

2020-21



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 3, 2020

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

ESSEX COUNTY SCHOOLS OF TECHNOLOGY 2020-21 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*.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 8/3/20 for School Year 2020-21

School District Essex County Schools of Technology

County Essex

Address 60 Nelson Place 1 North

City/Town Newark ZIP 07102

Chief School Administrator Dr. James Pedersen

Phone 973-412-2060 E-Mail jpedersen@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 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.

Dicxiana Carbonell

Dicxiana Carbonell

Signature, Assistant Superintendent

Printed Name

Essex County Schools of Technology

8/3/20

District Name

Date



**Essex County Vocational Technical Schools
BOARD OF EDUCATION**

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**Extract From The Minutes Of A Meeting Of The
Essex County Schools of Technology Board of Education
As Recorded In The Official Minute Book**

The Board of Education of the Essex County Vocational Technical Schools District in the County of Essex, New Jersey convened for the Regular Board Meeting on **August 17, 2020** at the Payne Tech Campus, 498 West Market Street, Newark, NJ 07102. The members of the Board of Education present and absent at the time of this action were:

Present: Mr. Salvatore Carnovale, Ms. Adrienne Davis, Ms. Jennifer M. Carrillo-Perez (via telephone)
Rev. Edwin D. Leahy (via telephone)
Absent: Ms. LeeSandra Medina, Dr. Chris T. Pernell

STATE OF NEW JERSEY, COUNTY OF ESSEX


I, Lori Tanner, Board Secretary of the Board of Education in the County of Essex, State of New Jersey, hereby certify that the following extract from the minutes of the meeting of the Board of Education duly called and held on the date indicated has been compared by me with the original minutes as officially recorded in my office in the Minutes Book of said Essex County Vocational Technical Schools District; and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Essex County Vocational Technical Schools District.

Resolution #21-096: Mentoring Plan Statement of Assurance (2020--21)

On the motion of Mr. Carnovale, seconded by Ms. Perez, BE IT RESOLVED that upon the recommendation of the Superintendent of Schools the Board approves the District Mentoring Plan for the 2020-21 school year as per N.J.A.C. 6A:9B-8.4, and authorizes the Superintendent to submit the Statement of Assurance verifying compliance to the NJ Department of Education.

Roll Call: Yeas: Mr. Carnovale, Ms. Davis, Ms. Perez, Fr. Leahy
Nays: None
Absent: Ms. Medina, Dr. Pernell


Lori Tanner, Board Secretary
Board Secretary


Date: September 18, 2020

Newly Hired Teacher ZOOM Meeting ID: 917 7608 1087

Date/Time	TOPIC(S)	Presenters
8:30-8:45	<i>Daily Greeting: James Pedersen, Superintendent</i>	
8/18/20 8:45-9:45	INSTRUCTION & PROGRAM <ul style="list-style-type: none"> ● ACADEMIC PROGRAMS <ul style="list-style-type: none"> ○ LESSON PLANNING ○ STATE & LOCAL ASSESSMENTS ● CTE PROGRAMS ● SPECIALIZED POPULATIONS <ul style="list-style-type: none"> ○ SPECIAL EDUCATION ○ ENGLISH LEARNERS 	<u>DCarbonell</u> <u>JDolan</u> <u>PJeter</u> <u>ELomba</u>
8/18/20 9:45-10:30	EVALUATION PROCESS <ul style="list-style-type: none"> ● ACHIEVE NJ <ul style="list-style-type: none"> ○ OBSERVATION PROCESS ● MY LEARNING PLAN ● EVALUATION PROCESS <ul style="list-style-type: none"> ○ SGOs & PDPs 	<u>DCarbonell</u> <u>BSingh</u>
8/18/20 10:45-11:15	TECHNOLOGY TOOLS <ul style="list-style-type: none"> ● EDCONNECT ● EDMENTUM ● SCHOLOGY ● POWERSCHOOL ● OUTLOOK 	<u>TPinkett/SHvaleck/EBonilla</u>
8/18/20 11:15-12:00	MENTOR/COACH <ul style="list-style-type: none"> ● ROLES & RESPONSIBILITIES ● RELATIONSHIP & ASSIGNMENT 	<u>EBonilla/BSingh</u>
8/19/20 8:45-9:45	CENTRAL OFFICE MATTERS <ul style="list-style-type: none"> ● HUMAN RESOURCE <ul style="list-style-type: none"> ○ AFFIRMATIVE ACTION ○ CERTIFICATION ○ TUITION REIMBURSEMENT ○ AESOP ○ SOURCE FOR TEACHERS ○ ATTENDANCE ● BUSINESS OFFICE INTRODUCTION ● FIELD TRIPS & PROFESSIONAL DEVELOPMENT 	<u>MVenezia</u> <u>ERodriguez</u> <u>BDavis</u> <u>DCarbonell</u>
8/19/20 9:45-10:30	HARASSMENT, INTIMIDATION, & BULLYING (HIB)	<u>JWilliams</u>
8/19/20 10:45-11:45	POLICIES & PROCEDURES <ul style="list-style-type: none"> ● SCHOOL SAFETY ● CHILD ABUSE OR NEGLECT ● I&RS ● 504s 	<u>CMorales/Grispoli</u> <u>PJeter</u>



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: June 30, 2020
To: Chief School Administrators, Charter School and Renaissance School Project Leads
Route To: All School Staff
From: Linda P. Eno, Ed.D., Assistant Commissioner
Academics and Performance
Applicable: Until the end of the COVID-19 Public Health Emergency

**New Temporary Certifications and Flexibilities for Candidates Impacted by the
COVID-19 Public Health Emergency**

Through a regulatory modification (“waiver”) of certification requirements, the New Jersey Department of Education (NJDOE) is providing certification flexibility to candidates who apply during the public health emergency by deferring the completion of certain certification assessment requirements until July 31, 2021. Due to the logistical constraints posed by the COVID-19 public health emergency, candidates seeking initial instructional and administrative certificates that require passage of content knowledge and/or basic skills tests (e.g. Praxis) may be eligible for a temporary certificate that allows candidates to enter the workforce before passing the test(s).

Between June 30, 2020 and the lifting of the public health emergency, candidates may apply for a Temporary Certificate of Eligibility (CE). Educators with Temporary CEs can be hired and can work under the Temporary CE. All Temporary CEs will expire on July 31, 2021. To maintain certification and employment eligibility without interruption, candidates must complete all required certification assessments and reapply for a typical CE or Certificate of Eligibility with Advanced Standing (CEAS) by July 31, 2021.

Temporary CE holders who pass the applicable required test(s) will be eligible for a typical CE or CEAS and instructional candidates with a Temporary CE will have their fees waived for conversion of the Temporary CE to the typical CE or CEAS if they reapply before their Temporary CE expires on July 31, 2021.

The waiver creates or allows similar, additional assessment requirement flexibilities in the following ways:

- Educator Preparation Programs may admit candidates who have met all requirements other than the basic skills requirement. Candidates must complete the requirement before graduation and recommendation for a CEAS.
- Charter School CE candidates are eligible for a temporary certificate and may defer assessment passage until no later than July 31, 2021.
- Foreign teachers may obtain an emergency limited certificate and defer assessment passage until no later than July 31, 2021.
- Candidates may obtain an emergency educational services certificate with an educational interpreter endorsement (sign language interpreting) and defer assessment passage until no later than July 31, 2021.
- CE holders with an endorsement in career and technical education whose provisional license is expiring during the COVID-19 public health emergency may be granted an additional provisional period of two years to complete the basic skills test requirement.
- Educational services certificate holders with a speech language specialist endorsement whose provisional license is expiring during the COVID-19 Public Health Emergency may be granted an additional provisional period of two years to complete the assessment requirement.

Once a Temporary CE holder is employed and upon registration by the employing school district, a temporary provisional certificate (Temporary Provisional) will be issued. Time spent working under a Temporary Provisional, as well as any requirements completed under a Temporary Provisional, will count towards the candidate's overall provisional period and may count towards tenure.

There will be no renewal of any of these temporary measures beyond those described above under any circumstance.

The NJDOE has also expanded flexibilities regarding the performance assessment (edTPA) certification requirement. In addition to flexibilities announced last month, the performance assessment requirement will also be waived for candidates who seek reciprocity with New Jersey for a CEAS and who completed at least one section of the performance assessment between January 1, 2020 and June 30, 2020.

Key steps/actions

Districts can hire educators holding a Temporary Instructional or Administrative CE. Districts should register teachers holding a Temporary CE into the provisional teacher process.

Districts can also direct potential hires to the [COVID-19 guidance page](#) for information on the following:

- Temporary Instructional Certificate Guidance
- Temporary Administrative Certificate Guidance
- Updated guidance on the waiver of the performance assessment (edTPA)
- Other flexibilities related to certification requirements and required assessments

Contact information

Please contact certification.outreach@doe.nj.gov with questions about this regulatory waiver.

Please contact licensing.requests@doe.nj.gov with general questions about certification.

c: Members, State Board of Education
Lamont O. Repollet, Ed.D., Commissioner of Education
NJDOE Staff
Statewide Parent Advocacy Network
Garden State Coalition of Schools
NJ LEE Group



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: June 30, 2020
To: Chief School Administrators, Charter School and Renaissance School Project Leads, Administrators for Approved Private Schools for Students with Disabilities
Route To: Human Resources Directors/Certification Staff
From: Linda P. Eno, Ed.D., Assistant Commissioner
Division of Academics and Performance

Provisional Teacher Process and Substitute Teacher Guidance

The following guidance provides updated information and reminders for candidates and districts about the Provisional Teacher Process (PTP) and Substitute Teacher Credential Issuance. Due to the COVID-19 Public Health Emergency and related logistical constraints, some parts of the Provisional Teacher Process have been updated.

Provisional Teacher Process Reminders and Updates

Reminder: Mentoring

All provisional teachers who hold a Certificate of Eligibility with Advanced Standing (CEAS) and Certificate of Eligibility (CE) and are registered in the Provisional Teacher Process (PTP) must be mentored for at least thirty weeks. For additional information related to mentoring during the COVID-19 Public Health Emergency, see the NJDOE's [COVID-19 Mentoring Guidance](#).

Update: Performance Assessment (edTPA)

For certain candidates *applying between April 28, 2020 and September 1, 2020 or the end of the COVID-19 Public Health Emergency, whichever is earlier*, the performance assessment requirement is waived. For additional information related to the temporary performance assessment waiver and candidate eligibility, see the NJDOE's [EdTPA guidance](#).

To apply for a standard certificate:

- **Certificate of Eligibility (CE) provisional teachers** will have their program complete the [Verification of Program Completion for Certificate of Eligibility-Educator Preparation Programs \(CE-EPPs\)](#), noting "COVID-19 Waiver" in the edTPA section for those unable to complete edTPA.
- **Certificate of Eligibility Reciprocity (CE-R) provisional teachers** may apply for a standard certificate through Teacher Certification Information System (TCIS).

Update: Final Summative Ratings for Provisional Teachers for the 2019-20 School Year

The NJDOE's [Educator Evaluation COVID-19 Guidance](#) explains the flexibilities and requirements for educator evaluation for the 2019-2020 school year. Final summative ratings for provisional educators should be entered by authorized district staff into the Provisional Licensure Registration Management System ([PLRMS](#)).

Questions regarding completion of the summative rating for provisional teachers for the 2019-2020 school year can be directed to the Office of Professional Learning's Educator Evaluation Unit at edueval@doe.nj.gov.

Reminder: Standard Certificate Requirements and Application Process

Provisional teachers will continue the established process of applying online for their standard certificate on the [TCIS](#). Provisional teachers can apply online if they have:

- Met mentoring and program completion requirements, and
- Received two effective or highly effective final summative ratings within the past three years.

The Provisional Teacher Process is currently accepting formal instruction documentation electronically. The [Verification of Program Completion](#), [Verification of Program Completion for CE EPPs](#), and official transcripts, when applicable, *are only valid if emailed directly from the college, university, clearinghouse, etc., to certapplication@doe.nj.gov*.

The application process for standard certification is as follows:

1. Candidates who have not previously applied online through the Teacher Certification Information System (TCIS) must register.
2. The candidate must follow all instructions on TCIS and select the standard certificate area for which the candidate is applying.
 - The candidate will be directed to complete the online oath and prompted to pay the appropriate fee, if required.
3. Additional requirements for specific types of certification:
 - Certificate of Eligibility (CE) candidates who complete a 400-hour CE educator preparation program (CE EPP) must submit the [Verification of Program Completion for CE EPPs](#).
 - Candidates who hold CEs in English as a Second Language (ESL), Bilingual/Bicultural and Teacher of Students with Disabilities (TOSD) must submit the [Verification of Program Completion](#) and official transcripts.
 - Candidates who hold a CE in Preschool through Grade 3 (P-3) must submit the [Verification of Program Completion for CE EPPs](#) and official transcripts.
4. After completing the online application, candidates will receive a confirmation email containing a link to an online survey that they must complete.

Update: Provisional Renewal Process

Candidates who are working under a provisional or emergency certificate that will expire July 31, 2020, and who have not yet met the requirements for standard certification will need to be issued a provisional renewal to continue employment in their current role as they work toward their standard certificate. As in past years, the Teacher Certification Information System (TCIS) has a link to the summary of the names and tracking numbers for those candidates with a provisional or emergency certificate that will expire on July 31, 2020.

There are some changes to the remainder of the renewal process:

1. County Offices run Provisional/Emergency Certificate Expiration Analysis Reports (Reports) and email those reports to each school district.
2. Each school district completes their Report and emails the Report back to the County Office.
3. County Offices review Reports for completion and accuracy.
4. County Offices email complete Reports to the Office of Certification and Induction via provisionalrenewal@doe.nj.gov.
5. New: Candidates apply online through the Teacher Certification Information System ([TCIS](#)) for a new certificate type, provisional renewal.
6. New: At the end of the application process, candidates will pay the \$70.00 fee via credit card.
7. The Office of Certification and Induction's Provisional Teacher Process Unit will review all applications and forms and issue renewals to qualifying candidates.
8. Questions about the renewal process can be directed to your [County Office of Education](#).

Reminder: Substitute Teacher Credential Issuance

Substitute credentials are still being issued by the County Offices. There may be some delays due to the variance in office closures and remote work across the state. County Offices are accepting electronic versions of applications, copies of IdentoGO clearance, and transcripts that come directly from a university, college or clearinghouse.

2020-21 DISTRICT MENTORING PLAN

<i>Required</i>	<i>Components of Mentoring Plan</i>	<i>Included</i>
√		√
√	Title Page	√
√	Table of Contents	√
√	Section 1: District Profile District profile sheet LPCD – ScIP Committee - Mentoring 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 Professional 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 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

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:

<p>Essex County Newark Tech Carmen Morales Jenabu Williams Khadijah Mellakh Nasir Masri Kelly Warnock Joseph Dedaloni</p>	<p>Essex County West Caldwell Tech Ayisha Ingram-Robinson Joseph DiVincenzo Daniel Delcher Sandra Romaniello Michael Gallo Justin Bevilacqua</p>	<p>Essex County Payne Tech Eric Love Emily Bonilla Anibal Ponce Kevin Jagniatkowski Sandy Barrionuevo Brian Johnson Terrilisa Bauknight Lisa Albano</p>
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Names of Administrators Appointed to Committee:

NAME	POSITION	TERM
James Pedersen	Superintendent	2020-21
Dicxiana Carbonell	Assistant Superintendent	2020-21
Bickram Singh	Supervisor of Program Accountability	2020-21
Eric Love	PT Principal	2020-21
Carmen Morales	NT Principal	2020-21
Ayisha Robinson	WC Principal	2020-21
Anibal Ponce	PT Vice Principal	2020-21
Emily Bonilla	PT Vice Principal	2020-21
Jenabu Williams	NT Vice Principal	2020-21
Gerard DiVincenzo	WC Vice Principal	2020-21
		2020-21

1c. District Board of Education Approval and Comment Form

Date Plan accepted August 17, 2020

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. For the 2020-21 SY, the Summer Induction will be facilitated virtually through Zoom.
 - 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 are 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: _____

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

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)

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 | 6. Learning Environment |
| 2. Human Growth and Development | 7. Special Needs |
| 3. Diverse Learners | 8. Communication |
| 4. Instructional Planning and Strategies | 9. Collaboration and Partnerships |
| 5. Assessment | 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.