

PROVISIONAL TEACHER PROGRAM

PRESENTER:

MS. GLASSHEBRA JONES

EXECUTIVE DIRECTOR OF HUMAN RESOURCES

DR. GERALD FITZHUGH, II SUPERINTENDENT OF SCHOOLS



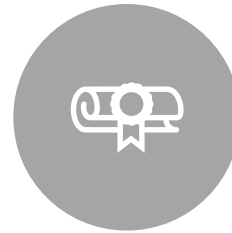


Welcome

DISTRICT RESPONSIBILITIES



District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.



The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.



One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.



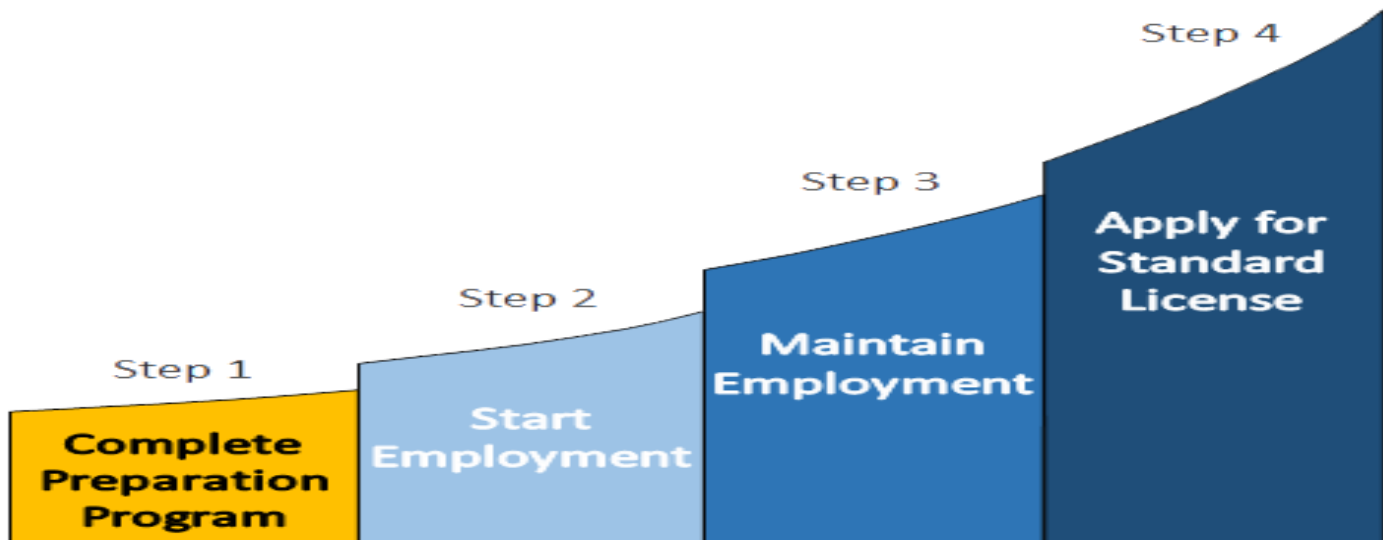
The school district's administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

There are two pathways to becoming a teacher in New Jersey:

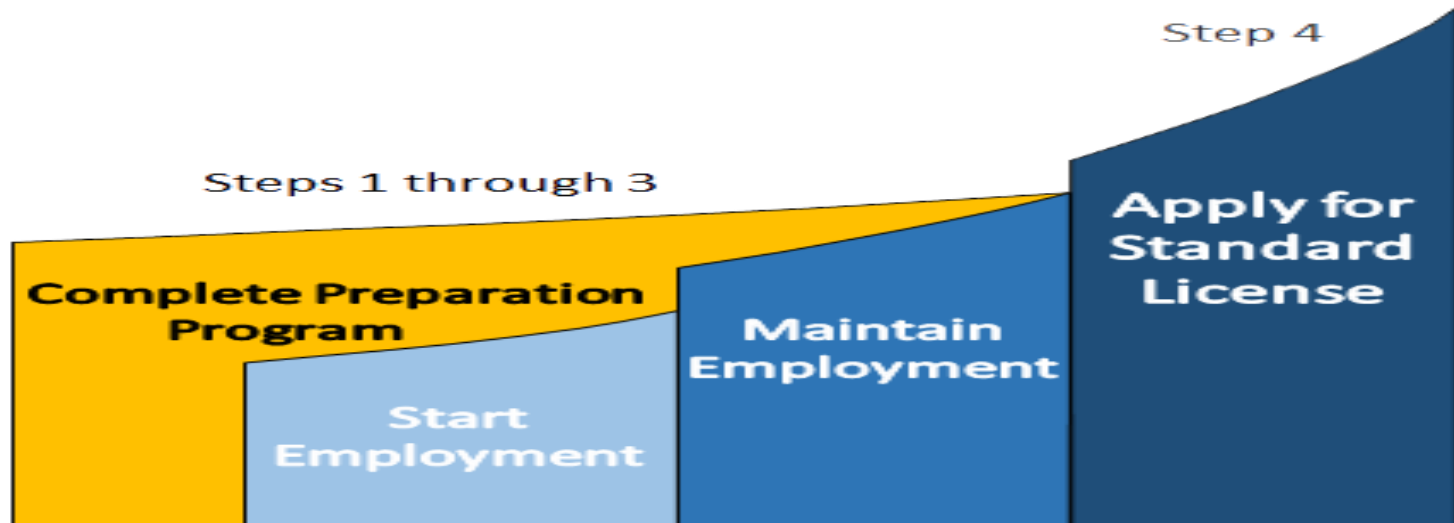
- The **traditional route** program is designed for those who *have completed* a formal teacher preparation program at an accredited college or university, and wish to become a New Jersey certified teacher. Traditional route teachers earn a [Certificate of Eligibility with Advanced Standing \(CEAS\)](#).
- The **alternate route** program is a non-traditional teacher preparation program designed for those who *have not* completed a formal teacher preparation program at an accredited college or university, but wish to obtain the necessary training to become a New Jersey certified teacher. Alternate route teachers earn a [Certificate of Eligibility \(CE\)](#).
- Both pathways include preparation or coursework, certification, mentoring and evaluation as you progress toward earning your permanent or standard license. Detailed instructions are included in the information below.

TRADITIONAL ROUTE

CERTIFICATE OF ELIGIBILITY W/ ADVANCE STANDING



NON-TRADITIONAL ROUTE CERTIFICATE OF ELIGIBILITY



CERTIFICATE OF ELIGIBILITY (CE) HOLDERS

- **CE** – Must provide verification of completed 50 pre-professional hours before start date.
- Must be enrolled in preparation program and provide HR with confirmation of enrollment.
- [Certificate of Eligibility \(CE\) Educator Preparation Programs](#)
The CE educator preparation program refers to a non-traditional teacher preparation program designed for those individuals who have not completed a formal teacher preparation program at an accredited college or university, but wish to obtain the necessary training to become a NJ certified teacher (previously known as "alternate route"). To learn about New Jersey's available certificates and endorsements please visit the Office of Licensure and Certification website.

<https://www.state.nj.us/education/rpr/preparation/programs.shtml>

EMERGENCY CERTIFICATE HOLDERS

- **EDUCATIONAL SERVICES OVERVIEW**
- **Educational services certificates** are issued to support service personnel, i.e. school social worker, school psychologist, learning disabilities teacher-consultant, student assistance coordinator, etc.). ***For most Educational Services certificates, you may only apply for a Standard Certificate.***
- Emergency certificate valid for 1 Academic Year
- You must complete course work to obtain CE within the year in order to earn provisional license or standard license.

MENTORING FEES

- Mentoring Fee for CE Teachers for \$1,000
- Mentoring Fee for CEAS Teachers is \$550
- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. Regulations require that all payments to mentors by mentee is paid through the district.
- A mentoring authorization form will be sent to all CE/CEAS teachers. You must sign and return to the Office of Human Resources.
- Mentees can write a check for the full amount to district designee, Ms. Shebra Jones



What types of certificates are available?

- **CE** - The Certificate of Eligibility (CE) is a credential with lifetime validity issued to an individual who has NOT completed a teacher preparation program, but who has met the basic requirements for certification including academic study and applicable test requirements. The CE authorizes an individual to seek and accept employment in NJ public schools requiring certification.
- **CEAS** - The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. The CEAS authorizes an individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard certificate or has NOT completed two years of full-time teaching under a valid out-of-state instructional certificate.
- **Provisional** - This two-year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CE or CEAS and a full-time teaching position. This certificate legalizes employment. Both mentoring and supervision and evaluation are required under this certificate. Alternate route teachers will also be required to complete formal instruction. Please visit the [Provisional Teacher Program \(PTP\) page](#) for more details. *Note that an individual cannot apply for this certificate. Rather, it is the employing district that applies for this certificate on behalf of the applicant.* For 2017-2018 candidates obtaining CE's and the CE preparation programs click [here](#).
- **Standard** - This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is issued to an individual who has successfully completed the PTP program, holds a previously issued NJ instructional certificate, or holds a valid out-of-state instructional certificate equivalent standard instructional certificate and has at least two effective years of teaching that were completed within three consecutive years within the last four calendar years.
- **Non-Citizen Standard** - A five-year certificate issued to an individual who has met all requirements for state certification, but is not a US citizen. This certificate can be renewed by showing progress toward US citizenship. Copies of official documentation from the INS would be required for an additional renewal.

What is my role as a Mentee?



You must complete a minimum of 30 weeks of mentoring with your mentor.



The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.



The mentor teacher and the novice teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight (8) weeks of the teaching assignment.



The mentee is responsible for keeping a monthly log of all meeting sessions that must be reviewed and approved by the building principal.

THE NEED FOR TRUST

- Remember a time in which you placed tremendous trust in someone . What did it feel like? What were the reasons you placed trust in this person? What were the reactions of the other person? What were your reactions?
- Discussions held by the Mentee and Mentor should remain confidential.
- Only appropriate discussions should take place.
- If a mentor ever feels threatened or uncomfortable, he/she must report the offense to the Executive Director of Human Resources in a timely manner.



How should we meet?

- The mentoring structure is designed for the mentor and mentee to meet weekly in-person.
- However, due to the current pandemic (Covid-19), meetings can occur virtually using Zoom or Google Meet as these platforms offer timestamps.



MENTORING CONFERENCES: The Focus

- Teacher growth and increased student learning
- Builds on knowledge, skills and dispositions for teaching
- Task-oriented
- Provides ongoing feedback
- Uses data
- Builds on competencies
- Uses time wisely
- Ensures follow-up and follow-through



CONFERENCING TOGETHER



THE PURPOSE OF A
CONFERENCE IS TO:



DISCUSS CHALLENGES
AND SUCCESSES



IDENTIFY NEW
STRATEGIES AND
PRACTICE THEM



DEVELOP PLANS FOR
IMPLEMENTING NEW
IDEAS



REVIEW PROCEDURES
FOR UPCOMING
EVENTS



SET GOALS



FIND RESOURCES



IDENTIFY NEXT STEPS
FOR THE MENTOR AND
THE MENTEE

What should we discuss cont.

Teaching style and Techniques

Curriculum

Lesson preparation, class participation, activities, etc.

Classroom management

Discipline

Instruction: full class, small group, individualization, differentiated instruction

Grading and evaluation techniques

Testing procedures: classroom, building, state, national

Learning styles

Communication with students

CERTIFICATION – MUST KNOWS

- Electronic Certificates will be issued. No Hard Copies. Certificates can be obtained by visiting: [NJDOE Website - Certification Check](#)
- CE certificates are valid for two years and always expire in July of the term year.
- Provisional Licenses are valid for two (2) years (Renew 1x)
- It is your responsibility to enroll into an Alternate Route Program. Notify HR immediately w/ proof of enrollment. e.g. Schedule and confirmation email.



How do I earn tenure with the OPS District?

In order to earn tenure in the district you must:

Have a valid certificate(s) culminating in a standard certificate

Complete four (4) years and one (1) day of appropriate service within a 5-year period.

Example: Start Date – September 1, 2021
tenure date September 2, 2025



SO THAT I CAN ARTICULATE MY PRACTICE: An Activity

By the end of the school year I see:

- What my students will know and be able to do as a result of my teaching
- How my students will be different
- How I will be different
- How my classroom will be functioning
- How I will measure the success of my students
- How I will measure my success



New Jersey Student Learning Standards



General Guidelines for Mentors

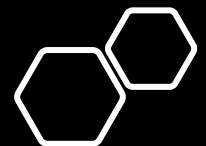
Before the first day:

- Assist mentees in developing classroom rules, procedures, and disciplinary interventions. Having a routine will be reassuring to students and new teachers.
- Make sure mentees are aware of the various support teams and strategies to help struggling students. Provide contacts and information on [Intervention and Referral Services](#) (IRT teams) and [Talent Search](#) if needed.
- Guide mentees in establishing parent/guardian communication procedures (that comply with district norms) and implement parent communication immediately.

Agenda

1. Review state mentoring requirements
2. Review evaluation
3. New Jersey Professional Standards for Teachers
4. New Jersey Student Learning Standards (NJSLS)
5. Best practices in peer observations and feedback
6. Facilitating adult learning
7. Maximizing learning through reflective conversations
8. Mentoring in the era of COVID-19

THE ROLE OF THE MENTOR



Roles and Responsibilities: The Mentor



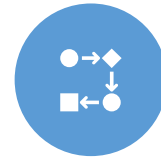
•TO SUPPORT THE NOVICE IN IMPROVING CLASSROOM PRACTICE;



•TO USE DATA AND CLEAR EVIDENCE TO PROVIDE THE NOVICE WITH NON-JUDGMENTAL FEEDBACK;



•TO PROVIDE THE NOVICE WITH A MODEL OR MODELS OF EFFECTIVE INSTRUCTIONAL PRACTICE;



•TO SUPPORT THE NOVICE IN SETTING SHORT AND LONG TERM GOALS;



•TO ASSIST THE NOVICE IN DIAGNOSIS OF PROBLEMS AND IMPLEMENTATION OF NEW SOLUTIONS; AND



TO BE AN ADVOCATE FOR THE PROFESSION.

SETTING GOALS

- What are 2-3 goals for the first 10 weeks of school?
- Indicate why each goal is important to your success in helping students learn.
- Identify the steps you will take in meeting the goals.
- Indicate the support you will need to achieve the goals (administrative, mentor, team)



AS A COACH I MUST...

- Actively listen
- Acknowledges what is being said – verbally and non-verbally
- Paraphrase and summarize
- Reflect your meaning and feelings back
- Ask guided questions
- Encourage reflection of the actions
- Share expertise
- Thank the teacher for the opportunity to work together
- Maintain confidentiality

PROBLEM SOLVING

- Help the novice identify the problem (s).
- Brainstorm potential solutions
- Evaluate the solutions for feasibility
- Select a solution to try
- Design a plan and implement
- Evaluate the solution

What Improves Classroom Practice?

- Watching others and having others watch you;
- Collaboration with others that allows for creativity and innovation;
- Passion and enthusiasm for the students, the grade level, the subject;
- Having confidence in the instructional practices employed;
- Support from administration and colleagues



MAKING THE CONNECTION

- **The New Jersey Professional Standards for Teachers provide:**
 - A common language
 - A linkage from theory to practice
 - A focus for conversation
 - A set of expectations
- **The Core Curriculum Content Standards provide teachers with:**
 - An understanding of the knowledge and performances for students
 - A focused set of expectations for students

THE CONNECTION IS MADE

- **Using the standards:**
 - The new teacher is able to design lessons and learning opportunities for all students in their class;
 - The new teacher is able to use formative and summative assessments to support student learning;
 - The new teacher can make needed adjustments to curriculum and lessons; and
 - The new teacher is able to articulate how the student is learning to the mentor, to the supervisor, and to the parents.
- add text



CHALLENGES TO THE MENTORING RELATIONSHIP

- **There is no common planning time:**
 - Use e-mail at home or school
 - Connect through phone calls
 - Set a weekly day and time for meeting
 - Meet before or after school
 - Have lunch together
 - Meet outside of school



CHALLENGES TO THE MENTORING RELATIONSHIP

- **The novice teacher does not follow through with our meetings or does not want assistance:**
 - Have the novice set the date and time
 - Meet informally out of school
 - Talk about the reasons for not meeting
 - Ask for help in planning a lesson in the novice's area of expertise
 - Suggest joint work sessions to do specific tasks
 - Invite the novice teacher to observe you
 - Stop by during hectic times of the year

CHALLENGES IN THE MENTORING RELATIONSHIP

- **My novice teacher is having difficulty with classroom and/or behavior management:**
 - Offer suggestions about student friendly room organization or walk through the building to see how others “do it”
 - Help the new teacher establish a plan and set basic expectations
 - Provide some examples of clear and consistent consequences for misbehavior
 - Suggest ways to communicate with students and parents (role play)
 - Video tape a lesson and discuss what works and what doesn’t
 - Provide organizational resources (binders, folders, etc)

CHALLENGES IN THE MENTORING RELATIONSHIP

- The novice teacher is having problems in dealing with parents:
- Role play parental conferences
- Help the novice establish a format for dealing with phone calls, e-mails and letters
- Sit in on a conference with the novice
- Encourage the novice to document all parent communications
- Provide ideas for numerous parent communications

AND WHO SUPPORTS ME? THE MENTOR

- My principal and/or supervisor
- The mentor Coordinator
- Other Mentors
- Veteran Teachers
- Content experts
- Training consultants
- The local Association
- The novice teacher

Achieve NJ

<https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtm>

OBE Mentor Plan

<https://www.orange.k12.nj.us/site/default.aspx?DoMainID=20>

