

ORANGE PUBLIC SCHOOLS

Essex County

Orange, New Jersey

Orange Board of Education Mentoring Plan

NOVICE TEACHER

INDUCTION PROTOCOL

2014-2015

*“...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

Novice Teacher Induction Protocol 2015  
An Ancillary Document to The Teacher Evaluation Handbook

Orange Public Schools Novice Teacher Induction Protocol

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## Plan Approval and the Local Board of Education

### District Profile Sheet

The district profile sheet reflects the mentoring data from the 2014-2015 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 Ms E. Stewart

Type of District: PreK-12

As of June 30, 2014 the numbers below reflect September 1, 2014 start dates:

Number of novice teachers with a Certificate of Eligibility: 6

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 9

Number of unfilled vacancies: 19

Number of Mentors needed: 34

## **NEEDS ASSESSMENT FOR A MENTORING PROGRAM**

### **Rationale:**

While education programs and most colleges and universities provide practicing teachers with experiences that are designed to help them acclimate to the real classroom environment, it is incumbent upon districts to provide additional supports to novice educators.

The objective of establishing a novice teacher induction protocol is to provision for the success of novice teachers in their assignments teachers which will ultimately be demonstrated by the academic achievement of their students. Further, it is equally important to provide mentoring and professional development that will foster growth and assist novice teachers in their transition into effective classroom instructors.

### **Procedure:**

1. Upon approval of hire and prior to the beginning of the contracted teaching assignment, Human Resources will identify candidates with CEAS, CE, and standard certificates. This list will be provided to the mentoring administrator and principals.
2. 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.
3. A new hires must participate in a five (5) day induction program that includes
  - Training on Charlotte Danielson's Evaluation Rubric and Practice Instrument
  - District policies and procedures



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- 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
  - Common Core State 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. Mentor Logs are due to the novice teacher's school ScIP no later than the (3<sup>rd</sup>) 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 of \$550. Novice teachers with advanced standing will provide a money order in

the amount of \$550 with the submission of their Provisional teacher summative evaluation. At this time, alternate route practitioners (CE) submit their PT summative evaluations with a money order for the balance of \$450.

Participants (novice teachers, teacher mentors, SciP teams, administrators) who believe that the support outlined in this document is not being provided may submit their concerns in writing to the mentor contact within 10 days of an incident or after 10 days without contact.

SciP committees are responsible for monitoring the mentoring of the provisional teacher, selecting the mentor (see materials and selection criteria in appendix), scheduling monthly consultations with an administrator, reviewing mentor logs monthly, and communicating concerns with the mentor contact.

The mentor contact will provide training for mentors in the areas of **classroom observations, the district evaluation system, reflective teaching practices, and learning styles of adult learners**. The mentor contact will also maintain a matrix of mentors and provisional teachers, attendance at required trainings, provide PD hours within my learning plan, and monitor concerns reported regarding mentoring.

## **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.

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- To provide an opportunity for novice teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- To initiate and build a foundation with novice teachers for the continued study of teaching.

The objectives of the induction process are designed to assure the realization of our program goal- helping the novice teacher make the transition from theory to practice- assisting with the adaptation to the demands of the new environment and to function effectively in the system. The Orange Public Schools also seeks to achieve the following using the Novice Teacher Induction Protocol:

- To provide information regarding available resources both human and material, policies and procedures of the district.
- To provide information regarding available resources both human and material, policies and procedures unique to the building assignment.
- To develop further understanding of effective classroom techniques and procedures- classroom management and delivery skills and the teaching strategies reconciled with those set forth in the college scene.
- To develop an understanding of curriculum program expectations- familiarization with subject content, skills, and concepts to be taught, time elements to be devoted to subjects, and alternative activities to facilitate learning.
- To develop an understanding of the systems of evaluation reporting to children, reporting to parents, standard classroom means of evaluating process, and standardized testing programs.
- To develop an understanding of the systems used to monitor instruction - type of supervision and the means to evaluate teachers – district and state observation and evaluation forms.



- 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

- teachers' association Is a meticulous observer of classroom practice.
- Collaborates well with other teachers and administrators. Is willing to learn new teaching strategies from the novice.

#### Communication Skills

- Is able to articulate effective instructional strategies. Listens attentively
- Asks questions that prompt reflection and understanding Offers critiques in positive and productive ways
- Is efficient with the use of time Uses Email effectively
- Is discreet and maintains confidentiality

#### Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for a protégé's emotional and professional needs Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others; Is patient

*Source: National Foundation for the Improvement of Education*

## **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

**Effective September 1, 2014:**

**The HIRING ADMINISTRATOR (Principal/Supervisor/Director) will be responsible for submitting the name of the mentor prior to the beginning of the contracted teaching assignment for all teachers who DO NOT HOLD A STANDARD TEACHING CERTIFICATE.**

The Newly Hired Novice Teacher should not be placed on the personnel agenda without a mentor assignment. Human Resources is responsible for ensuring the HIRING ADMINISTRATOR submits a mentor recommendation

- The building principals will assign the mentor to the novice at the point of hire by the Board of Education.

**Effective April 2015:**

Human Resources will invite **eligible teaching personnel** to apply for a district mentor position.

Each candidate will submit the application to the DEAC. This district panel will screen the mentor applicants and forward a list of recommended teacher mentor and reserve teacher mentors to Human Resources. These recommendations will be made available to School ScIPs to select from for novice teachers hired for the 2015-2016 school year.



## **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

school day to meet with the novice teacher.

- 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).
- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district form. The mentor and novice teacher must sign each entry. The completed signed log must be submitted to the Novice Teacher's School SCIP committee no later than the 3<sup>rd</sup> working day of each month. The final log must be submitted to Human Resources before payment of the mentor fee will be authorized.

#### **The Novice Teacher Agrees To:**

- Attend all scheduled mentor/novice sessions and district-led novice teacher trainings
- 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 a Professional Development Plan within 30 days of hire
- 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!

## **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.

## **PROFESSIONAL LEARNING COMPONENTS FOR NOVICE TEACHERS**

Over the years, several theories of adult learning have been identified. It is important for the Orange School District to utilize effective adult learning techniques to design a rigorous and comprehensive Novice Teacher Induction Protocol. Based upon the research on adult learning, adults learn most effectively when there is: a perceived need for new knowledge and skills; an opportunity to apply what has been learned; an emphasis on integrating new knowledge with what is already known; and an opportunity for collaboration and reflection. (Knowles, 1980; Menriam & Caffarella, 1991; Watkins & Marsick, 1993; Sergiovanni, 1996).

Therefore, the novice teachers' professional learning-experiences must be:

- Systemic
- Collaborative
- Reflective
- Rich with discussion, debate, problem posing and problem solving
- A real world balance of theory and practice

Conversations, dialogue, reflective writing, and collaborative problem solving must become common practices that encourage each novice teacher to challenge assumptions, gain new insights, and build leadership capacity. Each member of the teaching community must feel a sense of accountability for student learning and be willing to not only take individual responsibility for identified problems but also take on the collective responsibility for solving them.

The Orange School District recognizes the need for professional development which targets novice teachers and seeks to provide them with ongoing support. Therefore, the district is committed to providing a one year induction process for novice teachers.



District Mentoring Plan: The District Plan Development and Approval Process

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

<b>District-wide Planning Process</b>	<b>Y E S</b>	<b>N O</b>	<b>T B I</b>
<ul style="list-style-type: none"> <li>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) to develop a mentoring plan aligned with state regulations?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the LPDC monitor implementation of the mentoring program and use feedback to adjust and make improvements?</li> </ul>			
<b>Criteria-based Selection and Matching of Mentors</b>			
<ul style="list-style-type: none"> <li>Does our district mentoring plan include at least the criteria for mentor selection in state regulations?</li> </ul>			
<ul style="list-style-type: none"> <li>Are mentors selected based on the criteria stated in the regulations?</li> </ul>			
<ul style="list-style-type: none"> <li>Does our district have criteria for matching mentors and novice teachers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the matches between mentors and novice teachers based on criteria stated in the mentoring</li> </ul>			
<b>Mentors Services</b>			
<ul style="list-style-type: none"> <li>Do mentors receive training in the skills of conferencing and feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and</li> </ul>			

## Novice Teacher Induction Protocol 2015

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assessment?

- Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and the novice teacher?

## Novice Teacher Services

- Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers?
- Are novice teachers brought together regularly during the year for networking opportunities?
- Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?

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

## School Leader Services

- Do school leaders model a range of ways to support novice teachers at their schools?
- Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?
- Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?

## District Board of Education and Community

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• 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?</li></ul> |  |  |  |
| <ul style="list-style-type: none"><li>• Is the community invited to support district efforts to nurture novice teachers?</li></ul>   |  |  |  |

**On-going Program Evaluation**

- |   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program?</li></ul>   |  |  |  |
| <ul style="list-style-type: none"><li>• 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?</li></ul> |  |  |  |

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Suggested Discussion Topics for Teacher Mentors and Novice Teachers



Lesson Plans and Common Planning Time	Individualizing Instruction
Curriculum Development (units)	Large Group Instruction
Developing rapport with parents/students	Assessment
Fire Drill/Emergency Procedures	Differentiation
Division of Youth and Family Services (DYFS)	Student Intervention Referrals
Procedures- ESL, Special Education, IR&S, 504, Basic Skills	
Finding Instructional Materials	Rapport with Staff
Student Achievement	Common Core Standards
Time Management	Classroom Management
Technology Integration	Report Cards
Student portfolios and Conferences	Peer Observations
Evaluations/Observations	Field Trips
Confidential Information/Documents	Assessment Procedures
Classroom Set-Up	Genesis Grade Book and Attendance
Professional Development	Privacy (Telephone, Computer)
Sexual Harassment	Professional Obligations
SGOs and SGPs	Procedures for Absences
Cooperative Learning	Creating the Daily Schedule and routines



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School Resources

My Learning Plan

Certification Paperwork

Code of Conduct

HIB Policy

Social Media

Dress Policy

2014-2015 New Teacher Orientation

- Friday, August 22: Bus Tour, Ice Breakers, and Danielson Domain 2
- Monday, August 25: Technology
- Tuesday, August 26: Meet the Administrators, OEA, HR, and Business Office
- Wednesday, August 27: Department Overviews, SE and ESL/Bilingual Inclusion, ELA across the Curriculum, Danielson Domain 3
- Thursday, August 28: Meet your principal and mentor, Prepare your classrooms

## **ACTION PLAN FOR IMPLEMENTATION**

In accordance with the mentoring regulations specified in the NJAC 6A:9-8, novice teachers will be assigned a mentor after they have been board approved for a teaching position with the Orange Public Schools. An intensive induction institute (I3) will be held in the summer prior to the school year during the New Staff Orientation. Comprehensive training will include the evaluation system, lesson planning, effective communication and listening skills, as well as reflection.

In addition to weekly mentor/ novice teacher work sessions, the mentor/novice teams of teachers five mandatory training sessions will be held for the mentor and novice teacher(s) assigned (see appendix for schedule)

These interactive and collaborative experiences may focus on such topics as: classroom management, using data to inform instruction, establishing high expectations for students, and learning styles.

Under the direction of the building level administrator(s), the ScIP committee will facilitate and monitor the the successful interaction of the teacher mentor and the novice teacher. \*\*

The Novice Teacher Induction Protocol is organic and should be periodically reviewed and revised to meet the needs of the novice teachers as well as school board goals and student achievement.

### **Before Mentoring Begins (August 2014)**

- Mentors receive training in communication, teacher observation and conferencing, and effective skills.
- Mentors and novice teachers attend an orientation session covering program expectations, participant responsibilities, and program activities.
- Mentors and novice teachers meet in the novice teachers' classrooms to talk about practical considerations for the opening of school, such as: room arrangement, classroom rules, school procedures, obtaining supplies, and lesson plans for the first week.

### **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.

## FUNDING RESOURCES

The Orange Public Schools has made a financial commitment in order to support the novice teachers and **will pursue reimbursement from the NJDOE as stated in 6A:9-8.4.h**. This funding includes the following:

- Money to purchase books to use for the workshop sessions and build the teachers' professional libraries
- Yearly stipends to mentor teachers
- Funds for attending out-of-district workshops
- Stipends for staff presenters for mentor workshop sessions
- General supplies for workshop sessions
- Release time for mentor and novice teachers to meet together and classroom visits
- Substitute coverage
- Funding for Literacy, Math Coaches, Outside Consultants
- Additional support materials for the mentor program
- Partnerships colleges and universities to support professional learning
- Title IIA, (ESEA2/NCLB) funds to support mentor-novice supplies and programs



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**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.

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APPENDIX

- 
- A. DISTRICT PROFESSIONAL DEVELOPMENT CALENDAR SUMMER 2014
  - B. SCIP OPERATION BULLETIN
  - C. MENTOR TRAINING DATES
  - D. STATE EVALUATION FORMS
  - E. MENTOR RECOMMENDATION FORM
  - F. STAKEHOLDER COMMITMENT FORM
  - G. SAMPLE MENTORING LOG
  - H. CALENDAR FOR SUGGESTED MENTORING ACTIVITIES

# july

# 2014

## Summer Professional Development

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
	1 July	2	3	4	5/6
7 Math 6-8 CPM3 Tech Coordinators Social Studies: AP and American Experience ELA 6-8 Argument Wtng.	8 Math 6-8 Div. Learners Tech Coordinators Social Studies: AP and American Experience ELA 6-8 Argument Wtng.	9 Tech Coordinators Social Studies: AP and American Experience ELA 6-8 Argument Wtng.	10 Tech Coordinators Social Studies: AP and American Experience ELA 6-8 Argument Wtng.	11 Tech Coordinators-PARCC	12/13
14 Tech Coordinators SE Sc: Gr 6 FOSS Social Studies: AP and AE	15 Tech Coordinators SE Sc: Gr 6 FOSS Social Studies: AP and AE	16 Tech Coordinators SE Sc: Gr 7 FOSS Social Studies: AP and AE	17 Tech Coordinators SE Sc: Gr 7 FOSS Social Studies: AP and AE	18	19/20
26 Social St. Google Apps SE-UDL ELA K-2 Rdnng with Meaning/ Wtrs' Wkshp ELA 3-5 Guided Rdnng / Writers' Workshop Google Apps for LMS	29 Social St. Google Apps SE-UDL ELA K-2 Rdnng with Meaning/ Wtrs' Wkshp ELA 3-5 Guided Rdnng / Writers' Workshop Google Apps for LMS	30 Social St. Google Apps SE-UDL ELA K-2 Rdnng with Meaning/ Wtrs' Wkshp ELA 3-5 Guided Rdnng / Writers' Workshop Google Apps for LMS	31 Social St. Google Apps SE-UDL ELA K-2 Rdnng with Meaning/ Wtrs' Wkshp ELA 3-5 Guided Rdnng / Writers' Workshop Google Apps for LMS	25	26/27
28 SE: Dynamic Learning Maps (DLM)	29 SE: Dynamic Learning Maps (DLM) Sc: Grades 2-6 PRISM	30 SE: Dynamic Learning Maps (DLM) Sc: Grades 2-6 PRISM	31 SE: Dynamic Learning Maps (DLM) Sc: Grades 2-6 PRISM		

# august

# 2014

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SAT/SUN

28 JULY

29

30

31

1 August

2/3

4

Leadership Academy

5

Leadership Academy  
Sc: Gr. 2-6 PRISM

6

Leadership Academy  
Sc: Gr. 2-6 PRISM

7

Leadership Academy  
Sc: Gr. 2-6 PRISM

8

Leadership Academy

9/10

11

ESL/Bilingual:  
ELA 9-12  
Sc: K-12 NGSS PLC

12

ESL/Bilingual  
ELA 9-12  
Sc: K-12 NGSS PLC

13

ESL/Bilingual  
ELA 9-12  
Sc: K-12 NGSS PLC

14

ESL/Bilingual  
ELA 8-12  
Sc: K-12 NGSS PLC

15

16/17

18

Read 180  
Science: Gr 9-12  
K-12 HS Math Institutes:  
Math Practices and  
Progressions  
Common Core PLC

19

Read 180  
Science: Gr 9-12  
K-12 HS Math Institutes:  
Math Practices and  
Progressions  
Common Core PLC

20

Read 180  
Science: Gr. 9-12  
K-12 HS Math Institutes:  
Math Practices and  
Progressions  
Common Core PLC

21

Read 180  
Science Gr 9-12  
K-12 HS Math Institutes:  
Math Practices and  
Progressions  
Common Core PLC

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New Teacher  
Orientation:  
Bus Tour; Icebreaker;  
Danielson

23/24

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Agile Minds  
Math 6-8 Institute  
New Teacher Orientation  
Technology

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Math 6-8 Institute  
New Teacher Orientation  
Admins, OEA, HR, Bus. O  
Agile Minds

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New Teacher Orientation  
Department Overviews  
SE and ESL/Bil  
ELA across the Curric.  
Competitions  
Planning

28

New Teacher Orientation  
Own school meetings  
with building admins,  
prepare classrooms

29

30/31

1 SEPTEMBER

2

3

4

5

Appendix A





**ORANGE  
PUBLIC SCHOOLS  
ORANGE, NEW JERSEY**

Ronald C. Lee,  
Superintendent



SY2013 - 2014

## **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

trends to the District Evaluation Advisory Committee (DEAC) and district administration in order to inform district goals; and

- Examining a sample of SGOs for rigor and suggesting approaches for further strengthen the goals.

#### **Professional Development**

- Communicating with the DEAC and district administration regarding district-wide directives or initiatives;
- Supporting building-level training on the district's teacher practice instrument; and
- Identifying individual (where appropriate), group, and building-level PD needs and opportunities based on observation and achievement data and feedback from teachers and administrators.

#### **Membership:**

- Must include school principal or designee
- An assistant/vice principal
- A teacher

*(More members can be added provided the teacher represents one third (1/3) of total population)*

- In the case of no vice principal a district supervisor can sit on the panel
- The principal will have the final responsibility for ScIP membership but must consult with majority representative in determining a suitable teacher to participate. (The association must submit names for the principal to consider, or the principal might meet with the association representative to discuss teacher selection. Principals will not be limited to choosing from among any suggested names.)
- As of SY15-16, teachers serving on ScIPs must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having a "demonstrated record of success in the classroom."
- In order to conduct observations for the purpose of evaluation, the teacher member must:

- ✎ 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:**

The ScIP must identify 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 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

**Criterion for Mentor's continued:**

- grade level or content\*\*\*\*
- common planning time
- proximity of mentor's classroom to new teacher's classroom
- compatibility of the mentor teacher and new teacher
- needs of students
- no fault clause

\*\*content is essential



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



### Teacher Mentor Meeting Dates 214-2015

<b>Date</b>	<b>Topic</b>	<b>Location</b>	<b>Time</b>
8/27/2014*	Effective Logging, Danielson Evaluation System, Classroom Design and Routine Development	Rosa Parks	
10/8/2014	Meeting the Needs of Adult Learners and Classroom Observations Part I	Oakwood	3:30-5
12/10/2014	Classroom Observations part II and Reflective Practices Part I	Oakwood	3:30-5
2/11/2015	Reflective Practices Part II	Oakwood	3:30-5
4/22/2015	Mentor/Provisional Teacher Session	Scholars Academy	3:30-5

### Provisional Teacher Meeting Dates 2014-215

<b>Date</b>	<b>Topic</b>	<b>Location</b>	<b>Time</b>
8/27/2014*	Effective Logging, Danielson Evaluation System, Classroom Design and Routine Development	Rosa Parks	
9/17/2014	Novice Teacher Roles and Responsibilities and Mentor Roles and Responsibilities NJ Professional Teacher Standards.	Oakwood	3:30-5
11/12/2014	Planning for Instruction and the Classroom Environment	Oakwood	3:30-5
1/14/2015	Addressing Individual Student Needs	Oakwood	3:30-5
3/18/2015	Strategies to Address Instructional Challenges	Oakwood	3:30-5
4/22/2015	Mentor/Provisional Teacher Session	Scholars Academy	3:30-5







# 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 School's Mentoring Program

District Mentoring Plan: The District Plan  
Development and Approval Process

This form indicates your desire to mentor a novice teacher in the School District. A copy must be submitted to your principal.

Name: \_\_\_\_\_ School Phone: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

Home Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Years Teaching: \_\_\_\_\_ Years in Current Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please check any that apply:

- ☐ I have been a mentor teacher.
- ☐ I have been a cooperating teacher (for student teacher).
- ☐ I have received training in working in a mentoring position from a formal course or workshop.

Previous mentoring experience *(Please list any prior mentoring experience: Name of novice teacher and year)*

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Previous mentor training *(Please list courses attended)*

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**\*It is the responsibility of the applicant to get the signature of the ScIP Team.**

The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the novice teacher face the realities of teaching, set appropriate goals, and model effective teaching practice.

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**Building Principal**

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**Date**

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**Vice Principal**

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**Date**

---

**SciP Teacher**

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**Date**

---

**Department Supervisor**


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**Date**





## Mentoring Log for Tuesday Knight 2013-2014

Date and Time	Objective/Goal	Feedback	Next Steps	Resources	Timeline
3/4/14 2:40-3:40 Meeting	Student Engagement	On 2/28 visit, I noted that the level of student engagement was low to moderate. While students were in fact searching on the Internet, there are opportunities to make your class more interactive.	Provide students the opportunities to find evidence to support or refute the claims posed by classmates. This promotes collaborative learning as well as demonstrates the students' levels of mastery.	<a href="http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/">http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/</a>	3/4/14-6/26/14
3/4/14 11:00-11:30 Visit	Portfolios	Student folders are more in line with IEP maintenance than portfolio development. For performance portfolios explore options in lieu of the paper driven version	Create folders in drop box or like media. Students can work on folders remotely and it would reduce the expense of paper, folders, and flash drives. Students could also store larger files that they would not be able to attach to emails. A desktop scanner would still be used for handwritten work and extraneous documents	 <p>An Introduction to Using Portfolios in the Classroom Charlotte Danielson and Leslie Arbutyn</p>	3/4/14-6-26/14
Date	Ima Mentor Signature				
Date	Tuesday Knight Signature				


## Mentoring Log for Tuesday Knight 2013-2014

Date and Time	Objective/ Goal	Feedback	Next Steps	Resources	
3/6/14 2:40-3:40 Meeting	3 part Objectives	Although we discussed your research of the three-part objective, I decided to send you a few resources to narrow your search	I will include a practice sheet in the folder for you to practice by rewriting a few of your existing objectives.	<a href="http://www.adprima.com/objectives.htm">http://www.adprima.com/objectives.htm</a> <a href="http://www.adprima.com/verbs.htm">http://www.adprima.com/verbs.htm</a>	3/6/1
3/6/14 2:40-3:40 Meeting	Evaluation	There was a rubric posted on the wall that explains the grading process for student submissions. Please note the recommendation that rubrics should be an integral part of all assignments.	You may wish to incorporate the rubric within the body of the original activity.	<a href="https://www.youtube.com/watch?v=IvJ6qZkXXDc4&amp;norredirect=1">https://www.youtube.com/watch?v=IvJ6qZkXXDc4&amp;norredirect=1</a>	3/13/
3/7/14 2:40-3:40 Visit	Wall walk classroom environment	We discussed what should be present on your walls inclusive of student work [not necessarily the best of your student work but the best that they produce]. Also, begin your word wall as a departure from some of the more rote activities you employ for language acquisition.	Student work should be accompanied by the learning objective, standard, and rubric used to score the work. There should be feedback on ALL work displayed; using post-its. Do not write comments on student work	<a href="http://www.edutopia.org/remake-your-class-collaborative-learning-video">http://www.edutopia.org/remake-your-class-collaborative-learning-video</a>	3/10/
Date	Ima Mentor Signature				
Date	Tuesday Knight Signature				

## **Mentoring Log for Tuesday Knight 2013-2014**



## Mentoring Log for Tuesday Knight 2013-2014

Date and Time	Objective/Goal	Feedback	Next Steps	Resources	Timeline
3/4/14 2:40-3:40 Meeting	Student Engagement	On 2/28 visit, I noted that the level of student engagement was low to moderate. While students were in fact searching on the Internet, there are opportunities to make your class more interactive.	Provide students the opportunities to find evidence to support or refute the claims posed by classmates. This promotes collaborative learning as well as demonstrates the students' levels of mastery.	<a href="http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/">http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/</a>	3/4/14-6/26/14
3/4/14 11:00-11:30 Visit	Portfolios	Student folders are more in line with IEP maintenance than portfolio development. For performance portfolios explore options in lieu of the paper driven version	Create folders in drop box or like media. Students can work on folders remotely and it would reduce the expense of paper, folders, and flash drives. Students could also store larger files that they would not be able to attach to emails. A desktop scanner would still be used for handwritten work and extraneous documents	 <p>An Introduction to Using Portfolios in the Classroom Charlotte Danielson and Leslie Arbutyn</p>	3/4/14-6-26/14
Date	Ima Mentor Signature				
Date	Tuesday Knight Signature				



## Mentoring Log for Tuesday Knight 2013-2014

Date and Time	Objective/ Goal	Feedback	Next Steps	Resources	
3/6/14 2:40-3:40 Meeting	3 part Objectives	Although we discussed your research of the three-part objective, I decided to send you a few resources to narrow your search	I will include a practice sheet in the folder for you to practice by rewriting a few of your existing objectives.	<a href="http://www.adprima.com/objectives.htm">http://www.adprima.com/objectives.htm</a> <a href="http://www.adprima.com/verbs.htm">http://www.adprima.com/verbs.htm</a>	3/6/1
3/6/14 2:40-3:40 Meeting	Evaluation	There was a rubric posted on the wall that explains the grading process for student submissions. Please note the recommendation that rubrics should be an integral part of all assignments.	You may wish to incorporate the rubric within the body of the original activity.	<a href="https://www.youtube.com/watch?v=fvJ6qZkXXDc4&amp;noredirect=1">https://www.youtube.com/watch?v=fvJ6qZkXXDc4&amp;noredirect=1</a>	3/13/
3/7/14 2:40-3:40 Visit	Wall walk classroom environment	We discussed what should be present on your walls inclusive of student work [not necessarily the best of your student work but the best that they produce]. Also, begin your word wall as a departure from some of the more rote activities you employ for language acquisition.	Student work should be accompanied by the learning objective, standard, and rubric used to score the work. There should be feedback on ALL work displayed; using post-its. Do not write comments on student work	<a href="http://www.edutopia.org/remake-your-class-collaborative-learning-video">http://www.edutopia.org/remake-your-class-collaborative-learning-video</a>	3/10/
Date	Ima Mentor Signature				
Date	Tuesday Knight Signature				

# 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).

- Visit the novice teacher's classroom for the purpose of non-evaluative observation and the provision of feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about district and school policies, procedures, and expectations.
- Keep a log of times and dates of all contacts with the novice teacher using the district format. The mentor and novice teacher must sign each entry. The completed signed log must be submitted to the Novice Teacher's School SCIP committee no later than the 3<sup>rd</sup> working day of each month.

**The Administrator(s) commit to:**

- Selecting mentors based upon application criteria and 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
- Supporting and encouraging 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 participating in orientation and other workshop sessions for novice teachers
- Creating and supporting a professional learning community that enhances the mentor-novice teacher relationship

**Sign and Date**

**Provisional:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Received by Mentoring Administrator* \_\_\_\_\_ *Date* \_\_\_\_\_ *initials* \_\_\_\_\_

<b>Month</b>	<b>Suggested Activities</b>
<b>August-September</b>	Training in District initiatives and Technology. Prepare for pre-assessments and SGO development. Back to School night, progress reporting, set up portfolios, Creating an engaging and text rich classroom environment, identifying, collecting, and analyzing student data, and lesson planning. Teachers will establish relationships with parents/guardians (communication logs), and familiarize themselves with available student resources. (review student IEPs if applicable) Schedule a classroom visit. Set up video chat and/or meeting schedule to fulfill minimum requirement of 120 minutes weekly. Set up teacher web-page and get acclimated to grade book and district grading policy.
<b>October</b>	Turnkey. Instructional planning and strategies continues. Teachers recognize the importance of being culturally responsive to students. Employ modifications and accommodations that do not comprise content. Schedule a Classroom visit.
<b>November</b>	Teachers will employ multiple assessment strategies and report out meaningful classroom data and how it is informing their instructional practices. Prepare for parent/teacher conferences. Conduct mock conference. Novice 10 week evaluations due this month (if September hire)
<b>December</b>	The learning environment. Teachers will determine if their classroom encourages positive social interaction, engagement in learning, and student achievement motivation. Conduct student survey. Use findings to make adjustments.
<b>January</b>	Using multiple measures to assess student progress; check in on SGO progress and available data.
<b>February</b>	Teachers will look at strategies for fostering collaboration with school stakeholders and participation in professional learning communities. Performance Discussions and Peer Review. Schedule a Classroom Visit.
<b>March</b>	Evaluation of Modifications and Accommodations. Following up with the Intervention and Referral protocol.
<b>April</b>	Performance Discussions and peer Review. Classroom Visit. Self-Reflection and collaborative analysis of SGOS and development for Next year. Schedule a classroom visit.
<b>May-June</b>	Preparation for end of course and/or state assessment, report cards, portfolio transitions, develop Back to school plan.

## Orange Board of Education

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