

Essential and Related Services Educators

A New Mentorship Program

Bargained During Negotiations 2020



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Background

ATF has long known new Essential and Related Service Educators (E&RSE) need the same supports that state law has mandated for new teachers. ATF also realized our experienced E&RSE staff should have the opportunity to be compensated as mentors, as do your teacher colleagues. Our efforts over the years ended in this agreement during the 2020 ATF-APS Negotiations.

An APS/ATF Joint Task Force comprised of administrators and practitioners from each respective role group met regularly during the 2019-20 school year. Together, they developed the *Essential & Related Service Educators Recommendations*. These documents, developed for each respective role group, were used to guide conversations at the bargaining table, enabling us to reach an agreement now found in Article 9.C. of the 2020-21 ATF/APS Negotiated Agreement and on page 4 of this document.

A formal mentor serves as a “trusted counselor or guide” for all educators as they enter their new career in the APS system. Your mentor is a non-evaluative trained colleague provided to guide you, be a resource, offer support, and help you reflect on your practice. As an E&RSE in any setting, it is beneficial to have a mentor who can offer advice, knowledge, insight, perspective, and wisdom for their specific service. Mentoring is also key in educator retention. When districts and schools are equipped with employees who feel supported, they are more likely to remain in the profession thus providing building stability, continuity of instruction, and improved services to students.

All APS employees new to the profession E&RSE educators will receive mentorship from an approved mentor for two semesters. Mentors are approved and assigned through the current Mentor Program: An APS/ATF Partnership Program.

Application, Training and Responsibilities of E&RSE Mentors

E&RSE mentor applicants will be screened in a similar process as mentor teachers. E&RSE mentor applicants must submit the following to the APS Mentor Program:

1. A Mentor Application
2. A Supervisor's E&RSE Reference Form
3. An Administrator's E&RSE Reference Form (if applicable)
4. At least one additional reference from a colleague

All forms can be found on the APS Intranet at:

<https://intranet.aps.edu/a-z/human-resources/mentor-program-for-teachers>

Upon receipt of documents, applicants will be considered for an interview prior to approval into the E&RSE mentor pool. Approved E&RSE mentors remain in the pool indefinitely and need not reapply unless asked to refresh their file.

ATF-APS Mentor Program provides one orientation at beginning of service

Mentoring Basics will be provided by the APS/ATF Mentor Program in a 2-hour orientation to assigned E&RSE mentors only, in order to gain an understanding of mentor goals and expectations, build knowledge of adult learning theories, acquire peer-mentoring guidance, and develop coaching skills needed to best support a variety of incoming new positions.

APS Related Services Director provides APS Introduction

APS introduction includes: school/community culture/student demographics; school personnel interactions; roles of EAs, volunteers, teachers, counselors/related services; furniture, supplies, materials, work orders; student records; programs of support; addressing practical and logistical details such as copy rooms, restrooms, lounge areas, email access, websites (district and school); address staff responsibilities, school procedures, schedules, duties, etc.; administrative/professional expectations and responsibilities including staff meetings, collaborations; APS Systems (website, Intranet, Synergy, Lawson, data retrieval); digital etiquette, process, procedures and paperwork; review APS Employee Handbook/Union Negotiated Agreement; Safety Handbook and HR trainings.

E&RSE Mentor Responsibilities

Responsibilities include modeling and feedback: time/organizational strategies and management, overall professionalism, competence, responsible preparation, networking with colleagues, providing resources, reflecting on practices for continuous improvement, staff communication and involvement, accessibility, trust and understanding, listening and addressing concerns, emotional support, stress management relief and self-care, positive attitude, professional rapport, career enrichment-continuing education, workshops and conferences, etc.

Mentoring Documentation: The E&RSE mentor will submit required documentation to the Coordinator of the APS/ATF Mentor program who will make the documentation available to applicable APS program directors. These documents include:

1. The E&RSE mentor will complete and submit a mentor self-assessment at the end of the year mentor survey for program feedback.
2. The E&RSE mentor will communicate regularly by making at least two contacts per week with the mentee to discuss progress, needs and provide feedback. One of these weekly contacts must be face-to-face. These contacts must be documented in the

monthly contact logs and include a summary of what is working, current focus and next steps.

3. The E&RSE mentor will ensure that the mentee will complete monthly reflection questions, as well as the end of the year mentee survey for overall program feedback.

Process of assigning and monitoring

- A) APS Human Resources will contact the Mentor Program to inform them of new hires.
- B) The Mentor Program will formally assign the new E&RSE employee an approved-program E&RSE mentor matched to appropriate service program. If available to provide support, E&RSE mentors will be notified via email of an assignment that includes the mentee's name and duration of assignment, as well as orientation information.

ATF/APS Negotiated Agreement 2020-2021

Article 9.C.

C. Essential and Related Services Educators (E&RSE) Mentor Program General Provisions

1. Essential and Related Services Educators (E&RSE) who are new to the profession will have access to the knowledge and guidance of a mentor from the same professional role group as the employee.
 - a. Essential and Related Services Educators (E&RSE) include employees in the following role groups:
 - 1.) Counselors
 - 2.) Nurses
 - 3.) Social Workers
 - 4.) Interpreters
 - 5.) Audiologists
 - 6.) Speech Language Pathologists
 - 7.) Occupational Therapist
 - 8.) Physical Therapists
 - 9.) Diagnosticians

10.) School Psychologists

11.) Transition Specialists

2. The mentor program will provide individual support from designated program approved mentors preferably located in close proximity (site, cluster, zone) as the new employee.
3. The role of the mentor:
 - a. Provide guidance, support and feedback.
 - b. Focus on professional practices, standards, and requirements.
 - c. Communicates on a weekly basis
 - d. Is to be non-evaluative.
4. For the categories of employees mentioned above it is the responsibility of the Human Resources Department to inform the Mentor Program Coordinator of all new hires.
5. E&RSE mentors will attend one 2-hour professional development session at the beginning of service.
6. The professional development will be designed to ensure the mentor has an understanding of program goals and expectations, builds a knowledge of adult learning theories, acquires peer-mentoring guidance, and develops coaching skills needed to best support a variety of incoming new E&RSE practitioners.
7. The E&RSE mentor will complete and submit a mentor self-assessment and the end of the year mentor survey for program feedback.
8. The E&RSE new employee will complete monthly reflection questions, as well as the end of the year mentee survey for overall program feedback.
9. E&RSE mentors will receive an annual differential of \$1,000 per semester for mentoring one new employee; \$2000 for mentoring one new employee for one year and \$4,000 for mentoring two new employees for one year. No more than two new employees can be assigned to a Mentor at one time.
10. As funds become available the District and the Federation agree that all Essential and Related Services Educators (E&RSE) who are new to APS will have access to a mentor.

The *Essential & Related Service Educators Recommendations* (below) are a jointly created guide for each respective role group's mentorship program.

School Counseling Mentorship

In parity with current teacher mentoring program:

- Non-evaluative—your mentor is provided to guide you, be a resource, offer support, and help you reflect on your practice as a School Counselor.
- Mentors will preferably be in the same Zone area as the mentee.

Different from the current teacher mentoring program:

- Focus on School Counseling Professional Standards and Licensing requirements (NMAC 6.63.6.8)
- Adhere to the New Mexico School Counseling Competency Standards (NMAC 6.63.6.9), and the American School Counseling Association (ASCA) National Model Framework for School Counselors
- Mentors must be licensed PED Level 2 or 3, and at APS Pay Level 3 for School Counselors, and at the same school level (Elementary, Middle or High) as the mentee.

Why do new School Counselors need a mentor? A mentor serves as “a trusted counselor or guide” to working as a School Counselor in APS and its system. It is beneficial for a new school counselor to have a mentor who can offer advice, knowledge, in-sight, perspective, and wisdom.

- First- year School Counselors will be required to have a minimum of one-hour per week individual mentoring with an APS Pay Level 3 School Counselor. These contacts must be documented in the monthly contact logs, email, calendar, etc.

Counseling Mentor Training

- The counseling mentor will attend one professional development, “The Art of Mentoring,” at the beginning of service. This training is provided to mentors so that they gain an understanding of program goals and expectations, build a knowledge of adult learning theories, acquire peer-mentoring guidance, and develop coaching skills needed to best support a variety of incoming new School Counselors.
- In addition, counseling mentors will attend district professional development trainings and quarterly meetings planned by the Counseling Department that could include the following topics:

- Overview of roles and responsibilities
- Record keeping responsibilities and documentation
- Confidentiality and the non-evaluative nature of mentoring
- Mentor roles, responsibilities, and compensation
- What to look for when observing mentee or intern working with students
- Review protocols
- Professional and ethical behavior
- Provide training, feedback and consultation about counseling work and dilemmas
- Administrative/professional expectations and responsibilities including staff meetings, collaborations, etc.
- Tips on creating a positive work relationship with the administration at your school
- Train on APS Systems (website, Intranet, Synergy, data retrieval), digital etiquette, process, procedures, and paperwork
- Provide guidance for academic, social/emotional, and college and career counseling services, documentation and data requirements, and program planning

The Mentor Discussions/Modeling/Developing is the responsibility of the School

Counseling Mentor. Time/organization strategies and management; overall professionalism, competence, responsible preparation; networking with colleagues, providing resources; reflecting on practices for continuous improvement; parent and community communication and involvement; accessibility, trust and understanding, listening and addressing concerns; emotional support, stress management, self-care; positive attitude, professional rapport, career enrichment and continuing education, workshops and conferences, etc.

The Mentorship Program is administered through the current APS Mentor Program. It is the expectation that HR will contact the Mentor Program Coordinator to inform them of new hires. The Mentor Program Coordinator will work with the Senior Director of Counseling or designee to match mentorship placements.

New school counselors are required to participate in the district mentoring program for two semesters.

Documentation: The School Counselor mentor will complete and submit a mentor self-assessment and the end of the year mentor survey for program feedback. The School Counseling mentee will complete monthly reflection questions, as well as the end of the year mentee survey for overall program feedback.

Mentor Selection Process:

To be eligible to mentor a new School Counselor, you must have attained a New Mexico PED School Counselor Licensure Level 2 or 3 and be at APS Pay Level 3 including six years of experience as a School Counselor.

- Qualified School Counselors who desire to be mentors will:
 - Submit mentor application
 - Obtain and submit completed recommendation form from the Senior Director of Counseling
 - Obtain and submit completed recommendation form from the applicant's on-site administrator
 - Obtain and submit completed recommendation form from one peer
 - Be in good standing in the district (all required paperwork completed correctly and turned in, in attendance at all required Counseling Department PD (unless other arrangements made), satisfactory evaluations complete, and not part of any current disciplinary process.

As funds become available, the District and the Federation should work towards funding the following:

- Support for the supervision of School Counseling pre-license interns:
 - Pre-license interns are defined as students enrolled in a Master's of Counseling Program at an accredited university, needing to complete at least a 300-hour internship in a school setting.

School Nurses Mentorship

- Nursing will assign coordination of Nurse Mentor Program to an APS Resource Nurse. More than one Resource Nurse may share duties. The Nurse Mentor Program Coordinator assigned duties will be done during the duty day. Flexing of the duty day may occur to accommodate the program.
- School Nurse Mentors are provided for two semesters of practice to all new nurses to APS.
- Mentors must apply for the mentorship program and be in good standing with the District. In addition:
 - Nursing mentors must have completed a minimum of two years' service with APS and be either on level 2 or 3 of the districts' system
 - Must have a recommendation from the Senior Director of Nursing
 - Recommendation from one peer.
 - Commit to two semesters of mentoring

- Mentors must complete all necessary documentation and return to the Mentor Coordinator.

School Social Work Mentorship

In parity with current teacher mentoring program:

- Focus on School Social Work Practices (Resource: NASW Standards for School Social Work Services)
- Learning Human Exceptionalities and the Implications for Learning and Reducing Barriers to Education
- Focus on learning IDEA, IEP's, and MET's
- Mentor should be a PED Level 3 School Social Worker as well as an LCSW

Why do incoming LMSW's and LCSW's need a mentor? A mentor serves as "a trusted counselor or guide" to working as a School Social Worker in APS and its system. As SSW's in a host setting it is beneficial to have a mentor who can offer advice, knowledge, in-sight, perspective, and wisdom that can be especially useful to a new APS employee.

Educational Interpreter Mentorship

Different from the current teacher mentoring program:

- Use of The Demand Control Schema: Interpreting as a Practice Profession (Dean, Pollard) for mentoring framework in addition to EIPA & NAIE Professional Standards and Guidelines.
- Providing interpreted work samples for discussion and feedback (Resource: EIPA & NAIE Guidelines)
- Mentor should be a PED Level 3 Interpreter for the Deaf as well as holding a national certification

Why do incoming Interpreters for the Deaf need a mentor?

A mentor serves as "a trusted counselor or guide" to working as an Interpreter in APS and its system. As Interpreters in an educational setting it is beneficial to have a mentor who can offer advice, knowledge, in-sight, perspective, and wisdom useful to new APS interpreters in educational settings and commensurate with NAIE guidelines. Additionally, interpreters' national Code of Professional Conduct requires interpreters to increase their knowledge and strengthen their skills, one of which is seeking mentoring and supervision opportunities (RID CPC 7.1)

For Future Reference:

APS Interpreter Support in Professional Development:

Interpreter practicum students and interns come from various universities and are placed with Interpreters of the Deaf recognized by those universities as qualified supervisors. This placement follows interpreters' national Code of Professional Conduct 4.0 & 5.0 and is similar to the placement of student teachers with qualified supervisors.

APS Mentorship Program: Current Interpreters are provided one year of individualized mentorship upon application in order to gain advanced knowledge and skills, collaboration, in-sight, perspective, wisdom, and advice relating to current best practices in educational settings commensurate with EIPA & NAIE guidelines. This follows interpreters' national Code of Professional Conduct 7.0 and follows current practices for mentorship in the larger interpreting community.

School Psychologist Intern: Pre-License Interns

- Interns-Means students who have completed all required coursework through a School Psychologist program at an accredited university and are prepared to complete 1200 hour internship with a level 3 School Psychologist (NMAC 6.63.4.8)

Audiologists Mentorship

In parity with current teacher mentoring program:

- Focus on educational audiology roles
- Focus on learning IDEA, IEPs, and METs
- Learning human exceptionalities and the implications for learning and reducing barriers to education
- Mentor should be a Tier II/III employee with at least three years with APS

Group mentoring: Mentorship will be open to all interested audiologists and the stipend and responsibilities will be split equally among all participating. Since this group is less than 10, this allows the mentee the benefit of learning from people with different areas of expertise. This is the work that needs to be done and it will be split equally: Monthly PD discussions will be held by the mentor who is in charge of all mentorship duties for that month; working together in at least one testing, one day out at schools and one day with school meetings per year.

Monthly PD: All mentors (and any interested audiologists) will meet monthly for two hours to learn from the monthly lead mentor about a topic in educational audiology. Discussion/learning can happen for all involved. This may be tied to a supervisory meeting, but primary focus and time should be devoted to audiologists learning from one another.

Speech-Language Pathology Mentorship

- Non-Evaluative - mentors should provide support and their knowledge in order to help SLPs new to the practice or new to the district
- Mentoring should be limited to fully certified SLPs - there is a current supervision required for SLPs during their first year after finishing their graduate program (see detailed explanation below). A fully certified SLP is one who has already been given their CCC-SLP (Certificate of Clinical Competence in Speech-Language Pathology) and only these SLPs should be permitted to participate in the mentorship program.
- SLP mentors must hold a current CCC-SLP from ASHA (American Speech-Language Hearing Association) and be either on level 2 or 3 of the districts' system
- Focus on basics of case management: managing caseloads, building a schedule, writing IEPs both as a related service and as a sponsor teacher, writing progress towards goals reports, and writing therapy notes for MaxCapture. Assisting with how to use and navigate through Canvas. SLP mentors could support and reinforce what is taught through the new hire meetings provided by the SLP liaisons.
- Focus on therapy activities: focus on how to provide services using a variety of therapy models: pull-out service model, in-class, consultation and collaboration with fellow educators. Provide guidance on developing relevant therapy activities that will address IEP goals and current state standards as well as behavior management.
- Provide guidance on the Tier 2 interventions provided by SLPs and the SAT process.
- Provide guidance for pre-school therapy responsibilities: contacting transportation, Early Childhood Outcomes (ECO) process, and the basics of therapy for the pre-k population.
- Relationship building: It will be the responsibility of both parties to create a culture where people can proactively support the development of one another. The pair should work together to develop their relationship based on each person's identified needs. The goal is to form a personal relationship that is tailored to each mentee and mentor.

- Observe therapy services as needed to provide constructive feedback.
- Communication: at least 2 times/week. One contact should be in person and the other can be via email or phone. Contacts should be documented in a log and include a summary of the type of contact, a summary of the discussion and recommendations/focus areas for future goals.

Mentoring training should be provided by the district and SLP participants may also use the Mentorship guidelines and resources provided by ASHA. SLP must complete training prior to supervision.

SLP mentors should be aware of and follow the code of ethics set by ASHA.

Clinical Fellowship Year supervision: The American Speech-Language Hearing Association (ASHA) requires a nine-month professional internship period called the Clinical Fellowship Year (CFY). It is a transition between finishing a graduate program in Speech-Language Pathology and being an independent provider of SLP therapy services. This supervisory period is evaluative in nature. The SLP supervisor provides a minimum of 6 hours direct and 6 hours indirect observation and must be completed each segment of the CF year. The CF SLP is evaluated based on these observations. Currently, APS pays fully licensed district SLP employees an extended .2 contract who supervise a Clinical Fellow (CF) SLP. CF-SLPs should not be eligible to participate in the proposed mentorship program due to their need to be observed and evaluated, and SLP supervisors should continue to be compensated with the extra .2 contract for providing that supervision.

To be eligible to mentor a beginning **Speech Language Pathologist, you** must have attained a New Mexico Speech Language Pathologist Level 3 Licensure including 6 years of experience as an SLP.

Occupational and Physical Therapist Mentorship

Designated Program Approved Mentor Selection Process:

- In order to be eligible to mentor a newly hired APS Occupational or Physical Therapist, you must have attained a New Mexico Public Education Department Level 3 Occupational or Physical Therapy Licensure including a minimum of 6 years' experience as an Occupational or Physical Therapist and be in good standing in areas of professional practice.

- Mentors will attend a district professional development class and quarterly meetings with special education executive director that will address, but will not be limited to the following topics:
 - Overview of roles and responsibilities
 - Record keeping responsibilities and documentation
 - Confidentiality and the non-evaluative nature of mentoring
 - Mentor Roles, Responsibilities and Compensation
 - Observe mentee during therapy sessions as requested
 - Model professional and ethical behaviors
 - Mentee should observe at least one of their mentor's IEPs prior to attending one alone if able
 - Administrative/professional expectations and responsibilities including staff meetings, collaborations, expectations for setting up caseload, weekly schedule, scheduling therapy sessions
 - Train on APS systems (website, Intranet, Synergy, MaxCapture)
 - Provide training and feedback in IEP protocol, IEP write ups, re-evaluation write-ups, reporting progress towards goals, and daily documentation through MaxCapture

Eligibility Considerations for Occupational or Physical Therapy Providers:

1. Therapy Assistants: Certified Occupational Therapy Assistants (COTAs) and Physical Therapy Assistants (PTAs) are required to have a clinical supervisor. This supervisor is expected to provide similar knowledge and guidance of a mentor and therefore will not receive an additional mentor at this time.

2. Pre-License: Students who have completed coursework through an accredited Occupational/Physical Therapy program and are prepared to complete an 8-12 week Fieldwork II/Clinical Internship requirement with the support of a qualified, licensed Occupational/ Physical Therapy clinical supervisor. These students have not been hired by APS and will not receive a mentor.

3. Provisional License: Occupational and Physical Therapists who have completed the education and experience requirements as indicated by their therapy board and/or of their therapy act; and who have applied for their board certification examination may apply for a provisional permit. The provisional permit allows the applicant to be hired and to temporarily practice under the supervision of a licensed therapist as indicated by their profession. These new hires will receive a mentor.

4. Licensed: Occupational and Physical Therapists who have met all requirements set forth by their National and State Boards and regulators, and who possess a license to practice. These new hires who do not have previous school therapy experience will receive a mentor.

New employees:

- All APS newly hired Occupational/Physical Therapists without previous school therapy experience (regardless of PED licensing level or hiring level) will be required to be in the District Mentoring Program.
- Mentoring will be provided by a trained Designated Program Approved Mentor in the mentee's field. Mentors will preferably be in the same general geographical or zone area as the mentee. Mentors will remain in full- or part-time positions at their assigned sites. Approved mentors will attend professional development as outlined above.
- Mentoring will be provided for two semesters or one school year at a minimum of one-hour per week.

Program:

- The program is non-evaluative and will focus on School Based, Special Education Occupational or Physical Therapy Practices
- The program will adhere to New Mexico Board of Occupational and Physical Therapy Practice and Licensing Guidelines and the NMPED as related to IDEA, NMTEAM, APS procedures, and IEP development
- The Mentor Discussions/Modeling/Developing is the responsibility of the Occupational/Physical Therapy Mentor.
- Weekly contact must be individual and will include discussions based on mentee's needs and expectations, as well as providing frequent feedback on progress.
- Topics will include those covered during Mentoring Basic Guidance training, and can also include: Time/organization strategies and management; overall professionalism, competence, responsible preparation; networking with colleagues, providing resources; reflecting on practices for continuous improvement; parent and community communication and involvement; accessibility, trust and understanding, listening and addressing concerns; emotional support, stress management and relief, address overwhelm; positive attitude, professional rapport, career enrichment- continuing education, workshops and conferences, etc.

- Train on Neuromotor Team systems (Neuromotor Calendar, Neuromotor Team Google Drives, OT/PT Provider Google Classroom, Adapted Furniture Referrals, Mobility and Postural Equipment/Lift Referrals).
- Provide guidance for behavior management, classroom staff training, treatment sessions, use of sensory regulation strategies, use of adaptive equipment, use of mobility and postural/lift equipment, implementation of fine/gross motor programs for students, determination of service model best

Educational Diagnostician Mentorship

Educational diagnostic mentors will attend one professional development at the beginning of service:

- The Art of Mentoring to gain an understanding of program goals and expectations, build a knowledge of adult learning theories, acquire peer-mentoring guidance, and develop coaching skills needed to best support a variety of incoming new Educational Diagnosticians.

Educational diagnostic mentors will attend a district professional development class and quarterly meetings with the special education executive director that will address, but will not be limited to the following topics:

- Overview of roles and responsibilities
- Record keeping responsibilities and documentation
- Focus on IDEA, NMTEAM, APS procedures, IEP's, and MET's
- School Educational Diagnostician Practices (Resource: NMAC 6.63.4.11 Competencies for Educational Diagnosticians)
- New Mexico Evaluation Assessment Manual (NMTEAM) Exceptionalities and the Implications for Learning and Reducing Barriers to Education
- Non-evaluative observation and review processes

Educational diagnostician mentor roles and responsibilities:

- Review, observe, model, train, and reflect on:
 - School educational diagnostician practices
 - NMTEAM exceptionalities and the implications for learning and reducing barriers to education
 - Test administration
 - Use of protocols
 - Report writing
 - MET performance

- Beginning diagnosticians must observe at least one MET conducted by their mentor prior to conducting a MET alone
 - Administrative/professional expectations and responsibilities
 - APS systems, digital etiquette, process and procedures, and paperwork
- Complete and submit a mentor self- assessment and the end of the year mentor survey for program feedback.

The Mentorship Program will be administered through the current APS Mentor Program:

- Educational diagnostician applicants will be hired and screened in a similar process at teacher mentors.
- Mentor Selection Process:
 - In order to be eligible to mentor a beginning educational diagnostician, you must have attained a New Mexico Educational Diagnostician Level 3 Licensure.
 - Qualified educational diagnosticians who desire to be mentors must submit:
 - A letter of intent that highlights applicant’s ability to work with educational diagnosticians
 - A professional resume
 - A letter of recommendation from current site manager
- Approved mentors will remain in full- or part-time positions at their diagnostic center.
- Educational diagnostician mentors will complete documentation as required to demonstrate that they are meeting the expectations of contact.
- The beginning educational diagnosticians will complete monthly reflection questions, as well as the end of the year beginning diagnostician survey for overall program feedback.

As funds become available, the District and the Federation should work towards funding the following educational diagnostician supervision roles:

- Support for the supervision of educational diagnostician pre-license interns:
 - Pre-license interns are defined as students who have completed all required coursework (except Differential Diagnosis II) through an educational diagnostician program at an accredited university and are prepared to complete 300-hour internship with a level educational diagnostician (NMAC 6.63.4.8).
- Support for the mentoring of beginning educational diagnosticians for an additional 2 years:
 - Beginning educational diagnosticians who hold a New Mexico Level 1 educational diagnostician license are required to be in the district mentoring program for three years-or until they obtain a level 2 license.
 - Level 1 educational diagnostician must complete 800 post internship supervised hours in a school related setting (diagnostic center).

- Level 1 education diagnostician must demonstrate the educational diagnostician competencies as verified by the superintendent.

School Psychologist Mentorship

In parity with current teacher mentoring program.

- Focus on School Psychologist Practices
- Adhere to New Mexico Evaluation Assessment Manual (NMTEAM) 2017 Exceptionalities and the Implications for Learning and Reducing Barriers to Education
- Focus on IDEA, NMTEAM, APS procedures, IEP's, and MET's
- Mentor preferably located at the same diagnostic center and School Psychologist
- Level 1 School Psychologist will be required to have a minimum of one-hour per week individual supervision with a Level 3 licensed School Psychologist (NMAC 6.63.5.8).
 - Communicate regularly by making contact at least 1 hour per week (minimum) to discuss progress and developmental needs and provide frequent feedback. This weekly contact must be individual. These contacts must be documented in the monthly contact logs, email, calendar, etc.

The Mentor Discussions/Modeling/Developing is the responsibility of the School Psychologist Mentor.

Time/organization strategies and management; overall professionalism, competence, responsible preparation; networking with colleagues, providing resources; reflecting on practices for continuous improvement; parent and community communication and involvement; accessibility, trust and understanding, listening and addressing concerns; emotional support, stress management and relief, address overwhelm; positive attitude, professional rapport, career enrichment-continuing education, workshops and conferences, etc.

Documentation: The School Psychologist mentor will complete and submit a mentor self-assessment and the end of the year mentor survey for program feedback. The School Psychologist mentee will complete monthly reflection questions, as well as the end of the year mentee survey for overall program feedback

School Psychologist's: Two Tiers of Support in Professional Development:

Licensed Level 1 School Psychologist APS Mentorship Program: Post License

- Beginning School Psychologist who holds a New Mexico Level 1 School Psychologist license are required to be in the District Mentoring Program for three years or until they obtain a level 2 license.

- o Level 1 School Psychologist must complete 800 post internship supervised hours in school related setting (diagnostic center)
 - o Level 1 School Psychologist must demonstrate School Psychologist competencies as verified by the superintendent
- New hires who are Level 1 School Psychologists are provided three years of mentorship to provide the School Psychologist mentee advice, knowledge, in-sight, perspective, and wisdom that can be especially useful.
 - o Letter of intent must highlight potential mentor's ability to work with School Psychologists and a letter of recommendation from a site manager and director of related services.

Transition Specialist Section (to be developed).

**New to your profession? Need a mentor?
Ready to be a mentor?**

Contact:

Main Phone: (505) 253-0335

Email: mentorprogram@aps.edu

<https://www.aps.edu/human-resources/mentor-program-for-teachers>

Thank you to the ATF members who served on the APS/ATF task force on
E&RSE mentoring

Angela Reynolds, Diagnostician

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Dana Bowersock-Ziegler, SLP

Stephanie Meyer, Audiologist

Nina Gullett, Interpreter

Jennifer Herring, Nurse

Pat Halama & Margaret Mateucci, Counselors

Stephani Fanning, Occupational Therapist



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For future reference, the members of the joint task force agreed that future discussions around pre-license internships and post license clinical supervision should take place and eventually become a part of this program.