 7-12 (For more information on this program visit <a href="http://physicsed.buffalostate.edu/programs/MSEDpgms.html">http://physicsed.buffalostate.edu/programs/MSEDpgms.html</a> )
<a href="#">SUNY Empire State College</a>	New York City, Buffalo, Rochester, Syracuse, Albany	Middle Childhood Generalist; Middle Childhood Specialist and Adolescence in Biology, Chemistry, Earth Science, English, French, Spanish, Mathematics, Physics, and Social Studies
<a href="#">CUNY Brooklyn College</a>	Brooklyn	Mathematics 7-12/5-6 Ext.; Biology 7-12; Visual Arts; Social Studies 7-12/5-6 Ext.; Physics 7-12; Chemistry 7-12; French 7-12; Spanish 7-12; English 7-12/5-6 Ext.; Generalist 5-9; Biology; 5-9; Chemistry 5-9; Earth Science 5-9; Physics 5-9; Mathematics 5-9; Special Ed. Birth-2; Special Ed. 1-6; Childhood 1-6; Physical Ed.; Literacy Birth-6; Literacy 5-12; Childhood 1-6/Bilingual/Teacher Ext.; Early Childhood Birth-2; Speech/Language Disability
<a href="#">CUNY City College</a>	New York	Mathematics 7-12; Social Studies 7-12; English 7-12; Visual Arts; Biology 7-12; Chemistry 7-12; Earth Science 7-12; Physics 7-12; ESOL; Special Education 1-6; Special Education Generalist 5-9; Early Childhood Birth-2; Childhood 1-6/Bilingual/Teacher Ext.; Childhood 1-6; Literacy 5-12; Literacy Birth-6; Biology 5-9; Chemistry 5-9; Earth Science 5-9; Physics 5-9; Mathematics 5-9; Early Childhood Birth-2; Bilingual/Teacher Ext.
<a href="#">CUNY Staten Island</a>	Staten Island	Childhood 1-6; Social Studies 7-12; English 7-12; Mathematics 7-12; Biology 7-12
<a href="#">CUNY Lehman College</a>	Bronx	Social Studies 7-12; Speech/Language Disability; Bilingual/Teacher Ext.; Speech-Language Pathologist; Audiologist; Music; Early Childhood Birth-2; ESOL; Biology 7-12; Chemistry 7-12; Earth Science 7-12; Physics 7-12; Childhood 1-6; English 7-12; Literacy 5-12; Literacy Birth-6; Special Education 1-6; Severe/Multiple Disability Annotation; Special Education Birth-2; Mathematics 7-12; Special Education English, French, German, Italian, Russian, Spanish, Biology, Chemistry, Earth Science, Physics, Math, Social Studies 7-12
<a href="#">CUNY Hunter College</a>	New York	Adolescence - Earth Science, Biology, Chemistry, Physics, Mathematics 7-12; Spanish 7-12; Childhood 1-6; Special Education 1-6
<a href="#">CUNY Queens College</a>	Flushing	Childhood 1-6; Music; Adolescence - English, French, Italian, Spanish, Biology, Chemistry, Earth Science, Physics, Mathematics, Social Studies
<a href="#">Daemen College</a>	Amherst (partnership with registered Jewish Community Schools in Brooklyn)	Childhood Special Education

<a href="#">Fordham University</a>	Bronx, Manhattan	Childhood 1-6; Early Childhood Birth-2; Social Studies 7-12; English 7-12; Physics 7-12; Chemistry 7-12; Biology 7-12
<a href="#">Iona College</a>	New Rochelle	Early Childhood Birth-2; Childhood 1-6; English 7-12; Spanish 7-12; Biology 7-12; Mathematics 7-12; Social Studies 7-12
<a href="#">LIU – Brooklyn Campus</a>	Brooklyn	Special Education 1-6; Childhood 1-6; English 7-9 Ext.; Spanish 7-9 Ext.; Biology 7-9 Ext.; Chemistry 7-9 Ext.; Math 7-9 Ext.; Social Studies 7-9 Ext.; Bilingual/Teacher Ext.; ESOL; English 7-12; 5-6 Ext.; Social Studies 7-12
<a href="#">Mercy College</a>	Bronx, Dobbs Ferry, Yorktown Heights	Early Childhood Birth-2; Childhood 1-6
<a href="#">Mount Saint Mary College</a>	Newburgh	Childhood 1-6; 7-12 – English, Spanish, Biology, Chemistry, Mathematics and Social Studies
<a href="#">Pace University</a>	New York, Pleasantville	7-12 – English, Cantonese, French, German, Greek, Hebrew, Italian, Japanese, Mandarin, Russian, Spanish, Biology, Chemistry, Earth Science, Physics, Mathematics, Social Studies, Biology/General Science, Chemistry/General Science, Earth/General Science, Physics/General Science; 5-6 Extension; Gifted Education Extension; Bilingual/Teacher Extension; 5-9 – English, French, Biology, Chemistry, Earth Science, Physics, Mathematics, Social Studies; Biology/General Science 5-9 Ext.; Chemistry/General Science 5-9 Ext.; LOTE PreK-6 Extension; Amslan Extension; Visual Arts; Business/Marketing; Childhood 1-6
<a href="#">Roberts Wesleyan College</a>	Rochester	Childhood 1-6; Special Education 1-6; 7-12 – English, Biology, Chemistry, Earth Science, Physics, Mathematics, Social Studies; Generalist 5-9; Special Education Generalist 5-9
<a href="#">St. John’s University</a>	Jamaica	Childhood 1-6; Mathematics 5-9; Special Education 1-6
<a href="#">Touro College</a>	New York	Early Childhood Birth-2; Special Education Birth-2
<a href="#">Utica College</a>	Utica	7-12 – French, Spanish, Biology, Chemistry, Earth Science, Physics, Mathematics, Social Studies, English; Technology Education

Source: <http://www.highered.nysed.gov/ocue/AlternativeTeacherCertificationProgram.htm>