

Township of Union Public Schools
Union County
2017-2018 District Mentoring Plan

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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.
- Provide on-going monthly support to first-year teachers through a variety of workshops facilitated by administrators and supervisors.

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. Additionally, there will be monthly cohort meetings for all first year teachers during the school year facilitated by central office administration, building administration and supervisors. **(Appendix C)**

Guest speakers, including veteran teachers, administrators, and PD providers, participate in various sessions. Ongoing professional development opportunities are also 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 provides observation and feedback as well as opportunities for the novice teacher to observe effective teaching practices, as well as gain confidential guidance and support in accordance with the New Jersey Professional Standards for Teachers.

- Mentors also guide the first year 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 (**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 teacher applicants should have received a 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 schools 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

School District Mentoring Plan Statement of Assurance Form

Not for Submission

The District Mentoring Plan Statement of Assurance (SOA) form below *is provided for reference purposes*.¹ *This form will not be submitted* to the New Jersey Department of Education.² Please refer to the instructions on page 1 of this guidance document for specific instructions regarding the process for annually assuring compliance with mentoring requirements.

Date 9/18/17 for School Year 2017 - 2018
School District Township of Union Board of Education
County Union
Address 2369 Morris Avenue B

City/Town Union NJ ZIP 07083
Chief School Administrator Gregory Tatum
Phone 908-851-6406 E-Mail gtatum@twounionschools.org

The district mentoring plan has been developed in accordance with mentoring program regulations for non-tenured teachers, including novice provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS), as specified in *N.J.A.C. 6A:9C-5*, including, but not limited to, the following:

- All non-tenured teachers³ 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*

¹ Although the language in this Statement of Assurance form refers to district-level responsibilities, the APSSDs, other state-approved schools, and nonpublic schools using this form will complete it for the appropriate administrative level and procedures.

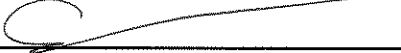
² In certain atypical circumstances, the NJDOE might request the submission of this form for a particular purpose.

³ For nonpublic schools, any requirements for "non-tenured teachers" in this SOA pertain to provisional teachers holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing.

at *N.J.A.C. 6A:9C-3.3*, and the school district's Commissioner-approved teaching practice instrument.⁴

- 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 an instructional certificate⁵, 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 Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- Mentoring time is logged and mentor payments are handled through the district office.
- 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.

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



Signature, Chief School Administrator (or designee)

Township of Union BOE

District Name



Printed Name

9/18/17

Date

⁴ Requirements pertaining to teaching evaluation (including school improvement panels) in this SOA may be adjusted as appropriate to the school type (e.g., charter schools).

⁵ Mentors in nonpublic schools are required to hold a standard NJ instructional certificate.

Appendix B

Appendix C

New Teacher Cohort
High School D244

4th Wednesday of each Month
(Register on Teachscape)

Dates	Times	Topics	Presenters
September 27 th	3:15- 4:15 pm	Danielson Model/Rubrics	Ann Hart/ G. Benaquista
October 25 th	3:15- 4:15 pm	Effective Classroom Management Effective Teaching and Learning using ongoing formative assessment	TDB
November 29 th	3:15- 4:15 pm	Learning Styles/Tiering a Lesson Essential Classroom Technology for Teachers	TDB
January 31 st	3:15- 4:15 pm	Building Cultural Competency to Improve Instruction and Student Achievement	TDB
February 28 th	3:15- 4:15 pm	Getting to Know Your Students/INRS	TDB
March 28 th	3:15- 4:15 pm	Special Needs and Education (IEP's)	TDB
April 25 th	3:15- 4:15 pm	Curriculum (RTI)	TDB
May 30 th	3:15- 4:15 pm	Parent and Community Involvement	TDB