

Township of Union Public Schools
Union County
2016-2017 District Mentoring Plan

Contents

Purpose and Vision

Supports for First-Year Teachers

Teacher Mentoring Responsibilities

Selection of Mentor Teachers

Implementation Logistics

Appendix A... Statement of Assurance

Appendix B... Teacher Mentoring Log

Appendix C... New Teacher Information



Purpose and Vision

Township of Union Public School's mentoring program's purpose is to provide non-tenured teachers, including novice provisional teachers, in his or her first year of employment with an induction to the teaching profession and to the school district community through differentiated supports based on the novice teachers' individual needs to help them become effective education professionals.

The goals of the mentoring program are as follows:

- Enhance teacher knowledge of, and strategies related to, the Common Core State Standards (CCSS) and the New Jersey Core Curriculum Content Standards (NJCCCS) to facilitate student achievement and growth,
- Share and explain pertinent policy and procedure information, including teacher observation and evaluation,
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching, and therefore improving student learning outcomes, and
- Assist and support first-year teachers in the performance of their duties and adjustment to the challenges of teaching.

Support for First-Year Teachers

The district's New Teacher Induction Program is broken into two phases. The first phase is held in August and serves to provide all first-year teachers and teachers new to the district with a comprehensive induction to school district policies and procedures, an introduction to school district curricula and student assessment policies, training on the Danielson Framework for Teaching, and setting and assessing student learning through student growth objectives (SGOs).

The second phase of the New Teacher Induction Program continues throughout the school year, and is broken down by level (elementary, middle, high) to best meet the needs of the novice teachers. Topics covered include, but are not limited to, Parent-Teacher Conferences, Genesis training, IEPs, 504s, HIB, I&RS, Technology, Professional Development, Formative and Summative Assessments, Cooperative Management, Project Based Instruction, Classroom Management, Reflecting on Teaching Practice Learning Styles, Time Management, Record Keeping and Tiered Lessons. The New Teacher Induction Program during the school year is facilitated by the Principal and or Assistant Principals at each grade level. Guest speakers, including veteran teachers, administrators, and PD providers, participate in various sessions. In addition, ongoing professional development opportunities are provided to novice teachers throughout the induction process.

In addition to the above, all novice provisional teachers will be assigned an individual mentor at the beginning of his or her contracted teaching assignment. The following section explains the one-to one mentor program in detail.

Mentor Teacher Responsibilities

Each novice professional teacher is assigned an individual mentor at the beginning of the contracted teaching assignment. The mentor teacher responsibilities are as follows:

- The mentor teacher provides observation and feedback, opportunities for the novice teacher to observe effective practice, and confidential guidance and support in accordance with the New Jersey Professional Standards for Teachers, guides the teacher in a self-assessment on the Danielson Framework for Teaching Model;
- The one-to-one mentoring includes planned, in person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS over course of the school year, or proportionally longer if the novice professional teacher holds a part-time teaching assignment;
- The mentor teacher and the novice provisional teacher holding a CEAS meet at least once per week for the first four weeks of the teaching assignment;
- The mentor teacher and the novice provisional teacher holding a CE meet at least once per week for the first eight weeks of the teaching assignment; additionally, the one-to-one mentoring shall support the novice teacher in achieving the curricular objective of the formal instructional program in which the novice provisional teacher holding a CE is enrolled; and


- All contact time between the mentor teacher and the novice provisional teacher shall be recorded in a log (see Appendix B), and submitted to the administrator assigned to oversee New Teacher Induction Program, respective grade level coordinator, Principal, and direct Supervisor on a monthly basis.
- Mentors receive (10) ten hours of professional development credit for the year.

Selection of Mentor Teachers

Critical to the mentoring program's success is the selection of mentor candidates who are skilled professionals and who are willing and able to help others gain similar knowledge and skills. These educators view mentoring as a professional responsibility. A mentor teacher should have demonstrated classroom success during their years of service and should be able to provide the novice teacher a relationship that is collegial and secure in order to reach expected outcomes.

Mentoring a novice teacher is a serious responsibility, one that should be entered into under an experienced teacher's own choosing. The Superintendent's or his/her designee shall oversee the mentor selection process and ensure the individual mentor of a novice provisional teacher meets the following minimum requirements:

- Holds a teacher certification and, when possible, is certified in the subject area in which the novice provisional teacher is working;
- Has attained tenure;
- Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
- Demonstrates a record of success in the classroom. All mentor teachers applicants shall have received summative rating of effective or highly effective on the most recent summative evaluation rating, then the mentor applicant shall



have demonstrated a record of success in the classroom as measured by a rating of effective or highly effective on the Danielson Framework for Teaching Model;

- Understands the social and workplace norms of the school district and the community it serves;
- Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- Completes a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's evaluation rubric and practice instrument, Professional Standards for Teachers, Common Core State Standards, classroom observation skills, and leading reflective conversations about teaching practice.

Implementation Logistics

The following must take place on an annual basis.

- The Superintendent or his designee shall submit the district mentoring plan to the district board of education for review of its fiscal impact.
- The Superintendent or his designee shall share the district mentoring plan with each school improvement panel (SciP), which shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all non-tenured teachers and their mentors.
- The Superintendent or his designee shall review the plan and revise it as necessary based on feedback from mentor logs, each SciP, and data on teacher and student performance.
- The Superintendent or his designee shall certify to the New Jersey Department of Education through a statement of Assurance (Appendix A) that the school district is meeting the requirements for the district mentoring program as set forth in N.J.A.C. 6A:9-8.4

Appendix A

**NEW JERSEY DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE
for the requirements of the
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
and
DISTRICT MENTORING PLAN**

Please complete and return this form to the County Office of Education by September 1, 2016
for the 2016-2017 school year.*

DATE 8/30/16 for SCHOOL YEAR 2016-2017

SCHOOL DISTRICT Township of Union

COUNTY Union

ADDRESS 2369 Morris Avenue

CITY/TOWN Union ZIP 07083

CHIEF SCHOOL ADMINISTRATOR Gregory Tatum

PHONE (908) 851-6415 E-MAIL gtatum@twpunionschools.org

For my district, this Statement of Assurance covers (select one):

- SECTIONS 1 and 2 - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN and MENTORING PLAN** (required for all but nonpublic schools and a very small number of charter schools)
- SECTION 1 ONLY - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN** (option only for charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility)
- SECTION 2 ONLY - DISTRICT MENTORING PLAN** (option only for nonpublic schools who enroll novice teachers into the Provisional Teaching Process)

*Nonpublics email or fax Section 2 only to:
NJ Department of Education
Office of Certification and Induction
C/O PTP
Email: provisional.teacher@doe.state.nj.us
Fax: 609-984-3356




STATEMENT OF ASSURANCE
SECTION 2
DISTRICT MENTORING PLAN

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers including novice provisional teachers who hold a CE or CEAS, as specified in *N.J.A.C. 6A:9C-5.1*, including, but not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives.
- All non-tenured teachers in their first year of employment receive individualized supports and activities that have been assigned at the school district's discretion and are aligned with the Professional Standards for Teachers at *N.J.A.C. 6A:9-3.3*, the Standards for Professional Learning at *N.J.A.C. 6A:9C-3.3*, and the school district's Commissioner-approved teaching practice instrument.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-to-one mentor upon beginning their contracted teaching assignment.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- Each mentor teacher holds a teacher certification, has at least three years of experience, and has taught full-time for at least two years within the last five years.
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in *N.J.A.C. 6A:9C-5.2(a)4* regarding summative evaluation ratings.*
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,* the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.
- Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.


 Signature, Chief School Administrator
Township of Union
 District Name

Gregory Tatum
 Printed Name
8/30/16
 Date

*Charter and nonpublic schools may use their own system of teacher evaluation.

Appendix B



**Township of Union Board of Education
Novice Provisional Teacher Mentoring Log Template**

Instructions: Please log each session with your mentee. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____ School/District: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

Total No. of Mentoring Hours This Month: _____

<u>Date</u>	<u>Time</u>		<u>Description of Activities</u>	<u>Total Time</u>
	<u>From:</u>	<u>To:</u>		

Appendix C



Township of Union Public Schools

Dear Staff Member,

Welcome to the Township of Union Public Schools Mentoring Program. Those of us in the field of education know teaching is a demanding endeavor. Some of the challenges novice teachers face include: meeting the needs of diverse students and families, the infusion of technology into the classroom, and the promotion of life-long learning and reflection as a means for success.

The Township of Union Public Schools District is committed to supporting the newest members of our educational community. One of several strategies to support new teachers is the development of partnerships with peers. Mentoring is an effective approach to assisting, supporting, and preparing novice teachers to meet the challenges of the classroom and the profession.

The information provided today and throughout the year is to clarify the teaching-learning process and provide a framework for learning activities, discussions, observations, and reflections. Mentors will provide guidance and support to novice teachers in a variety of ways. This support will help our new teachers to embrace and enrich the educational experience for our students.

Thank you for your commitment to the students of Union and best wishes for a rewarding school year.

Sincerely,

David Shaw
Vice Principal, Kawameeh Middle School



Township of Union Public Schools

GOALS OF THE MENTORING PROGRAM

The goal of the Township of Union Mentoring Program is to provide guidance, support, advocacy, and coaching for our new teachers. The program pairs individuals to develop and nurture a new teacher to become a successful educator.

- The Mentoring Program will:
- Provide the assistance to help beginning teachers to improve their teaching performance and optimize student learning.
- Support growth of knowledge and skills needed by new teachers to be successful.
- Introduce the culture and beliefs of the school district and community to first year teachers.
- Promote the professional and personal well-being of beginning teachers by building a solid foundation for the continued teaching success.
- Provide an opportunity for beginning teachers to analyze, reflect, and evaluate their growth in the profession with assistance from support teachers and the administration.



Township of Union Public Schools

MENTORING AGREEMENT

The mentoring agreement brings together the Mentor, the Novice Teacher, and the Principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the Mentor and the Principal, make clear that the Novice Teacher is a colleague, and that collegial relationship strengthens the education of the Novice Teacher's students.

The Mentor and the Novice Teacher hereby agree:

1. To develop a professional and collegial working relationship by discussing expectations and arriving at mutual understanding about how to work together effectively.
2. To meet regularly (2-5 times a week) and engage in meaningful professional dialogue.
2. To keep all shared information and discussions confidential unless by mutual agreement.

The Mentor hereby agrees:

1. To review the background and resume of the Novice Teacher to provide the type and amount of support indicated by this background.
2. To attend the Novice Teacher's classes regularly and provide the Novice Teacher with feedback, coaching, and support provided by the district.
3. To be available for informal support and consultation.

The Novice Teacher hereby agrees:

1. To observe the Mentor's teaching as well as the teaching of other experienced professionals.
2. To work on following the suggestions which the Mentor makes.
3. To seek out the Mentor for answers to questions that may arise.

The Principal/Supervisor hereby agrees:

1. To observe and evaluate the Novice Teacher.
2. To provide support to both the Mentor and the Novice Teacher.
3. Not to solicit evaluative comments from the Mentor regarding the Novice Teacher.
4. To allow the Mentor an opportunity to observe the Novice Teacher as appropriate.
5. Arrange for the Novice Teacher to observe other teachers.
6. Time to meet and discuss as per the NJDOE regulations and agreements.

All signers agree to follow all NJDOE regulations regarding the Mentoring Program.

Mentor: _____

Date: _____

Novice Teacher _____

Date: _____

Principal: _____

Date: _____



Township of Union Public Schools

AN OUTLINE FOR A SUCCESSFUL FIRST YEAR

A. Ask for help

1. Day one
2. Paperwork
3. Lessons
4. Classroom management
5. Policies

B. Flexibility

1. Use common sense
2. Accept/ try suggestions
3. Observe others to further develop own style
4. Adapts to constant changes
5. Open to various ideas and solutions
6. Remain positive

C. Classroom Management

1. Establish consistent and fair procedures
2. Be proactive/ not reactive
3. Built on respect
4. Caring relationship/ not "buddies"
5. Set clear expectations for classroom interactions and behavior

D. Classroom Organization

1. Establish procedures
2. Is prepared before class begins
3. Aware of class climate/ environment
4. Back-up and substitute plans in place
5. Room is "user-friendly"
6. Develop positive and professional relationships (students, parents, peers, administration)

E. Self-Reflection

1. Reflect upon and learn from mistakes
2. Admit personal mistakes
3. Avoid defensiveness



Township of Union Public Schools

ROLES AND RESPONSIBILITIES OF THE MENTORING TEAM

Principal/Vice Principal/ Department Supervisor:

- Selects a mentor for each novice teacher as soon as they begin their assignment
- Provides a list of all induction pairs to the mentor coordinator.
- Serves as a facilitator for mentoring activities that can include meetings, observation and conferencing, and trainings
- Observes and evaluates new teachers according to state and district requirements
- Participates in and supports mentor and novice teacher trainings
- Monitors ongoing activities of the mentoring pair

Mentor Teacher:

- Serves as a professional role model in both professional and classroom practice
- Fosters a trusting, confidential relationship
- Serves as a critical friend
- Meets with the novice teacher at least twice weekly in the first ten weeks, and weekly, thereafter
- Provides appropriate feedback after a **non-evaluative** observation or visitation
- Models effective instructional techniques for the novice teacher
- Orients the novice teacher to district and school policies
- Provides a variety of resources to help the novice begin to form a repertoire of effective strategies and techniques
- Participate in professional training modules that will assist the mentoring process
- Encourages the novice teacher to record needs, questions, and descriptions in a journal, using that journal for discussion purposes
- Helps the novice teacher identify best practice material for a portfolio
- Participates in site-based mentoring meetings

Novice Teacher:

- Develop the knowledge, skills, and attitudes necessary for optimal student learning
- Accept and implement appropriate suggestions in a professional manner
- Ask questions
- Meet with your mentor on a regular basis and document the meeting times: a minimum of twice a week in the first 10 weeks and weekly, thereafter
- Observe your mentor and other teachers in different teaching situations
- Allow your mentor to observe your classroom to provide feedback and support
- Keep a journal of your experiences that will help you reflect and build on successful practices
- Use the journal as a communication tool with your mentor
- Develop a portfolio of best practices that you would share with other new teachers
- Demonstrate enthusiasm for and a commitment to the school and district and the profession of teaching



Township of Union Public Schools

MENTOR/ NOVICE TEACHER COLLABORATION

Below you will find possible topics of discussion to assist in a clearer understanding of process, procedure, and expectations. Please ask for assistance from your building administrators, if needed.

Curriculum and Instruction

- Curriculum Guides On-line
- Lesson Plan Development
- Provide completed lesson plans
- Encourage novice teacher to share a successful lesson plan or concept with the Team/Department
- Brainstorm ideas for a new lesson
- Develop a thematic unit together
- Encourage your novice teacher to try a new strategy

Classroom Management

- Provide samples of classroom discipline policies
- Suggest options for dealing with inappropriate student behavior
- Help novice teacher with filling out discipline forms
- Discuss options for classroom management
- Recommend successful organizational strategies

Observation

- Provide a thorough review of the districts observation model and process
- Observe your novice teacher and provide feedback
- Demonstrate a lesson for your novice teacher to observe
- Work with the principal to arrange for the novice teacher to observe other teachers
- Observe another teacher's class together and discuss the class afterwards

Student Progress

- Share an effective strategy for grading papers
- Share other ways to assess student progress
- Examine examples of student work together
- Discuss student assessments

Parent Contacts/Conferences

- Discuss good parent contact/ conference techniques
- Observe novice teacher during a parent contact/ conference
- Have your novice teacher sit in on one of your parent conferences
- Role play a difficult parent conference, consider having a colleague or administrator sit in on a challenging conference.
- Discuss with an administrator how and when to end a conference when necessary.
- Document the discussion points of all parent communication/contacts.



Township of Union Public Schools

MENTOR/ NOVICE TEACHER COLLABORATION

Teacher Progress

- Ask questions that clarify and deepen the novice teacher's self assessment
- Ask questions that help the novice teacher prioritize instructional issues
- Listen to the novice teacher's reflections regarding progress

Special Education

- Help novice teacher locate IEPs for students
- Discuss Special Education processes

Technology

- Discuss procedures for Technology Help Requests
- Help novice teacher with curriculum mapping

Professional Development

- Discuss the various Professional Development opportunities available in the district
- Discuss Professional Development goals for the school year



Township of Union Public Schools

CHECKLIST FOR BUILDING TOUR

Help your novice teacher locate the following rooms:

Room and Keys

Your (Mentor) room

Teachers' Workroom/ Lounge

Teachers' Mailboxes

Principal's Office

Vice Principal's Office

Counselor's Office

Nurse's Office

Faculty Restrooms

Faculty Parking

Supply Room

Book Room

Custodian's Office

Media Center

Special Education Offices/ Resource Rooms

Athletic/ Physical Education Area

Computer Labs

Cafeteria

Any other special rooms



Township of Union Public Schools

REFERENCES

Checklist for Mentors. Westfield Public Schools.

Key Points of the Revised Mentoring Obligations for 2001-2002. NJSBA, October 24, 2001.

Mentor Handbook, Bridgewater-Raritan School District, 2008.

Mentoring Handbook. Scotch Plains-Fanwood Public Schools, 2002.

Mentoring for Quality Induction Toolkit. New Jersey Department of Education, 2005.

Teacher Induction Program. Springfield Public Schools, May 2001.

Teacher Mentoring Program. Linden Public Schools, 2001.

The McKinney Connection. McKinney Independent School District, 2006.

Toms River Assistance and Induction of Novice Teachers. A Mentoring Handbook for the Novice Teacher and the Mentor Teacher. 2001-2002

Welcome Aboard Teacher Training. Summit Public Schools, 2000.



Township of Union Public Schools

Monthly Novice Teacher Mentoring Log

Instructions: Please log each session with your mentee. Submit this log form ELECTRONICALLY to your supervisor/principal and copy to your respective grade level coordinator on the last working day of each month for the duration of your mentorship.

Month: _____ Year: _____ School: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

Total No. of Mentoring Hours This Month: _____

Date	Time From: To:	Description of Activities	Total Time

Comments or Concerns: _____

