



2019-20

# MENTORING PLAN

## ESSEX COUNTY SCHOOLS OF TECHNOLOGY

DCARBONELL

# Essex County Vocational Technical Schools

## *Mentoring Plan*

The 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

## School District Mentoring Plan Statement of Assurance

### Requirement

New Jersey school districts must *annually certify* to the New Jersey Department of Education (NJDOE) that they are complying with the state's requirements for the school district professional development plan, *including requirements for the district mentoring plan* (N.J.A.C. 6A:9B-8.9; N.J.A.C. 6A: 9C-4.2(b)6; N.J.A.C. 6A: 9C-5.3).

### Who must certify their compliance with the district mentoring plan regulations?

- ✓ All public school districts
- ✓ All charter schools
  - Except those that *exclusively* hire novice teachers under the Charter School Certificate of Eligibility
- ✓ Approved Private Schools for Students with Disabilities (APSSDs)
- ✓ Nonpublic schools and other state-approved schools who require New Jersey certification for their teachers

### What is the process for annually certifying compliance with these regulations?

- ✓ Certification is made in the Provisional Licensure Registration Management System (PLRMS).
- ✓ The [PLRMS](#) is an application within the New Jersey Department of Education's [Homeroom Portal](#).
- ✓ When a school district logs into the PLRMS, a screen will appear requiring the chief school administrator (or designee) to attest to meeting the requirements for the district mentoring plan by checking off the appropriate box on the screen.
- ✓ Certification is only required once each year.
- ✓ Once the certification has been completed, the user will be free to access the PLRMS application, as necessary.

### Submission deadline

- ✓ September 1 for each year
- ✓ Certification will be open after July 1 each year.

### For more information

- ✓ On mentoring and induction: [TeachPD](#)
- ✓ On the provisional teacher process (PTP): [Provisional Teacher Process](#)

## School District Mentoring Plan Statement of Assurance Form

The District Mentoring Plan Statement of Assurance (SOA) form below *is provided for reference purposes*.<sup>1</sup> *This form will not be submitted* to the New Jersey Department of Education.<sup>2</sup> 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 7/6/19 for School Year 2019-20

School District Essex County Schools of Technology

County Essex

Address 60 Nelson Place 1 North

City/Town Newark ZIP 07102

Chief School Administrator James Pedersen

Phone (973) 412-2060 E-Mail jpetersen@essextech.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 teachers<sup>3</sup> 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*

---

<sup>1</sup> 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.

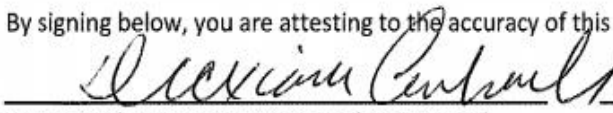
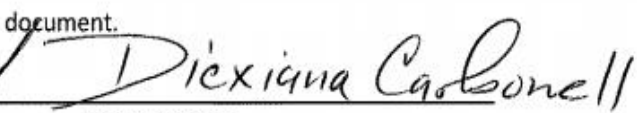
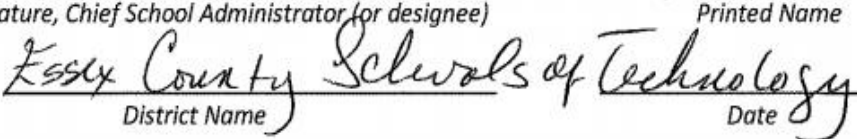
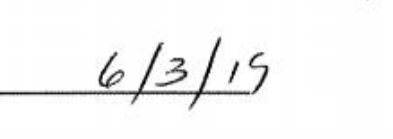
<sup>2</sup> In certain atypical circumstances, the NJDOE might request the submission of this form for a particular purpose.

<sup>3</sup> 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.<sup>4</sup>
- ✓ 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 certificate<sup>5</sup>, 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.

 _____ <i>Dixiana Carbonell</i>	 _____ <i>Dixiana Carbonell</i>
Signature, Chief School Administrator (or designee)	Printed Name
 _____ <i>Essex County Schools of Technology</i>	 _____ <i>6/3/19</i>
District Name	Date

<sup>4</sup> 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).

<sup>5</sup> Mentors in nonpublic schools are required to hold a standard NJ instructional certificate.

# ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS 2019-2020 DISTRICT MENTORING PLAN

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

## SECTION 1: DISTRICT PROFILE

### 1a. District Profile Sheet

The district profile sheet reflects the mentoring data from the 2019-20 school year.

Name of District: ESSEX COUNTY VOCATIONAL SCHOOLS OF TECHNOLOGY

District Code: 1390 County Code: 13

District Address: Essex County Schools of Technology

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](mailto: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 – ScIP Committee - *Mentoring*

Name of District: Essex County Schools of Technology Code: 1390

County: Essex Code: 13

Names of ScIP Committee Members:

**Essex County  
Newark Tech**  
Carmen Morales  
Jenabu Williams  
Khadijah Mellakh  
Nasir Masri  
Kelly Warnock

**Essex County  
West Caldwell Tech**  
Ayisha Ingram-Robinson  
Joseph DiVincenzo  
Daniel Delcher  
Sandra Romaniello  
Michael Gallo

**Essex County  
Payne Tech**  
Eric Love  
Emily Bonilla  
Salvatore Lima  
Anibal Ponce  
Kevin Jagniatkowski  
Sandy Barrionuevo  
Brian Johnson  
Terrilisa Bauknight  
Lisa Albano

Names of Administrators Appointed to Committee:

<u>James Pedersen</u> Name (please print)	<u>Superintendent</u> Position	<u>2019-20</u> Term
<u>Dicxiana Carbonell</u> Name (please print)	<u>Assistant Superintendent</u> Position	<u>2019-20</u> Term
<u>Bickram Singh</u> Name (please print)	<u>Supervisor</u> Position	<u>2019-20</u> Term
<u>Emily Bonilla</u> Name (please print)	<u>Vice Principal</u> Position	<u>2019-20</u> Term

### 1c. *District Board of Education Approval and Comment Form*

Date Plan accepted July 6, 2019



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 2: Needs Assessment***

The goals of the district is to strengthen teacher practice through a supportive and comprehensive professional learning program for newly hired staff.

A number of data points are used to inform the Mentoring program initiatives, including:

- Formal and informal classroom observations of previous cohorts.
- Survey data collected from mentors/coaches, newly hired teachers, and administrator/supervisors.
- Direct feedback provided/shared by supervisors/directors and ScIP committee members.
- Student academic performance of newly hired teachers.

This data is reviewed to identify areas of strengths and areas to work address through resources, one on one mentoring/coaching, and/or other professional development and support. For example, teachers hired from industry with a Certificate of Eligibility are required to participate in a 400hr program through Brookdale University. Additional training sessions were added to the PD calendar for this cohort in order to provide further support and guidance in the required assignments.

## ***Section 3: Vision***

The Essex County Schools of Technology 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***

The 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. Enhance the professional practice of the teachers will directly impact student achievement. Through a comprehensive mentoring program, newly hired teachers will receive the support and guidance needed to design and deliver quality instructional opportunities to the students. Through a focused program, the NJ Professional Standards for Teachers and NJ Student Learning Standards are dissected and explored so as to address four major areas: Lesson Planning, Classroom Climate, Instruction, and Professional Responsibilities. (NJAC6: 11-5.1 –NJAC6: 11-14.8.)

## **Goals**

As stated in NJAC 6:11-14.4, the goals of the 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 hold a standard certification and be tenured.
- The Newly Hired Teacher will be assigned a mentor/coach from their respective school. If one is not available from their own subject area, then a mentor will be selected from a different subject area.
- Prospective Mentors will apply to the posting published and participate in a mentor training program.
- 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.

- 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, the district will provide supervised guidance in the following ways.

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
    - iv. TeachNJ
  - 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.

## ***Section 5: Roles & Responsibilities***

The primary responsibility of the Essex County Schools of Technology district 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 and introduce them to a professional learning community that is inclusive and collaborative.

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.

### 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 the school and district leaders, 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 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.

### 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 and resources as outlined in the “New Jersey Mentoring for Quality Induction: A Toolkit for Program Development”.

## School Board

The Board of Education approves the district mentoring plan and its fiscal impact.

### **MENTORING DURATION REQUIREMENTS**

- District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.
- The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must 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 Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.
- One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.
- A mentor/coach log will be submitted monthly for review and approval.

### **MENTORING FEE REQUIREMENTS**

- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees, however.
- Check current information on [mentoring fees](#).
- The school district’s administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

## ECST Novice Provisional Teacher Mentoring Log Template

*N.J.A.C. 6A:9B-8(d)*

**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: \_\_\_\_\_

[illegible]



## **Section 6: Professional Learning for Mentors (Coaches)**

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

# 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 as 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.

<b>Newly Hired Teacher Induction Training:</b>	
<b>Activity</b>	<b>Teaching Standard</b>
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)*

## **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.)	
<b>PowerSchool:</b> 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	
<b>Google Docs/ EdConnect:</b> 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 and train mentors/coaches
  
- 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/coaches. (e.g. September - PDPs & SGOs)

## **Section 9: Funding Resources**

The mentoring program is supported through grants and local 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.