



2018-19

MENTORING PLAN

ESSEX COUNTY SCHOOLS OF TECHNOLOGY

DCARBONELL

Essex County Vocational Technical Schools

Mentoring Plan

The Essex County Vocational Technical Schools Mentoring Plan has been developed in accordance with the State of New Jersey Department of Education's guidelines and regulations (N.J.A.C. 6A9-8). The Plan is designed to align district initiatives with the TEACHNJ Act of 2012.

Input has been solicited from the building Principals, Supervisors, Directors and ScIP Committees. The Plan is intended to:

- Assist first-year teachers with the duties and responsibilities related to their professional responsibilities.
- Promote novice teacher retention.
- Improve new teacher effectiveness.
- Enhance teacher understanding of the NJ Student Learning Standards in order to maximize teaching and learning.

Respectfully submitted by:

James Pedersen, Ed.D.
Superintendent of Schools
August 27, 2018

Dixiana Carbonell, Ed.S.
Assistant Superintendent for Curriculum & Instruction



New Jersey
DEPARTMENT OF EDUCATION

NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN STATEMENT OF ASSURANCE

Please complete and return this two-page form to the County Office of Education by September 1 for the school year beginning the following September.

SCHOOL DISTRICT: ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS

COUNTY: ESSEX

ADDRESS: Leroy F. Smith Jr. Public Safety Building
60 Nelson Place 1 North,
Newark, NJ 07102

CHIEF SCHOOL ADMINISTRATOR: JAMES PEDERSEN, Ed.D., SUPERINTENDENT

PHONE: (973)412-2060

E-MAIL: JPEDERSEN@ESSEXTECH.ORG

This mentoring plan will be in effect during the school year beginning 2018-19.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9-

8.4, 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.
- ☑ All non-tenured teachers in their first year of employment receive individualized supports and activities.
- ☑ All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-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:9-8.4(e)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 N.J. Professional Standards for Teachers, the Common Core State 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.

**ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS
2018-2019 DISTRICT MENTORING PLAN**

District Mentoring Plan Checklist

<i>Required</i> √	<i>Components of Mentoring Plan</i>	<i>Included</i> √
√	Title Page	√
√	Table of Contents	√
√	Section 1: District Profile District profile sheet LPDC signoff sheet Board of education approval form	√
√	Section 2: Needs Assessment Current assessment of the mentoring for quality induction program (reflection of past process and projection for future process) Current needs of district mentoring plan	√
√	Section 3: Vision and Goals Mentoring program vision Mentoring program goals (measurable; aligned with NJ Profession Standards for Teachers and NJDOE Professional Development)	√
√	Section 4: Mentor Selection Guidelines for selection of mentors Application process and criteria for selection of mentors	√
√	Section 5: Roles and Responsibilities for Mentors	√
√	Section 6: Professional Learning Components for Mentors (aligned with NJ Professional Standards for Teachers)	√
√	Section 7: Professional Learning Components for Newly Hired Teachers (aligned with NJ Professional Standards for Teachers)	√
√	Section 8: Action Plan for Implementation (with timeline)	√
√	Section 9: Funding Resources (state or district support)	√
√	Section 10: Evaluation	√

SECTION 1: DISTRICT PROFILE

1a. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2018-19 school year.

Name of District: ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS

District Code: 1390 County Code: 13

District Address: Essex County Vocational Technical Schools

Chief School Administrator: Dr. James Pedersen, Superintendent

Mentoring Program Contact: Dicxiana Carbonell

Mentoring Program Contact Phone: (973) 412 – 2281

Mentoring Program Contact E-mail: dcarbonell@essextech.org

Type of District (check one): ☐ K-5 ☐ K-6 ☐ K-12 ☐ 7-12 ☒ 9-12

☐ Other (specify): _____

Please provide the following information:

Number of Newly Hired Teachers with a Certificate of Eligibility: TBD

Number of Newly Hired Teachers with a Certificate of Eligibility with Advanced Standing: TBD

Number of novice special education teachers with a standard license: TBD

Number of Mentors: TBD

Identify the number of provisional Newly Hired Teachers in the following areas:

K-5 _____ 6-8 _____ 9-12 TBD Special Education (all grades) _____

1b. LPCD – Mentoring Committee Signoff SheetName of District: Essex County Vocational Technical Schools Code: 1390County: Essex Code: 13

Names of ScIP Committee:

Essex County Newark Tech	Essex County West Caldwell Tech	Essex County Payne Tech
Oge Denis	Ayisha Ingram-Robinson	Eric Love
Anibal Ponce	Joseph DiVincenzo	Emily Bonilla
Karen Santucci	Daniel Delcher	Salvatore Lima
Deyka Torres	Justin Bevilacqua	Carmen Morales
Toni Ann Lavelle	Patricia C. Schaffer	Jessica Gonzalez
Amor Ausan		Victoria Garrison
Kelly Warnock		Dorota Miedziedz
		Terrilisa Bauknight
		Lisa Albano

Names of Administrators Appointed to Committee:

<u>James Pedersen</u> Name (please print)	<u>Superintendent</u> Position	<u>2018-19</u> Term
<u>Dicxiana Carbonell</u> Name (please print)	<u>Assistant Superintendent</u> Position	<u>2018-19</u> Term
<u>Bickram Singh</u> Name (please print)	<u>Supervisor</u> Position	<u>2018-19</u> Term
<u>Oge Denis</u> Name (please print)	<u>Principal</u> Position	<u>2018-19</u> Term

1c. District Board of Education Approval and Comment FormDate Plan accepted August 27, 2018

Section 2: Needs Assessment

The district currently has highly effective Mentors/Coaches who have successfully completed rigorous training sessions. Training for mentors/coaches will take place during the summer and/or during the school year. The school based School Improvement Panels (ScIP) will play a key role in the development, implementation, and evaluation of the Mentoring Program at the local schools.

- ✓ Planning Process: ScIP committee members, administrators, and supervisors will match newly hired teachers with mentor or coach applicants.
- ✓ Mentor/Coach Services: Support for mentors/coaches is facilitated through training, guidance by school leadership, and access to resources.
 - Whereas mentors are assigned to provisional teachers, coaches are assigned to newly hired teachers that already have experience teaching.
 - Each mentor/coach 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/coach teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
 - Each mentor/coach teacher must demonstrate a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e) 4 regarding summative evaluation ratings.
 - Each mentor teacher/coach completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, the N.J. Professional Standards for Teachers, the NJ Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
 - Mentors/coaches must keep logs of contact time with mentees, and submit logs to district office.
 - Payment of mentors/coaches is overseen by the district administrative office.
- ✓ Newly Hired Teacher Support Services: Many support services are available to Newly Hired teachers. These may include early introduction to their mentor/coach, pre-service induction, monthly meetings and continual observation and conferencing with their mentor, supervisors, and administrators.
 - All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.
 - All non-tenured teachers in their first year of employment receive individualized supports and activities.
 - All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-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. Comprehensive orientation to district policies and procedures
 - Experienced teachers new to the district will receive individualized support through a Coach as specified in the Professional Development Plan (PDP) based on level of preparation and experience.
 - A PDP must be created within 30 days of new assignment.
- ✓ On-Going Program Evaluation: The mentor program is continuously assessed by school leaders to identify the strengths and weaknesses, with feedback from key stakeholders.

Section 3: Vision

The Essex County Vocational Technical School District is committed to creating a teaching-learning environment that enables teachers and students to reach their full potential.

Thus, the following points comprise our educational philosophy as it pertains to newly hired teachers:

- Strengthen performance and productivity by creating an environment characterized by high expectations and proactive support.
- Design and facilitate comprehensive professional development opportunities for teachers in order to ensure that key initiatives are clearly articulated and in turn effectively adopted and delivered.
- Use Safe Schools training/assessment modules to provide a professional learning opportunities in mandated knowledge and procedures as it relates to responsibilities and liabilities (e.g. Harassment, Intimidation, and Bullying (HIB), Child Neglect/Abuse, Lock down procedures/ Fire drills, etc.).
- Establish cultural norms of collaboration, student focus, data-driven instruction, and the synergy of academic and vocational skills.
- Develop and utilize a common language to describe and discuss instructional philosophy and practice.
- Develop and sustain a professional learning community that fosters collegiality, inquiry and reflection, continuous improvement, and growth.
- Increase newly hired teacher retention by:
 - enlisting key staff members to become mentors/coaches,
 - providing orientation sessions before the school year begins that assist new teachers in the acculturation process,
 - monitoring newly hired teacher effectiveness based on Danielson Framework for Teaching and Achieve NJ regulations.

Rationale

Research has shown that teacher quality is an important contributing factor to high student achievement. According to Ingersoll and Strong (2011), “beginning teachers who participated in some kind of induction had higher job satisfaction, commitment, or retention... performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students’ interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management... had higher scores, or gains, on academic achievement tests.” A rigorous and comprehensive mentoring program will ensure that teachers receive the collegial support and guidance needed to develop effective teaching strategies in educational design and delivery process.

Ingersoll, R. and Strong, M. (2011). "The Impact of Induction and Mentoring Programs from Beginning Teachers: A Critical Review of the Research." *Review of Education Research*. Vol. 81(2), 201-233. doi: 10.3102/0034654311403323

The Essex County Vocational School District believes that quality mentoring will better prepare the Newly Hired Teacher to be successful in the classroom during the critical years, thereby retaining the majority of those who might otherwise leave the profession. Improving the quality of the teaching force will directly impact student achievement. The mentoring provided to Newly Hired Teachers by the skilled, committed, and experienced mentor teachers will prepare the Newly Hired Teacher to design and deliver instruction that is aligned to the Student Learning Standards. Quality mentoring can yield higher student achievement and performance. With this in mind, the purpose of this manual is to provide all stake holders with an overview of the Essex County Vocational School District's mentoring program so that each will understand their role and responsibilities in this vital endeavor. (NJAC6: 11-5.1 – NJAC6: 11-14.8.)

Goals

As stated in NJAC 6:11-14.4, the goals of the Essex County Vocational Technical Schools' mentoring program are the following:

- I. Enhance teacher knowledge of the NJ Student Learning Standards in order to maximize student achievement.
- II. Identify exemplary pedagogical skills and educational practices necessary to become a high stage teacher.
- III. Assist Newly Hired Teachers in the performance of their duties and adjustment to the challenges of teaching.
- IV. Develop professional relationships among peers that foster an atmosphere in which professional learning communities thrive.
- V. Enhance teacher's skills in district adopted technology tools/platforms for classroom instruction and organizational management.

SECTION 4: MENTOR (COACH) SELECTION

GUIDELINES FOR SELECTION OF MENTORS/COACHES

- Each mentor/coach must be a fully certified, tenured teacher.
- The Newly Hired Teacher will be assigned a mentor/coach from their respective building. If one is not available from their own subject area, then a mentor will be selected from a different subject area.

- Prospective Mentors will complete a Mentor Application Form at the end of the school year in response to the district posting.
- Mentors selected will attend district recommended/sponsored professional learning opportunities.
- The Mentor/Coach will possess the characteristics under Criteria for Effective Mentors.
- The building Principal will recommend the assignment of a mentor teacher to an eligible Newly Hired Teacher. The Superintendent makes the recommendation to the Board of Education to approve the assignment.
- No teacher shall concurrently serve as mentor/coach for more than one Newly Hired Teacher.
- In the event that the Mentor (Coach)-Newly Hired Teacher relationship is determined to be non-productive, intervention and/or re-assignment will be considered.

CRITERIA FOR MENTORS (COACHES)

- ☐ The Mentor has the ability to work well with other adults.
- ☐ The Mentor is a responsive listener and an effective communicator.
- ☐ The Mentor is a role model for active learning.
- ☐ The Mentor is committed to assisting colleagues in the quest for new strategies and techniques that will enhance classroom practice.
- ☐ The Mentor is flexible and open to change.
- ☐ The Mentor is able to discuss the problems and potential solutions by offering constructive feedback and guide the novice teacher to reflectively develop a plan that meets the novice teachers' needs, style and ability.
- ☐ The Mentor is enthusiastically committed to the profession and respected by peers.
- ☐ The Mentor has the ability to successfully plan for the educational needs of the students and incorporate student learning standards.
- ☐ The Mentor demonstrates exemplary content knowledge and pedagogy.
- ☐ The Mentor is willing to invest the time needed to meet the professional needs of the Novice Teacher.
- ☐ The Mentor understands the need and nature of confidentiality and is able to discern when to honor the confidential nature of the mentoring relationship.
- ☐ The Mentor must be committed to the goals of this mentoring plan.

RESPONSIBILITIES OF THE MENTOR (COACH)

- An initial meeting will be held between the mentor and the novice teacher to define their relationship and to come to a mutual understanding of how best to work together.
- The mentor and novice teacher will complete a Mentoring Partnership Agreement.
- The mentor will assist the novice teacher in adjusting to and becoming familiar with the school and with the school's policies, procedures, resources, and referral systems. The mentor should focus on classroom activities, including instructional techniques, curriculum, classroom management, discipline, teacher performance, and parent teacher-contact.

- The mentor will visit the novice teacher's classroom and give appropriate feedback, teaching tips, techniques and suggestions for classroom management. Visitations are not for the purpose of evaluation but to provide insight and suggestions for improvement.
- The mentor will encourage the novice teacher to take advantage of any professional resources that would be beneficial.
- The mentor will meet with the novice teacher on a regular basis.
- The mentor will assist the novice teacher in acculturating into the school community.
- A mentor for a newly hired teacher will accrue 1 hour of PD credit for each week of supervision, unless paid for the assignment.

Nature of Relationship: Relationships and the sharing of information among members of the team and Newly Hired Teacher should be professional, collegial, supportive, sensitive to the individual differences and needs and confidential.

NEWLY HIRED TEACHER TRAINING

Mentoring Alternate Route Teachers

“The Alternate Route program is *a non-traditional teacher preparation program* designed for those individuals who HAVE NOT completed a formal teacher preparation program at an accredited college or university, but wish to obtain the necessary training to become a NJ certified teacher.”

<http://www.state.nj.us/education/educators/license/alternate.htm>

In order to meet the new requirements for Alternate Route Teachers, Essex County Vocational Schools will provide supervised guidance in the following way.

1. In addition to a comprehensive orientation to district policies, procedures, and educational expectations during August Induction, Alternate Route teachers will also receive,
 - a. One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers.
 - b. Mentor/mentee meet at least once per week for the first 8 weeks of assignment.
 - c. Mentor leads mentee in guided self-assessment on district's teacher evaluation instrument.
 - d. Mentor aligns support to mentee's preparation curriculum.
2. Induction: This two-day orientation in August includes:
 - a. NJ Achieve and Teach NJ legislation -
 - i. Observation Instrument & Process (Danielson Framework for Teaching)
 - ii. Evaluation Process (edTPA)
 - iii. NJ Professional Standards for Teachers
 - b. New Jersey Student Learning Standards
 - i. Model Curriculum

- ii. District Curriculum
 - iii. Local Formative/Summative Assessments
 - iv. State Assessments (e.g. PARCC, NJSLA, Access for ELLs, NOCTI)
 - c. District policies, procedures, and mandated training
 - d. Classroom management and discipline
 - e. Lesson planning, setting goals, meeting objectives and developing assessment tools (edConnect).
3. Ongoing individualized support during the school year.

Collegial Mentoring (Coach) Application Process

- 1. Postings will go out to the district for potential coaches and mentors.
- 2. Each applicant will send an email expressing interest to Human Resources.
- 3. Following the completion of the application process, selections will be made, list will be submitted for board approval, and training will be provided.

*In the event that no trained mentor is available for an assignment, the position will be reposted.

APPLICATION FORM – MENTORS (COACH)

I would like to be a: ☐ **mentor** ☐ **coach.**

I understand these roles are critical factors in the success of a Newly Hired Teacher.

Name:		School:	
Subject(s) taught:		Teaching Certifications	
1.		Content Area	Year of Experience
2.		1.	1.
3.		2.	2.
4.		3.	3.
Why do you want to be a mentor/coach?			
What abilities and experiences do you bring to the process of mentoring/coaching a newly hired teacher?			
How are you keeping current in curriculum areas?			
<i>List the names of two references.</i>			
Principal:		Other:	
Applicant's signature:		Date:	

Section 5: Roles & Responsibilities

The primary responsibility of the Essex County Vocational Schools is to provide an educational program that enables students and staff to reach their full potential. The roles of the stakeholders in this mentoring process are outlined below.

ScIP Committee

The ScIP committee is made up of teachers and administrators. The responsibility of the committee is to provide oversight to the process in tandem with the building level administrators.

Mentors

Mentor teachers will spend time helping provisional teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the school. They will support new teachers through what is often an isolating experience and introduce them to a professional learning community that is inclusive and collaborative.

The mentor teacher orients the Newly Hired Teacher to the school and to the Essex County Vocational School district as a whole. The mentor teacher provides resources and connects the new teacher with needed supplies. Throughout the year, they will assist the Newly Hired Teacher in their professional development, providing them with systematic support and helping them to analyze their educational practice. The mentor teacher models one who is always seeking to improve their craft. To this end, they attend programs specifically designed for mentoring, help evaluate the mentoring program, and assist in its continued development.

The prospective mentor teacher should be: a caring individual, a good classroom manager, a master teacher who is knowledgeable about learning and learners as well as subject matter, a risk taker, a reflective practitioner who is articulate and analytical about teaching, a good listener, someone who enjoys learning and teaching, enjoys working with children/students as well as adults and one who is sensitive, flexible, fair, and knowledgeable about school and school systems. Based on these characteristics, a mentor teacher will be able to fulfill the following roles: coach, prober, empathizer, communicator, promoter of risk taking; a diplomat, supervisor, nurturer, observer, counselor, motivator, goal setter, positive reinforcement, respect of own and other adults' potential for learning, growth and change, analyzer, model.

Newly Hired Teachers

The Newly Hired Teacher should strive to become a highly effective teacher. To this end, they design lessons, facilitate learning, and continually evaluate their own effectiveness. Additionally, they participate in assessing the needs of their students, observe other teachers, and meet regularly with their coach or mentor teacher. They are ultimately responsible for their success.

Leadership Team

The superintendent, along with key stakeholders, provides the direction and oversight for the mentoring process. District and school level administrators/supervisors have a moral responsibility to the students and staff and thus a vested interest in the success of new teachers. As a result, they arrange professional activities and develop schedules, providing release time if necessary, to allow Newly Hired Teachers and their mentors to participate in conferencing, observation, and planning. They meet with the mentors and Newly Hired Teachers as needed to ensure that the requirements are being met and support is being provided.

Other Faculty

All teachers are expected to create an atmosphere of collegiality and support. Constructive feedback is welcomed and encouraged as the mentoring program develops from year to year.

School Board

It is the responsibility of the Essex County Vocational Board of Education to approve the district mentoring plan and its fiscal impact.

Teacher Prep Universities

The district works collaboratively with college level teacher preparation programs to complement professional learning opportunities and support newly hired teachers.

The New Jersey State Department of Education

The Department of Education has had an instrumental role in providing guidance and support in the facilitation of the district Mentoring Plan by providing guidelines in terms of the code and publishing resources such as “New Jersey Mentoring for Quality Induction: A Toolkit for Program Development”.

Section 6: Professional Learning for Mentors (Coaches)

Activity	Teaching Standard
Roles and Responsibilities of the Mentor, Newly Hired Teacher, Mentoring Committee and School Leader	Standard 4
What do we need to understand about how adults learn?	Standard 10
Needs of new teachers: What does the new teacher need?	Standard 8
Confidentiality – an important key component but what does it mean?	Standard 2
Rapport with faculty/staff & student body How can we help?	Standard 10
Observation skills	Standard 7
Lesson planning, Standards, Curriculum, time management, Lesson Design and Delivery	Standards 1 & 4
Conferencing Skills: Non-Verbal Communication	Standard 9
ECVEA : Union Representatives	Standards 9 & 10
State/School/District Policies and Procedures	Standard 10
Confidentiality	Standard 6
Professional Standards for Teachers	Standard 10
Getting Acquainted With the Mentoring Plan	Standard 10
Self Assessment	Standards 2 & 10
Partnership Agreement	Standard 9

New Jersey Professional Standards for Teachers

Standard One - Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two - Human Growth & Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three - Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Standard Four - Instructional Planning & Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five - Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six - Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven - Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight - Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Standard Nine - Collaboration & Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Standard Ten - Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Section 7: Professional Learning Components for Newly Hired Teachers

The Essex County Vocational School District is committed to providing support and training to Newly Hired Teachers. The Newly Hired Teacher training consists of a two-day training session prior to the beginning of the school year and monthly sessions throughout the year. With the New Jersey State Mentoring guidelines, the District has developed a comprehensive program that has improved the quality induction program for our Newly Hired Teachers. This includes local professional development initiative's designed to maintain a level of excellence through the New Jersey Professional Standards for Teachers.

Newly Hired Teacher Induction Training:	
Activity	Teaching Standard
Getting acquainted Meet the administrative team	Standard 10
Self- Assessment, Biographies	Standard 2 & 10
Introduction to the Educator Handbook, Calendar, etc.	Standard 1
Achieve NJ and Teach NJ	Standard 2 & 3
Harassment, Intimidation & Bullying	Standard 2 & 10
Special Education and English as a Second Language	Standards 3, 7 & 5
Record Keeping, Time Management	Standards 1 & 4
Danielson Framework for Teaching	Standard 1, 2 & 4
School/District Policies and Regulations	Standard 4
PARCC, NJ Student Learning Standards	Standard 1
ECVEA : Union Representatives	Standards 9 & 10
Education Policy & School Law	Standard 10
Confidentiality	Standard 6
NJEA Ethical Principles	Standard 6
First Days of School	Standard 2
Professional Standards for Teachers	Standard 10
Getting Acquainted With Mentor & Coaches	Standard 6, 9 & 10
Self Reflection- What Have you Learned?	Standards 2 & 10
Partnership Agreement	Standard 9
Parking Lot and Evaluation	Standard 5

Mentor-Mentee Follow Up Meetings during the School Year

Activity	Recommended Facilitation Method	Teaching Standard
First Days of School (SGOs/PDPs)	Assessment, Discussion	Standard 1 & 10
Parent-Teachers Night- What to expect How to Handle Confrontation	Presentation & Large Group Discussion	Standard 9
Deficiency Notices & End of the Cycle Grades	Presentation	Standard 5
Teachers' Convention, Planning for Holiday Season Recess	Attend Convention Workshops, Planning & Logistics Of Instructional Material	Standard 2, 4 & 10
Reflection & Self-Assessment 1st. Marking Period	Hand-Out, Plan Implementation & Discussion	Standard 4, 6 & 10
Utilizing School Resources	Small Group Activity	Standard 6, 8 & 10
Classroom Management	Self- Assessment of techniques shared with Colleagues	Standard 2,6 &10
Preparation for Final Exams	Presentation & Discussion	Standard 3,4 & 5
Reflection of School & classroom Culture	Presentation of Concerns that were address up to the present	Standards 6, 8 & 9
Record Keeping, Close Out Procedures of End of the School year.	Presentation, Small Group Activity	Standards 4
Mentor Training Program	Presentation of NJ Professional Standards, Core Curriculum Content Standards	Standard 1,2, 4 & 10
Newly Hired Teacher Induction Training	Presentation of NJ Professional Standards, Core Curriculum Content Standards	Standard 1, 2, 4 & 10

MENTOR (COACH) CHECKLIST - PRIOR TO FIRST DAY

Newly Hired Teacher _____ Mentor (Coach) _____ School _____

Principal _____ Vice Principal _____

CHECKLIST OF ESSENTIALS TO BE COVERED AT THE FIRST MENTORING CONFERENCE

	<input checked="" type="checkbox"/>
Keys	
Orientation to Building	
Bell Schedule	
Books – Teacher’s Editions & reference/resource materials	
Phone Number List – to be posted	
AESOP / Web URL	
Professional Development Plan (PDP), SGOs	
Lesson Plan Forms and Initial Plans	
Course Plans & NJ Student Learning Standards	
Course Syllabus including assessment guide	
District Calendar/meetings	
Textbooks (ordering & record keeping)	
Grade book (delay entries)	
Attendance forms	
Lunch Applications	
Emergency Cards	
Voice Mail	
List of Meetings (set up schedule of meetings and due dates)	
e-mail (stress “Reply to Sender”)	
Computer Access	
Fire Drills, Evacuation, Lock Down and Other Emergency Procedures	
Beginning Strategies (Greeting Students, Setting Procedures, Do Nows, Getting Attention, etc)	
Importance of not being alone with a student	
Importance of not leaving students unattended	
Reading student schedules	
Procedure for students leaving the classroom	
Set Up Conference With Supervisors to Discuss Goals	
Diagnostic Assessments & Data Analysis	
Professional Development & Field Trip Process	

Mentor Signature:

Newly Hired Teacher Signature:

Date Completed:

(Submit Copy to School Principal)

MENTOR (COACH)/NEWLY HIRED TEACHER CHECKLIST

Mentoring Partnership Agreement

This form is designed to encourage discussion of important factors in the coaching relationship. It is extremely important that the coach and novice teacher discuss these topics. You may then sign and formalize the agreement.

In order to ensure that our relationship is a rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means....

4. Honor the ground rules we have developed for the relationship. Our ground rules will be....

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor (Coach) Signature/Date

Novice Teacher's Signature /Date

CHECKLIST OF GENERAL PROCEDURES

FOLLOW-UP

Each Item Must Be Dated and Initialed By Both Mentor (Coach) and Newly Hired Teacher.

Student Discipline Procedure		Professional Development Plan (PDP), Student Growth Objectives (SGO)	
Student Attendance Policy		Record Keeping (Keeping copies of everything, turning in monthly reports, etc.)	
PowerSchool: Grading Policy/Grade Book		Pupil Assessment (methods of assessing and recording)	
District Policies		Bulletin Boards & Sub Folders	
Locate Materials/ Supplies		IDs & Parking - Signing In/Out	
Google Docs/ EdConnect: Review Course Plans, Standards & Lesson Planning		Referrals/ PAC, Social Worker, Nurse, Child Study Team, I&RS, ESL, etc.	
Parent Contact & Parent Contact Forms		Suspected Abuse procedures	

Mentor Signature: _____

Newly Hired Teacher Signature: _____

Checklist Completed on: _____

Collaborative Assessment Log

Teacher: _____ **Mentor:** _____ **Date:** _____

Check all that apply:

- ☐ Observation of Novice
 ☐ Observation of Mentor
 ☐ Demonstration Lesson
 ☐ Reflection Activity
 ☐ Brainstorming and Problem Solving Session
 ☐ Providing resources
 ☐ Lesson Plan Development
 ☐ Research and Discussion
 ☐ Analyzing Student Work
 ☐ Integration of Technology
 ☐ Review of Assessment
 ☐ Development, Review/Refinement of PDP & SGO
 ☐ Other: _____

+ What is working:

Current Focus – Challenges

Evidence of Outcomes:

Newly Hired Teacher - Next Steps:

Mentor Teacher - Next Steps:

New Jersey Professional Standards for Teachers:

1. Subject Matter Knowledge
2. Human Growth and Development
3. Diverse Learners
4. Instructional Planning and Strategies
5. Assessment

6. Learning Environment
7. Special Needs
8. Communication
9. Collaboration and Partnerships
10. Professional Development

Classroom Management Survival Checklist

Here is a checklist for you to use to prepare for the upcoming school year. Use it to monitor classroom management skills now, and then two weeks later to self-assess progress.

Rules and Procedures

_____ Did I clearly establish the class rules? Are they positively stated? Do I have too many?

_____ Did I seek student input for classroom rules?

_____ Did I post the rules in the classroom?

_____ Did I inform the parents of the classroom rules and procedures?

_____ Did I inform the administrative team of the classroom rules and procedures?

_____ Did I review the rules and procedures during the FIRST week of school?
Did I check for understanding?

_____ Did I explain and model the following classroom procedures?

- Beginning class _____
- Late to class _____
- Pencil sharpening _____
- Passes to other areas in the school _____
- Late assignments _____
- Absence notes _____
- Make-up work for absences _____
- Working in groups _____
- Getting classes attention _____
- Ending class _____

Year-End Mentor (Coach) Checklist

Here are some items that mentors need to discuss with their Newly Hired Teacher by the end of May so they will be ready to end the year comfortably.

	<i>Date discussed</i>
<i>Ways to keep students working (not giving in to their pleas)</i> <i>Keeping careful attendance (legal importance of records)</i> <i>Importance of keeping students in the room and not handing them off to other teachers.</i> <i>Final Exams (where do they come from? How are they averaged into the grade? Etc.)</i> <i>Grades (having a paper back-up)</i> <i>CTE teachers average Freshmen shop grades</i> <i>Summer school list</i> <i>What to do after exams</i> <i>Collecting Books and other materials</i> <i>Collecting fines</i> <i>PDP, SGOs</i> <i>PD Logs</i> <i>Packing things away in the classroom</i> <i>Finding secured storage</i> <i>List of things that should be done over the summer (paint, repairs, etc.)</i> <i>Attendance and responsibilities at graduation</i> <i>Association Retirement Party</i> <i>Close-out procedure – getting signatures</i> <i>Reflection - What was good? What changes for next year?</i> <i>Plans for summer in relation to school</i>	

Section 8: Action Plan for Implementation

- May/June
 - Advertise position & distribute and accept completed applications
 - Select mentors
- July/August
 - Revise and present mentoring plan to the School Board for its approval
 - Match mentors with Newly Hired Teachers
 - Encourage initial contacts between mentor and novice
 - Provide Plan and Mentor/Coach assignment to ScIP committee members
- August
 - Present a two day induction for newly hired staff
- September through June
 - ScIP work with mentors to plan and provide support and follow up training to mentees.
 - Plan and facilitate monthly professional development for newly hired teachers and mentors/coachers. (e.g. September - PDPs & SGOs)

Section 9: Funding Resources

Essex County Vocational Technical Schools supports the mentoring program with local and state funds, specifically ESEA Title 2A funds & Perkins.

Section 10: Program Evaluation

Quantitative and qualitative data will be gathered using one or more of the following instruments:

- | | | |
|---------------------------|----------------------------------|-------------------------|
| • Questionnaires | • Participant portfolios | • Direct observations |
| • Surveys | • Minutes for follow-up meetings | • Video and audio tapes |
| • Simulations | • Structured interviews | |
| • Demonstrations | • Focus groups | |
| • Participant reflections | | |

The information gathered by the instruments listed above will determine how to improve the program design, delivery, content and organizational support.