



ORANGE PUBLIC SCHOOLS  
Essex County  
Orange, New Jersey

Orange Board of Education Mentoring Plan  
PROVISIONAL TEACHER  
INDUCTION PROTOCOL HANDBOOK  
2022-2023

*“...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*

Provisional Teacher Induction Protocol 2022-2023  
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 2022-2023 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: Dr. Gerald Fitzhugh II

Mentoring Program Contact: Ms. Glasshebra Jones

Type of District: Pre-K-12

As of July 28, 2022, the numbers below reflect September 1, 2022 start dates:

Number of provisional teachers with a Certificate of Eligibility: **21**

Number of provisional teachers with a Certificate of Eligibility with Advanced Standing: **17**

Number of unfilled vacancies: 53

Number of Mentors needed: 38

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**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 support to novice educators.

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

**Procedure:**

1. Upon approval of hire and before 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 the prior year
  - Application and recommendation forms are submitted to the Superintendent, who will forward them to the Executive Director of Human Resources.
  - Once approved, mentors will be placed on the OBE agenda by the building principals before the novice teacher's contracted teaching assignment begins.
  - Training in June 2022 for the 2022-2023 school year took place virtually. A list of trained mentors is on file in Human Resources. All 2022-2023 mentors will meet for refresher training on August 31, 2022.

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- Wherever possible, the teacher mentor should be certified in the same field as the provisional teacher. Additionally, where possible, the teacher mentor should teach the same grade level or, when not possible, should be within one grade level of the novice teacher. The teacher mentor should be located within the same building. Suppose the above criteria cannot be met within the same building. In that case, the teacher mentor may be selected from another facility, and an instructional buddy should be assigned within the building]. Content coaches will be used as teacher mentors only in anomalous circumstances.
3. 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
  - Introduction to curriculum and assessment for their 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
5. **The ScIP will be responsible for submitting the mentor’s name before the beginning of the contracted teaching assignment for all teachers who DO NOT HOLD A STANDARD TEACHING CERTIFICATE, in consultation with the department administrators.**
6. 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.
7. Human Resources will invite **eligible teaching personnel** to apply for a district mentor position and will provide a list of approved mentors when

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requested.

### MENTORING DURATION REQUIREMENTS

- District boards of education must provide one-to-one mentoring support to provisional teachers for the first year of employment, defined as a minimum of thirty (30) weeks.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once weekly for the first four weeks of the teaching assignment.
- The mentor teacher and the provisional teacher holding a Certificate of Eligibility (CE) must meet at least once weekly for the first eight weeks of the teaching assignment.
- Mentoring sessions will ideally be forty-five minutes.

Beginning the second month of mentoring, both provisional 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 the visitation schedule in advance. The teacher mentors will receive professional development in peer observations before 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, including Zoom, Skype, FaceTime, Google Meet/Hangout, emails, and journals, may be utilized. **Text messaging may be used to expedite feedback, but it is not an acceptable log entry.**

The Provisional Teacher must submit payment authorization forms within ten (10) days of the hire date.

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 ten days of an incident or after ten days without contact.

ScIP committees are responsible for monitoring the mentoring of the provisional

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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 training, provide PD hours within Frontline/My Learning Plan, and monitor mentoring-related concerns.

### **VISION**

The Orange Public School District commits to providing a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community.

The purpose of the Orange Public Schools Provisional Teacher Induction protocol is to facilitate the growth of novice teachers. Our goal is to assist the beginning teachers in reaching their 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 provisional teacher, the teacher mentor, the mentor contact, and supporting administrators.

### **GOALS**

The Orange School District has developed this Provisional 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 Provisional Teacher Induction Protocol for

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Quality Teacher Induction Program are:

- To assign a highly qualified mentor teacher.
- To assist necessary to reduce the problems known to be common to beginning teachers.
- To support the development of the knowledge and the skills needed by novice teachers to be successful in their initial teaching positions.
- To integrate provisional teachers into the culture of the school, the district, and the community.
- To provide an opportunity for provisional teachers to analyze and reflect on their teaching with assistance from support teachers and staff developers.
- To initiate and build a foundation with provisional 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 provisional teacher transition from theory to practice- assisting with adapting to the demands of the new environment, and functioning effectively in the system. The Orange Public Schools also seeks to achieve the following using the Provisional Teacher Induction Protocol:

- To provide information regarding the district's human and material resources, policies, and procedures.
- To provide information regarding available resources, both human and material, policies and procedures unique to the building assignment.
- To further develop their understanding of effective classroom techniques and procedures- classroom management and delivery skills and the teaching strategies reconciled with those outlined 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, and standard classroom means of evaluating



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process, and standardized testing programs.

- To develop an understanding of the systems used to monitor instruction. The 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 selecting effective mentors may be organized into four general categories: character, professional competence and experience, communication, 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

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confidence in his/her 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.
- Has three (3) years of experience, with at least one year in the district. Tenure is preferred.

#### **Communication Skills**

- Can 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**

- 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; quickly establishes rapport with others; is patient.

*Source: National Foundation for the Improvement of Education (1999).*

### **STAKEHOLDER COMMITMENT**

The Orange Public School District has several stakeholders who participate in the district's Provisional Teacher Induction program. The commitment from all stakeholders ensures that mentors receive the training they need to support and guide novice teachers, as outlined by the NJDOE.

#### **The Board of Education Will Support Provisional Teacher Induction by:**

- Providing funding for the district induction program
- Supporting the district induction program

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- Reviewing and approving the district's induction program
- Developing an understanding of the latest research on mentoring novice teachers
- Utilizing the Kathy Kram Model to maintain instructional staff within the Orange Public Schools

### **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 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
- Attend PD regarding how to support novice teachers

### **The Mentor Will Support Novice Teacher Induction by:**

- Attend all scheduled mentor training sessions
- Devote time before, after, or during free time within the school day to meet with the novice teacher.
- Meet weekly to discuss the new teacher's questions, needs and experiences, except during district-mandated assessment weeks and approved school closings.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for non-evaluative observation and

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provide feedback, coaching, and support.

- Be accessible for informal support, consultation, and orientation of the novice teacher about the 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 Provisional Teacher's School ScIP and Human Resources 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 training
- Maintain ongoing lesson plans following district format and documenting the NJSLS.
- 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
- Seek help!

#### **PROFESSIONAL LEARNING COMPONENTS FOR MENTORS**

Mentor teachers must complete a comprehensive Mentor Teacher Training Program provided by the district (See Appendix). Additional 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 NJSLS and Professional Standards for

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Teachers 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 2016 rubric to facilitate peer observation and critical dialogue.

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### **PROFESSIONAL LEARNING COMPONENTS FOR PROVISIONAL TEACHERS**

Over the years, several theories of adult learning have been identified. The Orange School District needs to utilize effective adult learning techniques to design a rigorous and comprehensive Novice Teacher Induction Protocol. Based on 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 standard 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 individualized professional development for provisional teachers and seeks to provide them with ongoing support. Therefore, the district is committed to providing a one-year induction process for novice teachers.

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### District Mentoring Plan: The District Plan Development and Approval Process

Place an “X” in the appropriate box 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 the 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?</li> </ul>	X		
<ul style="list-style-type: none"> <li>Does the LPDC/DEAC monitor implementation of the mentoring program and use feedback to adjust and make improvements?</li> </ul>	X		
<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>	X		
<ul style="list-style-type: none"> <li>Are mentors selected based on the criteria stated in the regulations?</li> </ul>	X		
<ul style="list-style-type: none"> <li>Does our district have criteria for matching mentors and novice teachers?</li> </ul>	X		
<ul style="list-style-type: none"> <li>Are the matches between mentors and novice teachers based on criteria stated in the mentoring</li> </ul>	X		
<b>Mentors Services</b>			
<ul style="list-style-type: none"> <li>Do mentors receive training in the skills of conferencing and feedback?</li> </ul>	X		

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- Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?
  
- Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and the novice teacher?

x		

### Novice Teacher Services

- Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, and 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?

x		
x		

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

### School Leader Services

- Do school leaders model various 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?

	YES	NO	TBI
x			
x			



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- Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?

x		
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### District Board of Education and Community

- Do all district staff and parents know that there is rigorous mentoring for quality induction programs in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?
- Is the community invited to support district efforts to nurture novice teachers?

x		
x		

### On-going Program Evaluation

- Does the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for the quality induction program?
- Does the LPDC gather outcome/summative information on the impact of the mentoring for the quality induction program, and is this information shared with staff and the community?

x		
x		

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**Suggested Discussion Topics for Teachers, 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
Department of Child Protection and Permanency	Student Intervention
Student Referral Procedures	Rapport with Staff
Finding Instructional Materials	Common Core Standards
Student Achievement	Classroom Management
Time Management	Report Cards
Technology Integration	Peer Observations
Student portfolios and Conferences	Field Trips
Evaluations/Observations	Assessment Procedures
Confidential Information/Documents	Genesis
Classroom Set-Up	Privacy (Telephone, Computer)
Professional Development	Professional Obligations
Sexual Harassment	Procedures for Absences
SGOs and SGPs	Creating the Daily Schedule and routines

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Cooperative Learning

My Learning Plan

School Resources

Code of Conduct

Certification Paperwork

social media

HIB Policy

Dress Code Policy

### **2022-2023 New Teacher Orientation**

August 29<sup>th</sup>

Bus Tour, Ice Breakers, and Danielson Training

August 30<sup>th</sup>

Technology Day

August 31<sup>st</sup>

Meet the Administrators, OEA, HR, and  
Business Office

September 2<sup>nd</sup>

Department Meetings

September 2<sup>nd</sup>

Meet your principal and mentor; prepare  
classrooms

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### **FUNDING RESOURCES**

The Orange Public Schools has made a financial commitment 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 and conduct classroom visits
- Substitute coverage
- Additional support materials for the mentor program
- Partnerships with colleges and universities to support professional learning
- Title IIA, (ESSA/NCLB) funds to support mentor-novice supplies and programs

### **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 NJSLS to enhance student learning
- Identify best instructional practices to promote 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

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- 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.

### *APPENDIX*

A. Induction Agreement

B. Mentor Log

C. ScIP Operation Bulletin

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**Appendix A**  
**Orange Public Schools**  
**Provisional Teacher Induction Agreement**

Provisional Staff Member \_\_\_\_\_

Date of Hire: \_\_\_\_\_ Location: \_\_\_\_\_

**Certification** \_\_\_\_\_ CE \_\_\_\_\_ CEAS \_\_\_\_\_ PROVISIONAL RENEWAL

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

**The provisional teacher commits to:**

- Attend all scheduled mentor/novice sessions and district led Professional Development
- Maintain ongoing lesson plans following district format and documenting the NJSLs
- 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 training.
- Meet weekly to discuss the new teacher's questions, needs, and experiences, except during district-mandated assessment weeks and approved school closings.
- Observe and be observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom to model effective teaching techniques (this may include demonstration lessons).
- Visit the novice teacher's classroom for non-evaluative observation and provide feedback, coaching, and support.
- Be accessible for informal support, consultation, and orientation of the novice teacher about the 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>

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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* \_\_\_\_\_

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### Appendix B Mentoring Log

**Instructions: Please log each session with your mentee. Submit this log form to Ms. Glasshebra Jones 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: \_\_\_\_\_ Year: \_\_\_\_\_ School/District: \_\_\_\_\_

Mentor Name: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

Mentee Name: \_\_\_\_\_ Mentee Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Total No. of Mentoring Hours This Month: \_\_\_\_\_

<u>Date</u>	<u>Time</u> From:      To:	<u>Description of Activities</u>	<u>Total</u> <u>time per session</u>
		Goals and Objectives Feedback Next Steps with timeline Resources	
		Goals and Objectives Feedback Next Steps with timeline Resources	
		Goals and Objectives Feedback Next Steps with timeline Resources	
		Goals and Objectives Feedback Next Steps with timeline Resources	
		Goals and Objectives Feedback Next Steps with timeline Resources	
		Goals and Objectives Feedback Next Steps with timeline Resources	



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		Goals and Objectives Feedback Next Steps with timeline Resources	
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Total time for this month: \_\_\_\_\_

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### School Improvement Panel (ScIP) Appendix C

#### **MANDATORY**

The School Improvement Panel (ScIP) charge 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; and
- Identify professional development opportunities; and
- May choose to: Support the Principal in creating a schedule of observations and monitor the 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
- Debriefing 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 administration to inform district goals; and
- Examining a sample of (SGOs) for rigor and suggesting other ways to strengthen the goals.

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### Professional Development

- Communicating with 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, achievement data, and feedback from teachers and administrators.

### Membership:

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

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

- In the case of the absence of an assistant principal, a district supervisor can sit on the panel.
- The principal will be responsible for ScIP membership but must consult with the 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.)
- Teachers serving on ScIPs must have earned a rating of Effective or Highly Effective in the most recent evaluation. The teacher must meet local standards for having a “demonstrated record of success in the classroom.”
- To conduct observations for 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.

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- A ScIP teacher who conducts observations for 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 deleted. Under the same circumstances, the teacher also should not participate in any discussion of an individual teacher’s evaluation.

#### **Required Meeting Time:**

- Minimum one (1) monthly

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

The ScIP must support mentors for novice teachers

The 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 relationships.
- A sincere love of children and teaching

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**The 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