



Milltown Public Schools
Milltown, NJ 08850



BASED ON THE INTASC STANDARDS

Mentoring and Induction Plan



2016-2017

Committee Review August 22, 2016

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MENTORING PROGRAM VISION

Research demonstrates that many Novices are denied necessary support in their beginning years. Too often, young teachers leave the profession before having the opportunity to become effective and confident. One in ten teachers who left the profession say the primary reason they left was inadequate support. And one-third of the teachers who have left the profession say that if a high quality-Mentoring program had been in place, they would have likely continued teaching. (*Source: NJEA Study of New Jersey Teachers Who Have Left the Profession, Sept. 2000*).

The Milltown School District believes that both the Novice and veteran teacher will benefit and grow in their profession through a formal induction program. The Teacher Mentoring Program will focus on the professional growth of the Novice through the support, guidance and advice of the Mentor, along with appropriate support staff. As new teachers enter the profession, the Milltown School District will encourage and provide for collaborative and reflective practices to enhance the Novices' skills and knowledge promoting high student achievement in their classroom.

MENTORING PROGRAM GOALS

- To retain promising Novices by supporting performance of their duties and adjustment to the challenges of teaching through a Mentoring partnership with a highly qualified, exemplary teacher.
- To enhance both Novice and Mentor knowledge of and strategies related to the NJCCCS and the CCSS in order to facilitate student achievement through a comprehensive high quality professional development program aligned with the Professional Standards for Teachers as outlined by the Interstate Teacher Assessment and Support Consortium (InTASC).
- To acquire and maintain excellence in teaching by focusing Novices on best practices through peer observation and feedback methods.
- Traditional route Novices will receive 30 weeks of Mentoring and alternate route Novices will receive 34 weeks of Mentoring.

GUIDELINES FOR SELECTION OF MENTORS

- The teacher is tenured and has been actively teaching for at least two of the last five years, or, in the event that such a teacher is unavailable, a teacher with at least three years experience who has been actively teaching for three consecutive years may be selected.
- The teacher is committed to the goals of the local Mentoring plan, including respect for the confidential nature of the Mentor-Novice relationship.
- The teacher has demonstrated exemplary command of content area knowledge and of pedagogy reflected in receiving a summative rating of at least effective in all components related to the teacher evaluation model.
- The teacher is experienced and certified in the subject area in which the Novice is teaching, where possible; and where not possible, in a closely aligned subject area.
- The teacher is knowledgeable about the social/workplace norms of the Milltown School District and the community it serves.
- The teacher agrees to complete a comprehensive Mentor training program.
- Mentors are matched with Novices according to their area of expertise and the Novice's provisional certification, including consideration of each teacher's individual qualities in order to establish a comfortable, supportive relationship.

PROCESS FOR SELECTION OF MENTORS

- The building principal will invite teachers to serve as Mentors according to the circumstances surrounding each new hire.
- The Office of the Superintendent will facilitate the signed agreement between the Mentor and Novice for a payroll deduction of the appropriate mentor fee.
- Mentor stipend agreements will be processed by the Business Office upon Board approval.
- The Office of the Superintendent will maintain mentoring documentation and monitor completion of benchmarks according to the district plan throughout the mentoring process.

NO FAULT DISSOLUTION POLICY

This Mentor-Novice partnership can be dissolved by either party or the principal, without prejudice, if this is deemed to be in the best interest of either of the parties. Another Mentor will be assigned.

MENTOR TRAINING

- Upon application review and acceptance to the program, each Mentor will take part in a formal training program, which includes area such as the Professional Standards for Teachers, the CCSS, and the district teacher evaluation tool, held within the district or through an equivalent program that is meant to enhance the mentoring process.
- Mentors will receive a professional book to guide their abilities to facilitate adult learning and lead reflective conversations about teaching practice.
- A district Mentoring Program Handbook will be distributed to Mentors and Novices as an introduction to the mentoring process and program goals.

RESPONSIBILITIES OF THE MENTOR

- The Mentor will devote at least 30 hours of 1 to 1 support during the course of the school year mentoring their Novice, as reflected on monthly contact logs.
- The Mentor will be available to meet with each Novice at least once per week for the first 6 weeks, and then at a minimum of 2 times per month to offer support in problem-solving and informal feedback on successes and concerns.
- The Mentor will attend a district Mentor-Novice training that is part of the New Staff Orientation.
- The Mentor will conduct at least one peer observation to provide constructive feedback and discuss best practices. The Mentor shall not be involved in any evaluation and will remain confidential.
- The Mentor will invite the Novice into their classroom at least 5 times to observe effective practice.
- The Mentor will collaborate with the Novice in developing and supporting attainment of goals in the Novice's professional growth plan.
- The Mentor will model a collaborative relationship that values the expertise of special education teachers in meeting the needs of all students included in the classroom.
- The Mentor will review a monthly checklist of topics for discussion with their Novice.
- The Mentor will guide the Novice in performing a self-assessment on the district teacher observation tool.

MENTORING PROGRAM BENCHMARKS

The timeline below assumes a new hire occurs over the summer break. The timeline is subject to change based on the date of hire. Contact hour logs are due by the first Friday of each month for the previous month.

By August 31st

- Novice employment approved.
- Mentor assigned
- New Staff Orientation
- Mentor-Novice Training on district program

By September 30th

- Mentor Stipend Agreement signed, approved and processed. See Appendix B for more details.
- Hold weekly meetings, at minimum, and log contact hours
- Novice observes Mentor
- Complete HIB and other state mandated training

By October 31st

- Hold weekly meetings, at minimum, and log contact hours
- Novice observes Mentor
- Complete viewing of Danielson video series
- Administrative 10-week formative review

By End of 1st Marking Period

- Minimum of 8 contact hours logged
- Novice observes Mentor a total of 3 times
- Schedule half-day release time to develop Novice Professional Growth Plan (NPGP)

By Winter Break

- Complete viewing of Wong video series

By End of 2nd Marking Period

- Novice observes Mentor 1 time
- Mentor-Novice review of NPGP progress
- Administrative 20-week formative review

By End of 3rd Marking Period

- Novice observes Mentor 1 time
- Administrative 30-week final, summative evaluation and recommendation for standard certification

By April 30th

- Mentor observes Novice 1 time
- Danielson self-review complete on at least one observation
- Complete minimum of 30 Mentor-Novice contact hours
- Schedule half-day release time to finalize NPGP

ALTERNATE ROUTE

Teachers holding an Alternate Route Teacher Certificate of Eligibility will be required to fulfill further Mentoring requirements, according to state regulations. These requirements are in addition to the components of the Mentoring program outlined in the previous section, and are listed below. Details related to the 4-week intensive mentoring, which applies only to alternate route candidates, is outlined below.

Assignment of a 4-week intensive Mentor

- Mentor fee of \$450 paid by Novice

Within first 4 weeks:

- 3 observations of mentor by novice
- 1 observation of novice by mentor
- 10 hours of contact time logged
- Complete HIB and other state mandated training

Enrollment in a Regional Training Center or College-Based Alternate Route Program

- New Pathways registration fee determined by approved provider and paid by Novice
- Candidates with an elementary, ESL or instructional area CE: 200 hours at a Regional Training Center or college-based alternate route program;
- Elementary K-5 candidates hired on or after October 31, 2009: 45 hours of study in the teaching of language arts/literacy and 45 hours of study in the teaching of mathematics;
- Middle school specialization candidates: a course in child and early adolescent development;
- P-3 candidates: 13-17 credits at colleges or universities offering the specialized alternate route P-3 pedagogy;
- TOSD, bilingual/bicultural education, or ESL candidates: completion of an approved college or university alternate route program;
- Career and technical education candidates hired on or after February 1, 2010: 200 hours of instruction at a state approved career and technical education professional education center.
- World language candidates: 3 credits in language acquisition methodologies.

MENTORING CHECKLISTS

The topics below will help guide discussions between Mentors and Novices throughout the year, and are distributed to Mentors in monthly checklists including the topics relevant to that month. Mentors are encouraged to seek additional professional development on these topics to provide as much support as possible.

- Additional record keeping
- Alternative assessments
- Classroom behavior/management
- Classroom safety
- Confidentiality
- Crisis response
- Development of rubrics
- Educational philosophy
- ESL
- Expectations of students
- Field trips
- Flexible grouping
- Grading systems/report cards
- IEP modifications and I&RS interventions
- Informal classroom assessment
- Instructional units
- Large group instruction
- Learning styles
- Lesson plans
- Motivate students
- Multiple intelligences
- One-to-one instruction
- Pacing of curriculum
- PLCs and SMARTGoals
- Professional development
- Rapport with faculty, staff, and parents
- Referral of students
- Special services
- Teaching styles
- Team teaching/inclusion
- Telephone and technology use
- Testing procedures
- Time management
- Writing a PIP

NOVICE PROFESSIONAL GROWTH PLAN (NPGP)

The Novice will work collaboratively with his/her Mentor to develop a professional growth plan. The plan will focus on one of the ten InTASC Core Teaching Standards based upon reflection of the collaborative assessment logs from observations by the Mentor during the first marking period, and the Novice's self-assessment inventory. There will be 2 days throughout the year that the Novice and Mentor are granted a half day of release time for development and discussion of the NPGP.

- Initial submission with November monthly Mentoring log.
- Review of NPGP during 2nd marking period, submitted with January Mentoring log.
- Reflect and submit at the end of the 3rd marking period with April's monthly Mentor log.

PEER OBSERVATIONS

The Mentor and Novice will participate in classroom observations in order to support the Novice's professional growth plan and demonstrate best practices. In addition to the Mentor, the Novice will have opportunities to observe other colleagues that demonstrate best practice in various areas upon approval by the principal and agreement by that colleague. A collaborative assessment log will be used as a tool to outline what is working, current challenges or concerns, the teacher's next steps, and the Mentor's next steps. The collaborative assessment log will be submitted along with the monthly Mentoring log.

- Novice will observe Mentor at least 3 times during the 1st marking period.
- Novice will observe Mentor one time during both the 2nd and 3rd marking periods.
- Mentor will observe Novice at least 1 time before the end of the 3rd marking period.
- Novice will observe other colleagues as requested or deemed necessary.

ADMINISTRATIVE OBSERVATION

All non-tenured teachers will be observed according to AchieveNJ regulations. The novice teacher will be required to complete a self-review of at least one observation. The self-review will be discussed at the teacher post-observation conference.

In addition, the Novice will receive a 10-week and 20-week formative evaluation by the principal. This evaluation process serves to provide feedback and focus for professional growth. If necessary, the administration will identify key faculty members beyond the assigned Mentor who can support the Novice's professional growth and arrange for collaboration to provide additional support.

PROGRAM RESOURCES

The district's Mentoring program will offer and continue to seek resources that support the program goals. Resources will include, but not be limited to the following:

- Gordon & Maxey's *How to Help the Beginning Teacher Succeed*
- Teachscape, *The Danielson Teacher Evaluation Model*
- Harry K. Wong's *The Effective Teacher* video series
- Denton & Kriete, *The First Six Weeks of School*
- Kriete, *The Morning Meeting Book*
- Coverage for observations related to peer-coaching
- Release time related to the Novice Professional Growth Plan
- Timely administration observation and feedback
- District webpage linked to Mentoring and Induction Plan and containing information and guidelines for Novices <http://mps.kilmer.schoolfusion.us> > Curriculum > Novice Mentoring Program

PROGRAM MODIFICATIONS

The Superintendent reserves the right to modify this plan based on the timeline for registration into the program, and individual need. Program requirements for novice teachers who are registered for only part of the year may be adjusted.

Appendix B: District Mentor Stipend Procedure

Milltown School District recognizes the commitment of Mentors to their Novice's success through a stipend of \$550 for a full-year Mentorship and \$275 for a half-year Mentorship. The district's procedure for this stipend recognition is outlined below.

- A payroll deduction will be taken from all Novice first year teachers with a provisional certificate.
- Deductions from the Novice's pay will be taken in equal amounts of the total stipend for each of the school year's 20 checks. Example: full year Mentorship at \$550 = \$27.50 deduction per pay.
- Compensation to Mentors will be allocated in equal amounts for each check, as indicated above.
- Novices will be reimbursed the state allocation received by the district, to help offset the full cost of their Mentoring program
- Teachers acting as "buddy teachers" to assist newly hired, permanently certificated teachers with their transition to the district will not receive a stipend.

In addition to the above, Novices who hold an Alternate Route Teacher Certificate of Eligibility are required to have a 4-week intensive Mentoring period. This Mentor stipend is \$450 for the 4-week period and will be deducted in equal amounts during the first 2 pay periods of the year at \$225 per pay.



Milltown Public Schools
Mentoring and Induction



Novice Observation Schedule
3 due by end of MP 1
1 due by end of MP 2
1 due by end of MP 3

Peer Coaching Log

Mentor Observation Schedule
1 due by April 30th

Novice's Name: _____

Mentor's Name: _____

Observation Date: _____

Content Area Observed: _____

Focus Area: _____

Optional Comments:

Please check type of observation below:

Mentor observed novice (1 total for year)

Novice observed mentor (5 total for year)

Novice observed another professional (optional)

Name/Position: _____



NPGP

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Novice Professional Growth Plan

Submission Schedule
Goal due by end of 1st MP
Reflection due by April 30th

Novice's Name: _____

Mentor's Name: _____

Based upon peer-coaching observations during the 1st marking period and personal indications of strengths and weaknesses, formulate a goal for professional growth below.

InTASC Standard: _____

Content Area Focus: _____

Goal Statement:

Original due by end of 1st MP
Date: _____

Novice initials

Mentor initials

Review during 2nd MP
Date: _____

Novice initials

Mentor initials

Final reflection due by April 30th
Date: _____

Novice initials

Mentor initials

Professional Growth Plan Reflection:

Explain experiences and activities throughout the year that have led to growth in the NJ Professional Standard chosen for your plan based upon your goal statement above.

Attach supporting documents as deemed necessary for clarification.



Log due
first Friday
of each month.

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Mentoring and Induction



*30 Hours Total
for the year
Submitted by April 30th*

Monthly Mentoring Contact Log

Novice Teacher _____

Mentor Teacher _____

Month: _____

A minimum of two monthly meetings are required.

Date	Time	Activity	Topics	Comments
TOTAL HOURS				<hr/> MENTOR'S INITIALS

To be completed and submitted by Novice to Curriculum Office by the 1st of each month.



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Mentoring and Induction



Harry Wong “The Effective Teacher” Video Series

Check out – Through media center

Viewing of videos
1-8 due by
Winter Break

MENTOR INITIALS

Name of Novice Teacher: _____

Date Viewed Video Title

- | | | |
|-------|--|---------|
| <hr/> | 1. <i>The Effective Teacher</i> | 32 min. |
| | The successful teacher must know and practice three characteristics of an effective teacher. What is an effective teacher? How to be a happy first year teacher. The need to use research-based practices. The need to succeed on the first day of school. | |
| <hr/> | 2. <i>First Days of School</i> | 36 min. |
| | The effective teacher has positive expectations for student success. How to help students succeed. How to dress for success. How to invite students to learn. | |
| <hr/> | 3. <i>Discipline and Procedures</i> | 36 min. |
| | The effective teacher is an extremely good classroom manager. How to have a well managed classroom. How to post assignments. When and how to take roll. How to have an effective discipline plan - rules, consequences, and rewards. | |
| <hr/> | 4. <i>Procedures and Routines</i> | 55 min. |
| | Classroom Management. How to have students follow classroom procedures. | |
| <hr/> | 5. <i>Cooperative Learning & Culture</i> | 47 min. |
| | The effective teacher knows how to design lessons to help students reach mastery. How to get your students to work cooperatively. | |
| <hr/> | 6. <i>Lesson Mastery</i> | 33 min. |
| | How to get your students to do their assignments. How to get your students to pass their tests. How to increase student learning and achievement. | |
| <hr/> | 7. <i>The Professional Educator</i> | 41 min. |
| | The teacher who constantly learns and grows becomes a professional educator. How to achieve happiness and success as a teacher. How to become a professional educator. | |
| <hr/> | 8. <i>Positive Expectations</i> | 20 min. |
| | How to increase positive student behavior. | |



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Mentoring and Induction
Responsive Classroom
“Teacher Language for Engaged Learning”
Video Series



MENTOR INITIALS

Location – Parkview Media Center
Check out – Through media center

Viewing of videos
1-4 due by
the end of the
2nd marking period.

Name of Novice Teacher: _____

Date Viewed **Video Title**

_____ 1. *Asking Open-Ended Questions*

_____ 2. *Giving Clear Directions*

_____ 3. *Giving High-Quality Feedback*

_____ 4. *Keeping the Focus on Learning*



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MENTOR INITIALS

Danielson “The Framework for Teaching”

Due by
Oct. 31st

Name of Novice Teacher: _____

Signature of Novice Teacher: _____

Completion Date	Domains and Components
-----------------	------------------------

- Domain 1: Planning and Preparation**
1a *Demonstrating Knowledge of Content and Pedagogy*
1b *Demonstrating Knowledge of Students*
1c *Setting Instructional Outcomes*
1d *Demonstrating Knowledge of Resources*
1e *Designing Coherent Instruction*
1f *Designing Student Assessments*

Comments:

- Domain 2: Classroom Environment**
2a *Creating an Environment of Respect and Rapport*
2b *Establishing a Culture for Learning*
2c *Managing Classroom Procedures*
2d *Managing Student Behavior*
2e *Organizing Physical Space*

Comments:

- Domain 3: Instruction**
3a *Communicating With Students*
3b *Using Questioning and Discussion Techniques*
3c *Engaging Students in Learning*
3d *Using Assessment in Instruction*
3e *Demonstrating Flexibility and Responsiveness*

Comments:

- Domain 4: Professional Responsibilities**
4a *Reflecting on Teaching*
4b *Maintaining Accurate Records*
4c *Communicating with Families*
4d *Participating in a Professional Community*
4e *Growing and Developing Professionally*
4f *Showing Professionalism*

Comments:



4 of 9 courses
are mandatory

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Mandatory course
completion due by
September 30th

National Council on Alcoholism and Drug Dependence NCADD eLearning Series

Name of Teacher: _____

Signature of Teacher: _____

Viewing Date	Course Name
_____	Course #1: Mandatory: Alcohol and Drug Abuse
_____	Course #2: Alcohol and Drug Awareness
_____	Course #3: Mandatory: Bullying, Harassment, and Intimidation
_____	Course #4: Cyberbullying Primer
_____	Course #5: Educational Technology
_____	Course #6: Prescription Drug Abuse
_____	Course #7: Mandatory: Recognizing Child Abuse and Neglect
_____	Course #8: Youth Suicide Awareness
_____	Course #9: Mandatory: Youth Suicide Prevention



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Mentoring and Induction



Mentoring Checklist



September



Please discuss the following with your novice this month:

1. Classroom Materials
 - a. Help with organizing and explanations
 - b. Alert my office of additional needs
2. Lesson plans
 - o Administration's expectations
 - o Format
3. Using standardized test data to drive instruction
4. Back-to-School Night
5. Record keeping/filing
6. Substitute plans

You may want to:

- Establish a weekly meeting time with your novice
- Share lesson plans, tests, worksheets, activities
- Role-play some parent phone calls
 - o brainstorm some good "buzz" words
 - o make at least 8 positive parent contact calls per month

Thank you for your continued efforts!!



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Mentoring and Induction



Mentoring Checklist



October



Please discuss the following with your novice this month:

1. Multiple Intelligences
2. Learning styles
3. Field trips
4. Halloween and class parties
 - Nutritional guidelines

You may want to:

- Send a note of encouragement to your novice
- Plan for an after-school activity with your novice to strengthen your relationship

Thank you for your continued efforts!!



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Mentoring and Induction



Mentoring Checklist



November



Please discuss the following with your novice this month:

- Budget preparation
 - Shipping and handling
 - Separate requests for equipment/furniture needs
- Lesson plans
- Classroom behavior/management
- Curriculum pacing
- Time management
 - Daily instructional periods and blocks
 - Weekly group rotation
- Conference planning
 - Scheduling appointments
 - Student work folders and other documentation
 - Importance of alerting parents to possible retention concerns
 - Professional attire
- Report Cards
 - Averaging, weighting, and extra credit pertaining to grading
- American Education Week
 - Parent involvement activity
- Requesting a professional development day (out-of-district workshop)

Try to role-play the following situations:

- Parent questioning a grade on the report card
- Parent/Teacher conference
- Parent raising an issue during American Education Week

Thank you for your continued efforts!!



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Mentoring and Induction



Mentoring Checklist



December



Please discuss the following with your novice this month:

1. Large group instruction
2. Flexible grouping
3. One-on-one instruction
4. Student motivation
5. Handling a crisis in the classroom
6. Cultural diversity (during holiday season)
7. Classroom Parties (if applicable)
8. Receiving of gifts
9. Planning (bringing things to a close prior to vacation)
10. Mid-year classroom organization/filing/etc.

Have you had a chance to:

- Invite your novice in to observe you?
 - Remember this must be done once before April 30th
 - Remember to fill out a peer-coaching observation form and submit for documentation

Thank you for your continued efforts!!



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Mentoring and Induction



Mentoring Checklist



January



Please discuss the following with your novice this month:

1. Formative vs. summative assessment
 - How to differentiate instruction based on results
 2. Informal classroom assessment tips or tools
 3. Alternative forms of assessment, such as individual or group projects/presentations instead of traditional paper/pencil tests
 4. Development and appropriate use of rubrics
-
- ✓ Remember that the novice's monthly mentoring logs must total 30 hours by the last day of school. Please review the hours to date with your novice to be sure you are on track to meet the total.*see separate attachment
 - ✓ Remember that a review of your novice's PGP (Professional Growth Plan) is due to me at the end of the 2nd MP.
 - ✓ Remember to continue to submit peer coaching observation forms according to scheduled dates. *see separate attachment

Thank you for your continued efforts!!



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Mentoring Checklist



February



Please discuss the following with your novice this month:

1. Alternating teaching styles, for example "sage on stage" vs. facilitator
2. Clarification of role of special services and ESL
3. Diagnosing student needs then varying assignments and instructional style in response
4. Referral of students to I&RS team and the idea of intervention

Have you had a chance to:

- Check with your novice about their progress with their Professional Growth Plan?
 - 2nd marking period review copy with initials due to me by the end of MP 2.
- Invite your novice in to observe you?
 - Our mentor program requires that your novice has the opportunity to observe you once before April 30th. If you haven't done so already, please plan for that.

Thank you for your continued efforts!!



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Mentoring Checklist



March



Please discuss the following with your novice this month:

1. Standardized testing procedures and security
2. Confidentiality of student issues
3. Maintaining students' permanent office records
4. Technology use focusing on instructional integration

Thank you for your continued efforts!!



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Mentoring Checklist



April



Please discuss the following with your novice this month:

1. Areas of strength and weakness
 - From the novice's perspective
 - From the mentor's perspective
2. Writing their PDP for the principal
3. Organizing documentation of PD toward 100 hours
 - My office tracks in-district PD, but they are responsible for tracking any out of district PD.
 - All PD hours are submitted to the principal during their annual evaluation.
 - The principal is responsible for culminating all hours toward completion of 100 hour cycle.

- Review your novice's professional growth plan and provide feedback on progress. Remind them that their PGP reflection is due to me by April 30th.

- Please be sure you have scheduled your novice to observe you by April 30th, and have also scheduled the third and fourth marking period observations for you to observe your novice. All observations should be completed and submitted by the first Friday in May.

Thank you for your continued efforts!!



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Mentoring Checklist



May



Please discuss the following with your novice this month:

1. Rapport with faculty, staff, and parents
2. Meeting with principal regarding students in danger of failing for the year
3. Time and content management
 - Pacing of curriculum for remainder of year

Thank you for your continued efforts!!



Milltown Public Schools

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Mentoring Checklist



June



Please discuss the following with your novice this month:

1. Professional attire for warm weather
2. Developing a personal educational philosophy
3. Closing out students' permanent files
4. Storing materials and preparing the room for summer cleaning and maintenance

Thank you for all your efforts! Great job!!

