

ORANGE PUBLIC SCHOOLS

Essex County

Orange, New Jersey

Orange Board of Education Mentoring Plan

NOVICE TEACHER

INDUCTION PROTOCOL

2016 -2017

“... The task for an induction program and for mentors in such a program is not to make teaching easy; that is probably impossible, given the realities of classroom life. Teaching is not an easy job, period. But it is rewarding or at least it can be. The challenge, then, is for a mentor teacher to help a novice experience sufficient rewards in daily life to master the complex details needed to become truly accomplished. Once the thousands of small skills are mastered, the patterns established, the curriculum understood, and the procedures routinized, teachers are free to exercise their creativity.”

Danielson 55

Plan Approval and the Local Board of Education

District Profile Sheet

The district profile sheet reflects the mentoring data from the 2016-2017 school year.

Name of District: Orange Public Schools

District Code: 3880 County Code: 13

District Address: 451 Lincoln Avenue, Orange, NJ 07050

Chief School Administrator: Ronald C. Lee

Mentoring Program Contact: Mrs. B. Scott-Smiley and Dr. T. Russo

Type of District: PreK-12

As of June 30, 2016 the numbers below reflect September 1, 2016 start dates:

Number of novice teachers with a Certificate of Eligibility: 10

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 10

Number of unfilled vacancies: 18

Number of Mentors needed: 35

- Introduction to curriculum and assessment for their particular assignment.

4. All mentor teachers will participate in professional development that includes:

- Danielson Evaluation Rubric and Practice Instrument
- NJ Professional Standards for teachers
- New Jersey Student Learning Standards
- Classroom observation skills
- Facilitating adult learning
- Leading reflective conversations about teaching practice

All novice teachers will also receive intense mentoring during the first two weeks of school.

While completing the initial intensive induction process (I3), novice teachers and mentors will meet for a minimum of 120 minutes per week. . Both mentor and novice teacher are expected to sign the mentor log after each entry. The form can be found in the appendix and an electronic copy is available through each school's ScIP and at <http://www.orange.k12.nj.us/Domain/20>. Mentor Logs are due to the novice teacher's school ScIP no later than the (3rd) third working day of each month.

Beginning the second month of mentoring, both novice teacher and teacher mentor should visit the mentor's classroom for peer observations at least twice per month. The mentor coordinator and novice building administrator should be notified of visitation schedule in advance. The teacher mentors will receive professional development in peer observations prior to conducting the first visits. While the notes should be kept confidential, the recommendations should be logged.

All visits and support do not have to be physical meetings. Electronic means may be utilized including video conferencing, emails, and journals. Text messaging may be used to expedite feedback but it is not an acceptable log entry.

On or about December 15, Novice teachers with a Certificate of Eligibility will be responsible for providing Human Resources with a money order in the amount

VISION

The Orange School District knows that what matters most for students' learning are the knowledge, skills, and commitment of our teachers. It is our belief that we must uncompromisingly build the learning capacity of our novice teachers thereby enhancing the profession of teaching which will manifest in the achievement of optimal student growth and development.

The purpose of the Orange Public Schools Novice Teacher Induction Protocol is to facilitate growth of novice teachers. It is our goal to assist the beginning teachers to reach the highest levels of professional and personal development during their initial years of teaching.

We further strive to identify and meet their needs through a collaborative effort of the novice teacher, the teacher mentor, the mentor contact and supporting administrators.

GOALS

The Orange School District has developed this Novice Teacher Induction Protocol for novice teachers to meet the statutory requirements for Provisional Teachers, Administrative Code (6:11-4.3, 6:11-13, 6:11- 13(d)). The purpose of this protocol is to provide new teachers the opportunity for ongoing support, collegial conversations, supervision, and evaluation by a professional support team. The support team consists of a teacher mentor, school leaders, and district administrators.

The goals of the Orange Public Schools Novice Teacher Induction Protocol for Quality Teacher Induction Program are:

- To assign a highly qualified mentor teacher.
- To provide the assistance necessary to reduce the problems known to be common to beginning teachers.
- To support development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- To integrate novice teachers into the culture of the school, the district and the community.

- To develop an awareness of alternative programs, their purpose and objectives, their availability, and the process of referrals- children deemed exceptional and a typical and children needing support help of a temporary nature.

QUALITIES OF EFFECTIVE MENTORS

The criteria for selection of effective mentors may be organized into four general categories: character, professional competence and experience, communication skills, and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

All mentors are required to attend all training meetings.

Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession Believes mentoring improves instructional practice Willing to advocate on behalf of colleagues
- Willing to receive training to improve mentoring skills Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes Exhibits good humor and resourcefulness Enjoys new challenges and solving problems

Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher.
- Has an effective or highly effective summative rating from the prior.
- Has excellent knowledge of pedagogy and subject matter. Has confidence in his/her own instructional skills.
- Feels comfortable being observed by other teachers. Maintains a network of professional contacts.
- Understands the policies and procedures of the school, district, and

Selection of Mentors

Each mentor teacher should be a fully certified teacher with three (3) years effective teaching experience with the Orange Public Schools District. This guideline may only be amended by the Chief School Administrator or designee.

Wherever possible, the Teacher mentor should be certified in the same field as the Novice Teacher. Additionally, where possible, the Teacher mentor should be teaching the same grade level or, when not possible, should be within one grade level of the novice teacher. Ideally, the teacher mentor should be located within the same building. If the above criteria cannot be met within the same building, the teacher mentor may be selected from another building and an instructional buddy should be assigned within the building]. Content coaches will be used as teacher mentors only in anomalous circumstances.

Mentor identification and approval process:

- Candidates will complete the application
- Letter of recommendation from a colleague
- Summative rating of highly effective or effective from prior year
- Application and recommendation forms are submitted to the Deputy Superintendent, Mentor Administrator, and ScIP.
- Once approved, mentors will be placed on the OBE agenda by the building principals, prior to the beginning of the novice teacher's contracted teaching assignment.

The teacher mentor must also agree to maintain the confidential nature of the mentor teacher/novice teacher relationship.

The teacher mentor has demonstrated exemplary command of content area knowledge and of pedagogy.

The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.

The teacher mentor agrees to complete the mentor training program

STAKEHOLDER COMMITMENT

The Orange Public School District has several stakeholders who participate in the district's Novice Teacher Induction program. The commitment from all stakeholders ensures that mentors receive the training they need to provide support and guidance to the novice teachers.

The Board of Education Will Support Novice Teacher Induction by:

- Providing funding for the district induction program
- Supporting the district induction program
- Reviewing and approving the district's induction program
- Developing an understanding of the latest research on mentoring novice teachers

District and School leaders and SCIPs Will Support Novice Teacher Induction by:

- Informing novice teachers about the Induction program and the New Jersey Provisional Teacher Program
- Selecting mentors based upon application criteria
- Matching mentors and novice teachers considering years of experience, teaching assignment, proximity, and personality
- Respecting the confidentiality of the mentor-novice relationship
- Contributing to the ongoing program evaluation, including ensuring mentors' training attendance and submission of mentor logs
- Supporting and encourages qualified teachers to apply to become mentors
- Supporting the mentor-novice teacher relationship by scheduling time to plan together, observe each other, and conference
- Becoming knowledgeable through training about the components of the mentoring and induction program
- Coordinating and participates in orientation and other workshop sessions for novice teachers
- Creating and supports a professional learning community that enhances the mentor-novice teacher relationship
- Attend PD regarding how to support novice teachers

The Mentor Will Support Novice Teacher Induction by:

- Attend all scheduled mentor trainings
- Devote time before school, after school, or during free time within the

PROFESSIONAL LEARNING COMPONENTS FOR MENTORS

Mentor teachers must complete a comprehensive Mentor Teacher Training Program provided by the district (See Appendix). Additional and ongoing sessions that provide opportunities for reflection and discussion of the mentoring process occur during the school year. During these sessions, the focus assists the mentors with providing specific and concrete feedback. In addition, mentors receive in-depth training in curriculum, instruction, and assessment.

The mentor teacher is responsible for promoting the novice teacher's knowledge and instructional strategies related to the Common Core State Standards, NJ Curriculum Content Standards (where applicable) and Professional Standards for Teachers in order to facilitate student achievement. A district form will be provided to record the alignment with the New Jersey Professional Standards for Teachers.

All mentors will receive a copy of Charlotte Danielson's detailed 2013 rubric to facilitate the peer-observation process and critical dialogue.

District Mentoring Plan: The District Plan Development and Approval Process

Place an "X" in the box that is appropriate for each item

District-wide Planning Process	Y E S	N O	T B I
<ul style="list-style-type: none"> Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher association, as members of the local Professional Development Committee (LPDC) or District Evaluation Advisory Committee (DEAC) to develop a mentoring plan aligned with state regulations? 	x		
<ul style="list-style-type: none"> Does the LPDC/DEAC monitor implementation of the mentoring program and use feedback to adjust and make improvements? 	x		
Criteria-based Selection and Matching of Mentors			
<ul style="list-style-type: none"> Does our district mentoring plan include at least the criteria for mentor selection in state regulations? 	x		
<ul style="list-style-type: none"> Are mentors selected based on the criteria stated in the regulations? 	x		
<ul style="list-style-type: none"> Does our district have criteria for matching mentors and novice teachers? 	x		
<ul style="list-style-type: none"> Are the matches between mentors and novice teachers based on criteria stated in the mentoring 	x		
Mentors Services			
<ul style="list-style-type: none"> Do mentors receive training in the skills of conferencing and feedback? 	x		
<ul style="list-style-type: none"> Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and 			

Novice Teacher Induction Protocol 2016
An Ancillary Document to The Teacher Evaluation Handbook

<ul style="list-style-type: none"> Do all district staff and parents know that there is a rigorous mentoring for quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers? 	x		
<ul style="list-style-type: none"> Is the community invited to support district efforts to nurture novice teachers? 	x		
On-going Program Evaluation			
<ul style="list-style-type: none"> Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program? 	x		
<ul style="list-style-type: none"> Does the LPDC gather outcome/summative information on the impact of them mentoring for quality induction program and is this information shared with staff and community? 	x		

Novice Teacher Induction Protocol 2016
An Ancillary Document to The Teacher Evaluation Handbook

School Resources

My Learning Plan

Certification Paperwork

Code of Conduct

HIB Policy

Social Media

Dress Policy

2016-2017 New Teacher Orientation

Thursday, August 25:	Bus Tour, Ice Breakers, and Danielson Domain 2
Friday, August 26:	Technology
Monday, August 29: Office	Meet the Administrators, OEA, HR, and Business
Tuesday, August 30:	Department Overviews, SE and ESL/Bilingual Inclusion, ELA across the Curriculum, Danielson Domain 3
Wednesday, August 31:	Meet your principal and mentor, Prepare classrooms

During the First Few Months of School (September-December)

- Mentors and novice teachers meet frequently both formally and informally to discuss issues of instruction and classroom management.
- Mentors provide emotional support to novice teachers.
- Mentors meet/observe novice teachers once a week and give feedback.

During the Remaining Months of the School Year (January – April)

- Mentors and novice teachers meet less often
- Novice teachers observe in mentors' classrooms.
- Mentors and novice teachers establish a dialogue on effective teaching.
- Mentors and novice teachers review their relationship to determine whether it should continue.

At the End of the School Year (May-June)

- Mentors and novice teachers evaluate the program
- Mentors and novice teachers complete LPDC evaluation form.
- Novice teacher reflects on personal and professional growth and development.

Novice Teacher Induction Protocol 2016
An Ancillary Document to The Teacher Evaluation Handbook

PROGRAM EVALUATION

Evaluation provides the means for learning and action that result in ongoing individual teacher growth and development. Throughout the year, mentor and novice teachers have been immersed in a reflective process that enables participants to think more deeply about teaching and learning.

The ongoing evaluation process is based upon the following goals:

- Strengthen teacher knowledge and skills related to the NJCCS in order to enhance student learning
- Identify best instructional practices to promote an excellence in teaching
- Guide novice teachers in the performance of their duties

We will evaluate the success of the Novice Teacher Induction Protocol through the following assessment tools:

- Exit Slips will be reviewed after each session.
- A survey will determine the level of satisfaction from both the mentor and novice teacher
- Formal and informal exit interviews will assess the learning components of the Novice Teacher Induction Protocol
- Reflection sheets will review ideas, understandings, and experiences
- Teacher retention rates will be used to assess the effectiveness of the induction plan

The Orange School District will utilize the feedback from the program evaluation to adapt, modify, and refine the ongoing support that is provided to our novice teachers so that we may develop an even stronger community of professional learners.



**ORANGE
PUBLIC SCHOOLS
ORANGE, NEW JERSEY**

Ronald C. Lee,
Superintendent



SY2016 - 2017

BULLETIN #16

School Improvement Panel (ScIP)

Mandatory

The charge of the School Improvement Panel (ScIP) is to ensure the effectiveness of the school's teachers.

Specific Duties:

- Oversee mentoring at the building level.
- Ensure evaluation procedures are implemented.
- Conduct evaluations, including mid-year of any teacher rated ineffective or partially effective in the most recent annual summative evaluation; and
- Ensure that Corrective Action Plans are implemented.
- Identify professional development opportunities;
- May choose to: Support the Principal in creating a schedule of observations, monitor progress of observations and conferences.

In addition, members of the ScIP may choose to pursue other locally-determined responsibilities, such as the following:

Observation of Practice

- Supporting the principal in creating the schedule of observations;
- Monitoring the progress of observations and conferences to ensure they are occurring according to schedule; and
- De-briefing observers' experiences after co-observations and suggesting activities to promote inter-rater reliability.

Academic Growth

- Reviewing school-level evaluation data (e.g. Student Growth Objectives (SGOs) and median Student Growth Percentiles (SGPs)) and reporting findings and

- ✎ Have the consent of the local teacher association to conduct observations,
 - ✎ Possess an administrative or supervisory certificate, and
 - ✎ Be assigned by the principal to conduct the observation.
- A ScIP teacher who conducts observations for the purpose of evaluation cannot serve as a mentor.
 - Teachers on ScIPs will become important “resident experts” on evaluation policies and support for other teachers. Teacher representatives will help to ensure open communication and opportunities for feedback among colleagues.

***The Orange Association has determined the Teacher on the ScIP will not conduct evaluations.**

*If the teacher serving on the ScIP does not have the approval of the teacher association to participate in individualized evaluation activities, teachers’ names in observation data and forms should be expunged. Under the same circumstances, the teacher also should not participate in any discussion of an individual teachers’ evaluation.

Required Meeting Time:

- Minimum once (1) monthly

Mentoring: (Please access the Orange Public School Mentoring Plan)

The ScIP must support mentors for novice teachers

Criterion for Mentors:

- A minimum of 3 years of successful teaching experience
- Evidence of excellence in teaching (evaluations, professional growth, results)
- A valid N.J. teaching certificate
- A willingness to commit to ongoing professional development
- A willingness to meet frequently (per Orange District Schedule) with the novice teacher.
- A willingness to share to share knowledge, skills and information with others
- A willingness to provide demonstration lessons for novice teachers
- A willingness to keep a professional log/portfolio on mentoring relationship.
- A sincere love of children and teaching

TEACHER MENTOR PLC MEETING DATES SY 16-17

Teacher Mentor PLC *hrs				
Wednesday	August	31	8:30-9:30	OPA
Wednesday	September	14	3:30-4:30	OPA
Wednesday	October	19	3:30-4:30	OPA
Wednesday	November	9	3:30-4:30	OPA
Wednesday	December	14	3:30-4:30	OPA
Wednesday	January	11	3:30-4:30	OPA
Tuesday	February	14	3:30-4:30	OPA
Wednesday	March	15	3:30-4:30	OPA
Wednesday	April	12	3:30-4:30	OPA
Wednesday	May	17	3:30-4:30	OPA
Wednesday	June	14	3:30-4:30	OPA

MENTEE PLC MEETING DATES SY 16-17

Provisional Teacher PLC *hrs				
Wednesday	August	31	8:30-9:30	OPA
Wednesday	September	14	3:30-4:30	OPA
Wednesday	October	19	3:30-4:30	OPA
Wednesday	November	9	3:30-4:30	OPA
Wednesday	December	14	3:30-4:30	OPA
Wednesday	January	11	3:30-4:30	OPA
Tuesday	February	14	3:30-4:30	OPA
Wednesday	March	15	3:30-4:30	OPA
Wednesday	April	12	3:30-4:30	OPA
Wednesday	May	17	3:30-4:30	OPA
Wednesday	June	14	3:30-4:30	OPA

Provisional Teacher Process (PTP) for 2016-2017 School Year

Candidates must be Registered into the PTP

All CE teachers and CEAS teachers who are employed by a public school must be registered in the PTP. The New Jersey Department of Education's (NJDOE's) Office of Certification and Induction has created an online application to expedite the provisional registration process for teachers. The application is called the Provisional Licensure Registration Management System (PLRMS) found on the NJDOE's Homeroom page: <https://homeroom3.state.nj.us/plrms/> .

Districts and Nonpublic schools will use this system for all future provisional license registrations. The Department is no longer issuing paper certification documents and paper forms faxed to our office will be returned. All licenses can be accessed by the TCIS database at: https://www20.state.nj.us/DOE_TCIS_ASC/pages/appStatusSearch.jsp

Candidates of CE Teacher of Students with Disabilities (TOSD), Bilingual, English as a Second Language (ESL) and Pre-school through Grade 3 (P-3) candidates must verify enrollment in a New Jersey college or university CE-Educator Preparation Program to the school district of where they have enrolled or intend to enroll in order for a provisional certificate to be issued.

Teachers who hold a standard instructional certificate and a CE for TOSD, bilingual, ESL and P3 must be registered in the PTP and work under a provisional certificate while completing the required pedagogy. Because they hold a standard certificate, and have previously been mentored and evaluated, they do not need to be mentored or evaluated a second time. Upon completion of the coursework, the candidate submits an online application and mails an original letter of program completion and an official transcript from the college or university to the Office of Certification and Induction.

Mentoring Novice Teachers

All novice teachers who hold a CEAS or a CE and are registered in the PTP must be mentored in accordance with state regulations of a minimum of thirty weeks. Mentoring for part-time teachers is extended until they have completed the equivalent. The Department is no longer processing or accepting the Statement of Acknowledgment Regarding Mentoring and mentoring time must be tracked by each district. Moreover, all fees associated with providing mentoring services must be satisfied. Mentoring information is entered into PLRMS upon registration. All information regarding mentoring regulations can be located at

<http://www.state.nj.us/education/profdev/mentor/>

Mentor fees have not changed. The fee for CE teachers is \$1,000. The fee for CEAS teachers is \$550. Regulations require that all payments to mentors by candidates are paid through the district and no payments should be made directly from novices to mentors. Districts may choose to pay the mentor fees for their novice teachers.

Glassboro, West Deptford			
Rutgers University- Center for Effective School Practices- Camden, Hackensack, Mercer, Newark, Paterson, Somerset, Rockaway	Mary Ellen Morris	altroute@gse.rutgers.edu	\$1450
Saint Peter's University- Jersey City, Kearny, North Plainfield, Sayreville	James Jacobson Michelle Cassaro	JJacobson@saintpeters.edu MCassaro@saintpeters.edu	\$1450
Seton Hall University	Michael Kuchar	Michael.kuchar@shu.edu	\$1450
Stockton University- Stockton Campus, Toms River High School	Michael Hinman	altroute@stockton.edu	\$2000

Approved 45 Hour Programs for Holders of an Elementary K-5 CE – Regional Training Centers

In addition candidates with elementary K-6 or N-8 certificates of eligibility who are registered in the PTP after October 30, 2009 must complete 45 hours of study in language arts/literacy at the K-6 level and 45 hours of study in mathematics at the K-6 level at a regional training center or DOE approved college program. This requirement may also be fulfilled by one full year of teaching math or language arts at the K-6 level prior to becoming a provisional teacher. A letter must be submitted by school principal on official letterhead explaining the year of experience or completion of an equivalent course can be located at: <http://www.state.nj.us/education/educators/license/advisories/applicant.htm> and attached form must be submitted <http://www.state.nj.us/education/educators/license/forms/VOC-45HOUEREQUIVALENT.pdf>

Approved 45 Hour Programs for Holders of an Elementary CE – Regional Training Centers

NAME	CONTACT PERSON	EMAIL	COST
Morris-Union Jointure Commission	Diane Viola-Henriksen	dhenriksen@mujc.org	\$350

Seton Hall University Alternate Route

CE EPPs with Pre-Service Requirements

New Jersey Center for Teaching and Learning Progressive Science Initiative
New Jersey City University New Pathways to Teaching in New Jersey
Relay Graduate School of Education
Teach for America

P-3 Specialized CE EPPs

Candidates with **P-3 Certificates of Eligibility** must enroll in and complete a 13 – 17 credit college-based preschool through grade three alternate route program.

Bloomfield College
Caldwell College
Kean University
Monmouth University
Montclair State University
New Jersey City University
Rutgers University Camden
The College of New Jersey
William Paterson University

Bilingual/Bicultural Approved Programs

(not all programs admit CE EPP teachers – check with the program for requirements)

Candidates with **Bilingual/Bicultural Certificates of Eligibility** must enroll in and complete a DOE approved 12 credit bilingual/bicultural alternate route program.

Fairleigh Dickinson University
Georgian Court University
Kean University
Montclair State University
New Jersey City University
Richard Stockton College
Rider University
Rowan University
Rutgers - New Brunswick
Seton Hall University
William Paterson University

ESL Approved Programs

(not all programs admit CE EPP teachers – check with the program for requirements)

Verification of Completion of Formal Instruction for Alternate Route Teachers

Regional training centers provide Phase Reports for each phase of instruction to candidates, principals and directly to the PTP.

New Pathways to Teaching in New Jersey provides NPTJN completion forms to candidates, principals, and directly to the PTP.

Providers of the 45 hour mathematics and language arts/literacy classes for elementary K-6 teachers send reports to candidates and principals, and to the PTP Office.

Candidates for the elementary K-6 certificate who are using an equivalent college/university course to satisfy the math and language arts requirements must submit a transcript showing completion of the course and a course description.

Candidates for the elementary K-6 certificate *who are using a year of* teaching experience to satisfy the math and language arts requirement must submit a letter signed by the principal/director of the school in which the experience took place. The letter must include the dates of employment and specify the subject and grade level taught. The experience must have been completed prior to entrance into the PTP.

College or university approved CE EPP programs for P-3, ESL, Bilingual and TOSD provide candidates with letters/certificates/forms and transcripts that verify program completion. The oath, letter of program completion and official transcript should be mailed to the PTP.

Candidates who hold a standard license and a CE in P-3, ESL, Bilingual and TOSD should apply for a standard certificate online, submit an oath of allegiance along with an original letter of program completion and an official transcript. The oath, letter of program completion and official transcript should be mailed to the Licensing office.



Orange Public School's Mentoring Program

District Mentoring Plan: The District Plan
Development and Approval Process

Each teacher applying to serve as a mentor must submit a mentoring reference letter to accompany the Mentor Teacher Application Form. The references must be completed by individual familiar with the prospective mentor's work and his/her capacity to fulfill the role /responsibilities of mentor.

I believe that:

Mentor Applicant: _____

School: _____

Subject / Grade Level: _____

possesses the requisite skills, knowledge and attitude to effectively serve as a mentor teacher for the first year teacher.

Name: _____
Print Sign

School: _____

Position: _____

Orange Public Schools'

Novice Teacher Induction Agreement

Provisional Staff member _____

Date of Hire: _____ Location: _____

Certification _____ CE _____ CEAS _____ PROVISIONAL RENEWAL

The undersigned commit to the following roles and responsibilities in the mentoring relationship with the provisional teacher identified on this agreement.

The Novice teacher commits to:

- Attend all scheduled mentor/novice sessions and district led Professional Development
- Maintain ongoing lesson plans following district format and documenting the CCSS and the NJCCS (if applicable)
- Invite mentors into the classroom for peer observations
- Obtain ongoing support and reflect on classroom practices aligned with the New Jersey Standards for Teachers
- Maintain confidentiality for all mentor-novice activities and discussions
- Contribute to ongoing program evaluation
- Develop professional goals
- Ask questions, listen, participate in discussions, and read professional journals and articles
- Receive constructive feedback from the mentor, school leaders, and other content experts
- Keep a reflective journal throughout the process
- Seek help!

The Teacher mentor commits to:

- Devote time before school, after school, or during free time within the school day to meet with the novice teacher and attend all mandated district trainings.
- Hold a minimum of two informal meetings each week to discuss the new teacher's questions, needs, and experiences.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons).



Novice Provisional Teacher Mentoring Log Template

Instructions: Please log each session with your mentee. Submit this log form to the SciP and Dr. Russo on the last working day of each month for the duration of your mentorship. Please keep a record for yourself and your mentee, also. Please add rows as needed.

Month: September Year: 2015-2016 School/District: /Orange Public Schools

Mentor Name:

Mentor Signature: _____

Mentee Name: r

Mentee Signature: _____

Total No. of Mentoring Hours This Month: 5 hours and 5 minutes

<u>Date</u>	<u>Time</u>	<u>Description of Activities</u>	<u>Total time spent together on this date</u>
9/17/15	From: 12:30 To: 1:30	Observation and Start of post observation	1 hour
9/18/15	From: 1:15 To: 2:35	<ul style="list-style-type: none"> • Complete Post Observation • Differentiation Strategies and Grouping • Extra Practice, Reteach, Lesson Plans • Various methods for greatest common factor • Played GCF Hands on Activity to determine struggles and misconceptions students may have 	1 hour and 20 minutes
9/22/15	From 9:00 – 10:00	In-Class support: Number Line Model for + and - numbers	1 hour
9/25/15	2:20-3:20	Fluency ideas and concepts. Looked up fluencies for each grade level (5 th , 6 th , and 7 th) Strategies for multi digit multiplication (decomposing number, area model) First in Math and Game 24. Planned for next week. (observation during fluency portion of lesson)	1 hour
9/30/15	8:30-9:15	In-Class Support	45 minutes

Total time for this month: 5 hours and 5 minutes

August	<ul style="list-style-type: none"> ● Finalize membership on ScIP by August 31 ● Review district evaluation directives in preparation for communication at school level.
September	<ul style="list-style-type: none"> ● Finalize the observation schedule ● Ensure that all new teachers receive initial training on the practice instrument ● Discuss yearly refresher training for observers ● Ensure the district mentoring program is being implemented
October	<ul style="list-style-type: none"> ● Identify any obstacles in the process of setting SGOs <i>(in 2013-14 SGOs must be set by November 15. In subsequent years, SGOs must be set by Oct.15)</i>
November-December	<ul style="list-style-type: none"> ● Review the first round of teacher observation data and identify related PD needs ● Discuss “lessons learned” from first round of co-observations
January	<ul style="list-style-type: none"> ● Review the progress of observations ● Review the quality of the feedback provided to teachers ● Review the implementation of Corrective Action Plans ● Review the mentoring program and suggest approaches for further strengthening supports for new teachers
February-March	<ul style="list-style-type: none"> ● Conduct calibration activities with observers such as video review lessons ● Reflect on the progress and quality of the second round of co-observations
April	<ul style="list-style-type: none"> ● Reflect on lessons learned from second co-observations ● Review the second round of teacher observation data and identify related PD needs ● Review challenges in the teacher observation process and report those findings to the DEAC
May-June	<ul style="list-style-type: none"> ● Review assessments upon which SGOs were based and analyze SGO results ● Discuss possible PD goals for the upcoming year
Summer	<ul style="list-style-type: none"> ● Identify PD opportunities based on all available data, including feedback from teachers and administrators ● Begin planning PD based on student learning and observation data; develop plans integrated with mentoring requirements and refresher training