

City School District of Albany

NYS Mentor Teacher Internship Program, 2013-2018

MTIP enables experienced teachers (mentors) in the CSDA to provide guidance and support to beginning teachers (interns) in their first or second year of teaching. By providing this induction into the teaching profession, teachers will engage in a productive and satisfying teaching and learning experience that will enhance their skills and increase the likelihood of their remaining in the teaching profession.

All mentors and interns in the MTIP program spend 10% of their instructional time, 18 days, in release time focused upon the intern's professional growth. Mentors and interns are within the same building and will have daily contact. In addition to the 10% release time, mentors and interns meet at least one hour a week outside of contract time for additional professional growth-producing conversations. The mentor's role is to guide and support their intern from where the intern is to a reflective effective practitioner, and they are required to sign a Statement of Confidentiality regarding any evaluation of their intern's teaching.

Each year, a Mentor Steering Committee reviews anticipated retirement data and projected teacher openings to determine an MTIP cohort. Priority is given to shortage areas. In the past this has included English as Second Language teachers, secondary math teachers, and teachers of high school students with disabilities. Interns participate in monthly untenured teacher meetings, as well as chose a year-long course of professional study. In addition, interns will participate in online mentoring thru the New Teacher Center for math and science support. The College of Saint Rose will provide monthly professional development on how best to meet the needs of students with disabilities, and R-BERN will support professional learning for working with English Language Learners.

Beginning of the year needs assessments and mid-year assessments are used to inform professional development, resources and other supports for new teachers, and mid- course program issues that need to be adjusted. The results of all evaluation and assessments will be compiled in a mid-year and end-year summary of findings and reported to the New York State Education Department.