

DISTRICT MENTORING PLAN 2019-2020



Clinton Township School District
Lebanon, New Jersey

District Board of Education Approval Form

District: Clinton Township School District County: Hunterdon

District Board of Education Approval Notification: County Superintendent

The Clinton Township Board of Education has reviewed and approved the Clinton Township School District mentoring plan. The Clinton Township Board of Education assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and exceeds the minimum requirements of the mentoring regulations in *N.J.A.C. 6.A: 9-8.4*.

Maria Grant, Board of Education President

Lana Brennan, Board of Education Vice-President

Date of Board of Education Approval: 7/29/19

Current Assessment of Mentoring Program

An assessment of the mentoring program is conducted annually and kept on file in the district. Changes are made as needed to the mentoring program in response to recommendations made in feedback forms, essays, surveys, or changes in requirements from the NJ Department of Education.

In response to needs assessment results, the leadership team selects and matches mentors with novice teachers based on assignment similarity and commonality of planning time. This plan is in compliance with state regulations. On May 5, 2014, the State of NJ passed new New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8). The district offers mentor training that addresses policies and procedures of the mentoring program, the roles and responsibilities of the mentor teacher, the professional development standards for teachers, and the skill areas of communicating, conferencing, coaching, and providing feedback. Training in providing support in areas of curriculum, instruction, and assessment is also included. Novice teacher services include professional development activities within and beyond the district, networking opportunities, and time to observe mentors and other teachers. All services and training will align to the new mentoring regulations, N.J.A.C. 6A9-8.

School leaders use supervision and growth-oriented experiences as well as the multi-day New Staff Orientation, aligned with the NJ Professional Standards for Teachers to enhance the professional development of the novice teachers.

District staff members are involved in the mentoring process for novice teachers through team-based meeting time, collegial planning, collaborative correcting and reviewing of assignments, PLCs, assessing teaching effectiveness, and other mentoring support activities. Parents and the local community are made aware of the quality induction program provided by the district through public announcements made at Board Meetings.

Mentoring Program Vision

The Clinton Township School District's mentoring program vision is one of an induction to the teaching profession and the school district that provides, for all novice teachers to Clinton township, the experiences, resources, support, and opportunities that allow them to become fully contributing members of our professional community, committed to our common mission: *The Clinton Township School District, in partnership with the community, achieves excellence for each child by ensuring a meaningful and challenging educational experience in a supportive environment; developing lifelong learners who are responsible and productive citizens.*

Mentoring Program Goals

The goal of the mentoring program is to provide a mentor for all novice teachers and support to all teachers entering the district in accordance with the mentor regulations, N.J.A.C. 6A9-8, adopted May 5, 2014, and as outlined in the table below.

Experienced teacher new to district	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures ● Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience ● New PDP created within 30 days of new assignment
Novice teacher, traditional route	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures ● One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers (30 weeks) ● Mentor/mentee meet at least once/week for first 4 weeks of assignment ● Mentor leads mentee in guided self-assessment on district's teacher practice instrument
Novice teacher, alternate route	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures ● One full school year of 1-1 mentoring from beginning of assignment, prorated for part-time teachers ● Mentor/mentee meet at least once per week for the first 8 weeks of assignment ● Mentor leads mentee in guided self-assessment on district's teacher evaluation instrument ● Mentor aligns support to mentee's preparation curriculum

Another goal is to retain highly qualified teachers as part of the district's multifaceted effort to realize continued improvement in the instructional program and in student performance. The mentor program provides the support of mentors as well as the resources provided by the school district to enable novice teachers to experience success as they:

- Implement and differentiate the curricula they are charged to teach and use appropriate assessments to determine the effectiveness of their professional efforts.
- Communicate effectively with students, parents, colleagues, and administrators about student growth and progress.
- Engage in and support the mission of the Clinton Township School District.

Guidelines for the Selection of Mentors

Requirements for Mentors outlined in N.J.A.C. 6A9-8:

Certification	Required; whenever possible in same subject area as novice teacher
Effectiveness	<ul style="list-style-type: none"> ● Mentor demonstrates a record of success in the classroom ● Mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation ● In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument
Teaching experience	<ul style="list-style-type: none"> ● At least 3 years, with at least 2 completed within previous 5 ● Currently active
Knowledge of district	<ul style="list-style-type: none"> ● Understands resources and opportunities available and is able to act as referral source ● Understands social and workplace norms of district and community
Confidentiality	As defined in regulations
Professional relationship	Mentor may not serve as mentee's direct supervisor or conduct evaluations
Additional (CTSD)	<ul style="list-style-type: none"> ● Follow the additional recommendations for mentoring for quality induction ● Support the Clinton Township Mentoring Plan's vision for mentoring ● Meet the Clinton Township Mentoring Plan's roles and responsibilities for mentors ● Match specific grade levels, content areas and/or planning times as much as possible ● Make meaningful matches of novice teachers to mentors

Roles and Responsibilities

District Implementation & Accountability specified in N.J.A.C. 6A9-8:

Mentoring plan development	CSA is responsible for creating the plan and determining implementation logistics
Mentoring plan approval	<ul style="list-style-type: none"> • Must be submitted to district board for review of fiscal impacts • CSA must submit Statement of Assurance to County Office • Plan kept in district
Review of plan effectiveness	<ul style="list-style-type: none"> • Plan must be reviewed annually • Statement of Assurance must be submitted annually
School level implementation	<ul style="list-style-type: none"> • Plan must be shared with each School Improvement Panel (ScIP) • ScIP oversees implementation at school level
Evaluations	Align the three required formative and summative evaluations of the novice provisional teacher with required observations through AchieveNJ.

The Local Board of Education:

- Approves the Mentoring Plan
- Budgets funds for New Teacher Induction Program (NTIP), release time, and professional development

Mentor Teachers:

- Serve as a professional role model in both professional and classroom practice
- Foster a trusting, confidential, collegial relationship
- Serve as a critical friend
- Meet with novice teacher partner on a regular basis (minimum as outlined in the mentoring regulations)
- Provide appropriate feedback after a non-evaluative observation or visitation
- Model effective instructional techniques for the novice teacher
- Orient the novice teacher to district and school policies
- Provide a variety of resources to help the novice teacher begin forming a repertoire of effective strategies and techniques
- Encourage the novice teacher to record needs, questions, or comments in a journal; using that journal for discussion purposes
- Participate in continuing mentor education sessions
- Maintain continued involvement in professional growth opportunities
- Maintain a record of meetings, topics discussed, and reflections in a log

Typical Topics Mentor Teachers Discuss with Novice Teachers

What Do I Do On the First Day of School?

- first day schedule
- homeroom procedures/hallway responsibilities
- first day lesson plans
- Responsive Classroom

Materials/Supplies

- location of all content area books, teacher's guides, supplies, etc.
- bulletin board paper
- ordering supplies
- distributing PTA supplies

Lesson Planning

- using Oncourse
- mentee plans for first day and first week
- required components of lesson plans
- suggested/required format(s) for lesson plans
- how/when lesson plans are viewed
- co-planning and co-teaching
- managing planning time
- keeping pace w/grade level/subject area colleagues

Team Information/Procedures

- team structure
- daily schedule
- special schedules (snow day, early dismissals, assembly, etc.)
- team meetings
- lunch/recess
- hallway/bathroom passes/procedures
- fire/storm drills
- progress reports
- report card system
- finding your voice on the team/being a part of the team

Administrative Issues

- morning sign-in
- building hours (weekdays/weekends)
- building security (badges, etc.)
- e-mail/voice mail set-up
- forms you may need from office
- what to do when you need a sick day/personal day
- what to do when you want to sign up for a conference

- pay day
- copy machine/laminator
- student attendance/lateness
- contract hours
- technology sign-out

Teacher Responsibilities Outside the Classroom

- Faculty meetings
- Back to School Night
- Parent/teacher conferences
- Field trips

Discipline

- school philosophy
- team expectations/consequences

Parents

- proactive communication
- websites
- keeping in touch when there are two families
- handling challenging parents/situations
- topics not to discuss with parents
- safe answers when you don't know what to say

Who Do I Go to When ... (People I Should Know in my Building)

- technology does not work?
- something needs to be repaired in the classroom?

Touchy Topics

- topics to avoid discussing w/students
- drawing the line between teacher and student
- Harassment, Intimidation, and Bullying (HIB)
- Confidentiality

Observations

- number of observations
- who will observe mentee
- primary evaluator
- pre/post conferences
- keeping track of your 20 hours of professional development
- writing your PDP
- Developing SGOs
- end of the year evaluation conference
- Mentor/Novice teacher

Miscellaneous

- Staff/student medical issues
 - Allergies
 - Health plans
 - IEPs
 - 504 plans

Novice and New Teachers:

- Participate actively in the New Staff Orientation, regular consultation and partner coaching activities with their mentors or guiding teachers, periodic surveys and essays, in-and out-of-district professional development offerings, and the development of an appropriate PDP to ensure that they are acquiring the skills and knowledge that will enable them to become fully contributing members of our professional community
- Meet with assigned mentor on a regular basis as outlined in mentoring regulations
- Strive to gain the knowledge to assimilate into the Clinton Township School District culture
- Continue to learn and increase repertoire of skills and strategies necessary to deliver effective instruction measured by student achievement

There is a no-fault exit process in place. Upon request, principal or program coordinators discuss the need for an exit with the mentor and novice teacher. Partnership is dissolved and a new match is made.

Mentor and Novice Teacher Professional Learning Opportunities

Provided by CTSD:

Mentors	<ul style="list-style-type: none"> ● Training of mentors as required ● District makes provision for training ● Training program offerings will include at minimum: training on the district’s teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Core Content Curriculum Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice
Novice Teachers	<ul style="list-style-type: none"> ● Comprehensive New Staff Orientation including: the district paradigm, Schoolwide Enrichment and Response to Intervention, differentiating and inclusion, special education, accommodations and modifications, technology, anti-bullying and HIB prevention, Responsive Classroom, tenure and the district’s teacher evaluation rubric and practice instrument, the observation process, state mandates and requirements, designing lessons, curriculum, data informed teaching and learning ● Active and ongoing participation in successful PLCs ● Out-of-district professional development ● Opportunities to meet with mentors, team, and grade level teaching members to develop lessons and materials ● Staff in-service learning aligned with the NJ Professional Standard for Teachers ● Graduate courses enabling teachers to meet one or more of the NJ Professional Standards for Teachers

Alignment with NJ Professional Standards for Teachers

The Clinton Township School District Mentor Plan is designed to address the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and 2014 NJ Professional Standards for Teachers through training and mentor/mentee activities.

These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

The standards are organized under four domains:

<p>The Learner and Learning</p> <ul style="list-style-type: none"> ● Standard 1: Learner Development ● Standard 2: Learning Differences ● Standard 3: Learning Environments 	<p>Instructional Practice</p> <ul style="list-style-type: none"> ● Standard 6: Assessment ● Standard 7: Planning for Instruction ● Standard 8: Instructional Strategies
<p>Content</p> <ul style="list-style-type: none"> ● Standard 4: Content Knowledge ● Standard 5: Application of Content 	<p>Professional Responsibility</p> <ul style="list-style-type: none"> ● Standard 9: Professional Learning ● Standard 10: Leadership and Collaboration ● Standard 11: Ethical Practice

Within each standard, the elements are organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge: the understanding that one needs to support effective practice; and
- Critical dispositions: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

Action Plan for Implementation

DATE	ACTION	RESPONSIBLE PARTY
June-August	Hire new teachers, match novice and mentor teachers according to the Clinton Township Mentoring Plan Guidelines	Leadership Team (LT)
July/August	Plan and implement mentor teacher training and new staff orientation for district and in individual schools	LT, SciP
August	Complete applications and contracts for mentoring	Mentor teachers
August/September	Complete mentor teacher training, and novice teacher orientation training sessions and evaluations of each	Mentor and novice teachers, LT
September	Complete PDP-novice teachers	Novice teachers, teachers new to district
September - June	Involve mentor and novice teachers in appropriate in- and out-of-district professional development opportunities	LT, SciP
September - June	Implement mentoring activities including regular meetings, coaching sessions, periodic surveys, and maintenance of meeting logs	Mentor and novice teachers
March - April	Conduct and analyze annual survey and needs assessment of professional development	SciP, Principals
May/June	Complete vouchers and applications for payment of mentoring fees and professional development credits	Mentor teachers/Coordinator
May/June	Complete and submit reflection essays	Mentor and novice teachers
June	Review vouchers and applications to determine payments and PD hours to be issued to mentor teachers	Coordinator, Business Administrator
June	Review evaluations, assessments, surveys, and reflections completed by mentor and novice teachers and other data, including retention and exit interview information to make revisions to mentoring and professional development plans for the following school year	Principals, SciP

Funding Sources

Funding Sources	<ul style="list-style-type: none">● NCLB Title I, Title II-A, and LEA funds will provide funding for New Teacher Induction Program, mentor fees in accordance with CTEA contract specifications, and expenses related to the successful execution of this plan such as professional books, materials, relevant workshops● Local funding will provide funding to cover substitutes for peer observations and conferences, workshop attendance
Tuition Reimbursement	<ul style="list-style-type: none">● Graduate courses in accordance with CTEA contract specifications
Payment Procedures	<ul style="list-style-type: none">● Mentors must keep logs of contact time with mentees● Mentors submit logs to mentoring coordinator● Mentors submit reflective essay to mentoring coordinator● Payment of mentors overseen by the district administrative office● Mentees may not pay mentors directly

Program Evaluation

The New Teacher Induction Program (NTIP) is assessed in four areas:

- Participants' reaction and learning
- Organizational support and response to needs
- Participants' use of knowledge and skills
- Student learning and achievement

Periodic Formative Evaluations as Noted in the Action Plan for Implementation:

September	Completed evaluations of mentor teacher training and novice teacher orientation training sessions	Mentor and novice teachers
November	First semester assessment of novice and mentor teachers' progress	Director of Special Projects, Principals, ScIP
March	Annual survey and needs assessment of professional development	Director of Special Projects, Principals, ScIP
Ongoing	Revise mentoring plan and related activities as needed	LT, ScIP

Summative Evaluation as Noted in the Action Plan for Implementation:

June	Review evaluations, assessments, surveys, and reflections completed by mentor and novice teachers and other data, including retention and exit interview information to make revisions to mentoring and professional development plans for the following year	LT, ScIP
Ongoing	Revise mentoring plan and related activities as needed	LT, ScIP