

## **ELIGIBILITY**

1. Will NYS public charter school districts be eligible for this grant opportunity?

**Response:**

**No, Education Law Section 3033 only authorizes boards of education and boards of cooperative educational services to participate in the grant program.**

2. Are nonprofit organizations eligible to serve in this effort by applying for this grant? Please advise.

**Response:**

**No, eligible applicants for the MTIP grant are public school districts and BOCES only.**

3. Are 853 and 4410 schools eligible to apply for the NYS Mentor Teacher Internship Program opportunity?

**Response:**

**No, 853 schools would not be eligible to apply. Education Law Section 3033 only authorizes boards of education and boards of cooperative educational services to participate in the grant program. Special Act School Districts established under Chapter 853 of the Laws of 1976 are operated by private agencies and so would not be eligible to apply.**

**Yes, 4410 schools that are publicly funded schools governed by the board of education of a school district would be eligible to apply.**

## **Mentors and Interns**

4. I see that the award is for school districts and BOCES. I am an independent contractor with over 25 years of teaching experience. My question is, how can I collaborate with a potential awardee to train new teachers under this grant? Thank you.

**Response:**

**The MTIP grant applicants are public school districts and BOCES. Independent contractors would need to work with public school districts or BOCES.**

5. To confirm, does the requirement "Interns and mentors must be released from at least 10 percent of their instructional duties to participate in the program" correspond to being released from 18 instructional days out of 180 instructional days in one year - per mentee?

**Response:**

**The mentor and intern will be released from their classrooms in a manner which is educationally sound and responsible, consistent with Education Law, Section 3033(4). Each board of education and board of cooperative educational services which determines to**

**participate in the mentor teacher-internship program shall require those first or second year eligible teachers which it chooses to include in the program to perform their duties under the guidance of a mentor teacher, and shall ensure that such teacher intern and mentor carry no more than a ninety percent classroom instruction assignment in order to allow such teacher intern time to receive special assistance from a mentor teacher.**

6. Am I to understand based on the application, I can only request funds for 6 new teachers? I will have between 20-30 new teachers next year in district and that number will likely be maintained over the next five years.

**Response:**

**Yes. For public school districts or BOCES in cities with a population less than 100,000 the number of interns (beginning teachers) can be up to 6 that the district or BOCES plans to support with the MTIP grant funds.**

7. The RFP mentions, "Mentors holding the Professional certificate may be able to satisfy some of their required hours of Continuing Teacher and Leader Education by fulfilling their mentoring responsibilities." Could you provide some details on how this would work and what activities would qualify?

**Response: Acceptable CTLE activities are outlined on the Office of Teaching Initiatives webpage: [OTI](#)**

## Acceptable CTLE Activities

Educators must take continuing teacher and leader education (CTLE) from a CTLE sponsor approved by the Department. The list of approved CTLE sponsors is available [online](#). Professional development or professional learning not designated as CTLE by an approved CTLE sponsor does not count towards the required CTLE clock hours.

School districts that are approved CTLE sponsors can offer CTLE outlined in their Department-approved professional learning plan. Districts must issue CTLE certificates of completion for CTLE clock hours and maintain records of the CTLE awarded.

### Acceptable CTLE Activities

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- **Content area(s)** of the certificate(s) held,

and/or

- **Pedagogy,**

and

- **Language Acquisition** addressing the needs of English language learners.

The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s). The CTLE language acquisition requirement is described [here](#).

### **University or College Course Credits**

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

### **Working with Colleagues and Student Teachers**

Peer review teachers or principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators would be determined by the school, district, or BOCES that is an approved CTLE sponsor and the sponsor would award the CTLE clock hours accordingly.

Teachers who provide mentoring may, at the discretion of the school district or BOCES, earn CTLE clock hours in the following manner effective December 31, 2019.

- Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The school, district, or BOCES must keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

### **National Board Certification**

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

### **Educators who Hold Multiple Certificates**

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

**Speech and Language Disabilities Certificate Holders**

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an [approved American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirement as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

8. Can you provide details on the mentor training that is required for retired teachers to act as mentors? Is this training that SED will provide?

**Response: No, mentor training is not provided by SED. Training of mentors is locally determined, focusing on the Department's priority areas as outlined in the State's [ESSA plan](#), including: NYS Learning Standards and aligned curricula; data-driven instruction and the use of meaningful assessment; evidence-based observation aligned to the New York State Teaching Standards and the district's evaluation models, including the district's use of evidence to provide feedback and professional learning recommendations that support continuous improvement; student growth goal-setting processes, as required by the district's evaluation model; current best practices and specific strategies for English language learners and students with disabilities, with specific focus on instruction in literacy, research-based practices in the provision of specialized instruction for students with disabilities, response to intervention, and positive behavioral intervention and supports, as well as native language development.**

9. If there is a decrease in the funding provided to districts after the first year, will districts be allowed to lower the number of interns served to align with the reduced funding?

**Response: Yes. If there is a decrease in the total statewide allocation for the Program in Year 2, 3, 4, or 5 of the cycle, the percentage of decrease will be applied to each district funding level from the previous year's funding. Decrease in funding corresponds with the number of interns supported by the grant.**

10. Under the Release Time Requirements section, it reads, "The replacement teacher should be viewed as an integral member of the instructional team." Can you explain what this means?

**Response: The replacement teacher should be viewed as an integral member of the instructional team, integrated into the instructional program and into the communication within the mentor/intern team.**