ESSEX COUNTY SCHOOLS OF TECHNOLOGY

2022-23 Mentoring Plan

Dicxiana Carbonell
OFFICE OF CURRICULUM & INSTRUCTION

3126 - DISTRICT MENTORING PROGRAM

3126 DISTRICT MENTORING PROGRAM

The Board of Education shall develop a district mentoring program to provide nontenured teachers, including novice professional teachers who hold a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) with an induction to the teaching profession and to the school community through differentiated supports based on the teachers' individual needs and to help them become effective professionals.

The goals of the district mentoring program shall be to enhance teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards to facilitate student achievement and growth; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist first-year teachers in performing their duties and adjusting to the challenges of teaching. The Board of Education shall determine how each nontenured teacher in his or her first year of employment shall be provided with supports as outlined in N.J.A.C. 6A:9C-5.1(c). The Board shall provide an individual mentor to work one-on-one with a novice provisional teacher in accordance with N.J.A.C. 6A:9C-5.1(d). The Superintendent shall oversee the mentor selection process and ensure the individual mentor meets the minimum requirements required in N.J.A.C. 6A:9C-5.2(a).

In accordance with the provisions of N.J.A.C. 6A:9C-5.4, an approved agency and its designated staff shall be authorized to provide the services, evaluations, and recommendations specified within N.J.A.C. 6A:9B-8.6, 8.7, and 8.9 for provisional Teachers of Supplemental Instruction in Reading and Mathematics, Grades K-8 in their employ.

The district's local mentoring plan shall be in accordance with the requirements as outlined in N.J.A.C. 6A:9C-5.1 et seq.

The Superintendent of Schools or designee shall develop the district mentoring plan in accordance with the requirements outlined in N.J.A.C. 6A:9C-5.3 as part of the school district's professional development plan (PDP) pursuant to N.J.A.C. 6A:9C-4.4. The district mentoring plan shall include logistics for its implementation and describe the school district's responsibilities pursuant to N.J.A.C. 6A:9C-5.1 et seq.

The Board of Education shall budget State funds appropriated for the novice teacher mentoring program in accordance with the provisions of N.J.A.C. 6A:9C-5.1(f). The Board shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program. The Board of Education shall ensure that State funds shall be used for one or more of the following: stipends for mentor teachers; the costs associated with release time; substitutes for mentor teachers and novice teachers; and professional development and training activities related to the program.

Evaluations for a provisional teacher shall be completed in accordance with the requirements of N.J.A.C. 6A:9B-8.6.

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. 6A:9-8). 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 newly hired 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 15, 2022

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

**Joseph N. DiVincenzo, Jr.,
Essex County Executive
And Essex County Board
of County Commissioners**

"Our Schools of Technology offer our students a dynamic, first-class education that will provide them with the foundation for a successful future."

Nondiscrimination/Title IX Statement

The Essex County Schools of Technology School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

Individuals with questions about any form of discrimination, or who wish to report a violation, are encouraged to contact any of the persons or agencies listed below. In addition, inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the U.S. Department of Education Office for Civil Rights, or both.

Mr. Michael Venezia	Dr. Patricia Clark-Jeter
Title IX/Affirmative Action Coordinator	504 Coordinator
60 Nelson Place 1 North, Newark NJ 07102	498-544 West Market Street, Newark NJ 07107
(973) 412-2072/ **mvenezia@essextech.org**	(973) 412-2233/ **pjeter@essextech.org**

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Vice Principal: Emily Bonilla

Essex County West Caldwell Tech
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Essex County Newark Tech
Principal: Carmen Morales
Vice Principal: Jenabu Williams

Professional Development Plan and Mentoring Statement of Assurance

District Name: ESSEX CO VOC-TECH   <u>**Print**</u>

Statement of Assurance for the District Professional Development Plan

☑ The school district PDP provides information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures pursuant to 6A:9C-4.1(c).

☑ The school district PDP includes any professional development required by statute or regulation pursuant to 6A:9C-4.1(a)2.

☑ School-level professional development plans have been reviewed to inform the district PDP. (N/A for APSSDs and non-public schools).

☑ The learning needs of students, teachers, and school leaders have been assessed based on educator evaluation data, school-level plans, and data from school- and district-level performances pursuant to 6A:9C-4.2(e).

☑ The school district PDP supports and implements professional learning that addresses the NJ Student Learning Standards and aligns with the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3.

☑ The school district PDP is reviewed on an annual basis to assess its effectiveness and revised, as necessary, to meet the school district's learning goals for students, teachers, and school leaders pursuant to 6A:9C-4.2(b).

☑ The school district PDP has been presented to the district board of education (or equivalent group) to review for fiscal impact pursuant to 6A:9C-4.2(b)5.

☑ I affirm that this district is meeting the requirements for the district-level PDP as stated above and that it includes the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

Dicxiana Carbonell	*Certifying Officer's*

Name

dcarbonell@essextech.org	*Certifying Officer's*

Email

Statement of Assurance for the District Mentoring Plan

☑ 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) pursuant to N.J.A.C. 6A:9C-5.

☑ The district mentoring plan has been submitted to the district board of education for review of fiscal impact pursuant to 6A:9C-5.3(a)1.

☑ The district mentoring plan has been shared with each school improvement panel pursuant to 6A:9C-5.3(a)2.

☑ The chief school administrator or designee annually has reviewed the plan and revised it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance pursuant to N.J.A.C. 6A:9C-5.1(a)3.

| Dicxiana Carbonell | *Certifying Officer's* |
Name

| dcarbonell@essextech.org | *Certifying Officer's* |
Email

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DOE Homeroom
NJ Department Of Education

2022-23

In addition to the August two-day Newly Hired Teacher Induction, ongoing professional learning and support will be provided during the school year. The newly hired teachers will also be assigned either a mentor or coach depending on experience/certification.

Summer: Newly Hired Teacher Induction

School Year:

- Monthly Meetings/Workshops
- Weekly Mentor/Coach Meetings
- Collaborative Planning (Brookdale students) -teachers will work together to plan lesson plans, curriculum units, assessments, etc.
- Professional Development (Praxis: Test Taking Skills, Basic Skills Math & ELA)
- Safe Schools Training
- In-Service Workshops
- Certification Assistance Program-Limited 5YR CE/CEAS Pilot Program

Components of Mentoring Plan

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)

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: APPENDIX
- Professional Learning Components for Mentors (aligned with NJ Professional Standards for Teachers)
- Professional Learning Components for Newly Hired Teachers (aligned with NJ Professional Standards for Teachers)
- Action Plan for Implementation (with timeline)
- Funding Resources (state or district support)
- Evaluation

1a. *District Profile Sheet*

The district profile sheet reflects the mentoring data from the 2022-23 school year.

Name of District: ESSEX COUNTY SCHOOLS OF TECHNOLOGY

District Code: 1390 County Code: 13

District Address: 60 Nelson Place 1 North, Newark, NJ 07102

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:

Essex County Newark Tech	Essex County West Caldwell Tech	Essex County Payne Tech
Carmen Morales	Ayisha Ingram-Robinson	Eric Love
Jenabu Williams	Ali Aryakia	Emily Bonilla
Khadijah Mellakh	Daniel Delcher	Anibal Ponce
Nasir Masri	Sandra Romaniello	Kevin Jagniatkowski
Kelly Warnock	Michael Gallo	Sandy Barrionuevo
Joseph Dedaloni	Justin Bevilacqua	Brian Johnson
		Terrilisa Bauknight
		Lisa Albano

Names of Administrators Appointed to Committee:

NAME	POSITION	TERM
James Pedersen	Superintendent	2022-23
Dicxiana Carbonell	Assistant Superintendent	2022-23
Bickram Singh	Supervisor of Program Accountability	2022-23
Eric Love	PT Principal	2022-23
Carmen Morales	NT Principal	2022-23
Ayisha Robinson	WC Principal	2022-23
Anibal Ponce	PT Vice Principal	2022-23
Emily Bonilla	PT Vice Principal	2022-23
Jenabu Williams	NT Vice Principal	2022-23

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

Date Plan accepted August 202

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 four 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 *Danielson Framework for Teaching*, the *NJ 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 2021-22 SY, *the Summer Induction will be facilitated in person over two days.*
- 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 opportunity 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.

SECTION 4: MENTOR (COACH) SELECTION

- 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.

RESPONSIBILITIES OF THE MENTOR (COACH)
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.

- ✓ 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 to 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

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.
   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 through Collaborative Planning, In-Service Workshops, PLCs, out-of-district Conferences/Workshops.

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.

Section 6: APPENDIX

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 Staff & Students: 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

Professional Learning Components for Newly Hired Teachers

Date/Time	TOPIC(S)	Presenters	Professional Standards
NEWLY HIRED TEACHER INDUCTION (PAYNE TECH)			
8:30-8:45	***DAILY GREETINGS: DR. JAMES PEDERSEN, SUPERINTENDENT***		
8:45-9:00	**MEET ADMIN/DIRECTORS/SUPERVISORS**		

8/16/22 **9:00 -10:00**	**INSTRUCTION & PROGRAM**
	• ACADEMIC PROGRAMS
	   o NJSLS: CURRICULUM & LESSON PLANNING
	   o STATE & LOCAL ASSESSMENTS
	• CTE PROGRAMS
	• SPECIALIZED POPULATIONS
	   o SPECIAL EDUCATION
	   o ENGLISH LEARNERS
		DCarbonell
		
		JDolan
		
		PJeter
		ELomba
			Standard 1-8

8/1621 **10:15-11:00**	**EVALUATION PROCESS** • ACHIEVE NJ o OBSERVATION PROCESS • MY LEARNING PLAN • EVALUATION PROCESS: SGOs & PDPs	DCarbonell BSingh	Standard 1-8
8/16/22 **11:00-11:30**	**TECHNOLOGY TOOLS** EDCONNECT • SCHOOLOGY • POWERSCHOOL • OUTLOOK • TECHNOLOGY ACCEPTABLE USE: HELP DESK	SMaldonado/ SHvaleck/ EBonilla	Standard 5
8/16/22 **12:30-2:00**	**MENTOR/COACH** • PROFESSIONAL STANDARDS FOR TEACHERS • ROLES & RESPONSIBILITIES • RELATIONSHIP & ASSIGNMENT **TEACHER PANEL Q & A (4-5 teachers)**	EBonilla/ BSingh/ Teachers	Standard 10, 11
8/17/22 **8:45-9:15**	**CENTRAL OFFICE MATTERS** • BUSINESS OFFICE INTRODUCTION • HUMAN RESOURCE: CERTIFICATION • TUITION • AESOP • REIMBURSEMENT • SOURCE FOR TEACHERS • ATTENDANCE • FIELD TRIPS & PROFESSIONAL DEVELOPMENT	MVenezia ERodriguez	Standard 9, 11
8/17/22 **9:15-10:00**	**AFFIRMATIVE ACTION**	MVenezia	Standard 11
8/17/22 **10:00-10:30**	**SCHOOL SAFETY**	CMorales/ GRispoli	Standard 11
8/17/22 **10:30-11:30**	**POLICIES & PROCEDURES** • CHILD ABUSE OR NEGLECT • I&RS & 504s	PJeter	Standard 11
8/17/22 **12:00-1:00**	**HARASSMENT, INTIMIDATION, & BULLYING (HIB)**	JWilliams	Standard 3
8/17/22 **1:00-2:00**	• **ECVTA PRESENTATION**	TPatierno	Standard 10, 11

1. **Standard One: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard Two: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard Three: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Standard Four: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard Five: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Standard Six: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Standard Seven: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard Eight: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Standard Nine: Professional Learning** [Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

10. **Standard Ten: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. **Standard Eleven: Ethical Practice** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)

    [Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

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

	☑
Keys	
Orientation to School Facility	
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	
Schoology, Curriculum & NJ Student Learning Standards	
Course Syllabus including assessment guide	
District Calendar/meetings	
Textbooks (ordering & record keeping)	
PowerSchool 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")	
System 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 **Schoology Set Up**		Pupil Assessment (Methods of assessing and recording)	
District Policies		Bulletin Boards & Sub Folders	
Locate Materials/ Supplies		IDs & Parking - Signing In/Out	
Schoology/PowerSchool/Ed Connect: 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:**_____

+ 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. Learner Development
2. Learner Differences
3. Learner Environments
4. Content Knowledge
5. Application of Content

6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning
10. Leadership and Collaboration
11. Ethical Practice

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.

- ✓ 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.

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

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
- ☐ Surveys
- ☐ Simulations
- ☐ Demonstrations

- ☐ Participant portfolios
- ☐ Structured interviews
- ☐ Focus groups
- ☐ Participant reflections

- ☐ Direct Observations
- ☐ Retention